

## San Joaquin Valley College Admissions Assessment Executive Summary - Round Two 2016

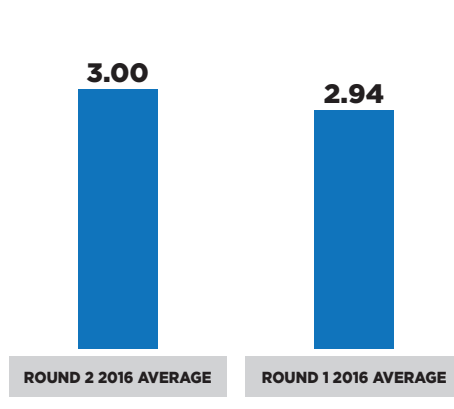
This report summarizes findings from 19 admissions assessments executed at 11 campus locations in the second half of 2016.

For all assessments, evaluators initiated the process by requesting program information via the request form feature on the San Joaquin Valley College (SJVC) home page utilizing prepared alias information. Following request submissions, all contacts made or received were tracked, including any phone calls, emails, text messages and web chat communications, and are reported in the *Admissions Assessment Report*. After a brief inquiry conversation, visits to the campuses were scheduled.



## SALARY EXPECTATIONS

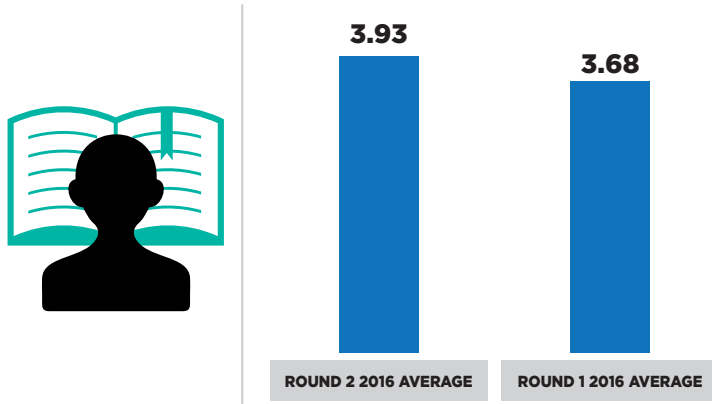
How much can I earn after completing the program?



When asked about salary expectations this round, 14 representatives referred evaluators to online resources to conduct their own research. The topic of salary did not come up organically during five of the interviews.

# PROGRAM PLACEMENT RATE

**How many graduates find jobs after completing the program?**

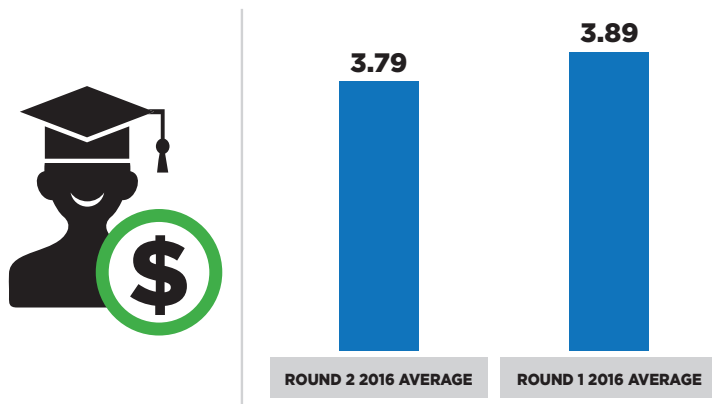


Fifteen representatives provided placement information when prompted, and 14 referred to program information documents given to the evaluators for future reference, which is a best practice, although it should be noted that the eight representatives visited in August provided program sheets with data from 2014, which may merit some review. The topic of placement did not come up naturally during four of the interviews.

Nn applauds the consistent distribution of professionally printed program sheets during interviews and encourages all representatives to familiarize themselves with the consumer data available on these documents. Referencing these documents when asked about graduate employment is an easy way for representatives to ensure that each prospective student is provided with accurate and up-to-date performance information.

# TUITION AND FEES

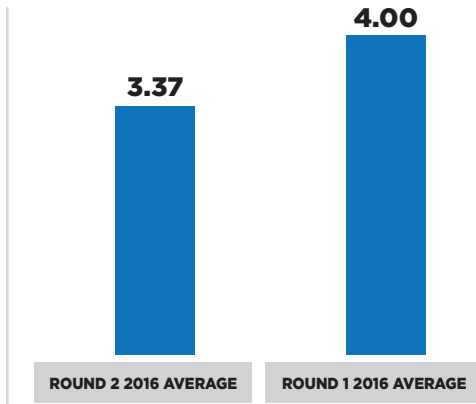
**How much does the program cost and what does it include?**



Seventeen representatives offered tuition details and provided program sheets disclosing total program cost and what is included, which is a best practice. One representative indicated that financial aid could change the cost of tuition, and one evaluator received inconsistent information from the admissions and financial aid advisors (*Admissions Assessment Report lines 553 and 554*).

# FINANCIAL AID

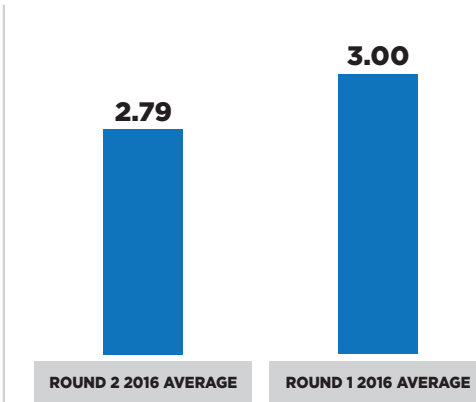
## Will I get federal financial aid and can I speak with an advisor?



All interviews included an invitation to meet with a financial aid advisor, which is commendable. Representatives raised the subject of financial aid during the interview and offered to facilitate a conversation with a financial aid advisor in order to provide additional aid-specific information. Meetings were conducted on campus and FA advisors utilized the online Net Price Calculator to ask requisite questions and generate estimated tuition and financial aid packages for each evaluator. Three financial aid advisors and one admissions representative neglected to instruct the evaluators to report unclaimed income when completing their FAFSAs (*Admissions Assessment Report lines 569, 571, 575 and 577*).

# ACCREDITATION

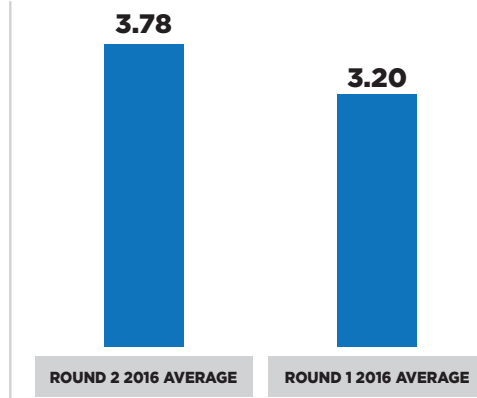
## Is this an accredited school and program?



Most representatives initiated the disclosure of SJVC's accreditation information during a slideshow presentation or while reviewing a program document; seven gave the link to the accreditor's website and recommended further review, representing a best practice. When discussing the meaning of accreditation, seven representatives did not explain the need to meet certain standards. One representative did not provide the full name of the accreditor, and one representative gave incomplete verbal information although a document was provided. One representative inaccurately compared regional and national accreditation and said that SJVC has the same accreditation as other institutions by name (*Admissions Assessment Report line 594*).

# TRANSFER OF CREDIT

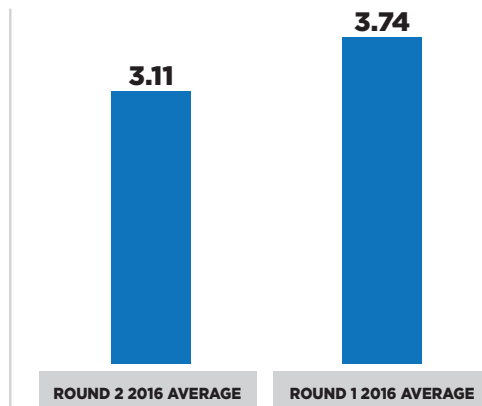
## Can I take credits from this school to another institution?



Eight representatives exhibited best practices by telling the evaluators to check with the school to which they may transfer and explaining that credits may transfer, but it cannot be guaranteed. One representative offered a response that was incomplete or potentially misleading by giving the impression that transferring credits is possible. The topic of credit transfer did not come up naturally during 10 of the interviews.

# INITIAL RESPONSE TIME

## Response to Initial Request for Information

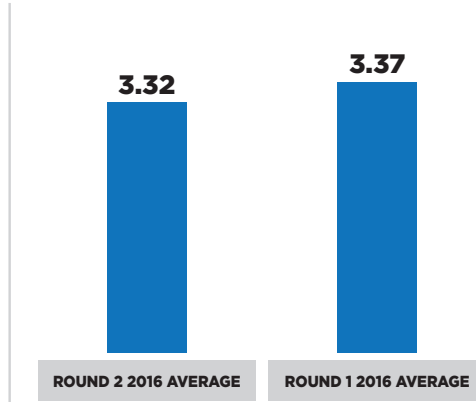


Two of the 19 web inquiries resulted in a response time of less than five minutes, which exceeds expectations. The other 17 inquiries resulted in a response received within one hour, which meets requirements.

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 at its peak.

# LOBBY EXPERIENCE

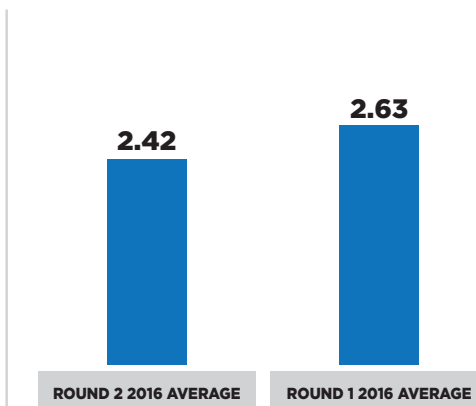
## Were you welcomed to the campus?



Eighteen of 19 evaluators were greeted in a friendly manner immediately upon their arrival and eight were offered a beverage while waiting, which exceeds requirements. There was no one staffing the front desk when one evaluator arrived (*Admissions Assessment Report line 729*).

# INTERVIEW WAIT TIME

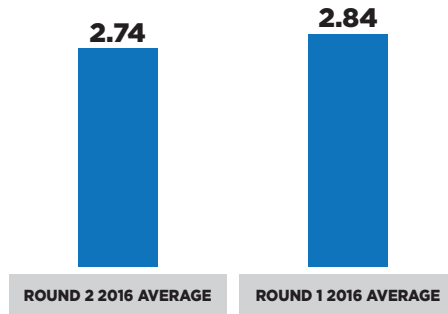
## How long did you wait to begin your interview?



One evaluator waited less than five minutes before they were greeted by the representative, which exceeds requirements and nine evaluators waited five to nine minutes, which meets requirements. Six evaluators waited for 10 to 15 minutes and three waited for over 15 minutes before their interviews began.

# PRODUCT KNOWLEDGE

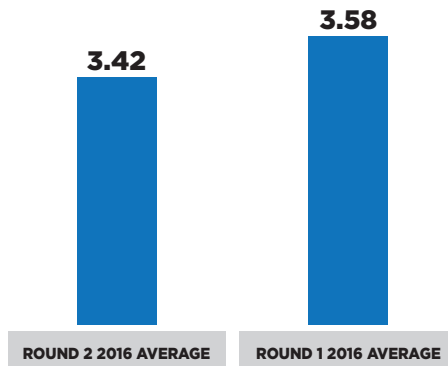
**Were you provided with clear and complete information?**



Seven representatives demonstrated product knowledge that exceeds requirements, while 12 representatives demonstrated product knowledge that is 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

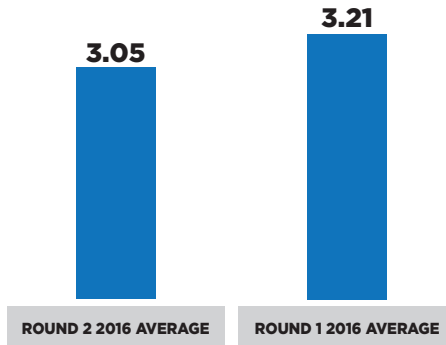
**Did the representative ask questions to get to know you?**



Eleven representatives exhibited listening, information gathering, and rapport-building skills that exceeded requirements. Five representatives met requirements and three representatives 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.

# SALES SKILLS

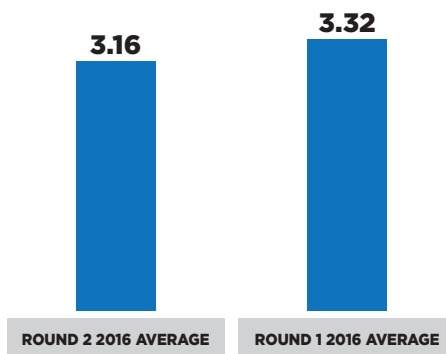
## Were you encouraged to apply or enroll?



Nine representatives demonstrated sales skills that exceeded requirements. Two representatives met requirements and eight 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, nine representatives provided a Career Action Plan to guide the prospective student through the application and enrollment process.

# ATTITUDE

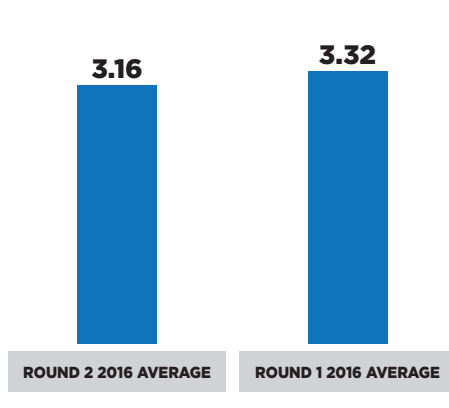
## Did the representative present a positive and professional demeanor?



Three representatives exhibited attitudes that exceeded requirements and 16 exhibited attitudes that 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.

# CUSTOMIZED TOUR

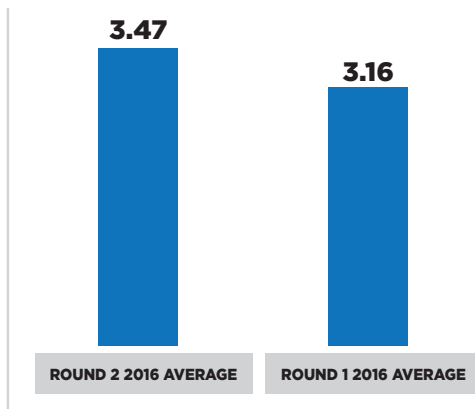
## Were you offered a tour?



Five evaluators received a tour that included introductions to staff and/or students, which exceeds requirements, while 12 received a customized tour that meets requirements. Two evaluators received a generic tour of the campus, which is below requirements.

# NEXT STEPS

## Second Engagement

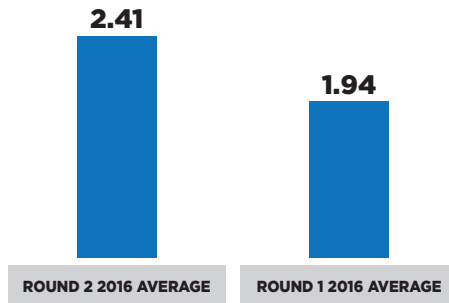


Twelve representatives exceeded requirements this round by explaining next steps, setting a specific follow-up appointment, and providing a Career Action Plan. Five representatives met requirements by explaining next steps and setting a specific follow-up appointment. One representative was below requirements as they did not schedule a follow-up appointment, and one representative did not meet requirements as they did not establish clear next steps, nor did they schedule a follow-up appointment.



# FOLLOW UP

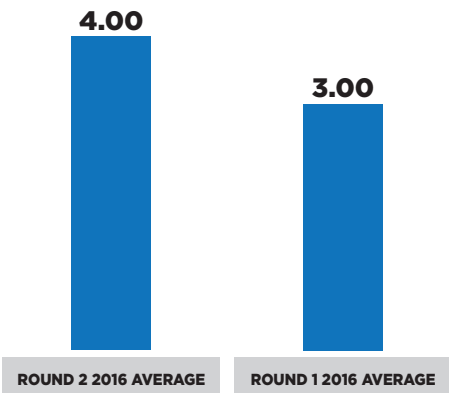
## Follow Up to Missed Appointment



Of the seventeen representatives who scheduled second visits, two attempted to contact the evaluators within 15 minutes of the missed appointment, which exceeds requirements, and seven attempted contact within an hour of the missed appointment, which meets requirements. Four evaluators received contact attempts within three hours after the missed appointment, and four evaluators received no contact attempts within 24 hours after the missed appointment, which does not meet requirements. 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.

# FOLLOW UP – NO SECOND ENGAGEMENT

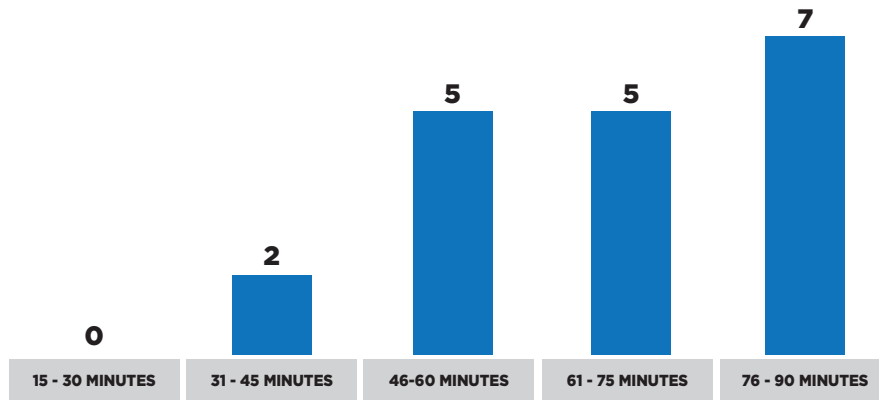
## Follow Up After Admissions Interview



Both representatives who did not schedule a second appointment attempted to contact the evaluator the same day after their admissions interview on campus, which exceeds expectations.

# LENGTH OF INTERVIEW

## Time With Admissions Representative



Of note this round is that four evaluators spent over 10 minutes waiting or left alone during their time at the school; two spent over 25 minutes (*Admissions Assessment Report lines 663-666*). One evaluator spent nearly 40 minutes with Financial Aid (*Admissions Assessment Report line 671*).

## Additional Observations

- Four evaluators were asked to refer a friend.
- All admissions representatives spoke positively of San Joaquin Valley College.
- Fourteen admissions representatives explained that the evaluator would develop a Career Action Plan to take home after the appointment.
- All but one of the evaluators were asked about their goals for the future.
- All but one of the evaluators were asked about their current situation.
- Sixteen representatives asked the root questions conversationally (versus forced or rapid-fire).
- Fourteen evaluators were asked to write out their personal goals on the Career Action Plan (CAP) and eleven were asked to write their own steps with due dates to be completed.
- All but one of the representatives customized the interview content based on the goals and information discussed.
- Fifteen evaluators found the length of time spent with their on-campus admissions representative to be appropriate. Four evaluators felt that their interviews were too long, lasting around two hours (*Admissions Assessment Report lines 668 - 671*).

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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 associates' names unchanged to maintain the integrity of the data.