Student Services
Departmental Goals and Assessment Plans 2012-2013

Department Name: North Region, Student Services

Departmental Goals for 2012-2013

South City

1. Coordinate efforts to improve communication, parking and food options discovered from items from 2011-12 Assessment, Action Plan at both the Highland and Library Square Centers. Coordinate with Regional Director, Auxiliary Services, with Student Life and Leadership to explore offering of additional food options. For LSC, plan a pizza get together and with both day and evening to discuss issues of parking and the purpose of the "special" permit. **Did not follow through on this goal**
2. Coordinate with Malin Francis, Jack Mukavetz and Susan Valentine to complete Lighting and Painting project funded from the IBP. **In the process of working with Jack Mukavetz to coordinate the lighting for Enrollment Services counter area and Student computer area. Submitted a fix-it order to have the Student Service painted to coordinate with the Center for New Media. Approximately $19,000. will be used by Deneece Huftalin to assist with other SCC areas to move and do minor remodels.**
3. Coordinate with Malin Francis, Jack Mukavetz and Susan Valentine to submit a plan and cost estimate to upgrade the "horseshoe" counter in time for requesting funding on the 2012-13 IPB. **I submitted a plan through the IPB process, but it was not funded.**
4. Continue to coordinate the communication and remain involved in the process and transition of the opening of CFNM, in 2013. **This process continues until the opening and celebration.**
5. Assess service availability and effectiveness will be analyzed at Westpointe Center. **2012-13 will be submitted in CampusLabs by July 1, 2013**
6. Coordinate Student Services at the Westpointe Site. **Plan to submit a proposal to make the part-time position a full-time position.**
7. Coordinate the availability of Veteran Services at the SCC and Westpointe. **Completed**
8. Blend non-credit Enrollment Services staff and functions with credit Enrollment Services Staff. **Completed. Initial cross-training was coordinated by Liz Brewster and Talieya Wallace. Revisions to the training or process for Enrollment Services may be impacted by the merger of the credit and non-credit Advising staff taking place sometime after July 1, 2013.**

Project (Assessment) Title: 2012-2013 Phase II Student Needs and Satisfaction Assessment

College Priority & Objective: Improve Student Access and Success

Methodology (Plan/Timeline/Method): Through the use of a standardized needs assessment, service availability and effectiveness is being analyzed at off-site locations. Locations are reviewed on a rotational basis within the north and south regions so as to gather historical data regarding core functions at each location. Administration of a student survey began in Fall 2011 with the Highland and Library Square Centers (North Region) and the Miller Campus (South Region). The second phase (Fall 2012) will be administered at the **West Point Center** (North Region) and the Jordan Campus (South Region). Meadowbrook and South City Campuses will follow in subsequent years. New sites, such as Herriman, will be added to the rotation.

Survey Results for Westpointe Center

Results from the Fall Semester Survey:
18 Total survey responses received

	FALL 2010
1. Have you ever visited Student Services at the Westpointe Center (Room 102)?	22% yes 78% no

2. To help us access our hours of operation, tell us when you would most likely visit Student Services offices for assistance: (Check all that apply)

Fall 2011

8:00 - 9:59 a.m.	19%
10:00 - 11:59 a.m.	19%
12:00 - 1:59 p.m.	13%
2:00 - 3:59 p.m.	6%
4:00 - 5:59 pm.	16%
6:00 - 8:00 p.m.	26%

3. How often do you collaborate with other students within the Westpointe Center as study partners or in group projects?

Daily	0%
Weekly	17%
Monthly	6%
Once per semester	22%
Less than once per semester	11%
Never	44%

4. How does your Westpointe Experience compare with other SLCC sites in terms of your engagement with other students?

Much more engaged with students at the Westpointe Center than at other SLCC sites.	44%
Somewhat more engaged with students at the Westpointe Center than at other SLCC sites.	17%
Engagement with other students is about the same at the Westpointe Center and other SLCC sites.	28%
Not applicable	11%

5. Please indicate your level of agreement with the following statements: The Westpointe Center provides a supportive campus environment.

Strongly agree	59%
Moderately agree	29%

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Neither agree nor disagree	12%
Moderately agree	0
Strongly disagree	0

6. Please indicate your level of agreement with the following statements: I am able to confer with faculty outside of class.

Strongly agree	71%
Moderately agree	18%
Neither agree nor disagree	12%
Moderately agree	0
Strongly disagree	0

7. Please indicate your level of agreement with the following statements: There is opportunity to engage with faculty during class.

Strongly agree	71%
Moderately agree	24%
Neither agree nor disagree	6%
Moderately agree	0
Strongly disagree	0

8. How many credits are you taking in the Fall 2012 semester?

1-5 credit hours	18%
6-8 credit hours	24%
9-11 credit hours	24%
12-15 credit hours	29%
16-18 credit hours	6%
More than 18 credit hours	0

9. What are two things you like about taking classes at the Westpointe Center?

Close to home	5 responses	Small teacher/student ratio	
Close to work		Modern and clean	3 responses
Easy access		Class sizes are small	2 responses
Flexible hours		Very good teachers	
Parking, plentiful		Fun	

Aviation Program is closer to Cornerstone Aviation Flight School

New and clean building	Great Faculty, interested in my learning
Easy access	Parking, plentiful
Vending machine selection	Close to the Airport
New equipment	Night classes
Relaxed environment	More time with Faculty

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10. What are two things you would recommend to make the Westpointe Center better for students?

More class options, more GE, build schedule to allow for full time attendance.
Overhead projectors on 2nd floor to be buffered from HVAC vibration

Computer and internet access	A shower/locker room
Far from home	Keep temperature in check (too cold)
More bathrooms	More evening classes
More parking	Signs for the Student Center
More girls (haha)	No suggestions 2 responses

Outside groups that come for workshops are loud and interrupt classes
Fixed and rotor simulators that work and are more realistic to practice on

Provide dry erase markers that work	2 ply bathroom tissue
Clocks on the wall	Expand the vending selections 3 responses
Vending machines that the OneCard accept	Heater
Not requiring parking permit at Westpointe	No suggestions 7 responses

Action Taken: The survey results indicated that few students have visited Student Services. I plan to join the campaign initiated by Shannon McWilliams to provide posters and flyers to highlight services that students can access at the Westpointe, Highland and Library Square Center. I plan to meet with Institutional Marketing to edit for North Region sites. I also plan to share results with Nate Sutherland, Russell Collette and John Hurst to discuss the results and get input on what recommendations they would suggest to continue to provide the support for students at the Westpointe Center in the future as the site grows.

Project (Assessment) Title: 2012-2013 Program Review, Enrollment Services

College Priority & Objective: Improve Student Access and Success

Methodology (Plan/Timeline/Method): LaDawn Miera, will be contributing to the Program Review for the Incoming Transcript Office, Enrollment Service, MaryEtta Chase, Registrar. The first draft was due on July 31, 2012. Submission of the rough draft to MaryEtta will be October 1, 2012. First draft for review by Janet Felker will be December 15. A final review will be sent to Janet Felker, February 2013.

Student Services Learning Outcome:
Acquire knowledge.
A. Master subject matter.
B. Apply knowledge.
C. Know about campus resources.
D. Use technology effectively.

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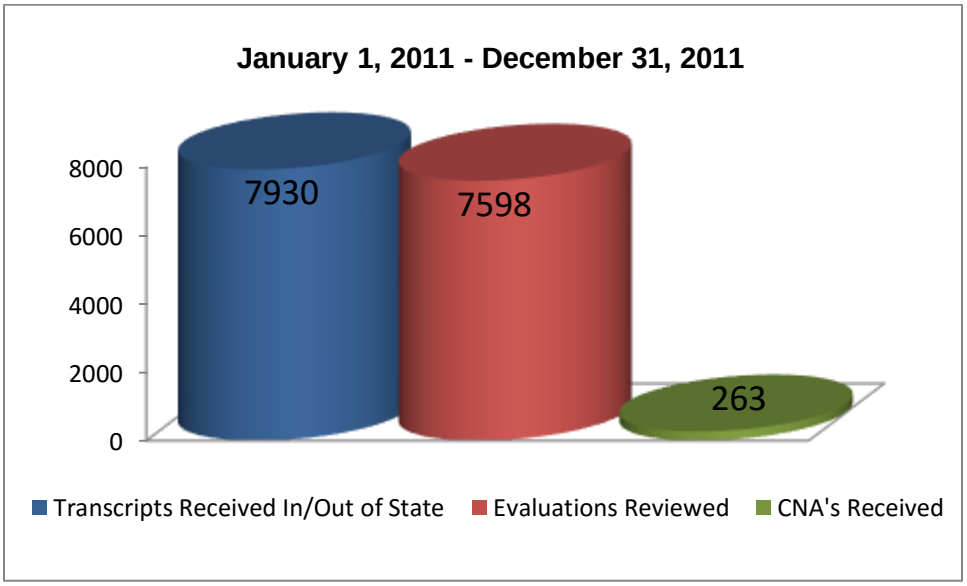
Enrollment Services: Incoming Transcript Office

Core Programs and Services (Excerpt from the Enrollment Services Program Review)

The primary function of the Incoming Transcript Office, within Enrollment Services, is to transfer credit that will be applied toward the completion of associate's degrees and possible certificate programs to prepare individuals for career opportunities and an enriched lifetime of learning and growing. In addition to transferring credit to satisfy SLCC degree requirements, many students transfer in credit to satisfy prerequisite requirements for coursework that will further advance their educational goals for employment or graduate school pursuits.

Incoming Transcript Office: Transcripts Received & Evaluated



Notes: Some of the transcript evaluations may include re-evaluations or transcripts received from the prior year.

For comparison purposes, the office sent a request to all Utah System of Higher Education (USHE) institutions, as wells as BYU & Westminster, to inquire about transcript evaluation statistics. Weber State University is the only institution that has responded to date.

In the 2011 calendar year, Weber received *and* reviewed **12,615** transfer transcripts (not high school; college only). Weber does not keep track of the number of transcripts received that cannot be matched to students or from those who do not complete the admissions application.

The transcript evaluation process is different at all USHE institutions. Some institutions require that all transcripts be processed for admissions; however, SLCC does not require transcript evaluation for admissions. SLCC is open admission and the student population at SLCC may be attending for a variety of reasons. Prior transcript evaluation may or may not be necessary depending on a student's goal at SLCC.

The evaluation of credit typically comes from one of the following sources:

- Prior College or University within Utah Institutions
- Prior College or University Out-of-State Institutions

- Foreign Credential Evaluations (Prior college credit completed outside of the United States)
- AP (Advanced Placement) Exam Credit Evaluation
- CLEP (College Level Examination Program) Exam Evaluation
- Foreign Language Credit Evaluation
- Military Transcripts
- POST (Police Officer Standard Training) Certification Evaluation

SLCC operates under the following credit evaluation guidelines to ensure consistency and to best serve all student populations:

1. Classes were taken for credit at a regionally accredited college or university (exceptions to this rule are sometimes made by specific academic programs for credit applied to a major-related course requirement);
2. Grades in individual classes are C- or higher, except in cases where a grade of C is required at SLCC as a prerequisite;
3. Classes are college level (rather than remedial or developmental; at Utah institutions this usually means numbered 1000 or above);
4. Classes are designated as "general education" by the issuing institution or by SLCC, or meet a requirement for graduation in the student's SLCC program.
5. Courses taken more than 10 years ago may only transfer as elective credit, rather than specific course credit.

In conjunction with the academic department evaluation, the acceptability of coursework is also guided by the Utah System of Higher Education (USHE) policy **R470** (http://higheredutah.org/sbr/policy/pdf/R470.pdf):

The purpose of R470 is to assure reciprocity and consistency in the structure and core requirements for General Education programs in the Utah System of Higher Education (USHE); to provide a lower- and upper-division course numbering code for the System, to establish common lower-division pre-major requirements and support timely progress toward student graduation; to provide policies and principles for the transfer of credit among System institutions; and to establish the credit by examination policy.

In addition, the Transfer Manager is a member of the Utah Transfer Articulation Committee. The committee meets twice a year to share best practices and aims to maintain transparency and consistency in how credit is evaluated across the USHE system. The committee is also a valuable resource when questions come up about how other institutions are evaluating credit.

The guidelines and procedures that govern the evaluation of Incoming Transfer Credit are published online: www.slcc.edu/transcriptevaluation. In addition, they may be found in the college catalog and the Incoming Transcript website is referenced in many college communications to students as listed below.

Although SLCC is an open admission institution and students are not required to submit transfer credit for admittance, the information about transfer of credit is made available to notify and inform incoming transferring students by referring them to the Incoming Transcript website through a variety of publications and sites:

- Getting Started handout (copy attached)
- Online Getting Started: http://www.slcc.edu/gettingstarted/
- Admission Letters (template/sample included)
- Orientation Brochure (page 15): http://www.slcc.edu/orientation/docs/ConnectionsOrientation.pdf

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- Referenced in all New Student Orientations

In general, the turnaround time of processing transcript evaluations ranges from two to four weeks. During peak registration periods, the range can extend to six weeks. The office has made many improvements over the past several years to streamline the process and make the turnaround faster. The primary improvements have been made in communication to students. Students who submit a transcript, but have not submitted a Request for Evaluation form, are notified and sent the link to submit the form. SLCC has also reached out to USHE institutions, which may have students transferring only for the summer or only for one or two classes, and shared the steps to the transfer evaluation process to inform their students who may need to clear a prerequisite. There have been many instances in the past year and a half when the turnaround time has been within a week or less.

One of the biggest difficulties in serving transfer students is determining for certain what their goals are at SLCC. There is no way to measure a student's intent. Transcripts are evaluated based on the student's application to the college. The type of application (matriculated versus non-matriculated) is utilized to evaluate prior credit accordingly. Matriculated students are evaluated based on the program of study listed on the student's application. General education core is reviewed for all matriculated students and applicable program of study requirements. For example, if a student is listed as pursuing an AAS in Accounting, and has several Social Work related courses; the Social Work courses are posted as elective credit only. They would not be submitted for articulation to the Social Work department because they would not be applicable to General Education requirements or Accounting related requirements. Non-matriculated students are not given a complete evaluation. They are evaluated for prerequisites only. The Request for Evaluation form is essential, especially for non-matriculated students. Students must list the courses they want to complete at SLCC in order to evaluate and post applicable prerequisites. Students are notified if clarification is needed or if they have not met the required prerequisite.

Beyond traditional transfer students who request evaluation of credits in order to apply them toward a degree, the office works with several specialized populations. These students may or may not ultimately pursue a degree at SLCC:

Health Science Programs – Program prerequisites are evaluated for all health science students applying with prior credit from elsewhere. This currently includes validation of CNA Certification for nursing applicants.

Graduate Students – Many students pursuing degrees/programs elsewhere transfer to SLCC to retake courses to improve grades for graduate programs.

Veterans – With an increase in the number of returning Veteran students to civilian life, many are taking advantage of the GI bill and educational benefits that they are entitled to utilize. Veteran students are required to have all prior coursework (including military experience) evaluated to be eligible for those benefits. The majority of military related credit is not applicable to specific programs and rarely benefits degree completion. Our experience has been that this population, more often than not, is here to receive those benefits rather than truly pursuing or completing a degree. This was confirmed through a session attended at AACRAO 2012 (Customer Service for Military Students: Building and Managing Relationships). Again, this is a requirement made by those issuing the benefits that the students are required to submit.

Athletes – For some student-athletes, SLCC has been a bridge between their prior institution and their ultimate destination. They may be here to maintain eligibility while waiting for a spot at a Division I institution. Or, they may be required to improve their GPA to be eligible for a Division I school.

Overall, there has been a steady increase in the number of transcripts received each year. Although not substantiated statistically, the sense is that these specialized populations are a large part of the increase. This may be due to the fact that these populations are more demanding than traditional degree seeking students because they have other factors outside of degree completion at stake.

Over the past years, several policy and procedural changes have impacted our area:

- **Assessment Initiative** – The Accuplacer placement test was added as an admissions requirement for matriculated students but not for students with prior degrees. Students with prior degrees and credit are adamant about not having to take the Accuplacer. The difficulty arises when they are required to take the Accuplacer to satisfy a prerequisite requirement. As a result, our office is often referred to handle related inquiries regardless of whether or not a student has prior transfer credit.
- **Electronic Transcripts** – Most USHE institutions utilize an electronic format to issue college transcripts. In addition, most military transcripts are received electronically. There are a few out-of-state institutions that send transcripts electronically. That number is expected to grow as the technology evolves and becomes more readily available. Although it is more time consuming to download an electronic transcript rather than opening an envelope, overall, it does speed up the turnaround time for students. Positively, our documentation of date received and codes can be electronically stamped on most electronic transcripts received and transferred directly into Nolij. There is an electronic archive that can be researched if a transcript is missing versus if something is lost in the mail, rarely can that be researched. One of the main downsides of the electronic format is that if there are electronic glitches with the system; either servers or sites. If it's not working, we have to wait until it is working to process the files,
- **Prerequisite Enforcement** – As result of the recent enforcement of all course prerequisites, our office saw an increase in transcripts and inquiries for summer 2012.

During peak registration (April-August 2012), there was a 9.41% increase in transcripts received compared to the same time period in 2011. This is attributed to this summer's implementation of all prerequisites. Based on enrollment patterns, the Incoming Transcript Office had anticipated numbers to be level with the year prior, or possibly even decrease. Prior to requiring the Accuplacer for matriculated students to be admitted and prior to the enforcement of all prerequisites, some transfer students may not have submitted transcripts for evaluation. With these changes, more students are now submitting transcripts because they would otherwise have to either take the Accuplacer and/or be restricted from registering for certain courses.

Although collaborative efforts may be made when new policies and procedures are implemented, the reality is that there is a cost to new services or changes in procedures. Typically, there are not additional resources (i.e. time, money) made available and it is difficult to predict how an area will be impacted.

Changes in academic administrators and the realignment of academic programs can have a significant impact on the Incoming Transcript Office process as well. The academic departments of the College are relied on to evaluate and articulate individual courses for transfer. Any time there is a change, or realignment of positions, there is a learning curve for faculty who need to review transfer credit. This may, or may not, result in the delay of articulations being processed. The Incoming Transcript Office has experienced that many times the incoming transcript evaluation process is a new administrator's first introduction to transfer of credit to SLCC. The impression and perspective is that as a "community college", the majority of students are transferring out to a four-year institution. In addition, each academic program has its nuances

and the Incoming Transcript Office not only has to learn how to navigate, but often is required to communicate these distinctions to students.

Below are a few specific examples:

Visual Art & Design: Students must be directed to the department for a portfolio review. Often credit has been substituted for SLCC requirements, not articulated. This is problematic when a course is needed for a prerequisite and Banner does not identify substituted coursework. We have been working with the department to get more courses articulated rather than substituted.

Aviation Programs: Students must be directed to the department for review of credit before it may be posted.

Business/Management: Strictly for courses that have a BUS or MGT prefix, students must petition the department for credit. (**Copy of form included in Appendix**)

American Sign Language: ASL 1010, 1020, 2010 & 2020 classes that have been taken within the last two years are transferable to SLCC from all accredited Utah colleges. Credit for ASL 1010 and/or 1020 can be earned by passing the ASL challenge test(s). For students with demonstrated proficiency in American Sign Language, it is possible to enroll directly in more advanced courses with departmental approval. Upon completion of that course with a grade of B or higher, students can petition and pay for credit for the first-year courses bypassed. If students intend to apply for entrance into the ASL/English Interpreting program, a “B-” grade or better is required in all ASL courses. The Incoming Transcript Office refers students to the ASL academic advisor for planning coursework and goals at SLCC since there are now program prerequisites.

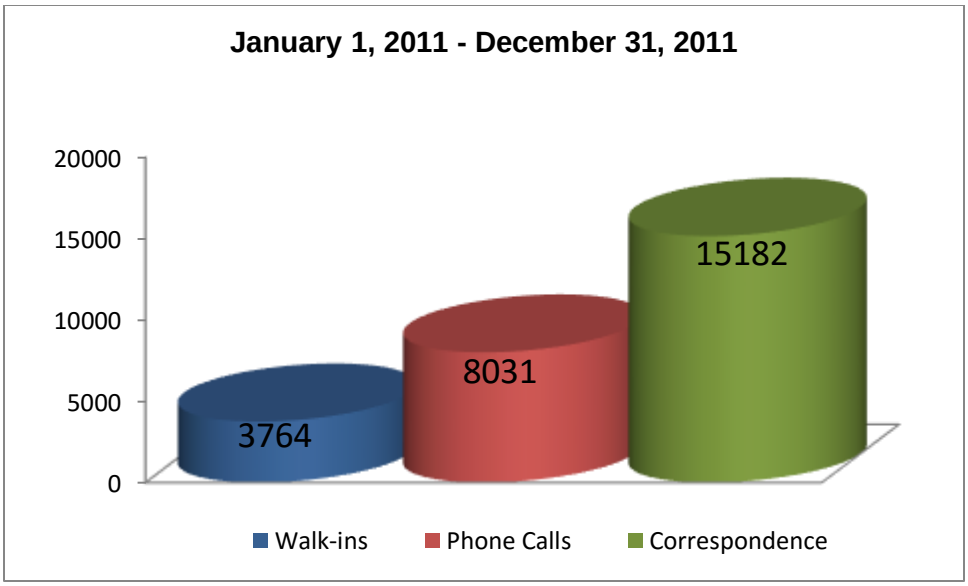
Nursing: In addition to posting general education and program prerequisites requirements, the nursing department requires additional coursework be posted strictly for the purpose of admissions and awarding points toward acceptance to the program. (Copy of additional courses is included.)

The Incoming Transcript office has a good working relationship with the academic departments. However, to strengthen the overall coordination between departments, a goal of the Incoming Transcript office would be to have a formal way of orienting new administrators. This could be accomplished through a guide on transcript evaluation listing FAQ’s with a cheat sheet on terms and Banner codes frequently used.

Students are sometimes misdirected to the Incoming Transcript Office. For example, students are referred to the Incoming Transcript Office who have older SLCC credit that Banner is not identifying accurately for degree audit purposes. The assumption is that the Incoming Transcript Office can “transfer” or update the credit to current SLCC equivalencies. The remedy for this is a combination of updating the degree audit to acknowledge the prior credit or on occasion a departmental substitution may have to be made. Neither of which would be initiated by the Incoming Transcript Office. In addition, students who have missing SLCC concurrent enrollment credit are often directed to the Incoming Transcript Office to locate their missing credit. This is a function coordinated between the high schools and the Concurrent Enrollment Office at SLCC.

To combat some of the misdirection, the Incoming Transcript Office has implemented a phone tree to redirect students who may be contacting the office by phone. In addition, when these occasions arise, we try to identify who referred the student and make formal contact to clarify the correct procedure.

Incoming Transcript Office: Contacts & Interactions



In addition to the amount of transcripts received, the volume of calls and walk-ins add to the turnaround time for the transcript evaluation process. Despite the setup of Enrollment/Student Services and the Incoming Transcript Office location within Enrollment Services, the second graph demonstrates truly how well the office flows while handling frequent interruptions. The office technicians, along with evaluators, handle a tremendous amount of detail-oriented paperwork while functioning as a reception desk for the public. Imagine financial aid technicians processing their files, while answering all general financial aid phone questions and departmental walk-ins. In addition, part-time Enrollment Service specialists, who cover the front desk of Enrollment Services, and have paperwork, get time at a private desk within Enrollment Services to take care of paperwork; while the Incoming Transcript Office technicians handle all paperwork, all departmental phone calls and walk-ins at the office reception desk. Many of the phone calls and walk-ins have not been related to the Incoming Transcript Office. Walk-ins tend to be impatient Enrollment Services students who do not want to wait in line, have a “quick” question or need a pen. To address the problem of misdirected callers, the Incoming Transcript Office recently implemented a phone tree for all incoming calls to direct students to the correct departments. Examples of misdirected calls included calls for outgoing transcripts, students checking on high school transcripts, ACT or SAT scores, transfer Accuplacer results and registration questions for prerequisites.

With the changes and improvements in technology, one day there may be automatic transferring of credit. In the meantime, our office aims to evolve with the changes, while maintaining a respectable level of service.

Leadership and Staffing

The Incoming Transcript Office is comprised of four full-time staff members:

- Manager
- Specialist
- (2) Technicians

The office reports to the Director of Student Services, North Region; who assists with out-of-state transcript evaluations.

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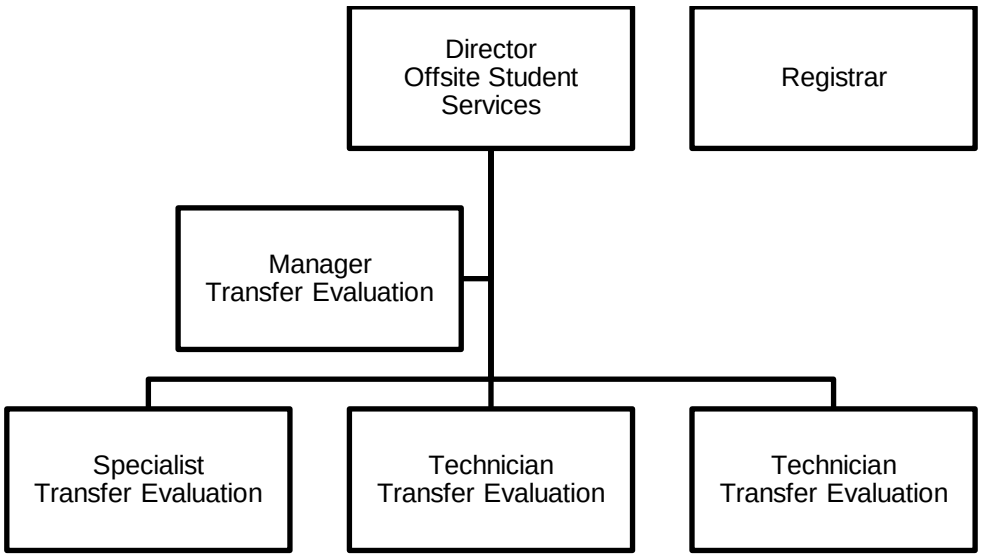

The Manager is ultimately responsible for all decisions and communications regarding incoming transfer credit. As needed or as requested, the Director, Registrar and Vice President of Enrollment Services are consulted to discuss any challenges and strategies that arise. Information is shared and distributed typically via e-mail notification. Each employee has a binder that can be referenced for information and updates (e.g. Accuplacer Score Placement). When new concerns arise, that may impact our department, the four full-time staff members gather to discuss implementation and plans of action. This informal meeting process works effectively due to the small group's location in close quarters which allows for frequent and easy communication.

Staff and Responsibilities: Department Staff Profile (attached)

Human Resources standard advertising has been utilized for recruiting methods. All recent hires have been internal candidates although the positions have been externally posted. The technician position is the only position that has turned over in the past seven years. Reasons for employees leaving have tended to be for personal issues rather than for advancement or discontent.

Job Responsibilities:

Manager – Manage, design, implement, and oversee the college-wide system of transfer of credit evaluation for new, continuing and returning students. Coordinate with faculty, departmental advisors and communicate with students. Maintain computerized data base student information system. Determine appropriate interpretation and application of college and statewide policies and procedures as they relate to transfer credit. Hire, train and supervise full-time staff.

Specialist – Under the direction of the Manager, evaluate and articulate incoming transfer credit, clear prerequisites and coordinate Assessment Initiative functions. Develop working relationships with academic departments and advise students regarding their transfer credit evaluation(s).

Technicians – Under the direction of the Manager, assist and provide students with all relevant information about Enrollment Services at SLCC. Provide clerical/technical support regarding transfer of credit process.

Qualifications**:**

Manager – Bachelor's degree in Behavioral Science, Education, Communication or related area with a minimum of two years experience in Student Services, transfer of credit evaluation, enrollment services or academic advising at a college or university. Experience working with diverse groups of people, providing direction to individual students through advising and managing of records and office functions. Good customer skills and ability to communicate effectively both written and verbally.

Specialist – Associate of Science degree or minimum of 60 semester hours from a regionally accredited college or university and one year of related paid full-time work experience in a college setting, preferred. Familiarity with college core/pre-requisite transfer articulation. Ability to organize and prioritize tasks; to work well without direct supervision; work under pressure; work with specialized student populations; understand and use computerized student records; Microsoft Office preferred. Banner user experience preferred.

Technicians – High school diploma or equivalent and one year of related paid full-time experience. Good listening and speaking skills; Customer service and problem-solving skills; knowledge of Microsoft Word, Excel and Outlook (strongly preferred); user-level experience with Banner student information system (preferred); reception and general office procedures; knowledge of college policies, procedures and programs (strongly preferred); ability to organize multiple tasks.

Training and Professional Development

New employees are trained primarily by their office peers. In addition, employees participate in required training (online and in person) established by Human Resources and in the New Employee Orientation provided Student Services every semester.

Continuing employees who have not received some or all of this training, or who were trained more than two years ago, are requires by the manager to complete needed segments immediately.

Mandatory training courses include:

- Americans With Disabilities Act (ADA) - *Renew every 2 years*
- Anti-Discrimination & Harassment Avoidance (ADHA) - *Renew every 2 years*
- Emergency Procedures - *Renew every 3 years*
- Family Education Rights and Privacy Act (FERPA) - *Renew every 3 years*
- Fire Extinguisher - *Renew every year*
- Workplace Violence - *Renew every 3 years*
- Driver Safety Training - *Renew every two years*

Ongoing training includes monthly Enrollment Services trainings and an annual retreat. Professional development varies by position and includes opportunities offered by the Center for Innovation, Student Services, regional and national organizations (i.e. AACRAO, NASPA).

Travel approval for professional development is made at the director level and assessed based on budgetary allowances. Participation has been granted based on an employee's interest or request. There are routine offerings that staff will be required or requested to participate in based on the position; however, a more concerted effort will be made in the upcoming year to provide opportunities outside SLCC for staff.

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In terms of strengths of training and development, the office is diverse in the knowledge of student services and academic programs because of the coordination that is required to articulate coursework. The Incoming Transcript Office is often referenced for clarification regarding questions that are not necessarily under our purview such as prerequisites, Nolij and placement assessment for Admissions to name a few. In addition, the manager is well networked within the USHE system. The manager shares information learned from other institutions explicitly and frequently to ensure all employees have a broad knowledge of what is trending within the state.

Some of the challenges faced, or items that would have been preferred for training, include comprehensive Banner training. Staff tends to be only as good as the person training them. There is no manual or formal OIT training based on departmental needs. The training provided by the OIT department is basic and generic. The same can be said for training and use with Nolij – the College's imaging system. As an employee learns a "new trick", they become the resource; as one of our technicians has experienced first-hand. The technician is called on to troubleshoot and navigate when issues arise simply because they have worked through it on their own.

Evaluation

Formal evaluation is done annually through the Performance Excellence Program; which includes Employee Self-Evaluation, Employee Performance Review and Goals & Objectives. The Incoming Transcript Office has been fortunate that there have not been many staff issues that have required additional performance reviews.

The office configuration, for better or worse, allows informal communication and has assisted in many ways for feedback. The specialist and two technicians are in the same space and the manager's office is connected to all three employees. For example, if the manager sees or hears incorrect information being expressed, it can be corrected immediately. In the same regard, if the technicians or specialist hear or see the manager communicating something they were not aware of or wanted clarification on, it is asked immediately. The office represents three different generations and dynamic personalities. Again, the Incoming Transcript Office is fortunate that it works as well as it does. Everyone gets along and respects each other's differences and embraces the similarities. On occasion, there may be a private request made, however, the reality is because of the proximity of everyone and the apparent differences in personalities, very few things are not transparent. There is a good balance between the personality types in the office that complement each other. The staff members are involved and maintain focus while getting the work completed. There have been a few individual awards, but no formal departmental rewards/recognition programs.

In the next five years, the current director will be retiring and the plan is to have the Incoming Transcript Office department report to the Registrar. The current director assists with evaluations and that would not be transitioned to the Registrar. Therefore, the turnaround time for out-of-state evaluations may take longer.

In recent months, the manager has been asked to participate in new committees and projects such as, the WICHE Passport Initiative, Almost Completers Committee and DegreeWorks Implementation. New initiatives have been an ongoing trend over the past few years. Job expectations have dramatically changed with new demands and frequent additions of processes which the manager must work through and handle. With the shift of the Incoming Transcript Office to Enrollment Services, the expectations may expand even more. The concern is that some aspects of the requests are more of an admission process or requirement. For example, the manager is involved in reviewing the college admission letters and "Getting Started" packet. Although there are aspects in the letters and packets that are directly related to transfer

evaluation, overall input is requested because the reality is that there is no formal admission department at SLCC. Enrollment Services is interpreted as being the same, however, a student cannot physically be directed to the admission department or the director of admissions. All of those responsibilities have been absorbed by Enrollment Services and other areas (i.e. School Relations, International Admissions). The result has been that many functions are expected to be overseen by the Registrar and those expectations trickle down to those reporting to the Registrar. Even though SLCC is open admission, there are admission's procedures and requirements that are typically never dealt with by an institution's Registrar; such as all processes related to the college application and the assessment requirement for admission.

Facilities, Equipment and Technology

Facilities

The Incoming Transcript Office is located within the Enrollment Services office. This move was made in 2008. Prior to that, the Incoming Transcript Office was in a separate office shared space with Health Science Admissions. The current location of the Incoming Transcript Office is directly east of the main entrance of Enrollment Services and is often mistaken for the contact point for all student walk-ins.

The biggest challenges with the current facilities are location and space. The current location is not conducive to productivity. Most functions of Enrollment Services are first filtered at the front desk; in contrast, the Incoming Transcript Office handles its departmental walk-ins, inquiries and phone calls from 8 a.m. – 4:30 p.m. For example, if a student drops off a graduation application, the Enrollment Services front desk accepts the application and it will be forwarded to the Graduation office. No one from the Graduation office has to handle the inquiry. Whereas, if a form is being dropped off to the Incoming Transcript Office, the student is directed within the office and one of the technicians accepts the form. Interruptions are routine. Transfer students requiring service are not interruptions. The general public, who does not want to wait in line, or has a quick question on how to order a transcript, or may need a pen are disruptions that impede the Incoming Transcript Office process.

In addition to being located next to Enrollment Services main entrance, the office has three large windows that face out into an open area of student access computers. Also, when the financial aid lines go past the office window, students can see in and there is an assumption that any employee can and should assist them regardless of the nature of the inquiry. There are window blinds. Keeping them closed does help; however, it is not welcoming or user-friendly.

The current space and configuration is smaller than the previous space. The previous office was 403 square feet in comparison to the current 360 square feet. This has necessitated downsizing desktop space, equipment and reduced storage. Previously, equipment could be stored in a private storage area. Some of those items are now kept under employee's desks (Image1). Personal storage and desktop space was lost and employees have become creative on where to keep those items (Image2). The space is tight (Image3).

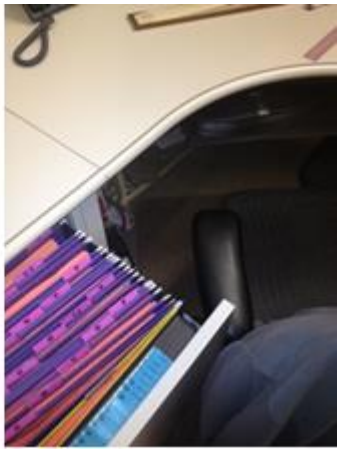

Image 1 **Image 2** **Image 3**

Space is restricted and not conducive to an efficient work environment. As shown above in Image3, the employee has to move aside for anyone to access those student files. The previous office space better met departmental needs. It had newer equipment, was private and more spacious. Currently, it is setup for three full-time employees and three part-time employees. However, in passing, when utilized it appears to be student ambassadors and temporary or part-time employees at the desks. The previous office is in close proximity and negatively impacts office morale because it is often vacant and underutilized.

The current office setup is based on what was considered the best option for the space inherited at the time of the move. It would be more productive and efficient if the office was configured and designed differently. A window door could be installed that could remain closed during office hours rather than a solid wooden door. Each employee could have equal desktop and storage space. Included in the Appendix are two diagrams. The first one is the current setup of Enrollment Services. The second one is a version that reduces some of the challenges discussed. An overall issue for Enrollment Services is that the setup does not lend itself to student's privacy. The new version would allow for additional privacy for students and employees.

Equipment

Over that past several years, equipment for the office has been purchased by multiple budgets:

- Assistant Vice President, Student Enrollment Services
- Director, Student Services, North Region
- Registrar
- General Funds – Office remodeling in 2008 and the last computers provided were funded by the Information Technology department; also, in 2008.

As a result of not having a specific and designated budget, equipment is not requested or updated often. The setup and reporting structure of the Incoming Transcript Office is unusual because it is physically located within a department (Enrollment Services) to which it doesn't directly report.

Requests are handled reactively as equipment no longer works or needs repair. Many items in use are recycled (surplus) or secondhand. For example, lateral files were inherited when Health Science Admissions moved to the Jordan campus. A new printer was requested and ordered but it was placed at a different campus and the Incoming Transcript Office inherited an old one. Furniture that has been provided in the manager's offices has been left over and pieced

together. This may sound trivial, but there is an inconsistency within Student Services and the College at large.

The Incoming Transcript Office mostly utilizes computers, phones and one network printer. Employees are also allowed to use equipment in Enrollment Services as needed: scanners, fax machine, copier. As the Incoming Transcript Office transitions under the Registrar, there may be more consistency to align with the structure of what equipment and resources are utilized within Enrollment Services.

Technology

Technology has been incorporated by the Incoming Transcript Office in various ways. A shared drive was created to store forms, e-mail notifications that are sent to students, statistics and daily correspondence. Employees share Outlook calendars. All student forms are available electronically. The Incoming Transcript Office requires students to submit a Request for Evaluation form. This form is available, and can be submitted by students, online. Most student notifications are handled electronically. To assist with the number of phone calls received, a phone tree was recently implemented to direct students to the correct departments.

The website (http://www.slcc.edu/transcriptevaluation/index.aspx) is maintained by the manager. The site was recently revamped as the College transitioned from Luminis to Cascade. Taking the advice and guidelines from the College webmaster, verbiage was simplified and categorized differently. All forms available online are updated when a change is made. The site is referenced on the Academic & Career Advising and Enrollment Service websites. The recent changes have made the site easier to navigate and provide clear, comprehensive information. Each department is responsible for their site and it is, for many who have the responsibility, “another duty as assigned”. At minimum, it would be beneficial to have a dedicated webmaster for each institutional division.

Regarding the adequacy of technology and skills for the department, there are no designated or specific technology personnel for the Incoming Transcript Office or Enrollment Services. Informally, there are certain individuals within Enrollment Services who possess a special talent or skill and they become the “go to” person for certain things. Formally, OIT has project managers available. The Incoming Transcript Office will put in a ticket to the Help Desk as needed. It has been made clear that if a specialized project is needed, or requested, traditionally, the request will be placed on the Banner or project “list”; which often feels like a deterrent to requesting anything. It is uncertain what timeline, or priority, projects have for completion and what expectations a department can anticipate. In the past, there were certain OIT employees that a department could contact individually to get things done. As personnel have changed, those opportunities have decreased and have now been eliminated with new OIT management and structure.

One example, there was an error with one of the screens the office utilizes in Banner so a Help Desk ticket was initiated. The Help Desk referred the department back to staff in Enrollment Services. When explained that it was not under Enrollment Service’s purview, the Help Desk referred us to contact SunGard directly. Our department ended up doing nothing simply because no one knew who or how to contact someone at SunGard. If there was protocol in place it was unbeknown to the Incoming Transcript Office. There was uncertainty whether SLCC had an institutional contact and whether the College would be billed. The problem did clear up by the next day, it ended up being a server glitch and not permanent. In hindsight, the problem could have been advanced through the director to the AVP, who would know how to best address it. Not something that would require the chain of command in the past.

In contrast, one of our USHE partners, Utah Valley University (UVU), seems to have incredible technology resources and support. As a result, it has been astonishing to see how much more they utilize Banner in comparison to SLCC considering SLCC implemented Banner several years before UVU.

Projected Needs

The existing space in Enrollment Services could be better developed. All of Student Services is spread out; being familiar with the layout, it is difficult to imagine what it is like for new students. At least within Enrollment Services, it feels realistic that slight changes could be made to make it a more cohesive, user-friendly space.

The computers in Enrollment Services were recently replaced and updated. It has been suggested that the Incoming Transcript Office should have its computers replaced and updated prior to transitioning to Enrollment Services. Not being a technology specialist, it would be helpful to have standard guidelines and schedules when equipment should be replaced and updated as opposed to those with the more flexible and larger budgets being able to purchase new equipment and others not. As long as it is still working, the Incoming Transcript Office utilizes it. Copiers are going to need to be replaced soon. A departmental, networked scanner would be ideal, but not required.

In terms of technology, it is difficult to predict the future needs. Some uses of technology, which have been utilized at other institutions, may become common place in the future. At a UACRAO conference session, BYU introduced a touch screen kiosk where students could make changes or submit forms at stations located within their departments. Stanford University introduced the notion of an interactive, electronic transcript. One could click on a course listed on a student's transcript to view the course description or syllabus. In the future, the roles of the Incoming Transcript Office will change and evolve to meet new technology.

Results/Findings:

Summary of Self-study

Over the past five years, the major changes that have occurred are the following:

- Increase in Student Enrollment
- Office Location Moved
- Electronic Transcripts
- Implementation of the Assessment Initiative
- Enforcement of Prerequisites

The office has maintained a respectable level of service while handling the increase in volume of students served. There have been periods when the turnaround time has been faster for students because processes have been streamlined and handled more efficiently as a result of changes and implementations that have occurred.

Recent participation in professional development, PACRAO, reinforced how well SLCC evolved within industry standards and is competitive with what is available at other institutions. For example, a session was offered titled "Transcript Processing Defined". The tools and methods described were practices that SLCC had implemented quite awhile ago. There was also a session on "Getting Central IT to do Your Projects First". The presenter, University of Oregon

Registrar, comes from an institution with total enrollment of 24,447 students (20,631 are undergraduates). This Registrar's office was comprised of eight Assistant Registrars and two Associate Registrars. In comparison, SLCC serves 61,600 students. The Registrar's office consists of one Assistant Registrar. In addition, the University of Oregon has an Office of Admissions. In this session, a list of Service Requested (SR) projects were listed; many have already been implemented by SLCC. Therefore, what is accomplished with the resources available is quite astonishing.

Maintaining the current levels of service will only be challenging if additional assignments continue to be added to existing workloads rather than creating or hiring positions that may be necessary. Improving the current levels of service would require more and better space and the time to explore new improvements and options.

The biggest challenge is finding the time, energy and financial resources to even explore what is available. The main complaint received by the Incoming Transcript Office is that the process is slow and needs to be faster. Many of these complaints are by students, or potential students, who have not submitted any paperwork. Nonetheless, the perception is that the process is slow. Given the resources and volume handled, the process is quite efficient. The key issue and concern is what is working for students and what is not working. Are students aware of what is necessary to make the process faster and are they receiving the communication sent to them? The office is considering an assessment plan to solicit student input and feedback in the future.

Actions Taken (Use of Results/Improvements) Will need to review and access how results may vary as the Program Review was conducted with the Incoming Transcript office transitioning to the Registrar's office. It appears it will remain under the direction of the Director of Student Services, North Region.

Other Notes
<u>Incoming Transcript Office</u>

1. Participate and contribute to the Program Review of the ITO. **Completed**
2. Complete transition of Luminis website to Cascade. **Completed**
3. Participate in State Transfer Guide Committee for implementation. **Ongoing**
    a. Update all GE core from participating USHE institutions in SHATATR.
    b. Work w/IT to extract data to be utilized in guide.
    c. Assist w/training and use of guide for SLCC employees/departments.

Due to Deneece August 15th