

**Student Affairs
Departmental Goals and Assessment Plans 2016 – 2017**

Department Name: Outreach & Access

Departmental Goals for 2016-2017

1. Expand PACE into Granite School District—Cottonwood High School.
2. Solidify PACE and FYE collaboration for first year PACE Scholars.
3. Strengthen College Funding efforts by collaborating for training with Financial Aid Office.
4. Measure effectiveness of RISE Summer Math Boost Camp and outcomes to increase Concurrent Enrollment in participating schools.
5. Determine methods to measure FAFSA completion efforts with College Funding Advisors.
6. Determine best practices to serve the Alternative High Schools with outreach, recruitment and FAFSA completion.
7. Collaborate with new staff in Diversity and Multicultural Affairs to design effective College Days.

Project (Assessment) Title: 2016-2017 Alternative High School Assessment

Not Available until September 2017

Determine best practices to serve the Alternative High Schools with outreach, recruitment and FAFSA completion.

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

Methodology (Plan/Timeline/Method):

Evaluate and implement a 2016-2017 Action Plans in partnership with targeted high schools to track Admissions efforts for alternative high school students --- Horizonte, Valley, Granite Peaks and Cottonwood High refugees.

Timeline:

Activity	Timeline
Develop Action Plans with School Partners	August '16- October '17
Refine Outreach Database to track Alternative School Student Application Process	September - October '16
Schedule College Tabling	August '16– June '17
Develop Workshop Curriculum	August '17
Offer “College Opportunities” Presentations	September '17 – November 2017
Admissions Application Workshops	October '16 - March '17
FAFSA Workshops (College Funding Staff)	January '16 – May '17

Due to VP Office August 15th

Accuplacer Tips & Tricks (Orientation/FYE) & Accuplacer Assessment	February '17 – May '17
SLCC College Tours	January '17 – May '17
Follow Up with Coaching	April '17 – August '17
Collaborate with FYE Office to Track Orientation Progress	April '17 – August '17
Collaborate with FYE to track Registration (Orientation/FYE)	April '17 – August '17
Track Final Data	September '17

Due to VP Office August 15th

Project (Assessment) Title: 2016-2017 Strengthen College Funding Efforts

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

Methodology (Plan/Timeline/Method): College Funding Advisors began working in the 2015-16 school year. For Year 2 of this effort we want to streamline data collection and outcome measurement and measure FAFSA barriers. We also want to develop a collaborative, strategic work plan with community partners such as DWS, Refugee Center, UNP, and with SLCC partners such as Financial Aid, Admissions, FYE, TRiO, Gear UP and PACE. Follow-up will include individual coaching.

Timeline:

Activity	Timeline
Develop Work Plan	August '16
Determine how to measure FAFSA Outcomes and Barriers—meet with SLCC F/A Office	November '16
Improve Database Design	October '16
Collaborate with UHEAA for FAFSA Workshop Support	October '16
Offer FAFSA workshops and presentations to internal SLCC partners and community groups	September '16 - August '17
Collaborate with Admissions and FYE to offer FAFSA support for Campus Connect and Express Registrations	November '16 – August '17
Develop and strengthen community partnerships	September '16- March '17
Training on FAFSA with SLCC F/A Office	September '16 – August '16
Follow Up with FAFSA Students for Coaching	October '16– August '17
Collaborate with Financial Aid to support FAFSA Completion Efforts	September '16- August '17
Analyze data	August '17

Results/Findings:

The Financial Aid office provided formal, on-site training for the College Funding Advisors on two separate occasions. Financial Aid staff on-site at the West Valley Center regularly collaborated with the Funding Advisors to facilitate a smooth transition from application to awarding and to answer questions during the application process. Staff accessed Department of Education training materials and collectively reviewed these in order to become more familiar with unique FAFSA situations.

- An Access Database was created to track student participation, revealing the following results for fiscal year 2016-17:

College Funding Advisor Efforts			
FAFSA Progress FY 2017			
FSA Student and Parent ID's Created	FAFSA Completed	WVC & other Workshops	Workshops at HS/Community
602	547	40	73

- Workshop formats were developed in conjunction with Financial Aid Office
- Information was offered in Spanish
- Twice-monthly FAFSA workshops were scheduled at the West Valley Center
- Funding Advisors were available daily for appointments or walk-ins until at least 7:00p.m.
- Funding Advisors participated in UHEAA sponsored FAFSA events in area schools, and offered regular FAFSA assistance at Horizonte High School, Cottonwood High School, and the DWS Refugee Center
- Case management was developed to track and manage the multiple visits it takes for individuals and families to complete FAFSA's. The management of the database was critical to track individuals through the FAFSA pipeline.
- In order to promote the FAFSA workshops, partnerships were developed with the following community entities:
 - o Department of Workforce Services
 - Refugee Resettlement Office
 - o Granite School District
 - Cottonwood HS
 - Cyprus HS
 - Granger HS
 - Granite Connections Alternative HS
 - Granite Peaks Adult HS
 - Hunter High School
 - Kearns High School
 - o Salt Lake City School District
 - Horizonte Instruction and Training Center

Use of Results:

Going forward, the most important lesson from these efforts will be to continue to reach out to assist not-yet-students with financial aid. Historically, the Financial Aid department has been limited by staff and resources and so has focused on applied/registered SLCC students. While this has effectively served this group of already engaged students, the 547 FAFSA applications that have been created with the assistance of the Funding Advisors, primarily supporting students who will become SLCC students would have been far less without this assistance.

Because enrollment in college can appear to be such a daunting experience, the perceived barrier of applying for financial aid seems just one more hurdle that could inhibit the likelihood of a first generation, ethnic minority, underrepresented student from making the leap to attend. The College Funding Advisors are one resource that specifically targets and thereby makes college entrance more feasible for this special population.

Other than increasing FAFSA applications, this effort highlighted WVC as a site that can serve west-side families in a variety of ways, including encouraging the parents of traditional-aged students to consider college. The public awareness and community engagement was a positive outcome for west-side initiatives as was the collaboration with Granite School District west-side high schools. The recommendation is to continue with this strong west side initiative.

Project (Assessment) Title: 2016-2017 Effectiveness of RISE Summer Math Boost Camp and Concurrent Enrollment in participating schools

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

Methodology (Plan/Timeline/Method):

As part of a USHE Grant, a Summer Math Boost Camp was designed for high school Juniors, attending Cyprus, Granger, Hunger and Kearns high schools held through the months of June and July 2016. The goal was to increase math scores so students could enroll in concurrent classes at their high schools. We will analyze outcomes of Accuplacer pre and post-test scores, math placement and concurrent enrollment outcomes for Fall 2016 and Spring 2017. Follow-up efforts with these students include collaborating with high school staff, individual student coaching, presentations of concurrent enrollment opportunities and collaboration with the Concurrent office and Admissions to help facilitate concurrent enrollment at WVC and high schools and family engagement workshops.

Timeline:

Activity	Timeline
Review participation and testing outcomes of Summer 2016 Math Boost Camp to determine math placement outcomes	August - October
Collaborate with academic departments to ensure concurrent offerings are in place	July '16– August '16
Develop action plan for next six months	August '16
Reconnect with high school counselors for student data	August '16
Determine which RISE Students Qualified for Fall 2016 Concurrent	August '16
Family Engagement Activities	August '16- December '16
Follow Up with RISE students for academic support needs	September '16- December '16
Collaborate with College Funding Advisors to begin FAFSA application process	September - December
Meet with math faculty and others re results of Math Boost Camp	October '16
Determine which students are registering for Spring concurrent enrollment classes	November '16
Gather final concurrent enrollment completion Fall data	November '16
Consider plans to offer RISE Math Boost Camp Summer 2017	December '16

Results/Findings of Math Boost Camp

This is data as researched by Institutional Research for this assessment. The Math Boost Camp administered in the Summer of 2016 was a program with a goal of boosting placement scores of Junior level high school students to support concurrent enrollment for these students in their senior year. Students in their Junior year of high school with mid-level ACT scores (15-22) were targeted from four west-side high schools for the Camp.

The math camp was designed to provide four sessions of instruction (three hours a day, four days a week, for four weeks) to equal 48 hours of instruction. The goal was to enroll 100 students in the program and worked with the Math department to develop the curriculum.

Summary of results:

Of the 101 students who initially applied in the Math Boost camp in the summer of 2016, 66 successfully completed the program. There is significant evidence that the Math Boost camp increased the average student's placement exam scores and raised the level of math course they tested into. There also seems to be a large proportion of the Math Boost camp participants currently enrolled in some type of course at Salt Lake Community College in the Fall 2016 semester. Overall the program seems to have been successful. We were able to negotiate with Granite School District to offer a .50 elective credit to all students who had at least a 90% attendance. That was very attractive and encouraged students to commit to the coursework.

However, some improvements are needed in the tracking of the program outcomes in the future to definitively quantify the full positive impact of this camp. Use of a control sample of student would be helpful in determining the full effect of the Math Boost camp on student outcomes.

Outcomes:

41 students took both the pre and post elementary algebra (EA) accuplacer test. There was an average score increase of 9.2 after the camp. The average pre-camp score on the EA accuplacer was 64.75 and the average post-camp score on the EA accuplacer was 74. This corresponds with changes seen in the courses students tested into after the camp. Figure 1 shows 43 percent of students who completed the camp and took both a pre and post placement exam showed enough improvement to increase their math course placement by at least one course.

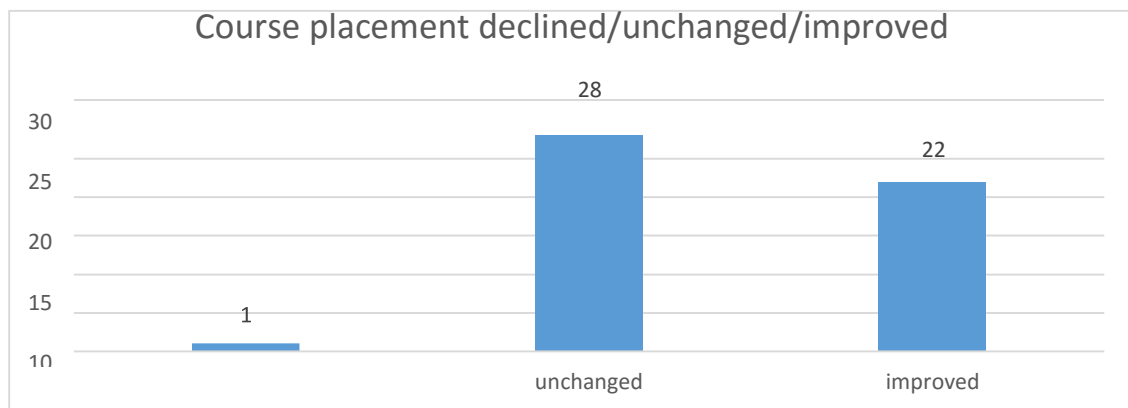


Figure 1: Course placement of Math Boost Camp completers.

Figure 2 displays the distribution of math course placement of these students' pre and post camp shows that there were significant improvements in those students who initially tested into the arithmetic math courses (MATH 900/920 & MATH 950). All students following the Math Boost camp placed into at least an elementary algebra level course (MATH 980 or higher).

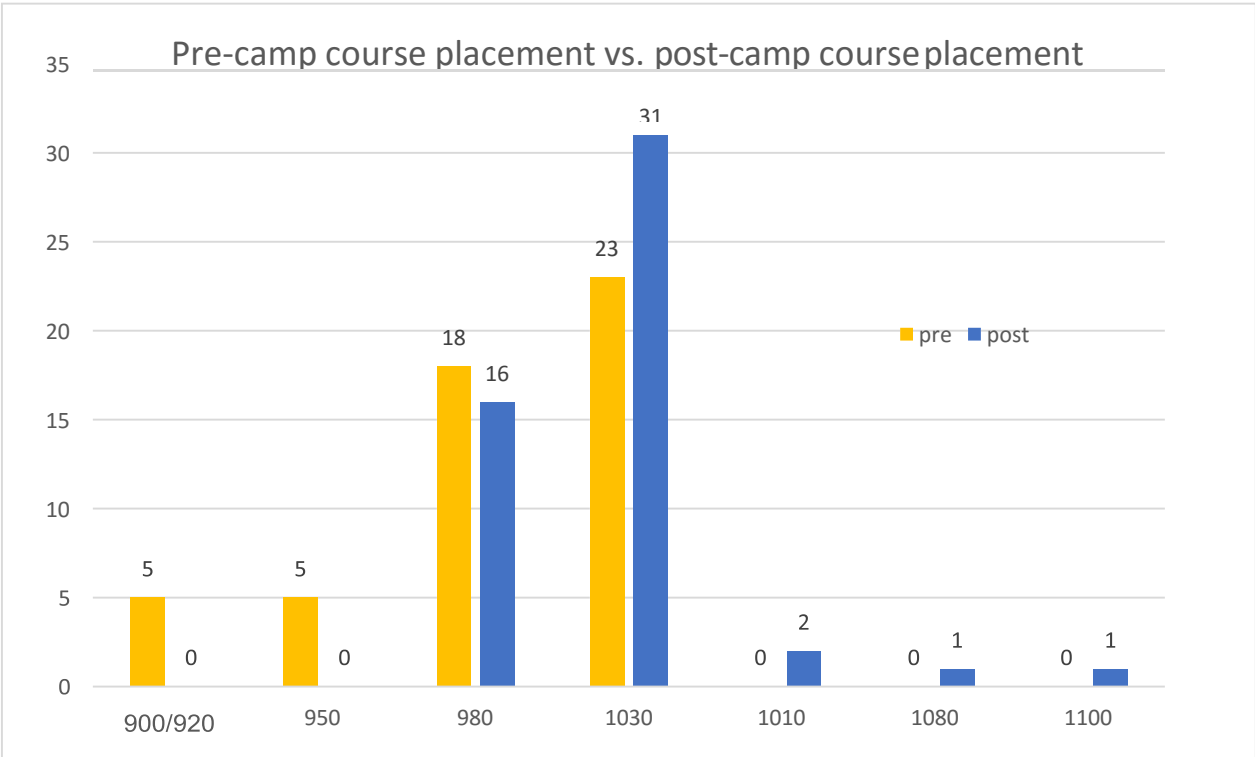


Figure 2: Pre and Post-Camp course placement of Boost Camp completers.

Third week enrollments Fall 2016:

There are 34 Math Boost camp completers (52%) currently enrolled in a concurrent enrollment course in the Fall of 2016 taking 66 classes. Since there was no control group to compare these enrollment numbers to, it is impossible to say statistically if the Math Boost camp completers are taking CE courses at a higher rate than non-Math Boost camp completers. 34 out of 66 seem to be pretty significant (English usage), so it seems fair to say that Math Boost camp completers are taking CE courses at a higher rate than the regular high school student population. One thing to note is there are only 15 of the 66 Boost camp completers (23%) in a Math CE course in the Fall 2016 semester (figure 4 & 5 show the CE course break down). Some of these students not taking math courses in Fall 2016 might be planning on enrolling in math courses in the spring.

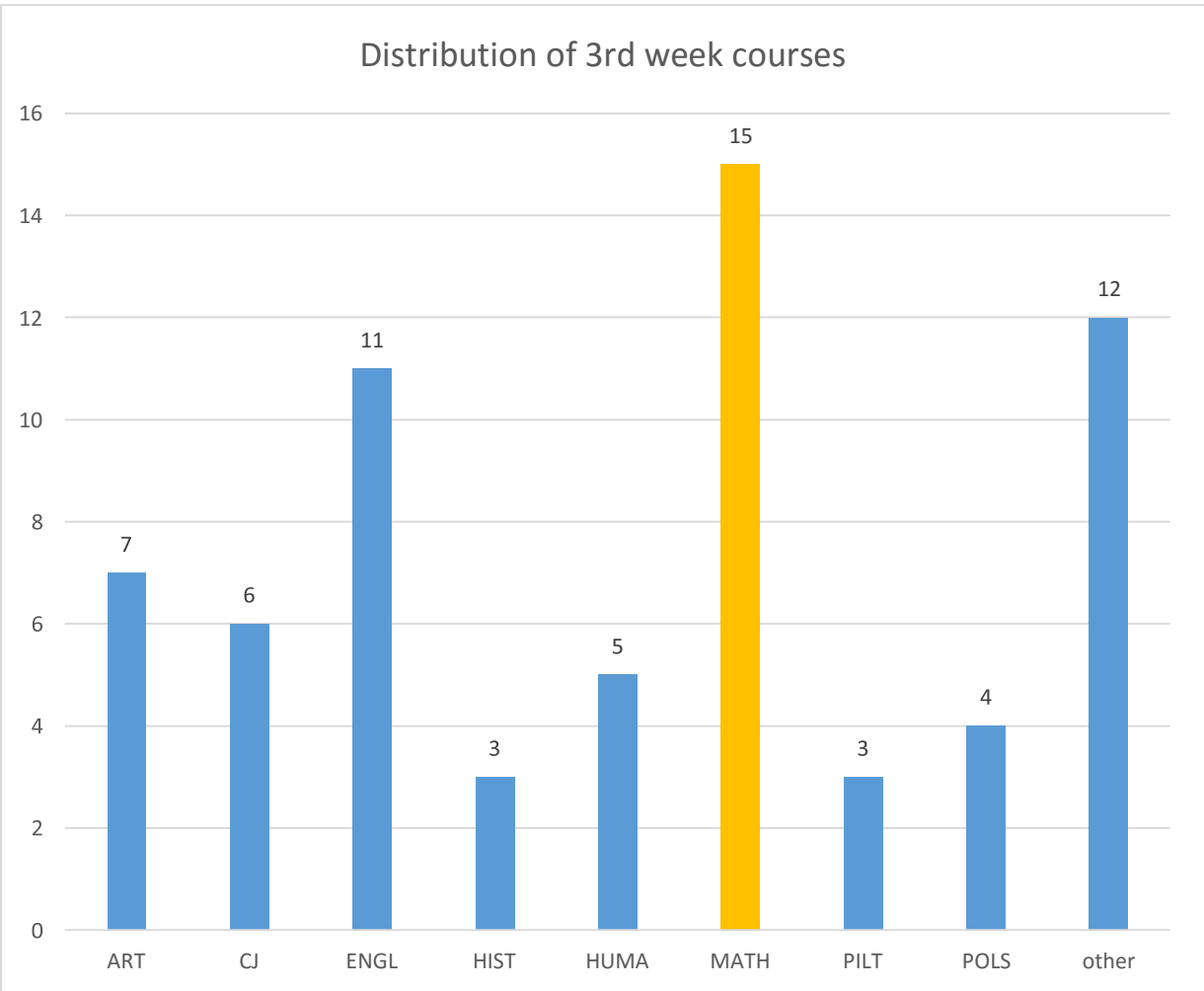


Figure 4: Break down of courses by subject taken by Math Boost camp completers.

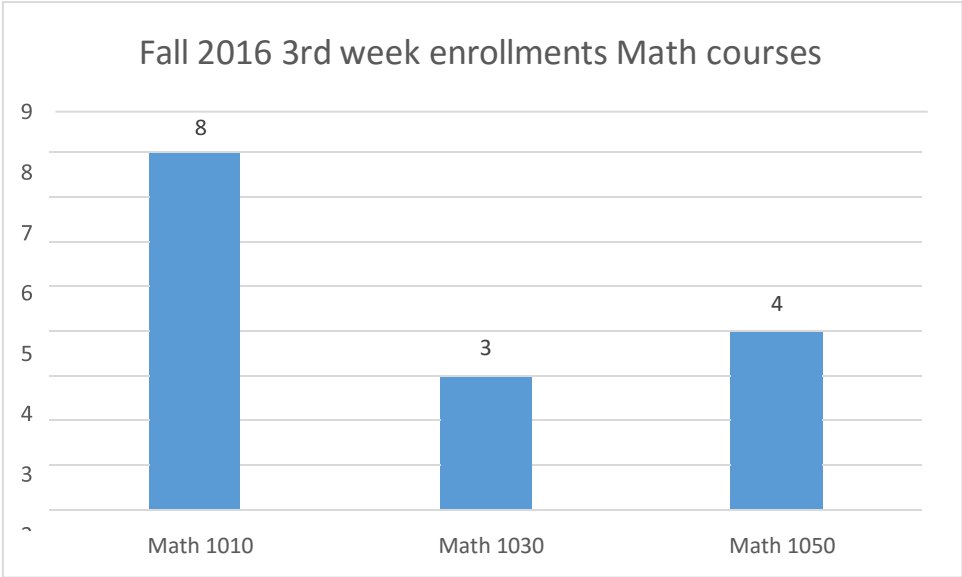


Figure 5: 15 of the Math Boost Camp completers are taking a math class in the Fall 2016 semester

Twice monthly Parental Engagement workshops were held at the West Valley Center to educate parents with college readiness. The following workshops were designed and offered:

- FAFSA Workshops
- Careers in Criminal Justice
- College and Career Readiness
- Career Coach, a college sponsored computerized career exploration tool,
- Careers in Technology
- You can Afford College
- Immigration (in concert with the Mexican Consulate)
- Paying for College
- Do You Want to Fly? (careers in aerospace/aviation)
- Becoming a College Student
- 120 Career Training Options
- Careers in Health Sciences

In order to promote Math Boost Camp, partnerships were also developed with the following entities:

- Consulado de Mexico/Mexican Consulate
- Manos Amigas student peer mentoring
- SLCC Admissions
- SLCC College Funding Advisors
- SLCC Continuing Education
- SLCC Health Sciences
- SLCC School of Applied Technology
- Granite School District
- Salt Lake City School District
- SLCC Career and Student employment
- SLCC Concurrent Enrollment
- SLCC Criminal Justice
- SLCC Math Department

Use of Results:

There were some very positive outcomes of the 2016 Summer Math Boost Camp.

- Due to the positive results that we saw in December of 2016, we were able to secure a small amount of funding through a grant and offer the summer camp again in 2017.
- Follow-up and case management with students after the Math Boost Camp has been a critical piece of this project. Advisors were assigned to track each student into their respective high schools, monitor their enrollment, encourage the counselors to support their enrollment into concurrent classes, meet with parents to further educate them on concurrent and college readiness issues for this first-generation population. Without this case management, students would fall through the cracks and not enroll in classes they qualified for.
- The Math Department agreed that the outcome was positive in preparing students for college-level math.
- Granite and Salt Lake School Districts both agreed to offer the elective .50 credit again for summer 2017. The districts were very impressed with this collaboration as it may even help with higher ACT scores for their students.
 - We have 75 students enrolled in the 2017 Summer Math Boost Camp.
 - We were able to expand it to South City Campus Summer of 2017
- We included PACE students in the 2017 Math Boost Camp

At present, the program's future remains uncertain. This is due to a lack of committed funds. At the same time, the supporting school districts have suggested that their students would benefit not only from continuing the Math Boost camp but also from an expanded program that might include English and perhaps a STEM emphasis. The Salt Lake School District has broached the subject of possibly joint funding such a project to support students from this district. Continuing support for these efforts seems important in order to actualize such services and thereby a pathway to college for the underrepresented population served in this program.

Due to VP Office August 15th