The attached document is the work of a very committed group of colleagues. The group held its first meeting on March 28, 2007 and continued meeting on a regular basis to the conclusion of this project. Sub-committees were formed that allowed for research of topics and discussion, and then consensus of the total group was achieved before it reached the final document.

The Committee Members

Cyd Bottomley  Admin Assistant I Registration
Sandra Brito    Registrar
Lisa Fedy      Associate Director of Admissions
Kristina Ierardi Coordinator of Career Planning and Placement
Susan Kline-Symington Director of Admissions
Francis Rose  Multicultural Admissions Counselor

Sub-Committee Members
Jeanne Harrigan  Clerk III Admissions
Marilyn Hoeft   Admin Assistant I Admissions
Donna Whiting  Receptionist Admissions

Resource Assistants
Skye Carlson Green  Admin Assistant I Registration
David Hemenway  Institutional Researcher
Mission

The mission of the Office of Admissions is to educate our primary and secondary markets about the higher educational opportunities that are available and our enrollment procedures. Our primary market consists of Cape Cod and the Islands along with Southeastern Massachusetts. Our secondary markets are comprised of a) the rest of Massachusetts and b) out-of-state and international residents. Cape Cod Community College admits applicants to 28 Associate in Arts degrees, 21 Associate in Science degrees and 28 Certificate programs according to the Massachusetts Board of Higher Education’s “Open Door” philosophy on a first come basis.

Key Goals

Admissions objectives are to inform, recruit, collect, evaluate, accept, and maintain records.

Key Functions

The Office of Admissions uses various methods to deliver the academic programs, services and enrollment procedures to the public. We create strategic plans, departmental goals, application procedures and forms, and implement new technologies to assist with performing daily tasks. The office compiles and analyzes data to develop future recruitment strategies, publications, and presentations. Recruitment activities include targeted mailings and marketing strategies such as radio and newspapers ads. The professional staff recruits at various college fairs throughout the state of Massachusetts and conduct on-site admissions interviews at high schools in our primary market. They also visit local community agencies and organizations, host various information sessions (selective health programs, open house, and general information sessions) and campus tours.

Admissions collects inquiries, applications, transcripts, and international documents. Professional staff members review, evaluate, and admit applicants in accordance with the Massachusetts Board of Higher Educations “Open Door” philosophy, federal regulations, and institutional requirements for selective health programs. The records of applicants are maintained according to Massachusetts Statewide Records Retention Schedule (See Appendix D). Specifically, records of applicants who enroll in classes are moved to and maintained by the Registrar’s office. The records of applicants who do not enroll are maintained by the Admissions office for three years.

Organizational Structure

The Admissions Office staff are members of the Enrollment Management team. The staff reports to the Dean of Enrollment Services & Student Development. The three professional staff members attend bi-weekly scheduled staff meetings with the Dean and her other professional staff.
The Admissions Office is supervised by a Director who has responsibility for the supervision of staff, budget oversight and development, analysis of application trends and yield and development of office policies. She serves on the Operations Committee to assure proper implementation of Jenzabar activities in the Admissions module and the continuity with other departments. She oversees the evaluation process for selective health programs applicants.

The Associate Director of Admissions assumes responsibility for the daily functions of the office in the absence of the Director. She coordinates the Annual Open House, Saturday information sessions, the Office website, and TimeTrade Scheduling software. She has assisted with the implementation of Jenzabar and the evolving communications efforts to sustain contact with applicants.

The Multicultural Admissions Counselor sustains continuous contact with area high school guidance counselors, social service agencies, tribal council members and local career center case workers. He has been instrumental in the increased enrollments of under-represented students during the past two years. He coordinates the annual student diversity day for area high schools to promote the value of a college education.

The staff also includes an Administrative Assistant I whose primary role is to review and process all applications, research within Jenzabar and match all transcripts received to the appropriate existing credential file. She also creates and maintains all credential files.

The Admissions Clerk III processes and issues all general accept letters, inquiry responses, and answers main telephone line for incoming calls. She maintains the master calendar and schedules all Dual Enrollment appointments. She has recently assumed the station located in the lobby of the Administration Building.

The part-time Receptionist has been relocated to the records room to assist with application processing, transcript processing and matching, filing and other as needed office projects (See Appendix E).

In order to meet the ebb and flow of activities throughout the year, to cover vacation and personal time, to address the increased number of inquiries and applications, all staff has been cross trained to sustain a timely action in processing inquiries and related mailings. Four members of the staff can enter applications into the mainframe, resulting in issuing acceptance letters generally within a week to two weeks of receipt.

Weekly staff meetings afford all the opportunity to raise questions, suggest changes and remain current in activities related to the Admissions module and other modules on a need to know basis. Staff is encouraged to ask questions either in person with the Director or via email contact if that is preferred.
Admissions Organization Chart

Phillip Sisson
Vice-President Academic & Student Affairs

Dean of Enrollment Management & Student Development

Susan Kline-Symington
Director of Admissions

Phyllis Whitney
Director ACCESS & Hyannis Center

Lisa Pedy
Assoc Dir Admissions

Frank Rose
Multicultural Admissions Counselor

ACCEESS
PACT
SUCCESS/GED

Marilyn Hoeft
Admin Asst

Jeanne Harrigan
Clerk III

Donna Whiting
Receptionist
Primary Responsibilities of Professional Staff

Susan Kline-Symington
Director

- Coordinate Recruitment Activities & Publications
- Preparation of Reports, Preparation and Oversight of Budget
- Supervision and evaluation of staff
- Evaluation of Selective Health Programs and General Applicants

Lisa Fedy
Associate Director

- Recruitment, Evaluation of Applicant Credential Files
- Coordinate Annual Open House and General Information Sessions and Tours
- Oversight of Office Web pages, Time Trade Scheduling Software

Frank Rose
Multicultural Counselor

- Recruitment
- Email or telephone contact with all Accepts
- Assist with Diversity Development Day
- Assist with Multicultural Festival

Recruitment includes on-campus and off-campus activities, interviews, college day and evening programs, regional and national fairs, etc.
Primary Responsibilities of Support Staff

Marilyn Hoeft
Administrative Assist I
- Processing applications, maintaining integrity of credential files
- Oversight of credential files in Record Room
- Maintain correspondence with applicants
- Oversight of Transcript entry. Filing and submission for credit evaluation

Donna Whiting
Receptionist
- Transcript look-up and matching including notations in Jenzabar and general filing
- Assist with entering applications and building credential files
- Covers for Clerk III at lunch and vacations

Jeanne Harrigan
Clerk III
- Answer Majority of incoming calls, greet visitors
- Enter Inquiries in Jenzabar
- Schedule Dual Enrollment and General Appointments
- Prepare Informational Mailings to Prospective Applicants

Support Staff are cross-trained to assist each other to facilitate strong customer service and ease in processing applications.
Major Technologies and Equipment

All staff is trained in the use of Jenzabar and use the Admissions, Common and Registration modules on a daily basis. Professional staff may also use some of the features in the Advising module as they work with Dual Enrollment students. The Office has seven desktop PC’s, two DELL laptop computers, four laser printers: 2 LaserJet 5’s and 1 LaserJet 230, an Office Jet FAX copier and scanner, and a leased photocopier. The Office also has an aging LCD projector which is infrequently used. Voice mail and email are staples of the office interactions with the general public and employees of the College.

All staff has access to and regularly uses the Microsoft Office Suite including Word, Excel, Access, PowerPoint and Publisher. TimeTrade software is used to schedule appointments for a campus tour, to attend a general information session, or specialized sessions for Nursing, Dental Hygiene, Massage Therapy, Paramedic, and Medical Assisting.

Access to IT staff for specialized InfoMaker programming and Jenzabar enhancements supports the success of the operation. Professional development training opportunities further expands staff knowledge, i.e. Jenzabar University webinars and training and JAM conferences.

Collaborative Relationships

Students move through a series of steps and offices to enroll at Cape Cod Community College. Admissions is inherently linked to several other College offices as part of this processes. After applying for admission, students generally take their Accuplacer CPT assessments through the Assessment Office. Immediately upon completion of their assessments students proceed to Advising (or back to Admissions in the case of Dual Enrollment students) to discuss course and degree options. Dual Enrollment (See Appendix C) students are registered in Admissions. Then, students proceed to Registration to register for their selected courses. They then proceed to the Business Office to pay their bill. Students may also apply for Financial Aid at anytime during this process. Due to the interrelated activities of these offices in the enrollment process, Admissions collaborates with all of the offices involved to plan; ensure appropriateness of dates and deadlines; communicate changes; tailor letters and mailings, and often incorporates information from other offices; etc. This collaboration directly impacts the quality of services provided to students and creates greater operational efficiencies for this unit and others.

Some academic programs at the College are selective and require input from appropriate faculty, departments, and other providers. Therefore, Admissions collaborates with members of the Dental Hygiene, Nursing, Massage Therapy, Diagnostic Technology, Paramedic, and Medical Assisting programs to offer information sessions; clarify, set, and publicize admissions criteria; review applications; make admissions decisions; establish wait lists; draft letters; and consult on related admissions information.
Admissions recruits students for the College through a variety of resources. Admissions representatives collaborate with pre-collegiate programs on and off-campus to attract potential students. The Admissions staff has long been active members of the Cape and Islands Guidance Association (CIGA) to inform and connect with area high school guidance counselors. In 2005-2006, Associate Director of Admissions, Lisa Fedy, served as President of this Association. Admissions also conducts presentations for students in Tech Prep, Program for Adult College Transition (PACT), Adult Collaborative of Cape Cod for Education and Support Services (ACCCESS), General Educational Development Diploma (GED), Students Utilizing Cape Cod Educational Support Services (SUCCESS), and Diploma Plus. A collaboration also exists with the area JTEC Office, the Wampanoag Tribal Council, and Project Forward. Addressing students in these programs serves to advance potential student understanding of opportunities afforded by Cape Cod Community College and a college education. Additionally, such collaboration promotes an easier transition and more efficient enrollment services.

The statewide Joint Admissions articulation with the four campuses of the University of Massachusetts (Amherst, Boston, Dartmouth and Lowell) and eight Massachusetts State Colleges has provided transfer bound graduates with a guaranteed smooth transition to continued studies in approved programs. Strong academic performance is further rewarded with a 33% reduction in the cost of Massachusetts tuition charges.

A new initiative called the CONNECT "Presidential Transfer Scholars" program will allow students who are denied admission to the CONNECT partner baccalaureate schools (University of Massachusetts at Dartmouth, Bridgewater State College and the Massachusetts Maritime Academy) the opportunity to be accepted at a CONNECT partner community college (Cape Cod, Bristol or Massasoit Community Colleges). These scholars will be tracked and will receive extensive advising and academic support services. After successful completion of an Associate degree, they will be guaranteed acceptance to the original school of application. The goal of this program is to retain this population in Massachusetts public higher education.

Special events planning activities hosted by Admissions will require collaborations with Facilities, Food Services, the Zammer Hospitality Institute students and staff, Media Services, Office of Communications and College faculty and staff.

To provide quicker and more tailored enrollment services, Admissions develops and utilizes the Jenzabar computer system and the College’s web site. To develop, update and repair these technological systems, Admissions communicates with the College’s Information Technology staff and Jenzabar consultants on an ongoing basis.

To create reports to inform the College community of applicants and enrollment numbers, Admissions communicates with Institutional Research frequently to ensure that accurate data is gathered and reported.
Other collaborations include the Office of Student Development for Orientation activities and the Student Ambassador program. Health Services for immunization record keeping, and the Dean of Student Services in the dissemination of CORI and SORI forms for newly accepted students in programs that require documentation.

Staff Profile

The Admissions Office is staffed by a full-time Director, full-time Associate Director, and part-time Multicultural Admissions Counselor who works 18 hours per week from September 1st to June 30th, a full-time Administrative Assistant I, a full-time Clerk III and a part-time Receptionist who works 18 hours per week.

The Director has worked in the Admissions profession for 33 years, 26 at CCCC. She has a Masters in Education degree in College Counseling and Student Personnel. The Associate Director has 7 years of experience in Admissions, 5 at CCCC. She holds a Masters in Arts degree in Social and Rehabilitation Counseling. The Multicultural Admissions Counselor has Masters in Educational Counseling plus 30 credits in Secondary Administration. He has 5 years experience at CCCC and 37 years experience in secondary education as a high school principal, asst principal, guidance counselor and teaching (See Appendix H).

The experience of the support staff includes a cumulative 36 years at CCCC. The Receptionist holds a Masters in Education degree and brings over 29 years teaching experience with high school students. The Admin Asst I worked in the counseling, financial aid and tutoring areas prior to her employment in Admissions. The Clerk III is a graduate of CCCC and has been an employee in the Business Office and Facilities before joining this staff.

A review of the current staff’s diversity reveals representation of gender, age, ethnicity, and educational experience. The staff has expanded in the past five years to include the part-time Receptionist and the part-time Multicultural Counselor. The positions were added to:
1) Recognize the need to actively recruit underrepresented populations (ethnic minorities; low income and first generation students, and males. Enrollments in these categories have increased
2) To accommodate the growing number of telephone calls, emails and visitors to the campus

We hope that both positions will become full-time in the near future.

Professional Memberships and Contributions

The Admissions staff is affiliated with a variety of professional organizations (See Appendix G). The Director of Admissions has volunteered for the past two years as a facilitator for a round table discussion at the annual NEACRAO regional meeting, served on the AACRAO Hospitality Committee for the National Conference in Boston and has
been a panelist for public higher education opportunities and standards at a variety of college night programs in the community. The Associate Director of Admissions plays a vital role in the planning and implementation of the Cape and Islands Annual All Cape College Day Fair and presented on the College's new Orientation program at the NEACAC Two-Year and Community Colleges Committee regional meeting.

Financial Overview

The budget in FY2003 was $210,225 and in FY2007 it is $253,485. The budget has not increased dramatically over this period due to budget constraints. The increase is due to staff salary increases for all staff members and the addition of two part-time positions: a Multicultural Admissions Counselor and a Receptionist.

If funding is increased anticipated additions to Office offerings include:

- Improve signage from the roadway to the reception area in the lobby to create a clear front door to the Nickerson Administration Building as outlines in the Golden Marketing Study
- Design and disseminate attractive presentation folders to potential applicants
- Creation of an Admissions DVD
- Use more technology in marketing strategy and application processing
- Creation of alternative deliveries for information exchange
- Restructuring of offices space and resources on the lower floor of the Administration Building to promote better flow of assistance to students.

Challenges Confronting Admissions

The College and the Admissions Office will to continue to promote movement towards a one-stop enrollment plan for incoming students. The implementation of a one-stop enrollment is a challenge on many levels. A key first step in the plan would be to establish a front door entrance to the campus to provide uniformity and consistency of information for visitors. The major challenge to this plan is the environmental/structural layout of the college's existing campus and its aging facilities. These challenges are directly related to the operational challenges of the budget because they are structural and would be quite costly. The campus was built in the 1970's and the College is now faced with the challenge of trying to compete with the aesthetics of the modern and well equipped high schools that are being built all over Massachusetts. This is a necessary, but very costly project. This plan would also allow new students to apply, assess, advise and register on the spot. There is currently no on-site, drop-in assessment available to students.

In spite of the operational budget constraints, Admissions continues to explore less costly alternatives to update and correct the traffic flow to visitors. The Clerk III in Admissions has been moved to the receptionist area to provide full-time coverage. The marketing study provided valuable information regarding the coverage of the phone and these changes have already been implemented. Signage and banners could be strategically
placed that would direct and encourage visitors to use the door that is located coming into the receptionist's area and create a structured flow. Areas within the existing structure could be color coded and updated, but the reality is that funding is limited and these changes must also be adopted as a goal of the College and funded by the operational budget.

The Admissions Office will continue to explore and update technological advances in the profession. Upgrades and enhancements can be made based upon available funding. Admissions staff currently conducts on-site interviews at thirteen area high schools for application and admission to the College. A committee is now developing a plan to expand to a one-stop, on-site process in conjunction with the process already in place. The implementation of the on-line application has been a challenge, but will soon be available to our students. All of these upgrades, advances and services are necessary to keep up with competitors and technologically savvy generation of students. In order to stay competitive, research is being collected about YouTube, MySpace, text messaging and Facebook to provide information to current students who are connected through the internet to determine if they will be viable resources for recruitment/marketing in the future.

The development and implementation of on-line courses to replace the telecourses previously available are a valuable marketing tool for Admissions, but the selection of these courses, as well as regularly offered classes, can be a challenge since they are not always what the prospective student is looking for.

The publication of materials is an on-going challenge as Admissions only has control of the College Bulletin. It has been recommended by the Strategic Marketing Study that all college publications have a consistent family look. This would help create a uniformity that is currently lacking across campus materials. The College's new web-site is now available and a future challenge will be to update and manage the Admissions portion of the site.

The College recruits its targeted population through various methods of outreach such as high school visits, on-site admissions, college fairs, on-campus information sessions/tours, annual Open House, external community events, mass mailings and electronic correspondences (See Appendix I). The Enrollment Management and Learning Support Services teams have refined the flow of services for incoming students from recruitment to enrollment. This has been done by increasing the availability of hard copy and electronic information to internal and external constituents, making personal contacts, extending business hours and investing in technological resources. Many recent advances have helped students have easier access to services and information regarding their education decisions.

**Focus on Organizational Improvement**

In order to maintain a high quality of customer service, prompt dissemination of information that has been requested, and accuracy in the processing of applications,
acceptances and notations in the College's Student Information system the following activities occur:

- Weekly staff meetings to share status of applications, issues that need to be addressed and general information sharing about College news and events.

- Admissions Office manuals have been created to address issues related to Jenzabar: appropriate policies for application processing, data entry for inquiries, notation of receipt of documents, frequency that an application must be submitted to adhere to College policies, etc. manuals are updated on a regular basis.

- All staff members are encouraged to participate in professional development opportunities on campus via professional days, attendance at professional conferences in-state and out-of state. Jenzabar training is afforded to all new employees.

**Category 1: Unit Mission and Strategic Position**

The Office of Admissions supports the College’s mission by admitting and recruiting diverse populations that represent the various demographic markets it serves. The Office contributes to several priorities as defined in the College’s Strategic Plan 2003. Specifically, strategic priorities #2) Fiscal and enrollment Stability and #6) Improve campus communication and marketing at every level. These priorities are consistent with the institutional goals and objectives as well as the CCCC Millennium Enrollment Management Plan. In order to make these contributions, the Office of Admissions must continue to strengthen existing internal and external partnerships as well as develop new partnerships as needed, actively recruit, update publications and marketing strategies based on enrollment data, increase the use and effectiveness of technological advances in the field and maintain a current knowledge of governmental/institutional policies and admissions/academic trends.

The seasoned and committed staff has proven to be the department’s primary strength. A combined total of 65 years of experience have enabled the department to develop long standing relationships with faculty, staff, students, guidance and community constituents. This consistency has reduced the natural set backs or on the job training that occurs when new hires come aboard and has allowed the department to focus on new initiatives.

Due to the increasing number of districts that are not allowing College representatives to recruit in their schools, the office piloted on-site admissions as a new recruitment initiative. Admissions began with 2 districts in the 2003-2004 and have expanded the on-site admissions program to thirteen schools in their primary service market for the fall 2007. To build on these strengths, the College will be piloting a new program, College Connection, for the fall 2008. The primary goal of this program is to provide a comprehensive enrollment opportunity for students on location at their respective high schools with the hopes that early registration will promote greater student success.
Although the department has managed to develop new initiatives with the emphasis on recruiting more students at an earlier time during the academic year there are areas that need improvement. The implementation of an on-line application will increase the accessibility and ease for which prospective students may apply to the college and change the scope of the data entry process and possibly enable us to continue with the same number of staff people. If the department continues to increase the number of applications that are processed it is possible the addition of another staff member could be required. Collaboration with the Office of Communications and implementation of the Strategic Marketing Plan would support admissions and institutional initiatives. The Director and Associate Director of Admissions are members of the Strategic Marketing Committee and are waiting for the development of a universal template for publications to implement significant changes in their marketing strategies.

The development of a library of high quality photographs that could be used in publications and on the web site to attract potential students, the creation of high quality cluster brochures or targeted marketing pieces to highlight our most competitive or highly enrolled programs and student services, and the implementation of a communication plan for recruitment purposes would significantly contribute to enrollment stability.

The department is also in need of a designated conference space to greet, inform and impress prospective students and their families. This conference space would be used for general, Nursing, Dental Hygiene, Paramedic, Medical Assisting, and Massage Therapy information sessions. The conference room could be equipped with computers that would allow students to apply on-line and on-the-spot, admissions related publications, and technology that would allow us to use PowerPoint presentations or view the admissions video in a group setting. The admissions sessions should set the standard for the academic setting for which we are trying to market. We educate prospective students about the smart classrooms and use of technology in the teaching setting however; we should also be demonstrating it when they are exploring the College as an option.

Category 2 Strategic Planning

Strategic planning is a coordinated College effort. The current strategic plan covers 2003 to 2008 and was established by a representative committee, approved by the College Meeting and the Board of Trustees. Admissions annual planning begins with the Admissions professional staff reviewing the College strategic plan to establish local goals and objectives and corresponding action plans (See Appendix A). Discussion of the previous year’s success or failures is an important piece of the planning process.

The projected action plans reflect the anticipated funding stream for a fiscal year. Staff members are assigned to be responsible and the anticipated outcomes are an important component of the annual plan. Data used to determine these objectives include daily reports, projected yields, a review of applicant history, recruiting activities, etc. The Director of Institutional Planning will play a more central role in this process as he establishes more comparative reports and provides more research data for offices to use. Currently the Director reviews reports she generates daily, weekly and annually.
Annual goals and objectives are passed along to the Dean of Enrollment Management to be included in the Division’s annual planning document (See Appendix A). Staff planning workshops$retreats further fine tune the division’s document. Bi-monthly staff meetings provide an outlet for discussion and planning. An Annual Report is generated and passed along to the Dean and other interested parties.

Through the budgeting process funds are allocated for the Admissions Cost Center. Funds are then dispersed for marketing supplies, general office supplies, receptions for prospective students, guidance counselor receptions, etc. Whenever possible the Zammer Hospitality Institute provides refreshments for two reasons: 1) It allows us to showcase our students and 2) it is far less expensive than the FAME/cafeteria contracted caterers. The success of each program is assessed for future improvements or to be discontinued. Evaluations are used at potential student receptions for planning purposes.

**Category 3 Leadership**

The Dean of Enrollment Management and Student Development hosts annual planning sessions with her professional staff and she also hosts meetings with all of her support staff to promote a team approach to service delivery and the interconnection of the Offices. Support staff attends meetings hosted by the Support Staff Association with the College President and they are encouraged to attend opening sessions for each semester to hear the President’s vision for the semester/year ahead.

Frequent staff meetings with all Admissions staff afford an opportunity to share new College policies/procedures, College calendars, deadlines and to discuss issues that may result in modifications of office procedures. All opinions are welcomed in these meetings. The Director and Associate Director maintain open doors for conversations with staff.

Professional development opportunities are encouraged and supported. Staff have attended conferences and workshops on-campus and off-campus. This past year, support staff have attended the Massachusetts Women in Public Higher Education spring conference and the recent SSA “Pickle” training on-campus. Professional staff have attended national, regional and local conferences and workshops in the past year.

The needs of the staff have been recognized in numerous ways in the past several months. The records room has been painted with a mold resistant paint, carpeting was removed and replaced with tile and the ceiling panels were replaced. These actions were taken to address environmental issues that were negatively affecting a staff member. Air filters were purchased and positioned in office locations to reduce mold concerns. Maintenance staff empty the water pans frequently. Large screen monitors were purchased to lessen eye strain. An ergonomic keyboard has been purchased and installed along with headsets for the telephone to reduce strain. Whenever a staff member has requested a reasonable item it has been purchased.
Category 4 – Programs and Services

The key service performance goal of Admissions is to recruit, enroll, and accept the number of necessary students each year in order to maintain at least the same number as the previous year and ideally to increase the number of students from the previous year.

The Hyannis Center is an extension of the main campus in West Barnstable. A committee has been formed to bridge connecting programs and activities that are offered in Hyannis to interface with the main campus, so that the flow of information and processes will provide a smooth transition for students starting out their college experience at the center and continuing on to the main campus.

Communication with students is maintained through various methods. The website, E-mail, voice mail, mass mailings, campus visits and information sessions, high school visits, open houses are some of the regular methods used to maintain communications and provide information regarding program and service offerings.

When a student has a complaint, the staff member receiving the complaint shares the information with the Director of Admissions. If the director is unable to resolve the issue, it is then brought to the Dean of Enrollment Management, and, if necessary, to the Vice President of Student Affairs. The complaint and its resolution are shared with staff at weekly staff meetings to clarify the problem and to discuss ways to prevent a problem from happening again in the future. Phone calls with questions and concerns are generally returned the same day or within a twenty-four hour period.

New programs and services are regularly added to the offerings at the College. Information sessions are regularly scheduled to provide valuable information to interested students. Saturday information sessions have been added to accommodate students’ busy schedules. In the future, Admissions hopes to combine many of the Allied Health Information Sessions due to limited resources and staffing. This will allow staff to maximize their time and reach as many students as needed.

A function that has been the responsibility of Admissions, which could be housed in the Office of Communications, is the annual update and creation of the Admissions Bulletin. The Bulletin could be incorporated in the college publications office to enhance design, message and overall consistency and flow of information. Admissions staff would be consultants on the project.

Overlap and duplication of services could also be reduced with the creation of a central communication center that could record tours and information sessions that are often offered in separate programs throughout the college through special programs such as Tech Prep, Diploma Plus, and Advantage. Shared information could provide better quality control of tours and information sessions. This would be consistent with the findings of the Golden Association Strategic Marketing Study.
Category 5 Diversity

The Admissions Department does not play a specific role in advancing the College/Student Affairs diversity agenda as it relates to program/service offerings, student learning and development, staff training and development, and campus and work environment.

In the recruiting, hiring, retaining and promoting staff, the President of the College has been a strong advocate in advancing diversity on campus. A part-time Multicultural Admissions Counselor was hired in 2003. The Diversity Advisory Committee meets monthly with the President and the Vice-President of Academic and Student Affairs. It also includes a member of the Admissions staff. The primary mission of the Diversity Advisory Committee is to help the College be more inclusive through professional development in the areas of antiracism and diversity. The primary goals are to:

- Foster a college community where all students, faculty, and staff feel welcome, understood, and respected
- Recruit, include, and retain culturally diverse students, staff, and faculty to reflect the Cape’s communities
- Help assure that no one will be discriminated against based on race, national origin, ancestry, religion, gender, age, sexual orientation, or disability
- Encourage and expand a curriculum, which respects and embraces diversity

The Admissions Department supports a number of outreach activities:

- Serves on the Diversity Advisory Committee
- Attends Tribal Council Job and Career Fair
- Visits ESOL classes at local high schools
- Participates in Hyannis Center Job Fair
- Coordinates Student Diversity Recognition Day
- Participates in programming designed for recruiting low-income, first generation students such as Upward Bound, Talent Search, and ALANA

Category 6 Measurement, Analysis, and Information Management

Admissions utilizes HEIRS report (formerly RPEDs) data for the State of Massachusetts to gather benchmark and comparative data. With the addition of an Institutional Research Director, we anticipate reports and comparative data will become more readily available and use of such measures will grow.

Informally, the Director of Admissions meets regularly with peers at Community Colleges of Massachusetts Admissions Council meetings to collect data summaries and discuss trends. The Director of Admissions, Susan Kline Symington, served as Chairperson for this committee during 2006-2007. All data indicates that we remain a
middle-sized institution by enrollment standards compared with our State counterparts, and are experiencing consistent enrollment growth (See Appendix F).

The Community College Survey of Student Engagement assists in measuring student satisfaction. Cape Cod Community College has shown consistently higher satisfaction rates compared to national rates for “Admissions staff are knowledgeable” in Fall 1997, Fall 2001, Fall 2003, and Spring 2006. For “Admissions counselors accurately portray the campus in their recruiting practices” Cape Cod Community College showed higher satisfaction rates, compared to national rates, in Fall 1997, Fall 2001, and Fall 2003. Slight decreases in comparative satisfaction rates occurred in Fall 2003 and Spring 2006 for “Admissions counselors respond to prospective students’ unique needs and requests,” even though satisfaction increased, overall in this category to 5.08 (the highest ever recorded) in Spring 2006, showing students are more satisfied than ever, but this trend is increasing nationally at a slightly higher rate.

The NEASC Publications Committee conducted a survey in Fall 2006 to gather information about student satisfaction with Admissions publications; particularly the Admissions bulletin and application. Two-hundred and fifty-three (253) students were surveyed and ratings showed very high, favorable impressions (See Appendix F).

Enrollment outcomes are associated with Admissions operations. Enrollment reports are reviewed and compared on a semester and yearly basis. The data has shown consistent and improved enrollments in most areas. Such reports also help to identify areas for improvement, such as diversity.

Admissions pursues ongoing goals to increase the diversity of students enrolled at Cape Cod Community College. Enrollment reports show an increase in enrolled males from 35.7% in Fall 2005 to 36.7% in Fall 2006. Additionally a .2% increase in self-reported ethnic populations was indicated between Fall 2005 and Fall 2006 (See Appendix B).

To monitor compliance with applicable laws and other regulatory requirements, the Director and Associate Director of Admissions attend professional conferences, including the National and New England Association of College Registrars and Admissions Officers (ACRAO and NEACRAO). These annual conferences offer FERPA updates each year, which are regularly attended by Admissions staff. Admissions also participated in the Office for Civil Rights Review in 2006-2007. Additionally, staff remain current with professional publications (See Appendix F).

Weekly staff meetings provide an informal mechanism to determine staff well being, satisfaction and motivation. Recent discussions led to a successful appeal for a promotion to Associate Director of Admissions. Annual evaluations, mandated by unions also provide opportunities to discuss staff satisfaction.

Formal documents, such as annual reports (See Appendix B), including detailed information for selective health programs, and other requested reports are made available to faculty, staff, students and other stakeholders. Student interviews with the Mainsheet
student newspaper and information sessions also help increase the spread of Admissions related information. At all times, application procedures, the Open Door Admissions policy, academic program information, and applications for admissions are available to the entire campus community in the Admissions Office, on the web site and in strategic locations throughout campus.

**Category 7 Human Resources**

Requests for additional staff are submitted to the Administration Council via the annual budgeting process. Staffing patterns are periodically discussed at the statewide Director’s meeting. The current size of the CCCC Admissions places in the midpoint of other Community Colleges. We have requested a part-time technology specialist to afford the office greater involvement in current technologies used by traditional age students i.e. blogs, chat rooms, text messaging, continuous updates and interactions via the College website. During our busiest time of the year we operate with one less counselor. The Multicultural Admissions Counselor works from September 1 to June 30. Staff vacations during the summer months also place a strain on the operation. At peak times the Director and Associate Director process applications, build credential files, and many other clerical duties in order to keep office procedures flowing in a timely fashion. These activities occur at the expense of establishing innovative activities, new programming and new functions for potential students.

Professional staff have at least a Masters degree in a related field and related experience working in admissions, college administration and guidance. The Multicultural Admissions Counselor has a M.Ed. plus additional coursework in Administration. Support staffs are employed based upon their interpersonal skills, knowledge of computers, ability to work with detailed information, strong organizational skills and ability to work with the public and other college employees.

A part-time Receptionist and Counselor have been hired to expand the staff. Our preference would be to have both positions upgraded to full-time. In order to better serve the walk-in population and telephone contacts, we have moved the full-time Admissions Clerk III to the reception area and the Receptionist to the back records room to assist with application processing, transcript look-up and matching, and general filing duties. We believe this has improved the work flow in the Office.

MCCC Professional staff and AFSME support staff are evaluated annually according to the mandate of their respective contracts. Frequent staff meetings allow for exchange of ideas, information sharing about campus-wide activities, changes in policies or procedures, and updates on office workflow. Professional staff attend regional and national conferences, as well as participates in on-campus training opportunities. Support staff are encouraged to attend campus training events, and statewide programs of interest. They are active members of the Support Staff Association. All staff members have received Jenzabar training in the Admissions Module.
Jenzabar training manuals have been created by the Director and the Associate Director. They are reviewed periodically by the staff for accuracy and when necessary updated. Each staff member has a copy of the manual for reference.

Staff members have been cross trained in many office duties to enhance work-flow and to provide coverage due to illness or vacations.

**Category 8 Financial Resources**

The funding model for our unit is determined by the Vice-President of Administration and Finance. Depending on state budget funding, a decision on what resources are available is made. The options include new money, level funding or cuts to the budget (See Appendix B).

The funding level has been minimal over the past five years. It has increased by $43,000 dollars as a result of the hiring of two part-time positions, a Multicultural Admissions Counselor and a Receptionist. The need to increase diversity and the need to service our students better has driven these two changes.

Anticipated adjustments in this funding model are subject to budget constraints. If the resources are provided at the state level, they will funnel down to the individual community colleges.

Once the budget allocation decisions are made by the Vice-President of Administration and Finance, the Director of Admissions prepares her budget. Funds are moved around by line item based on need.

Our unit determines value by using the money efficiently. Quality is a top priority. Shopping for bargains at wholesale outlets is critical in getting quality as well as value.

**Category 9 Facilities, Technology, Equipment**

The Departments current facilities and storage space is limited. Recent transitions of staff and supplies have alleviated some of the storage issues but space for both is still cramped. Individual and group informational meeting space is a challenge. Currently, information sessions, while coordinated by Admissions, are held in many different areas on campus. Admissions would like to create a media/conference room; targeted cluster brochures in collaboration with the Director of Communications; and integrate technology such as instant messaging, blogs, chat rooms, text messaging and an online application to compete in our primary and secondary markets.

Collaborations and support of the Enrollment Management, Student Development and Facilities departments has enabled the office to provide admissions related events such as Saturday Information Sessions and Open House. Our relationship with Facilities is improving; however we feel it is imperative to strengthen the connection between the purpose of Admissions related functions and the efforts of the Facilities Department. Understanding that each department supports the other for the success and enrollment
stability of the institution is a gap that has lessened over time but still needs improvement.

The introduction of TimeTrade scheduling software, Jenzabar Daily Procedure functions, laptops, Admissions video (still in production) and the purchase of mailing/collating machine by the College have all facilitated in the Admissions office ability to be more efficient with their time and limited resources. TimeTime has given students the opportunity to make appointments online reducing the number of phone calls to be answered by staff. The mailing/collating machine has benefited this office by taking away the task of stuffing envelopes for mass mailings and allowing the administrative staff to attend to other duties. TimeTrade and the Admissions related web pages on the website must be programmed and updated by Admissions staff.

The Office of Admissions would benefit greatly by the hiring of a part-time staff person to maintain new technology initiatives. There is a need to have someone who can designate time to implementing new and relevant ways of communicating with potential and existing students such as instant messaging, blogs, chat rooms, and text messaging. It is vital for our enrollment stability that we keep up with current technologies and be able to compete with other colleges and services that are being offered by our competitors. A primary charge of this staff member would be to research and maintain currency in the latest technologies.

**Category 10 Outreach and Engagement**

The Admissions Department has established positive/collaborative relationships with the following community agencies and programs (See Appendix I):

- Hosting annual Open House
- Hosting Saturday Info Sessions
- Visiting Career Centers in Plymouth and Hyannis
- Contacting Veteran Affairs Officers and visiting offices on a regular basis
- Attending Otis Air Force College Fair
- Distributing admissions bulletins to schools and libraries in local area and throughout the State
- Conducting On-Site Admissions with area high schools
- Providing Dual Enrollment opportunities for area high schools
- Attending College Fairs sponsored by New England and National groups
- Hosting CIGA Annual Meeting
- Hosting MASCA annual planning committee dinner
- Coordinating Student Diversity Recognition Day
- Coordinating and hosting Multicultural Festival
- Attending monthly Diversity Advisory Committee meetings
- Attending monthly CIGA meetings
- Attending Tribal Council Educational Opportunity Day
- Attending the Lights On After School program at Mashpee Boy’s and Girl’s Club
One of our short term goals is to initiate a pilot project “College Connection” with Falmouth High School. This project will strengthen the relationships with other Student Services Offices. “College Connection” will eventually be offered in all of our primary service area high schools.

Expanding dual enrollment opportunities to area high school juniors and seniors is also an agenda item.

Long term goals include the following:

- Extending Student Diversity Day to the middle schools
- Presentations for Middle School parents ‘Value of Public Higher Education and the Role of an Associate’s Degree”
- Designing publicity and marketing strategies using more technology
- Create an Admissions Suite in the lower level of the Nickerson Administration Building including a media viewing area for the College DVD and other media presentations
- Recruit at Mashpee Commons, Cape Cod Mall and Falmouth Mall

Summary

**Major Strengths:**
- Staff and their years of experience
- Internal drive of the staff
- Willingness to work towards major goals
- Staff who will devote hours necessary to complete tasks

**Major Issues:**
- Need more staff to address the increase in applications, inquires, acceptances and assist in advancing use of technology in outreach activities
- Need to improve and update office space to improve customer service and the Enrollment Management process i.e. AG3 current meeting room to become designated Admissions space for information sessions, starting point for campus tours, space for completing on-line applications (when available), view College media presentations
- Need to archive and index applicant information for better storage, security and longevity
- No clearly defined entrance to the College for visitors

**Recommendations:**
- Hire a part-time Admissions Counselor with computer skills to assume responsibility for maintaining the Office website, establishing outreach activities that will advance the use of technology i.e. chat rooms, blogs or other modalities to reach students
• Pursue sharing support services personnel across disciplines/departments in Enrollment Services or other departments in the College who would rotate through offices to address the ebb and flow of the enrollment cycle
• Need to explore funding that will allow College to move into document imaging to maintain and archive applicant credential files, that will become enrolled student credential files maintained by Registration
• Establish a “front door” to Administration Building as outlined in the Golden Strategic Marketing study
### Plan for Improvement:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Person Responsibility</th>
<th>Resources Needed</th>
<th>Cost</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire part-time Technical</td>
<td>SKS</td>
<td>Oversight of website, create new recruitment options using technical modalities</td>
<td>18hrs/week X’s 50 weeks @ $24/hr = $21,600.</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>Specialist</td>
<td></td>
<td>popular with potential applicants IM, TEXT messaging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write proposal to acquire AG3</td>
<td>SKS and LJF</td>
<td>Support and assistance from Maintenance staff and IT staff and Administration</td>
<td>Furniture $1000. SMART console with white board and printer to emulate academic classrooms, view media presentations related to Admissions and the College. 2 PC stations for completion of College applications, access to website for scheduling appointments with other departments.</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>Explore Imaging Technology</td>
<td>SKS Operations</td>
<td>Grant funding</td>
<td>Unknown</td>
<td>January 2008</td>
</tr>
<tr>
<td>Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create Front Door to Campus</td>
<td>SKS</td>
<td>Assistance of Facilities Director and Public Communications Director</td>
<td>$2500 for attractive flags/banners and hardware for mounting</td>
<td>January 2008</td>
</tr>
</tbody>
</table>

SKS  Susan Kline-Symington Director of Admissions  
LJF  Lisa J Fedy  Associate Director of ADmissions
Appendix A:

Annual Goals & Objectives
**Admissions Office**

**Goal:** To increase student enrollment with special emphasis on recruiting under-represented populations including first generation college students, recent immigrants, low income, communities of color, adult males and persons with disabilities.

**Objective:** To increase our yield of applied to registered of underrepresented students

**Known Assets:** CIGA, relationships with CCCC faculty/staff; partnerships with guidance departments, support from ADVANTAGE, Coaches & Mentors, O'Neill Center, etc., Hyannis Center staff, grants office

**Identified Needs:** census data, “Connection” Data, valid Jenzabar reports, focus groups

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year 2 &amp; 3</th>
<th>Year 4 &amp; 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Action steps</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Host Annual Open House</td>
<td>Continue Year 1 activities</td>
<td>Continue Year 1 – 3 activities</td>
</tr>
<tr>
<td>Host CIGA April Meeting</td>
<td>Host a program-based reception; Business Department to expand to two programs in year 3 Pilot on-spot admissions with local Career Centers and more area schools</td>
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</tr>
<tr>
<td>Co-host Student Recognition Day</td>
<td>Create brochures targeted to special populations Create PowerPoint for recruiting special populations</td>
<td></td>
</tr>
<tr>
<td>Campus Tours for SUCCESS, ACCESS, CATESOL students</td>
<td>Work with College Communications Director and Academic departments to convert the College Catalog to a user-friendly CD/ROM format Expand on-spot admissions to more high schools</td>
<td></td>
</tr>
<tr>
<td>Visit the Career Centers in Hyannis, Wareham and Plymouth</td>
<td></td>
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<tr>
<td>On-spot Admissions appointments at local high schools (Barnstable, Mashpee)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop video tour of campus</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Resources Needed</strong></th>
<th>Year 2 &amp; 3</th>
<th>Year 4 &amp; 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding</td>
<td>Funding</td>
<td>Continue Year 1 – 3 activities</td>
</tr>
<tr>
<td>Available Space</td>
<td>IT assistance</td>
<td>Pilot on-spot admissions with local Career Centers and more area schools</td>
</tr>
<tr>
<td>Colleagues support</td>
<td>Photography</td>
<td></td>
</tr>
<tr>
<td>Promotional materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphic design, layout, photography</td>
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</tbody>
</table>
Goal: To improve Admissions communication with the internal college community and the external communities including potential applicants, guidance, business and other important constituencies

Objective: Maintain currency in the use of technology

Known Assets: College IT staff
College Communications Department

Identified Needs: College Webmaster
Template for college publications
College marketing plan

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year 2 &amp; 3</th>
<th>Year 4 &amp; 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Action steps</strong></td>
<td><strong>Key Action steps</strong></td>
<td><strong>Key Action steps</strong></td>
</tr>
<tr>
<td>• Post Admissions application on college website</td>
<td>• Update office computers and printers as needed</td>
<td>• Attend professional development programs in technology</td>
</tr>
<tr>
<td>• Maintain accuracy of information in Admissions section of college website</td>
<td>• Utilize Jenzabar web options</td>
<td></td>
</tr>
<tr>
<td>• Work with graphic designer to assure bulletin follows college template</td>
<td>• Continue Year 1</td>
<td></td>
</tr>
<tr>
<td>• Create telecounseling outreach</td>
<td>• Schedule information sessions online</td>
<td></td>
</tr>
<tr>
<td>• Develop office manuals to utilize Jenzabar effectively</td>
<td>• Explore on line chatrooms for selected groups</td>
<td></td>
</tr>
<tr>
<td>• Attend workshops and seminars relevant to admissions and technology</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources Needed</th>
<th>Resources Needed</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding IT Staff</td>
<td>Funding IT Staff</td>
<td>Funding IT Staff</td>
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</table>
Goal: As part of the image building campaign of the College, Admissions staff will educate area high school guidance counselors, community groups (business, civic and religious) about the benefits of the Associate Degree and certificate programs we offer at CCCC.

Objective: Expand appreciation of Associate Degree and Certificate programs

Known Assets: Relationship with College Communications Department, Strong rapport with CIGA, Positive relationship with academic departments and campus support services (Coaches & Mentors, ADVANTAGE, O’Neill Center)

Identified Needs: Research on CCCC graduates

Marketing Plan

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year 2 &amp; 3</th>
<th>Year 4 &amp; 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Action steps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop welcome PowerPoint for students/families to view during visits to campus.</td>
<td>• Create targeted printed materials</td>
<td>• Focus groups reconvened to discuss college image</td>
</tr>
<tr>
<td>• Update college website to promote value of CCCC degree</td>
<td>• Enlist faculty in email campaign to maintain contacts with special populations</td>
<td></td>
</tr>
<tr>
<td>• Visit area Chambers of Commerce, churches, libraries and businesses</td>
<td>• Informational meetings with parents of 8th grade middle school students</td>
<td></td>
</tr>
<tr>
<td>• Maintaining contact with high schools, NAACP, Tribal Council</td>
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</tbody>
</table>

Resources Needed

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2 &amp; 3</th>
<th>Year 4 &amp; 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Master</td>
<td>Funding</td>
<td>Graphic Designer</td>
<td>Funding</td>
</tr>
<tr>
<td>IT Staff</td>
<td></td>
<td>Support of middle school administrators</td>
<td></td>
</tr>
<tr>
<td>photography</td>
<td></td>
<td>Budget to conduct sessions</td>
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</tr>
</tbody>
</table>
**Admissions Office**

**Page 4**

**Goal:** To create a front door to the Admissions Office

**Objective:** To direct people to the “front door” Admissions location

**Known Assets:** Facilities Staff  
College Administration

**Identified Needs:** Signage

<table>
<thead>
<tr>
<th>Key Action steps</th>
<th>Year One</th>
<th>Year 2 &amp; 3</th>
<th>Year 4 &amp; 5</th>
</tr>
</thead>
</table>
|                  | • Architectural plan to create new entrance to the Nickerson Administration Building  
• Develop Plan for an Admissions Suite  
• People will know they are in Admissions | • Build admission suite, including AG-3 as information room for viewing PowerPoint, submitting applications on line, reviewing application package for missing documents | • Improve signage  
• Maintain technology in AG-3, now called “Admissions Information Central” |

**Resources Needed** | Funding  
Administrators Support | Funding | Funding |
Academic Year

2003-2004
Admissions Office Goals & Objectives Report for 2003-2004

Goal 1: To increase student enrollment with special emphasis on recruiting under-represented populations, including first generation college students, recent immigrants, low income, communities of color, adult males, and person with disabilities.

Objective: To increase our yield of applied to registered of underrepresented students. **We will not know until classes begin in September if we have actually accomplished our goal.**

Action steps:

Hosted the annual open house on April 23. 117 individuals registered. The total attendance was approximately 250. The difference in numbers reflects parents/guests of the potential student.

Hosted the Cape and Island Guidance Association on April 15. 65 people attended the event. Guests included members of the association and support staff who work in guidance offices.

Co-hosted the annual Student Recognition Day. Event attracted over 150 students from several area high schools and middle schools. Added to the program was a student talent show which was well received by all. Will likely see more schools participate in this aspect of the day in the future.

Initiated On-Site Admissions Interviews at Barnstable and Mashpee High Schools. Well received by both guidance personnel and the students. Each student met with an Admissions professional for approximately 20 minutes, was given a certificate which promised conditional acceptance to the College. Plans to expand program to be discussed with other schools. 75 students participated in Barnstable and 55 in Mashpee.

Campus tours for SUCCESS, ACCCESS, and CATESOL students were expanded to include more classes. Presentation for SUCCESS students held in Hyannis for fall and spring classes.

Develop video tour of campus *delayed for a year*
Goal 2:

To improve Admissions communication with internal college community and the external communities including potential applicants, guidance, business and other important constituencies.

Objective: Maintain currency in the use of technology

Action Steps:

Posted Admissions Application on college website as a PDF document that can be downloaded and printed. Plan to work with college IT staff, MassMentor staff to place CCCC application on-line with on-line submission capability.

Maintained contact with college publications staff to update sections of the Admissions website section including adding the application to various links on the site.

Worked with the College Graphic Designer to produce a Bulletin that complimented the College Catalogue. Admissions Bulletin had expanded color photography, updated copy and a new font for easier reading.

Developed Jenzabar office manuals for processing an application and general maintenance; and a manual for processing general inquiries. Documents require frequent update and corrections to address modifications in procedures and definitions.

Attended beginning InfoMaker training. Both Lisa and Sioux feel that more training over a longer period of time is necessary to create reports using this software option. Participated in NEACRAO and MassMentor workshops that addressed different aspect of technology in Admissions.

Create tele-counseling outreach postponed to a later date.
Goal 3

As part of the image building campaign of the College, Admissions staff will educate area high school guidance counselors, community groups (business, civic and religious) about the benefit of the Associate Degree and certificate programs at CCCC.

Objective: Expand appreciation of Associate Degree and Certificate programs.

Action Steps:

Develop welcome PowerPoint for students/families to view during campus visit. Current PowerPoints for the annual Open House and Orientation were updated and expanded by Sioux. Copy was corrected, new photography was inserted, new screens added to reflect currency. Additionally she created presentations for parent groups at Sandwich High School, Upper Cape Cod Tech and Provincetown High School. As a class project Lisa created a PowerPoint to explain the application procedures to a selective health program.

Update College website to promote value of CCCC degree. Needs to be addressed.

Visit area chambers of commerce. Churches, libraries, and businesses. Information was mailed during the year to all area libraries, chambers of commerce, and churches. In addition, Frank attended the Tribal Council Family Day and the Tribal Council Educational Opportunity Day. He contacted Brazilian Outreach Support Services. He was a focus group participant at WGBH’s Allied Health Issues. Spoke to the “My Turn” career outreach for underrepresented students at Plymouth North High School. Presented at Woods Hole Oceanographic Institutes’ College presentation for parents. Member of the Barnstable Youth Task Force. Frank and Lisa attended the Gay-Straight-Bisexual Alliance Conference/College Fair in Boston and they represented the College at the Multicultural Family Fair on campus. Sioux attended the Family Fun Day at Ezra Baker Elementary School in Dennis and the Multicultural Family Day in Orleans Middle School.

Maintain contact with the high schools, NAACP, Tribal Council. Contact with the Tribal Council included the items mentioned above. Frank maintained contact with John Reed and attended President Schatzberg’s campus Diversity Committee.
Sioux presented informational meetings to men assigned by the courts to the work with the Barnstable County Correctional Commission Outreach program. The men participate in numerous workshops designed to prevent continued involvement with the courts.

Contacts with area guidance personnel were a shared venture. Lisa maintained very close contact with the guidance membership of CIGA as the 2003-2004 Vice President and newly installed President. Sioux was awarded a Lifetime Achievement Award by the Association at their June meeting.

Lisa is a member of the Two Year Colleges Committee of the New England Association of College Registrars and Admissions Officers. The goal of the committee is to promote the Associate degree opportunity. The committee seeks to present workshops at guidance counselor gatherings like the Massachusetts School Counselors Association annual meeting in Hyannis, and the Reverse College Day sponsored by the Association each fall.

Frank attended the National Conference on Race and Ethnicity in Miami in June.

Goal 4

To create a front door to the Admissions Office

Objective: To direct people to the “front door” Admissions location

Action Steps: All were postponed to a future time
Attainment of goals as of June 4, 2003

A major step forward in our outreach effort was the addition of Frank Rose to the Admissions staff. Frank has many wonderful contacts within our area public and private schools, and community agencies. He has greatly improved our contacts with the Tribal Council. Frank has been an educator all of his professional life. His rapport with people is a valuable asset to the Admissions and the College.

To increase minority applicant pool by 3% in Fall 2003.
As of June 4, 2003 we have received over 100 applications from potential students who have self-identified in categories other than Caucasian. Invitations have been mailed to each student inviting them to a reception on June 19th. Telephone contact will be made with each student to encourage his or her participation.

1. During January, contact the diversity/multicultural clubs at Barnstable, Falmouth, Harwich, Mashpee and Nauset high schools. Arrange to meet with members of the group to discuss opportunities at CCC. Invite members to campus to tour our facilities and meet with enrolled students. Contacts have been made with advisors of Diversity/Awareness Clubs, teachers who work ESOL students and other school staff members in Plymouth, Barnstable, Wareham, Falmouth, and Bourne.

2. In December, contact John Reed from the local chapter of NAACP to assist in identifying area organizations that works with minority youth. Arrange to meet with five recommended groups to establish an avenue, which will encourage members of these groups to visit campus and submit an application. Frank met with John Reed.

3. Mail a follow-up letter in May to students who participate in the annual Multicultural Student Day. Correspondence to include an invitation to return to campus and if the individual is a senior an Admissions Bulletin and application will be inserted. To be done in June.

4. Visit GED and ESOL programs hosted by ACCCESS to discuss opportunities available at CCC. Provide packets of information to participants at each GED testing. Provide packets to the ESOL groups when they come to get their CCC ID cards. ESOL and GED groups have visited campus for tours and general information sessions with Sioux. Packets of information are given to students who complete the GED exam at CCC. Jeanne Harrigan has been responsible for giving out the packets.
To increase yield of applicant to registrant by 2%.

1. Expand photography library to include more minority students. Requests have been made with Michael Gross to take pictures at campus events. Lori Crawley has kindly taken pictures at many events.

2. Create student profile/testimonials depicting successes at CCCC. A minimum of two publications using the profiles/testimonials will be developed and mailed to accepted minority students. Publications may be pamphlets, post cards, or other. No progress to date.

3. Establish telephone contact with minority applicants to establish a link to the College and to answer questions. Encourage a visit to campus to introduce potential students to Diversity club members, ADVANTAGE program or Coaches and Mentors staff, Student Ambassadors. Efforts are underway. Reception on June 19th will bring potential students in contact with representatives from these campus groups.

4. Host a late afternoon or early evening reception for prospective accepted minority students and their families/significant others to meet with interested College staff and enrolled students. The enrolled student participants will be selected based upon their involvement in student clubs, academic success, and recommendation by the Coordinator of Student Development and Leadership and the Assistant Dean of Enrollment and Student Development. Scheduled for June 19th.
Academic Year

2004-2005
Admissions Accomplished Goals 2004 -2005

Goal One: To increase student enrollment with special emphasis on recruiting under-represented populations including first generation college students, recent immigrants, low income, communities of color, adult males and persons with disabilities.

- Hosted Annual Open House - revamped location, presentations and format, and expanded information on Admissions website including invitation
- Hosted CIGA Annual Meeting created a CD for guidance counselors with commentary by CCCC students who graduated from area high schools
- Hosted Student Diversity Recognition Day expanded to include more high schools
- Participated in planning and implementation of Work Force Resource Fair at Hyannis Center
- Provided Campus Tours for SUCCESS, ACCCESS, and CATESOL students
- Expanded On-Site Admissions to include: Barnstable, Cape Cod Tech, Dennis-Yarmouth, Falmouth, Mashpee, Sandwich, and Upper Cape Tech high schools
- Participated in College Goals Sunday MAFASA sponsored event on campus
- Hosted College Board guidance counselor workshop to present new SATs. 97 counselors attended
- Initiated discussions with Wareham Adult Evening High School program to offer CCCC courses in Wareham

Goal Two: To improve Admissions communications with the internal college community and the external communities including potential applicants, guidance, business and other important constituencies.

- Attended Postal Employees of Southeastern Massachusetts conference in Chatham
- Posted PDF Admissions application on college website with the final goal to expand to on-line applications. Version 2.1 of Jenzabar appears to have this capability
- Continued to maintain the accuracy of information in the Admissions section of the college website
- Developed and updated Jenzabar office manuals and modified procedures as required
- Attended annual NEACRAO Conference in Quincy (Frank, Lisa, Sioux)
- Attended the Strategic Enrollment Management Conference in Orlando, Florida (Lisa & Sioux)
- Attended AACRAO Conference in New York City (Sioux)
- Attended NEACAC Multicultural Recruitment Workshop at Northeastern University (Frank)
- Attended JAM 2005 in San Diego, California (Sioux)
- Volunteered to be Co-advisor for ALANA (Frank)
- Initiated conversations with TimeTrade vendor to host site to schedule Admissions appointments on-line
Goal Three: As part of the image building campaign of the College, admissions staff will educate area high school guidance counselors, community groups (business, civic, and religious) about the benefits of the Associate Degree and Certificate Programs we offer at CCCC.

- Attended monthly CIGA meetings with area high school guidance counselors - Lisa served as President of the Association in 2004-2005
- Visited career centers in Hyannis and Plymouth presented info workshop
- Distributed college literature to local libraries (Falmouth, Mashpee, Manomet) and Plymouth
- Spoke to ESL students at Plymouth North High School
- Attended Occupational Education Day for the Tribal Council
- Contacted local recruiters and specialists who service veterans at Otis Air Force Base, New Bedford, Plymouth, and Hyannis
- Attended monthly meetings and summit of Barnstable Youth Task Force
- Attended "My Turn" career and employment opportunities fair
- Attended National Lights Out program at Mashpee Boys & Girls Club in Mashpee
- Attended "Invention Convention" for middle school students at Bridgewater State College who plan to pursue careers in Science & Engineering
- Participated in Strategic Marketing & Recruiting planning meeting with Sandra Golden
- Chairperson of Recruiting/Inquiry Committee of Strategic Marketing group

Goal Four: To create a front door to the Admissions Office – This has yet to be implemented due to lack of funds.
Topic being discussed in Strategic Marketing Committee
I  Increase student enrollment with special emphasis on under-represented populations

January 2004-2005 Candidates Preliminary Enrollments Report

<table>
<thead>
<tr>
<th>Enrollments by Self-Identified Ethnic Groups</th>
<th>Applied</th>
<th>%all</th>
<th>Enrolled</th>
<th>Yield App</th>
<th>% of all Enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Applic(n=635))</td>
<td></td>
<td>(n=457)</td>
<td>to Enroll</td>
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<tr>
<td>African American</td>
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<td>2.1</td>
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<td>61.5%</td>
<td>1.8</td>
</tr>
<tr>
<td>Amer Indian/Alaskan</td>
<td>8</td>
<td>1.3</td>
<td>6</td>
<td>75</td>
<td>1.3</td>
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<tr>
<td>Asian American</td>
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<td>0.9</td>
<td>4</td>
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<td>.9</td>
</tr>
<tr>
<td>Brazilian</td>
<td>15</td>
<td>2.36</td>
<td>9</td>
<td>60</td>
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<td>11</td>
<td>73</td>
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<td>23</td>
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<td>14</td>
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<td>3.1</td>
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<td>Other</td>
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<td>82</td>
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<td>2.36</td>
<td>12</td>
<td>80</td>
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<td>Total</td>
<td>106</td>
<td>16.73%</td>
<td>73</td>
<td>69%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Action steps:
- Attended Mashpee Boys & Girls Club National Lights on After School program.
- Attended monthly meetings of Barnstable County Council for Children, Youth & Families. Annual to be held in March.
- Delivered presentation to Plymouth North High School ESOL students.
- Met with visiting Tech Prep students from Dennis-Yarmouth Reg. High School, Mashpee High School, Sandwich High School other groups to follow.
- Hosted the Cape & Island Guidance Counselor monthly meeting (in March).
- Participant at Wampanoag Tribal Council Educational Opportunity Day.
- Hyannis One-stop Career Center presentation.
- Maintained contacts with John Reed and NAACP.
- Attended AACRAO Strategic Enrollment Management Seminar Orlando, Florida.

II Maintain currency in the use of technology

- Participation in additional InfoMaker training. Member of Operations Committee, AUG, Campus Web group, and newly created Marketing Planning Committee.

III Expand appreciation of Associate Degree and Certificate programs

- Membership on the Two Year Degree Committee of NEACAC.
- Panel member representing two year college at Upper Cape Cod Tech; Sandwich High School; Provincetown High School; Plymouth South High School.
- Speaker at Cape Cod Chamber of Commerce breakfast meeting reporting on Early Childhood Education grants. Cape Cod Children's Place information sharing meeting.
- Member NEACRAO Admissions Management Committee.

IV Direct people to “front door” Admissions location: on hold at this time
Academic Year

2005-2006
Admissions Goals and Objectives 2005-2006
College Strategic Plan and Admissions Goals: June, 2006 report

Strategic Priorities for the Future

1 Focus and strengthen core mission

2 Fiscal and enrollment stability

Goal I: To increase student enrollment with special emphasis on recruiting under-represented populations including first generation college students, recent immigrants, low income, communities of color, adult males and persons with disabilities.

*Host Annual Open House. Held on April 28, 2006. Registered attendees included 128 potential students. Additional attendees included family members and friends. Program was enhanced with several new features. Described in Goal III.
*Host CIGA April Meeting Dinner meeting held April included delicious meal prepared by the Zammer Hospitality Institute Culinary Arts students. A tour of the Lyndon P Lorusso Technology Building was conducted by John Lebica. CIGA members were the pilot group for John’s presentation which he plans to use for visiting groups of dignitaries and others.
*Co-host Student Recognition Day. 20th Annual event took place on May 3, 2006. Attendance included 200 students from 5 high schools. The documentary film “Monkey Dance” was well received by audience. A panel presentation by CCCC enrolled ALANA students addressed their experiences in College. The popular talent show and indoor barbeque concluded the day's events.
*Campus Tours for SUCCESS, ACCEESS, and CATESOL students Held throughout the year tour guides were Lisa and Sioux. Informational meetings for SUCCESS students held in fall and spring. Students matriculated in College at start of SUCCESS program this approach was well received by Nellie Mae financial sponsors of grant.
*Visit the Career Centers in Hyannis, Wareham and Plymouth. Maintained contacts with Centers throughout the year mixed experiences with visits. Visit extended to JTEC GED students in June.
*On-spot Admissions appointments at local high schools Barnstable and Mashpee high school helped pilot concept. Program was expanded to include 12 high schools in our area from the original two schools in 2004. Spoke with over 225 students during the fall and winter months.
*Additional Activities that continued to reach out to underserved and under-represented populations included College table at: Multicultural Festival in March, the Workforce Resource Job Fair in Hyannis. Attended Lights Out after Dark in Mashpee, Barnstable County Council for Children, Youth and Families annual conference and monthly meetings, Cape Cod Childcare Development staff day, and Wampanoag Educational Opportunity Day, to mention some.
*Create PowerPoint for recruiting special populations Power Points have been updated for general use. More presentations will be developed in the coming year.
*Maintained contact with the Recruiting Sub-Committee of the Strategic Marketing & Planning Committee. Group accomplished: (1) placement of large signs on the ring road "Welcoming" and "Thanking" visitors to campus. (2) Display boxes were hung at the entrances to Tilden Art Center to increase visibility of our programs and opportunities at campus events. The boxes contain College Bulletins, semester schedules and Catalogues. (3) Post Cards for Campus visitations have been designed and printed and will be mailed in a programmed fashion starting in Fall 2007. Two other post cards have been designed and will be printed for mailings in 2007.

*Two Enhancement Grant proposals were mailed to the Foundation in the fall. The projects addressed 1) campus signage to enhance visitors being able to traverse the campus easier. Color coded signage and visuals were included in the proposal. 2) Campus tour utilizing audio technology. Both proposals were not funded.

**Goal II: To improve Admissions communication with the internal college community and the external communities including potential applicants, guidance, business and other important constituencies.**

*Post Admissions application on college website. We were able to post a pdf application on the website that can be downloaded and mailed to us. We have seen an influx in the number of students who apply with this on-line application.

*Maintain accuracy of information in Admissions section of college website. Updated regularly to include information sessions, campus visits, etc. Work with graphic designer to assure bulletin follows college template. Bulletin cover complimented other College publications. More photography added.

*Create tele-counseling outreach. Initiated with self-identified ethnic groups. Develop office manuals to utilize Jenzabar effectively. Manuals were developed and maintained throughout the year.

*Attend workshops and seminars relevant to admissions and technology. Attended annual JAM 2005 conference in San Diego.

° Participated in Info Maker Intermediate Training with Marilyn Cummings.


° Serve on the Web Presence Committee which will include bringing the Admissions Application on-line and will lead to a major overhaul of the College website to become more user friendly contemporary and informative.

*Update office computers and printers as needed. PC's have been updated and will continue to be cycled according to College plan.

*Utilize Jenzabar web options. Admissions staff will attend training on-line in July to become better acquainted with version 2.4 and the expanded features. Admissions application will be compatible with Jenzabar but will not be version imbedded in software.

*Schedule information sessions on-line. TimeTrade software was programmed in February to allow on-line appointments could be scheduled for general information sessions. We plan to add selective health programs for fall 2007 applicants.

*Explore on line chat rooms for selected groups. This has not been accomplished to data need to update website first to be really effective. Maybe be replaced with "blogs".
3) Enhance student success for all students

4) Nurture and improve campus life

Goal III: To create a front door to the Admissions Office

*There has been no movement in this area. We had difficulty reserving AG3 for daily information sessions. We made arrangements one semester at a time. As campus wide space for meetings becomes more available we hope to revisit this goal again. We hope to address the following in the coming year.

° Architectural plan to create new entrance to the Nickerson Administration Building
° Develop plan for an Admissions Suite
° People will know they are in Admissions
° Build admission suite, including AG-3 as information room for viewing PowerPoint, submitting applications online, reviewing application package for missing documents

5) Strengthen linkages to employment community, and improve workforce development

6) Improve campus communication and marketing at every level

Goal IV: As part of the image building campaign of the College, Admissions staff will educate area high school guidance counselors, community groups (business, civic and religious) about the benefits of the Associate Degree and certificate programs we offer at CCCC.

*Develop welcome PowerPoint for students/families to view during visits to campus. PowerPoint presentations were revamped and updated with current information about program, costs, transfer and career placement opportunities, alumni profiles and so forth. Not able to secure permanent location for visitor viewing. New presentations were developed to use for parent information sessions to demonstrate the Public College Advantages including the Two Year College savings best bet! And the Admissions Standards for Public Colleges as outlined by BHE.

*Update college website to promote value of CCCC degree. Website information was updated periodically to reflect changes in admissions to selective program, online scheduling of appointments etc.

*Visit area Chambers of Commerce, churches, libraries and businesses. Admissions staff visited the Plymouth and Cape Cod area chambers of commerce and over several libraries during the year.

*Maintained contact with high schools, NAACP, Tribal Council. Noted in Goal I

*Create targeted printed materials. Waiting for College to develop template for publications as recommended by Sandra Golden and agreed to by the Strategic Marketing & Planning Committee.
*Enlist faculty in email campaign to maintain contacts with special populations. Work to rule inhibited work on this project

*Informational meetings with parents of 8th grade middle school students. During the past year participated in programs that included parents of freshmen, sophomores and/or juniors at Sandwich High School, Provincetown High School, Weymouth High School, and Upper Cape Cod Regional Technical High School. Programs for middle school parents will be addressed in the coming year.

*Format of the annual Open House was revamped to support this goal. The Open House theme was designed to improve our image to prospective students, families and general public. Additions to the event included:

° CCC Award & Recognitions display in Tilden lobby.
° Presidents’ reception to demonstrate that our administrative officers are working for our students and are concerned with their issues
° Meet the authors table to promote the academic talent and achievements of our distinguished faculty
° Alumni table to promote the advantages a CCCC degree can afford students
° Tours of our new building to showcase the campus “green” initiative and environmental contribution to our community.
° Academic showcase was designed to be like a home show or science fair so students could engage in conversation with faculty and staff and learn more about the quality education at CCCC.

The overall goal was to change perception that CCCC is not a second option, but rather a first choice to seriously consider. Quality, Accountability and Affordability were the factors that were promoted at this event to address the College image campaign. Three factors were identified in the Community Perception Survey (page 24) as the factors most associated with community college.
Academic Year
2006-2007
Admissions Goals and Objectives update for 2006-2007

Goal
Increase student enrollment, improve admissions communications, educate the surrounding communities and create an Admission Office “Front Door”

Objectives

- **Increase student enrollment with special emphasis on under-represented populations** Applications and enrollments have increased for underrepresented populations as noted in Admissions Reports.

- **Maintain currency in use of technology: attended Jenzabar Admissions Module updated training fro new version of 2.5, participated in New Regional first RUG conference at Cape Cod Community College. Volunteered to host a workshop roundtable but removed at last minute to accommodate Jenzabar led program. Would like to review with grants office and other interested offices the possibility of implementing an Imaging Software for all student records that need to be collected and archived.**

- **Expand appreciation of Associate Degree and Certificate programs.** Presentations at several high schools for parent and student groups using a Power Point that promotes two year options and Massachusetts Public Higher Education. Working with New Media Specialist to create Admissions DVD/video productions. Working with Web Presence Committee to create a more attractive, useful and informational website which will easy to maneuver.

- **Direct people to the ‘front door’ Admissions Location.** Funding has been requested in the Admissions budget as additional funding, two applications to the Foundation Enhancement Grants to be denied each time. Plans are to use monies allocated to the Admissions budget and possibility Facilities budget to purchase flags, and post them along the walkway.

- **Host Annual Open House, GIGA dinner meeting & Student Diversity Recognition Day.** The Annual Open House will continue to be hosted in April for accepted students and other interested in learning more about the College. Attendance has been approximately 120 to 130 interested students and approximately 100 significant others. We have added Saturday Information Sessions and the first held on November 18th attracted 30 people. CIGA meeting will not be hosted this year. Student Recognition Day will be held in May.

- **Post Admission Application on web site.** Targeted for April 2007.

- **Convert College Catalogue to CD/ROM.** Not Admissions responsibility. Working on a promotional CD that will market the College Catalogue is hosted by Communications Office.
• **Pilot on-the-spot admissions with local career centers.** Concept was not well received by area Career Centers in Hyannis, Plymouth or Wareham. On-the-Spot Admissions interviews with area high school was expanded to include twelve schools. In 2005-2006 we met with 280 students, 146 registered for a yield of 52%.

• **Informational meetings with parents of eighth graders.** Preliminary meeting with Guidance Directors from Barnstable, Dennis-Yarmouth Reg and Nauset Reg High Schools took place in October. All were interested in pursuing some programming options. Plans are to assist the Educational Foundation to spend grant monies allocated for populations that can include underserved, low income, middle school students or their parents. Plans are to pilot programs in the Spring of 2007.
Appendix B:

Annual Reports & Budgets
Cape Cod Community College  
Fall Admissions Data Report

Introduction:

Cape Cod Community College submits a "Fall Admissions Data Report" to the Massachusetts Board of Higher Education (BHE) each fall. Rick Crowe, Director of Systems Development in the Office of Information Technology, utilized a computer program to retrieve the requested data and David Hemenway, Director of Institutional Research, completed the report submitted to BHE. He also completed the attached summary report that presents Cape Cod Community College's comparable information for the last five fall semesters.

Analysis:

The number of applicants to Cape Cod Community College in Fall 2006 was 2,263- a 4.2% increase over Fall 2005, a 6.5% increase over Fall 2004 and a 14.0% increase over Fall 2003. The number of acceptances to Cape Cod Community College in Fall 2006 was 2,074- an increase of 5.5% over Fall 2005, an increase of 14.0% over Fall 2004, and a increase of 16.1% over Fall 2003. The number of new students enrolled at Cape Cod Community College in Fall 2006 was 1,363- an increase of 3.7% over Fall 2005, an increase of 2.6% over Fall 2004 and an increase of 3.1% over Fall 2003. The College experienced a notably larger increase in applications and acceptances than in enrollment for the last few years.

Cape Cod Community College's Fall 2006 enrollment headcount is 4,337- a .2% increase over Fall 2005, a 5.6% increase over Fall 2004, and a 1.2% increase over Fall 2003. The large percentage increase between Fall 2006 and Fall 2004 is because the Fall 2004 enrollment declined from the previous year. The percentage of new students is increasing at a faster rate than the College's total enrollment. It is interesting to note that within the new student category the subcategories of transfer students and readmitted students are growing noticeably faster than the first-time freshmen.

Recommendations:

1) The College should consider conducting a study to determine why the number of applicants is increasing faster than the number of first-time freshman enrollments. 2) The National Student Clearinghouse could be utilized to determine where students are attending when they choose not to attend Cape Cod Community College immediately after high school. 3) Survey research could be conducted to determine why accepted students have decided not to enroll at the College. 4) Lastly, the College should consider different strategies to convert accepted students to enrolled students.
### Applicants, Acceptances & New Student Enrollment

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Percent Change Fall 2003 to Fall 2006</th>
<th>Percent Change Fall 2004 to Fall 2006</th>
<th>Percent Change Fall 2005 to Fall 2006</th>
</tr>
</thead>
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<tr>
<td><strong>Undergraduate Applicants:</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>First-time Freshman Applicants</td>
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<td>1,621</td>
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<td>330</td>
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<td>109</td>
<td>174</td>
<td>147</td>
<td>179</td>
<td>64.2%</td>
<td>2.9%</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>First-time Freshman Acceptances</td>
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<td>1,603</td>
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<td>229</td>
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<td>310</td>
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<td>161</td>
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<td>9.5%</td>
<td>18.4%</td>
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<td>Total Acceptances</td>
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<td>1,820</td>
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<td>2,074</td>
<td>16.1%</td>
<td>14.0%</td>
<td>5.5%</td>
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<td><strong>Undergraduate New Student Enrollment:</strong></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
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<tr>
<td>First-time Freshman Enrollment</td>
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<td>1,025</td>
<td>1,026</td>
<td>1,009</td>
<td>1,024</td>
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<td>116</td>
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<td>Total New Student Enrollment</td>
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<td>1,328</td>
<td>1,315</td>
<td>1,363</td>
<td>3.1%</td>
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<td>3.7%</td>
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<td><strong>Total Fall Enrollment from BHE except Fall 2006 from CCCC:</strong></td>
<td>4,119</td>
<td>4,287</td>
<td>4,107</td>
<td>4,328</td>
<td>4,337</td>
<td>1.2%</td>
<td>5.6%</td>
<td>0.2%</td>
</tr>
<tr>
<td>New Enrollment/Total Enrollment</td>
<td>33.3%</td>
<td>30.6%</td>
<td>32.3%</td>
<td>30.4%</td>
<td>31.4%</td>
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<tr>
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<td>92.6%</td>
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<td>89.9%</td>
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<tr>
<td>Total</td>
<td>92.8%</td>
<td>90.0%</td>
<td>85.6%</td>
<td>90.5%</td>
<td>91.6%</td>
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<tr>
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<td>63.9%</td>
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<tr>
<td>Transfer Students</td>
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<tr>
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<tr>
<td>Total</td>
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<td>73.0%</td>
<td>68.9%</td>
<td>65.7%</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

* Fall 2002 information may not be comparable to Fall 2003 and latter information because of the way new students were coded in the College's previous information system.

** Please note: Due to Cape Cod Community College's implementation of a new information system (Jenzabar) in FY 2004 and FY 2005, the College decided that it would be in the best interests of its students not to purge what appeared to be non-paying students in Fall 2003. Non-paying students were purged in Fall 2004, Fall 2005, and Fall 2006 according to College policy.
### Applicants, Acceptances & New Student Enrollment

<table>
<thead>
<tr>
<th>Undergraduate Applicants</th>
<th>Fall 2004 Preliminary Enrollment Report</th>
<th>Fall 2005 Preliminary Enrollment Report</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-time Freshman Applicants</td>
<td>1,621</td>
<td>1,691</td>
<td>1,691</td>
</tr>
<tr>
<td>Transfer Student Applicants</td>
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<td>334</td>
<td>334</td>
</tr>
<tr>
<td>Readmit Student Applicants</td>
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<td>147</td>
</tr>
<tr>
<td>Total Applicants</td>
<td>2,125</td>
<td>2,172</td>
<td>2,263</td>
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<table>
<thead>
<tr>
<th>Undergraduate Acceptances</th>
<th>Fall 2004 Preliminary Enrollment Report</th>
<th>Fall 2005 Preliminary Enrollment Report</th>
<th>Fall 2006</th>
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<tbody>
<tr>
<td>First-time Freshman Acceptances</td>
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<td>1,566</td>
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<td>264</td>
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<td>2,074</td>
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<tr>
<th>Undergraduate New Student Enrollment</th>
<th>Fall 2004 Preliminary Enrollment Report</th>
<th>Fall 2005 Preliminary Enrollment Report</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-time Freshman Enrollment</td>
<td>1,028</td>
<td>1,006</td>
<td>1,006</td>
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<tr>
<td>Transfer Student Enrollment</td>
<td>186</td>
<td>207</td>
<td>207</td>
</tr>
<tr>
<td>Readmit Student Enrollment</td>
<td>116</td>
<td>99</td>
<td>99</td>
</tr>
<tr>
<td>Total New Student Enrollment</td>
<td>1,328</td>
<td>1,315</td>
<td>1,363</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate Acceptance Rates</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First-time Freshman</td>
<td>89.1%</td>
<td>92.5%</td>
<td>92.6%</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>69.4%</td>
<td>79.0%</td>
<td>87.8%</td>
</tr>
<tr>
<td>Readmit Students</td>
<td>84.5%</td>
<td>92.6%</td>
<td>99.0%</td>
</tr>
<tr>
<td>Total</td>
<td>85.6%</td>
<td>90.5%</td>
<td>91.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate Yield Rates</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First-time Freshman</td>
<td>74.1%</td>
<td>84.5%</td>
<td>84.9%</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>81.2%</td>
<td>78.4%</td>
<td>78.0%</td>
</tr>
<tr>
<td>Readmit Students</td>
<td>78.9%</td>
<td>72.8%</td>
<td>75.8%</td>
</tr>
<tr>
<td>Total</td>
<td>73.0%</td>
<td>68.9%</td>
<td>65.7%</td>
</tr>
</tbody>
</table>
Academic Year

2002-2003
Attainment of goals as of June 4, 2003:

ADMISSIONS GOALS 2002 TO 2003

To enroll sufficient numbers of entering students.
Fall 2002 applications were about the same as fall 2001, however, registrations increased by 6%.
The yield of applicant to registrant increased by 1% to 71%.

To chair the search committee and to recommend hiring the most qualified candidate for the
Senior Admissions Counselor.
The results of the search committee's work led to hiring Lisa Fedy who began her employment
in mid-September.

To assist the newly hired Counselor in becoming acclimated to the College, aware of College
policies and procedures and becoming fully knowledgeable about the department.
Lisa Fedy has become a valuable member of the staff. She was a partner in many Admissions
activities including: our recruiting efforts, planning and implementing the Open House, re-
instating general information sessions, revitalizing the Student Ambassadors group, editing
Inside Admissions our newsletter

To work with all the necessary parties on campus and with the software vendor to define the
requirements for the department, including the goals to be accomplished and to implement the
Admissions Module for the Teams Elite software.
Teams Elite/Jenzibar has dominated many hours during the past year. Our efforts will be tested
as we migrate in July to the new software. Modifications are on-going. Lisa has been a member
of the Public Relations committee. Sioux has attended the Administrative Users Group meetings
and is a member of the Common Module committee. The entire staff participated in four days of
on-campus training and has been completing a verification packet of activities so that we can
each be certified to use the software. The verification will allow the office to have a number of
certified positions so that in the future new staff can access training.

To become much more familiar with the offerings and personnel affiliated with the Hyannis
Campus and to assume supervision of this department.
Sioux has attended all scheduled ACCCESS Board meetings this year. The Board has elected
new officers, decided to meet four times per year and seems to be functioning well. They are
considering expanding the membership but to date they have not reached closure.

Sioux attended graduations for SUCCESS students, GED ceremonies, and has hosted
ESOL/ACCCESS classes on-campus for tours and a general overview of the Admissions
process. At the completion of the tour students were able to get their ID pictures taken in the
Library.
At the request of Joan Keirnan, a general information session for SUCCESS students was held in the fall and spring. This afforded the students with information about continuing to be affiliated with CCCC and a person to contact when they visited West Barnstable.

A combined effort to reach out to the Lower Cape included traveling with Susan Ridenour to the Brewster Ladies Library, and the Orleans Library. Susan also visited the Truro and Eastham Libraries. Plans are underway to have an ACCCESS staff member in the One Stop Career Center in Orleans starting in the fall. This will greatly enhance the College presence in the Lower/Outer Cape communities.

Getting to know the staff has been truly challenging. Sioux must devote more time to visit the Center regularly to chat with staff and encourage greater communications. Regular meetings have taken place with Phyllis Whitney throughout the year.

**Dual Enrolment** has taken on a life of its own. The opportunity has become very popular with area counselors, parents and students. During the Fall 2002, 73 students enrolled in 142 courses for a total of 437 credits. In the Spring 2003, the number of students enrolled increased to 136 students taking 281 courses for a total of 829 credits.

During the summer months of 2002 Sioux met individually with each dual enrollment student. Spring 2003 registrations were shared by Lisa and Sioux. All students are contacted for an appointment, referred to Assessment Center needed, and an Admissions appointment is scheduled after testing is completed.
**BUDGET VARIANCE REPORT**

**Period:** YTD as of 10/9/2003

<table>
<thead>
<tr>
<th>ACCOUNT CODE</th>
<th>DESCRIPTION</th>
<th>BUDGET</th>
<th>ENCUMBRANCE</th>
<th>EXPENDED</th>
<th>APPLIED</th>
<th>% APPLIED</th>
<th>BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 1250 4045 B0</td>
<td>Employee Related Expenses</td>
<td>2,500</td>
<td>0</td>
<td>65</td>
<td>65</td>
<td>2.60</td>
<td>2,435</td>
</tr>
<tr>
<td>C 1250 4045 C0</td>
<td>Contracted Employees</td>
<td>15,000</td>
<td>0</td>
<td>3,369</td>
<td>3,369</td>
<td>22.46</td>
<td>11,631</td>
</tr>
<tr>
<td>C 1250 4045 D0</td>
<td>Pension &amp; Insurance</td>
<td>1,000</td>
<td>0</td>
<td>49</td>
<td>49</td>
<td>4.89</td>
<td>951</td>
</tr>
<tr>
<td>C 1250 4045 E0</td>
<td>Supplies</td>
<td>9,000</td>
<td>5,430</td>
<td>1,691</td>
<td>7,122</td>
<td>79.13</td>
<td>1,878</td>
</tr>
<tr>
<td>C 1250 4045 H0</td>
<td>Consultant Services</td>
<td>500</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>500</td>
</tr>
<tr>
<td>C 1250 4045 J0</td>
<td>Operational Services</td>
<td>150</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>150</td>
</tr>
<tr>
<td>C 1250 4045 K0</td>
<td>Equipment</td>
<td>500</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>500</td>
</tr>
<tr>
<td>C 1250 4045 L0</td>
<td>TELP, Lease, Maint., &amp; Repair</td>
<td>1,575</td>
<td>0</td>
<td>340</td>
<td>340</td>
<td>21.56</td>
<td>1,235</td>
</tr>
<tr>
<td>C 1250 4045 O0</td>
<td>Budget Reserve</td>
<td>500</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>500</td>
</tr>
</tbody>
</table>

**TOTAL CAMPUS**

|                |                      | 30,725 | 5,430       | 5,514    | 10,945  | 35.62     | 19,780  |

| S 1100 4045 A0 | Employee Compensation                  | 179,500| 0           | 39,917   | 39,917  | 22.24     | 139,583 |

**TOTAL STATE**

|                |                      | 179,500| 0           | 39,917   | 39,917  | 22.24     | 139,583 |

**TOTAL COST CENTER**

|                |                      | 210,225| 5,430       | 45,431   | 50,861  | 24.19     | 159,364 |
Academic Year
2003-2004
Admissions Office: Annual Report Summary of Activities

Most of the 2003-2004 year was consumed with issues related to Jenzabar. The entire staff attended workshops to better understand the software and how it would be implemented at CCCC. The Admissions module is evolving and manuals are being fine-tuned and further developed to afford all in the office to use common definitions, procedures and to discuss potential changes BEFORE forging ahead. (This is a challenge for some not to go off in tangents and create solutions in a vacuum).

Staff members have served on AUG, Publicity, On-Line Registration, On-Time Registration, and Operations Committees. Frequently discoveries are made concerning the software that point out “we do not know what we do not know”. Our previous semester driven notion, now term concept is not how the software functions. Immediate changes are made and we are slowly discovering the impact. Changes in our procedures will be made if required.

We are still learning how the modules come together and relate to data entered by various offices. Entering applications for individuals who have previously applied required re-entering data that is not carried forward, i.e. names of previous colleges, name of high school. Our acceptance letters have been designed to reflect missing credentials so reentering the names is required so as to produce accurate personalized letters. Had we known the tedious nature of reentering the data, we may have designed the operation differently. We are reviewing our options. This is one example of the learning curve!!

Proudly, I can say that we are generating many letters off the new software. Personalized acceptance letters (including selective programs) reflecting (by name of school/college) any missing information, and withdrawal letters. We hope to add the wait list letters for selective programs, and a missing credential letter to the list.

Reports continue to be somewhat problematic. One example, when trying to duplicate a report in Jenzabar of our primary schools population using a report from a 2002, we have discovered that some local high schools have more than one ID code number in the new system, and we are also trying to determine other problems in trying to create reports. Current semester seems to change as offices update their records. We are discussing the impact on Candidates/Applicants reports in Admissions.

Accomplishments, Recruitment Activities and College Committee Assignments

- Hired and trained two part-time receptionists, including a Senior Aide through the Elder Services of Cape Cod and the Islands.
- Dual enrollment program continued with College funding 50% of the costs in the fall. In the spring semester students covered 100% of the costs. Fall enrollments included 85 students, taking 173 courses totaling 538 credits. Spring enrollments included 105 students taking 218 courses totaling 653 credit hours. Calculations are reported after the end of the Add period. All students met with an Admission professional who explained the semester calendar and policies related to attendance, grading, withdrawals and so forth.
- Massachusetts School Counselors Association Conference, in Hyannis maintained a College booth to share information with guidance personnel from throughout the State.
- Reverse College Day hosted by N.E.A.C.R.A.O. (New England Association for Collegiate Registrars and Admissions Officers) was attended by guidance personnel from the New England region. A packet of information was given to each guidance counselor who stopped at our table.
- Annual NEACRAO conference (followed Reverse College Day), a two day conference in Quincy, Massachusetts. Examples of the workshops attended by Lisa, Frank or Sioux: Improving College publications, web as a recruiting tool, international student evaluations, Two Year College Experiences Best Practices, On-Site Admissions, Millennials go to College, and the MCAS.
- Attended 48 college day programs hosted by individual high schools or regionalized guidance associations, and 12 college night programs.
- Visited all Cape schools in the fall. Frank returned to reach out to underrepresented students in Barnstable, Falmouth, Bourne, Plymouth, Dennis-Yarmouth, Mashpee and Wareham. He has also been able to meet with members of the Tribal Council’s educational groups.
- 6 Community Colleges of Massachusetts Admission Directors meetings were attended. The June meeting was hosted at CCCC.
- All Cape and Island Guidance Association meetings were attended. Lisa served as the groups Vice-President and will be President in the coming year. Frank, Lisa and Sioux are active members of the All Cape College Day steering committee. The annual event marked the 39th year of offering this opportunity to students of the region.
- Participated in 3 “Employee Benefits Day” programs Tobey Hospital, St. Luke’s Hospital and Charlton Hospital. Barbara Murphy assisted in these visits. Visits to Cape Cod Health Care facilities were shared with Luise Speakman.
- Information sessions for selective health programs were held throughout the fall. Nursing sessions resumed in April and ran through June.
- Assisted with the overall staffing of the College booth at Cape Cod Mall in January, June and August.
- Sioux was a panelist at two area high schools evening programs for parents of juniors: Sandwich High School “Public Colleges and Two Year College Option”, Provincetown High School: CCCC and Benefits of Community College”. Frank presented a PowerPoint presentation on Course Selection in High School for Access to College at Upper Cape Regional Technical High School.
- Addressed ESOL classes at downtown campus about the options available on the main campus. Hosted CATESOL, ESOL, ACCCESS groups on main campus for general information and tour of the campus, Ended tour in the Library and group got their ID pictures taken.
- Met with SUCCESS students in fall and spring to explain application procedures, support services, scheduling and answered many questions geared towards making the transition to the Main campus easier.
- Met with the Cape College Bound participants during one of their Saturday mornings on campus. The topic for discussion was “Applying to College and Finding a Good Fit College”.


• Informational packets were mailed to guidance departments throughout the State. Packets included our Admissions Bulletin, College Catalogue, "Inside Admissions" newsletter, and cover memorandum.
• Hosted a College Board Counselor Workshop. 92 counselors from throughout Massachusetts, Connecticut and Rhode Island attended. Session continues to be held on the Friday of Columbus Day weekend.
• Sioux spoke to a 40 male parolees working with the Barnstable County Corrections Commission program in Hyannis. Men are assigned to work with the commission as they transition back into the community.
• Staffed College booth at School to Career fairs at Dennis-Yarmouth Regional High School. Also participated in Career days at Sandwich High School and Harwich Junior Senior High School.
• Attended Dennis-Yarmouth Regional High School’s Junior English class to conduct mock College interviews. Participated in the fall and spring.
• Assisted with Early Awareness workshops for high school and middle school population.
• Lisa and Sioux completed Basic Info Maker training.
• Staffed College booth at the Multicultural Fair at CCCC, Multicultural Family Day in Brewster, and Family Fun Day at the Ezra Baker Elementary School in Dennis.
• Staffed College booth at the National College Fair in Boston. Applied for and was granted a booth waiver saving the College $600. (Plan to reapply for as many years as allowed).

Campus Committee Involvement

• College standing committee assignments: Sioux: Counseling & Advising, Judiciary Committee, Administrative User Group, AUG sub committees include: Operations, On-Time Registration, On-Line Registration, and Reports Committee. Lisa participated in: Housing Survey Committee, AUG Publicity Committee, and College Early Awareness Summer Program Coordinator and facilitator. Lisa and Sioux both were members of the Orientation Committee.
• Lisa and Sioux were members of CC Technology Showcase committee and staffed the College booth at the fair.
• Frank is a member of the President’s Diversity Advisory Committee and attends meetings regularly.
• Frank assisted with planning and implementing the annual Student Recognition Day for area high school and middle school students.
### BUDGET VARIANCE REPORT

**Department:** Admissions  
**Fiscal Year:** 2005  
**Period:** YTD as of 10/6/2004

#### ACCOUNT CODE | DESCRIPTION | BUDGET | ENCUMBRANCE | EXPENDED | APPLIED | % APPLIED | BALANCE
--- | --- | --- | --- | --- | --- | --- | ---
C 1250 4045 B0 | Employee Related Expenses | 3,000 | 0 | 262 | 262 | 9 | 2,738
C 1250 4045 C0 | Contracted Employees | 24,000 | 0 | 3,620 | 3,620 | 15 | 20,380
C 1250 4045 D0 | Pension & Insurance | 500 | 0 | 53 | 53 | 11 | 448
C 1250 4045 E0 | Supplies | 10,000 | 170 | 1,378 | 1,250 | 83 | 250
C 1250 4045 H0 | Consultant Services | 1,500 | 0 | 1,250 | 1,250 | 83 | 250
C 1250 4045 J0 | Operational Services | 0 | 0 | 0 | 0 | 0 | 0
C 1250 4045 K0 | Equipment | 0 | 0 | 0 | 0 | 0 | 0
C 1250 4045 L0 | TELP, Lease, Maint., & Repair | 2,000 | 0 | 356 | 356 | 18 | 1,644
C 1250 4045 O0 | Budget Reserve | 2,000 | 0 | 0 | 0 | 0 | 2,000
**TOTAL CAMPUS:** | | 43,000 | 170 | 6,918 | 6,918 | 16.09 | 36,082
S 1100 4045 A0 | Employee Compensation | 189,000 | 0 | 41,210 | 41,210 | 22 | 147,790
**TOTAL STATE:** | | 189,000 | 0 | 41,210 | 41,210 | 21.80 | 147,790
**TOTAL COST CENTER:** | | 232,000 | 170 | 48,129 | 48,129 | 20.75 | 183,871
Academic Year

2004-2005
### Table 1: Applicants, Acceptances & New Student Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Fall 2003 Actuals (from Fall 2003 Preliminary Enrollment Report)</th>
<th>Fall 2004</th>
<th># Change</th>
<th>% Change or Percentage Point Difference*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Applicants:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-time Freshman Applicants</td>
<td>1,547</td>
<td>1,523</td>
<td>-24</td>
<td>-1.5%</td>
</tr>
<tr>
<td>Transfer Student Applicants</td>
<td>329</td>
<td>328</td>
<td>-1</td>
<td>-0.3%</td>
</tr>
<tr>
<td>Readmit Student Applicants</td>
<td>109</td>
<td>65</td>
<td>-44</td>
<td>-40.6%</td>
</tr>
<tr>
<td>Total Applicants</td>
<td>1,985</td>
<td>2,125</td>
<td>140</td>
<td>7.1%</td>
</tr>
<tr>
<td>Undergraduate Acceptances:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-time Freshman Acceptances</td>
<td>1,423</td>
<td>1,414</td>
<td>-9</td>
<td>-0.6%</td>
</tr>
<tr>
<td>Transfer Student Acceptances</td>
<td>260</td>
<td>259</td>
<td>-1</td>
<td>-0.4%</td>
</tr>
<tr>
<td>Readmit Student Acceptances</td>
<td>104</td>
<td>143</td>
<td>39</td>
<td>41.3%</td>
</tr>
<tr>
<td>Total Acceptances</td>
<td>1,787</td>
<td>1,820</td>
<td>33</td>
<td>1.8%</td>
</tr>
<tr>
<td>Undergraduate New Student Enrollment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-time Freshman Enrollment</td>
<td>841</td>
<td>185</td>
<td>22</td>
<td>22.0%</td>
</tr>
<tr>
<td>Transfer Student Enrollment</td>
<td>203</td>
<td>231</td>
<td>28</td>
<td>-13.4%</td>
</tr>
<tr>
<td>Readmit Student Enrollment</td>
<td>94</td>
<td>119</td>
<td>25</td>
<td>27.0%</td>
</tr>
<tr>
<td>Total New Student Enrollment</td>
<td>1,138</td>
<td>1,328</td>
<td>190</td>
<td>16.7%</td>
</tr>
<tr>
<td>Undergraduate Acceptance Rates:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-time Freshman</td>
<td>92.0%</td>
<td>89.1%</td>
<td>N/A</td>
<td>-2.9%</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>79.0%</td>
<td>69.4%</td>
<td>N/A</td>
<td>-9.6%</td>
</tr>
<tr>
<td>Readmit Students</td>
<td>95.4%</td>
<td>84.5%</td>
<td>N/A</td>
<td>-10.9%</td>
</tr>
<tr>
<td>Total</td>
<td>90.0%</td>
<td>85.6%</td>
<td>N/A</td>
<td>-4.4%</td>
</tr>
<tr>
<td>Undergraduate Yield Rates:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-time Freshman</td>
<td>59.1%</td>
<td>71.1%</td>
<td>N/A</td>
<td>12.0%</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>78.1%</td>
<td>81.2%</td>
<td>N/A</td>
<td>3.1%</td>
</tr>
<tr>
<td>Readmit Students</td>
<td>90.4%</td>
<td>78.9%</td>
<td>N/A</td>
<td>-11.5%</td>
</tr>
<tr>
<td>Total</td>
<td>63.7%</td>
<td>73.0%</td>
<td>N/A</td>
<td>9.3%</td>
</tr>
</tbody>
</table>

* Percentage point difference for Acceptance and Yield Rates
Community Colleges
Fall Preliminary Admissions and Enrollment Data
Data Submission Due Date: October 4, 2004

Institution: Cape Cod Community College
Institution's HEIRS ID: 041

Table 2: Fall Unduplicated Headcount and FTE Enrollment

<table>
<thead>
<tr>
<th>Fall Enrollment</th>
<th>Fall 2003 Actuals (from HEIRS)</th>
<th>Fall 2004</th>
<th># Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Undergraduate Unduplicated Headcount Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Unduplicated Headcount</td>
<td>4,287</td>
<td></td>
<td>-66</td>
<td>-1.5%</td>
</tr>
<tr>
<td>B. Undergraduate FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Undergraduate FTE</td>
<td>2,331.3</td>
<td></td>
<td>46.6</td>
<td>-2.0%</td>
</tr>
</tbody>
</table>
Community Colleges
FALL Preliminary Admissions & Enrollment Data

Please use this page to provide the Board of Higher Education with any additional information regarding the enrollment information you have provided on these tables:

Due to Cape Cod's ongoing implementation of Jenzabar at the beginning of FY2004, the College decided that it would be in the best interests of its students not to purge what appeared to be non-paying students. Non-paying students were purged prior to Fall 2004 data collection, which shows a slight decline in headcount and FTE from the Fall 2003 reported data.
<table>
<thead>
<tr>
<th>ACCOUNT_CODE</th>
<th>DESCRIPTION</th>
<th>BUDGET</th>
<th>ENCUMBRANCE</th>
<th>EXPENDED</th>
<th>APPLIED</th>
<th>% APPLIED</th>
<th>BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 1250 4045 B0</td>
<td>Employee Related Expenses</td>
<td>3,500</td>
<td>0</td>
<td>150</td>
<td>150</td>
<td>4</td>
<td>3,350</td>
</tr>
<tr>
<td>C 1250 4045 C0</td>
<td>Contracted Employees</td>
<td>25,000</td>
<td>0</td>
<td>2325</td>
<td>2,325</td>
<td>9</td>
<td>22,675</td>
</tr>
<tr>
<td>C 1250 4045 D0</td>
<td>Pension &amp; Insurance</td>
<td>500</td>
<td>0</td>
<td>34</td>
<td>34</td>
<td>7</td>
<td>466</td>
</tr>
<tr>
<td>C 1250 4045 E0</td>
<td>Supplies</td>
<td>10,000</td>
<td>90</td>
<td>992</td>
<td>1,082</td>
<td>11</td>
<td>8,918</td>
</tr>
<tr>
<td>C 1250 4045 H0</td>
<td>Consultant Services</td>
<td>2,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2,000</td>
</tr>
<tr>
<td>C 1250 4045 J0</td>
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Academic Year

2005-2006
Admissions Final Report of Fall 2005-2006 Summary

Table I Comparative Application Information by Degree and Program

Applications increased by 4.4%  
Acceptances increased by 9%  
Registered applicants decreased by 1.2%

57.5% of applicants were in the AA concentrations. They comprise 63% of all accepted and 63% of the registered group.

30.5% of all applications were in AS degrees. 24% of accepts and 25% of registered/Certificate programs attracted 11.9% of the applicants, 12% of all accepted and 11.6% of all registered.

Yield of Accepted to Registered was 72% in Fall 2004 and 66% in Fall 2005. The yield decreased significantly but registered students actually decreased by only 16 people. Yield of Applications to registered was 62% in Fall 2004 and the same in 59% in fall 2005. (2126 applications in 2004 vs 2219 in fall 2005).

Table II Accepted Applicants by Age and Gender

Gender: 64% female, 36% male  
Age: 46% of the group was less than 20 years of age  
35% were 20 to 34 years of age  
19% were 35 years of age or older

The report used to generate this information was created by a consultant during conversion. Specific source code documentation is held by the consultant. We believe it includes individuals who were counted in other sections of Admissions reports. Admissions continues to work with IT to correct information.

Table III Self Reported Ethnic Information Enrolled Applicants

14.8% of the registered applicants identified themselves as a member of an ethnic group that is not Caucasian. A report to generate this data is not available for fall 2004.

The table defines applied, accepted and registered by ethnic group. The percentage each category represents in terms of the total applicant pool.
Table IV On Site Admissions Interviews in Area High School

231 students were individually interviewed by Lisa Fedy, Frank Rose or Susan Kline-Symington.

The pilot with two area high school that began in 2004 grew to include 7 high schools in November 2004 to March 2005. Guidance counselors appreciate the attention paid to their students and the positive impact it has had on students completing applications earlier in the year. The students appreciate the personalized certificate we give to them as a Preliminary Acceptance to the College. The certificate addresses the conditions of acceptance: pass MCAS and graduate from their high school. A disclaimer about the admission to the selective health programs is included.

54% of the students seen and applied registered in the college.

We have added five (5) more high schools to the program this year. Our plan for Fall 2006 is to add Chatham, Martha’s Vineyard, Nantucket, Nauset, Provincetown and Wareham to the list of participants while maintaining the current seven.
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<td>265</td>
<td>243</td>
<td>153</td>
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Total of all Applic 2126 1821 1326 73 2219 1986 1310 66
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<th>Group</th>
<th>Total Applications</th>
<th>Inquiry</th>
<th>Incomplete</th>
<th>Withdraw before Accept</th>
<th>Wait List</th>
<th>Withdraw after Accept</th>
<th>No Show</th>
<th>Denied Accept</th>
<th>Remove Matric Failed</th>
<th>Matric</th>
<th>% all Applications</th>
<th>% all Enrolled</th>
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<tr>
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<td>2</td>
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<td>9</td>
<td>1</td>
<td>18</td>
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<td>14</td>
<td>14</td>
<td>14</td>
<td>1.5</td>
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<td>7</td>
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<td>4</td>
<td>18</td>
<td>18</td>
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<tr>
<td>Cape Verdean</td>
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<td>29</td>
<td>29</td>
<td>4.1</td>
<td>2.2</td>
</tr>
<tr>
<td>International/Visa</td>
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<td>3</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>10</strong></td>
<td><strong>45</strong></td>
<td><strong>27</strong></td>
<td><strong>95</strong></td>
<td><strong>194</strong></td>
<td></td>
<td><strong>21</strong></td>
<td><strong>14.81</strong></td>
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</tbody>
</table>

Matriculation was removed because the students did not pass the MCAS and they did not pass the Ability to Benefit requirement on the CPTs. Student was told that they can take courses, but financial aid not available. Referred to Margaret Perkins for tutoring and Joan Keiran if want GED option. Re-test for CPT was not successful.
Table III

<table>
<thead>
<tr>
<th>Age</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>24</td>
<td>36</td>
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<td>17.0-17.99</td>
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<td>355</td>
<td>664</td>
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<td>168</td>
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<tr>
<td>20.0-21.99</td>
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<td>79</td>
<td>129</td>
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<td>22.0-24.99</td>
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<td>100</td>
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<td>25.0-29.99</td>
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<td>67</td>
<td>88</td>
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<td>30.0-34.99</td>
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<td>83</td>
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<td>152</td>
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<td>50.0-64.99</td>
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</tr>
<tr>
<td>65 and Over</td>
<td>549</td>
<td>968</td>
<td>1517***</td>
</tr>
</tbody>
</table>

***This Program was written by Michael Kiser and it is not totally accurate. I am working with our IT staff to create a new report that will reflect only registered/enrolled applicants. This report I believe is including another population (Inquiry, Denied, Withdrawn- I am not sure which population) that brings total registered to 1517 and not the 1310 enrolled reported elsewhere in this fall, 2005 report.

I am sharing this report to demonstrate that we are enrolling a younger group of students. The average age of all applicants processed for fall 2005 is 20 years old compared to last year when it was 23 years old.

46% of the above reported group is less than 20 years of age. 35% is 20 to 34 and 19% is 35 or older.
Table IV
ON SITE ADMISSIONS RESULTS FALL 2005

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>PARTICIPANTS</th>
<th>REGISTERED</th>
<th>WITHDRN</th>
<th>REMOVE MATRIC</th>
<th>FAILED MCAS</th>
<th>NO SHOW</th>
<th>INQUIRY</th>
<th>NO APPLIC</th>
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<tr>
<td>Dennis-Yarmouth</td>
<td>34</td>
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<td>4</td>
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<td>Falmouth</td>
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<td>5</td>
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<tr>
<td>Mashpee</td>
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<td>Sandwich</td>
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<td>3</td>
<td></td>
<td></td>
<td>1</td>
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<tr>
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<td>1</td>
<td></td>
<td>18</td>
<td>1</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>231</strong></td>
<td><strong>124</strong></td>
<td><strong>12</strong></td>
<td><strong>6</strong></td>
<td><strong>54</strong></td>
<td><strong>3</strong></td>
<td><strong>9</strong></td>
<td><strong>31</strong></td>
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</table>

This project was initiated in Fall 2004 with two area high school: Barnstable and Mashpee. For Fall 2005, we were able to expand the number of high schools and reach many more students.

The goal for Fall 2006 is to include at least two more high schools in our primary service area. Time on learning initiatives required in the Educational Reform Act of 1993 has made it difficult to see students in high schools. Many schools do not allow students to leave academic classrooms to meet with admissions representatives. On-Site Admissions has afforded us with an avenue to see students and assist guidance personnel with counselees applying to CCCC.
## BUDGET VARIANCE REPORT

**Cost Center:** 4045  
**Department:** Admissions  
**Fiscal Year:** 2007  
**Period:** YTD as of 10/12/2006  
**Page:** 50 of 230

### ACCOUNT CODE DESCRIPTION | BUDGET | ENCUMBRANCE | EXPENDED | APPLIED | % APPLIED | BALANCE |
--- | --- | --- | --- | --- | --- | --- |
C 1250 4045 B0 Employee Related Expenses & 3,500 & 0 & 663 & 663 & 18.93 & 2,838 |
C 1250 4045 C0 Contracted Employees & 25,000 & 0 & 4,147 & 4,147 & 16.59 & 20,853 |
C 1250 4045 D0 Pension & Insurance & 500 & 0 & 60 & 60 & 12.03 & 440 |
C 1250 4045 E0 Supplies & 10,000 & 84 & 1,366 & 1,450 & 14.50 & 8,550 |
C 1250 4045 H0 Consultant Services & 2,000 & 0 & 1,600 & 1,600 & 80.00 & 400 |
C 1250 4045 J0 Operational Services & 0 & 0 & 0 & 0 & 0 & 0 |
C 1250 4045 K0 Equipment & 1,000 & 0 & 0 & 0 & 1,000 |
C 1250 4045 L0 TELP, Lease, Maint., & Repair & 2,000 & 0 & 122 & 122 & 6.12 & 1,878 |
C 1250 4045 O0 Budget Reserve & 1,000 & 0 & 0 & 0 & 1,000 |
**TOTAL CAMPUS** & 45,000 & 84 & 7,957 & 8,041 & 17.87 & 36,959 |
S 1100 4045 A0 Employee Compensation & 208,485 & 0 & 53,982 & 53,982 & 25.89 & 154,503 |
**TOTAL STATE** & 208,485 & 0 & 53,982 & 53,982 & 25.89 & 154,503 |
**TOTAL COST CENTER** & 253,485 & 84 & 61,939 & 62,023 & 24.47 & 191,462 |
Admissions Final Report of Fall 2006-2007 Summary

Table 1 Comparative Application Information by Degree and Program

Applications increased by 3.6%
Acceptances increased by 6.3%
Registered applicants increased by 3.4%

We continue to discover applicants who received a No Show letter, who are being re-enrolled in classes. We are correcting their status so that they can be considered matriculated in a degree or certificate.

57% of applicants were in the AA concentrations. They comprise 62% of all accepted and 60% of the registered group.

32% of all applications were in AS degrees. 27% of accepts and 29% of registered/Certificate programs attracted 11% of the applicants, accepted and registered.

Yield of Accepted to Registered was 66% in Fall 2005 and 64% in Fall 2006. The yield decreased but registered students increased by 44 students.

Yield of Applications to registered was 59% in Fall 2005 and the same in 2006

Table II Accepted Applicants by Age and Gender

Gender: 63% female, 36.7% male .3% unknown

Age: 53.7% of accepted applicants were between 16 and 19 years of age
16.2% are 20 to 24 years of age
69.9% of accepted applicants are less than 25 years old.

Table III Self Reported Ethnic Information Enrolled Applicants

14.9% of the registered applicants identified themselves as a member of an ethnic group that is not Caucasian. In fall 2005 the percentage was 14.81. (194 vs. 202)

The table defines applied, accepted and registered by ethnic group. The percentage each category represents in terms of the total applicant pool.

The modest increase reflects the outreach activities of the Admissions staff and the activities that Frank Rose has been involved in within the community.
Table IV On Site Admissions Interviews in Area High School

280 students were individually interviewed by Lisa Fedy, Frank Rose or Susan Kline-Symington. This is an increase of 21% over Fall 2005. Registrations also increased by 18%.

The pilot with two area high school that began in 2004 grew to include 12 high schools in November 2005 to March 2006. Guidance counselors appreciate the attention paid to their students and the positive impact it has had on students completing applications earlier in the year. The students appreciate the personalized certificate we give to them as a Preliminary Acceptance to the College. The certificate addresses the conditions of acceptance: pass MCAS and graduate from their high school. A disclaimer about the admission to the selective health programs is included.

We have added an ONSIT notation in the Admissions module for future tracking. Our plan for Fall 2007 is to add Harwich, Bourne, Carver and Plymouth South to the list of participants while maintaining the current twelve. We also plan to increase the number of contacts with this population to improve the yield of applied to registered. It is currently 52%. We hope to increase the yield to 54% in fall 2007.

Table V Primary Service Area High School Applicants from Graduating Class of 2006

38% of all applications processed came from our primary service area high schools-Class of 2006. This group represented 36% of all registered applicants.
<table>
<thead>
<tr>
<th>Program</th>
<th>Applic</th>
<th>Accept</th>
<th>Enrolled</th>
<th>Yield Acc to Enroll</th>
<th>Applic</th>
<th>Accept</th>
<th>Enrolled</th>
<th>Yield Acc to Enroll</th>
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<td>30</td>
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<td>26</td>
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On-Site Admissions Interviews Fall 2006-2007 Report

280 Interviews in Twelve Area High Schools during November to March
251 Applied 146 Registered for a Yield of Applied to Registered of 52%

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Appendix C:

Dual Enrollment
Dual Enrollment/DESAEP Eligibility Requirements and Essential Information

Fall 2007

Classes begin September 5, 2007
Dual Enrollment/DESAEP Application Steps to Follow

Meet with your high school guidance counselor to review the Dual Enrollment/DESAEP application process and requirements for participation.

Read the Dual Enrollment/DESAEP Eligibility Requirements and Essential Information packet.

Aided by your guidance counselor select the desired courses you wish to study taking note of all the pre-requisites. Determine fulfillment of pre-requisites (or plans to take the College's assessments to meet the pre-requisites).

Aided by your guidance counselor complete the Cape Cod Community College Dual Enrollment/DESAEP Application form including all of the necessary signatures (guidance counselor, parent/guardian and you).

Your high school transcript and completed Cape Cod Community College Dual Enrollment/DESAEP Application Fall 2006 must be submitted by your school counselor to: Admissions Office, Cape Cod Community College, 2240 Iyanough Road, West Barnstable, MA, 02668 between April 2nd and August 20, 2007. Late applications may not be accepted.

NEXT:

Wait to receive a telephone call from Cape Cod Community College's Admissions Office to verify receipt of your application and transcripts. An appointment to discuss registration procedures will be established during this conversation if:

- none of the courses you wish to enroll in have pre-requisites
- you have already met all of the pre-requisites for all of your desired courses through previous course-work at the College
- you took the College's assessments within the last three years

You may be asked to call the College's Assessment Center to make an assessment appointment and clearly identify yourself as a Dual Enrollment Student. Call Admissions at 508 362 2131 ext 4386 to schedule an appointment at the completion of your assessment to register for your courses.

1. Go to your appointment in the Assessment Center with a #2 pencil and driver's license or valid photo ID.
2. Go to your appointment at the Admissions Office to register for courses. Payment for your courses will be expected at the time that you select your courses. A Payment Plan may be an option.
CAPE COD COMMUNITY COLLEGE

DUAL ENROLLMENT PROGRAM

Fall 2007

What is Dual Enrollment?

Dual Enrollment is a program where high school students take college courses and receive credit towards both their high school and college graduation from a Massachusetts State college or university.

Who is eligible to apply for Dual Enrollment?

Massachusetts high school students in their junior or senior year, who have a GPA of 3.0 or better, and who are recommended by their teacher, guidance counselor, or principal for participation are eligible to apply. A student with a GPA of less than 3.0 and greater than 2.0 maybe eligible for the Alternative Dual Enrollment option.

If you were a Dual Enrollment student in a previous semester, you must maintain grades of “B” or better in each of your college courses and a 3.0 or better GPA at the high school, or continue to be recommended by your high school guidance department, to be eligible again.

If I am eligible, how do I become a Dual Enrollment student?

1. First, meet with your high school guidance counselor and fill out the application forms. Applications will be accepted from April 2nd to August 20, 2007. Parental or guardian approval is required.

2. After a student has applied for Dual Enrollment, the application will be sent to the Admissions Office at CCCC to be reviewed for eligibility. Applications must be sent by the guidance department.

3. Telephone calls will be made to students who are approved for the program to arrange an appointment to discuss course selection and registration procedures.
Do I need the assessment?

Enrollment in all English, mathematics, science and many other courses require completion of the computerized basic skills assessment. You will not be able to register for these courses until you have completed the assessment and scored at the required level of mastery.

If you were a Dual Enrollment student before and took the assessment(s) within the last three years, your results are still valid.

In order to sign up for an assessment, call the Assessment Center at Cape Cod Community College at (508) 362-2131 x4543. You must identify yourself as a Dual Enrollment student!

Immediately after you call and make your appointment for an assessment, call the Admissions Office at (508) 362-2131 x4386 to let us know when your assessment appointment is and we will schedule your course registration appointment following your assessment.

Who will pay for the course(s)?

All expenses, including tuition, fees, books, supplies and transportation will be the responsibility of the student.

When do classes begin?

Courses will begin on September 5th. Final examinations will take place the week of December 21st.

Where will classes be held?

Courses will be offered at CCCC’s main campus in West Barnstable.

What time can I take courses?

Classes generally meet three hours per week. Science classes will also include a two hour lab per week. Some classes will meet three times per week for fifty minutes each meeting. Others may meet two times per week for 75 minutes per class, or they may meet once per week for three hours. When you are filling out the paper work with your guidance counselor, think about the times courses are offered, how long it will take you to commute to and from the College, and other activities or work schedules you are balancing.

Are there a maximum number of courses I can study?

Cape Cod Community College courses are intended to compliment your high school schedule. The number of courses you choose to study should be discussed with your counselor and parents/guardians. Full-time is considered four or five courses. The maximum number of courses is five. You should consider your other commitments for co-curricular activities, after school employment and the correct balance with the number of courses you choose to study.

How can I get more information?

Find out more by speaking with your guidance counselor or by calling the Admissions Office at Cape Cod Community College at (508) 362-2131 x4386.
Cape Cod Community College Dual Enrollment/DESAEP Ineligible Course List

Updated for Fall 2007-2008

The following courses at Cape Cod Community College are ineligible for Dual Enrollment/Dual Enrollment for Students in Alternative Programs (DESAEP) (do not select these courses)

- All telecourses/distance learning courses unless special permission is granted by Admissions
- All selective health programs core courses, including:
  - Any courses with a DEN### course number
  - Any courses with a NUR### course number Except NUR100 Pharmacology Calculations
  - Any courses with a MAC### course number
  - Any course with a MTC### except MCT135 Intro to Complementary Healing Process
  - EMS201 Advanced Pre-Hospital Training Program: Paramedic I
  - EMS202 Advanced Pre-Hospital Training Program: Paramedic II
  - FIT130 Standard First Aid and Basic Life Support
  - HEA124 EKG Technician
  - HEA128 Pediatrics and Parenting
  - HEA133 Phlebotomy
  - HEA145 Medical Interpreter
- All cooperative work experiences/internships, including:
  - ACC261 Accounting Cooperative Work Experience
  - CRJ261 Criminal Justice Cooperative Work Experience
  - ECE230 Practicum in Early Childhood Education
  - MSC26 Math/Science Tech Cooperative Work Experience
  - BIT260 Information Technology Field Project
  - BIT261 Information Technology Cooperative Work Experience
  - BIT263 Information Technology Cooperative Work Experience (Cert.)
  - HRM161 Hotel Restaurant Certificate Cooperative Work Experience
  - BUS261 Management Cooperative Work Experience
  - COM261 Mass Communication Cooperative Work Experience
  - HOR106 Horticulture Practicum
  - BIT238 Internship in Paralegal Studies
- All International Study courses.
Cape Cod Community College Dual Enrollment/DESAEP Application Fall 2007

Currently enrolled students who have submitted this completed application will be able to register April 17th. New applicants can begin May 1st

Applications must be received between April 2nd and August 20th to assure proper assessment and advisement from Admissions. (Late applications may be considered on a space available basis and may be denied)

Be sure to carefully read and complete all application steps.

1. Complete this form and have your high school guidance office mail it to: Admissions Office, Cape Cod Community College, 2240 Iyannough Road, West Barnstable, MA 02668 by the above date. Applications should be mailed to the Admissions Office by the high school guidance department. Faxed applications will be accepted from the guidance department only by the above deadline.

2. Carefully read the enclosed Dual Enrollment/DESAEP Eligibility Requirements and Essential Information packet. Guidance counselors and students will be responsible for knowing and adhering to the rules, regulations, deadlines, procedures, and application processes outlined in the packet.

3. Complete the following questions (please print):

Applicant’s Social Security Number: ________________________________

___Applying for Dual Enrollment (3.0 or higher) OR ___Applying for Alternative Dual Enrollment (2.0 to 2.9)

Name: ____________________________________________________________

First ____________________________________ Middle \_________ Last

Address: _________________________________________________________

P.O. Box or Number & Street

Town _______________________________________ State ______ Zip Code

Email Address: ________________________________

Telephone Number: (_____) ____________ Date of Birth: Year: 19__ Month/Day: ___/___

Are you a Massachusetts Resident? __yes ___no

High School: __________________________________ Year of Graduation: _______________________

Applicant’s high school cumulative grade point average: ________________ (3.0 required for Dual Enrollment)
(Alternative Dual Enrollment 2.0 required)

Is this your first time participating in the Dual Enrollment program? _____Yes _____No, I was in DE before

Check one: ___male ___female

Ethnicity (this question is optional):
The Office of Civil Rights directs us to gather, for reporting purposes only, the ethnic distribution of our students. This information is confidential and is not individually released. Please check one:

___White/Caucasian ___Hispanic/Latino ___Native Hawaiian or Pacific Islander
___Black/African American ___Asian American ___American Indian or Alaskan Native
___Cape Verdean ___Brazilian ___Other
4. With your high school guidance counselor, review the semester course offerings at Cape Cod Community College and determine whether or not each desired course is available for Dual Enrollment/DESAEP. Review the enclosed list of Ineligible Courses.

5. Next, determine whether or not you meet the pre-requisite requirements for each desired course. Please note that you may need to take the College’s assessments in mathematics, reading, or English to determine whether or not you have met the pre-requisite(s).

6. List the desired course(s) in the space(s) below (please note that you must meet with an admissions counselor to actually register for courses at the College. This will afford proper explaining of payments and for transcripts to be sent to guidance at the end of the semester):

<table>
<thead>
<tr>
<th>Example:</th>
<th>European Lit.</th>
<th>M, W, F</th>
<th>10:30 – 11:30</th>
<th>Yes</th>
<th>Yes, passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL131-01</td>
<td>European Lit.</td>
<td>M, W, F</td>
<td>10:30 – 11:30</td>
<td>Yes</td>
<td>Yes, passed</td>
</tr>
</tbody>
</table>

Alternative course selections:

<table>
<thead>
<tr>
<th>Example:</th>
<th>European Lit.</th>
<th>M, W, F</th>
<th>10:30 – 11:30</th>
<th>Yes</th>
<th>Yes, passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL131-01</td>
<td>European Lit.</td>
<td>M, W, F</td>
<td>10:30 – 11:30</td>
<td>Yes</td>
<td>Yes, passed</td>
</tr>
</tbody>
</table>

The following signatures are required for all DE/DESAEP applicants regardless of age:

8. Parent/Guardian Approval: __________________________ Date: __________________________

9. Guidance/School Approval: __________________________ Date: __________________________

10. If accepted into the Dual Enrollment/DESAEP program, I agree to adhere to all rules, regulations, and requirements set by Cape Cod Community College and/or the Massachusetts Department of Education. I hereby authorize Cape Cod Community College to release all correspondence regarding my enrollment in the Dual Enrollment/DESAEP program to my high school and to forward an official transcript of my grades to my high school. I verify that I have read the Dual Enrollment/DESAEP Eligibility Requirements and Essential Information packet.

Applicant signature: __________________________ Date: __________________________
Appendix D:
Federal & State Guidelines
Family Educational Rights & Privacy Act
(FERPA)
Do You Know Your Student Rights?

On November 19, 1974, Public Law 93-380, entitled the Family Educational Rights and Privacy Act (FERPA) became effective. This law provides for eligible students that they have the right to:
(i) Inspect and review the student’s education records;
(ii) Seek amendment of the student’s education records that the eligible student believes to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights;
(iii) Consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that the Act and § 99.31 authorize disclosure without consent; and
(iv) File with the Department a complaint under §§ 99.63 and 99.64 concerning alleged failures by the educational agency or institution to comply with the requirements of the act and this part.

Cape Cod Community College supports the intent of the law and, to the best of its ability, will provide the rights and privileges specified by the law. The full College policy and FERPA Law is available in the Office of the Registrar. A “Notification of Rights under the Family Educational Rights and Privacy Act (FERPA)” is posted in the Office of the Registrar, West Barnstable campus, and is also available to students in pamphlet form.

(Posted 8/2/2007)
**¿Sabe Usted Sus Derechos de Estudiante?**

En el 19 de noviembre de 1974, la Ley Pública 93-380, permitieron la Familia el Acto (FERPA) Educativo de Derechos e Intimidad entró en vigencia. Esta ley proporciona para estudiantes elegibles que ellos tienen el derecho a:

(i) Inspecciona y revisa al estudiante'los registros de la educación;
(ii) Busca la enmienda del estudiante'los registros de la educación que el estudiante elegible cree para ser inexactos, desencaminar, o de otro modo en infracción del estudiante'los derechos de la intimidad;
(iii) el Consentimiento a revelaciones de información personalmente identificable contenida en el estudiante'los registros de la educación, menos hasta el punto que el ActoLa revelación sin el consentimiento; y
(iv) el Archivo con el Departamento una queja abajo §§ 99.63 y 99.64 concerniendo los fracasos pretendidos por la agencia o la institución educativas para conformarse con los requisitos del acto y esta parte.

Cape Cod Community College sostiene la intención de la ley y, al mejor de su habilidad, proporcionará los derechos y los privilegios especificados por la ley. La norma y la Ley de FERPA College repleta están disponibles en la Oficina del Registrador (Office of the Registrar). Un “la Notificación de Derechos bajo la Familia el Acto (FERPA) Educativo de Derechos e Intimidad” es anunciado en la Oficina del Registrador, campus West Barnstable, y está también disponible a estudiantes en la forma de folleto.

(Anunció 08/2007)

**Do You Know Your Student Rights?**

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Cape Cod Community College supports the intent of the law and, to the best of its ability, will provide the rights and privileges specified by the law. All College policies in regards to FERPA and the full FERPA Law is available in the Office of the Registrar. A “Notification of Rights under the Family Educational Rights and Privacy Act (FERPA)” is posted in the Office of the Registrar, West Barnstable campus, and is also available to students in pamphlet form.

(Posted 03/2006 in compliance with Federal Requirements)
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(Posted 03/2006 in compliance with Federal Requirements)
Cape Cod Community College
2240 Iyannough Road
West Barnstable, MA 02668-1599

STUDENT CONSENT TO RELEASE INFORMATION TO PARENTS OR OTHER PARTY

Understanding my privacy rights under FERPA, I consent to giving access to the information contained in my education records to my parent/s or other party.

[Signature]

Mother's / Guardian's Name

Father's / Guardian's Name

Other Party

I understand that this access will continue until I revoke this access in writing below.

Student's Name: [Name]

Social Security #: [Number]

DOB: [Date]

Student's Signature: [Signature] Date: [Date]

STUDENT REVOCATION OF PARENTAL OR OTHER PARTY ACCESS

Understanding my privacy rights under FERPA, I revoke the access my parent/s or other party have had to the information contained in my education records.

[Signature]

Mother's / Guardian's Name

Father's / Guardian's Name

Other Party

Student's Name: [Name]

Social Security #: [Number]

DOB: [Date]

Student's Signature: [Signature] Date: [Date]

Please note that a revocation of access does not apply to information being sought through a lawfully issued subpoena. Student signatures may be verified to that which is on file for validity.

Date Received by Registrar: [Date]

Receiver's Initials: [Initials]
REQUEST TO VIEW RECORDS
AS ALLOWED UNDER THE FAMILY RIGHT TO EDUCATIONAL PRIVACY ACT (FERPA)

Date: __________________

Registrar
Cape Cod Community College
2240 Iyannough Road
West Barnstable, MA 02668-1599

Dear Registrar:

I would like an appointment to view the COMPLETE unredacted records if existing and available, including but not limited to: (check all documents you would like to view)

___ academic records
___ assessment testing
___ degree audit
___ admissions application and/or acceptance letter
___ high school transcript/GED
___ college transcripts (transfer)

of my (self/son/daughter), ________________________________.

If a parent, I have documentation that my child is a dependent under the age as defined by IRS forms and is claimed as such by me and that I have legal written consent of the student.

Please inform me of the locations of all of these files as well.

I would appreciate your prompt response within the next 7 business days to my Family Right to Educational Privacy Act (FERPA) request.

Signature: ________________________________

Student Name: ________________________________

Parent/Guardian Name if applicable: ________________________________

Address: ________________________________

Phone number: ________________________________

cc: Vice President of Academic Affairs 09/26/2006
Notes for Advisors and Faculty: Respecting FERPA Confidentiality

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of student records and provides for students' access to information in advising files. All notes should be written with that in mind; notes of a personal nature should not be included in this file. College officials with a legitimate interest may view student files, but other parties may do so only with the students' permission. While FERPA does make provisions for parents of dependent students to have access to student records, advisors are not in a position to determine if those provisions have been met, and they should not release academic information to a parent without the written consent of the student. Advisors may encourage parents to work cooperatively with their students and can refer parent requests to review student records to the Registrar’s Office.

Although students have a right to privacy, advisors may discuss confidential information with other appropriate individuals, such as deans or the counseling/advising center staff, in an effort to help them. Courts generally respect this right and do not hold advisors liable for statements considered as privileged communications. However, personal information should remain confidential and should only be released if students intend to harm either themselves or others.

Confidentiality: Family Educational Rights and Privacy Act

Three basic rights of students:

- to review & inspect records
- to seek amendments to records
- to have control over the disclosure of the records

FERPA: Educational Records

Educational records include handwritten, print, computer media, video or audio tape, film, microfilm or microfiche.

BUT NOT:

- medical records
- psychological records
- employee records
- police records.
Directory Information may be released without the student's consent unless the student requests in writing that the institution withhold the directory information. This will appear as highlighted in RED and checked as PRIVATE in the Registration Module, Student Information, under the Name and/or Address tabs.

FERPA Directory Information as defined by Cape Cod Community College

- name
- major field of study
  - degree
  - if not matriculated
- dates of attendance
- degree or certificate seeking program
- awards received
- graduation date
- honors category
- student enrollment status
  - full time
  - half time
  - less than half time
  - currently attending
  - not attending
- participation in officially recognized activities and sports,
- Some e-mail or mailing address.

FERPA: US Patriots Act

Authorizes disclosure of certain information to qualified law enforcement officials investigating terrorist threats. This is still a broad base definition and is being challenged in court by several institutions at this time.

More FERPA

- An institution must comply with a FERPA request within a reasonable period of time, no more than 45 days
- A student may be prohibited from reviewing their parents' financial information & confidential letters involving recommendations related to admission, employment and receipt of honors.
- Disclosure of any non-directory information must be made by written consent of the student unless otherwise allowed by law.
FERPA: NO Consent Necessary

- To school officials with legitimate educational interest,
- In connection with financial aid,
- To eligible parents of a dependent student (determined by the Registrar),
- In connection with health & safety emergency (determined by Campus Police)
- To comply with a judicial order or lawfully issued subpoena
- Directory information as defined by CCCC
- When the information is regarding disciplinary action taken against a student
- Health & Safety- significant risk to the student or other (determined by Campus Police).

FERPA: Practical Application

- Do not discuss or release a student's record w/o authorization
- Do not release information to parents unless student is a dependant for IRS purposes and has been declared such by the Registrar allowing parent’s lawful access to those records.

FERPA: What is NOT considered part of a student record?

The Office of the Registrar is required to keep academic transcripts for 60 years (Inactivity of Student Records: After five years have elapsed since the student was graduated or was last registered at the College, only the official student permanent record or transcript of academic achievement shall be maintained by the Office of the Registrar). There are other Federal and State Regulations and Laws that apply to various areas within an institution of higher ed such as Financial Aid or Admissions.

The average in Massachusetts institutions of higher education of faculty maintaining student records was 1 year for files (following the time frame for allowable incompletes to be resolved per institution policy) and 5 years for grade books.

This is from the MA Regulations 603 CMR 23.00 (of which most pertain to K-12):

What is NOT in a student record?

Informal notes kept by teachers are not usually part of the record. For example, if a teacher keeps notes about a student's progress for the purpose of helping her remember what the student has done, these notes are not part of the record. But, if a child's teacher shares the notes with other staff, like in a TEAM meeting, the notes are part of the record. A student's homework, quizzes, and/or academic papers are not considered part of the student record.
Who is covered by FERPA at Cape Cod Community College?
All current and former students, regardless of age, dependency, or enrollment status (incl. credit or non-credit) are covered by the student privacy rules as outlined by FERPA.

FERPA for Parents

Grades, progress, exams
Such things as progress in a course, deficiencies in a subject area, scores and grades on papers, exams, mid-terms or final grades are all examples of personally identifiable information that make up part of the student's education record. This information is protected under FERPA and parents may not have access unless the student has provided written authorization that specifically identifies what information may be released to the parent(s).

Access to student records
At the postsecondary level, parents have no inherent rights to access or inspect their son or daughter's education records. This right is limited solely to the student. At Cape Cod Community College, records may be released to parents only if they have been given a written release by the student or in compliance with a subpoena. All subpoenas are first reviewed by the Registrar (Keeper of the Records) or her designee to determine the appropriate course of action.

Tech Prep and Dual Enrollment Students
The same FERPA rules apply to all students at Cape Cod Community College regardless of the student's age, dependent status or program. Records may be released to parents only if they have been given a written release by the student. Program release forms and articulation agreements are to allow for the dissemination of information between the College and the student's respective high school only. Any requests for such should be referred to the Tech Prep Office, Admissions or Student Records as it applies.

FERPA for Faculty

Posting grades
The public posting of grades either by the student's name, Jenzabar student identification number or social security number, without the student's written permission, is a violation of FERPA. Instructors can assign students unique numbers or codes that can be used to post grades. However, the order of the posting must not be alphabetic.

Returning assignments
Leaving personally identifiable, graded papers unattended for students to view is no different from posting grades in the hallway. If these papers contain "personally identifiable" information, then leaving them unattended for anyone to see is a violation of FERPA if the instructor has not obtained the written permission of each student to do so (even with consent it is recommended to leave each in a sealed envelope with name only). A possible solution would be either to leave the graded papers (exams, quizzes, and homework) with an assistant or secretary who would ask students for proper identification (Photo ID) prior to distributing them.

Sending grades to students
Instructors can notify students of their final grades via the USPS Mail if the information is enclosed in an envelope. Notification of grades via a postcard violates a student's privacy. Notification of grades via student campus e-mail is permissible. However, there is no guarantee of confidentiality.

Access to student records
Faculty members are normally considered "school officials." The faculty member should have "a legitimate educational interest" in their request to access student records, e.g. advising students, retention study, contact regarding coursework, etc.

Advising students
Unless personally known to the faculty member/advisor, a student must show proof if ID before any release of information can be shared or given. This applies to student ID number, academic transcripts, grade information, course enrollments and schedules. Identifying information
belonging to any other student (on a pc screen or on a desk area) must be protected from view or accidental dissemination as well.

Parents requesting information
Such things as progress in a course, deficiencies in a subject area, scores and grades on papers, exams, mid-terms or final grades are all examples of personally identifiable information that make up part of the student's education record. This information is protected under FERPA and the parents may not have access unless the student has provided written authorization that specifically identifies what information may be released to the parent(s). Parents requesting this type of information should be referred to the Registrar or her designee.

Letters of recommendation
Written permission of the student is required for a letter of recommendation if any information included in the recommendation is part of the "education record" (grades, GPA and other non-directory information).
Cape Cod Community College

Policy on the Confidentiality and Disclosure of Information about Students

8/15/03

Cape Cod Community College, like other institutions of higher education, accumulates and maintains records concerning the academics and accomplishments of its students. General policy regarding the confidentiality of the information which becomes a part of the student's education records and governing the conditions of its disclosure has been formulated and adopted in relation to state and federal regulations and laws.

Cape Cod Community College is committed to protecting students from improper disclosure of education records in violation of the Family Educational Rights and Privacy Act of 1974 (FERPA). All faculty, administrators and staff must comply with this policy.

The College requires record-keeping offices to establish and maintain procedures and practices which reinforce the principles of confidentiality contained in the general policy.

General Guidelines for Release of Education Records about Students

*Education records* are those records, which directly relate to students and are maintained by the College, or a party acting for the College. These records can be recorded in any medium including electronic, print, handwriting, tapes, files, CD-ROM, microfilm and microfiche. There are some types of information, which are to be excluded from education records. (See section entitled *Types of Information Excluded from Education Records* in this policy.)

The following guidelines relative to education records represent Cape Cod Community College policy:

- All persons who handle education records of students shall be instructed concerning the confidential nature of such information and their professional and legal responsibilities regarding these records.
- Education records, which are not directory information, shall not be available to unauthorized persons without the written consent of the student involved.
- The College will comply with and abide by the provisions of the *Family Educational Rights and Privacy Act of 1974 (FERPA)*.
- The Registrar is the official custodian of academic records at Cape Cod Community College and therefore is the only official who may issue an official transcript of academic record.
- Records shall be released to comply with a subpoena or court order under the FERPA guidelines and regulations.
- A record shall be maintained, kept with the permanent record card (PRC) or file folder of each student, of the release of any information contained in a student's files to individuals or agencies outside the College; including the name of the requesting individual or agency, date, and the purpose of the request. This record of access shall be available to the student, unless state or federal law prohibits disclosure.
- All College policies governing the maintenance and release of education records are public and are available to students, faculty, administrators and staff.

Supervision of Education Records

Overall administration of all education records which are maintained by Cape Cod Community College is the responsibility of the President of the College who acts in the name of the College. The President delegates to certain College Administrators immediate responsibility for administration of particular categories of student records. These
administrators may in turn designate administration of records to others. The administrators and categories of their record administration are as follows:

- Registrar administers permanent records of academic performance, attendance, courses taken and official course grades and issues official transcripts of academic performance
- Associate Deans administer academic advising records.
- Director of Admissions office administer the records of candidates for admission
- Director of Student Financial Aid administers records for financial aid and scholarship aid
- Vice President of Academic and Student Affairs administers non-academic records including disciplinary records, career placement records and medical records
- Executive Vice President of Administration and Finance and Controller administers all student financial records and Human Resource records

Types of Information Excluded from Education Records

Specifically excluded from such education records are:

- Medical and mental health information that is collected, maintained, or used for purposes of providing assessment and/or treatment to the student.
- Records maintained by individual faculty and instructional, supervisory, and administrative personnel and educational personnel ancillary to those persons, for their own use are not accessible to anyone and cannot be revealed to any other person except a temporary substitute for the maker of the record;
- Records created and maintained by the Office of Public Safety solely for law enforcement purposes. These records must be maintained separate from education records;
- Employment records of students who are also employees of the College. Records of students who are employed as result of their status as students are education records, e.g., work-study;
- Records which contain information on the counseling and development of students that may be maintained by Academic or Personal Counselors.

Third-Party Access to Education Records

- Generally, College officials having a legitimate educational interest and who need access to official student education records to perform their normally assigned functions may review records. At Cape Cod Community College, these College officials include:
  - a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including campus security personnel and health staff);
  - a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent, temporary staffing agencies, and outsourced vendors);
  - a person serving on the Board of Trustees; or
  - a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks.

A College official has a legitimate educational interest if the official needs to review education records in order to fulfill their professional responsibility.

Other school officials include outsourced vendors who are helping the College provide students access to services relating to their education: e.g., AMS (Academic Management Services).

- Directory Information

The College may verbally verify or release personally identifiable information about students which the College has designated "directory information" -- as defined by the Family Educational Rights and Privacy Act (FERPA) -- without student consent. Cape Cod Community College defines "directory information" to consist of the following information about a student:

- student name;
- town of residence;
- major field of study;
- enrollment status, e.g., full-time or part-time;
- participation in officially recognized activities and sports;
- dates of attendance and graduation, and degrees received; and
- honors and awards received, including selection to Dean's List or Phi Theta Kappa.

Students who do not want their information designated as directory information and thus made public must notify the Office of the Registrar and Student Records in writing. This notification by the student will apply to all categories listed above and to all requests for directory information from within and
outside the College. This notification will remain in effect for one year. It is the student’s responsibility to notify the Office of the Registrar and Student Records in writing to retain the block to designation and disclosure.

The College may verify directory information for persons requesting this information. Prior to the verification of directory information, College personnel should check through Jenzabar, student information system, for "privacy” flagging maintained by the Office of the Registrar and Student Records (or else must contact the Office of the Registrar and Student Records) to ensure that the student has not requested that their directory information not be made public.

Public Relations, in connection with specific events such as commencements, Dean's List announcements, scholarship presentations, athletic contest, or other College-related new stories, may release to the news media or the public, directory information.

Requests for directory information, from within and outside the College, are to be directed to the Office of the Registrar and Student Records for processing. The College may find it necessary to charge for the processing of requests for directory information in order to recoup the costs associated with such processing.

- A student may authorize access to third parties to review their education record. Prior to such disclosure, the student must provide a written consent specifying the information to be released, the reasons for the release, and to whom the information is to be released.

- The College must release records in compliance with a court order or any other lawfully issued subpoena, but only after making reasonable efforts to notify the concerned student in writing at their last known address that their official records have been subpoenaed or their production required under court jurisdiction. The Office of the Registrar and Student Records maintains this time period to be seven (7) business days.

- The College may disclose academic information from education records, e.g., a record of academic dishonesty, without student consent to officials of another school in which the student has applied or seeks to enroll, upon the request of the other school. In these cases, the College will make a reasonable attempt to notify the student of such actions and will furnish the student a copy of the disclosed information, if the student so wishes.

- Parent(s) of a dependent student as defined in the Internal Revenue Code of 1954 may have access to the official student records. Prior to any such disclosure the parent or parents must provide documentation, e.g., copy of the most recent federal income tax return, that the eligible student (as defined above) is a dependent for income tax purposes. The documentation must be filed with the office from which the parent(s) is seeking information. This documentation is used only to determine the dependent status of the student and cannot be made part of their education record.

- A student education record may be disclosed without written consent of the student to persons or organizations providing the student financial aid, or who determine financial decisions concerning eligibility, amount, conditions, and enforcement or terms of the financial aid for which the student has applied.

- Access is granted to school officials, organizations conducting studies for educational agencies or organizations for research purposes provided that anonymity of the records is maintained and that personally identifiable data will be destroyed when no longer needed for the purpose for which it was collected.

- The College reserves the right to make known a student's financial records to parties' external to the College for the purpose of collecting payment of moneys owed the College by the student. This also applies when the student is delinquent in their College account or when assisting agencies in collecting student loans. Financial information released under these circumstances will only be that information essential for the collection of moneys owed to the College.

- The College reserves the right to withhold release of information about a student including transcripts when that student is delinquent in their financial or other obligations to the College.

- Federal and state officials and their representatives may have access to student records in order to audit or regulate an education program supported by federal or state funds. The anonymity of the records must be maintained. All personally identifiable data will be destroyed when no longer needed for the purpose for which it is collected.

- Accrediting organizations for purposes of accreditation of the College may have access to student education records provided that anonymity of the records is maintained and that personally identifiable data will be destroyed when no longer needed for the purpose for which it is collected.
• In an emergency, information may be disclosed to protect the health or safety of the student or another person.

Education record information shall only be transferred to third parties as described above on the condition that such parties are informed that they are not permitted to disclose the information to others without the written consent of the concerned student.

Records of Requests for Disclosure

The College will maintain a record of all requests for and/or disclosure of information from a student's education records. The record will indicate the name of the party making the request and date. This "record of access" is part of the student's education record and is subject to the provisions of this policy. The College may find it necessary to charge for the processing of the requests for and/or disclosure of information from a student's education record in order to recoup the costs associated with such processing.

The College is not obligated to maintain records of requests and disclosures for

• Requests and access by College personnel with a legitimate educational interest in the record;
• Requests by students for their own use;
• Disclosures made in response to written requests from students;
• Requests for directory information

Inspection and Review by Students of Their Education Records

A student is defined as any person whom the College maintains education records but does not include a person who has applied for admission and has never attended the College.

Each student has the right to inspect their own official student education records personally, subject only to reasonable restrictions as to time, place, and supervision. A student wishing to review their record must submit a request in writing to the person in charge of the records. The request will be granted as soon as it can be arranged, but no later than 45 days from the date of the receipt of the request. At the time of inspection, the student must present identification and must inspect their records in the presence of a designated College official.

The student has the right to review and inspect all documents in their file except:

• Financial information submitted by their parents
• Confidential letters and recommendations associated with admissions, honors, employment or job placement to which they have waived their rights of inspection and review or which were placed in the file before January, 1975
• Educational records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student
• Records connected with an application to attend Cape Cod Community College if that application was denied

If, after inspecting and reviewing their records, the student has any questions about them, they may request an oral or written explanation and interpretation of them.

If, after inspecting and reviewing the records, the student believes that any information contained in them is inaccurate or misleading or violates their privacy or other rights, the student may request in writing that the office which contains those records amend them. That office must reach a decision and inform the student of this decision in writing within a reasonable period of time after receipt of the request. If the office refuses to amend the record in accordance with the student's request, the student has the right to a hearing.

This hearing will be conducted by a person or persons appointed by the Vice President of Academic Affairs, who do not have a direct interest in the outcome of the hearing. The hearing will be held within a reasonable period of time after the request has been made, and the student will be given notice of the date, place, and time, reasonably in advance of the hearing.

The student will be afforded a full and fair opportunity to present evidence relevant to the issue raised, and may be assisted or represented by individuals of their own choice at their own expense, including an attorney. If an attorney represents the student, College counsel may also be present, or assist or represent the College.

The hearing officer/panel will make its decision in writing within a reasonable time period after the conclusion of the hearing. That decision will be based solely upon the evidence presented at the hearing and will consist of a written statement given to all parties concerned, summarizing the evidence and stating the reasons for the decision.
If, as a result of the hearing, the hearing officer/panel supports the complaint of the student, the education records of the student will be amended accordingly and the student will be so informed.

If the hearing officer/panel decides against the student, the student has the right to place in their record a statement commenting on the information in the record and/or stating the reasons for disagreeing with the decision. The College will maintain this explanation as part of the education record of the student as long as those records are maintained, and whenever a copy of those records is sent to any party, the explanation will accompany them.

Decisions of hearing officer/panels may be appealed to the President of the College by the student.

The student may request copies of their records at their own expense. However, no copies will be released if the student has any outstanding financial or other obligations to the College.

Parents of a student under the age of 18 have the same rights as eligible students in matters regarding the inspection and review of education records and the right to challenge information contained in these records.

**Inactivity of Student Education Records**

After five years since the student has graduated or was last registered at the College, the College will maintain the following official student education records:
- Permanent records of academic performance, including supporting documents maintained by the Office of the Registrar and Student Records
- Such financial records as are necessary so long as there exists a financial obligation to the College
- Other records as required by state and federal law

All other student records may be destroyed. All retained official student education records as described above continue to be subject to the provisions of this policy.

**Availability of this Policy and Related Documents**

The College reserves the right to change the information, requirements and procedures announced in this policy. This policy will continue to be in effect until a further revision is required and promulgated. Copies of this policy, the Family Educational Rights and Privacy Act (FERPA), of the Annual Notification of Rights under FERPA, Release of Records to the Department of Defense (Omnibus Consolidated Appropriations Act of 1997), and the Directory Information—Public Notice are available in the Office of the Registrar and Student Records. Copies of the Annual Notification of Rights under FERPA, are available at Advising and Counseling Services, Cape Cod Community College Hyannis Campus, the College web site and posted annually in the college newspaper, the MainSheet.

Questions regarding this policy can be directed to the Office of the Registrar and Student Records.
Guidelines for Faculty Relating to Educational Records

Office of the Registrar and Student Records
Cape Cod Community College
2240 Iyanough Road
West Barnstable, MA 02668-1599
508.362.2131 Telephone
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Drafted 08/28/2006
Guidelines for Faculty
Relating to Educational Records

Introduction
College offices keep educational records to facilitate the educational development of students. Faculty and staff members may also keep informal records relating to their functional responsibilities with individual students.

A federal law, the Family Educational Rights And Privacy Act of 1974 (FERPA, also known as the Buckley Amendment) as amended, affords students certain rights concerning their student educational records. Students have the right to have some control over the disclosure of information from the records. Educational institutions have the responsibility to prevent improper disclosure of personally identifiable information from the records.

Student and Parent Rights Relating to Educational Records

- Students have a right to know about the purposes, content, and location of information kept as part of their educational records.
- Students have a right to gain access to and challenge the content of their educational records. FERPA was not intended to provide a process to be used to question substantive judgments that are correctly recorded. The rights of challenge are not intended to allow students to contest, for example, a grade in a course because they felt a higher grade should have been assigned.
- Students also have a right to expect that information in their educational records will be kept confidential, disclosed only with their permission or under provisions of the law.
- Parents have the right to expect confidentiality of certain information about them in student records (i.e., copies of tax returns supplied for Financial Aid purposes). Parents, only under certain conditions, have the right to gain access to information in student educational records.* For purposes of FERPA, the College considers all students independent (regardless of age), limiting the student educational record information that may be released to parents, without the student's specific written permission, to directory information only. Students enrolled in Tech Prep or Dual Enrollment programs may sign a release of information to parents or representatives of their respective high schools. Verification of such a release would have to be made by the respective Administrator of each program.

Educational Records
Student educational records are specifically defined as records, files, documents, and other materials that contain information directly related to a student and maintained by the College or someone acting for the College according to policy.

Excluded from student educational records are records of instructional, supervisory, and administrative personnel and ancillary educational personnel in the sole possession of the maker and that are not accessible or revealed to any other person, except for a substitute. Additionally, notes of a professor or staff member intended for his or her own use are not part of the educational record, nor are records of police services, application records of students not admitted to the College, alumni records, or records of nurses, physicians, psychiatrists, psychologists, or other recognized professionals.

Records relating to an individual who is employed by the College not as a result of his or her status as a student are also excluded. However, employment records relating to College students who are employed as a result of their status as students (i.e., work-study) are considered educational records.

Directory Information
Some information about students is considered "directory information". Directory information may be publicly shared by the institution unless the student has taken formal action to restrict its release.

Directory information includes:
- student name
- home town
- college
- major field of study
- degree sought
- expected date of completion of degree requirements and graduation
- degrees and awards received
- dates of attendance
- enrollment status (full or part time)
- participation in officially recognized organizations and/or honor society
- the previous educational agency or institution attended
- participation in officially recognized activities and sports
- weight and height of athletic team members and other similar information

A student must formally request the College Registrar to prevent disclosure of directory information, except to school officials with legitimate educational interests and certain others as specified in the regulations. Once filed, this request
becomes effective for one year. Such a request (Request to the Office of the Registrar to Withhold the release of Personal Data) must be renewed annually by the student.

- **DO** refer requests for information from the educational record of a student to the proper education record custodian—usually the Registrar.
- **DO** keep only those individual student records necessary for the fulfillment of your teaching and advising responsibilities. Private notes of a faculty member concerning a student and intended for the faculty member's own use are not part of the student's educational records.
- **DO** keep any personal professional records relating to individual students separate from their educational records. Private records of instructional, supervisory, and administrative personnel and ancillary educational personnel are to be kept in the sole possession of the maker and are not to be accessible or revealed to any other person, except a substitute.
- **DO** change factual information regarding grades and performance in an educational record when the student is able to provide valid documentation that information is inaccurate or misleading. The substantive judgment of a faculty member about a student's work, expressed in grades and/or evaluations, is not within the purview of students' right to challenge their educational records.
- **DO NOT** display student scores or grades publicly in association with names, Social Security Numbers, or other personal identifiers. If scores or grades are posted, use some code known only to you and the individual student. If a partial Social Security Number is used, use no more than the last five digits and do not use the institutional identification number. In no case should the list be posted in alphabetic sequence by student name or initials.
- **DO NOT** put papers, graded exams books, or lab reports containing student names and grades in publicly accessible places. Students are not to have access to the scores and grades of others in class in ways that allow other students to be identified.
- **DO NOT** request information from the educational record custodian without a legitimate educational interest and the appropriate authority to do so.
- **DO NOT** share student educational record information, including grades or grade point averages, with other faculty or staff members of the University unless their official responsibilities identify their "legitimate educational interest" in that information for that student.
- **DO NOT** share information from student educational records, including grades or grade point averages, with parents or others outside the institution or in letters of recommendation, without written permission from the student.
- **WHEN IN DOUBT**, err on the side of caution and do not release student educational information. Contact the Office of the Registrar and Student Records for guidance.

* With regard to parental access to a student's file: The Guidelines for Postsecondary Institutions for Implementation of the Family Educational Rights and Privacy Act of 1974 as Amended-Revised Edition 1995 states:

"At the postsecondary level, parents have no inherent rights to inspect a student's education records. The right to inspect is limited solely to the student." Educational records **MAY** be released only through express written permission by the student or in compliance with a subpoena or judicial order, or if the parents assert their rights to the information because the student is their dependent defined by the Internal Revenue Code. (In this case a copy of the Internal Revenue tax forms showing the student as a dependent of the parent is required in a formal meeting with the Registrar).

** With regard to the posting of student grades: The Family Policy Compliance Office within the Department of Education has repeatedly ruled the practice of posting grades by student number to be a violation of FERPA. The Guidelines for Postsecondary Institutions for Implementation of the Family Educational Rights And Privacy Act of 1974 as Amended, provides the following guidance:

"The public posting of grades either by the student's name, institutional student identification number, or social security number without the student's written permission is a violation of FERPA. Even with names obscured, numeric student identifier numbers are considered personally identifiable information. Therefore, the practice of posting grades by social security number or student identification number violates FERPA. Instructors and others who post grades should use a system that ensures FERPA requirements are met. This can be accomplished either by obtaining the student's uncoerced written permission to do so or by using code words or randomly assigned numbers that only the instructor and individual student know. The order of posting should not be alphabetic."
FERPA Guidelines for Support Staff at Cape Cod Community College

Who Can Release Student Information?
An institution may disclose personally identifiable information without the student's written consent to "school officials" whom the institution has determined to have a "legitimate educational interest."

Obligation to Release Record Information
An institution is not obligated to release directory information to anyone. FERPA only says that an institution MAY release information, but there is no obligation to do so. When in doubt, staff should not release any information.

Deceased Students
The privacy rights of an individual expire with that individual's death. Records held by an institution for a deceased person are not a FERPA issue but a matter of institutional policy. Cape Cod Community College will exercise its own discretion in deciding whether, and under what conditions, information should be disclosed to survivors or third parties. This will be determined by the Registrar.

Student Workers
FERPA does not preclude an institution from identifying students as "school officials" with a "legitimate educational interest" for specific purposes. The same requirements and responsibilities for a full-time school official exist for student workers. The student workers must be trained on FERPA just as if they were faculty or staff.

Financial Holds
Students have the right to inspect the contents of their student folders, regardless of their financial status with the institution. However, an institution is NOT REQUIRED to release an official transcript if the student has a past due account.

Subpoenas
At Cape Cod Community College, subpoenas may be reviewed by the "Keeper of the Records", the Registrar, to determine the appropriate course of action.

Crisis Situations/Emergencies
If non-directory information is needed to resolve a crisis or emergency situation, an education institution may release that information if the institution determines that the information is "necessary to protect the health or safety of the student or other individuals." Factors to be considered or questions to be asked in making a decision to release such information in these situations are: (1) the severity of the threat to the health or safety of those involved; (2) the need for the information; (3) the time required to deal with the emergency; (4) the ability of the parties to whom the information is to be given to deal with the emergency.
Frequently Asked Questions About FERPA

Q. What information about students may I release to administrative, faculty and College staff members?

A. Items defined by CCCC as directory information may be released without a student's written permission, provided that the student has not chosen to restrict his/her information with a privacy hold. All other personally identifiable information in a student's educational record is confidential and may be disclosed to appropriate College faculty and staff members only if their normal job duties require such access. Accessing information without a legitimate purpose is not allowable under FERPA.

NOTE: If a request is made for a student's telephone, email or mailing address by someone within the College for a legitimate purpose, you may provide that only if you are able to identify the requestor. If there is any doubt, you may email the information to the College member's campus email address.

Q. What is "directory information"?

A. FERPA has identified certain information, called directory information, which may be disclosed without the student's permission when there is no privacy hold. The College has designated the following information as directory information within FERPA regulations:

- Student name
- Town of residence
- Electronic mail address
- Major field of study
- Dates of attendance; Graduation dates
- Enrollment status, e.g.; full-time, half-time, less than half-time
- Degrees, honors and awards received, including selection to Dean's List or Phi Theta Kappa
- Expected date of graduation
- Participation in officially recognized activities and sports

Q. How will I know if a student has requested that "Directory Information" not be disclosed?

A. The student's "Request to Withhold Information" or privacy hold is specifically noted in Jenzabar. These students are marked with a check next to "PRIVATE" in the Registration Module, on the Student Information tab, Name and Address sub tabs.

NOTE: Parents, employers, insurance companies, and creditors (etc.) may call or come in to verify information, however, as a result of any privacy hold; we cannot release ANY information whatsoever. This may lead to some angry and insistent
people at the other end of the phone line or in person. The situation is clear though. If a student has a request to withhold information, then ALL information is withheld. We cannot verify if they are a student or if they graduated. No information can be verified or given; period. You should respond to any inquiries by saying "I have no information to provide about that individual." If the person making the inquiry pushes the issue, simply repeat that same statement, but you can add that if the person they are investigating has a legally signed release, you would be able to forward that to Student Records for evaluation if they would FAX or mail a copy.

Q. What information can and cannot be given out if there is no “Request to Withhold Information” or “Privacy” hold, and to whom can it be given?

✓ NO identifiable information (i.e. transcript, schedule, grades) may EVER be handed to or released to any third party (i.e. spouse, parent, friend, and employer) unless there is express written consent from the student.

✓ If there IS written consent from the student, then the party picking it up must be listed on that note and a valid photo ID must be presented before any identifiable information is allowed to be released.

✓ If the third party claims to have standing consent, that may or may not be true, and, if so, it will be written as such as a notepad entry in Jenzabar for that student. Student Records can verify that claim as true or not.

✓ If there is no current written or standing consent, then NO release of identifiable information can be given to that party (even if it is a custodial parent or spouse).

✓ If there is an application or correspondence on file that contains the student's signature, please compare the signatures for verification whenever possible.

Q. What information about students may I release to parents?

A. You may disclose directory information to a parent (as you may to any third party) if the student has not restricted his/her information. If the student has restricted his or her directory information, you should respond to any inquiries by saying "I have no information to provide about that individual." Confidential information may be released to parents only with the express, written permission of the student.
Q. What if the student is Tech Prep or Dual Enrollment? Do the same FERPA “rules” apply?

A. Those students are special groups that also include legal minors. They and their parents/guardians signed various release forms that were part of their enrollment into those programs. This allows for information to be exchanged between the high schools and our College. Their parents cannot access information without a signed form from the student to release specific to the College. It is likely best to refer anyone from those groups to Student Records, Admissions or the Tech Prep Office.

Q. Why can’t a parent or spouse get the student’s grades or schedule? They are paying the bills!

A. FERPA does not permit CCCC to release non-directory or personally identifiable information without the signed consent of the student.

Q. How can a parent pay their son/daughter’s account if you can’t even tell them how much they owe?

A. The student will either have to verbally inform the parent about their financial account, give them the statement themselves or provide written consent authorizing them to receive and inspect their financial statements and records.

Q. Can I give a parent or third party a verification of student status in writing?

A. You may disclose directory information in writing to a parent or third party if the student has not restricted his/her information. The Office of the Registrar has specific forms for this purpose. These are used to verify a student’s status for insurance, housing, work, etc. Again, FERPA regulations state that you MAY release directory information about a student without a privacy hold, but FERPA does not require or compel you to do so. You can mail any verification request to the student at the student’s address on file.

NOTE: Students must be checked for privacy holds before ANY verification can be processed unless the student signature is on the document releasing the information. Parents often request that a verification letter be faxed to a business, insurance company, or other. If there are no privacy holds, this can be done ONLY with a preprinted form listing the fax number or the CCCC official verification letter that only contains the student name and status.
Q. What do I do if the Police, FBI, CIA, Military, Department of Defense or Homeland Security approach me for information?

A. Local police should be immediately referred to Campus Police Chief, Phil Ryan. Any other agency representative or agent should be referred to the Registrar or Student Records.

Q. Do I have to release information from a student's educational record, especially if I am uncertain or uncomfortable about doing so?

A. FERPA regulations state that you MAY release directory information about a student without a privacy hold, but FERPA does not require or compel you to do so. So, no, you do not have to release any information.

Q. Do I have to keep any record of the release of information from a student’s educational record?

A. A record of each request for access and each disclosure must be kept, unless the request was made by or the disclosure was made to one of the following:

✓ The student
✓ A school official who has legitimate educational interest
✓ A party with written consent from the student
✓ A party seeking directory information only

If the request is from any other source such as a subpoena or investigation, then those records are entered by Student Records in Jenzabar under the Registration Module, as a notepad entry. These records must be kept with the educational records of the student as long as the educational records are maintained by the College.

Q. May I release confidential information to student groups, clubs or honor societies?

A. Student groups do NOT have legitimate educational interest and consequently may not be given confidential information about a student or students without each student's express, written permission.

Q. What do I do if given a subpoena?

A. At CCCC, subpoenas are initially handled by the "Keeper of the Records" (Registrar) or Office of the Registrar, although it may be given under certain circumstances to the Director of Human Resources or to the Vice President of Administration and Finance. If you receive a subpoena from any outside agency, you must forward it as soon as possible to the Registrar to determine the appropriate office for handling.
Q. Where can I get a copy of the law?

A. A full text of The Family Educational Rights and Privacy Act (FERPA) can be viewed or downloaded at: http://www.ed.gov/policy/gen/reg/ferpa/index.html

Q. Where can I get more FERPA information?

A. Current policies, regulations, guidelines and some forms are available under Public Folders > Resources > Registrar’s Office > “FERPA Policies and Guidelines” for College use.

Q. Whom should I contact with any questions or concerns regarding FERPA?

A. Direct general questions to the Registrar, Sandra Brito, or to the Office of Student Records, as appropriate. Comments or suggestions should be addressed to Skye Green, Office of the Registrar, and (508) 362-2131 ext 4388 on behalf of the Registrar.

FAST FACTS:

✓ You cannot change an address over the phone. We must have something in writing from the student. This can be faxed, mailed, emailed if an electronic signature is attached or it is the CCCC email, in the form of a transcript request, course enrollment form, Admissions application, or from a legal tender check or money order. We have a form on file for a student to change directory information in the Office of the Registrar.

✓ You cannot release a student id number, PIN or password without photo ID to show proof of identity. Do not read it or show it from the computer screen to any student without proper ID.

✓ We never give ID numbers, passwords OR PIN numbers over the phone to anyone. These are sent to students via e-mail or official letter only. If the student does not know how to access their e-mail send them to help desk for assistance.

✓ Do not show student information on computer screens without photo ID to show proof of identity. If working with a student, be certain that they cannot view any identifiable information about ANY other student on the screen or on your desk as well.

✓ Never give to anyone: a transcript, schedule, grade mailer, bill, diploma or any other identifiable information without photo ID that it is in fact the student, or that the person to receive it has written consent from the student and photo ID of their identity as defined in the written request.
What is the federal law regarding student records?
The "Family Educational Rights and Privacy Act" (referred to as FERPA and sometimes called the Buckley Amendment) was passed by Congress in 1974. FERPA and its regulations establish:
- A student's right to inspect and review educational records that an educational institution is keeping on the student;
- A student's right to challenge the content of his or her records;
- A student's right to limit disclosure of his/her records;
- The institution's obligation to notify students of their rights under FERPA and its regulations;
- Recourse for students and the federal government when an educational institution violates the Act or regulations.

What is an educational record?
Just about any information directly related to a student and maintained by Cape Cod Community College or by a person acting for the College is considered a student educational record. Any record related directly to a student should be held in confidence.
Examples of educational records include:
- grades / transcripts
- student schedules
- names of students' advisors
- papers / student term papers / tests
- records of student discipline
- personal information such as social security number, age, parent's name

Educational records are not:
- sole possession records (not accessible or revealed to any other person)
- law enforcement records, as defined in FERPA
- employment records
- medical records
- post-attendance records

The storage media in which you find this information does not matter. A student educational record may be:
- a document in the Office of the Registrar and Student Records
- a computer printout in your office
- a class list on your desktop
- a computer display screen
- notes you have taken during an advising session

What are the basic rules?
Student educational records are considered confidential and may not be released without the written consent of the student. As an administrator, faculty or staff member you have a responsibility to protect educational records in your possession. Some information is considered public (called "Directory Information" and includes student name; town of residence; major field of study; enrollment status, e.g., full-time or part-time; participation in officially recognized activities and sports; dates of attendance and graduation, and degrees received; and honors and awards received, including selection to Dean's List or Phi Theta Kappa). This information can be released without the student's written permission. Therefore, you may (but are not required to) release this "Directory Information" without consent. However, the student may opt to consider this information confidential as well and it will be flagged as such in the student's record. If you see the data field "PRIVATE" attached to a student name in Jenzabar there is some restriction in place and you must contact the registrar before releasing any information.
You have access to non-directory information educational records only for legitimate use to discharge your responsibilities as a College employee. "Need to know" is the basic principle.

Parents of students do not have automatic rights (as they did in secondary school); however, if the student is a dependent, we may release records information unless the student has indicated otherwise. In general, it is a good idea to check with the Registrar or Student Records before releasing information to any third party unless you have obtained written permission from the student.

To avoid violations of FERPA rules, DO NOT:

- use the Social Security Number of a student in a public posting of grades or link the name of a student with that student's social security number in any public manner;
- leave graded tests/papers/exams in a stack for students to pick up by sorting through the papers of all students;
- circulate a printed class list with student name and social security number or grades as an attendance roster;
- discuss the progress of any student with anyone other than the student (including parents), unless an authorized College representative, without the consent of the student or verifying that the student has granted access to the third party by contacting the Registrar and Student Records;
- provide anyone outside the college with lists of students enrolled in classes without their written consent;
- provide anyone with student schedules or assist anyone other than College employees in finding a student on campus.

Reminder:
As an administrator, faculty member, advisor, or staff person who has access to or custody of student information you must provide adequate security for any information, files and/or records in your custody. Proper custody of student information includes, but is not limited to:

- Keeping all student records in a secure environment.
- Keeping all student information inaccessible to third parties by
  - not leaving student records on tables, desks or in other areas open to third parties
  - securing computer screens so that third parties do not have view access to student information
  - not posting or circulating student evaluations, class lists or other personally identifiable student information (you can, however, circulate a list containing names only for sign-in, or use the class list issued from the Registrar-but delete ID numbers and any other personally identifiable information unless you perform a verbal attendance call)
- Shredding or returning to the appropriate administrative office any document containing information that identifies a student(s)
- Not providing any information to outside parties except as specifically permitted by college policy.

10/06/2003
Information Sharing and the Family Educational Rights and Privacy Act (FERPA)

The Office of the Registrar and Student Records is often called upon to provide information regarding current or former students to a variety of individuals and organizations. For example, social service agencies, law enforcement agencies, human service organizations, and health/insurance agencies often seek information concerning students to whom they are providing services. While the sharing of information contained in records systems (education and law enforcement records) maintained by the College is critical to the effective delivery of services, it cannot be done indiscriminately because Federal laws restrict the release of information contained in a student’s education records.

Enacted in 1974, the Family Educational Rights and Privacy Act (FERPA) protects the privacy interests of students through standards designed to discourage abusive and unwarranted disclosure of a student’s education records. FERPA provides students access to education records and limits nonconsensual disclosure. Failure of Cape Cod Community College (CCCC), or any educational agency or institution, to comply with FERPA can result in the loss of Federal funding, fines, and legal actions.

The following information was compiled to answer questions that have arisen within our office.

What is FERPA?
FERPA is a Federal law that affords students and, in some cases, parents the right of access to their education records, the right to seek to have the records amended, and the right to have some control over the disclosure of information from the records. When a student turns 18 or enters college, the rights under FERPA transfer to the student. For all intents and purposes, CCCC declares every student to be “independent.”

What is an "education record"?
FERPA defines "education record" as a record that contains information directly related to a student and is maintained by an educational agency or institution or by a party acting for such agency or institution. The following types of records are examples of education records: Permanent Record Cards (PRCs), transcripts, grade mailers, assessments, health records, special education records, or information about students and parents maintained by CCCC.

What type of information is included in an education record?
FERPA does not address the types of information the College may or may not maintain in education records. Rather, FERPA affords students rights with respect to any education records maintained by an educational agency or institution. However, as noted above, the term "education record" is very broad and, with limited exceptions, includes most information that CCCC maintains on students.

*Refer to “Cape Cod Community College Policy on the Confidentiality and Disclosure of Information about Students”

Who controls or manages an education record?
Each educational agency or institution determines which officials are responsible for maintaining education records and for ensuring that students are afforded their rights under FERPA. In the case of CCCC, this falls upon the Registrar and her designee/s as the official “Keeper of the Records.”

What is a "law enforcement unit record"?
A "law enforcement unit record" is a record that is created and maintained by the law enforcement unit of the college for the purpose of law enforcement and campus safety.

What is a "law enforcement unit"?
A "law enforcement unit" is an individual, office, department, division, or other component of a college, such as a unit of commissioned police officers or noncommissioned security guards, that is officially authorized or designated by the College to (1) enforce any Federal, State, or local law, or (2) maintain the physical security
and safety of the school. CCCC officially designates the Department of Public safety and Chief of Police Phil Ryan with the responsibilities of a law enforcement unit.

**What information can be shared from a law enforcement unit record?**

FERPA does not prohibit the sharing of information from a law enforcement unit record. A record such as a crime or incident report that is created and maintained for a law enforcement purpose is not protected from disclosure by FERPA. Although a student's education records may be shared with a College's law enforcement unit, the law enforcement unit may not disclose the education records without prior student consent (if the student is 18 years or older) or under a specified exception in FERPA.

**What information from an education record can be shared with (1) other law enforcement entities and (2) non-law enforcement entities?**

Subject to certain exceptions, FERPA provides that Colleges must obtain written consent from a student before disclosing education records to a third party (such as the case of academic transcripts). However, there are several exceptions to this general rule. The Registrar or her designee would be the party to make a decision for release due to exception.

One exception allows the College to disclose information from a student's education records to appropriate authorities in connection with an emergency in order to protect the health or safety of a student or other individuals.

Another exception allows a College to disclose information from a student's education records in compliance with a lawfully issued subpoena or court order. Generally, before complying with a subpoena or court order for education records, the college must make a reasonable effort to notify the student. CCCC defines that as seven (7) business days. However, CCCC need not notify the student if the subpoena or court order has been issued for a law enforcement purpose and the court or other issuing agency orders that the existence or contents of the subpoena not be disclosed (i.e., Federal Grand Jury).

Nothing in FERPA prevents a College official from disclosing to local law enforcement authorities information that is based on that official's personal knowledge or observation and not from an education record.

Colleges may also disclose any information on a student, without prior written consent, to officials of another school where the student seeks or intends to enroll.

Additionally, Federal, State, and local educational authorities may be provided information on students in connection with an audit or evaluation of Federal or State-supported education programs or with the enforcement of or compliance with Federal legal requirements that relate to those programs.

**How can the College obtain technical assistance on FERPA?**

The Family Policy Compliance Office in the U.S. Department of Education is responsible for administering FERPA. Any educational agencies or institutions with specific questions on FERPA needing technical assistance or desiring in-service training may contact the Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue SW., Washington, DC 20202-4605. Additionally, institutions may contact the office by e-mail at FERPA@ed.gov or by calling 202-260-3887.
Massachusetts Statewide Records
Retention Schedule
Massachusetts
Statewide Records Retention Schedule

07-07

A publication of the Records Conservation Board produced in conjunction with the Massachusetts Archives and the Supervisor of Public Records Office

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Education

H1 Administration

1 HEGIS Report Records
Documents reports on the institution sent to the U.S. Department of Education.

Retention Period:
Permanent.

2 Dean's Records
Documents the Dean's activities. Includes subject or correspondence files maintained for monitoring and decision making purposes.

Retention Period:
Review by the Archives after administrative use ceases.

Note: See also record series "Executives' Correspondence/Subject Files (A3-1)*.

3 Satellite Campus Oversight Records
Documents the management of satellite campuses. Includes reports, memos, directives, and related correspondence.

Retention Period:
Review by the Archives after administrative use ceases.

H2 Admissions

1 Student Admissions/Registration Records
Documents applications to the school and subsequent progress. Includes transcripts, acceptance letters, transfer records, course credit sheets and evaluations, veteran information, and related correspondence.

Retention Period:
(a) Matriculated students' records: Retain 5 years after graduation or separation from institution.
(b) All other records: Retain 3 years.

Note: See also record series "Official Course and Grade Records (H5-6)*.

2 Student Immunization Records
Documents the immunization of students entering the institution. Includes immunization record and related correspondence.

Retention Period:
(a) Students entering health training programs: Retain 5 years after separation from the program.
(b) All other records: Retain 10 years.

Note: See also record series "Student Health Clinic Records (H9-5)*.

105 CMR.

3 Tuition and Fees Records
Documents tuition and fee structure, analysis, and policy.

Retention Period:
(a) Policy documentation: Permanent.
(b) Actual payments: Retain 3 years after settlement.

4 Student Financial Aid Records
Documents aid given to students to help pay for schooling. Includes financial aid applications, federal student aid forms, federal tax forms, award letters and confirmations, verification records, and interview documentation.

Retention Period:
Retain 5 years after separation.

34 CFR.
H2 Admissions

5 Student Scholarships, Fellowships, and Awards Records
Documents the process to give scholarships and other aid awards.

Retention Period:
(a) Summary records: Permanent.
(b) All other records: Retain 5 years.

6 Student Record Transcript Requests Records
Documents requests for student transcripts.

Retention Period:
Retain 1 year.

H3 Academic Program

1 Academic Program Administration Records
Documents the routine daily administration of courses and programs of the institution. Includes referral, orientation, facilitative and other administrative correspondence and materials.

Retention Period:
Retain 3 years.

2 Academic Advisement Records
Documents faculty or academic advisors advisement of students.

Retention Period:
Retain 3 years after student graduates or separates from academic program.

3 Student Internships and Practicums Records
Documentation of field experience.

Retention Period:
Retain 5 years after separation. Record with registrar.

4 Independent/Cooperative or Alternate Study Records
Documents alternative course programming.

Retention Period:
Retain 3 years.

5 International Studies Program Records
Documents programs of foreign study sponsored or in conjunction with other colleges.

Retention Period:
Review by the Archives after 6 years.

6 Award Establishment Records
Documents the establishment of awards.

Retention Period:
(a) Summary documentation: Permanent.
(b) All other records: Retain until administrative use ceases.

7 Commencement and Awards Records
Documents graduation ceremonies and awards given to outstanding students. Includes programs, program revisions, logistical support documentation, and related correspondence.
Retention Period:
(a) Final programs with edits: Permanent.
(b) All other records: Retain 3 years
H4 Course and Curriculum

1 Curriculum Development Records
Documents the development of courses.
RetentionPolicy:
Review by the Archives after administrative use ceases.

2 Class Schedule Records
Documents courses scheduled to be taught.
RetentionPolicy:
Official copy: Permanent.

3 Course Outlines and Descriptions Records
Documents descriptions of courses taught by institution.
RetentionPolicy:
Permanent.

H5 Testing and Grades

1 Student Tests and Examinations
Documents tests taken by students as part of course requirements.
RetentionPolicy:
(a) Final tests taken as requirements for degree programs: Permanent.
(b) All other records: Retain 1 semester.

2 Student Evaluations of Teachers
Documents student evaluations of courses and instructors. Includes questionnaires and summary reports.
RetentionPolicy:
(a) Where information is summarized: Retain summary report 6 years and discard data forms, otherwise:
(b) Retain data forms 6 years.

Note: Records may be used for tenure review.

3 Masters Theses
Documents papers completed as partial fulfillment of degree requirements.
RetentionPolicy:
Permanent.

4 Academic Degree Audit Records
Documents review of student coursework to determine if they have met the requirements to receive their degree. Includes degree applications, degree audits, credit evaluations, course substitution forms, honors recommendations, and related notes and correspondence.
RetentionPolicy:
(a) Approved degree application documents: Retain 5 years after graduation or separation.
(b) Denied or withdrawn application materials: Retain 1 year.

Note: Denied students are required to reapply and submit a new application to be considered for graduation.

5 General Educational Development (GED) Certification Records
Documents the certification that an individual has passed the GED test as equivalent of a high school education.
RetentionPolicy:
(a) Official copy: Retain 60 years.
(b) All other records: Retain 3 years.
H5 Testing and Grades

6 Academic Degree Audit Records
Documents review of student coursework to determine if they have met the requirements to receive their degree. Includes degree applications, degree audits, credit evaluations, course substitution forms, honors recommendations, and related notes and correspondence.

Retention Period:
(a) Approved degree application documents: Retain 5 years after graduation or separation.
(b) Denied or withdrawn application materials: Retain 1 year.

Note: Denied students are required to reapply and submit a new application to be considered for graduation.

7 General Educational Development (GED) Certification Records
Documents the certification that an individual has passed the GED test as equivalent of a high school education.

Retention Period:
(a) Official copy: Retain 60 years.
(b) All other records: Retain 3 years.

8 Official Course and Grade Records
Provides a permanent record of student's courses taken and grades received as maintained by the Registrar.

Retention Period:
(a) Official course and grade books, transcripts, listings, or narrative degree evaluation materials: Permanent.
(b) Transcript requests: Retain 1 year.

H6 Faculty

1 Faculty Personal and Professional Papers
Consists of faculty research or other materials where left in the institutions care.

Retention Period:
Review by the Archives if left in custody of institution.

2 Tenure and Promotion Records
Documents changes in faculty employment.

Retention Period:
Retain 6 years.

3 Teacher Certification Records
Documents the certification of teachers by the Department of Education in compliance with 71 MGL 38G.

Retention Period:
(a) Records before 1980: Retain 40 years.
(b) All other records: Retain 6 years after expiration.

Educational Reform Act of 1993. 71 MGL 38G.

4 Faculty Appointment Records
Documents the appointment and subsequent history of individuals to join the institution's faculty.

Retention Period:
(a) Summary record: Permanent.
(b) All other records: Retain 6 years after separation.

5 Faculty Workload Records
Documents work assignments of individual faculty.
Retention Period:
Retain 3 years.

Note: These records may be used for tenure review.
H6 Faculty

6 Sponsored Research Records
Documents grants to pursue academic research.

Retention Period:
Review by the Archives after 6 years after close.

H7 Student Activities

1 Student Event/Activities Applications Records
Documents student participation in special activities.

Retention Period:
Retain 3 years.

2 Student Clubs and Associations Records
Documents the activities of student run clubs and associations.

Retention Period:
Review by the Archives after administrative use ceases.

3 Student Government Records
Documents activities of student government groups.

Retention Period:
Review by the Archives after administrative use ceases.

4 Student Newspaper
Documents the publication of the student newspaper.

Retention Period:
(a) Final publications: Permanent.
(b) Photographs and artwork: Review by the Archives after administrative use ceases.
(c) Newspaper staff memorabilia: Permanent.
(d) Summary policy and administrative records: Permanent.
(e) All other records: Retain 3 years.

5 Student Athletic Participation Records
Documents student participation in sports.

Retention Period:
(a) Retain summary documentation, films, and photos: Permanent.
(b) All other records: Retain 6 years after separation.

H8 Student Affairs

1 Student Grievance/Complaint Records
Documents student complaints.

Retention Period:
Retain 3 years after closure.

2 Student Discipline Records
Documents the discipline of students for infractions of school policy.

Retention Period:
(a) Expulsion records: Retain 25 years.
(b) All other records: Retain 3 years after separation.
H8  Student Affairs

3  Student Disability Records
Provides a record of disability information on students.

Retention Period:
Retain 5 years after student graduates or withdraws.

4  International Students Case Files
Documents international students enrolled at the school.

Retention Period:
Retain 5 years after separation.

H9  Student Services

1  Student Support Services Records
Documents programs to support student life.

Retention Period:
(a) Substantive summary data: Permanent.
(b) All other records: Retain 3 years.

2  Special Services Program Records
Documents special programs for students not within normal course schedule.

Retention Period:
(a) Summary records: Permanent.
(b) All other records: Retain 3 years.

3  Student Counseling Records
Documents social services provided to students.

Retention Period:
Retain 6 years after separation.

4  Student Career/Placement Records
Documents records kept on file for placement purposes.

Retention Period:
Retain 10 years.

5  Student Health Clinic Records
Documents student clinic health histories. Includes visit documentation and charts, medical notes, and related correspondence.

Retention Period:
Retain 30 years.

111 MGL 70.

H10  Library and Learning Center

1  Borrowers Records
Documents library use by patrons.

Retention Period:
Retain until items are returned.
Records Storage Areas.  
2/4/04

a. Each container in a room should have a unique number and appear on an inventory list or database. Shelves should be numbered also to provide location information on lists.

b. Intellectual control of records also includes materials relating to records destructions and transfers, and retrievals of records.

c. Do not store furniture and office supplies in record areas, and do not store records with office supplies and furniture. Definitely, do not store records with janitorial or facilities supplies especially flammables. Attics are prone to excessive temperatures, and basements often flood or have excessive moisture and humidity. Rooms with large window areas can become too hot. Window shades can be utilized or plastic tinted window films can be applied to window surfaces. Windows should be kept closed and locked where security is an issue.

d. Keep tops on boxes to minimize damage from light, dust, and water.

e. Special media such as computer tapes and disks, video and audio-tape, photographs, microfilm is best stored in cool environments with low relative humidity, with low dust and pollution from internal vapors or outside air.

f. Records room should be secure and locked when not in use.

g. Records should be kept off the floors in case of flooding or a pipe burst, or if sprinklers are set off. 3’ to 6” is normally adequate. Where no shelving exists, place boxes up on pallets. Stack un-shelved boxes a maximum of 7 high or the bottom box is likely to crush and topple the stack.

h. Avoid storing records under water pipes and steam pipes.

i. Rooms should be environmentally controlled to avoid excessive humidity and temperatures.

j. Rooms should have a fire suppression system such as water sprinkler systems, wet or dry, or gas and also smoke and/or heat sensors. Remember that wet records can often be salvaged but burned records cannot be.

k. Shelving should be designed to maximize available space.

l. Remember that storage space can tend to fill up much quicker than anticipated so leave as much room for growth as possible. Investigate alternative media such as microfilm or scanning as a way of alleviating space problems.

m. Floor load capacity an issue especially in older buildings. For calculations, consider that a standard 1 cubic foot records carton can weigh between 30 and 40 pounds, and that these will be stacked one above the other.

n. Shelves must not extend the full distance to the ceiling or they will interfere with sprinkler systems. Boxes should not be placed on the tops of shelving units.

o. Good shelf design is designed around the box dimensions. Two design principles govern. 1. Higher is better. 2. Minimize aisle space. To minimize aisle space you can place boxes two deep on a shelf. You will be able to locate them through your inventory list with the shelf locations. Then you can place two shelving units back to back, essentially providing 4 boxes deep, with aisle access on both sides. Place shelves against walls when possible but, in this case, only go two boxes deep. Aisles should be 3” wide. A standard shelf dimension is 32x48” with either 12”, 24” or 36” clearance between shelves. If you go to 36” clearance you will need much stronger shelves to support the extra weight. 36” clearances make retrieval more difficult.

p. Shelves should have diagonal bracing and use nut and bolt construction that has been found most secure during earthquakes. Ideally shelves should be metal with baked enamel finishes.

q. Boxes should be the standard records carton (10”x12”x15”) for ease of handling and to maximize available space.

r. Avoid whenever possible storing records in buildings with wood flooring and wood framing due to the potential fire hazards.
s. It may be cheaper or easier to make use of State Records Center or private Record Centers instead of in-house storage. Distance away from the agency is not as important as retrieval turn around time. Next day delivery is normally acceptable, with the potential for emergency 1 to 2 hour service. Generally, Records Center storage is cheaper than office space.

t. If records get wet, moldy, or damaged contact the Records Management Unit of the Massachusetts Archives for guidance. See article on "Records Disaster Recovery" at this website.

u. A table is useful for viewing box contents, for processing boxes and for other general use. A wheeled library or book cart makes a temporary table and provides a method of transporting materials. Be sure aisles can accommodate carts or ladder mechanisms, or other equipment that might be used in the area.
Appendix E:
Job Descriptions
DIRECTOR OF ADMISSIONS (Non-Unit)

GENERAL STATEMENT OF DUTIES: Responsible for the recruitment and admission of students to the college; creates, maintains and improves relations with area high schools, professional organizations, and other agencies interested in education. Responsible for implementation of policies and guidelines for admissions. Responsible for planning, development, coordination and supervision in all matters pertaining to the Admissions Office. Responsible for supervision of the Hyannis campus. Responsible for developing and maintaining Admissions Module in College administrative software system.

SUPERVISION RECEIVED: Reports to the Academic Dean of Enrollment Management and Student Development.

SUPERVISION EXERCISED: Exercises supervision over appropriate professional and support staff.

EXAMPLES OF DUTIES:

1. Recruits, interviews and counsels prospective new/first time, transfer, readmit, international and other students.

2. Provides admissions information to prospective and accepted students through written correspondence, printed materials, via the telephone, email and personal visitations to area high schools, community agencies, civic organizations, GED test centers, community correctional facilities and libraries.

3. Coordinates and implements on-site admissions visits to area high schools to expand outreach efforts to meet individually with prospective traditional age students.

4. Evaluates and interprets applicant credentials including high school records, MCAS scores, GED results, Ability to Benefit assessments, TOEFL results and other standardized testing information.

5. Directs the operations of the Admission Office and establishes policies and procedures for all activities related to processing inquiries, applications and acceptances. Edits and maintains office manuals describing procedures to be followed in administrative software.

6. Responsible for all admissions records, notification of admissions status letters and communications. Works with faculty representatives from the selective health programs/departments to offer information sessions. Coordinates the evaluation process involving faculty representatives from selective health departments, issues all notification letters for selective health applicants.

7. Responsible for all aspects of the Admissions Module in the College administrative software. Works with the Director of Information Technology and the IT staff in the development, implementation and changes to the software.

8. Member of the Administrative User Group (AUG), Operations Committee and other software ad hoc committees as assigned.

9. Maintains positive working relationship with all members of the Enrollment Management and Student Development Division, academic program personnel, Division Deans and members of the administrative team at the College.
10. Works with appropriate College personnel to establish enrollment goals and the achievement of proper enrollments.

11. Organizes data on all phases of admissions such as testing results, demographic information and analyzes data for improvement of the admissions office and the College enrollment planning. Developments tracking procedures to follow an inquiry to acceptance and enrollment.

12. Responsible for the annual editing and production of the Admissions Bulletin. Works with the Director of Public Affairs and Marketing on other college publications, advertising campaigns for admissions, college website issues and other marketing activities related to enrollments.

13. Serves as the liaison between the College and the Cape and Island Guidance Association, Community College Director of Admissions Council, as well as other professional organizations.

14. Reviews and evaluates applications for admission to the College in accordance with the Massachusetts Board of Higher Education standards, the Board of Trustees’ policies, Federal regulations and institutional guidelines. Will be accountable to the Vice President of Academic and Student Affairs through the Dean of Enrollment Management and student Development.

15. Supervises the Director of the Hyannis campus. Provides administrative support for the staff who are employed in the ACCCESS, CATESOL, and SUCCESS grants. Serves on the Board of Directors for ACCCESS as a representative of the College.

16. Serves on other committees as assigned.

17. Other duties as assigned

MINIMUM QUALIFICATIONS:

1. Master’s degree in related field. Two years experience in supervisory capacity in admissions or related student personnel area. Bachelor’s degree in related field. Four years supervisory experience in admissions. Community College experience is preferred.

2. Knowledge of and demonstrated abilities in all areas of admissions. Computer experience in designing and maintaining Admissions software package preferably in JENZBAR. Experience with Microsoft Office Suite, including ACCESS, EXCEL PowerPoint is required.

3. Demonstrated abilities in oral and written presentations, and strong interpersonal abilities.

4. Ability to work with a diverse population in a multicultural academic setting.
CLASSIFICATION TITLE: ADMISSIONS COORDINATOR

GENERAL DESCRIPTION OF DUTIES

Under general direction, the purpose of this position is to coordinate activities pertaining to the admissions process. Employees in this classification perform student admissions advising, evaluating admission applications, interviewing applicants, evaluating transfer credits, recruiting students, processing/maintaining documentation and administrative work. Classification is responsible for assisting in the development, management and implementation of admissions policies and programs, budgets and computerized systems and assisting in the selection, training and evaluation of staff. Performs related work as directed.

SPECIFIC DUTIES AND RESPONSIBILITIES

EXAMPLES OF ESSENTIAL FUNCTIONS

The list of essential functions, as outlined herein, is intended to be representative of the tasks performed within this classification. It is not necessarily descriptive of any one position in the class. The omission of an essential function does not preclude management from assigning duties not listed herein if such functions are a logical assignment to the position.

Coordinates the daily activities of the Admissions Office(s) including the implementation and management of administrative functions within Admissions Office(s).

Provides leadership and direction to admissions counselors/staff by assessing work flow issues, reviewing work for quality and accuracy, including training and daily supervision to ensure program integrity. Participates in the selection of new staff. Conducts performance evaluations for support staff and assists in the preparation of performance evaluations for professional staff. Develops and implements policies and procedures related to the admissions processes, monitors curriculum changes to ensure all policies are current, prepares and updates all admissions publications, assists in the design and revision of admissions forms, applications and brochures. Serves as administrative lead for admissions modules of computer systems including maintaining comprehensive databases and troubleshooting programming issues.

Evaluates applications of prospective students; interviews applicants; receives transcripts from other colleges and evaluates transfer credits; determines which courses/credits can be transferred to student's current program; determines eligibility, acceptance, or rejection of applicants into programs; identifies potentially qualified students for closed programs.

Participates in recruitment activities and provides information on college opportunities and admission procedures/activities (i.e. - provides information to applicants/students via telephone, walk-in visits or scheduled appointments; works with program coordinators to promote programs and recruit students; organizes information sessions, presentations, and recruitment activities; makes oral presentations; travels to recruitment sites, collaborates with select local high schools on admission activities relating to recruitment, testing and registration of students.

Coordinates special recruitment activities/programs (i.e. - Technical Preparation Days, Dual Enrollment Program).

Assists in the development and management of departmental budget(s).

Interacts with various agencies/individuals (i.e.- attends meetings and serves on committees; participates in open houses, career panels and information sessions; communicates with students, parents, the college community, other educational facilities, the public, outside agencies, and other individuals to coordinate activities, review status of work, exchange information, or resolve problems).

Maintains professional knowledge in applicable areas (i.e.- maintains a working knowledge of assigned area; maintains current knowledge of applicable state, federal, and local laws/regulations; researches new trends...
and advances in the profession; reads professional literature; attends meetings, workshops, and training sessions).

MARGINAL FUNCTIONS

While the following tasks are necessary for the work of the unit, they are not an essential part of the purpose of this position and may also be performed by other unit members.

Operates a motor vehicle to visit recruitment sites or conduct other work activities.

Performs miscellaneous tasks related to admissions office operations (i.e., sets up tables, packets and materials for recruitment events; answers telephones and records messages; schedules appointments; sorts mail; processes/files documentation).

MINIMUM TRAINING AND EXPERIENCE

Master's degree in Education, Psychology, Counseling, Human Services, Liberal Arts, or closely related field; with three (3) years experience and/or training involving college admissions, transfer credit evaluation, or academic counseling/advisement; or an equivalent combination of education, training, and experience.

SPECIAL REQUIREMENTS

Must possess and maintain a valid driver's license.

PERFORMANCE APPTITUDES

Data Utilization: Requires the ability to review, classify, categorize, prioritize, and/or analyze data. Includes exercising discretion in determining data classification, and in referencing such analysis to established standards for the purpose of recognizing actual or probable interactive effects and relationships.

Human Interaction: Requires the ability to inform and guide others by applying principles of professional counseling in addressing specific situations.

Equipment, Machinery, Tools, and Materials Utilization: Requires the ability to operate, maneuver and/or control the actions of equipment, machinery, tools, and/or materials used in performing essential functions.

Verbal Aptitude: Requires the ability to utilize a wide variety of reference, descriptive, advisory and/or design data and information.

Mathematical Aptitude: Requires the ability to perform addition, subtraction, multiplication and division; ability to calculate decimals and percentages; may include ability to perform mathematical operations involving basic algebraic principles and formulas, and basic geometric principles and calculations.

Functional Reasoning: Requires the ability to apply principles of influence systems, such as motivation, incentive, and leadership, and to exercise independent judgment to apply facts and principles for developing approaches and techniques to resolve problems.

Situational Reasoning: Requires the ability to exercise judgment, decisiveness and creativity in situations involving evaluation of information against measurable or verifiable criteria.

ADA COMPLIANCE

Physical Ability: Tasks require the ability to exert light physical effort in sedentary to light work, but which may involve some lifting, carrying, pushing and/or pulling of objects and materials of light weight.
Sensory Requirements: Some tasks require the ability to perceive and discriminate visual cues or signals. Some tasks require the ability to communicate orally.

Environmental Factors: Essential functions are regularly performed without exposure to adverse environmental conditions.

The Massachusetts Board of Higher Education - Massachusetts Community College is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, The Massachusetts Board of Higher Education - Massachusetts Community College will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer.
CAPE COD COMMUNITY COLLEGE  
Human Resources Office  
508 362-2131 ext. 4306/4307

VACANCY NOTICE

DATE: January 24, 2003

POSITION: Minority Admissions Recruitment Counselor  
Part-time Unit Position

GENERAL STATEMENT OF DUTIES: Responsible for recruitment activities which will lead to increased enrollment of minority students.

SUPERVISION RECEIVED: Reports to the Director of Admissions.

EXAMPLES OF DUTIES:

a. Develop a recruitment schedule that will include visits to area high schools to meet with minority students.

b. Outreach to agencies, organizations and churches that service/work with underrepresented populations. Contacts to include groups such as the NAACP and Tribal Council.

c. Maintain continuous contact with identified potential students to increase the likelihood of enrollment. Contacts to include tours of campus, participation in Open House, introduction to ADVANTAGE or Coaches & Mentors staff.

d. Assist in the development and implementation of a marketing strategy to target identified populations.

e. Design publications and brochures which will deliver the College message to targeted populations/audiences.

f. Act as liaison and support for Student Diversity Recognition Day.

g. Serve on Diversity Advisory Committee.

h. Operate a motor vehicle to conduct work activities.

i. Perform related duties as directed.
Vacancy Notice

DATE: 
POSITION: Administrative Assistant I, Admissions Office
Full Time AFSCME Unit Position

GENERAL STATEMENT OF DUTIES

This position supports all functions within the Admissions Office. Provide direct customer service and processing support, often simultaneously. Must enjoy working with people in stressful situations, explaining complex requirements in a simple and friendly manner, and interpreting situations to provide appropriate guidance. High volume operations year round, but peak processing encompasses mid-January through September, for fall applicants and October through February, for spring applicants.

EXAMPLES OF DUTIES

1. Explain documentation requirements that are pertinent to the application process, noting additional requirements for International Students.
2. Explain sources of financial aid, basic eligibility requirements, application processes, and timing cycles.
3. Coordinate information among other departments as appropriate. Referrals will be both within the College and to numerous off campus agencies. Most frequent contact is with the College's Business, Assessment and Registration Offices, as well as the Advising and Counseling Offices.
4. Document conversations and actions to provide adequate audit trail.
5. Data entry in software systems, which requires understanding how each system relates to the other and the specific purpose of each.
6. Route folders and application materials for appropriate action.
7. Review reports to confirm or correct data.
8. Process daily list of SAP applications.
9. Create, maintain, and file student folders and filing systems for multiple processing years.
11. Maintain and order office supplies, forms, brochures, informational materials, application packets.
12. Assist applicants in person, answer phones, process daily mailings of College applications and catalogue requests.
13. Create and maintain accurate list of application folders sent to registration department for credit evaluation review.
14. Operate and maintain office equipment such as copier, printer, fax, typewriter, and shredder.
15. Represent College at Cape Cod Mall information booths.
16. Schedule appointments with Director and Assistant Director.

QUALIFICATIONS

1. Applicants must have at least three years of full-time, or equivalent experience in related office work.
2. Interpersonal and oral communication skills. Be able to work calmly and patiently with students, parents, referral agencies, and members of the College community. Be able to work effectively with a highly diverse population. Project a friendly and supportive environment.
3. Computer skills. Be familiar with IQ, Legacy, and MS Office, especially Word. Frequent communication via e-mail. Must be comfortable using Windows-based software; ideally will have some experience with ACCESS and EXCEL. Knowledge of federal, state, and institutional regulations regarding International Student applications.
4. Strong organizational skills. Requires ability to handle multiple tasks simultaneously. Essential data and materials must be assessed in a timely manner. Documentation must be properly maintained. Consistently meet processing turn-around times.

5. Detail oriented. Must give strict attention to accuracy in all aspects of application processing and when communicating.

6. Confidentiality. Will have exposure to highly sensitive data, academic records, and personal family situations of applicants. Must understand what information can and cannot be released and to whom.

7. Team oriented. All duties and coverage must be coordinated with other office support assistant. Responsibilities may change from day to day based on office needs and staffing availability.

8. Willingness to embrace continuous change and ambiguity.

**SALARY:**
Grade 15, Administrative Assistant I
Entry level salary:
Candidates may qualify for placement above entry level salary if currently employed in the state system.
State funded, AFSCME Unit position

**DEADLINE TO APPLY:**

**APPLICATION PROCEDURE:** Submit letter of application and current resume to:
Director of Human Resources
Cape Cod Community College
West Barnstable, MA 02668

Cape Cod Community College is Affirmative Action, Equal Opportunity Employer and welcome applications from individuals who will enrich and contribute to the cultural and ethnic diversity of our college.
Position Title: Administrative Assistant/Admissions

General Statement of Duties and Responsibilities:
Serves as administrative assistant for the Office of Admissions, attending to organizational and secretarial tasks related to the processing and evaluation of admission applications and to the marketing of the college’s programs.

Duties include: answering phone calls, greeting visitors and providing general information about college programs in a very high volume environment; supervising students workers; word processing, correspondence, and computerized data collection; record maintenance, credential collection and filing, appointment scheduling, taking messages and referring calls, as well as other related tasks in the processing and evaluation of admissions applications for all college degrees and certificate programs and the marketing of college programs.

Supervision Received: Lydia Polanco-Pena/Associate Director and Kay Ransdell/Dean of Admissions

Detailed Statement of Duties and Responsibilities:

Accountable for answering/screening phone calls and referring these, when appropriate, to an admission staff member and other college offices. Greets and directs visitors in a very high volume environment.

Counsels admission publics regarding admission requirements via phone, e-mail, or written correspondence; answering general questions, interpreting admission policies and procedures, and describing the college’s programs and curricula.

Responsible for computerized processing of undergraduate and graduate decision letters. Responds to the clerical and word-processing needs of six professional staff, preparing reports, office forms, composing and typing correspondence letters, compiling and preparing statistical graphs and summaries, maintaining charts and databases for a variety of office needs.

Schedules or arranges for tours, meetings, or appointments. Oversees daily schedules of appointments for admission staff and assigns information sessions to appropriate staff. Assists with scheduling of recruitment activities.

Helps to oversee student workers, assigning tasks and insuring tour scheduling.

Responsible for the voicemail message line -- retrieves, responds to and/or assigns messages to the appropriate staff or department.

Sets up application files, collects application fees/tuition deposits, searches for and files credentials; prepares files for review for admission staff and faculty; assists with establishing and maintaining systems for the monitoring of applications and notification to applicants of missing credentials. Assists with the coordination of credentials collection/filing pertaining to applicants and prospects; refines filing procedures on all credentials accordingly.
Assists with data entry for prospects and applicants and computerized applicant tracking, including grade-point-average calculation and data necessary to complete BHE forms. Works with the computer support specialist on data entry and correspondence tracking systems for applicants.

Responsible for ordering office supplies; processing international mail; maintaining portfolio storage area, and notifying applicants of portfolio retrieval by the due date.

May prepare packets of information on entering transfer students for transfer credit evaluation by the Advising Office.

Performs other organizational and clerical tasks as needed for office functioning and as required by the Dean of Admissions or any of the Associate or Assistant Directors.

Qualifications:

Good customer relations skills and attitude.

Able to communicate college policies and procedures for the public. A pleasant phone personality. An interest in a variety of people and a capacity of establishing rapport with others.

Must be able to handle multiple responsibilities simultaneously.

Excellent computer skills, experienced with computer word-processing, statistical, Internet, e-mail, and database PC packages such as Microsoft Word, Excel, Access, Netscape, and other computer operations. Able to work as a problem-solver on computer issues with other staff.

Excellent and accurate word-processing and data entry skills. Able to maintain accurate departmental records, specificity to names and numbers.

Good organizational skills, capable of dealing with detailed information and an interest in organization of such details.

Strong communication skills, spoken and written.

Able to adjust to changing or emergency situations.

Capable of working independently or in a team setting.

6/01
I. CLERK SERIES:

Clerk I
Clerk II
Clerk III
Clerk IV
Clerk V
Clerk VI

II. SUMMARY OF SERIES:

Incumbents of positions in this series maintain files and records; answer telephones; prepare and mail outgoing correspondence or parcels; prepare correspondence, forms, files, and reports for processing, storage, or forwarding; answer inquiries; operate standard office machines and equipment; and perform related work as required.

The basic purpose of this work is to provide clerical support for an assigned unit or agency.

III. ORGANIZATIONAL LEVELS:

Clerk II is the second-level clerical job in this series.

Clerk III is the third-level clerical job in this series or, based on assignment, may be the first-level supervisory job in this series.

Clerk IV is the first-level supervisory job in this series or, based on assignment, may be the second-level supervisory job in this series.

Clerk V is the second-level supervisory job in this series or, based on assignment, may be the third-level supervisory job in this series.

Clerk VI is the third-level supervisory job in this series or, based on assignment, may be the fourth-level supervisory job in this series.

IV. EXAMPLES OF DUTIES COMMON TO ALL LEVELS IN SERIES:

1. Files material such as correspondence, reports, applications, claim record cards, etc. in accordance with a prescribed classification system.

2. Answers telephone calls and provides routine information concerning agency services according to established procedures.

3. Prepares standardized forms such as routing slips, receipts, etc. according to detailed procedures.

4. Receives and distributes incoming mail, memoranda, packages, etc. to appropriate individuals within the assigned unit.
5. Retrieves records from files such as correspondence, applications, claim record cards, etc.

6. Locates and withdraws information from records by using electronic data display terminals, searching files, etc. in order to respond to inquiries or requests by supervisor.

7. Posts information to logs or records according to prescribed procedures.

8. Operates standard office machines and equipment requiring brief orientation for use such as photocopiers, mimeographs, other copying machines, file retrieval equipment, central console telephone systems, postage meters, microfilm or microfiche viewers or processors, calculators, adding machines, public address systems, paging devices, 2-way radios, binders, hand collators, perforators, folders, shredders, or similar equipment.

9. Reviews forms, lists, documents, correspondence and/or applications for accuracy and completeness.

Based on assignment, incumbents of positions at this level or higher may also:

1. Perform typing functions in which speed is not essential, such as typing forms, routine correspondence, envelopes, labels, index cards, etc.

V. DIFFERENCES BETWEEN LEVELS IN SERIES:

Clerk II:

Incumbents of positions at this level or higher also:

1. Maintain records according to established procedures in order to ensure accurate and complete information.

2. Answer inquiries relative to laws, rules, regulations, policies and procedures governing agency services.

3. Make calculations according to prescribed formulae for the purpose of processing documents such as invoices, payments, tax returns, etc.

4. Schedule or arrange for conferences, meetings, interviews, appointments, or similar activities by reserving required facilities, checking the availability of parties involved and notifying appropriate individuals of dates, times and locations to ensure the availability of facilities and attendance by appropriate individuals.

5. Prepare requisitions according to standard procedures in order to replenish supplies.

6. Notify appropriate parties, orally and in writing, of information such as meetings, conferences, court decisions, trial cancellations, patient arrivals and discharges, etc.
Based on assignment, incumbents of positions at this level or higher may also:

1. Issue licenses, registration plates, certificates of title, permits, or identification cards by checking applications for conformance with established guidelines, accepting fees, completing required forms and/or operating simple cameras and laminating devices to provide applicants with official documentation of licensure.

Clerk III:

Incumbents of positions at this level or higher may also:

1. Conduct on-the-job training of assigned employees concerning routine clerical procedures, agency policies, etc.
2. Compile statistical information to be included in reports of agency activities.
3. Proofread typed material for grammatical, punctuation and spelling errors and for proper format, accuracy and completeness.
4. Compose correspondence for routine letters such as requests for information, confirmation of meetings, etc.
5. Operate specialized office machines or equipment requiring training by the manufacturer prior to use.

Based on assignment, incumbents of positions at this level or higher may also:

1. Perform typing functions requiring the ability to produce 35 mailable words per minute, such as letters and memoranda.

Clerk IV:

Incumbents of positions at this level or higher also:

1. Explain provisions and contents of various documents or programs including effective rates, options, eligibility, benefits, etc. to employees and others.
2. Interview applicants for clerical positions and make recommendations to superiors.
3. Prepare and/or process personnel actions such as promotions, appointments, demotions, terminations, transfers and leaves of absence by recording such actions and completing forms for forwarding for approval.

Clerk V:

Incumbents of positions at this level or higher also:

1. Develop, revise and, with approval of supervisor, carry out work procedures, in cooperation with other units of the department to ensure the efficient and effective flow of work.
Clerk Series

Clerk VI:

Incumbents of positions at this level also:

1. Plan and organize the work of clerical staff by developing and revising work procedures, recommending changes to clerical policy and procedures to supervisors and coordinating unit activities with other units of the department.

2. Develop training programs for new employees regarding assigned activities.

VI. RELATIONSHIPS WITH OTHERS:

Major work contacts are with co-workers or with persons using agency services or requesting information.

VII. SUPERVISION RECEIVED:

Clerk I:

Incumbents of positions at this level receive close supervision from clerks or other employees of higher grade who provide detailed instructions on all work activities and review performance through inspection for accuracy, completeness, neatness and compliance with instructions.

Clerk II:

Incumbents of positions at this level receive direct supervision from clerks or other employees of higher grade who provide instructions on work assignments and review performance through inspection and verbal reports for accuracy, completeness, neatness and compliance with instructions.

Clerk III:

Incumbents of positions at this level receive direct supervision from clerks or other employees of higher grade who provide instructions on procedures as required and review performance through conferences and reports for accuracy, completeness, neatness and compliance with standard procedures.

Clerk IV:

Incumbents of positions at this level receive general supervision from clerks or other employees of higher grade who provide procedural guidance and review performance through conferences and reports for effectiveness, accuracy and compliance with standard procedures.

Clerk V:

Incumbents of positions at this level receive general supervision from administrative or other employees of higher grade who provide guidance on policies and procedures and review performance through conferences and reports for effectiveness, accuracy and compliance with agency policies and procedures.
Clerk VI:

Incumbents of positions at this level receive general supervision from administrative or other employees of higher grade who provide guidance on policies and review performance through conferences and reports for effectiveness and compliance with agency policy and procedures.

VIII. SUPERVISION EXERCISED:

Clerk I:

None.

Clerk II:

None.

Clerk III:

Incumbents of positions at this level may exercise direct supervision (i.e. not through an intermediate level supervisor) over, assign work to and review the performance of 1-5 clerical personnel.

Clerk IV:

Incumbents of positions at this level exercise direct supervision (i.e. not through an intermediate level supervisor) over, assign work to and review the performance of 1-5 clerical personnel and may exercise indirect supervision (i.e. through an intermediate level supervisor) over 6-15 clerical personnel.

Clerk V:

Incumbents of positions at this level exercise direct supervision (i.e. not through an intermediate level supervisor) over, assign work to and review the performance of 6-15 clerical personnel and exercise indirect supervision (i.e. through an intermediate level supervisor) over 6-25 personnel.

Clerk VI:

Incumbents of positions at this level exercise direct supervision (i.e. not through an intermediate level supervisor) over, assign work to and review the performance of 6-25 clerical personnel and exercise indirect supervision (i.e. through an intermediate level supervisor) over 6-25 personnel.

IX. WORKING CONDITIONS:

Incumbents of positions in this series work in a typical office environment with no unusual working conditions; based on assignment, incumbents may work in offices at hospitals, prisons, or other institutions.
X. QUALIFICATIONS REQUIRED AT HIRE FOR ALL LEVELS IN SERIES:

1. Knowledge of the English language including spelling, word meaning and word usage.

2. Ability to understand and apply the laws, rules, policies and procedures governing assigned unit activities.

3. Ability to read, write, and comprehend the English language.

4. Ability to use proper grammar, punctuation and spelling.

5. Ability to follow written and oral instructions.

6. Ability to assemble items of information in accordance with established procedures.

7. Ability to work accurately with names, numbers, codes and/or symbols.

8. Ability to file material in accordance with standard filing procedures.

9. Ability to maintain accurate records.

10. Ability to communicate effectively in oral expression.

11. Ability to establish and maintain harmonious working relationships with others.

12. Ability to deal tactfully with others.

Based on assignment, the following additional qualification may be required at hire for Clerk I positions:

13. Ability to operate a typewriter.

Additional qualifications required at hire for Clerk II and higher positions:

1. Knowledge of the types and applications of standard office filing systems.

2. Knowledge of clerical office practices and procedures including office record keeping, office correspondence control, the types and uses of office equipment and supplies and business letter preparation.

3. Skill in operating general office machines and equipment such as photocopiers, mimeographs, other copying machines, file retrieval equipment, console (centrex) telephone systems, postage meters, microfilm or microfiche viewers or processors, calculators, other adding machines, public address systems, paging devices, 2-way radios, binders, hand collators, perforators, folders, electric staplers, shredders, or similar equipment.

4. Ability to explain the laws, rules, policies and procedures governing assigned unit activities.
5. Ability to perform arithmetical computations with speed and accuracy (addition, subtraction, multiplication and division).

Based on assignment, the following additional qualifications may be required at hire for Clerk II and higher positions:

1. Ability to operate specialized office machines or equipment such as electronic data display terminals.

Additional qualifications required at hire for Clerk III and higher positions:

1. Ability to give written and oral instructions in a precise, understandable manner.

2. Ability to determine the proper format and procedure for assembling items of information.

Based on assignment, the following additional qualifications may be required at hire for Clerk III positions:

1. Ability to supervise, including planning and assigning work according to the nature of the job to be accomplished, the capabilities of subordinates and available resources; controlling work through periodic reviews and/or evaluations; determining subordinates' training needs and providing or arranging for such training; motivating subordinates to work effectively; determining the need for disciplinary action and either recommending or initiating disciplinary action.

2. Ability to type 35 mailable words per minute.

Additional qualifications required at hire for Clerk IV and higher positions:

1. Ability to supervise, including planning and assigning work according to the nature of the job to be accomplished, the capabilities of subordinates and available resources; controlling work through periodic reviews and/or evaluations; determining subordinates' training needs and providing or arranging for such training; motivating subordinates to work effectively; determining the need for disciplinary action and either recommending or initiating disciplinary action.

2. Ability to communicate effectively in written expression.

3. Ability to exercise sound judgment.

Based on assignment, the following additional qualification may be required at hire for Clerk IV positions:

1. Knowledge of the principles, practices and techniques of supervision.

2. Ability to type 40 mailable words per minute.

Additional qualifications required at hire for Clerk V positions:

1. Ability to coordinate the efforts of others in accomplishing assigned work objectives.
2. Knowledge of the principles, practices and techniques of supervision.

XI. QUALIFICATIONS ACQUIRED ON JOB AT ALL LEVELS IN SERIES:

1. Knowledge of the laws, rules, policies and procedures governing assigned unit activities.

2. Knowledge of the types and uses of agency forms.

3. Knowledge of the proper telephone procedures for making and receiving agency calls.

Additional qualifications acquired on job in Clerk I positions:

1. Knowledge of the types and applications of standard office filing systems.

2. Knowledge of clerical office practices and procedures including office record keeping, office correspondence control, the types and uses of office equipment and supplies and business letter preparation.

3. Skill in operating general office machines and equipment such as photocopiers, mimeographs, other copying machines, file retrieval equipment, central console telephone systems, postage meters, microfilm or microfiche viewers or processors, calculators, adding machines, public address systems, paging devices, 2-way radios, binders, hand collators, perforators, folders, electric staplers, shredders, or similar equipment.

Based on assignment, the following additional qualification may be acquired on job in Clerk III positions:

1. Knowledge of the principles, practices and techniques of supervision.

Based on assignment, the following additional qualification may be acquired on job in Clerk IV positions:

1. Knowledge of the principles, practices and techniques of supervision.

XII. MINIMUM ENTRANCE REQUIREMENTS:

Clerk I:

None.

Clerk II:

Applicants must have at least (A) one year of full-time, or equivalent part-time, experience in office work, or (B) any equivalent combination of the required experience and the substitutions below.

Substitutions:

I. A diploma as evidence of graduation from the commercial or business course of a recognized high school or vocational/technical high school may be substituted for the required experience.*
Substitutions:

I. A diploma as evidence of graduation from the commercial or business course of a recognized high school or vocational/technical high school may be substituted for a maximum of one year of the required experience.*

II. A diploma as evidence of graduation from a course other than the commercial or business course of a recognized high school or vocational/technical high school or possession of a Massachusetts high school equivalency certificate may be substituted for a maximum of eight months of the required experience.*

III. A diploma for completion of a one-year, full-time, or equivalent part-time, program in a recognized, non-degree granting business or secretarial school above the high school level may be substituted for a maximum of one year of the required experience.*

IV. A diploma for completion of a two-year, full-time, or equivalent part-time, program in a recognized, non-degree granting business or secretarial school above the high school level may be substituted for a maximum of two years of the required experience.*

*Education toward such a degree or diploma will be prorated on the basis of the proportion of the requirements actually completed.

NOTE: Educational substitutions will only be permitted for a maximum of two years of the required experience.

Clerk V:

Applicants must have at least (A) four years of full-time, or equivalent part-time, experience in office work, of which (B) at least one year must have been in a supervisory or administrative capacity, or (C) any equivalent combination of the required experience and the substitutions below.

Substitutions:

I. A diploma as evidence of graduation from the commercial or business course of a recognized high school or vocational/technical high school may be substituted for a maximum of one year of the required (A) experience.*

II. A diploma as evidence of graduation from a course other than the commercial or business course of a recognized high school or vocational/technical high school or possession of a Massachusetts high school equivalency certificate may be substituted for a maximum of eight months of the required (A) experience.*

III. A diploma for completion of a one-year, full-time, or equivalent part-time, program in a recognized, non-degree granting business or secretarial school above the high school level may be substituted for a maximum of one year of the required (A) experience.*
IV. A diploma for completion of a two-year, full-time, or equivalent part-time, program in a recognized, non-degree granting business or secretarial school above the high school level may be substituted for a maximum of two years of the required (A) experience.*

*Education toward such a degree or diploma will be prorated on the basis of the proportion of the requirements actually completed.

NOTE: Educational substitutions will only be permitted for a maximum of two years of the required (A) experience. No substitutions will be permitted for the required (B) experience.

Clerk VI:

Applicants must have at least (A) five years of full-time, or equivalent part-time, experience in office work, of which (B) at least two years must have been in a supervisory or administrative capacity, or (C) any equivalent combination of the required experience and the substitutions below.

Substitutions:

I. A diploma as evidence of graduation from the commercial or business course of a recognized high school or vocational/technical high school may be substituted for a maximum of one year of the required (A) experience.*

II. A diploma as evidence of graduation from a course other than the commercial or business course of a recognized high school or vocational/technical high school or possession of a Massachusetts high school equivalency certificate may be substituted for a maximum of eight months of the required (A) experience.*

III. A diploma for completion of a one-year, full-time, or equivalent part-time, program in a recognized, non-degree granting business or secretarial school above the high school level may be substituted for a maximum of one year of the required (A) experience.*

IV. A diploma for completion of a two-year, full-time, or equivalent part-time, program in a recognized, non-degree granting business or secretarial school above the high school level may be substituted for a maximum of two years of the required (A) experience.*

*Education toward such a degree or diploma will be prorated on the basis of the proportion of the requirements actually completed.

NOTE: Educational substitutions will only be permitted for a maximum of two years of the required (A) experience. No substitutions will be permitted for the required (B) experience.

XIII. SPECIAL REQUIREMENTS:

None.

Occupational Group 15

Revised 11/87
VACANCY NOTICE

DATE: May 12, 2004

POSITION: Part-Time Receptionist
          Admissions Office

RESPONSIBILITIES:

1. Greet students and prospective students.
2. Answer general questions about academic programs, support services, registration procedures, admissions policies, campus events, etc.
3. Respond to questions asked via telephone contact or walk-in visitors to campus.
4. Refer inquiries to appropriate individual(s) or office(s) on campus.
5. Enter inquiry requests into the College computer system.

SUPERVISION: Reports to the Director of Admissions

QUALIFICATIONS:

1. Strong oral communications and interpersonal skills.
2. Good listening skills.
3. Ability to work with diverse populations.
4. Experience working with computers and knowledge of Microsoft Windows.
5. Ability to work in a fast-paced environment and be able to handle a multitasking workload.

SALARY: $9.00 per hour; non-benefitted position.
         18 hours per week.

TO APPLY: Submit resume, including email address, and letter of application to:

Cape Cod Community College
Office of Human Resources
2240 Iyanough Road
West Barnstable, MA. 02668

Or email HR@capecod.mass.edu

Application deadline: Immediate reply requested; applications reviewed upon receipt.

Visit our website at www.capecod.edu for additional information about Cape Cod Community College.

Cape Cod Community College is an Affirmative Action, Equal Opportunity Employer and welcomes applications from individuals who will enrich and contribute to the cultural and ethnic diversity of our College.
Appendix F:

Institutional Research
2006-2007 Admissions Bulletin
Inventory
Results of the Student Survey Evaluating CCCC’s 2006-2007 Admissions Bulletin

During the Fall 2006 semester, a survey was conducted to ask credit students to evaluate the College’s 2006-2007 Admissions Bulletin. This survey was conducted in classes and a total of 253 students completed surveys. It should be noted that this method of collecting student’s evaluations is not the best way of collecting this type of information. While many students completed a thorough and meaningful evaluation of this publication, a number of students did not take this survey seriously and marked the same response to all questions. Others showed they lacked a good understanding of publications and their design. A better approach would be to conduct focus groups with students who had an interest and knowledge of publications. Nevertheless, the survey did collect some useful information.

The survey asked 18 questions about the College’s Admissions Bulletin. It utilized a five point Likert scale to measure student satisfaction with different aspects of the publication. The attached spreadsheet presents the findings of this survey. Overall, the students gave the 2006-2007 Admissions Bulletin a favorable rating. On a scale of one to five with five being the highest rating, the students gave the Admissions Bulletin an overall rating of 3.95. The major perceived weakness was the design of the back cover which was rated at 2.81. Many students commented that the back cover was mostly blank.

The students provided many interesting comments on the Admissions Bulletin. For example, a number of students commented about the pictures of students. They commented that most of these students were not smiling! Another student suggested a campus map or aerial view should be incorporated into the publication. Another asked if the Admissions Bulletin was printed on recycled paper which would be consistent with the College’s ecology theme. Several students suggested that the College Application be printed on white paper with black ink so it would be easier to read.

Tabulated and analyzed by the Office of Institutional Research, David Hemenway, Director.
## Results of the Student Survey Evaluating CCCC’s 2006-2007 Admissions Bulletin

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Thank you for your willingness to assist the Admissions Office in evaluating the 2006-2007 Admissions Bulletin. Your evaluation and comments will assist the staff in preparing our future publications. The Bulletin is our primary promotional and recruiting publication. It is used to answer questions about CCCC's programs, courses, academic and student support services, costs, financial aid and campus life, etc.

Please circle your response (Low) 1 2 3 4 5 (High)

**Front Cover**

Overall Design: 1 2 3 4 5

- Color Selection
  - 1 2 3 4 5

Font Design 1 2 3 4 5

Pictures

- Represent CCCC programs 1 2 3 4 5
- Represent CCCC students 1 2 3 4 5
- Layout of pictures 1 2 3 4 5

Comments: ________________________________

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**Back Cover**

- Design 1 2 3 4 5

Comments: ________________________________

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**Review of Bulletin Content**

- Quality of paper 1 2 3 4 5
- Design of pages 1 2 3 4 5
- Easy to read 1 2 3 4 5
- Ease in locating information 1 2 3 4 5
- Selection of photography 1 2 3 4 5
- Testimonials along margins 1 2 3 4 5
- Size of Bulletin 1 2 3 4 5
- Size of font 1 2 3 4 5

Comments: ________________________________

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**Admissions Application (center of publication)**

- Color of paper 1 2 3 4 5
- Color of print 1 2 3 4 5

Comments: ________________________________

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Overall review of publication 1 2 3 4 5

Comments: Please share your thoughts and any changes that you would recommend for a future Bulletin: ________________________________

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Thank you,

Susan Lisa Frank

Director of Admissions Associate Director of Admissions Multicultural Admissions Counselor

Please use the back of this form for additional comments you wish to share.