School Relations Assessment 2014-2015

Project #1 2014-2015 Learning Outcomes for Ambassador Leadership/Scholarship Program

College Priority & Objective IIC – Implement recruitment efforts to increase enrollments of targeted underrepresented groups.

Student Services Learning Outcome: **1A- Think reflectively and critically**

2A, 2C- Apply knowledge; Know about campus resources

Methodology: We measured Ambassador knowledge and experience for students who are in this leadership program. Data was tracked from fall 2014 through spring 2015. Their training included information on programs, student resources, application/enrollment processes, campus tours, financial aid and using technology in presenting to large and small groups. Ambassadors were expected to demonstrate learned skills and knowledge that aid in recruitment efforts for prospective students at SLCC. A measurement tool was created to determine knowledge learned after training, and in March an evaluation was administered to Ambassadors to assess their knowledge about the college planning and enrollment process for prospective students.

- **Plan/Timeline**: Ambassadors were trained in August and given survey to measure their knowledge on SLCC programs, student resources, application/enrollment processes, campus tours and financial aid.
- Ambassador completed evaluations in March to express their experiences in this leadership program.

Results:

The Ambassador program is built to not only provide support for recruitment, PACE, and outreach but to provide the students with leadership opportunities that can be used while in school and also in their future academic experiences. Ten students make up the group of Ambassadors. They are each given a tuition waiver and a stipend of $500 per year.

The purpose of the pretest is to find out what the ambassadors know about the college before the fall and spring semesters begin.

The purpose of the evaluation is to find out what the ambassadors have learned throughout their two semesters. It also will allow us to find out what the ambassadors felt did and did not work for the program.

During the academic year, there were a series of three supervisors. This was somewhat chaotic for the program. Eventually, Teresa Davis assumed the lead. The program was modified this year to include support for the PACE and the outreach office and events. Training and leadership exercises were also included this year in the weekly meetings to enhance the ambassador's knowledge of how to present themselves in a professional environment. In addition to training for recruitment, PACE, and outreach support, Ambassadors were given sessions on resume building, letter of application writing, professional dress, presentation and interviewing skills were emphasized.

We surveyed the group to determine what they knew after training. Below are a few highlighted questions and responses (out of 10 respondents from the Ambassador Pre Test:

1) What does AS and AA stand for?
2) What does AAS stand for?
3) How much is the application fee to apply to SLCC?
4) All students must complete _______________ before they can register for classes.
5) Students taking Math or English classes must submit their ________ scores or they can take the _______________ test on campus.
6) English test scores are good for how long?
7) Math test scores are good for how long?

Question	# Correct	% Correct
1	8	80%
2	8	80%
3	7	70%
4	9	90%
5	8	80%
6	5	50%
7	6	60%

Use of Results:

- The effects of the survey allows us to understand what ambassadors' knowledge of college knowledge is after training.
- We knew where to focus our attention during the year to ensure the ambassadors are giving correct and accurate information.
- By providing presentation skills training, we enabled the ambassadors to deliver the college information accurately to prospective students and represent the college well. Each Ambassador has been trained on offering their own personal stories as to their experiences at SLCC.
- Ambassadors were able to learn more about the entire scope of the School Relations Department by working with the outreach and PACE office.

Actions Taken:

- New questions have been included in the pretest to broaden our understanding of the level of college knowledge.
- We had the ambassadors go through the steps of the application process again to ensure they could guide students through it.
- They were trained on accessing the Financial Aid website and assisting students with getting their PIN numbers.
- Ambassadors were expected to participate in Campus Connect to give them knowledge of what happens during orientation.
- Because of staff changes, it was a difficult year for this group. We surveyed them to see how they rated their experience.

We also offered a year end survey for the group. Below are a few highlighted questions from the Ambassador Evaluation:

Ambassador Program Evaluation – March, 2015

In an effort to know the effectiveness of this scholarship program, please fill out this form.
Please circle the following: (Rate from 1 to 5 with 1 being low and 5 being high).

1. You understand the requirements of the program. 1 2 3 4 5
2. You have learned about how to get a student through the SLCC application process. 1 2 3 4 5
3. You have had experience with talking to individual students about SLCC. 1 2 3 4 5
4. You believe that meetings are productive. 1 2 3 4 5

5. You work well with your Ambassador supervisor, Teresa. 1 2 3 4 5
6. You believe Teresa has done an effective job supervising the Ambassador Program and helping you achieve the goals of the program. 1 2 3 4 5

Responses from the above questions:

Out of 10 respondents

	Rating	#1	#2	#3	#4	#5
Question						
1					5	5
2				1	3	5
3					1	9
4			1	4	3	2
5				1	2	7
6					3	7

Use of results:

- The effects of the evaluation allowed us to find out if the training throughout the year was retained by the ambassadors. We will need on-going training. A new training manual will be developed this summer. Summer training begins third week of June.
- The suggestions on what did and did not work over the course of the semester were considered and some have been implemented into the program. It was determined that Ambassadors were had issues with communication. A new system was set up to inform Ambassadors about events and last-minute changes. Office hours were also an issue. Specific time blocks of office hours were made clear. More training was needed for FAFSA applications processes. The Financial Aid Office offered workshops for the Ambassadors.
- The ambassadors were asked what projects or subjects they wanted to do or talk about during both semesters.

Actions Taken:

- More in depth training of professional items such as resumes and presentation skills have been added to the program in order to enhance their personal goals.
- More leadership activities and bonding opportunities will be added this next year. Collaboration with SLL has also been added. Ambassadors will be participating in the SLL summer training. We believe that we can utilize SLL students to assist us with all of our efforts in both recruitment and outreach.
- New questions have been added to the evaluation to get a better understanding of what the ambassadors consider as leadership opportunities.
- The issue of exactly what Ambassadors are expected to participate in has come up. Mostly we think this is because of the change of leadership in this program. This will be addressed in the training of the new group this summer. We have been asking for 10 hours a week in participation. Detailed log books are kept for each Ambassador so that they know where they stand as to their hours.

Project #2 2014-2015 Evaluate Effectiveness of New Data Tracking Procedure for Prospective Students

College Priority & Objective IIC – Implement recruitment efforts to increase enrollments of targeted underrepresented groups.

Student Services Learning Outcome: 1A- Think reflectively and critically

2A, 2C- Apply knowledge; Know about campus resources

Methodology: Evaluate recruitment data collection efforts.

Plan/Timeline: Prospective data is initially collected by using a Student Information Card. The current card was updated with more information so the prospect can be identified as wanting 1- or 2-year degree option or transfer program. The new Student Information Card will be analyzed for effectiveness of recent changes. The data that is collected at these events is keyed into one of two databases (one for outreach, one for recruitment). The information that is being tracked is to determine academic intent and if prospective students are completely filling out the information card to include a time frame selection of 1-year, 2-year or transfer program. This data will be helpful as we anticipate moving to Ellucian Recruiter for the 2015-16 year.

- This data will be tracked at the following time frame:
  - Last day of the Fall Term 2014
  - Last day of the Spring Term 2015
- Better analytics will allow us to determine how to best communicate and recruit different student types.
- Prospects can then be targeted for appropriate communication flow. This will also help with Ellucian Recruiter communication plan.

Results: Recruiters were asked to have prospects fill out cards during this time period. Using the cards seems to be the best way to collect data from prospects. As long as the recruiter was asking for the most important data on the card, we had good results. These cards were entered into a prospective database.
The newly revised card was helpful to determine if the student was interested in short- term training or a transfer degree (selection of 1- year, 2-year or transfer program). This helped when the student came in for an advising session.

The total count of cards inputted was 3081. It is broken down by count of where the high school student leads came from

- 2676 High School tour
- 86 Campus visit
- 209 Other
- 80 Outreach
- 30 were left blank

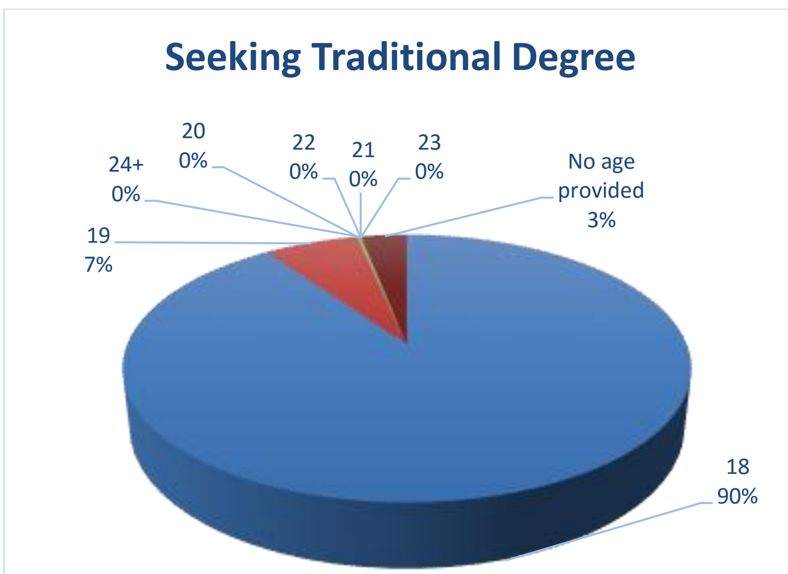
We wanted to see if students would indicate their academic intent as to what type of college degree they wanted. Also, how did the age of the prospect impact their degree planning? The percentage of ethnic students was 42%.

The following chart shows the traditional and nontraditional student by age and degree interest.

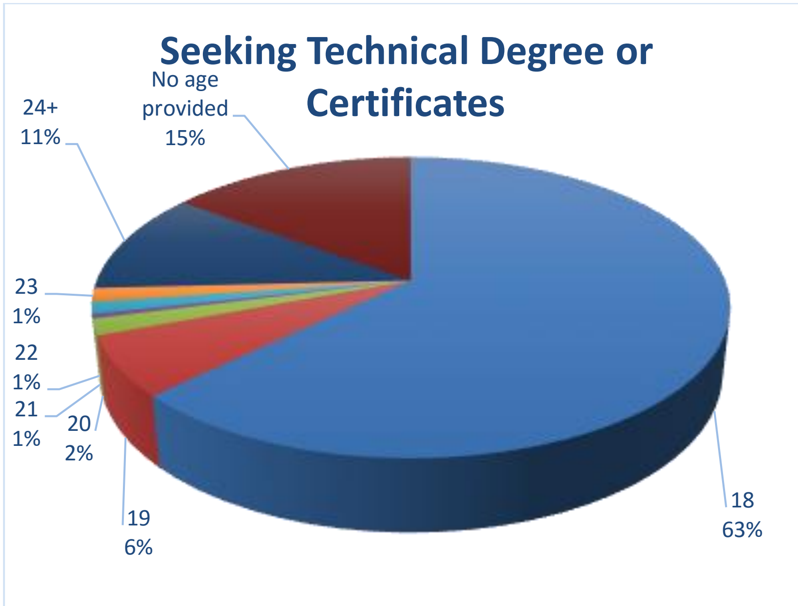
Chart showing Age Group Breakdowns of Prospects Seeking Degrees
For the time period July 1, 2014 to May 10, 2015

Age	18	19	20	21	22	23	24+	No age provided
Terminal Career and Technical Degrees	253	26	7	2	5	6	44	60
Seeking Transfer Degrees	2417	171	6	0	0	1	3	80

The traditional student makes up the largest population seeking a traditional transfer college degree.



This next chart shows the age of the student and the interest in the terminal, technical or 1-year programs. The largest population is the traditional student with the next largest 24 and older—our typical adult market.



Use of Results: Our new team was assigned to a specific territory and given responsibility for oversight for recruitment and outreach with specific high schools. This created ownership of data and tracking responsibilities. We had good results using the new student interest card that helped with academic intent. As part of their training, staff was trained in explaining the various degree and career and technical options including CTE and SAT programs. After these cards were collected and entered into the database, each recruiter could download that data, and they were able to begin to contact and track the student through the admissions pipeline. There were expectations tracking and contacting the prospects. Manager has held weekly meetings with data discussions for each recruiter. It is too early to tell how this will come out because we have not hit third week of fall semester yet.

The high school tour makes up the majority of the data. Based on the data, the high school prospective student aspiration seems to be for a typical college degree, transfer or associate degree. Currently, we have 44% of this cohort who have applied to the college.

The charts show the data collected was valuable. We know to send the SAT or CTE recruiter along with the Adult recruiter to businesses and events where there will be a high population of adult, 23+ learners.

In viewing the results of the data, we need to continue with cross training of all programs—transfer and short-term. The high school market remains the largest market for us. Perhaps that is because it is a captured market. Prospects that actually come in for a visit get coached through the process with financial aid, testing and registration. Collaborating with FYE has also been positive as we have moved prospects through the admissions funnel. We will need to also offer recruitment advising to other locations such as Jordan and South City Campus. Currently we are having three of the five recruiters spending time at other locations to offer better advising to prospective students. Our staff has been trained in utilizing Career Coach and prospects definitely need to understand the importance of finding a career path since not doing that impacts retention, financial aid and completion. Our staff understands this and can relate that information.

Project #3 2014-2015 Evaluate Effectiveness of Targeting the Adult Population

Strategic Priorities II – Improve Student Access & Success for the Adult Population
4. B, D, F Think critically and creatively.

Methodology: Recruitment efforts for the adult population will be examined to determine effectiveness of efforts, events, acquired knowledge and follow through for prospective adult population seeking enrollment. According to our recent program review, recruiting and serving the adult prospective student is our biggest challenge.

- **Plan/Timeline:** In order to mitigate this gap, increased recruitment efforts will be implemented:
  - Hire a new full time adult recruitment advisor to target this population by fall 2014.
  - Purchase a new third-party adult list, age and zip code based.
  - Adult advisor will work with Manager to develop marketing and communication plan for this prospect list. I/M will collaborate with this process. List purchased by August 2014.
  - New materials designated for this audience will be developed in collaboration with I/M.
  - In collaboration with the Contact Center, prospects will be individually contacted and tracked as to progress.
  - Financial aid applications for adult group will also be tracked in collaboration with Financial Aid Office and Enrollment Services for adult applicants.
  - School Relations Manager will work closely with Adult Advisor to determine progress. By October, 2015, data will be analyzed and further interventions may be indicated based on data.

Results: We need to be consistent as to our definition of what an ADULT is. Although we believe it to be under the age of 23 for the traditional student, does Institutional Research agree with that definition? It is important that we are all on the same page when we are looking at the data. There has been some discussion, but not a consistent agreement.

Historically, this is a difficult group to access and as reported by the Adult, CTE and SAT recruitment advisors, for every 150 adult suspects seen, very few interest cards may be filled out. Adults at businesses and community events are reluctant to fill out information. They want to walk away with an info packet, but insist they will contact us when they are ready. They saw collectively approximately 6,750 suspects at all of the events combined. The following observations are reported from the Adult, CTE and SAT recruiters:

- The adult learner does not want to be bothered by a recruiter unless a connection is made at the point of contact.

- They also want a one- on-one advisement session. They generally don't want to attend large group events unless they have a traditional student family member attending as well.

Because of needing to shift resources to the traditional market in the fall, we only began collecting data utilizing this new database in February. When the student came in for a visit with the adult recruiters, data was gathered. Under the "activities" section of the prospect record, these are subjects that were discussed with the prospective student.

- 33 adult students came in for a visit with an advisor; nine would not provide their birthdate therefore they are not included in the following data
- One discussed College Plan
- 14 asked for Admissions Assistance
- Five needed help with College Registration
- One requested an Introductory Session
- One needed help with Orientation
- One listed personal reasons for coming in
- One wanted to gain knowledge on how to send for a transcript

- A new Adult recruiter was hired October 2014. Between training and staff vacancies, his focus has been slow to develop. Because of sudden personnel vacancies, we had to shift his focus and move him to a traditional recruitment role for a time. Therefore he did not begin adult recruitment until February, 2015. He then took over the role as an adult recruiter attending business events in collaboration with SAT and CTE recruiters. He has also been in touch with the UTAH business consortium to visit local businesses. He asks for interest cards from prospects, but has had problems getting adults to fill it out. His comments are that for every 50 prospects he meets, five fill out an interest card. This is the same comments from the CTE and SAT recruiter. It has been reported this population does not want to receive multiple phone calls and emails. They also are hesitant about giving out personal information because of identity theft. Relationships and trust with outside businesses and community entities has been slow.

- A third party list was purchased by Institutional Marketing to be used in collaboration with School Relations. In the past, we coordinated an e-mail campaign with the Contact Center's phone number and contact info. The Contact Center then would direct any appropriate calls to our area for further outreach. This year they had a major personnel loss in February, and we have not been able to access the data from that effort. The person in charge of this project has left the college and the data has been lost. They are currently trying to reconstruct this data.

- We asked I/M to develop materials and marketing campaign for the non-trad market. We met and discussed what we needed. Because of I/M's staff loss in February, the marketing came very late and did not start until April. Richter 7 is the marketing agent that I/M uses and they developed a strategic brief for us in April. Even this defined an adult as 22! Again, not consistent. It seems that this brief along with the outlined marketing plan would have been excellent if it had been launched earlier. Key zip codes were defined and the campaign launched May 4 through June 28. Radio ads were purchased and paid search planned and social media implemented for this effort. Cost was $21,000. I/M is still working on stats for this marketing effort.

- As to other marketing materials, in the past we had separate brochures—one for traditional students and a small brochure for the non-trad student. We know that non-traditional prospects like to pick up a booklet and read on their own time about what is available. No new adult marketing materials (outside of broad marketing efforts) were developed. This could be a budget issue since we believe that I/M tried to have the current view book cover both markets. We believe that it would enhance our efforts if we had an adult specific brochure. It does not need to be as large as our view book, but we believe it needs to address adults who are thinking about SLCC as a college option.

- While the Contact Center had training and access to a home-grown database to track new and initial prospects, it was never used until April. That was unfortunate. The Contact Center has only been utilizing that tracking database since April, 2015. Contact personnel were retrained and are now entering info into the database. This has worked well for a very short time. We now receive weekly reports and follow up with prospects.

- We worked in collaboration with the financial aid office and received the data of students applying for financial aid. Students were contacted and tracked. They will now be included in the database and will be contacted.

Use of Result: This population is difficult because of two reasons. They do not want to provide any personal information and they do not want to spend time filling out cards to have someone contact them. If they are engaged in a conversation with the recruiter, they may provide some contact information but only at that time. So it is critical we strategize as to how to engage this population and get them to fill out interest data. We can utilize technology in a better way to gather the info. If we have fully engaged, trained, staff delivering presentations at community events, perhaps we will get more leads. It is recommended that we do some research with peer institutions as to "best practices" with adult recruitment. This summer we are attending a Noel Levitz Conference that has sessions on adult recruitment.

We needed new marketing materials from I/M for the adult market. One of our recruiters who works with CTE has met with them and made suggestions as to what was needed from I/M, but has not had good results getting the promised materials. SAT seems to have been able to acquire the materials needed. It seems I/M may be understaffed. We sometimes need last minute materials due to requests, and it is difficult for I/M to respond to these requests. They have asked us to submit our needs early, but that is sometimes difficult for us due to requests for increased involvement.

The database <u>now</u> used by the Contact Center has been extremely helpful in recruiting new students to the College. This database is now being used by the Contact Center at all of the SLCC campuses. It has proven to be an asset in tracking new students. Many of these students have questions that can only be answered by an advisor/recruiter. This provides a student with a point of contact person. It is also good to get staff ready for the bigger switch with utilizing Ellucian Recruiter in the late fall.

The bottom line is that based on just a very few brief months, we cannot continue to work this population in this way. Because we got a late start and the numbers remain low for summer and seem to be on the same trajectory for fall at this time, we have met as a team to address what can be done now to increase awareness in the adult market and hopefully garner more enrollments. The marketing campaign is in full swing now and we should be able to track those who express interest from that. We need to increase the engagement of adult prospects. In June we began a new targeted effort to bring in small groups of adults at different campus sites for informative events to encourage them to apply. These invites will go out to our database and we will try to reconstruct the purchased database from I/M. We are also going to target public libraries to offer seminars on career opportunities that tie in with CTE and SAT programs. Our adult recruiter has been collaborating with these other two areas to team up with community events. We will continue to make sure we target all summer festivals. Churches will be contacted on the west side (where we see the greatest erosion) to see about working with adults in their congregation.

Increased collaboration with I/M is critical. It is at times difficult for them to respond quickly to our needs. That issue continues to be problematic. On our part, we need to be more strategic and have better plans in place. Yet, even when we do that, we still have issues with I/M meeting our requests in a timely manner. They just recently hired new staff so hopefully that should improve.