



# 2019-2020 ANNUAL ASSESSMENT SUMMARY OF RESULTS

## Project (Assessment) Title

Salt Lake School District Orientation Days

## College-wide Strategic Goal

Institutional Sustainability and Capacity  
Increase College Participation

## Assessment Overview

For the past 3 years, Orientation and Student Success and Admissions has hosted Granite Orientation Days. Granite Orientation Days consists of a 2 day experience for high school students from Granite School District that applied for admissions during Utah College Application Week. These students work with their College Access Advisor to complete their application, residency and placement prior to “Day 1” of the Orientation. Then, Orientation and Student Success and Admissions host a 1 day Orientation at the high schools to plan the student schedule, review technology needs and prime students for their Academic Advising meeting (encourage them to look at programs in the Catalog and program exploration pages). On day 2, students are able to come to SLCC and register for classes, obtain their One Card and go on a campus tour (including student support services). This program has been extremely successful in getting students to register for classes before they leave the high school for graduation.

This year, we would like to expand the program to Salt Lake School District and offer it at West, East, Highland and Horizonte. We would like to see the impact on enrollment from these high schools and compare them to the year prior to see how many more student registered, how many registered for more credits.

## Methodology (Plan/Method)

Admissions and OSS will be data-mining a series of reports compiled by Data Science and Analytics to look for the impact this program had on student registration and enrollment status. We are going to create 2 cohorts, Fall 2019 and Fall 2020 and assess the difference between the two.

## Timeline

### **November:**

Admissions meeting with Nicole Batt from Utah College Access Advisors to discuss UCAC roles and options for expansion

### **December:**

Admissions and OSS meet to discuss roles and responsibilities in regards to adding SL School District  
Admissions request from Data Science and Analytics lists of Fall 2020 applicants from SL District duringUCAW

### **January:**

Schedule dates, bussing and logistics with College Access Advisors/Salt Lake School District  
Review draft of the program with College Access Advisors/Salt Lake School District  
Due to Senior Director of Planning & Implementation by July 1, 2020

**February:**

Finalize program

Provide updated lists for SL School District of all applicants (application status, residency status and placement)

**March:**

Complete all “Day 1” Orientations at the high schools

**April:**

Complete all “Day 2” Orientations on campus with the high schools

**May:**

Debriefing meeting with SL School District to review and evaluate the program

Admissions and OSS will analyze and assess the difference between preliminary fall 2019 registrations and fall 2020 registrations and the difference in the credit loads between the two years

**June:**

Share results with campus wide partners and College Access Advisors/Salt Lake School District Representative

## Results/Findings

**COVID-19 Adjustment** – Our offices were forced to significantly modify our assessment plan. After visiting Hunter High School early March, schools in the Granite and Salt Lake Districts closed down due to Covid-19. Our offices were not able to conduct orientations in Granger High School or any of the Salt Lake School District schools. Instead, we moved to a virtual campaign targeting students who were initially invited to attend our Day 1 orientation. We leveraged CRM resources to notify students of their alternative steps, and created a modified route through the online orientation for them to complete. Our Admission Advisors and Orientation Coordinators worked with students in this cohort to answer their questions and support them through this uncertain time. Finally, instead of comparing our data longitudinally, we decided it would be best to compare our targeted efforts against students at-large from these districts.

### **Result #1 – Our on-site district orientations and targeted virtual campaigns have a positive impact on fall 2020 enrollment patterns for students in Granite and Salt Lake School Districts.**

As of May 30, 2020, our offices tracked 142 students from these two school districts who were registered for either summer 2020 or fall 2020. Over 71% of these students (n=101) participated in our targeted efforts by attending a Day 1 on-site orientation (4 enrolled for summer 2020 and 46 enrolled for fall 2020) or received an individualized email as a Covid-19 modification (11 enrolled for summer 2020 and 41 enrolled for fall 2020). The remainder of students in this group received no further messaging or support beyond what SLCC is already doing to recruit and enroll students at-large. Comparatively speaking, students in our targeted group—especially those who attended a Day 1 orientation—were more likely to enroll for fall semester classes in a statistically significant manner. At this point there were no distinct differences in summer enrollment patterns between the targeted group and the group of students at-large.

As of May 30, there was not statistical significance across groups in the number of credits hour enrolled, with all groups observed averaging full-time or nearly full-time enrollment.

### **Result #2 – Our targeted efforts are helping the College be more diverse by bringing in a large proportion of Latinx students.**

The students we targeted through our services were for the most part representative of our College population and the trends we are seeing in the Salt Lake Valley. Of all the students in this group who enrolled for classes, 41% of them identified as Latinx and 42% as White Non-Hispanic. Currently, Latinos make up about 20% of our student body, and proportionally speaking, our efforts are supporting more Latinx students to enroll at SLCC which will ultimately help

Due to Senior Director of Planning & Implementation by July 1, 2020

increase their numbers at SLCC. Of note, is that as of May 30, 2020, none of the Pacific Islanders or Native American students we targeted through our orientation programming or CRM messages enrolled in classes at SLCC

## Action Plan (Use of Results/Improvements/Call to Action)

Although this year is an anomaly, we can still draw a preliminary action plan to help us achieve the original goal of our assessment plan.

- 1. Develop a more intentional plan for working with Pacific Islander and Native American students.**
  - As evident in the analysis of our results, our current practices are not yielding the desired enrollment outcomes for our Native and Pacific Islander populations. Although these two populations make up about 2% of our student body, it is troubling that none of the Pacific Islander or Native students we worked with through our targeted efforts enrolled in classes. Our teams will be working this summer to devise ways in which we can more intentionally recruit and orient students from these two demographics in order to better support their higher education goals.
  
- 2. Refine communication between all program partners in order to clarify roles, and expectations to effectively increase the number of students participating in our targeted activities.**
  - Although our results linked our services to positive enrollment gains (particularly for fall semester), we recognize the need to increase the overall number of students from these two districts participating in our programs. Our teams brainstormed three ways in which we can continue to collaborate to ameliorate communication challenges between our prospective students, Admissions and OSS staff, and the various high school counselors and college access advisors involved in the project: 1) Leverage the new CRM texting features to text students reminders and just-in-time information regarding their on-site orientation date and next steps; 2) Include SLCC Orientation Days information and expectations in the training for the new Utah College Access Advisors; 3) Schedule and disseminate Granite and Salt Lake School District Orientation dates to high school counselors and college access advisors before the academic year begins.
  
- 3. Maintain and if possible scale-up institutional incentives that promote participation in our Granite and Salt Lake School District Orientation Days.**
  - This year, students who participated in our programs received priority registration for fall semester. We believe this incentive helped increase our enrollment numbers as detailed in the section above. This incentive is also well-liked by our district partners since it pushes registration to April rather than May which tends to be flooded with end-of-year testing and activities for their high schools. As our program grows, we will need to be cognizant of growing our incentives which could include funds for schools buses to support the district's efforts to bring their students to SLCC for the second part of their orientation, or financial opportunities/incentives exclusive to students in these two districts.

## Other Notes