

Lawson State COMMUNITY COLLEGE

Unit Plan Annual Narrative (2007-2008)

Directions: Use the "Unit Plan Narrative Guide Sheet" to complete this planning form. Be sure that under each section, you write a narrative which discusses all elements listed under each heading. If a particular element does not apply to your area, note that within your narrative. Again, this form should be completed as a narrative, not bulleted.

Department/Unit: Office of Admissions

Unit Administrator: Jeff Shelley, Director of Admissions **Date:** June 17, 2008
Darren Allen, Assistant Dean

A. Unit Description

a. Connection of the unit to the institution's role and mission:

Lawson State Community College is a comprehensive, public, two-year, multi-campus college, which seeks to provide accessible quality educational opportunities, promote economic growth and enhance the quality of life for people in its service area. The College is dedicated to providing affordable and accessible lifelong learning opportunities in order to prepare students for employment or career advancement enable students to transfer to senior colleges and universities, and provide customized training needs for business and industry. The mission of the Office of Admissions within the college is to provide for students' access to a college education and to assist with the students' transition to the college learning environment. In section 3.4.3, page 23, of The Commission on Colleges, Southern Association of Colleges and Schools Principles of Accreditation Foundations for Quality Enhancement, a standard is noted relative to institutional mission, governance, and effectiveness in that the institution must publish admissions policies consistent with its mission. Policies are delineated and administered for entering or re-entering students through the Office of Admissions.

b. Unit Achievements:

As noted last year, admissions letters are generated by extracting data from ACCESS using internally written queries. Queries target specific types of data to enable the production and dissemination of tailored letters that address applicants' unique needs. This process has been expanded to include additional admission letters delineated especially for re-admitted students whose files are complete and re-admitted students whose files lack required records. In addition, letters specifically written to address the admissions concerns of transient status students and non-degree seeking students has been implemented. Beginning this year, high school seniors received a series of acceptance letters and other promotional literature over a five month period. This was done in support of the field recruiting efforts via college fairs and private visits.

As a continuation of processes begun last year, high school seniors of 2008 were conditionally accepted as their applications were received. Letters provided information to ensure seamless transition into summer or fall terms. New student orientation information is mailed to each applicant via post cards prior to the sessions. Prior to pre-registration or registration, post cards are prepared and mailed to all entering or reentering students. After the beginning of each term, lists of those admitted but not enrolled are forwarded to the Recruiting Office for follow up contact to capture them in contiguous terms. At regular intervals, ISIR data is received from the Office of Student Financial Services to compare those who send financial aid data to the college with those who have applied for admission and non-applicants are canvassed. Data has been provided to instructional departments on a regular basis and assistance has been rendered to specific instructional departments during direct mail preparation. Institutional packets are pre-stuffed and prepared bi-weekly after personalized response letters have been prepared using the ACCESS system data. This data is shared with the Recruiting Office weekly. Packets include mini view books, applications, catalog information,

Compass testing information and preparation resources, financial aid information, etc. As possible, specific departmental information, such as nursing education brochures or automotive brochures are also included.

The online applications for admission increased approximately seventy-five percent over the last evaluation period. Recently, web administration access was acquired and as a result, twenty admission or records office forms have now been posted online. These forms may be downloaded by anyone with internet access. The link for prospective students has been revamped to include multiple sources of information, including off site resources for students preparing for the Compass assessment. Admissions criteria and requirements have been delineated by categories such as first time freshman, transfer student, transient student, international student, re-admitted student, etc. Contact links have been added to enable prospective students to contact the recruiter of choice. An Admissions Office overflow voice mail account has been established and is checked daily by staff members.

Weekly, a new query is run to identify those potentially needing transfer credit evaluations. Required evaluations are noted and enacted in advance of special activities such as new student orientation where batch advising occurs. In addition, a new function of ACCESS, called RCTC has been implemented. This allows transfer credit to be evaluated if transcripts arrive prior to the corresponding applications for admission. Posted credit is merged from the recruiting file to the admissions file within ACCESS once a student's application data has been input.

The Admissions Office worked with the recruiters and the Office of Public Relations to draft and produce a new college view book. The application for admission has been modified and amended to include new information during each re-print.

A desktop procedures reference has been created for all staff in Admissions who input application data. This resource specifically denotes all relevant processes with ACCESS and establishes protocols for data entry, timelines, etc. Staff has been provided the reference and subsequent data entry regardless of physical location, is more consistent. In addition, file processing protocols are more consistent across campuses.

A concerted effort has been made to promote the use of the Global Suite by prospective students or students who have applied for admission. Web messages have been modified and clarified so that those checking their admission file status may clearly discern steps to completion.

c. Instructional Units within your division: N/A

B. Unit Effectiveness

a. Staff Description:

In the Birmingham Office, one full time staff person is associated with admissions. In the Bessemer Office, four full time staff persons are associated with admissions, including one additional person, an evening manager, who provides support to the mission.

b. Instructional Effectiveness / Student Success: N/A

c. Support Services Connection & Resource Availability: The functionality of the office is integrated into the ongoing support of other student services areas. The department has received fully adequate resources in order to meet its mission with the context of the overall institutional mission.

d. Customer Service Ranking: No available recent survey data suggests more than 5% of respondents were dissatisfied or strongly dissatisfied with the services received. However, additional, ongoing survey instruments are being used to collect relevant data to evaluate more current perceptions, including "suggestions" boxes within the offices.

C. Value Added

Support of the unit to other program and units:

The Admissions Office provides support to multiple programs and units of Lawson State Community College. Data is shared with departments relative to prospective students on a regular basis. Special data requests are provided as needed to support departmental projects or planning. The office supports the dissemination and processing of the nursing applications for the college by calculating grade point averages for applicants, recording valid Compass scores, and validating unconditional admission to the college. The office administers the process for students to receive free classes based on GED acquisition.

b. Strengths:

Staff longevity has aided in becoming more proficient in tasks related to the admissions functions. Staff members are cross trained so that everyone supports the mission of the unit regardless of absences or re-assignments. They regularly demonstrate genuine commitment to the needs of new or current students. To the extent possible, technological improvements have occurred wherever such application may assist student services. Processes and procedures have consistently been upgraded to enable us to effectively receive, input, and output large quantities of student information.

c. Areas Needing Improvement:

An imbalance continues to exist between staffing in the Birmingham Office and the Bessemer Office. An estimated seventy-five percent of the service demands exist on the Birmingham campus yet, only one staff person is assigned full time to the admissions office. To date, work flow has been maintained via sharing responsibilities across campuses. Some staff members are shared between offices and thus, we are able to intain adequate services in terms of response times to students via written communication, personal contact, etc.

d. Departmental or Unit Needs:

The department has been well funded in terms of supplies and equipment. One physical resource desperately needed on the Birmingham campus continues to be work space. Two additional professional staff maintain weekly office hours on the Birmingham campus yet neither has adequate work spaces including desks and telephones.

e. Recommendations:

D. Projections

a. Staff needs:

Staffing levels should be maintained at current levels and no positions should be unfilled / eliminated within the department.

b. Resources needs:

3 new computer packages have been requested for the Bessemer campus office. One additional medium speed scanner is needed as well. The reliability and functionality of the telephone system continues to be problematic.

c. Professional development needs:

The Director of Admissions now has some web management / development responsibilities. Attendance at a

seminar on new web development software is requested. In addition, staff members not previously permitted to attend conferences such as ACA or ALACRAO due to budget restraints should be rotated in attendance order to allow greater exposure to professional development opportunities.

d. Other (if applicable):

None.

Institutional Effectiveness Unit Plan (Phase I) for 2007-2008

Directions: Use 9 point font when completing this form. First, complete columns A-D. Make sure your Unit Outcomes are targeted, essential and measurable. Columns E & F (which serve to assess whether your goals were reached and how you intend to use the results) will *not* be completed until the end of the cycle in the spring.

Unit: Office of Admissions **Unit Administrator:** Jeff Shelley- Director Darren Allen- Assistant Dean

Unit's Mission: To provide for students' access to a college education and to assist with the students' transition to the college learning environment.

Number each Outcome in each column	<p>A. Unit Outcomes (3-5)</p> <p>Should be measurable. Use percentages where possible. <u>Be brief.</u></p> <ol style="list-style-type: none"> 1. Identify applicable transfer credit for degree plans in 100 percent of new student applicants before the first day of class in a given entry term. 2. Track the use of the available online forms to better facilitate service activities specifically related to admissions or records. 3. Replace 100% (five) of the computer workstations in the Bessemer campus Admissions Office to enhance student service effectiveness and add one scanner. 	<p>B. Outcomes Link to Institutional Goals & Strategic Indicators</p> <p>List the goal numbers and the corresponding Strategic Indicator letters (i.e., Goal 1; Indicators B & C; Goal 2; Indicators A-C, etc.)</p> <ol style="list-style-type: none"> 1. Goal 3; Indicators A, B, C, & D. Goal 2; Indicators A, B, D, E, & F. 2. Goal 3; Indicators A, B, C, & D. Goal 2; Indicators A, E. 3. Goal 3; Indicators A, B, C & D. Goal 2; Indicators A, B, E, & F. 	<p>C. Methods of Assessing the Outcome</p> <p>List what methods you plan on using to measure each outcome (i.e., exit exam results, portfolios, surveys, board exams, etc.)</p> <ol style="list-style-type: none"> 1. Implement RCTC functionality in ACCESS and create weekly transfer credit needs assessments via queries. 2. Access usage by evaluating hit counters on the forms page of the admissions / records web section and by physical count of online applications received. 3. Met upon installation on Sept. 2, 2008. 	<p>D. Budget Implications</p> <p>If your outcome has budget implications (costs that will exceed \$499), list them here.</p> <ol style="list-style-type: none"> 1. None. 2. None. 3. \$8700.00 (Five computers / monitors and one additional monitor, one medium capacity scanner.)
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Unit Plan—Part II: Directions: As noted on page one of this plan, complete columns E & F at the end of the planning cycle in the spring. As you report under each column, be sure to carry over the numbers which represent each outcome you are addressing.

E. Actual Results Obtained—When you assessed and measured your stated outcomes, what results did you find? Be clear and concise in your reporting.

1. Upon assessment of the process, less than 100% of transfer students' transfer credits were evaluated. Then, two steps have been added to the process. 1) Reports are run weekly to ascertain potential credit evaluations and actions are taken to enable them. 2) A new function of ACCESS, called RCTC, enable us to evaluate credit prior to receipt of applications for admission. These two steps greatly increased our effectiveness relative to the evaluation / implementation of potential transfer credit. Reports are cumulative for a term period and track previously evaluated / unevaluated transcript activity. From point to point, every student with potential transfer credit may be tracked to ensure evaluations occurred. The ACCESS RCTC function has been implemented and transcripts from those who have not yet submitted applications for admission are being evaluated. Such students may or may not enroll. In addition, the data cannot be quantified as to which students began in the RCTC menu. Data for such students migrates into ADARM once applications for admission have been received.

2. 1022 online applications for admissions have been received since July 25, 2007. 20 web based forms are now available online. Previously, 1 existed on the web within the Admissions Office or Records Office area of the site (the online application for admission). Modifications are ongoing as new forms or amended forms are available. Online applications are received in a dedicated email account which summararily contains online application activity from its inception. Activity is measured like date to like date within specified time frames to capture comparative data.

3. Requisitions were submitted and approved for equipment purchases on the Bessemer campus. The order was placed for the actual hardware. In addition, four workstations on the Birmingham campus now have USB compliant high speed scanners which replaced older SCSI card scanners. Five workstations in the office on the Bessemer campus will receive upgraded CPUs, monitors, and keyboards as well as sufficient SDRAM to adequately run all functional software applications within admissions. On September 2, 2008, five workstations were upgraded due to the installation of new personal computers / monitors.

your overall Plan for the upcoming academic year? **NOTE** After you list how you intend to use these results, be sure to include such improvements in your new Unit Plan for the upcoming academic year.

1. Completed credit evaluations enhance services to students in that they may receive more accurate academic advising, more accurate degree plans, and potentially better understand their curricula. Consequently, matriculation is increased.
2. Student services are enhanced by the availability of multiple, downloadable, online forms. Online form availability is now regularly promoted to students and prospective students. Postage costs will decline, student traffic in peak periods will decrease, and student preparedness will increase.
3. New hardware will more effectively run critical software such as the imaging system and the student information system. Multiple new scanners will increase our capacity to fully scan / index / retrieve student related documents. Since physical documents need not be retrieved each time reviews occur, document security is more adequately maintained.