

Student Services Departmental Assessment Plans 2014-15

Department Name: Student Services, South Region (Jordan and Miller)

Departmental Goals for 2014-2015

1. *Implement and work toward completion of Program Review Action Plan*
See Action Plan
2. *Facilitate move of SAT programs to the Jordan Campus, and the integration of credit and clock-hour enrollment and advising functions.*
Medical-related SAT programs moved from South City to Jordan during Summer 2014. The Student Services director led students on a campus tour and introduced them to the services available at the Jordan Campus. Trainings have been held for all involved in admission, testing and registration for the programs. Director attends weekly meeting with SAT management, and is working with a subcommittee to streamline the admission process so that it mirrors the process for credit programs.
3. *Facilitate remodel of HTC office suite to accommodate Disability Resource Center lab and advisor office.*
Remodel completed in August 2015. DRC lab is open daily for students and staffed by an Accommodations Specialist.

Project (Assessment) Title: 2014-2015 Early Enrollment Admission

College Priority & Objective: Strategic Priority II – Improve Student Access and Success: Implement best practices to improve student participation in advising, learning support and non-curricular activities that are related to student persistence.

Student Services Learning Outcomes: 1) Develop cognitive skills; 2) Acquire knowledge and 3) Display practical competence and intrapersonal skills

Methodology: In January 2012 the responsibility of early enrollment admission was acquired by the department of Student Services, South Region. Early Enrollment students have been tracked over a three-year period (Fall 2012-Spring 2014) to evaluate their progress toward completion of their stated educational objective. Each year the students have been tracked until the time of their high school completion. Students who began early enrollment as a high school sophomore were evaluated for three years; students who began early enrollment as a high school senior were evaluated for one year.

Departmental review has included:

- Survey of Early Enrollment participants to assess:
 - individual educational purpose
 - effectiveness of our services throughout the admission and enrollment process
- Monitoring of all contacts throughout year (in person, phone and email)
- All documents currently being used/distributed to students
- Means of advertising/promotion to high school students
- Monitoring of student progress toward completion of their stated educational objective, i.e. completion of an associate degree, prerequisites or courses in preparation for transfer to another institution.

Results/Findings

The youngest students who applied prior to Fall 2013 were entering their junior year in high school and would have graduated in Spring 2014. The data collected since January 2012 will be reviewed.

The majority of applicants are students completing their sophomore year who plan to enroll in summer and/or fall classes.

The largest concentration of students takes between 31 and 60 credit hours (see Tables 6a and 6b).

Conclusion

The goal of the assessment was to gather data for the first cohort of Early Enrollment applicants, starting when Early Enrollment admission moved under the direction of the Student Services, South Region department. Using the baseline data we have identified trends and opportunities for increased participation among high school students. Two areas of importance have emerged:

- a) Recruiting should take place during spring of the sophomore year, which may not be aligned with the current recruitment timeline used by School Relations through the High School Tour and other high school visits. This is an opportunity for collaboration with the School Relations department, and important for consideration as Student Affairs moves toward establishment of an Admissions office.
- b) Out of 195 high school seniors, 56% (110) of them completed between 31 and 60 credit hours. These individuals are possible candidates for reverse transfer since they have earned a high number of credit hours but not enough to earn an associate degree. This information will be provided to SLCC's Completion Advisor for individual follow up. Furthermore, this will be a starting point for discussion with Early Enrollment students about reverse transfer opportunities and the advantages of completing an associate degree in addition to a bachelor's degree.

For 2014-15 and beyond we will focus on these two areas, and continue to collaborate with School Relations and the Office of the Registrar and Academic Records regarding more in-depth contact with early enrollment students.

Actions Taken The following data was collected from January 2012 to present:

Table 1: Early Enrollment Applications Accepted for Admission	
Application/Start Term	Number of Applications
Summer 2013	176
Fall 2013	27
Spring 2014	47
Summer 2014	194
Fall 2014	26
Spring 2015	37
Summer 2015	160
Total	667

Table 2: Student/Parent Contacts	
June 2013 – May 2014	June 2014 – May 2015
1,085 contacts 51% were email or phone Average of 2.4 contacts per applicant	959 contacts 63% were email or phone Average of 4.3 contacts per applicant

Information focusing on the student's intended goal or purpose in enrolling early at SLCC has been collected on the Early Enrollment application. The high school seniors were contacted in May 2014 and May 2015 to assess completion toward their stated goal. Contact attempts included two phone calls (in afternoon/evening after high school hours) and one email when phone contact was not made. The following information was collected:

Table 4: Early Enrollment Applicant Data		
Year in High School	June 2013-May 2014	June 2014-May 2015
Freshman	6	1
Sophomore	139	80
Junior	238	99
Senior	61	43
Concurrent Enrollment student	290 (65%)	119 (87%)
Purpose Stated at Application		
Degree seeking (college degree by end of high school)	327	159 (46% earned a degree)
To fulfill scholarship requirements	20	5
To complete General Education courses	59	33
To complete high school/early graduation	14	33
To complete prerequisite courses	24	19
Stated Plans Following High School		
To transfer to 4-year institution	409	192
To complete degree and go to work	9	4
To continue attending SLCC	3	15
To join the military	2	0
To complete religious service/LDS mission	21	12

Table 5: High School Seniors – Completion of Intended Goal (outcome of stated purpose)		
	2014 Graduates	2015 Graduates
Did you accomplish your goal?	Yes 51 No 10	Yes 94 (43%) No 47 No Contact 78
If no, why not?		
Never enrolled	2	5
Didn't finish classes successfully/passing grade	2	3
Unable to finish degree requirements	3	6
Change in academic plans	1	21
Moved from area	1	0
Did not pass Advanced Placement test	1	1
Schedule change/work schedule		4
Personal/home situations		7
Did you complete a degree with SLCC while in high school?		Yes 76 No 65
What is your transfer institution of choice?		U of U 57 USU 24 UVU 12 WSU 7 SUU 6 SLCC 5 BYU 4 Westminster 4 USU Eastern 1

		Snow 1 DSU 1 Unknown/Other 19
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Table 6a: Credit Hours Completed While in High School

Credit Hours Completed	# of Students	Total Hours	Average # of Hours
10 or less (see Table 7 for classes)	25	108	4.3
11-20	21	355	16.9
21-30	17	443	26
31-40	30	1069	35.6
41-50	39	1800	46.1
51-60	41	2248	54.8
61-70	20	1273	63.6
71 or more	2	142	71

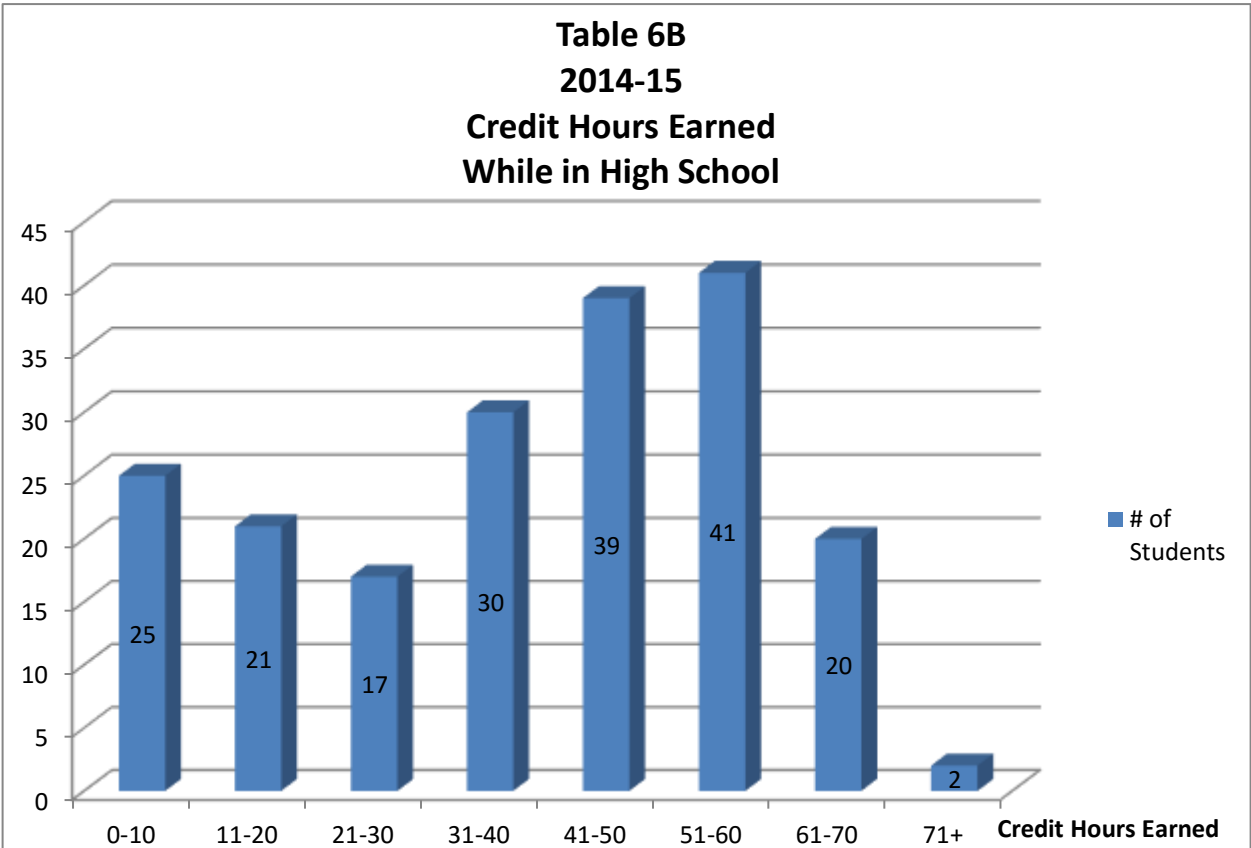


Table 7: Completion of 10 or Less Credit Hours						
Course	Grade Earned					
	A	B	C	D	E	W
ANTH 1010	2					
ART 1010		1				
ART 1020	1					
ART 1620					1	
BTEC 1010						1
BTEC 1015						1
CHEM 1010		1	1	2		1
ENGL 1010	4			2	1	
ENGL 2010	1					
FHS 1500			1			
FHS 2400	2					
FIN 1050		1	1			
GEOG 1800	1					
GEOG 1820	1					
HLAC 1062	1					
HLAC 1130		1				
HLAC 1145		1				
HLAC 1245	1					
HLAC 1520	1			1		
HLAC 1801	2					
HLTH 1110						1
HUMA 1100		1				
MA 1100	1					
MATH 0950						1
MATH 1010	1		2	1		1
MATH 1050	1					
MATH 2250	1					
PHYS 1040	1					
POLS 1100	1					1
PSY 1010	2					