

STUDENT & ACADEMIC SUPPORT PROGRAM REVIEW

Student Recruitment FISCAL YEAR 2017

What is a Program Review?

This program review is a comprehensive study of the quality and cost effectiveness of a particular student and/or academic support service program. The purpose of Sauk’s program review process is to promote continuous improvement and to link those improvements to other internal processes, including curriculum development, assessment, budgeting, facility planning, and to the strategic plan through operational plans. Information provided in program reviews will be used in internal reports, reports to other agencies, and for institutional planning. The program review for each area is conducted once every five years as dictated by a schedule created by the Illinois Community College Board (ICCB).

Why is a Program Review necessary?

ICCB requires all academic & cross-disciplinary programs and all student and academic support services to conduct a program review at least once every five years. The program review process should:

- Examine the need for the program, its quality, and its cost of operation.
- Involve employees of the unit as well as individuals not employed within the unit.
- Examine current information and data on enrollment, persistence, retention, and other data.
- Produce results that are considered in operational planning and budget allocation decisions.

The College’s annual required *Program Review Report* to the ICCB comes directly from the approved program reviews.

Also, as a part of accreditation, the Higher Learning Commission (HLC) requires institutions to have an established process to regularly review all programs. However, each institution is allowed the latitude to develop and administer a review process that is suited to the institution’s unique circumstances and needs.

Timeline for the Program Review Process

April/May	Areas are informed that they are scheduled to conduct a program review in the fall of the next academic year
July-August	The Administrative Review Team meets to examine the data and develop focused questions for the program review.
July-Early September	Area supervisors/leaders are designated Chair of their program review team. A mandatory orientation will be scheduled and hosted by the VP of Research, Planning and Information Affairs.
Fall semester	Areas conduct their program reviews using this template. The Vice President is always available to answer questions during the review process. Occasionally, rough drafts of the PR document will be requested by the VP for review to stay apprised of progress.
December 20 or sooner	Program reviews are due. Area supervisors/leaders are responsible for having their Program Reviews submitted on-time or early.
Fall Semester-March	The College’s Program Review Committee and the Administrative Review Team will evaluate area program reviews as they are submitted, request revisions and determine if the program review is complete and if the results are fully substantiated. Recommendations are placed in writing and forwarded to the president.
March	If applicable, Equipment Request forms, Personnel Change Request forms, Renovation Request forms and Major Project Request forms from <u>approved</u> program reviews should be completed. They will be forwarded by the VP to President’s Cabinet for consideration.
April	Areas will submit next year’s operational plans, including action items identified in the program review.

Instructions

- The program review leader will form a program review team comprised of 3-4 individuals recommended from the following groups:
 - Area/department staff
 - Other employees that are outside the department
 - Students
 - Community members and/or industry representatives who are not SVCC employees
- The program review team will complete this template during the review process. Other formats will not be accepted.
- All form areas/questions must be completed (unless specifically noted otherwise).
- Resources needed before the Program Review process begins:
 - Past Operational Plans for your area (last five years)
 - Last Program Review for your area
 - Access to the College catalog (online)
 - Access to Student Satisfaction Inventory (SSI) data from Noel-Levitz (online)
 - Personalized surveys for your department
- **The ICCB form (found at the end of this template) MUST be completed for each program being reviewed.**
- The Leader of the area's program review committee is responsible for submitting a completed program review. The Leader should submit the following by **December 20th** or earlier to the VP:
 - Type the names of the program review team on the Program Review Team Signatures page. Type in the dates of all applicable meetings. Each member must sign the signature page before it is submitted as a hard copy.
 - Submit an electronic version of the completed program review template. Do not create a printed copy of the document (besides the signature page).
- The approval process:
 - Submission of the completed PR template to the Program Review Committee and ART alone does not constitute approval.
 - The Program Review Committee may request additional analysis, clarification, or information before the committee determines if the program review is complete. The Program Review Committee and ART may approve the program review as is, may determine that the program review findings are not fully substantiated, or may not approve the program review.
 - Reviews must be approved by the committee *by April* in order for budgetary requests to be considered. Reports submitted after December 20th may not be approved by the Program Review committee and ART by the March deadline which may jeopardize area budgets, equipment, personnel, renovation or major project requests. Please take the deadlines seriously.

Data forms will be supplied to you as an **appendix** and attached as a separate file. Please access this file in order to answer the questions found within this template.

QUESTIONS: Contact the Vice President of Research, Planning, and Information Affairs, Steve Nunez (ext. 263), with any questions regarding your program review.

Major Functions and Alignment with the College Mission

College Mission: SVCC is dedicated to teaching and scholarship while engaging the community in lifelong learning, public service, and economic development.

Identify the major functions carried out by this unit and how they align to the SVCC mission (include as many as are appropriate):

The primary goal of the program is to recruit high school and non-traditional students to SVCC for credit classes and programs of study. This is accomplished by:

- Developing and following of a comprehensive month-by-month recruiting plan.
- Responding to potential athletes when they interact with the “Recruit Me” webpage.
- Attending sixteen area high school recruiting visits including with WACC and a local homeschool organization.
- Organizing College Night that attracts many local students and their parents.
- Coordinating **ADMISSION POSSIBLE**, an informational meeting for area parents of high school sophomore students/parents on the importance of education and the dual credit options that are available.
- Hosting approximately six Discover Sauk events for area high school juniors and seniors.
- Attending weekly departmental meetings with marketing, BACE and Career & Community Ed. Dept. in an effort to better coordinate our current projects.
- Responding to web queries from interested potential students.
- Providing personalized tours of campus to individuals and groups on request.
- Assisting with Jump Start, high school senior registration that occurs in the spring.
- Representing SVCC to recruit potential students at activities such as job and trade fairs, community activities, and area businesses.
- Assisting with Work in the Real World event every fall semester. |

PART 1: FINANCES – COST EFFECTIVENESS

1. Using **Table 1 (rows p-r)** as a reference, has the program stayed within its allocated budget the last five years? Has the allocated budget been adequate for the needs of the program?

Over the course of the past five years, Student Recruitment has stayed within the allotted budget, with the exception of FY13 when the budget was exceeded by 6%. With the call to be especially frugal in FY 2016 due to the overall budget deficit, Student Recruitment cut spending which left 41% of the recruiting budget remaining. On average over the last five years, the Recruiting budget has remained 11% under budget.

2. Using **Table 1 (all rows)** as a reference, *describe* the overall five-year income and expense trends for each program.

The total Recruiting budget has fluctuated from a high of \$10,700 (FY2015) to a low of \$9,200 (FY2016). The budget was reduced in FY 2017 to \$8,700. Cognizant of the College’s budget deficit, Recruiting reduced budgeted expenditures the last two fiscal years. This is despite

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Recruiting funding College Night, the Discover Sauk recruiting events, and travel expenses for recruiting visits. The Recruiting office also pays for its own marketing materials and print shop expenses (e.g., Viewbooks).

Employee salaries and benefits have fluctuated significantly over the past five fiscal years. For example, in FY 2016 salaries and benefits were at their lowest in five years at a total of \$58,770. However, in FY 2014 salaries and benefits were \$127,908. These fluctuations are explained because the office staff went from two recruiters and an administrative assistant in FY14 to just one recruiter in FY16.

3. Describe what your area did during the previous five years to improve the program's financial viability.

As mentioned in prompt #2, the Recruiting Department has been very frugal with the monies it has budgeted and typically remains under-budget. Over the last two fiscal years the Recruiting budget has been reduced by 18.7%. In order to stay under budget, recruiting materials are printed only as needed, promo items are purchased in bulk to receive the best discounted rate, and recruiting trips are systematically planned to be the most cost efficient.

4. Describe what your area will do over the next five years to improve the financial viability of the program.

The budget for the Student Recruitment area has already been cut by 12% for FY17. Further decreases in the budget will impact the ability of Recruiting to expand and improve recruiting initiatives.

The Admission Representative for Recruiting will investigate grants that can be applied for to help fund College Night specifically, but also other recruiting events.

→Add the financial viability plan to the Operational Planning matrix found near the end of this program review template.

PART 2: QUALITY

STAFFING

5. Using **Table 2** as a reference, describe the five year staffing trends in your area. Is staffing appropriate for the area? Explain.

Over the course of the past five years, the employees in the Student Recruitment area was reduced and reorganized. The office previously consisted of two recruiter/dual credit representatives and one administrative assistant, however, after the reorganization the recruiter/dual credit positions were divided; one person was designated as the Dual Credit Coordinator (with additional Enrollment Management duties) and the other became the Admission Representative who is

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focused on student recruiting (besides dual credit). The administrative assistant position was lost due to attrition and not replaced.

Current financial situations do not allow for additional staff so the Admissions Representative will work closely with other departments, such as Student Activities, Marketing and BACE, to maximize resources and recruiting opportunities.

6. If staffing changes are needed for this area within the next five years (including next FY), please describe the needed changes, the rationale for the change, and the fiscal year needed OR indicate “none.” Indicate any planned retirements and staffing needs to replace the position currently held by the retiree.

FY needed	Name of Position	Describe why the area needs the new position or needs to update the present position. Give as much detail as necessary.	Estimated Salary and Benefits (\$) (contact the Director of HR for estimate)

→If applicable, add the proposed staffing changes to the Operational Planning matrix for the appropriate FY.

PROFESSIONAL DEVELOPMENT

7. List all full-time employees and the professional development (that is relevant to your area) they have participated in the last five years (don’t include in-service or workshop days, but other on-campus specialized activities could be included and certainly off-campus PD). If a full-time employee has not participated in professional development within the last five years, list the full-time employee and place “none” in the description area.

Full-time Employee Name	Description of Professional Development Activities (list all activities for each individual in one row)	Fiscal Year of Activity
Sarah Partington	Noel Levitz Conference-a conference that covers recruitment, retention, and marketing for colleges and universities.	FY14
Sarah Partington	PASS College & Career Readiness-initiative to create partnerships between SVCC and area high schools, vocational centers, institutions offering adult education, regional offices of education, and community members	FY16

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	who are working to see the students of the area be successful in college and career.	

8. List any professional development that part-time employees have attended within the last five years or indicate “none”. (Just list part-time employees that have participated in professional development).

Part-time Employee Name	Description of Professional Development Activity	Fiscal Year of Activity

9. If area employees (including part-time employees) need any required professional development within the next 5 years, list the specialized professional development needed, the year of anticipated need, and what employee will need to participate in the professional development.

Employee Name/Position	Description of Specialized/Required Professional Development Activity (include the word “required” in the description)	Fiscal Year Necessary

→Add the required professional development to the Operational Planning matrix for the appropriate FY.

10. For each full-time employee, describe additional professional development that he/she will plan to participate in the next 5 years (not already listed above)?

Employee Name/Position	Description of Anticipated Professional Development Activity.	Fiscal Year(s) of Activity

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Sarah Partington	ACT Enrollment Planners Conference in Chicago. Reputable conference held locally and is a desirable professional development opportunity. FY18 budget planning will require incorporating required funding for this conference. This conference will be July 17-19, 2017. Currently, ACT is not advertising what their 2017 conference registration fee will be, but costs would include reg. fee, mileage, hotel, and meals not included with the conference.	FY 2018
Sarah Partington	PASS College & Career Readiness Innovations Summit-program highlights include: promoting college & career readiness in our schools and communities, SVCC meeting the needs of local manufacturers, and hearing from students about their own transitions/experiences.	FY17

→Add the proposed professional development to the Operational Planning matrix for the appropriate FY.

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EQUIPMENT & SUPPLIES

11. Identify new and/or replacement equipment, software, and/or supplies needed by the program within the next five years (including items needed next FY). Include cost estimates, the anticipated fiscal year needed, and a rationale for the purchase **OR** indicate “None.”

FY Needed	Name of Item	Describe how the item will contribute to the area. What classes will be impacted (if applicable). Also, describe how the item may create a cost savings to the area (if applicable).	Quantity (#)	Unit Cost (\$)	Total Cost of Equipment (\$)	Additional Annual Cost (if applicable) (\$)
FY 17 or 18	Retractable banners	These provide an attractive addition to the recruiting table for marketing and recruiting events in the community and at area high schools.	2	\$350.00 (appx)		

→If equipment, software, and/or supplies are needed then add them to the Operational Planning matrix for the appropriate fiscal year.

FACILITIES

12. Identify facility improvements and/or additional facility space that will be needed within the next five years and list the anticipated fiscal year the renovations would be needed, **OR** indicate “None.”

FY Needed	Describe why it is necessary to conduct the renovations?	Describe the renovation and what area of the building (room #) it will affect.	Estimated Expense (\$) (contact the Director of B&G)
	None		
		Furniture (if applicable):	
		Furniture (if applicable):	
		Furniture (if applicable):	

→If facility improvements are needed then add them to the Operational Planning matrix for the appropriate fiscal year.

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SERVICES

Student Satisfaction Inventory (SSI) to help answer some of the following questions.

13. If applicable, examine the graduate follow-up surveys summaries. What was the average rating for your area during the last five years?

Fiscal Year	Average rating (0-4)
Not applicable.	

14. In response to the graduate follow-up survey ratings, were any area modifications made to the area? What were the modifications?

Not applicable.

15. Were different student surveys administered during the last five years (e.g., Noel-Levitz/SSI, but could also include additional surveys including “in-house” surveys) that provided quality feedback on the student or academic services provided by the area? If yes, describe the survey instrument(s) used and the useful information taken from the survey. What changes were made to the area in response to the survey?

The following questions from the Noel-Levitz SSI were considered relevant to this program review (from 2015 data only).
 I=Importance; S=Satisfaction, G=Gap between importance and satisfaction, with a small gap being best.

Q33. Admissions counselors accurately portray the campus in their recruiting practices.
 Importance: 6.23, Satisfaction: 5.89, Gap between measures: 0.34
 Response: Students are generally satisfied with the portrayal of the campus.

Q87. Cost as a factor in decision to enroll.
 I: 6.38 for Sauk Valley, 6.34 for other community colleges
 Response: SVCC is about the same as other community colleges.

Q88. Financial aid as a factor in decision to enroll.
 I: 6.30, 6.09 for other community colleges.
 Response: financial aid opportunities are a little more important to our students.

Q89. Academic reputation as factor in decision to enroll.
 I: 5.81, 5.91 for other community college. (less for us...hmm).
 Response: academic reputation is not as important to our students.

Q.90 Size of institution as factor in decision to enroll.
 I: 5.18, 5.21 for other community colleges.
 Response: Little difference between SVCC and other community colleges.

Q92. Recommendations from family/friends as factor in decision to enroll.
 I: 5.02, 4.95

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Response: Little difference between SVCC and other community colleges.

Q93. Geographic setting in decision to enroll.
I: 5.79, 5.56
Response: the location is more important to our students than to the average community college student.

Q95: Personalized attention prior to enrollment as factor in decision to enroll.
I: 5.35, 5.44
Response: Personalized attention was less important to SVCC students.

General thoughts:
The following factors were important to SVCC students, from most important to least:
Cost, Financial aid availability, academic reputation, location, size of SVCC, personalized attention, and recommendations from family/friends.

Recruiting will continue to focus on cost, financial aid availability, and academic quality in presentations to potential students.

16. Will student surveys (s) be used within the next five years to receive feedback on the student or academic services provided by your area? List all possible survey instruments. Describe the instrument(s) and the type of information it will provide and the year(s) it will be administered.

Recruiting will survey freshman students annually to help refine recruiting efforts. This survey, submitted via Survey Monkey, will be sent during September of each year..

→If applicable, add the survey proposal to the Operational Planning matrix and the FY(s) it will be administered.

If a survey instrument has not been approved by SVCC’s IRB, contact the VP for approval.

17. Describe any future efforts to improve efficiencies or services for the area and indicate the FY of implementation; **OR** indicate “None.”

Proposed Change	Proposed Fiscal Year Implemented
Plan an event with Art instructor that is catered to area high school students to create an awareness and interest in that program area. The current Art Instructor (G. Bodish) has previous experience at another educational institution with this type of activity. Potential increase in ART program enrollment.	FY18/19
Develop a plan to follow up with internet inquiry requests who haven’t registered.	FY18
Create a “Parent Night” and market to current dual credit students and their parents. Concept of “start with us, end with us”. Ideally in the Fall semester.	FY17

→If applicable, add the plan to improve efficiencies to the Operational Planning matrix and the FY(s) it will be administered.

MARKETING

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18. What marketing strategies has the area already conducted within the last five years to promote the student or academic support services offered by the area? Summarize the findings.

1.	“Future Student” tab on the website. Notable increased phone and email contact from individuals who found Admissions Representative information from that area of the web.
2.	“Visit Sauk” button is a visible place where students can request a RSVP to Discover Sauk and also a personalized campus visit. Increased requests have been observed as they are received as emails to the Admissions Rep.
3.	A version of Discover Sauk has been offered FY13-16 to Sterling High School’s Hispanic club with Student Recruitment, Office of Financial Aid and Student Activities Coordinator, Ana Salgado to translate to the non-English speaking parents of these students. Many of those students then matriculate to Sauk.
4.	Revamped the Discover Sauk events to highlight specific career programs. Students interested in specific areas (e.g., nursing, criminal justice, multicraft) are able to learn detailed information about that program and sit in on a classroom experience. Students who have participated enjoy this set up, but it is uncertain at this time whether this is our answer to increase participation. The feedback from the high school representatives on the committee shared that these are programs that students are not partaking in anywhere anymore.
5.	Revamped Why Sauk webpage so that up-to-date information is available for students as they make their college decision.
6.	SVCC Viewbook updated with pertinent recruiting information. The Viewbook focuses on value, financial aid, quality, student support, and student activities.
7.	Marketing developed a Why Sauk TV commercial/video. This video, along with others, are used during recruiting visits and are broadcast on the SVCC webpage, Facebook page, and on television. See... https://www.svcc.edu/sauk-success/video/index.html
8.	In the fall of 2016, emails and addresses of high school juniors and seniors from each high school in the Sauk district were requested. Additionally, the department used a service provided by ACT to obtain additional emails of local students. These emails have allowed the department to send monthly recruiting emails and to send them marketing materials via US Postal Service. To date, three emails have been sent to high school seniors. Additionally, 750 high school seniors were mailed a SVCC Viewbook. This practice will continue in FY2018.
9.	During high school recruiting visits in the Fall 2016, the Interest Cards that students complete were updated to include their preferred method of contact to contain text option. A spreadsheet was completed with those indicating that they would prefer a text so the Marketing and Recruiting offices will work on text alert marketing to high school students.

19. What marketing strategies will the area conduct within the next five years to promote the student or academic support services offered by the area and what is the proposed year of implementation? What benefits are you predicting from the new marketing strategies? What data will be collected to monitor the potential impact? **It is strongly encouraged to contact the Coordinator of Marketing for additional ideas.**

Marketing Effort	Expected Benefits/Data collected	Fiscal Year of Implementation
Tailor a Discover Sauk event specific to each area high school. Find current students on our campus and take them to the high school they graduated from to speak to their student body (or jr/sr classes), talk about their degree program, how they obtained financial aid, what their struggles/successes have been. Admission Rep will also conduct a	Increase enrollment. Let high school students hear from a college student’s perspective and give them a familiar face and story.	FY18

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presentation on how to enroll, programs of study, etc.		
Plan a Discover Sauk event to coordinate with Student Activities and participants will stay after Discover Sauk is over to attend one of our many student events (e.g., hypnotist, singer, or even a Free for Fall or SaukFest.	Show potential students that there is more to attending Sauk than classes. Let them participate in our fun activities.	FY18
Working with IS to develop a SVCC homepage that is more recruiting focused.	Highlight the programs, classes, value, and services for potential students.	FY18
Revitalize the Student Ambassador program so that Recruiting has additional student help for recruiting visits and for student tours. Investigate the possibility of having them paid as a Work Study so that regular, quality help can be secured.	Student help is a requisite for hosting quality events.	FY18

Additional Information

20. Use the space below to indicate any plans not carried out from the last program review and explain why they were not carried out OR put “none”.

In the previous program review it was stated that one priority of the department was to hire a coordinator who could oversee the operational plan and coordinate high school recruitment, the dual credit program and adult recruitment programming. Due to hiring restrictions, this was not pursued.

21. Describe any possible changes (not already addressed) that may be imposed on your area or the College that will negatively (or positively) affect the efficiency of your area and the year of expected implementation. Examples may include changes in state or federal regulations, ICCB requirements, or accreditation expectations OR indicate “none.”

Describe the “imposed change”	Fiscal Year change will take affect
None	

22. Referring to the question above, what strategies will the area implement to address any concerns? If no concerns, indicate “none.”

Describe the proposed strategies to deal with the issues above	Fiscal Year of implementation

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→If a plan needs to be implemented to deal with the imposed changes, add it to the Operational Planning matrix during the appropriate FY.

23. Use the space below to tell the PR committee about any program issue or concern not already addressed within this program review or indicate “none”. Indicate any possible solution to the program issue/concern.

None

→If a plan needs to be implemented to deal with the program issues, add it to the Operational Planning matrix during the appropriate FY.

24. Use the space below to tell the PR committee about any program accomplishments that were not already addressed within this program review or indicate “none.”

Multiple efforts were made during this program review to collect information and feedback from a variety of groups. During the Fall 2016, meetings were held with the program review committee which included two area high school staff members (Dixon HS principal and Rock Falls HS counselor), a Sauk student focus group, IL Community College Recruiter’s group, and SVCC’s Marketing and Recruiting committee. The high school representatives on the program review committee provided feedback regarding suggestions to attract high school students, views from their perspective, methods of communication and more. When we met with the Sauk student focus group we posed five questions to them to gain their feedback. The results of that meeting and their comments are included as an appendix in an attachment. Finally, the IL Community College Recruiter’s group meets two times each year to discuss best practices, marketing strategies and each institution’s recruitment efforts.

Administrative Review Team Questions

Question 1. Should Sarah’s title of Admission Representative be revised to make it sound more focused on student recruiting? If yes, what are some suggestions?

Response to question 1 (please refer to any data sets or evidence to support your case):

Admissions Representative is the same title that some of the area “recruiters” at neighboring colleges possess. Other titles include Student Recruitment Coordinator and Recruitment & Retention. We suggest using Student Recruitment Coordinator which is a more focused description of the current job.

Question 2. Are different populations (e.g., traditional, nontraditional, Hispanic, etc.) of potential students being recruited effectively? Describe the future plans to effectively recruit these potential students.

Response to question 2 (please refer to any data sets or evidence to support your case):

The Hispanic student population is proportional to or higher than the Hispanic population in our district so we are identifying and recruiting that student population well. Recruiting will continue to work with Ana Salgado, Cross Cultural Coordinator, to assist in recruiting the Hispanic population. At the beginning of 2017, Sarah and Ana will be submitting a revised ad for SVCC in a bi-lingual directory through the Sauk Valley Area Chamber of Commerce office which includes all area community agencies and businesses that offer any type of services, and translation assistances, to the Hispanic community. This will be produced in paper form for all of the businesses listed in the ad as

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well as in electronic format on the SVA Chamber website. There is no charge to Sauk for this directory. In addition, we will continue to host recruiting tables at area minority group festivals and local meetings.

Non-traditional students are harder to identify and recruit/market to. The Marketing Office advertises on TV, radio, printed media, and social media networks. Recruiting attends a number of festivals and community events including Taste of Fiesta (Sterling), Dutch Days (Fulton), Summer Splash (Rock Falls), Scarecrow Festival (Dixon), Back to School event (Northland Mall) to attract non-traditional students. However, non-traditional student numbers at SVCC (and other community colleges) are correlated with unemployment rates. In other words, when the economy is strong and unemployment is low, the non-traditional student number at SVCC is also low. It is difficult to overcome this predicament.

Question 3. What are the plans to rejuvenate Discover Sauk?

Response to question 3 (please refer to any data sets or evidence to support your case):
See question 19.

Question 4.

Response to question 4 (please refer to any data sets or evidence to support your case):

Question 5.

Response to question 5 (please refer to any data sets or evidence to support your case):

**STUDENT & ACADEMIC SUPPORT SERVICES
PROGRAM REVIEW SUMMARY REPORT
Required ICCB Report**

Sauk Valley Community College (506)

Academic Year 2016-2017

Student & Academic Services Area	Student Recruitment
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Major Findings and Improvements/Modifications to the Area

Provide a brief description of the function of the program, its strengths and challenges, and any quality improvements or modifications made since the last program review.

The goal of the program is to increase enrollment and awareness of SVCC's many offerings to students and community. Student Recruitment office maintains a good working relationship with area high school staff and counselors. We seek multiple avenues to recruit during community events in our district, as well. Our reduced budget is a challenge but we are seeking alternate funding sources and working closely with the Marketing office to combine our efforts.

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Program Review Team Signatures		
By signing this page, the members of the review team concur with the findings of this program review.		
NAMES (Indicate chair/co-chairs)	SIGNATURES	DATE
Sarah Partington, Chair		
Dr. Steve Nunez		
Dr. Michael Grady		
Janis Jones		
Jamie Leech		
Taylor Baker		

Program Review Team Meeting Date(s)	
These are the meeting dates for area's program review team.	
October 20, 2016	
December 12, 2016	

Program Review Committee & Administrative Review Teams Recommendations	
This Program Review is considered complete.	
<p>The following are the recommendations from the Program Review Committee and the Administrative Review Team:</p> <ol style="list-style-type: none"> 1. Revitalize the Student Ambassador program in order to develop a pool of students who can help with recruiting activities including being Sauk tour guides and attending recruiting events. Investigate if federal work study monies or College monies could be used to provide monetary compensation as an incentive for participation and semester-to-semester continuity. 2. Create of a list of local businesses and manufacturers that provide tuition assistance to their employees. Create a plan of action to annually engage that group. 3. Schedule meetings with the administrators over career and technical education and transfer program areas at least once in the fall semester and once in the spring semester. These meetings will be used to brief the student recruiter on academic program changes. 4. Coordinate with faculty administrators additional recruiting outreach opportunities. The meetings scheduled in #3 above could also be used to plan when administrators and faculty attend recruiting events. This initiative should expand our recruiting presence in our district as faculty and administration would be more engaged in the recruiting process. 5. Investigate and implement (if practical) a student video contest that would positively highlight Sauk. The videos would be used to provide potential students with a virtual tour of campus and highlight the many positive aspects of our College. The best videos would be displayed during recruiting visits. 6. Attend all local events that specific academic programs can be intensely marketed. For example, the Agriculture program could be marketed to a local Future Farmers of America event. 7. Investigate if the Sauk web app could be used for recruiting purposes. If so, inform potential students of the app so they can download it on their phones. 8. Work with Student Services to create an adult student “Jump Start.” 	
Signature of the Program Review Committee Chair	

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President's Recommendation	
The Program Review has been reviewed.	
The following are the recommendations from the President:	
President's Signature/Date	