

Student Affairs
ADMISSIONS
Departmental Goals and Assessment Plans 2016 – 2017

Department Name: Admissions

Departmental Goals for 2016-2017(not all of these have to be assessed)

1. Increase the yield rate for high school students by 2%, adult students by 1% and the School of Applied Technology and Technical Specialties students by 5%. This increase will yield approximately 360 new students.
2. Complete the Concurrent, Traditional and International Student Admissions Applications in Recruiter. Additionally, implement the use of the CRM in Recruiter to better track students along the enrollment funnel.
3. Create a new Admissions Update Form that would replace the four update/term change forms we currently use. A new update form would allow a student's admissions application to be valid for three years. Additionally, this would automate term change forms.
4. Modify the training manual for Ambassadors. This manual will include more information on the sites, admissions processes, programs of study and services available to prospective students.

Project (Assessment) Title: 2016-2017 Concurrent Enrollment Application Fee at PACE high schools.

Strategic Goals:

Achieve Equity in Student Participation/Completion and Reflect Community: Student Recruitment and Support

Methodology (Plan/Timeline/Method):

This year we will develop a pilot study for waiving Concurrent Enrollment Admissions Applications for schools participating in the PACE Program. The pilot will include East, West, Highland and Cottonwood high schools. At the end of the fall 2016 and spring 2017 semesters, we will assess the effectiveness of the waivers by comparing the applications received to previous years. In the assessment we will look for a positive impact on enrollment and see if the waivers remove the financial barrier for underrepresented students.

Results:

Waivers for PACE concurrent enrollment students began Fall 2016. An application was designed with instructions and a waiver code was put in place. The process: the student filled out an online-application without being charged an application fee. The admissions office pulled the application through and assigned the waiver code. Students then were eligible to register through their high school.

The Concurrent Enrollment waiver forms were delivered to principals, counselors and PACE advisors at East, West, Highland and Cotton Wood high schools. These waivers were only provided to students who demonstrated an economic need.

Due to VP Office August 15th

Use of Results:

These waivers were approved late in the semester, which affected the number of requests. Additionally, the PACE program had grant dollars that could be used toward application waivers. The PACE program provided 23 students waivers for applying for concurrent enrollment. As a result, this grant waiver could have affected the request for the application waivers.

Project (Assessment) Title: 2016-2017 Recruitment Events

Strategic Goal:

Reflect Community: Student Recruitment and Support

Methodology (Plan/Timeline/Method):

Beginning September 2016, the Admissions Advisors will track the number of prospective students we meet with at high school, community and special population events. At the end of June 2017 we will assess how many events we attended, how many staff hours were spent and how many leads were generated per event. This assessment will help determine which we should continue to participate in and which events do not meet the mission and goals of the Admissions Office.

Results:

- During the 2016-2017 school year SLCC participated in 71 community events recruiting and 168 community/adult visits.
 - 14,731 prospects attended
 - Approximately 800 staff hours

- Spring follow up visits to specific high schools:
 - 100 staff hours
 - 27 schools visited
 - 41 separate times schools were visited
 - 1,236 students seen

SLCC also attended the high school FAFSA Completion Nights. Admissions Advisors did not assist with completing the FAFSA, they were there to advertise SLCC Promise and encourage parents and students to start thinking about how they would pay for college. Six high schools were visited with a total count of 224 students

Use of Results:

By reviewing the results of the data, we will begin to assess each recruitment event we participated in and determine which events we will not continue in the future. We have decided to build a database to provide more accurate data. Additionally, the data base will help us collect accurate data to use in future recruitment planning.

Project (Assessment) Title: SAT TABE Test

Strategic Goal:

Deepen Culture of Equity and Inclusion

Methodology (Plan/Timeline/Method):

Due to VP Office August 15th

In conjunction with Academic and Career Advising, the Admissions Office will take the lead on assessing the outcome of the TABE test for students wanting to enroll in the School of Applied Technology and Technical Specialties. Of the students applying to SATTs; 1) How many were able to enroll in their desired program of study based on their TABE results; 2) How many students retook the TABE in order to enroll in their desired program of study; 3) How many students chose a different program of study based on their TABE results; 4) How many students did not enroll in SATTs due to their TABE results. We will run these assessments for students applying for throughout fall 2016 and spring 2017.

Results:

The information collected by Admissions and Academic Advising included TABE test results, if a student was considered “college ready”, the major they had selected, if they had enrolled, what major they enrolled into and notes. (The notes included information on whether or not a student had entered into an alternative program if their testing did not reflect show their skill level.)

Programs Selected

Below displays the result how many of the 696 were able to enroll into their program of choice. Meaning 62% enrolled and tested for the desired program.

Enrolled in Initial Program

Enrolled in desired program	Did NOT enroll in desired program but chose a different program	Did not attend SATTs
430	7	259

Retested

Some students did retake the TABE in order to achieve a higher score therefore gaining access to the program of their choice. Of the students that retook the TABE, 12% received a lower TABE Math score and 18.5% of student received a lower TABE Reading score.

Re-Tested TABE Math	Received Lower Scores taking TABE MATH a 2nd Time
80	10

Re-Tested TABE Reading	Received Lower Scores taking TABE READING a 2nd Time
54	10

Math Score

A total of eight students chose different programs after selecting an initial program. Only two had retested math and showed a significant improvement in their score.

English Score

A total of eight students enrolled in different programs from viewing the English testing results. Three students retested, two greatly improved and the other slightly lowered.

Did NOT Enroll

There seems to be no correlation to the testing and enrolling. There is a note that one student did not enroll because they ‘did not have the required reading score’. Of all of the 696 students 260 did not enroll in a SATTs program. This means 37% didn’t enroll. Several reasons were provided as to why they didn’t enroll. Here are some examples:

- Program not currently admitting students.
- Student completing undergraduate associates.
- Student enrolled in KESL.
- Student has valid Math ACT score; Never followed up to complete enrollment with advisor.

Note: 167 did not have TABE scores.

Use of Results:

Reviewing the results of this assessment, students entering into the SATTs programs are getting into their desired program. They are also retesting and the majority are achieving a higher score. This provides them the ability to get into their desired program.

In the future, we may also want to look at the current population. Forty-three of the students had received a previous degree or had received some college level instruction. We assume these students are attending SATTs programs to gain valuable skills either to attain a better position in the workforce.

Other Facts

There are other interesting facts gathered from this data.

- This data sample demonstrates that 6% of students had a previous degree or college courses and were looking to improve on their skills.
- Over 100 had taken the Accuplacer

The chart below shows a count of majors at the time the student was applying.

