

Student Learning Outcomes for Non-Instructional Units (2007-2008)

Directions: Complete Sections “A” through “C” at the beginning of each academic school year (once prompted). Sections “D” and “E” (which deals with actual results and use of results) should not be completed until the end of each spring term. Keep comments brief and use 9 point font. In doing so, your document should not exceed one page.

Department or Division: Admissions Office		Department or Division Chair/Director/Dean: Darren Allen, Assistant Dean Jeff Shelley-Director		
Academic School Year: 2007-2008				
Department or Division’s Mission:				
To provide for students' access to a college education and to assist with the students' transition to the college learning environment.				
A. Student Learning Outcomes (3-5)	B. Assessment Methods	C. Expected Results	D. Actual Results Obtained	E. Use of Results
Students within the reach of your division or department, should demonstrate the following proficiencies:	List what methods you plan on using to measure each student learning outcome.	List what intended results you expect to see if the outcome is reached. Make them measurable.	When you assessed and measured your outcomes, what results did you find? Be specific.	Now that you have your results, how do you intend to use these results to improve your division or department?
1. Students will be able to submit applications for admission online and acquire important Admissions or Records forms online.	1. Assess activities by evaluating hit counters on the forms page of the admissions / records web section and admissions email account where data is sent.	1. Count the number of on line applications for admission submitted for the tracking period based on email account activity.	1. 707 on line applications were received for a three term period from June 2007 to May 2008. 20 Admissions or Records forms are now online.	1. Additional web based services have been or will be added to better serve non-traditional / commuter student populations.
2. Students will understand the differences between award types and will know how to appropriately define programs of study / awards they wish to pursue.	2. Changes of records enacted in ACCESS, applications for admission & inclusion of printed program areas / award types, measurement of new students exposed to record change process explanation during new student orientation sessions, analysis of data derived from record change request forms.	2. The number of record change requests proportional to enrollment will decrease by 10%.	2. This is a baseline year. The report, ADLAC, identifies the change requests in ACCESS, the cumulative orientation participation will come from the summary reports, the admissions application includes listings for all programs / award types, the record change form includes why requests occur.	2. Baseline data for ADLAC will be compared to contiguous reporting periods, summary orientation data will be compared annually, data from change request forms will be analyzed to determine why changes occur to adjust the process.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.