

**Institutional Effectiveness Unit Plan (Phase I) for 2007-2008**

**Directions:** Use 9 point font when completing this form. First, complete columns A-D. Make sure your Unit Outcomes are targeted, essential and measurable. Columns E & F (which serve to assess whether your goals were reached and how you intend to use the results) will *not* be completed until the end of the cycle in the spring.

**Unit:** Office of Admissions  
Unit Administrator: Jeff Shalley- Director  
Darren Allen- Assistant Dean

**Unit's Mission:** To provide for students' access to a college education and to assist with the students' transition to the college learning environment.

A. Unit Outcomes (3-5) Should be measurable. Use percentages where possible. Be brief.	B. Outcomes Link to Institutional Goals & Strategic Indicators List the goal numbers and the corresponding Strategic Indicator letters (i.e., Goal 1; Indicators B & C; Goal 2; Indicators A-C, etc.)	C. Methods of Assessing the Outcome List what methods you plan on using to measure each outcome (i.e., exit exam results, portfolios, surveys, board exams, etc.)	D. Budget Implications If your outcome has budget implications (costs that will exceed \$499), list them here.
<ol style="list-style-type: none"> <li>Identify applicable transfer credit for degree plans in 100 percent of new student applicants before the first day of class in a given entry term.</li> <li>Track the use of the available online forms to better facilitate service activities specifically related to admissions or records.</li> <li>Replace 100% (five) of the computer workstations in the Bessemer campus Admissions Office to enhance student service effectiveness and add one scanner.</li> </ol>	<ol style="list-style-type: none"> <li>Goal 3; Indicators A, B, C, &amp; D. Goal 2; Indicators A, B, D, E, &amp; F.</li> <li>Goal 3; Indicators A, B, C, &amp; D. Goal 2; Indicators A, E.</li> <li>Goal 3; Indicators A, B, C &amp; D. Goal 2; Indicators A, B, E, &amp; F.</li> </ol>	<ol style="list-style-type: none"> <li>Implement RCTC functionality in ACCESS and create weekly transfer credit needs assessments via queries.</li> <li>Access usage by evaluating hit counters on the forms page of the admissions / records web section and by physical count of online applications received.</li> <li>Met upon installation on Sept. 2, 2008.</li> </ol>	<ol style="list-style-type: none"> <li>None.</li> <li>None.</li> <li>\$8700.00 (Five computers / monitors and one additional monitor, one medium capacity scanner.)</li> </ol>

**Number each Outcome in each column**

Unit Plan - Part II: **Directions:** As noted on page one of this plan, complete columns E & F at the end of the planning cycle in the reporting. As you report under each column, be sure to carry over the numbers which represent each outcome you are addressing.

**E. Actual Results Obtained—**When you assessed and measured your stated outcomes, what results did you find? Be clear and concise in your reporting.

1. Upon assessment of the process, less than 100% of transfer students' transfer credits were evaluated. Then, two steps have been added to the process. 1) Reports are run weekly to ascertain potential credit evaluations and actions are taken to enable them. 2) A new function of ACCESS, called RCTC, enable us to evaluate credit prior to receipt of applications for admission. These two steps greatly increased our effectiveness relative to the evaluation / implementation of potential transfer credit. Reports are cumulative for a term period and track previously evaluated / unevaluated transcript activity. From point to point, every student with potential transfer credit may be tracked to ensure evaluations occurred. The ACCESS RCTC function has been implemented and transcripts from those who have not yet submitted applications for admission are being evaluated. Such students may or may not enroll. In addition, the data cannot be quantified as to which students began in the RCTC menu. Data for such students migrates into ADARM once applications for admission have been received.
2. 1022 online applications for admissions have been received since July 25, 2007. 20 web based forms are now available online. Previously, 1 existed on the web within the Admissions Office or Records Office area of the site (the online application for admission). Modifications are ongoing as new forms or amended forms are available. Online applications are received in a dedicated email account which summarily contains online application activity from its inception. Activity is measured like date to like date within specified time frames to capture comparative data.
3. Requisitions were submitted and approved for equipment purchases on the Bessemer campus. The order was placed for the actual hardware. In addition, four workstations on the Birmingham campus now have USB compliant high speed scanners which replaced older SCSI card scanners. Five workstations in the office on the Bessemer campus will receive upgraded CPUs, monitors, and keyboards as well as sufficient SDRAM to adequately run all functional software applications within admissions. On September 2, 2008, five workstations were upgraded due to the installation of new personal computers / monitors.

1. Use the results from your previous year's results, now as you intend to use these results or, if implemented early, now have you used these results to improve your overall performance for the upcoming academic year? **NOTE:** After you list how you intend to use these results, be sure to include such improvements in your new Unit Plan for the upcoming academic year.

1. Completed credit evaluations enhance services to students in that they may receive more accurate academic advising, more accurate degree plans, and potentially better understand their curricula. Consequently, matriculation is increased.
2. Student services are enhanced by the availability of multiple, downloadable, online forms. Online form availability is now regularly promoted to students and prospective students. Postage costs will decline, student traffic in peak periods will decrease, and student preparedness will increase.
3. New hardware will more effectively run critical software such as the imaging system and the student information system. Multiple new scanners will increase our capacity to fully scan / index / retrieve student related documents. Since physical documents need not be retrieved each time reviews occur, document security is more adequately maintained.