Department Annual Report

Student Services

2012-2013

Admissions

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Department Information

Current year goals

Action Project 1 - Implementation of the Customer Relation Management (CRM) Software has been completed. Ryan Nausieda has been hired as the Enrollment Management Communication & Data Coordinator, and has successfully launched our first prospective student campaigns for Fall 2013. We are pleased to have the CRM system finally in production, but have just scratched the surface on the capabilities and functionality. The challenges that we encountered in implementing this system centered around integration with PeopleSoft for data integrity, and working with the CRM provider, Intelliworks. We found their support and implementation documentation severely lacking, and had several issues with their customer support response time and quality. The implementation took nearly twice as long as we had anticipated and planned on. That said, we are comfortable with our current status and our focus is now on finalizing a comprehensive communication plans (mail, in person, outbound call, social media, email, text, mobile, etc.) to implement with our 2014-14 recruitment campaigns that will begin in September 2013.

Action Project 2 – The first Middle School Conference was held on May 7th with four schools in attendance, and over 70 students. This program was lead by Sara Brooks, and was an excellent kick off to build future middle school outreach efforts upon. The students, teachers and administrators who participated in this event had very positive feedback. This project was the focus of our academic program review and more details are provided later in this report.

Internal collaborations and partnerships
The work of admissions and outreach is very collaborative in nature. On a regular basis we work with the Enrollment Center, Financial Aid Office, Counseling and Career Department, College Success Program, Records Office, Upward Bound, Turning Point Academy, Lakeshore Campus, Department of Experiential Learning, Foundation, Workforce Training/Job Training/MTEC, and Student Life.

External collaborations and partnerships
We work with the following organizations on an ongoing basis

- ELS Language Institute – international student recruitment
- Grand Rapids Area High Education Network (GRAHEN) – adult student recruitment
- FSU-Grand Rapids – Promoting transfer pathways and 3+1 programs
- West MI Hispanic Center – Hispanic student recruitment
- Area high schools/counselors
- GRPS Harrison Park Middle School – Challenge Scholars Program
- GRPS Alger Middle School, GRPS Grand Rapids University Preparatory School, and Kentwood Crestwood Middle School – focus of our middle school outreach programming
Departmental needs for support from other departments within the college

- Conference Services- Conference Space, A/V, Catering, Room set up
- Print Services- Posters, Flyers and postcards to send to schools.

Program accreditation Updates
Angela Salinas successfully completed the U.S. Immigration and Customs Enforcement’s Student and Visitor Program recertification for GRCC to receive and admit international students on F-1 visas. This certification is valid through December 2014.

Student Achievements & Awards
None at this time

Other department updates
The admissions office is formally joining the Enrollment Center under our new enrollment management model and will be organized as the Admissions and Enrollment Center effective July 1, 2013.

Faculty & Staff

Departmental Professional Development Activities (Contractual Obligations for Departmental Faculty Development/6 hours)
We have initiated new meetings including all team members from the enrollment management umbrella. We did not coordinate any specific professional development programs this year. However, we have just initiated a conversation with staff development regarding departmental professional development activities for the 2013-14 academic year – focused on the development of our new enrollment management model.

Faculty Professional Development Activities- Year End Summary

- Angela Salinas, presented at National Association for Foreign Student Advisor (NAFSA) Region 5 annual conference (Madison, WI – Oct. 2012)
- Angela Salinas participated at Michigan Association of International Educators (MAIE) conference (Traverse City – March 2013)
- Angela Salinas presented at the Michigan Association for College Admission Counseling event (May 3, 2013)
- Ryan Nausieda participated in the Maintaining Connections through Social Media conference at WMU Grand Rapids (June 7, 2013)
- Sara Brooks coordinated a regional training with the Michigan Department of Education regarding changes to Dual Enrollment legislations. Over 40 high school and college officials from West Michigan attended this event.
Faculty Development Plans for Upcoming Year
No application

EOL/Release Time Work
No application

Faculty & Staff Accomplishments/Awards
Sara Brooks, Master of Arts in Family Studies from Spring Arbor University May 2013

Faculty & Staff Community Service
- Sara Brooks, Grand Rapids Chamber of Commerce Marketing Advisory Committee
- Sara Brooks, Alpha Kappa Alpha Sorority Inc, 2nd Vice president, Undergraduate Advisor
- Sara Brooks, MI Assoc of Collegiate Registrars & Admissions Officers, Nominating Committee (Nov 11- Nov 12)
- Sara Brooks, National Council on Family Relations, General Member (pending CLFE certification)
- Angela Salinas, Grand Rapids Area Higher Education Network, past president
- Angela Salinas, conference session presenter at NAFSA Region 5 annual conference (Oct. 2012)
- Angela Salinas, session presenter at MACAC Camp College event (Davenport – May 2013)
- Sandy Gregory, volunteer with ESP group at Kids Food Basket
- Eric Mullen, member of the Kent County College Access Network

Assessment of Student Learning

Program Learning Outcome(s) assessed this year

Middle School conference

1. Discover the value and benefit of education through role-play and simulation
2. Compare the types of colleges and contrast differences through teamwork and competition
3. Identify a high school college-preparatory curriculum by diagram
4. Produce an activity resume & draft ideas for a personal statement

Measures of Student Learning
Evaluation survey:

- 6 questions to measure their learning
- Multiple Choice (2)
• Scale (1)
• Match (1)
• Fill-in Diagram(1)
• Check all that apply (1)

**Initial Data and Findings**

- Student feedback revealed that they found the conference to be positive as they were taught the importance or value of a college education, given tools to prepare for high school and college, learned about the college experience, the different types of colleges and academic programs, and considered their future in relationship to their goals and how college would help them achieve those goals.
- Student responses indicated that the main things they learned were around self-efficacy in regard to asking questions, believing in himself or herself, and becoming successful in school and towards becoming college ready. The students also appreciated the options they have in understanding the different types of colleges. A handful of students commented on the value of GRCC specifically. Student also walked away with the an understand of the financial value and importance of a post-secondary education, and strategies they can employ to earn scholarships. A few students commented on what they learned about financial literacy and many students said “College is fun.”
- When asked if college is cool, 60 students said yes; 1 said no 😊
- The reasons they thought college was cool varied from it seems fun and you get to learn a lot, leads to better jobs and careers, you can earn more money, enjoy freedom – however, the overwhelming response regarding why they thought college was important was successes it can lead to in work and life in general.
- When asked what type of education they needed to obtain:
  - 10 indicated a graduate/professional degree or PhD
  - 5 indicated a Masters degree
  - 7 indicated a Bachelors degree
  - Others listed non-related answers such as a “good education” or a “high education”
- When asked what they’d tell their parents about the conference, the majority response was fun, informational and educational. Also, many students spoke to the value of a two-year school or GRCC specifically.
- When asked why is college important, the vast majority of the students answered the question correctly (multiple choice).
- During the college match portion, 8% of the surveys submitted were 100% correct, and 26% did not attempt to complete the match at all. Some schools were rushed to leave and the students did not realize there was a back side to the survey.
- To assess the Michigan Merit Curriculum, the students were asked to complete a diagram. 18% of the students answered correctly with no mistakes. 31% were close to having it correct. 41% did not attempt to complete it.
• To assess the strategies for obtaining scholarships, the students were asked to check all that apply. 22% did not attempt to answer it at all. 77% were able to identify at least one correct strategy.

Curricular or Pedagogical Changes Implemented
Since this was our first time hosting this event, many of our initial findings surround our event operations and logistics, although we think that these matters also have an impact on student participants’ ability to remain present and involved in the activities and learning (and should have a bearing on increasing their evidence of learning)

• Make contact with schools via personal interaction (meeting, phone call, etc.) prior to sending materials and gain higher levels of attendance and participation (allowing schools to better arrange transportation). Perhaps, also consider a site visit prior to the event to frame the experience. May also provide a pre-test opportunity.
• Start conference earlier (mindful of school and bus schedule, and not losing students at the end of the session – and subsequently losing responses to our learning assessment)
• Revise evaluation to better gather learning evidence, and build in time for the students to thoughtfully complete the evaluation instead of rushing them through it. Also, we would like to consider a different approach. Our opinion is that these students are “over tested” – and we would like to consider a more creative approach to assess their learning from this event.
• Based on the feedback we received, we would like to work in even more interactive, group and engaged learning practices into the break out sessions. Although we did make it a priority for this first conference to include active learning strategies, it is our belief (based on student feedback and our reflections, observations, and teacher feedback from within the sessions) that this could be increased to create more student involvement and participation and likely greater learning.
• How most students struggled to answer the questions was a result of 1) running out of time, and 2) not having the best assessment method to evaluate their learning. We plan to address the first issue by improving the coordination of the event. To address the second finding, we plan to review our assessment method, and trim down some of the content in our sessions and bring in more collaborative and interactive learning strategies.

Data and Findings (post improvement/change)
No application at this time – these changes will not be implemented until this next year. However, since one of our recommend changes are to revisit our assessment methods, we plan to meet with Katie Daniels to discuss if our approach was effective enough or if we could
consider a different approach that would allow students to express and document their key learnings that was not so “test” focused.