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Recruitment and Retention

2002-2003

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SERVICE ASSESSMENT INSTRUMENT

2002-2003

RECRUITMENT AND PROGRAMS FOR NEW STUDENTS DEPARTMENT

2002-2003 SERVICE ASSESSMENT INSTRUMENT COLLIN COUNTY COMMUNITY COLLEGE

Service Unit Assessed: Recruitment and Programs for New Students

Date: 2002-2003

Task Force Membership: Donna Okaro (Chair), Louisa Kessel (Director), Jodi Collins, Alicia Huppe, Lisabeth Lassiter

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A. EXECUTIVE SUMMARY

The department of Recruitment and Programs for New Students assists prospective students at Collin County Community College and also helps new students learn about their college and be prepared to succeed in higher education.

Some of their key programs include High School Relations, Campus Tours, New Student Orientation, the Mentor Program, SPECTRUM: Student Ambassadors for Diversity, Special Admissions, Special Populations Outreach, Transfer Express and Community Outreach.

To execute their goals, the department employs six full time employees including a director, division secretary, special admission coordinator/advisor, coordinator of programs for new students, vocational/technical recruiting coordinator and outreach coordinator. The External Task Force members agreed that this unit accomplishes a great service for the college with limited resources. It was also noted that this unit has undergone significant reorganization in the last five years, which could be expected at a college experiencing major growth.

The unit has embarked upon several new initiatives to better serve the burgeoning college community. For example, New Student Orientation has undergone many changes. Instead of one large program, orientation has been customized for different types of students and split into smaller groups. Half-day orientation sessions increased to full-day presentations to more fully cover material for traditional college students. Also, there now is a compact version of orientation in the evening for non-traditional students, many of whom are not able to attend day sessions due to employment. In addition, the unit offered an overnight "lock in" version of orientation for the first time in summer 2003, and the response was overwhelmingly positive. The unit is currently developing an online version of orientation as well that new students could access through the website at their convenience. Students attending orientation in 1999-2000 numbered 141, but attendance in 2002-2003 totaled 733!

Another new program that has been well received is the SPECTRUM: Student Ambassadors for Diversity. This program assists with retention and has helped students become more actively engaged on campus. Seventeen students participated in the program in 2001-2002 and worked a minimum of 330.5 hours. This group will no doubt continue to progress.

Within the Special Admissions function, there has been an increase in student enrollment and an increased number of schools participating in the dual credit/concurrent enrollment program. Looking into the future, this program is likely to continue growing at a fast rate, and resources will need to continue to be monitored annually.

The weaknesses of the unit were few, and staff within the department had pro-actively sought to identify possible challenges. The unit plans to implement programs targeting non-Hispanic parents (Hispanic parents are already served) and to recruit and assist displaced homemakers. Like most college functions, the unit will continue to have needs for professional development particularly as Recruitment and Programs for New Students settles into its place within the organizational structure.

The unit serves students at many stages within the college from high school students who might be interested in CCCCD to students preparing to transfer to universities. Fortunately, the department has a strong and committed staff that is serving the college well.

E. QUALITY ENHANCEMENT

1. What ongoing methods does your unit use to demonstrate how well it fulfills its stated mission?

Student Development Mission Statement:

We enrich students' lives and support their success, serving everyone with dignity and respect.

The unit provides annual reports in which all program components are calculated and analyzed. Certain programs use specific means of evaluation and are listed below. (Attachment I)

High School Relations

- Annual Counselor's Workshop = Evaluations

New Student Orientation = Evaluations

Mentor Program = Evaluations and participant feedback

Special Admissions = Increased number of students registered in the programs, and increase in participating high schools

Special Populations Outreach

- Youth Leadership Academy (partnership with Collin County LULAC Adult Council) = Evaluations
- Hispanic Parents Program = Evaluations

Transfer Express = Evaluations

In addition to the processes noted above, open communication occurs in the unit through bi-weekly staff meetings. Processes are continually being analyzed and reinvented to meet needs of service area. Monthly meetings with the Vice President of Student Development and the Director of the Department assist with determining strategic direction. Self studies are also conducted every five years.

2. How does the unit use the information generated by the methods identified in item 1 to improve effectiveness and quality of your unit?

High School Relations

- The increase in contacts can be measured by using the prospect database.
- Evaluations are used for the Annual Counselor's Workshop to determine specific topics to be presented to counselors based on need/interest.
- The number of distributed publications has increased.

Campus Tours

- The increased demand in tour needs led to the development of standing tours twice a week at the Spring Creek Campus.

New Student Orientation

- Evaluations are used to improve the quality of programs for the next event and determine viability of sessions offered.

Mentor Program

- Participation and awareness of the program increased as shown by the number of student, staff, and faculty participants.

Spectrum: Student Ambassadors for Diversity

- There was a noted increase in the number of students participating in the program.
- Request for Spectrum students at various college-wide events has increased in response to college needs for district events.

Special Admissions

- There is an increase in student enrollment and an increased number of schools participating in the dual credit /concurrent enrollment program.

Special Populations Outreach

- Evaluations are used in developing new ways to present information.

Transfer Express

- Evaluations are used in strategic planning for this annual event.

Community Outreach

- Evaluations for presentations are being developed, summer 2003.

3. How have recommendations and suggestions from prior evaluations of this unit been addressed to improve effectiveness and quality? (These may be formal recommendations and suggestions from internal evaluations, SACS evaluations, THECB evaluations, or less formal comments from surveys, etc).

High School Relations

- Recommendations from evaluations are utilized in planning needed sessions and to repeat necessary sessions critical to the counselor's preparedness for student success.

New Student Orientation

- Recommendations from surveys have allowed the staff to enhance the quality of orientation by lengthening the time of the event.
- Students are able to participate in a resource fair, breakout sessions, and a tour to obtain more comprehensive knowledge of the college during orientation.

Spectrum: Student Ambassadors for Diversity

- There is a noticeable increased need from various departments for Spectrum to assist in district-wide events.

Special Admissions

- In response to high schools' needs, more courses have been added to the dual credit/concurrent enrollment schedule, and student participation has increased.
- More area schools are participating in the program.

Special Populations Outreach

- Evaluations have been used to make sure we are meeting the needs of the participants.

Transfer Express

- Evaluations have been used to determine campus locations and times to accommodate students' schedules and increase student participation.

Analysis of Quality Enhancement

Analyze whether the evaluation methods actually measure the effectiveness of the unit and whether the assessment results are regularly used to improve effectiveness and quality with the ultimate goal of improving educational outcomes.

- With the exception of New Student Orientation, Youth Leadership Academy, Hispanic Parents Program, and the Annual Counselor's Workshop, there is no formal evaluation method for our programs. An internal assessment of each event/program has been documented in previous years to determine the number of participants and how to improve services for the next year.
- Currently, the unit can look at enrollment numbers to evaluate the effectiveness of the dual credit/concurrent enrollment program and view the prospect database to observe the number of contacts.
- In addition, during 2002-2003 there was a new contact database designed for departmental use to track the number of programs and contact information from the community, high schools, under-represented students (special populations), and middle schools.
- As the service area continues to grow, the unit will need to increase staff to meet the increasing demands of the district and to maintain the quality and effectiveness of programs administered by the unit.
- Client feedback is always considered and analyzed in decision making processes.

I. STRENGTHS AND WEAKNESSES

After reviewing the findings of the Self-Study presented in the previous sections and conducting their own evaluation, the **External Review Task Force** offers their assessment of the strengths and weaknesses of the program being evaluated.

1. Describe and document the strengths of this unit.

- CCCCDD has a strong staff in this department.
- This department does a lot with comparatively little in terms of funding.
- Programs are very strong. Obviously, this unit does a lot of work for the college.
- Programs address a wide and diverse student population.
- Staff does a good job in focusing on goals of student success.
- The outline in “Section B.2” is excellent and clearly shows how they support the college
- List of Professional Development needs is very frank and insightful.
- This report shows the team has a good grasp of their own needs for improvement.

2. Describe and document the weaknesses of this unit.

Document

- Needs more data in the evaluation sections. Would like to see the tracking system or some of the survey results rather than emails of feedback.

Unit

- With so much change in recent years, the department needs stability. It is good that they have regular meetings.
- They have no mission statement of their own.
- It is the opinion of the External Review Task Force that dual credit will outgrow staffing if program continues to grow at the current rate.
- Programs are needed for displaced homemakers and non-Hispanic parents, as the unit reported in the document.

1. RECOMMENDATIONS and SUGGESTIONS

Based on the strengths and weaknesses presented in the previous section and their own evaluation results, the **External Review Task Force** offers their recommendations and suggestions as to how to address the weaknesses of the program being evaluated.

Note: the recommendations must be based on the weaknesses described in the previous section. There should be at least one recommendation for each weakness.

1. Recommendations

- Stability: Create a departmental mission statement and continue to meet regularly and provide professional development opportunities.
- Dual Credit: Looking into feasibility of funding for full time position
- Develop seminars and continue working on programs for displaced homemakers and non-Hispanic parents. (Work with Counseling Services on subject matter for displaced homemakers.)

2. Suggestions

- Locate a program at another community college that is somewhat comparable for future benchmarking.
- Campus Tours: Post “ambassadors” with maps around campus at key times for new students & offer more tours if supported by demand.
- “Toot Your Own Horn”—This is an excellent program. Don’t be afraid to share your successes.

Note: Recommendations **MUST** be addressed in the Quality Enhancement Plan. Progress towards addressing recommendations will be reported in six (6) months after the entire evaluation process is complete. It is up to the appropriate Vice President whether or not suggestions must be addressed in the Quality Enhancement Plan.

2002-2003 Service Evaluation Chief Administrator Comments

Please return to Julie Miles at SCC by August 30, 2003

Service Area Evaluated: **Recruitment and Programs for New Students**

Year Evaluated: **2002-2003**

Please review the completed program evaluation and comment on the findings. In your comments please indicate whether you agree or disagree with the task force recommendations.

Comments:

The task force did an excellent job evaluating the assessment of Recruitment and Programs for New Students. External members were very open to and aware of the work that takes place within the department and appreciated the way in which the information was presented. The committee recognized the challenges that we face, the talent of the staff, and the history that we are working through. Although the staff had self identified many ways of meeting both internal weaknesses and future challenges, helpful suggestions and reminders were very useful in determining some new directions to take.

“*Toot Your Own Horn*” was a suggestion that was especially appreciated. Both recommendations and suggestions were well-founded and agreed upon.

Signature _____ ***Date*** _____

Upon completion please sign and date. Forward one (1) copy to Julie Miles at SCC and forward one (1) copy to the appropriate Vice President or Chief Administrator. The form entitled “Service VP or Director Status Report” should accompany the copy that you send to

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Administrator Comments

the VP.

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Administrator Comments

Vice President Status Report

-To Be Filled out by the appropriate Vice President

Service area Evaluated:	Recruitment and Programs for New Students
Year Evaluated:	2003-2004

1. The service area is identified as exemplary in its student outcomes and uses processes and methods that should be adopted by other CCCCDD service areas.

☒ YES ☐ NO

If YES, identify specific processes and/or methods that should be adopted and list which service areas would most likely benefit from these processes or methods:

Other departments within the Student Development Division should adopt what this department has done in the way of surveys, gathering feedback, and working as a team.

2. The service area must address recommendations as listed in the evaluation.

☐ YES ☐ NO ☒ Partially

If Partially, provide a list of the recommendations that are to be IGNORED and state why:

At this time a full time staff member to work in the area of dual credit will not be considered. This position was not requested as part of our Three Year Student Development Plan.

3. The service area must address suggestions as listed in the evaluation.

☐ YES ☐ NO ☒ Partially

If Partially, provide list of those suggestions that are to be ADDRESSED:

4. It is recommended that the service area undergo evaluation more frequently than the current Five-Year plan allows for.

☐ YES ☒ NO

If YES, please indicate how often the service area should be evaluated and the reasoning behind the more frequent evaluation:

5. The service area has serious deficiencies that must be corrected in order to continue.

☐ YES ☒ NO

If YES, please indicate what the deficiencies are and how they are to be addressed. Provide a timeline for completion of addressing the deficiencies.

Additional Comments:

Thank you to everyone involved in the development of this Service Assessment. I appreciate all the time and hard work committed to this review.

Signature_____ Date_____

Upon completion, please sign and forward one (1) hard copy to Service area Director AND Julie Miles (SCC-G229) in addition to an email copy: jmiles@cccd.edu.