Year-End Report

2013-2014

Department: Admissions & Enrollment Center

Document Prepared By:
Department Information

**Annual Updates**

Review & Documentation:

**Internal collaborations & partnerships**
[Describe any existing internal collaborations and partnerships, in which the department (or programs within the department) is engaged. Please identify any needs this department has for support from other departments within the college.]

**External collaborations and partnerships**
[Describe any existing external collaborations and partnerships, in which the department (or programs within the department) is engaged.]

**Names of programs and services offered within the Department**
[List the names of the programs and services offered in the department.]

**Number of students served by the department and program(s)**
[List Four-Year trend of number of students served in the department]

**Department Outcomes & Indicators - 4-Year Trends (data that used to measure success)**
[List outcomes and indicators and data trends, if available]

**Faculty & Staff**

**Faculty/Staff Professional Development & Awards**

Review & Documentation:

**Current Year Professional Development Activities**
[Professional development in which faculty and staff participated this year. Identify those that are specifically related to program development or improvement.]

**Faculty & Staff Development for Upcoming Year**
[Please identify any department specific faculty/staff professional development to which you would like those within the department to have access in the upcoming academic year.]

**Faculty & Staff Accomplishments/Awards**
[Documentation of the faculty and staff accomplishments, awards, innovations and presentations, including the name, date, and location related to conference presentations. For work associated with Perkins programs, please indicate how the]
accomplishments, awards, and presentations are associated with the programs within the department]
Assessment of Student Learning

School of Student Affairs

Admissions

1. Students will be able to develop a career goal or path, and develop a plan to apply to a higher education institution in order to achieve their goal.
2. Participants will be able to evaluate the different types of higher education institutions, and select colleges to apply to that are a good fit based on their interests, needs, and intended program of study
3. Students will value higher education or training as a way to improve their life, and work toward their personal and professional goals

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>ILO</th>
<th>Measure</th>
<th>Findings/ Improvements/Impact</th>
<th>Status, Fall 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase participants’ confidence that they can attend college and earn a degree or credential</td>
<td>Personal Responsibility</td>
<td>Did assessment on the Middle School Conference. Used an evaluation survey to assess achievement of outcomes. Found some logistical issues about the survey and will assess differently. Plan to add more interactive, group and engaged learning practices.</td>
<td>Collected initial data.</td>
<td></td>
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<tr>
<td>Participants will be able to describe the value of establishing a career goal, and describe the basic tenants of career exploration</td>
<td>Personal Responsibility</td>
<td>Did assessment on the Middle School Conference. Used an evaluation survey to assess achievement of outcomes. Found some logistical issues about the survey and will assess differently. Plan to add more interactive, group and engaged learning practices.</td>
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<td>to describe the various types of higher education institutions (e.g., public, private, 2 year college, technical college, HBCU, etc.)</td>
<td>Responsibility</td>
<td>School Conference. Used an evaluation survey to assess achievement of outcomes.</td>
<td>survey and will assess differently. Plan to add more interactive, group and engaged learning practices.</td>
<td>data.</td>
</tr>
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<td>Participants will be able to identify the benefits of obtaining a degree or training credential</td>
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