



Student Services Program Review Report
Admissions and Records

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Names of people who contributed to this report: Christy Davis, Dustin Nguyen

Date: 28 June 2019

Date of previous program review: Fall 2015

Part 1. Satisfaction with Support Services Provided

Review the results from core items in the Student Services Program Review Survey that are summarized in the table below. See Appendix A for complete survey results.

Responses to the Student Services Program Review Survey indicated that the majority of students are satisfied with the services provided by Admissions and Records (Overall Quality of Service = 89%). However, when compared with survey responses collected for the previous program review (2015), data collected for the current program review revealed a 4.4% decline in satisfaction (84.6%). The individual ratings ranged from a high of 3.9% (Quality of Materials) and a low of -4.4% (Hours of Operation) and yielded an average change of -1.73 percentage points for each service category. The ratings for each category are included in Table 1.

Table 1. Student Satisfaction with Admissions and Records Services

	% Responded "Excellent"	% Responded "Good"	% Responded "Excellent" or "Good" Combined	% Responded "Excellent" or "Good" Combined in Last Review	% Difference
Hours of operation	46.2%	36.4%	82.6%	87.0%	-4.4%
Timeliness of response	44.7%	36.4%	81.1%	83.0%	-1.9%
Clarity of procedures	40.8%	36.9%	77.7%	80.0%	-2.3%
Quality of materials	38.7%	45.2%	83.9%	80.0%	3.9%
Staff helpfulness	53.1%	30.8%	83.8%	87.0%	-3.2%
Staff knowledge	39.1%	46.1%	85.2%	85.0%	0.2%
Overall quality of service	46.9%	37.7%	84.6%	89.0%	-4.4%

Student satisfaction with Admissions and Records services changed most in the hours of operation and Overall Quality of Service categories (-4.4%). These and other ratings are likely due to changes made to office procedures.

Part 2. Changes since last Program Review and Evaluation of Previous Goals

Provide a brief summary of the survey results (see Appendix A) and comparative analysis of the survey results with the results from the previous cycle (see the table in Part 1). Document any accomplishments or improvements and provide insight on any significant challenges or obstacles the department/program has faced since the last review, particularly in relation to the survey results. Additionally, describe whether the goals and

objectives identified in the previous review were met or not, and please provide explanations if the goals were not met.

Summary and Comparative Analysis of Survey Results:

Hours of Operation

Nearly 83% of respondents rated Hours of Operation as either Excellent or Good as compared to 87% for the previous program review. A possible reason for the decline in this category is that the hours of operation for Admissions and Records changed during the Spring 2019 semester. Before then, Admissions and Records hours of operation were:

- Monday and Thursday, 8 AM to 6 PM
- Tuesday and Wednesday, 8 AM to 7 PM
- Friday, 8 AM to 5 PM

Beginning with the Spring 2019 semester, Admissions and Records hours were:

- Monday through Thursday, 8 AM to 6 PM
- Friday, 8 AM to 5 PM

The decision to close Admissions and Records at 6 PM on Tuesday and Wednesday was guided by the information presented at the Student Services Council meeting and is consistent with the hours of operation for other offices within student services. Managers indicated there to be little demand for student services after 6 PM based on the low number of student contacts (e.g., visits, or phone calls) after that hour. This rating may have been caused by timing of the change in Admissions and Records hours of operation. Because the hours of operation were changed at about the same time the student satisfaction survey was administered, it is likely the change to the hours of operation was still fresh in the minds of students when they responded to questions in this category, and students may not have completely adjusted to the change.

Timeliness of Response

Slightly more than 81% of respondents rated Admissions and Records' timeliness of response as either Excellent or Good. The difference in students' satisfaction with timeliness of response is -1.9% when compared to the previous program review. The likely reason for this decline is the growing popularity of Cypress College programs and a corresponding growth in the number of contacts with students and potential students. This was especially true of students and prospects who were first-time college attendees who, in their efforts to prepare for college, have lots of questions and therefore seek assistance from Admissions and Records for clarification about policies and procedures via phone calls, email messages, and in-person visits.

As programs such as Dual Enrollment, Charger Experience, Anaheim Pledge, and the North Orange Promise continue to expand, Admissions and Records will have to streamline procedures to be more efficient and to provide clear advice for students during the onboarding process and beyond. Additionally, as the college moves forward with the Guided Pathways implementation, Admissions and Records may need to hire additional staff to support a case management model for service provision.

Clarity of Procedures

The combined percentage of respondents that rated the clarity of procedures as either Excellent or Good was 77.7%. This represents a decline of 2.3% for this category when compared to the previous program review. This decline in satisfaction is likely because of procedural changes the campus made related to services that support onboarding and registration or were made in support of the divisional goal of going from one-stop to non-stop.

During the current review period, the College changed the process by which assessment and academic placements were made (e.g., multiple measures). This, in turn, affected students' ability to register for at least some of their classes. Traditionally, students had to meet the prerequisites for college-level math and English by earning a grade of C or better in courses taken here at the College or at another accredited college or university. However, with multiple measures, students may prove their preparation for college-level math and English by submitting high school transcripts. We know from recent experience, albeit anecdotally that many students were not aware of the multiple measures option. Thus, we suspect the newness of multiple measures and students' apparent lack of awareness about it may have affected this rating.

Other examples of changes that may have affected students' perceptions of Admissions and Records clarity of procedures include transcript services. During the current review period, Admissions and Records collaborated with our sister campus and Credentials, Inc., a third-party vendor, to implement TranscriptsPlus. Through TranscriptsPlus, students can engage with a third party vendor (Credentials, Inc.) to request transcripts and choose from several options for delivery (e.g., print and mail, pdf, and email). Students can request their transcripts by logging into mygateway and within a few mouse-clicks, be taken to the Credentials, Inc. website where they can submit and pay for their transcripts. This business process was a bit of a departure from the one used when students submitted online transcript requests directly to Admissions and Records. Therefore, we suspect this procedural change may have affected our rating in this category.

Quality of Materials

The majority of respondents (83.9%) rated Admissions and Records quality of materials as Excellent or Good. This represents an improvement of 3.9% when compared with the previous review period. The increase in the rating for this measure is likely the result of an effort to clarify new services and explain processes that were implemented during this review period. Clarification was provided for online transcript request services and online enrollment verifications. Changes to processes that were further explained included petitions for exception, petitions for dismissal (readmission), and petitions for priority registration.

Staff Helpfulness

The majority of respondents (83.8%) rated Admissions and Records' staff helpfulness as either Excellent or Good. The rating for this category dropped by 3.2 when compared with the previous program review. There are a few potential reasons why this decline may have occurred.

Admissions and Records is often the first point of contact for people seeking information about a myriad of college-related topics. There are times when Admissions and Records staff are asked questions about services provided in other student services units – such as Counseling, Financial Aid, DSS, the International Students Program, EOPS/CARE, and CalWorks. Although staff have been trained to provide answers to questions or basic nature, callers/visitors often need more detailed information based on their specific circumstances. When this happens, Admissions and Records Staff refer students to the office that specializes in the needed service.

Another likely reason for the decline in this category is the emphasis that was placed on non-stop services. During this program review period, Admissions and Records implemented a new online transcript request service and promoted the availability of online enrollment and degree verifications. Consequently, students (and continuing students in particular) had fewer face-to-face interactions with Admissions and Records staff.

Staff Knowledge

Admissions and Records received its highest rating (85.2%) for staff knowledge. When compared with the previous program review (85%), survey results for this category yielded an increase of .2%. It is likely the rating in this category remained consistent is that there as been little turnover among the permanent ranks in Admissions and Records; and current staff have many years of institutional knowledge about policy and procedures.

Additionally, several staff have been cross-trained in Admissions and Records functions as part of an effort to improve services and provide opportunities for professional development. As a result, staff have expanded their knowledge about various Admissions and Records business practices and have applied what they have learned when helping students.

Accomplishments

The following are highlights of the accomplishments made in Admissions and Records during this program review:

- Received approval for and filled two evaluator positions – These positions will enable Admissions and Records to support campus and district efforts to move forward with the “front-loading” of transfer credit for incoming students.
- Incorporated the use of Cranium Café to provide students with an additional option for service. Cranium Café allows students to meet one-on-one with staff on a computer or mobile device by providing a virtual meeting space for appointments, and the means to send and receive Admissions and Records documents.
- Document retention and records security – Admissions and Records scanned and indexed thousands of archived documents and facilitated the destruction of others as stipulated by our document retention schedule.
- Facilitated in-house printing of diplomas and certificates via Diplomas on Demand and greatly improved the turnaround time for related services.

- Transfer/Pre-Graduation Fair – Admissions and Records partnered with the Transfer Center to sponsor the Transfer/Pre-Graduation Fair as a means for preparing students for their final year at Cypress College and to help them make the transition to four-year colleges and universities. The event featured admissions recruiters from CSU and UC campuses as well as private colleges and universities. Additionally, several Cypress College student support offices were on hand to share information about existing services and how to engage at four-year campuses for services.
- Professional Development – In addition to cross-training within the office, Admissions and Records staff participated in several professional development activities during this review period. Their activities are listed below:
 - Meg Alton completed the NOCCCD Leadership Academy.
 - David Mosely Booze attended the 2017, 2018 and 2019 EllucianLive (Banner) conferences, DegreeWorks Forum, and completed a doctoral program in educational leadership.
 - Christy Davis attended the 2018 and 2019 EllucianLive (Banner) Conference and completed the 2018 Mentorship Program.
 - James Garibaldi attended the 2019 EllucianLive (Banner) Conference and the Western Association for Veterans Education Specialists (WAVES) conference for VA Certifying Officials.
 - Patrick Tu’ufuli attended the 2018 EllucianLive (Banner) Conference and DegreeWorks Forum.
- The Graduation unit evaluated a record number of degree and certificate completions during this review period:

Grad Term/Year	Degrees Evaluated	Certificates Evaluated	Total Deg/Cert Evaluated
Fall 2016	431	309	740
Spring 2017	988	578	1566
Summer 2017	225	78	303
Fall 2017	470	415	885
Spring 2018	1228	759	1987
Summer 2018	217	175	392

TOTAL 3559 2314 5873

Improvements:

- Improved transcript services through a partnership with Credentials, Inc. – Students may request transcripts online and chose from several service options, including print and mail, expedited mail, and electronic delivery via pdf.
- Expanded outreach, onboarding, and retention efforts – with the creation of the Welcome/Pledge Center, we increased our capacity to assist students and prospective students alike with applications for admission, registration, and make appropriate referrals for counseling and other student services.
- Improved services provided by Welcome and Pledge Centers – The addition of new leadership in the Welcome/Pledge Center has resulted in improved services and smoother operation. With assistance from

Student Ambassadors who are assigned to the Welcome Center, we are now able to accommodate numerous requests for campus tours, provide logistical and service support for a range of campus events – including but not limited to New Student Welcome Night, Pledge Night, Connect2Cypress, the Transfer/Pre-Graduation Fair, and other various enrollment-related activities.

- Reconfigured Office Space to accommodate the addition of two new evaluators; created workspace for the document-imaging unit and increased the number of scanners from 1 to 3.

Obstacles and/or Challenges:

During this review period, Admissions and Records experienced several challenges to our ability to meet the expectations of the students, faculty, and the campus community in general. Of these challenges, the most pressing issue was access to Banner and other enterprise systems upon which we rely to do our work. There were several times when either the student portal (Mygateway) crashed or specific features of our computerized systems were not available for use (e.g., Banner, DegreeWorks, WebStar, and OnBase). These issues were further compounded by the urgency and demand associated with registration and grade submission.

Other challenges included keeping pace with both the needs of and procedural changes associated with programs such as Dual Enrollment, Pledge, and Promise. The allocation of Admissions and Records staff to support admission and registration for dual enrollment students was difficult because students' applications for the program were submitted during peak processing periods that were close to, during, or soon after the start of the term. The implementation of the Pledge and Promise programs were also difficult in that policies and procedures concerning participant eligibility, Banner coding, UB holds, parking, payments were adjusted.

The issues described above made it difficult to manage student expectations about campus policy and contributed to increased calls and office visits from students and their parents.

Comments on Previous Goals:

The previous goals for Admissions and Records are listed below and emphasized the need for more collaboration with other offices within student services with an aim to expand and increase the services needed to support students:

1. Assess the feasibility of current Admissions and Records business practices and make necessary adjustments.
2. Collaborate with other student services offices to ensure efficient business practices and excellent customer service.
3. Advocate for additional resources to support and expand services provided by Admissions and Records

These goals will be reformed and refashioned in the net review period with an aim to enhance the student experience.

Part 3. Mission Statement and Student Services Student Learning Outcomes (SSSLOs)

Provide the mission statement of your department/program and summarize the student learning outcomes (SLOs) for the department/program.

Mission Statement: The Admissions and Records Office serves the needs of prospective, new, current, and former students, as well as those of the faculty and administration of Cypress College. We enhance the student experience through the use of technology and provide non-stop access to our services. We process applications for admission, facilitate registration for classes, maintain academic records, provide transcript services, evaluate transfer units, and perform final evaluations for degrees and certificates. In the performance of these duties, we demonstrate a disposition for service by being helpful, kind, and respectful those we serve.

Student Support Services Learning Outcomes (SSLO): The focal point of Admissions and Records SSSLOs is Guided Pathways. Moreover, Admissions and Records SSSLOs will support Guided Pathways by enhancing the student experience in relation to onboarding, matriculation, and success (e.g., program completion, and graduation). To achieve these objectives, Admissions and Records will do the following:

1. Facilitate student admission, including all levels of the application process.
2. Facilitate student's registration for classes, including timelines, deadlines, requirements, and special program needs.
3. Apply timely and appropriate transfer credit to students' educational records in order to facilitate degree and certificate completion.

Part 4. Student Services Student Learning Outcomes (SSSLO) and Program Student Learning Outcomes (PSLO) Assessment

SSSLOs are assessed annually and are mapped to the college's PSLOs and ISLOs. SSSLO assessment provides an opportunity for dialogue regarding best practices and challenges in achieving outcomes. Review and summarize the results of the last two SSSLO cycles. Please include highlights from your SSSLO results and action plans, including best practices and challenges. What changes will be made to your programs and services, and/or the SSSLO process as a result of this assessment?

Admissions and Records SSSLOs for academic year 2017-2018 had a theme of shifting from One-Stop to Non-Stop service provision. In accordance with this theme, several efforts were made to enhance students' access to Admissions and Records by leveraging technology to improve services. Consequently, the following services were implemented, enhanced, or expanded:

- online transcript requests
- outgoing transcripts provided as pdfs
- the use of Cranium Café to facilitate online meeting space and document exchange with students
- document imaging and retention

Admissions and Records SSSLOs for academic year 2019-2020 will include the goals associated with the One-Stop to Non-Stop theme but will be enhanced in their focus to include support for guided pathways particularly as they relate to enhancing the student experience for onboarding, retention, and success.

Part 5. Faculty/Staff Involvement

Summarize the involvement of faculty/staff in the review process.

The Registrar reviewed and wrote this summary with input from key Admissions and Records staff.

Part 6. Connecting Department Goals to Strategic Planning and Major Campus Initiatives.

Identify general goals and specific, measurable objectives your department/program plans to achieve within the next four years and respond to the related questions for each goal. These goals must directly relate to at least one of our major campus initiatives (see list below). Departments/programs should identify at least one goal per year. If any of your goals require fiscal resources, please complete Part 7.

Major Plans and Initiatives: SSSLOs, District or College Educational Master Plan, Student Success and Support Program (SSSP) Plan, Student Equity Plan, District or College Strategic Plan, Distance Education Plan, Technology Plan, Guided Pathways, Promise Program, NOCCCD Pledge, Dual Enrollment, Strong Workforce, College Outcome Assessment and Review Cycle Plan, or another plan or initiative.

Please modify the number of goals and objectives outlined below as needed.

Year 1: Goal 1: Track services provided by Admissions and Records to students and use data to improve or expand services

Supports plan(s) or campus initiative(s): SSSLO, SSSP, Student Equity, Technology, Guided Pathways, Promise, and Pledge.

Objective 1: Implement Mobile Student ID Card

Person(s) responsible: David Mosely Booze, Christy Davis, Dustin Nguyen, Peter Maharaj,

Timeframe: Spring 2020

Objective 2: Track services rendered to students and analyze data.

Person(s) responsible: David Mosely Booze, Christy Davis, Dustin Nguyen, Peter Maharaj, Institutional Research (contact TBD)

Timeframe: Summer 2020

Objective 3: Make data-driven adjustments to service provision

Person(s) responsible: David Mosely Booze, Christy Davis, Dustin Nguyen, Peter Maharaj, Institutional Research (contact TBD)

Timeframe: Fall 2020

What fiscal, personnel, facility, or technology resources are required for you to implement this goal and complete your stated objective(s)?

Response: Interface between Cypress College Mobile App and Banner for distribution of student photos to mobile devices. Support will be needed from District I.S., Cypress College Department of Academic Technology, and the Cypress College Institutional Research Office.

What defines overall success for your goal and what metrics will be used for evaluating progress?

Response: (1) Integration of Cypress College mobile app with Banner. (2) Ability of students (staff, and faculty) to display student ID photos and unique identifiers in the form of barcodes or QR-codes that can be scanned for identification to signal attendance and participation at campus events and points of service.

Which of the student services division themes and trends are supported by this goal? (Mark blank column with X for all that apply):

X	Inclusion/Equity/Diversity
	“One-stop to Non-stop” service
	Completion (Transfer/Degree/Certificate)
X	Retention and/or Persistence
X	Student Engagement
	Student Access
X	Student Support
	Student Learning
	Student Advocacy
	Accessibility/Universal Design
	Other (please specify):

Year 2: Goal 1: Eliminate or reduce physical lines and wait-times for response

Supports plan(s) or campus initiative(s): SSSLO, SSSP, Student Equity, Technology, Guided Pathways, Promise, and Pledge.

Objective 1: Acquisition of Q-Less

Person(s) responsible: David Mosely Booze, Paul de Dios, Peter Maharaj

Timeframe: Spring 2020
 Objective 2: Q-Less Implementation

Person(s) responsible: David Mosely Booze, Paul de Dios, Peter Maharaj, Christy Davis, Dustin Nguyen

Timeframe: Summer 2020

What fiscal, personnel, facility, or technology resources are required for you to implement this goal and complete your stated objective(s)?

Response: According to the vendor, minimal IT resources are required for Q-Less implementation. The initial cost for Q-Less is \$20,500, which includes an annual licensing fee and a one-time setup fee \$1750. Based on 11,500 FTES, the licensing fees will be \$18,750. In the event the number of FTES generated by the college increases or decreases, we can expect a corresponding increase or decrease in the annual licensing fee for Q-Less. These amounts do not include optional costs for hardware such as Kiosks, digital displays, or Tablets that may be purchased separately. The fiscal resources for other objectives associated with this goal have not yet been determined.

What defines overall success for your goal and what metrics will be used for evaluating progress?

Response: A successful implementation of Q-Less will be defined by enhancements in the student experience according to the following outcomes:

1. Reduced lines in Admissions and Records.
2. Reduced wait times for Admissions and Records services.
3. Improved access to student services
4. Improved student satisfaction with Admissions and Records services.
5. Increased student retention.
6. Increased staff efficiency.
7. Increased student engagement.
8. Increased access for student support services.
9. Increased time for student learning.
10. Enhanced ability to track student interactions and the potential to perform case management across student services offices.

Which of the student services division themes and trends are supported by this goal? (Mark blank column with X for all that apply):

	Inclusion/Equity/Diversity
X	“One-stop to Non-stop” service
X	Completion (Transfer/Degree/Certificate)
X	Retention and/or Persistence
X	Student Engagement
X	Student Access
X	Student Support
X	Student Learning
	Student Advocacy
	Accessibility/Universal Design
	Other (please specify):

Year 3: Goal 1: Facilitate online, electronic processing of Admissions and Records Forms

Supports plan(s) or campus initiative(s): SSSLO, SSSP, Student Equity, Technology, Guided Pathways, Promise, and Pledge.

Objective 1: Identify a means for online, electronic processing of Admissions and Records Forms
 Person(s) responsible: David Mosely Booze, Paul de Dios, Peter Maharaj
 Timeframe: Spring 2020

Objective 2: Pilot implementation of product resulting from Objective 3 for petitions processing
 Person(s) responsible: David Mosely Booze, Peter Maharaj, Christy Davis, Dustin Nguyen
 Timeframe: Fall 2020

Objective 3: Expand implementation of product identified in Objective 3 for Incomplete contracts and Grade Changes
 Person(s) responsible: David Mosely Booze, Peter Maharaj, Christy Davis, Dustin Nguyen
 Timeframe: Spring 2021

Objective 4: Expand implementation of product identified in Objective 3 for Academic Renewal and Dismissal Petitions.
 Person(s) responsible: David Mosely Booze, Peter Maharaj, Christy Davis, Dustin Nguyen
 Timeframe: Summer 2021

Objective 5: Expand implementation of product identified in Objective 3 for all other Admissions and Records forms.
 Person(s) responsible: David Mosely Booze, Peter Maharaj, Christy Davis, Dustin Nguyen
 Timeframe: Spring 2022

What fiscal, personnel, facility, or technology resources are required for you to implement this goal and complete your stated objective(s)?

Response: **TBD**

What defines overall success for your goal and what metrics will be used for evaluating progress?

Response: The overall success of this goal will be defined by increased efficiency in the processing of Admissions and Records forms. When fully implemented, the tool that is selected to facilitate electronic processing of forms will result in faster processing times, and enhanced coordination with other campus offices for services.

Which of the student services division themes and trends are supported by this goal? (Mark blank column with X for all that apply):

X	Inclusion/Equity/Diversity
X	“One-stop to Non-stop” service
X	Completion (Transfer/Degree/Certificate)
X	Retention and/or Persistence
	Student Engagement
X	Student Access
X	Student Support
	Student Learning
X	Student Advocacy
X	Accessibility/Universal Design
	Other (please specify):

Part 7. Student Services Program Review Committee Comments

Reviewer Comments:

Appendix A: Student Services Program Review Survey Results
Admissions and Records

A survey was sent to a random sample of Cypress College students and 222 completed the survey. The results are summarized below.

1a. Have you used the services provided by the Admissions and Records Office at Cypress College within the past year?

	Students
Yes	134
No	88
Total	222

1b. If no, please share why you have not used these services:

Frequent Comments:

- I haven't needed to (23x)
- I go primarily to Fullerton (8x)
- I didn't know about it (6x)
- I have done what I need online (5x)

Other Comments (verbatim):

- I don't have time
- I haven't finished my classes
- Next semester I am going to fill out my certificate
- I have not used these services because I do not have time.
- I go here for two days out of the week
- Haven't felt comfortable

2. Please rate the following aspects of Admissions and Records based on your experiences.

	Excellent	Good	Fair	Poor	N/A or I don't know	Total
Hours of operation	45.5% 61	35.8% 48	9.7% 13	7.5% 10	1.5% 2	100.0% 134
Timeliness of response	44.0% 59	35.8% 48	6.7% 9	11.9% 16	1.5% 2	100.0% 134
Clarity of procedures	40.2% 53	36.4% 48	6.8% 9	15.2% 20	1.5% 2	100.0% 132
Quality of materials	36.4% 48	42.4% 56	6.1% 8	9.1% 12	6.1% 8	100.0% 132
Staff courtesy	52.3% 69	24.2% 32	8.3% 11	13.6% 18	1.5% 2	100.0% 132
Staff helpfulness	52.3% 69	30.3% 40	8.3% 11	7.6% 10	1.5% 2	100.0% 132
Staff knowledge	38.5% 50	45.4% 59	5.4% 7	9.2% 12	1.5% 2	100.0% 130
Overall quality of service	46.2% 61	37.1% 49	5.3% 7	9.8% 13	1.5% 2	100.0% 132

3. What services provided by Admissions and Records have been most helpful to you?

Frequent Comments:

- Graduation applications (12x)

- Help processing forms/paperwork (10x)
- Transcript requests (7x)
- Enrollment verification (5x)

Other Comments (verbatim):

- Applying to use AP or IV credits.
- The first person who helped me didn't have knowledge at all. Then she brought some other person to me, but the person messed up my appointment. The next day I met the another person, and he also didn't help me (actually I had to explain about all matter over again...) the fourth person came over to me, finally I was able to help.
- The ease of going in and having questions answered. They were able to quickly update my name change and helped me process paperwork for graduation.
- Pay for test
- It was like pulling teeth to get help with anything there. I had to utilize a friend who is an employee to even get to talk to the Registrar.
- Making sure my name was documented correctly.
- I was able to get a list of courses with course beginning and ending dates after about 2 months of asking admissions and records. Wasted my time as there was no way to get this on the portal as previous semesters are taken down right after the end of the semester. Because of their inability to help me I submitted my reimbursement application a couple days late and was disqualified. I did not receive a reimbursement and lost about \$2000 because of their lack of skill and inability to assist me.
- I have been to Cypress College in person to become registered for an online course that I wanted to take. I am beyond frustrated that I have emailed various people and I have called the admissions and records office multiple times and no one has answered. I have called multiple times to records and admissions on various days and no one has picked up during work hours. I need clarification asap on how I will be refunded and when because I just want my money back because of the lack of efficiency and response.
- I had questions about placement.
- All of them where answered per phone call with great patients by your staff. Thank you very much.
- I couldn't login into my gateway due to duplicate email address.
- Human kindness number one along with being very knowledgeable and helpful. Much appreciated!
- Finding my class

4. What else can Admissions and Records do to help you be successful?

Frequent Comments:

- Nothing (15x)
- Have processes or instructions be more clear (9x)
- Have more people helping (4x)

Other Comments (verbatim):

- When I went to see a counselor before I applied to this semester to see what classes I needed, the counselor didn't seem like they wanted to help but just get me out of there as quickly as possible. This was very disappointing especially considering there was no one else waiting to see them and was only 2pm. The counselor told me to come back after I had applied to this semester basically, so I ended up guessing what classes I needed this semester because when I went back there were never any counselors available.
- Telling me how much credits I have
- Stop threatening people with suspension when people make complaints. The people working there including the dean is incredibly petty.
- Provide more science courses, such as Chem 201A for the evening students.
- Make a pledge center
- Lines get very long

- I submitted a late Add application form for my Court Reporting Internship class. I was told they would get back to me in 7 to 10 business days. 3 weeks have gone by and I still haven't heard anything back.
- I have been the student of Cypress College for almost 20 years...even though I graduated many years ago already, but I kept coming, I am a loyal student of here in Cypress College... but I felt so badly...
- I am having issues with my enrollment for an online course and I had to drop an online class today because I have called admissions and records, as well as sent out e-mails to multiple people at cypress college asking for assistance and clarification on what the status of my enrollment is and how to get an add code re-sent since it is my first time taking an online course at cypress college. I am frustrated at the fact that no one has gotten back to me about this let alone an reply e-mail including the instructor whom I emailed as well as records and admissions. I have called multiple times to records and admissions on various days and no one has picked up during work hours. I need clarification asap on how I will be refunded and when because I just want my money back because of the lack of efficiency and response.
- Hire more knowledgeable staff or train staff and supervisors how to do their jobs.
- Have people who are polite and actually helpful. It took me 10+ trips to get everything settled before school started.
- Have more information accessible online
- Clear signs
- Asked for my new email address to be used when I was in the office to ensure my privacy.