



## NON-ACADEMIC PROGRAM REVIEW

**SUPPORT SERVICE AREA:** Enrollment Services  
**PRACTICE EVALUATED:** Initial Interview  
**CONTENT EXPERT:** Wendi Oliveira, Director of Admissions

### OVERVIEW

Admissions is a Non-Academic Department that focuses on meeting the needs of prospects who seek admissions to SJVC. The foundation of the admissions process is the initial interview where the advisor and the student work together to establish a needs assessment and build a plan to help meet those needs.

The initial interview is guided by an interview questionnaire. The questionnaire is designed to help the advisor build a connection with the student and further explore what the student's needs are. The interview questionnaire is completed by the advisor. The advisor asks questions in the following areas to help determine the needs of the student  
**Exhibit:**

**Dreams & Desires** – helps the student build a vision of what outcome they want their education to lead to. What do they want from their education and how will it help them achieve their personal, educational and professional goals. This helps the advisor to identify if we have what they are looking for and if our programs are a good fit for the student.

**Personal Story** – this allows the student to address what is currently happening in their lives, such as are they working or not, educational history, risk factors such as transportation or child care and also addresses the current support system of the student.

**Barriers to Success** – looks at all the items discussed up to this point, identifies road blocks or barriers and clearly identifies them. It also provides time for uncovering other barriers that may not have come up at this point.

**Action Plan** – in this section the advisor and the student begin to lay out the plan for addressing the barriers as well as building the plan for the next steps to help the student achieve the dreams and desire identified earlier. This may include moving forward in the admissions process or it may address the next steps outside of selecting SJVC.

Additional elements of the initial interview process include:

**Program Presentation** – the advisor presents program information and dialogues with the student to ensure the program not only meets the students' needs but helps them understand whether or not they are well suited for the program academically and from a career perspective. Advisors also present detailed information about SJVC including the length and rigor of the program. They also provide information on the standard hours of classroom time as well as what to the commitment to homework time. The program presentation includes presentation and discussion of consumer information as mandated by the Department of Education. Advisors use program specific one sheets, sjvc.edu and program specific PowerPoint presentations when presenting information to students.

**Campus Tour** – the student and advisor will tour the campus focusing on the areas of programmatic interest including classroom and labs. The tour also shows the student areas of student service such as the Learning Resource Center, student break areas and the location of student services staff offices.

**Financial Aid** – at the time of the initial interview students are introduced to financial aid staff that will guide them through a Net Price Calculator tool for the purposes of providing a very basic look at the cost of education and the options a student has to help them build a financial plan to pay for their education.

**Entrance Assessments** – once the student determines SJVC is their school of choice they must participate in admissions testing. The assessment SJVC uses is the Wonderlic SLE which is a cognitive assessment. This assessment also evaluates training potential for their chosen career field.

### **REVIEW FOR EFFECTIVENESS PROCESS**

The initial interview is regularly reviewed for effectiveness and compliance based on SJVC policy and procedure as well as regulatory compliance. Enrollment managers assess effectiveness and compliance through direct observation of the advisors during their presentation of school and program information.

The College invests in an outside vendor to mystery shop campus admissions teams. The shoppers provide detailed information on compliance with both accreditation standards as well as compliance with SJVC policy and procedure. Shops are performed annually on a trimester basis. The results of the shop provide not only quantitative measures, but qualitative information that is used to inform coaching and training for advisors.

Direct observation of the advisor at work with a student allows the manager the ability to provide coaching and training in as close to real time as possible. Managers document their observations and the associated coaching or training to the advisor in a database that allows for ongoing monitoring of the improvement cycle for each advisor and the initial interview process.

The mystery shop reports provide reports on the individual advisors by campus, trimester reports that compile all campus outcomes and reporting against national norming data on an annual basis.

### **ANALYSIS**

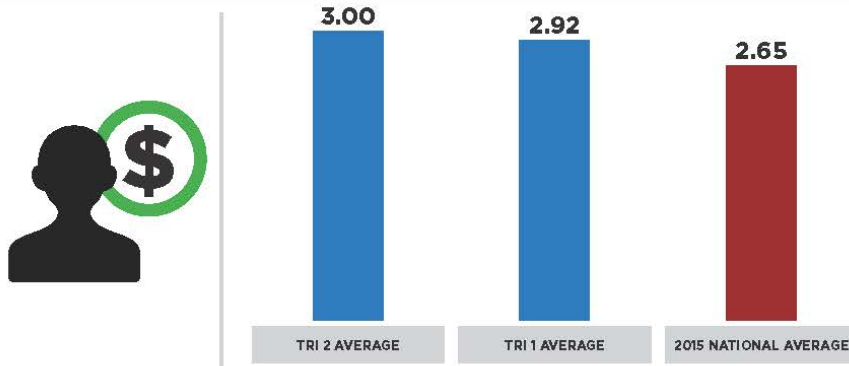
The most recent mystery shop results are presented on subsequent pages. In summary, the 2015 second trimester shop revealed an increase in ratings over the first trimester shop [effectiveness of that training] and ratings higher than the national in 11 categories: salary expectation, program placement rate, tuition and fees, financial aid, accreditation, initial response time, product knowledge, people skills, sales skills, customized tour, and next steps; an increase in rating over the first trimester shop but lower than the national in one category: follow up; a decrease in rating over the first, but higher than national in two categories: transfer of credit and lobby experience; decrease in rating over the first and lower than the national in two categories: interview wait time and attitude.

This report summarizes findings from nineteen admissions assessments executed at eleven campus locations during the second trimester of this year.

For all assessments with the exception of one, evaluators initiated the process by requesting program information via the request form feature available on the San Joaquin Valley College (SJVC) home page utilizing prepared alias contact information. One evaluator was instructed to phone the Temecula campus to request an interview with a specific admissions representative. Following the request submission, all contacts made or received were tracked, including any phone calls, emails, text messages and/or web chat communications and are reported in the Admissions Assessment Report.

## SALARY EXPECTATIONS

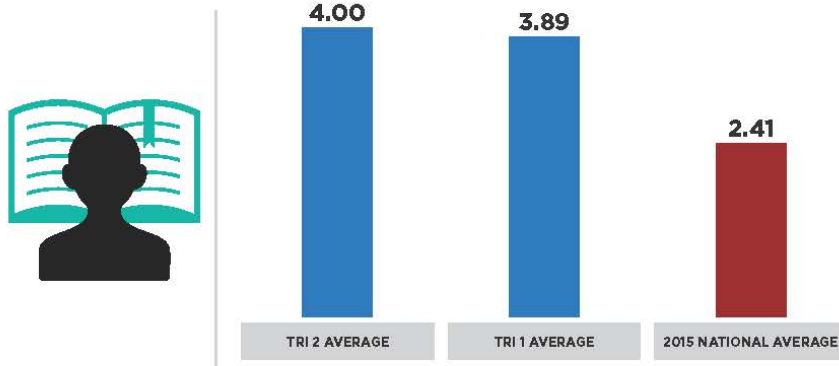
How much can I earn after completing the program?



When asked about salary expectations this round, all representatives who were asked about salary offered compliant responses by referring evaluators to online resources to conduct their own research. The topic of salary did not come up organically in the interview and broaching this question would have risked discovery during six of the interviews.

## PROGRAM PLACEMENT RATE

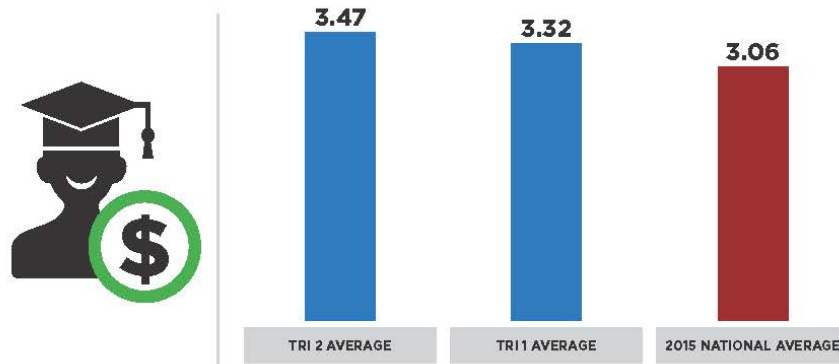
How many graduates find jobs after completing the program?



Eighteen representatives exhibited a *Best Practice* by providing a professional document containing current program placement rates. The topic of placement did not come up organically in the interview and broaching this question would have risked discovery during one of the interviews.

## TUITION AND FEES

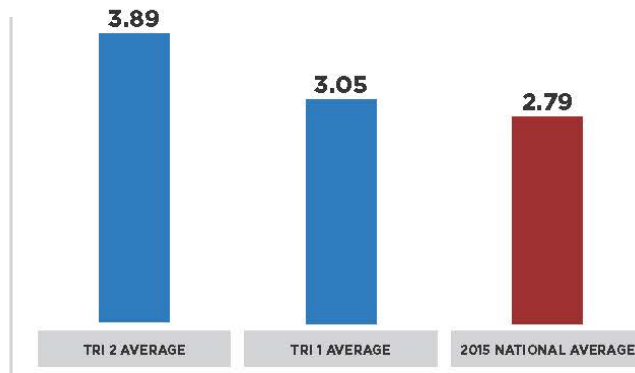
How much does the program cost and what does it include?



Eleven representatives exhibited a *Best Practice*. Complete tuition information was provided to evaluators in tandem with a professionally printed document. Six representatives offered compliant responses by disclosing total program costs. Two representatives offered incomplete responses as one did not explain what is included in tuition and the other did not provide tuition but scheduled an appointment for the following day to do so.

## FINANCIAL AID

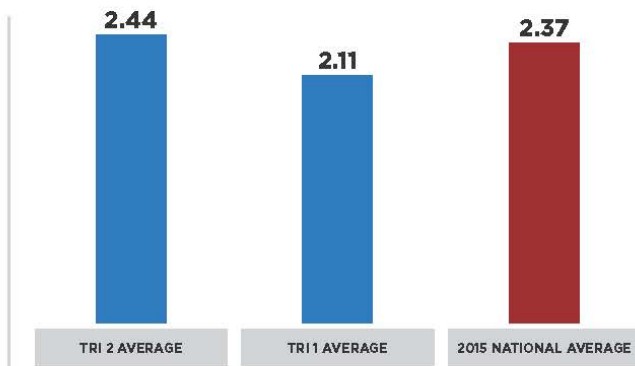
**Will I get federal financial aid and can I speak with an advisor?**



Eighteen representatives provided a *Best Practice* response by making no promise of financial aid and inviting the evaluator to meet with a financial aid advisor during the interview. All interviews included an invitation to meet with a financial aid advisor/tuition planner, which is a commendable practice. Representatives raised the subject of financial aid during the interview and scheduled a conversation with a specialist in order to provide additional aid-specific information. Meetings were generally conducted via video conference and advisors utilized the online Net Price Calculator to ask requisite questions and generate estimated tuition and financial aid packages for each evaluator. In one case, the evaluator was told that most students get financial aid (*Fresno Main - Joan Sagle - line 551*) resulting in an *Incomplete or Potentially Misleading* ranking.

## ACCREDITATION

**Is this an accredited school and program?**

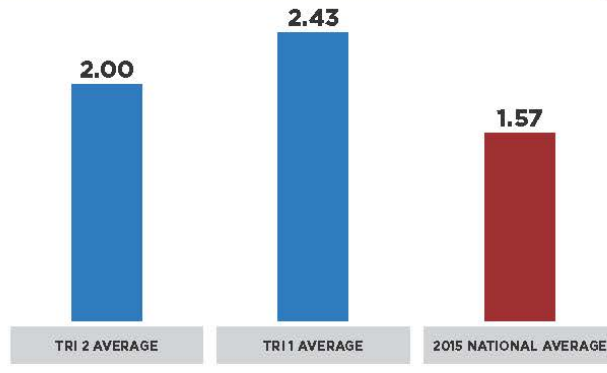


Most representatives initiated the disclosure of SJVC's accreditation information during a slideshow presentation or while reviewing a program document. One representative exhibited a *Best Practice* by thoroughly explaining the school's accreditation, the meaning of accreditation, and by pointing out the accreditator's website for further research. Five representatives offered compliant responses and ten representatives offered responses that were *Incomplete or Potentially Misleading* as they did not explain the need to meet certain standards.

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## TRANSFER OF CREDIT

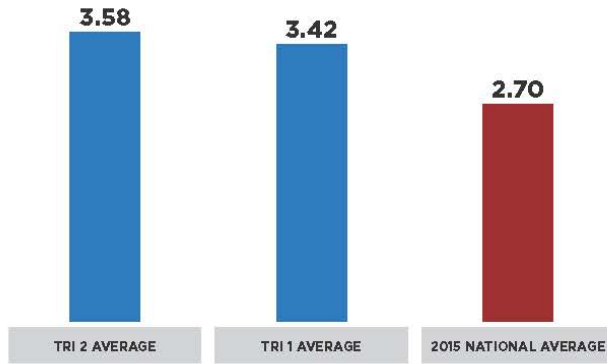
Can I take credits from this school to another institution?



Two representatives offered responses that were *Incomplete or Potentially Misleading*. The topic of credit transfer did not come up organically in the interview and broaching this question would have risked discovery during seventeen of the interviews.

## INITIAL RESPONSE TIME

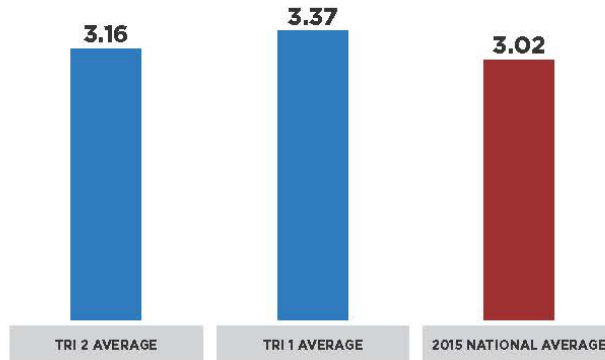
Response to Initial Request for Information



Fourteen inquiries resulted in a response time of less than five minutes, which *Exceeds Expectations*. Two inquiries resulted in a response received within one hour, which *Meets Requirements*. Three inquiries resulted in a response time of one hour to 24 hours, which is *Below Requirements*. Based on national averages, a response time of under an hour is highly recommended and a response time of less than five minutes *Exceeds Expectations*. This ensures that prospective students' questions and interests are promptly addressed and an interview is encouraged while their interest in the program and in SJVC is active.

## LOBBY EXPERIENCE

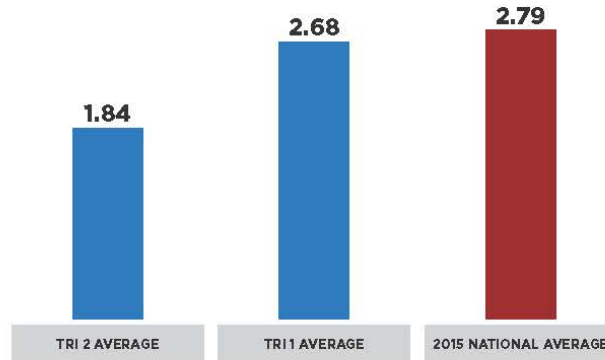
### Lobby Experience



Evaluators were greeted in a friendly manner immediately upon their arrival. In addition, four evaluators were offered a beverage while waiting which *Exceeds Requirements*.

## INTERVIEW WAIT TIME

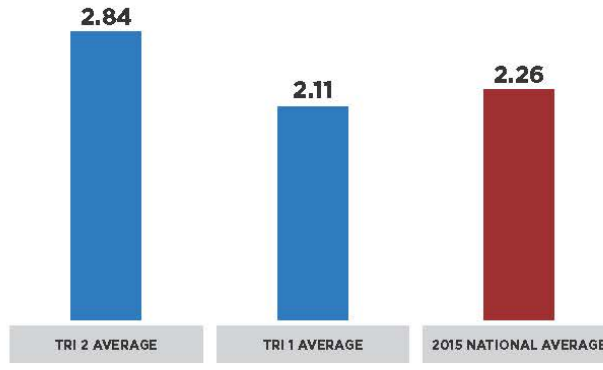
### Interview Wait Time



Three evaluators waited five to nine minutes before they were greeted by the representative. Ten evaluators waited for ten to fifteen minutes and six waited for over 15 minutes before their interviews were started.

# PRODUCT KNOWLEDGE

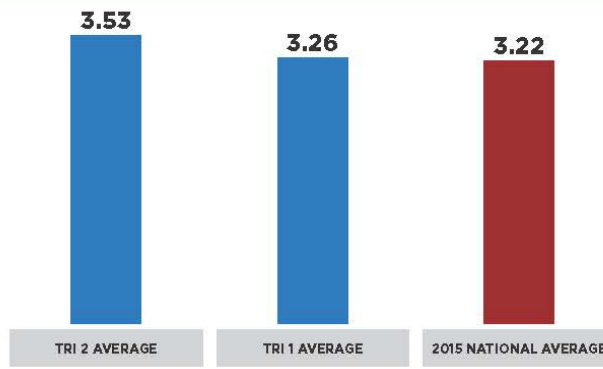
## Product Knowledge



Eight representatives demonstrated product knowledge that *Exceeded Requirements*. Eleven representatives demonstrated product knowledge that was *Below Requirements*. Representatives must provide complete and accurate program information (including program length, total program cost, curriculum and consumer disclosure information) and provide answers to all questions. To *Exceed Requirements*, representatives must provide professionally printed documentation or show where consumer disclosure information can be found online. Providing answers to all questions *Meets Requirements*. Providing partial program information or answers to questions, or providing any non-compliant responses regarding compliance topics is *Below Requirements*.

# PEOPLE SKILLS

## People Skills



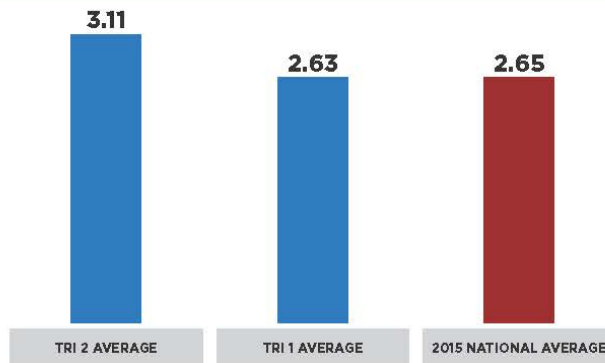
Eleven representatives exhibited listening, information gathering, and rapport-building skills that *Exceeded Requirements*. Seven representatives *Met Requirements* and one representative exhibited skills that were *Below Requirements*. Demonstrating engaged listening and inquiring about circumstances and goals as well as customizing the communication to the needs of the student throughout the entire interview *Exceeds Requirements*. Doing so during most of the interview *Meets Requirements*. Utilizing these techniques about half of the time is *Below Requirements*; not using these techniques at all *Does Not Meet Requirements*.

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# SALES SKILLS

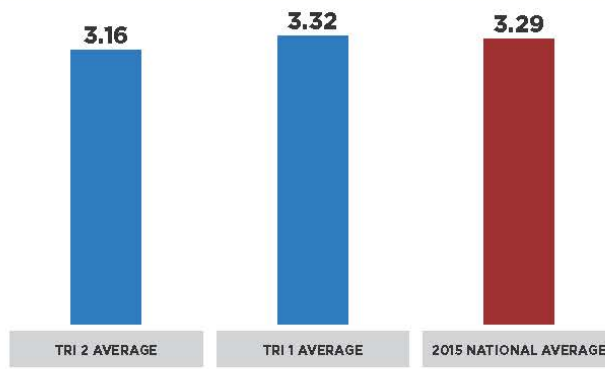
## Sales Skills



Four representatives demonstrated sales skills that *Exceeded Requirements* while thirteen representatives demonstrated sales skills that *Met Requirements*. Two representatives demonstrated sales skills that were *Below Requirements*. The role of the admissions representative includes the ability to provide attributes and benefits of the school, the ability to uncover obstacles and discuss solutions, and the ability to discuss next steps including the admissions application. During this round of assessments, seventeen of the representatives *Met or Exceeded Requirements* by discussing school attributes and benefits, uncovering obstacles, and encouraging completion of the enrollment application. In addition, four of the representatives provided an enrollment checklist that guided the prospective student through the application and enrollment process.

# ATTITUDE

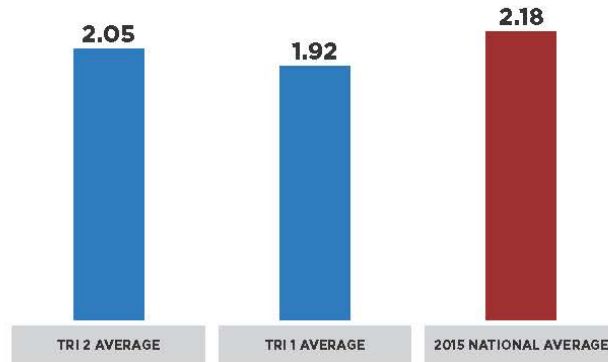
## Attitude



Three representatives exhibited attitudes that *Exceeded Requirements* and the other sixteen exhibited attitudes which *Met Requirements*. The attitude competency is measured by the representative's attitude about their job, college, program and/or colleagues while at the same time professionally representing the institution.

## FOLLOW UP

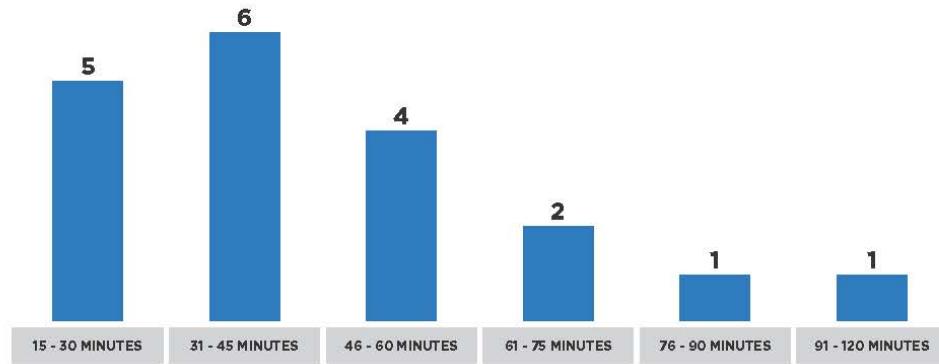
### Follow Up to Missed Appointment



Three representatives attempted to contact the evaluators within 15 minutes of the missed appointment and three attempted to contact the evaluators within 30 minutes of the missed appointment. Five representatives attempted to contact the evaluators within 24 hours but eight evaluators received no contact attempts within 24 hours of the missed appointment. Nn encourages the broad use of ongoing communication to continue to build the individual relationship and address any remaining questions as prospective students prepare to make an enrollment decision.

## LENGTH OF INTERVIEW

### Time With Admissions Representative



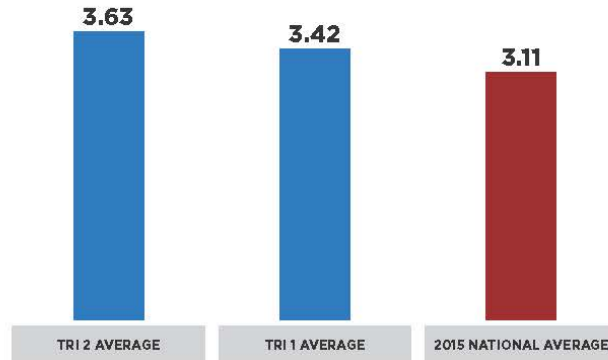
*The Quick Compliance Rating (QCR) is a rating scale developed by Norton Norris, Inc. to measure compliance performance to aggregate data collected from shops at colleges and schools across the country. The results of this assessment and its accompanying material do not constitute legal or regulatory advice. No one should act or refrain from acting on the basis of this report and subsequent summary without seeking individualized, professional counsel as appropriate. Rating criteria are not intended to provide legal counsel or exclusive definition.*

*Findings in this study are based on limited data points and thereby do not intend to represent conclusive results. It is recommended that this data be analyzed in conjunction with other data points and deeper investigation. Evaluator comments have been edited for punctuation and readability. We have left the spelling of associate's names unchanged to maintain the integrity of the data.*

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## CUSTOMIZED TOUR

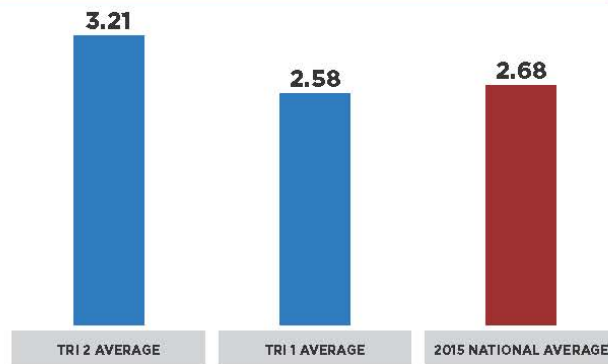
### Customized Tour



Twelve evaluators received a tour that *Exceeded Requirements* while seven received a tour that *Met Requirements*. All evaluators received a campus tour, which is a practice highly recommended as an opportunity to build rapport and experience the learning environment firsthand.

## NEXT STEPS

### Second Engagement



Fifteen representatives *Met Requirements* by explaining next steps and setting a specific follow-up appointment. Four representatives *Exceeded Requirements* by providing an enrollment checklist as well.

**ACTION ITEMS**

These reports are reviewed by the Administrative Director of Admissions and then provided to the campuses for review. Action plans are developed by the campus based on advisor scoring and in accordance with the Admissions Compliance Policy & Procedure manual.

As evidenced by the increase in second trimester ratings from the first trimester in 69% of the categories evaluated, targeted follow up training is effective and will be done in the four categories where second trimester ratings reflected in decrease from the first.

**Exhibit – Initial Interview Form – Making a Connection**

**Exhibit – Excerpt from Admissions Compliance Policy & Procedure Manual**

**Exhibit**



Building a Connection

NAME:	STNU#
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DREAMS & DESIRES	PERSONAL STORY
BARRIERS TO SUCCESS	ACTION PLAN

## OPENING STATEMENT

I'm excited you're here today. Let me tell you what I have planned for the day.

I'm going to get to know you and understand why you're considering college and what your goals are. We are going to discuss what motivates you; and I want to see how we can help you achieve those goals. Together we'll determine if you qualify to attend SJVC.

Once we get to know each other, we'll take a look at the \_\_\_\_\_ program, and what it has to offer you. We are going to take you on a campus tour, introduce you to some key people and you'll meet with Financial Aid.

When we're done, it'll be time to make some decisions. My job is to determine if you are the right candidate for our school, and you'll decide if you think SJVC is the place where you can achieve your goals. Once we reach those decisions we'll build a plan and work together to accomplish your goals.

## FINANCIAL AID

- 1) How much money have you set aside for your education? \_\_\_\_\_
- 2) Will anyone be helping you with your tuition? \_\_\_\_\_
- 3) What do you feel you could afford on a monthly basis? \_\_\_\_\_

## ESTIMATE DEBRIEF

How does that estimate sound to you?

How do you feel it will fit with your family budget?

## SUMMARY

Like I said when we got started, it's time to make decisions.

*(Summarize what you've learned about the student and make a recommendation. IF education is the right choice for the student, make sure to mention the value the education will have in the students shot at meeting their goals)*

Are you ready to be considered for acceptance to San Joaquin Valley College and begin to achieve your goals? (This is a yes/no question)

YES – Direct them to the next step and start moving them toward enrollment.

NO – Work to overcome obstacles and then ask again.

**Exhibit**



**Admissions Compliance  
Policy and Procedures**

San Joaquin Valley College  
rev. December 2014

## Admissions Mystery Shops

### Campus Manager Observation

#### Overview

Observation of advisor interaction with prospects is an effective methodology for monitoring advisors knowledge of and ability to communicate compliance related details. Observations are typically done with the manager in the advisor's office where they can directly observe the interaction. Managers may also elect to observe from the hallway, where conversations can be monitored in a more discrete manner with respect to the prospect.

Feedback from observations is provided to the advisor immediately after the prospect leaves the advisor's office. The feedback focuses on coaching opportunities, but addresses compliance concerns if identified.

Campus admissions management will directly observe the following activities:

Staff	Activity	Observations
Admissions Advisors, FC	Recorded phone call	2 per start cycle
Admissions Advisors	Applicant Interview	2 per start cycle
Admissions Advisors	Follow-up Meeting	1 per start cycle
HS Representatives	Class presentation	1 in the Fall, 1 in Spring

NOTE: Observation frequency is doubled for employees in the introductory period.

Compliance with campus admissions managements meeting of these observation standards is monitored in 5 week periods. A report is generated by the CAO DoA team and sent to the Campus Director.

#### Best Practices

During the advisor's meeting with the prospect the campus admissions manager is monitoring multiple areas of the interaction for regulatory compliance. The following areas of a meeting are of particular focus.

- Presenting of program information
- Presenting of consumer information
- Presenting of tuition and financial aid
- Answering questions regarding any of the following topics
  - Expected Salary
  - Program Placement
  - Program Tuition and Fees
  - Financial Aid
  - Accreditation
  - Transfer of Credit
  - Entrance Exam

During the observation the campus admissions manager will actively intervene and provide correct information should the advisor fail to provide complete and accurate information to the prospective student.

#### Corrective Action

Additional corrective action may be needed after the prospect leaves the advisors office. Campus



admissions management may elect to use any or all of the following tools to provide supplemental training.

- Additional one on one coaching with the advisor
- Review of quarterly compliance training materials relevant to the area of concern
- Specialized training from the CAO DoA team

The appropriate authentic skill check will be used to check for understanding and ensure the advisor meets compliance standards.

Failure on behalf of campus admissions management to meet the observation standards is addressed using the following guidelines.

- First time failure to meet all standards results in a review of the standards with the CAO DoA, campus admissions management and campus director.
- Failure to meet all standards, with more than 75% met, results in a written request from the CAO DoA via email to address with campus admissions manager.
- Chronic failure to meet observation standards results in disciplinary action up to and including termination.

The review of campus admissions management's inability to meet observation standards might also include some consideration for variables such as the number of times standard is missed, whether it was caused by poor time management or apathy, or other subjective elements where a reasonable argument can be made on behalf of the manager. The DoA and campus director will make the final decision on the appropriate action utilizing all the information available to them.