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Salt Lake Community College

First-Year Experience

Program Review
Departmental Self-Study



Salt Lake
Community
College



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Preface

The Division of Student Affairs at Salt Lake Community College (SLCC) initiated a program review process to provide a comprehensive evaluation of student affairs departments within a five-year cycle. Program review is a reflective process that allows departments to describe and assess their functions and services, and identify areas that are performing well and areas that need improvement. The review process is separated into three phases. The first phase focuses on the creation of a self-study, which you are beginning to read. The self-study outlines the departments' history, structure, strengths, challenges, and future direction. The second phase, is led by an external review team that provides outside perspectives and recommendations to the department. External reviewers conduct interviews to obtain perspectives, feedback and suggestions from a variety of stakeholders who interface with the department (e.g., SLCC administrators, faculty, staff, and students). Finally, the last phase focuses on creating a three-to-five-year departmental strategic plan that moves recommendations forward. Program review complements the Northwest Commission on College and Universities' (NWCCU) new accreditation standards that emphasize the importance of implementing frameworks for continuous improvement through self-reflection and synthesis of data.

This self-study is a current snapshot of how the First-Year Experience (FYE) department functions at the time that it was drafted. This report took about a year to complete, and as such, college-wide and departmental changes may have occurred that are not reflected in the sections below. In such event, the external review team will be provided with materials and updated information during their site visit to reflect the latest changes. The self-study was led by the FYE director, but consisted of contributions from the entire FYE team, and Janet Felker—director of special projects—whose dedication and feedback immensely shaped this report.

Salt Lake Community College Guiding Principles

Mission Statement

Salt Lake Community College is a public, open-access, comprehensive community college committed to serving the broader community. Its mission is to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers.

The College fulfills its mission by

- Offering associate degrees, certificate programs, career and technical education, developmental education, transfer education, and workforce training to prepare individuals for career opportunities and an enriched lifetime of learning and growing;
- Offering programs and student support services that provide students opportunities to acquire knowledge and critical thinking skills, develop self-confidence, experience personal growth, and value cultural enrichment; and
- Maintaining an environment committed to teaching and learning, collegiality, and the respectful and vigorous dialogue that nourishes active participation and service in a healthy democracy.

Strategic Priorities

- Strategic Priority I: Enhance Quality Education
- Strategic Priority II: Improve Student Access and Success
- Strategic Priority III: Advance a Culture of Evidence and Accountability
- Strategic Priority IV: Strengthen Institutional Support
- Strategic Priority V: Advance Partnerships/Relationships with the Community and Business

Student Affairs Purpose and Values

STUDENTS, FIRST AND ALWAYS, ARE OF UTMOST IMPORTANCE TO US.

- We provide, in a caring and ethical manner, service, support and personal growth for students.
- We are a personal bridge between the process of the College and the needs of our students.
- We assist students and each other with fairness, respect, integrity and care.
- We serve people without regard to race, ethnicity, personal belief, disability, age or sexual orientation.
- Our commitment to students directs the way we make decisions, create programs and hire staff.

We will maintain within Student Affairs an environment that nurtures our values: diversity community, honesty, people and service.

Salt Lake Community College's Learning Outcomes

College-wide Outcomes	General Education Outcomes
1. Acquire substantive knowledge in major.	
2. Communicate effectively.	
a) Develop critical literacies—reading, writing, speaking, listening, visual understanding—that they can apply in various contexts. b) Organize and present ideas and information visually, orally and in writing according to standard usage. c) Understand and use the elements of effective communication in interpersonal, small group, and mass settings.	
3. Develop quantitative literacies necessary for their chosen field of study.	
a) Approach practical problems by choosing and applying appropriate mathematical techniques. b) Use and interpret information represented as data, graphs, tables, and schematics in a variety of disciplines. c) Apply mathematical theory, concepts and methods of inquiry appropriate to program-specific problems. d) Develop financial literacy.	

4. Think critically and creatively.

- a) Reason effectively using available evidence, and are aware that knowledge is dynamic and builds on new evidence and alternative perspectives.
- b) Demonstrate effective problem solving.
- c) Engage in creative thinking, expression, and application.
- d) Engage in reflective thinking and expression.
- e) Demonstrate higher-order skills such as analysis, synthesis, and evaluation.
- f) Make connections across disciplines/departments or services.
- g) Apply scientific methods to the inquiry process.

5. Develop the knowledge and skills to be a community engaged learner and scholar.

- a) Understand the natural, political, historical, social and economic underpinnings of the local, national, and global communities to which they belong.
- b) Integrate campus and community-based experiential learning.
- c) Identify and articulate the assets, needs, and complexities of social issues faced by local, national, and global communities.
- d) Evaluate personal strengths, challenges, and responsibility for effecting positive social change in local, national, and global communities.
- e) Draw upon campus and community-based learning to develop professional skills and socially responsible civic behaviors.
- f) Engage in service-learning for community building and an enhanced academic experience.

6. Develop the knowledge and skills to work with others in a professional and constructive manner.

- a) Engage with a diverse set of others to produce professional work.
- b) Interact competently across cultures.
- c) Understand and appreciate human differences.
- d) Understand and act on standards of professionalism and civility, including the requirements of SLCC Student Code.

7. Develop computer and information literacy.

- a) Use contemporary computer hardware and software to effectively complete college-level assignments and navigate student systems.
- b) Gather and analyze information using technology, library resources, and other modalities.

8. Develop attitudes and skills for lifelong wellness. (For AA and AAS students only)

- a) Understand the importance of physical activity and its connection to lifelong wellness.
- b) Learn how participation in a fitness, sport, or leisure activity results in daily benefits including stress reduction, endorphin release, and a sense of well-being.

I. First-Year Experience Purpose, Goals and History

The First-Year Experience (FYE) department collaborates with Academic and Student Affairs departments to support the educational and social development of all new SLCC students. Our overarching goal is to prime new students for intellectual, personal, and professional success through their first year in college. We accomplish this goal by

- Introducing first-year students and their families to SLCC resources, policies, procedures, information, and services designed to promote college completion and student goal attainment;
- Connecting new students with learning opportunities, both inside and outside the classroom, that promote holistic student development; and
- Empowering new students for academic success and to be self-sufficient lifelong learners.

Our department's work environment is characterized by the following values:

- *Growth, learning, and change* – We recognize that in order to effectively meet the needs of new students, we have to adapt to the rapidly changing society that influences them. We promote professional development amongst our staff as a way to learn about our student populations and their intersecting identities, and to ensure students experience a team that is driven by excellent customer service, inclusive and sensible practices, and a genuine commitment to student development.
- *Connections and collaborations* – Our work is driven by the philosophy that all new students will make a meaningful connection with the College in their first semester. To do this, we recognize the critical role the various Academic and Student Affairs

departments have in the success of new students and commit ourselves to working interdependently with one another to engage students in their first year.

- *Fun and enthusiasm* – Our staff members bring unique levels of enthusiasm to their work. Our office seeks to capitalize on this enthusiasm by creating meaningful projects that reaffirm a sense of enjoyment and a vibrant work environment—where all individuals can be free to be their authentic selves. Our staff supports and celebrates each other’s goals, accomplishments, and personal milestones. Also, when necessary, we provide each other with feedback to become better employees, colleagues and student advocates.

First-Year Experience as a High-Impact Practice (HIP)

First-year services and programs are part of a larger college-wide focus on student success. Given the large number of first-year students attending SLCC every year, a wider and more collaborative focus is needed to effectively impact new students’ satisfaction with the College, as well as their academic growth and personal development. To this end, our department is working with representatives from Academic Affairs to define the *first-year experience* at SLCC as a High-Impact Practice (HIP). High-impact practices are a set of initiatives that require an investment of time and energy over an extended period of time, which result in very positive effects on student engagement in educationally purposeful ways.¹ The Association of American Colleges and Universities (AACU) identifies 10 educational practices that are considered high-impact, due to their effectiveness in increasing student engagement and goal completion. These practices include undergraduate research, service learning, capstone projects, learning communities, common intellectual experiences, and first-year seminars or

¹ George Kuh, *Student Success in College* (California: Jossey-Bass, 2010).

experiences. The full list of HIPs, and their general definitions can be found in Appendix A. As a HIP, our *first-year experience* expands beyond the services offered by the FYE department and encourages a concentrated effort by all SLCC entities that interface with first-year students.

To define SLCC's first-year experience, and scale-up other high-impact practices, a HIP Workgroup led by faculty and Student Affairs representatives was formed. This group defined SLCC's first-year experience as a set of courses and co-curricular programs that introduce new students to the academic and campus culture of Salt Lake Community College. Ultimately, these initiatives focus on creating greater academic preparedness and completion rates for new SLCC students. To be considered a high-impact practice, a first-year experience must engage new students with three or more integrated evidence-based programs, such as first-year courses or seminars, co-curricular programs that focus on first-year students, or other aforementioned HIPs. A first-year experience should spread across a period of time that begins with pre-college outreach services and ends when students transition to their second year of college. First-year courses that are part of a first-year experience, should seek to:

- Help new students increase their academic readiness for higher education and create opportunities for *meaningful* connections/interactions with faculty and peers;
- Stress frequent writing, critical inquiry, information literacy, collaborative learning, service learning, or other high-impact pedagogy; and
- Teach students how to learn through exploration of college-success strategies and “non-cognitive” skills (i.e., persistence, self-discipline, focus, confidence, teamwork, help-seeking behavior, etc.).

First-year services and co-curricular programs that are part of a first-year experience, should seek to:

- Help develop new students' institutional navigational skills, as well as intellectual and practical competencies (e.g., new student orientations or introductory workshops); and
- Strengthen and advance the quality of student learning (e.g., pre-college bridge programs, academic support and advising, peer mentoring, and academic alert interventions).

First-year experiences may be offered with differing levels of intensity, ranging from low to high. Dimensions that influence these set of practices include the number of programs and high-impact practices that are integrated into the new student experience, the number of students engaging in these services, the length of the programs, and the number of partnerships driving these efforts. A detailed rubric can be found in Appendix B.

Currently, the HIP Workgroup is creating definitions for other HIPs. Once this initial work is completed, these definitions will be shared with various decision-making entities at SLCC, including the General Education and Curriculum Committees, the Faculty Teaching and Learning Center, Faculty Senate, and various academic and student affairs departments. Ideally, these definitions would be accepted by the College and used to inform practices such as faculty tenure and rank advancement, five-year and new curriculum reviews, and departmental assessments. In the meantime, the definition of a high-impact, first-year experience and the manner in which we are assessing the intensity of first-year services, provides a framework for strategic collaborations with other departments as well as ways to create and enhance the goals of FYE-sponsored events.

FYE and SLCC's Mission and Priorities

The creation of the FYE department was directly correlated with the mission and priorities of SLCC. SLCC's core theme of access and success guided the creation of the department, and this theme continues to shape the manner by which we assess our work (see

Section VII for more information). FYE-led services are intentionally implemented to assist students in gaining knowledge about resources and services meant to facilitate the attainment of educational degrees and lifelong learning. Framing FYE-sponsored activities and other first-year services as a HIP aims to elicit student success by fostering an institution-wide commitment to first-year students and proposes a methodology through which we can reinforce student learning as outlined in SLCC's Learning Outcomes. Thus, the programs, services, and overarching goals of our office wholly support the mission and priorities of our institution.

Our department's values emphasize our changing student population and urge our staff members to be ready to serve the needs of the students that attend SLCC. Our guiding values were framed within the values of Student Affairs and stress customer service, inclusivity, student advocacy, and education. Currently, we are not planning to make changes to FYE's guiding principles, but as SLCC and the Student Affairs division continue to be reinvigorated by a newly formed Cabinet, we will continue to assess our alignment with the institution's strategic plan and implement changes as needed.

Theoretical Underpinnings

As staff within the division of Student Affairs, practitioners in the FYE department use theories to inform their work. Although a myriad of theories from a wide array of disciplines inform FYE core functions, two of our predominant staples are drawn from student development and student retention literature. Both bodies of literature include theorists such as Chickering,²

² Arthur Chickering, *Education and Identity* (San Francisco: Jossey-Bass, 1990).

Schlossberg,³ Perry,⁴ and Tinto,⁵ all whom have created the theoretical pillars for the student affairs profession.

Student Development Theory

Student development theories help us understand how students develop socially and cognitively over a period of time, the challenges students face as they construct and deconstruct identity markers, and how students make sense of the world around them.⁶ Within this broad body of literature, one theory in particular grounds our work: Schlossberg's Transition Theory.

Schlossberg's Transition Theory is useful in helping practitioners understand how first-year students navigate and respond to the various academic, social, and emotional transitions associated with higher education. This theory is particularly helpful in understanding the experiences first-generation students have when starting higher education. Schlossberg contends that the inability to adapt to this new life transition often causes first-year students to withdraw from school during or after the first year, or to perform at a lower academic level. The manner with which students cope with life transitions and the impact these have in any given time are influenced by four major environmental and psychosocial factors:

1. The situation – which is concerned with the trigger and timing of the new experience, the level of control students have over what they are experiencing, whether the new

³ Nancy Schlossberg, *Counseling Adults in Transition: Linking Practice with Theory* (New York: Springer Publishing Company, 1984).

⁴ William Perry, *Forms of Intellectual and Ethical Development in the College Years* (New York: Holt, Rinehart and Winston, 1970).

⁵ Vincent Tinto, *Leaving College* (Chicago: University Chicago Press, 1987).

⁶ Nancy Evans et al., *Student Development in College* (San Francisco: Jossey-Bass, 1998).

experience causes a role change, the duration of the experience, previous familiarity with transitions, competing stress, and assessment of the experience.

2. The “self” – which is made up of one’s personal and demographic characteristics that affect how we interpret and respond to life events and psychological resources, such as resiliency and motivation, that aid in coping with transitions.
3. Available support – which measures the level, manner, and type of support found through students’ intimate relationships, family units, networks of friends, institutions, and communities.
4. Learned strategies – which include learned behaviors, reactions, and tactics that modify the situation, control the meaning of the problem, and aid in managing the stress of a new experience.

The success of first-year students depends upon how they cope with the transition to college. Whereas some students have developed the social, cultural, and cognitive capital to navigate these transitions, other students will need more support. This theory frames areas of need, exploration and priority necessary to create responsive programs in support of new students’ transition to SLCC.

Schlossberg’s Transition Theory has informed our approach and efforts to enhance new student orientation programs. For many of our new students (especially first-generation students), college can be a stressful time when roles and daily routines change. Therefore, the way in which we discuss this “transition” is critical. As an example, using Schlossberg’s Transition Theory, we begin our orientations by reaffirming the intent of our new students’ decision to attend higher education. Our student leaders and FYE advisors share their life experiences, explain the changes transitioning to college brings, and describe how they managed

to move through their first year of college. Ideally, this helps role model an approach as to how to respond to this transition. Finally, we introduce key resources and learned strategies to help new students thrive in their academic, emotional, and social transition to college.

Student Retention Theory

Student retention theories inform practitioners with an understanding of how students persist towards a college degree and provide an understanding of the institutional factors and student characteristics that impact retention.⁷ Although a myriad of literature exists on this topic, most, if not all, theories build on the ever evolving work of Tinto's theory of Student Departure,⁸ and Astin's Input-Environment-Outcome model.⁹ As such, Tinto and Astin's theories have grounded the work of FYE practitioners across the nation.

Astin's model contends that student success is an outcome of who students were before they started college and what happens to them after they enroll in college. In other words, Astin hypothesizes that college retention is influenced by more than 100 precollege characteristics that students possess (e.g., high school grades, admission test scores, race, ethnicity, age, gender, income, parental level of education, etc.), and close to 200 environmental factors students may experience once in college (e.g., institutional characteristics, peer group characteristics, curriculum, financial aid, major field of choice, place of residence, student involvement, etc.). Tinto complements Astin's model by suggesting a dynamic relationship between the possible precollege characteristics and the environmental factors that influence student persistence.

⁷ Kuh, *Student Success in College*.

⁸ Vincent Tinto, "Dropouts from Higher Education: A Theoretical Synthesis of Recent Research," *Review of Educational Research* 45, (1975): 89-125.

⁹ Alexander Astin, *Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education* (Washington, DC: Oryx Press, 1991).

Essentially, Tinto argues that new students' precollege characteristics indeed impact their initial commitment to their educational goals and their decision to attend college, but this "commitment" may be increased or decreased by the quality and quantity of academic and social experiences students encounter once in college¹⁰. Thus, if a first-year student is able to make the initial transition to college, then remaining in college is a matter of the institution's capacity to integrate students into the social and academic core of the institution.

Under Tinto's theory of Student Departure, not only students, but more so, higher education institutions are responsible for student retention. Simply stated, the better institutions are able to include and connect new students with their culture and curriculum, the higher the retention rate. On the other hand, as Pascarella and Terenzini state, "negative interactions and experiences tend to reduce integration, to distance the individual from the academic and social communities of the institution, [and promote] the individual's marginality and ultimately withdrawal" from college¹¹.

Although student retention and persistence is a broad and expanding field of study, Astin and Tinto's initial hypothesis has remained consistent over time: if institutions want to increase the success of new students, they must be aware of the characteristics and the experiences that impact students prior to college, how students experience their college both inside and outside the classroom, and the fluid relationship between these two variables. Hence, SLCC and the FYE department must be cognizant of how our messaging and programs reaffirm a student's decision to matriculate in college, and we must continually assess, reinvent, and enhance the resources,

¹⁰ Vincent Tinto, "Colleges as Communities: Taking Research on Student Persistence Seriously," *The Review of Higher Education* 21, (1998):167-177.

¹¹ Ernest Pascarella and Patrick Terenzini, *How College Affects Students: Findings and Insights from Twenty Years of Research* (San Francisco: Jossey-Bass, 1991), 53.

curriculum, and overall experience that new students are presented with once they enroll in SLCC.

An example of how our department is using retention theory to inform our work comes from a newly establish SLCC program. This year FYE has worked with other departments to sponsor a new cohort-based program called “Access U.” The program is designed to support the college-success of a select number of new students: those who have been working with one of SLCC’s college access programs as well as students who applied directly to the University of Utah but were denied admission. Using Tinto and Astin’s retention theory, we know that students in this program are in circumstances that put them at-risk for persisting in higher education (i.e., first-generation status, low-socioeconomic backgrounds, and previous trouble passing concurrent enrollment classes). This theory also informs us that there are certain positive environmental and institutional factors with which students could interface with, which in turn may yield higher retention rates. Therefore, Access U was designed for students to participate in classes as a cohort, and encompasses a first-year seminar, a service-learning course, participation in co-curricular programs and a dedicated FYE advisor. Although Access U students are still in their first year of college, their progress will help our office determine what works and what could be improved for new students at SLCC.

Departmental Origins and History

The First-Year Experience department has been characterized by a history of change and expansion. Its goal of facilitating new students’ transition to SLCC can be traced back to the mid-1980s when Academic Advising began new student orientation programs to support new SLCC students. Orientation programs were assigned to a newly formed branch of Academic Advising called the Answer Center, which later in the 1990s was realigned with the Admissions

Office. This marked the first time when a dedicated, full-time coordinator provided leadership and support to orientation programs. In 2001, following an organizational restructure that eliminated the Admissions Office, two separate departments emerged: School Relations and New Student Orientation, both reporting to the Dean of Student Planning and Support (now known as the associate vice president for Completion and Student Success).

New Student Orientation, which became the predecessor for the FYE department, was staffed by a full-time director and a support specialist—both reassigned from the defunct Answer Center. From 2001 through 2012, New Student Orientation was led by five different directors who expanded its programs. In 2011, SLCC made orientation programs mandatory for new students, and this change brought about additional part-time staff and student leaders that increased the reach and impact of orientation programs. While this was happening, Academic Advising began to restructure its services to better support first-year students. First-year academic advisors were designated to work with the New Student Orientation office to deliver orientation programs and develop services that expanded beyond orientation to impact first-year students. These services included class presentations, workshops, and intrusive advising for select groups of first-year students. In 2013, under the leadership of the assistant vice president for Student Planning and Support, the New Student Orientation office became the First-Year Experience department, which absorbed two FYE academic advisors who now report to the FYE director.

Since then, the newly formed FYE department has worked to enhance the way in which we conduct new student orientation programs and has created services in support of first-year students. Our transition from New Student Orientation to First-Year Experience has been widely supported by Student Affairs and Academic Affairs administrators. Their recognition of our

department has facilitated our inclusion in conversations about the College's strategic plan, partnerships with academic departments, and representation on various institutional committees. For these past two years, SLCC's support has translated into an increase of funds that have fast-tracked our department's growth, which now consists of nine full-time and 15 part-time staff members. We have also moved to a slightly larger space on the Taylorsville Redwood Campus and have acquired new offices in the Student Involvement Center and at the Jordan and South City Campuses. Finally, in 2016, as part of another division-wide reorganization, FYE was placed under the newly created Student Success and Completion subdivision, reporting to a newly appointed assistant vice president for Student Life. All of us are committed to the purpose and values of our department and are ready to lead change in our institution and in the communities we serve.

II. Functions, Programs, and Services

The core functions of the First-Year Experience department can be categorized into two broad and overlapping spectrums: 1) programs to help new students make a sound transition to SLCC, and 2) initiatives to support the retention of first-year students. Although the director supervises both of these core functions, all of the professional staff members are responsible for leading, enhancing, and assessing the various programs or services associated with these operations. This section, which is organized into the two broad categories mentioned above, details FYE's core functions, their histories, impact, and potential future directions.

Transition and Orientation Programs

Historically, the department's only function was to provide orientation and transition services for new students. As such, a rich legacy of innovation and improvement exists for these programs. As a baseline, these services seek to provide new students with the necessary information to make informed decisions about their next enrollment steps and to introduce them to campus resources, academic expectations, and cultural norms.

As of today, there are a number of FYE-sponsored programs under this umbrella, however, some of these are relatively new to our department and have not gone through a full cycle of implementation. Of all these services, currently, the following initiatives possess enough history and institutional presence to warrant inclusion in this section:

- New Student Orientations
- First-Year Handbook
- Bridge to Success
- New Student Welcome Days (Welcome Week Events)

Specific participation numbers for each program are provided in their respective sections below, however, broadly speaking, all transition programs target students who complete a new student orientation. Table 1 outlines the total number of students who participate in new student orientations and benefit from these services.

Table 1. New Student Orientation Numbers by Type and Semester

Program Type	Summer 2015	Fall 2015	Spring 2016	Total 2015-2016	Total Percent
In-person orientations	564	1,956	589	3,109	30%
Online orientation	1,732	3,508	1,892	7,132	70%
TOTAL:	2,296	5,464	2,481	10,241	100%

Newer FYE initiatives that align with this category, but not incorporated in this section because they are in the development stages, include a bridge program for students enrolled in Horizonte Instruction and Training Center – Salt Lake City’s largest alternative high school. The Horizonte college bridge takes place two months before high school seniors graduate, and it involves a partnership between the SLCC Outreach and Access department (formerly School Relations) and the Salt Lake City School District. Another new effort focuses on reaching and orienting the parents and family members of prospective and underrepresented SLCC students, particularly Latino and Pacific Islander families. Our department is also initiating a series of workshops to be offered year around. Currently, we are offering a placement test workshop, designed to prepare students to study for and be ready to take the Accuplacer Test. In the near future we will pilot a DegreeWorks workshop designed to teach students how to use this tool to audit their progress towards graduation and to create electronic degree completion plans.

New Student Orientations

Orientation programs at SLCC have gone through a variety of changes over the years. Historically, new student orientation happened in one of two ways. First, the Answer Center,

which is now defunct, partnered with Academic Advising to coordinate a program called First-Step Orientation (FSO). Each of these programs were 60-90 minutes in length and primarily consisted of academic information related to using the catalog and the course scheduler. Second, the Admissions Office coordinated an annual summer orientation program called “New Student Welcome.” This program’s length fluctuated between a half-day to a full-day and included campus tours, breakout sessions, lunch, entertainment, and advising. In most years, attending a New Student Welcome program provided students with their earliest course registration opportunities. As mentioned in Section I, college-wide reorganization in 2001 brought all orientation programs under a newly created New Student Orientation department. Since this reorganization, orientation programs expanded to include the two programs mentioned above, plus an online orientation option. All these programs were unified under the theme of “connections” and were offered throughout the year by the newly created Orientation office.

Currently, new student orientation programs consist of three different types of events: 1) QuickConnects taking place daily during class registration seasons; 2) CampusConnects taking place in the summers and winters prior to the start of a new semester; and 3) NetConnects, an online orientation option for students who live at a distance from campus or who are unable to attend an in-person orientation. As of 2011, orientation became mandatory for new students in order to be able to register for classes.

QuickConnect

QuickConnect orientations are a 90-minute nuts-and-bolts information session, usually held in groups of no more than 50 students. This orientation covers basic information about the College, including a general overview of SLCC, the catalog and class schedules, degree options, course registration instructions, campus services, facilities, and logistical tasks such as obtaining

a parking permit and a student ID card. Recently, we added an additional 30 minutes to each QuickConnect to provide time for students to receive assistance registering for classes and to take a short campus resources tour, titled Ready.Set.Connect! These enhancements create a more interactive orientation in a relatively short amount of time. QuickConnects are offered almost every day of the week at a variety of times and locations throughout the year. These sessions are run by an FYE advisor and orientation leaders using PowerPoint technology and serve over 2,400 students annually.

CampusConnect

CampusConnects are a half-day orientation program, typically starting in late May, before local high school students graduate or in November and December before the spring semester begins. Currently, CampusConnects run from 8 a.m. to 12 p.m. for morning programs or 4 p.m. to 8 p.m. for evening programs and include either breakfast or dinner. These half-day programs are open to all new students and provide structured opportunities for them to become acquainted with the College as well as with other students, faculty, and staff. In addition to the topics covered in QuickConnect orientations, the CampusConnect orientations provide workshops on topics such as choosing a major, applying for financial aid, getting involved in campus life, and college expectations. Most recently, we added a session focused on community, inclusivity and Title IX principles. Students in these orientations also participate in advising sessions, receive assistance with course registration, visit with various SLCC resources and academic programs, and have the option to attend a campus tour. For a sample agenda, see Appendix C.

A committee comprised of various Student Affairs and Academic Affairs representatives supports each CampusConnect iteration. Members from this committee volunteer during the

program as presenters or help us coordinate college-wide services. Annually, about 700 students attend CampusConnect orientations.

For both kinds of in-person orientations, students in attendance receive a “student profile” handout. Each profile contains information about a student’s admissions status, testing scores, and concurrent or transfer credits. This student profile is given to students at orientation, and it facilitates the advisor’s ability to help students understand where they are in the enrollment process and recommend potential next steps. See Appendix D for an example of a student profile.

NetConnect

NetConnect is SLCC’s online orientation. Its origins trace back to 2011, when orientation became a mandatory enrollment step for new students. At its inception, NetConnect was created for students who lived at a far distance from the College and for transfer students who already had college experience. Given the difficulty of engaging students in an asynchronous environment, enhancements have been implemented to NetConnect every year in order to make this option a more effective one for new students. Although FYE and SLCC staff encourage students to attend in-person orientations, on average 7,000 to 10,000 students complete the NetConnect orientation, making it the most popular orientation of the three options --a trend that has remained consistent for the past five years. The NetConnect is comprised of a series of videos pieced together into five modules. Students take quizzes at the end of each module to check their knowledge and understanding of the content. Currently the five modules include, 1) a review of the SLCC “getting started” steps, 2) course planning information, 3) course registration instructions, 4) information on how to become involved in college, and 5) guidance

on completing students' "next steps." Students access the NetConnect through their MyPage student portal, and it takes approximately 45 minutes to complete.

Outreach, Marketing, and Collaborations

Since completing a new student orientation is a requirement for course registration, the First-Year Experience department has developed a wide variety of materials to inform new students, as well as SLCC campus partners, of our orientation programs. During registration seasons, all degree-seeking students who apply to SLCC receive a brochure along with their admissions acceptance letter informing them of our orientation dates. Information about our orientation programs can also be found on our website, including descriptions of each program and registration procedures. Student Affairs staff who interact with students also receive monthly electronic announcements with information about program dates, times, and locations. Many of these offices receive printed materials they can use to distribute to students or to post in a visible area for all to see. All students are encouraged to register for an orientation beforehand either through our website or through their MyPage student portal, however staff also have a process in place to serve students who "walk-in" on the day of the event.

Currently, the NetConnect orientation is not marketed, as it is considered an alternative option for students who cannot attend any of the in-person orientations. Student Affairs staff are aware of the NetConnect orientation and will typically let new students know of this option if they disclose obstacles for attending an in-person session. Although no printed materials exist, information about the NetConnect can be found on our website or in the MyPage portal.

Developing and implementing orientation programs require a college-wide effort. Whereas in-person orientations require support from virtually every front-facing department, online orientations require support from departments such as Distance Education and e-Learning,

Information Technology, and the SLCC Center for New Media. Academic Advising also plays a crucial role, as orientations serve to educate new students about degree requirements and expectations. All FYE advisors receive training from Academic Advising staff and are able to guide new students through the following milestones:

- Comparing and contrasting different degree options (i.e., transferable degree versus workforce degrees)
- Understanding the impact and expectations of enrolling full-time versus part-time
- Interpreting placement test scores and how they impact course placement and sequencing
- Understanding General Education and program requirements
- Learning about first-year course recommendations
- Transferring previously earned credit to SLCC
- Using DegreeWorks to audit academic progress
- Using Student Scheduler and MyPage tools to register for classes

In past years, a committee met regularly to develop and implement the various orientations. Members from this committee guided the elements of the orientations and served as volunteers in our larger CampusConnect orientations. Membership is on a volunteer basis, and the committee meets about six times a year. Committee members represent over 15 different departments, including Institutional Marketing, TRiO, Admissions, Student Life and Leadership, Risk Management, Academic Advising, Academic Affairs, Disability Resource Center, Office of the Registrar and Academic Records, Financial Aid, Information Technology, e-Learning, and South and North Region Student Services. As our department has grown in size, our dependency on external volunteers has diminished. In the 2015-2016 academic year, in lieu of meeting as a large group, a subset of this group met to enhance our parent and family information sessions,

which have been traditionally linked to our CampusConnect orientations. As no major changes were needed in the orientation agenda, there was no need to convene this large group of people this year. Rather, e-mail was used to communicate and coordinate the representation of these different departments, particularly during CampusConnect orientations. Another branch of this group focused on making updates to the online orientations, and it has continued to meet to work out the logistics of this program.

New Student Orientation - Concluding Thoughts

As evident by annual surveys and reports, the in-person orientations do a better job of facilitating connections with new students. CampusConnects and QuickConnects have consistently yielded more enrolled and prepared students than the online orientation option (see Section VII and Appendix H for more information). Students and SLCC departments particularly like the registration sessions where FYE staff helps new students register for classes. As we strive to continuously improve this process, several challenges and recommendations have been noted:

- Over the past three years, all three types of orientation programs have seen a downward decline in participation numbers. Although this trend is attributed to institutional, and nation-wide declines in enrollments for community colleges, increasing our orientation attendance is critical to the success of our College. Particularly, as completing an orientation program has been linked to enrolling for classes.
- New students are driven to attend in-person orientations because they can register for classes after the session concludes. The need to coordinate with facilities is important in order to reserve enough computers for students to use for registration assistance.

- Every department wants time at orientation to present, however, with QuickConnects this can be challenging. Developing a system and alternate methods of communicating resources is critical for students to retain the most they can from their orientation experience.
- The majority of new students complete an orientation towards the end of the registration season, however, class availability (particularly for first-year courses like English and math) is scarce at this time, which creates a frustrating experience for new students.
- Not all students who attend orientations are “cleared” to register for courses. Many times students are still needing to complete admissions requirements such as mandatory placement testing and admission update forms. Transfer students are typically waiting to have their transfer credit evaluated, which could take four to six weeks to complete during peak seasons. Other students have registration holds that may take one to three days to clear. Our FYE advisors work closely with these offices and are sometimes able to expedite the process for students, but this can also create frustrating situations for some. Despite efforts to communicate to students the need to complete these steps prior to arriving to orientations, this problem still persists.
- The marketing and registration process for in-person programs has worked well, yielding a high number of students who have pre-registered and a very small number of walk-ins. This allows us to be better prepared to serve each group of new students. However, attendance rates for students who have pre-registered vary from 60 percent to 85 percent on average. Since we have to print students’ records ahead of time, our staff ends up having to shred many documents for individuals who do not show up.

- QuickConnects do not provide enough time for FYE advisors and student leaders to prime students for their transition to SLCC. Our office is thinking through the logistics of a “pre-orientation” that students can complete prior to arrival. This “pre-orientation” would introduce students to the online FYE Handbook, preview FYE tutorials, and check to make sure students are cleared to register when they come to orientation.
- Six-to-eight CampusConnects a year is the limit of what our office is capable of funding. Since these orientations are longer, they require more funding. Common expenses during CampusConnects include food and marketing. Traditionally we have also set funds aside for staff and student t-shirts, door prizes, bags, photocopying, and thank-you gifts. In the past we would charge students and family members anywhere from \$5 to \$15 to help offset the costs of these programs, but two years ago the larger guiding committee made a decision to make all orientations free for students. CampusConnects also require a considerable amount of time from FYE staff and our campus partners. More CampusConnects have taxed our campus partners who are already busy advancing their own core functions.
- Parents and family members play an important role in the success of new students. We offer parent orientations alongside our CampusConnect orientations, and we continue to think of ways to make these programs inclusive of all parents and families, particularly those from first-generation and underrepresented backgrounds.

Despite our best efforts to market and incentivize in-person orientations—in this high-tech world—many new students still choose to complete an online orientation. In fact, the percentage of students who choose the NetConnect over the in-person orientations has steadily increased over time. Currently, three out of four students choose to complete an online

orientation. Our department is aware of these trends and has created recommendations to make the NetConnect a virtual high-impact service. Below is a list of deficiencies in the current version of NetConnect:

- It uses Flash-based technology, which means that it is not compatible with much of the modern technology students use, such as mobile phones and tablets.
- It has only one track for all students, with everyone receiving the same information regardless of the type of student they are categorized as when they applied for admissions. This makes it really hard to individualize information if they are, for example, School of Applied Technology, international or transfer students.
- It is not ADA compatible. Students who require ADA accommodations need to attend in-person orientations.
- It is not mobile friendly, nor responsive, which makes it hard for even devices that can read Flash to access the NetConnect.
- It does not have the capacity to “remember” where students stop so students who don’t finish in one sitting have to start over from the beginning. It also keeps us from knowing how many students start but don’t finish the NetConnect.
- It does not provide us with data about how long it takes for a student to complete the orientation and what time of the day students do the orientation. This makes it difficult for us to reach out to non-completers to encourage them to finish their registration process.
- It does not keep track of which questions students are missing from each module quiz, making it hard for us to understand what concepts students are not comprehending.

- The NetConnect is currently a series of short videos combined to make one feature video; this format is difficult to change when institutional information changes since it requires us to change the video. There is key advising information that frequently changes, such as math and English sequencing, and that we cannot quickly include in the online orientation given its emphasis on videos.
- When students finish the NetConnect they can mark whether they need further assistance, but it would be better if students could mark specific topics that they are interested in learning more about as they go through the orientation. This would allow us to know the most popular areas of inquiry and to deliver individualized information.

Many of these recommendations will be hard to implement given our IT technicians' limited time and competing college-wide demands. Similarly, other enhancements are just impossible to create given the in-house platform we are using to store the NetConnect. Thus, our department is currently searching for third-party solutions that offer up-to-date technology and specialize in online orientation delivery and content management.

Given the vast changes in technology, our overall orientation process is due for an update. Although the three orientation programs described in this section fulfill the new student orientation requirement, the feel and outcome of each is very different. Moving forward the FYE team is exploring the possibility of a singular, more consistent orientation experience for all students. We are brainstorming implementing a two-step orientation process, where all students complete a modified and enhanced version of the online orientation and then are encouraged to schedule a time to meet with FYE advisors, review advising concepts, and register for classes. This rough idea would essentially blend the QuickConnect and the NetConnect orientations into

a new program that would be easier to scale than CampusConnects and would hopefully be just as impactful.

FYE Handbook

The FYE Handbook in its current form was first printed for the 2014-15 academic year. It developed as a modification from the previous practice of providing new students with a printed SLCC General Catalog during their orientation visit. When Academic Affairs made the decision to only publish the catalog online, the Orientation office developed a folder packet with various loose sheets of information, which later evolved into a student planner that included the academic calendar, important contacts, and other key information. As the majority of students deemed a printed planner unnecessary, the student planner transitioned to Academic Advising, and FYE focused on providing essential information for first-year students in a condensed manner through what we now call the FYE Handbook.

Two years ago, a printed FYE Handbook was handed out to every student who attended an in-person orientation. Additionally, the online orientation included messaging encouraging students to come to an FYE office at any of our campus locations to pick up a copy of the handbook. The FYE Handbook was also distributed during Welcome Week events and occasionally through various SLCC recruitment efforts. A number of instructors in the English department also asked to use the FYE Handbook as a supplemental text in their classrooms. Although exact numbers were not tracked for these methods of distribution, approximately a total of 5000 printed copies reached the hands of students. For Fall 2015, in addition to print, an ADA-compliant PDF version of the handbook was developed for distribution through the FYE website and SLCC's Ellucian GO mobile application (you can view the electronic version of the handbook at: <http://www.slcc.edu/fye/docs/first-year-handbook.pdf> or visit www.slcc.edu/fye).

We currently do not have a way of tracking how many people have accessed the PDF version. In Spring Semester 2016, an updated edition was printed to accommodate changes in placement testing procedures, a college-wide website redesign, and feedback from campus partners.

The main purpose of the current FYE Handbook is to provide a guidebook for new students to use during their first and second semesters to more effectively navigate the overwhelming amount of information and resources available to them. The information is intended to be sequential, following the natural progress of the student by essentially providing main concepts that supplement the more comprehensive, detailed, and continuously updated information on the website. The handbook also functions as a tool in conducting the in-person orientations. FYE advisors and student leaders use the handbook's visual aids to present difficult concepts and to increase student retention of the provided information.

Outreach, Marketing, and Collaborations

The main form of marketing for the FYE Handbook happens during new student orientation programs and during SLCC events where FYE staff are directly involved. Any other use of the handbook has been the result of word-of-mouth. Much improvement is needed in producing and promoting the electronic version of the handbook, especially since it is the ideal modality for many students who prefer to access information through electronic devices. A robust electronic version also supports our department's goal of having students continuously reference the handbook throughout their first year of college. Another source of untapped potential is marketing to students who complete the NetConnect. The online orientation curriculum could potentially include the use of the FYE Handbook, mirroring what happens in in-person orientations. Lastly, instructors of classes with a traditionally high ratio of first-year students could be intentionally contacted to promote the use of the handbook.

Every department within the College that has direct interaction with students is invited to add, review, and approve information in the handbook, specifically the areas pertaining to their programs and services. Emphasis is placed on using the language developed by the department and encouraging students to use the handbook as a stepping stone to actively engage with the college website or department directly. This contact is made predominantly through e-mail transactions by following the appropriate departmental structure. This project would not be possible without the extensive and continuous collaboration with Institutional Marketing, who designed the layout of the handbook. Our campus partnerships and collaborative efforts have been historically successful by maintaining regular and open communication with stakeholders, being diligent in meeting deadlines, responding quickly to requests, and respecting differing perspectives.

FYE Handbook – Concluding Thoughts

The greatest current deficit is the lack of accurate data to assess whether the FYE Handbook is functioning as a useful guide for students to retain important information and to facilitate their transition to and persistence through SLCC. On the other hand, the FYE Handbook has received praise and support from College staff and faculty who are aware of its existence. The content, layout, and feel of the handbook has been used as a template for designing SLCC's "getting started" steps brochure as well as the new college website layout! However, students' evaluations are currently anecdotal and sparse. Moving forward, we strive for all new students to actively use the FYE Handbook as a resource to help them increase their self-efficacy in navigating the first year of college and for it to be recognized as a college-wide tool for new students.

Bridge to Success

For years Salt Lake Community College's TRiO Student Support Services program sponsored a summer bridge program for 15 to 20 low-income, first-generation college students. The program centered on enrolling students in summer courses and providing supplemental support workshops and activities to ease students' transition from high school to college. Because students were required to enroll in summer credit classes, they struggled with paying their tuition and fees. Additionally, the College found that most students wanted to work a summer job to save money for fall semester and did not want to commit to being on campus full-time for the eight-week summer term. In an effort to scale up SLCC's transition activities for new students, a committee of faculty, Student Affairs staff members, and instructional designers worked to develop our Bridge to Success program housed under the leadership of the FYE department.

Since community college students need to work to support themselves and have limited financial resources, FYE designed a six-week, non-credit, hybrid course using Canvas, SLCC's learning management system. Bridge curriculum is posted online allowing students to have access to Bridge lessons and information 24 hours a day, seven days a week. The interactive online assignments are supplemented by two-hour weekly, specialized on-campus sessions that are taught by faculty and supported by a group of trained peer mentors. The online Bridge course includes these topics:

1. A Course Orientation
2. Academic and Institutional Tools for College Success
3. Handling College Money
4. Personal Tools to Increase College Success
5. Succeeding in the Classroom

6. Understanding Placement Tests
7. Tips and Tricks for Math Success
8. Developing a College Completion Plan
9. Developing a Career Exploration Plan
10. Writing the Personal Statement

The Bridge to Success program is open to all students with preference given to students who are first-generation college students and underrepresented students. Incentives to participate in the program included tuition waivers for fall and spring semesters, priority registration for classes, on-campus job opportunities, textbook coupons, and ongoing support through a student's first year at the College. SLCC was successful scaling up this high-impact program. In its inaugural year, 224 students applied to participate in the program, and 184 students started the program in June 2014. Attendance has remained consistent every summer, and during the slightly modified winter version of the program, attendance most recently capped at 60 students.

In the 2015-2016 academic year, the Bridge to Success program expanded to include an in-depth math review taught by faculty from the Math department and supported by tutors from the Learning Center. The Bridge into Math lessons compliment the Bridge to Success curriculum well, and both have yielded positive results in helping new and first-year students transition to and find success in higher education. Similarly, this program serves to bridge the divide between Academic Affairs and Student Affairs, marrying the strengths of both divisions into a seamless, sustainable, strategic, and student-friendly service.

In the initial year, students who completed the Bridge participated in a specific Education 1020 (Essentials of College Study) course section. This course is an eight-week semester course that meets weekly, designed to recognize the work students completed over the summer and to

fill in gaps they may still have. Three peer mentors were also retained for fall semester to support students throughout subsequent semesters. These peer mentors are tasked with connecting with students, answering questions, facilitating access to academic support services, and, when applicable, making appropriate referrals.

Outreach, Marketing, and Collaborations

The Bridge to Success program was initially conceptualized by SLCC's Access and Success Strategic Committee, which is comprised of college-wide representation from Academic and Student Affairs. The Committee met for about a year to provide the vision, mission, goals, and objectives for this program. In order to implement the online-hybrid delivery model, FYE partnered with e-Learning and instructional designers to develop the online curriculum under the guidance of the Access and Success Committee. Prior to launch, Bridge to Success lessons were piloted in developmental education and college-level courses that enrolled high numbers of first-year students from first-generation and underrepresented backgrounds. The Bridge into Math lessons and curriculum were developed by a full-time math faculty, with support from the Mathematics department. The Bridge to Success classes are taught by trained SLCC faculty and Student Affairs practitioners.

Marketing materials are created with the support of Institutional Marketing and are distributed widely across campus. We depend greatly on the Admissions and Outreach and Access departments to distribute information to prospective students. All new students who attend in-person orientations also receive information about the program. Once students apply to the Bridge, student leaders reach out to participants to ensure they can commit to the times and days of the program and to answer any related queries.

Bridge to Success – Concluding Thoughts

After two implementation cycles of the Bridge, our department learned that faculty members need more training in relationship to the platform and lessons used in the program. As we prepare for future iterations of the program, a more in-depth Canvas training for faculty is being prepared. Furthermore, a Bridge to Success faculty manual is being developed to provide clearer instructions on each of the program lessons and expectations. Faculty recruitment has also been difficult due to governing policies that limit the number of credit-hours adjunct faculty can teach. Similarly, full-time faculty are unable and many times unwilling to teach during the summer or winters dates of the Bridge—understandably so, because the dates in which the Bridge to Success takes place overlap with the end of the traditional summer and fall semesters. On the other hand, recruiting Student Affairs professionals has not been a problem, as many qualified individuals are eager to serve in this role.

Although our marketing efforts have resulted in a high number of applications being submitted for the program, not all of these applications convert to actual enrollments. Additionally, of all the students who start the program, not all finish it – dropping in numbers by as much as 30 to 50 percent. Our office is constantly examining these yield rates and has tried to minimize the number of students who start but do not finish. Student attrition has caused staffing problems as some classes have very few students and others are overcrowded. In the first year of the program we offered tuition waivers as an incentive for completing the program, but given SLCC tuition waiver reforms in 2016, we have had to stop this practice. We also discovered technology access has influenced student attrition, as some students do not have access to the Internet or have experienced difficulty accessing Canvas. Many of the problems with Canvas have been resolved, and we have arranged for on-campus Internet access for Bridge students, which should help improve student retention. As we continue with the Bridge, we are

considering whether to make the Bridge mandatory for certain student populations, but more importantly we are committed to refining and marketing the impact of the Bridge as a way to increase our recruitment and retention efforts.

New Student Welcome Days (Welcome Week Events)

Held throughout the first three weeks of fall and spring semesters, Welcome Days seeks to introduce new and continuing students to Salt Lake Community College's services and resources. Welcome Week events and activities help new and continuing students make connections during the first three critical weeks of a new semester. By maximizing connections, this program seeks to impact the high number of students who drop their classes during the first three weeks of the semester and, consequently, to decrease the College's overall attrition rate. During Welcome Week, students have the opportunity to explore SLCC's comprehensive resources, meet other students, and attend events and programs designed especially for our new and returning college students. All students are encouraged to attend these free and open events.

The two largest events occurring during Welcome Days are Student Club Rush and the Resource Fairs. At times these events have been combined, but most recently they have been separated. Student Life and Leadership coordinates the student club organizations and FYE coordinates the various Student Affairs offices. Both Club Rush and the Resource Fair are "tabling" opportunities for various student organizations and College departments and programs to come together and market their resources to new and returning students.

Outreach, Marketing, and Collaborations

Student Affairs departments and offices are invited by e-mail to participate in the Resource Fair. It is marketed to them as an opportunity to highlight and expose their department or services to first-year and returning students. The majority of Student Affairs departments

choose to participate in the Resource Fair, which has historically included over 30 different resources and student clubs. Besides the Resource Fair, offices and departments are asked by e-mail and occasionally through meetings to “host” a Welcome Week event during the first three weeks of each semester. As the “hosting” department, the office is expected to plan and coordinate an activity, such as an “open house,” to introduce students to their department, their staff, and their services. Last year three offices agreed to host a Welcome Week event: The Thayne Center for Service and Learning, Career and Student Employment Services, and the Tutoring and Learning Centers. Last semester more offices joined in, but it has been difficult to expand, market, and coordinate these services.

FYE works closely with Institutional Marketing to advertise to students. Marketing designs a Welcome Week calendar of events available to students online through the SLCC BlogSpot or by visiting the Student Life and Leadership or FYE website calendars. Welcome Week events are also featured in the SLCC student newspaper and on posters given to participating offices to display.

New Student Welcome Days – Concluding Thoughts

Moving forward, Welcome Week events need to become a campus-wide effort; FYE needs to continue to form more partnerships with various offices and departments across the campus to ensure SLCC is building a friendly and welcoming environment for all students. College-wide education is key to the success of these events, as we need to further educate staff and faculty about the importance of the first three weeks of a student’s college career. Furthermore, the manner in which we market to students needs to improve as our marketing currently feels too rushed. Much of the planning for these events happens over the summer, during our busy orientation season and, more often than not, departments wait until the start of

the semester to submit their events. As we prepare for future iterations of this event, the implementation timeline and deadlines for materials will be revisited and reengineered. One idea is to create a new student convocation the first day of the first week of classes where we roll out all the unified events associated with Welcome Week.

New Student Retention Programs

New student retention was added as a core function when the Orientation office expanded into the First-Year Experience department. Consequently, FYE does not have a long history of retention-focused programs, and limited coordination and guidance exists when it comes to college-wide retention initiatives. At a minimum, retention initiatives through the FYE department seek to increase the number of new students who persist through their first semester of college and ultimately through their first year. Particular attention is given to students of color and first-generation college students since they are currently under represented in our institution. Broadly speaking, retention programs target students who enrolled in courses after completing a new student orientation program. Table 2 outlines the total number of oriented students who enrolled in the fall, and persisted past their first semester of college—successfully re-enrolling for spring of the 2015-2016 academic year.

Table 2. Fall Enrollment and Fall-to-Spring Retention Rates

Race/Ethnicity	Fall Enrollment Rates (for students who completed an orientation)		Fall-to-Spring Retention Rates (for students who completed an orientation)	
	2015		2015-2016	
	Count	Percent	Count	Percent
African American	97	72%	72	74%
Asian American	138	72%	99	72%
Latino/a	838	74%	531	63%
Native American	42	70%	31	74%
Pacific Islander	86	72%	48	56%
White	2,750	77%	1,916	70%
ALL STUDENTS:	4,137	76%	2,821	68%

Since becoming FYE, our department has worked to expand the number of retention programs available to students, enhance existing practices, and support college-wide initiatives that seek to help students persist through their first year of college. Currently, the following projects possess enough history and institutional presence to warrant inclusion in this section:

- StartSmart E-mail Campaigns
- FYE cohort programs, primarily Bruin Scholars
- Family and Parent Newsletters

In addition, an abbreviated section will be provided on our student leader training programs.

Although the training only includes our student employees, the purpose is for them to become peer retention advocates for first-year students. Newer FYE initiatives that align with this category, but not incorporated in this section because they are still in the developmental stages include, a one-credit first-year seminar class currently being piloted with a select number of international students and two FYE cohorts: Bruin Scholars and Access U. The seminar's primary goal is to help new students develop self-efficacy for college success. We are also in the

process of developing an academic alert initiative designed to provide remediation services to students who have taken less than 15 credits and have fallen below a 2.0 GPA.

StartSmart E-mail Campaigns

The StartSmart e-mail campaign began back in 2006. It was designed to provide new students with helpful tips and information including important college dates and deadlines, events, reminders, academic resources, support services, and tips on student success. StartSmart e-mails are sent to all first-year students currently enrolled in their first semester of classes on a weekly basis through the 16 weeks of the semester. An initial welcome message is sent to students' personal e-mails in the first week of classes. This message explains the purpose of the "StartSmarts" and encourages students to access these through their official SLCC e-mail account, BruinMail. The open rate percentage of the welcome e-mail has remained the highest compared to the rates of subsequent e-mails sent only to the students' BruinMail account. Since Summer Semester 2015, StartSmart e-mails are being sent to both students' personal and BruinMail accounts—a decision that was made to increase readership and create larger access to the StartSmart information. Recently, we also expanded StartSmart e-mail campaigns to include continuing second semester students, effectively expanding this service through a student's first year of college.

Outreach, Marketing, and Collaborations

Weekly StartSmart topics align with and respond to first-semester and second-semester student experiences as well as to potential challenges they may face throughout the semester.

First-semester contents revolve around these weekly themes:

- Week 1: Start off on the right foot: Get to know your professors
- Week 2: Show Me the Money! – Financial Aid & Scholarships

- Week 3: Free Tutoring & Learning Support Services
- Week 4: On-campus and Student-friendly Jobs
- Week 5: Planning & Free Success Workshops
- Week 6: Using the Library
- Week 7: Take Care of Yourself: Center for Health and Counseling
- Week 8: Free & Discounted Student Benefits
- Week 9: DegreeWorks/Creating a Degree Completion Plan
- Week 10: Fitness, Recreation & Sports
- Week 11: Get Engaged – Involvement Opportunities
- Week 12: Have You Picked Your Major & Career?
- Week 13: Are you Transferring After SLCC?
- Week 14: Early Bird Gets the Classes, Next Semester Planning & Registration
- Week 15: Pre-Final Study Tips
- Week 16: Congratulations

Second-semester topics build on the information disseminated from the previous semester and serve to encourage a smooth transition into the student's second year of college. Second-semester topics are designed to introduce opportunities that can further add value to a student's college experience; these topics include the following:

- Week 1: Reflection, Goals and Planning Ahead
- Week 2: Helping you be a better Student: Tutoring & Learning Support
- Week 3: DegreeWorks and Degree Completion Planning
- Week 4: Inclusivity – Office for Diversity and Multicultural Affairs
- Week 5: Cooperative Education and Internships

- Week 6: Thayne Center: Service-Learning/Civically Engaged Scholars
- Week 7: Alternative Break/Washington D.C. Internship
- Week 8: Major and Career Exploration
- Week 9: E-portfolio Information
- Week 10: Looking Ahead: Transfer Information
- Week 11: End of Semester: Tips and Reminders
- Week 12: Don't get hit with the Sophomore Slump
- Week 13: Congratulations – Reminder to Register

Departments across campus are invited to advertise their service to new students through StartSmart e-mails. Weekly messages that highlight a particular department are approved by the department head or designee prior to it being sent. Since many departments are aware of this resource, it is common for FYE to receive requests to advertise programs and events. Though we have managed to accommodate all past requests, one of our growing concerns is the length of the weekly e-mails. Our department has also worked closely with Institutional Marketing, as they were instrumental in creating a branded template for these e-mails and in teaching us how to use the ConstantContact software to send mass e-mails and track open and click-through rates.

StartSmart E-mail Campaigns – Concluding Thoughts

Although open rates for all StartSmart e-mails are above market norms, the rates do trend downward as the semester progresses. Moving forward, thinking through ways to create consistent open rates year-round is important. One idea is to work closer with faculty teaching the pilot First-Year Seminar class and the Essentials of College Study courses to align our messages to support the curriculum of these classes. Letting new students know they are going to receive StartSmart e-mails during the semester after the conclusion of each orientation has also

helped market this campaign. The themes of the StartSmarts have also been supported by the College, which has displayed the weekly information in alternative ways, including ads on the plasma televisions scattered throughout campus and as part of retention messaging campaigns. Beyond open and click-through rates, very little empirical evidence exists to suggest that these messages impact students positively, however, the project itself is not difficult to implement and has potential to be a positive communication and retention tool for first-year students.

FYE Cohort Programs / Bruin Scholars

Over the past two years, FYE has partnered with other departments to create cohorts of students who receive individualized support and guidance. At their inception, FYE cohorts emerged as way to support college-wide initiatives and strategic goals. FYE cohorts vary greatly in size and possess different eligibility requirements, but generally they all target underrepresented and first-generation college students. The degree of support each cohort receives varies. At a minimum, students receive advising support throughout their first year through one-on-one advising meetings, academic related group workshops, and social events, and they benefit from a more intrusive and individualized advising approach. At a maximum, students receive scholarship money or tuition waiver, and enroll in two or more linked courses as a group. Currently there are seven FYE cohorts supporting groups of 15 to 100 students depending on the program:

- Access U – a pilot cohort made up of 20 to 30 students each year. This program is designed to support new students who initially applied to the University of Utah but were deferred admissions until the completion of an Associate's degree from SLCC. This group of students participate in linked courses through their first year and receive scholarship money.

- GEAR UP – a pilot program made up of 100 to 150 students each year. GEAR UP students are selected while in high school and receive advising support services through their first year of college. Beyond our minimum support services, a small group of them participate in a one-credit FYE-seminar pilot (i.e., SLSS 2900).
- TEACH – an emerging cohort made up of 20 to 30 students each year. This program provides advising support to non-traditional students who currently work as early childhood educators but lack the appropriate credentials. TEACH participants receive scholarship dollars and a small travel stipend. Students are also enrolled together in pre-selected courses.
- PACE – an emerging cohort made up of students from select high schools in the valley. This program provides continued first-year college support and advising to graduates of the PACE College Access Program. Students also receive scholarship dollars.
- West Valley – an emerging cohort made up of 15 to 20 students attending the newly created SLCC West Valley Center. Students participate in a year-long common intellectual experience and participate in linked courses.
- Bridge – an emerging cohort made up students who completed the Bridge to Success program and who are not part of an already established FYE cohort or current support service such as TRiO.
- Bruin Scholars – the oldest FYE cohort serving 15 to 20 students a year.

Given the brief history of our FYE cohorts except for Bruin Scholars, the rest of this section focuses only on Bruin Scholars, as it has been through numerous implementation cycles and serves as the template for all other groups.

Bruin Scholars is a program designed to support a smooth transition into college for students who have placed into both Reading and Writing 0900 (i.e., developmental English) and are in their first or second semester of college. Students commit to the program for an academic year and take three linked classes as a cohort. By participating in this program, students receive personalized attention, build relationships with peers and instructors, connect to campus and community resources, and develop a plan to reach their goals.

The program (formerly called Bruin Steppers) began circa 2005 under the direction of the assistant vice president of Student Life and Dean of Students and was managed by the director of Diversity and Multicultural Affairs. The number of students was restricted to twenty, due largely to the number of tuition waivers available then to students who completed the first half of the program. In the fall semester, students took Reading and Writing 0900 together in a reserved section along with a two-credit “civility” course (i.e., LE 1900) taught by the director. In the spring, students took Reading and Writing 0990 along with EDU 1020 (Essentials of College Study) and their corresponding math course. A staff member within the department was assigned as the advisor in charge of advertising, recruiting, and providing support to the students.

In September 2014, the program was transferred to First-Year Experience. While much of the structure remained the same, the name was changed to “Bruin Scholars” to emphasize high expectations and a positive image, counteracting the often negative portrayal of remedial coursework. The two-credit, LE 1900 course was discontinued, revised, and re-introduced with a new curriculum that laid the foundation for the current one-credit first-year seminar being piloted with other FYE cohorts (i.e., SLSS 2900). The FYE seminar focuses on clarifying motivation and developing self-efficacy for college success. Starting Spring Semester 2016, English 0990

(which replaced Reading and Writing 900) was linked with supplemental instruction in math along with the student's appropriate math course and EDU 1020 (Essentials of College Study).

Outreach, Marketing, and Collaborations

Recruitment for the fall begins in April and consists of electronic messages sent to newly admitted students who have taken the Accuplacer placement test and current first-semester students who placed in developmental English (i.e., Reading and Writing 0900). A brief outline, FAQ, and an online application are available on the First-Year Experience website. A postcard-sized flyer is distributed through new student orientations and to departments that see students at-large.

There were several challenges in marketing and recruiting students. Response rates for the program were quite low until August, effectively eliminating the time necessary to ensure all students are ready to start in the fall, and more importantly, limiting the opportunities to provide support through the Bridge to Success programs or other transition activities taking place in the summer. Early recruitment efforts proved challenging as many students did not have accurate or final test scores in April. Furthermore, the web link indicated on the marketing flyer was found to be dysfunctional several months into recruitment efforts. Students appeared hesitant to apply for the program for fear of denial, assuming the program to be highly selective, but also due to confusion as to the nature and value of the program. It also became apparent that despite the significant history of the Bruin Scholars program, other campus departments were completely unaware of its existence, structure, or intent. Advisors and faculty members referred students assuming that students registering late in the season could be placed in the closed Bruin Scholars sections or that students could choose one of the three linked course to take rather than all three, or that students could opt to participate for one term only.

The most effective recruitment occurred during the course registration sessions following the in-person orientation sessions, where FYE advisors screened candidates for the program and personally encouraged students to apply. As a result, all twenty seats were filled by the beginning of the Fall Semester 2015. Current plans for improvement include increasing the advertisement of the program to various department and community partners, improving the online application process, offering paper applications, and conducting several rounds of mass e-mailing from April through August.

Collaboration within the program has fluctuated, mainly due to changes in staff and faculty positions. Both the faculty formerly leading the EDU 1020 course and the key contact for scheduling have moved on and are no longer involved with the program. Communication with one of the English faculty has been consistent, while communication with the second English faculty has proved challenging due to her juggling multiple responsibilities. Collaboration with the math department is in its infancy but has remained consistent.

FYE Cohorts, Bruin Scholars – Concluding Thoughts

Moving forward, several tasks are needed for both Bruin Scholars and all FYE cohorts in general. Recruitment efforts need to be improved, focusing on better communication with college and community partners. In order to expand the program, new relationships need to be forged with the Academic Scheduling, Education, English, and Math departments to recruit staff and faculty who understand the value of the program and are committed to its success. The main challenge will be to maintain the essence of a true learning community by recruiting instructors who are vested in the program and willing to put in the extra effort to build a sense of community. Data needs to be systematically collected, reported, and analyzed to gauge the program's success in increasing retention and completion rates.

Student evaluations from the previous two cohorts of Bruin Scholars indicated that students in the program received the support they needed, felt a sense of community, and significantly improved upon their ability and motivation to succeed. The goal for the future is to replicate this success for a larger population of students while striving to develop a program that truly qualifies as a high impact practice. Our vision is for all FYE cohorts to become common best practices for supporting and retaining first-year students. In doing so, there would be a system in place that incentivizes faculty and encourages staff to advance these intrusive and high-impact practices. Although each cohort would have different eligibility requirements, all would have a baseline of expectations and outcomes, and the value of participating in these programs would be clearly communicated through marketing, outreach, and alumni testimonies.

Family and Parent Newsletters

The First-Year Experience office recognizes family members to be key players in our students' educational experiences. In 2014 FYE began actively including family members in student retention efforts. Our beginning step focused on expanding the communication with families by creating a quarterly electronic newsletter titled *All In!* Our purpose in this initiative was to facilitate guided and supportive conversations between family members and students. Through this medium, we inform family members of important dates such as registration, drop deadlines, mid-terms, and finals dates. The newsletters also include highlighted campus resources and information. By facilitating a conversation around these topics, family members can gain insight into their student's needs and potentially recommend academic resources to a struggling student. In 2014, 141 family members signed up for the newsletter, and in 2015, an additional 92 family members signed up.

Outreach, Marketing, and Collaborations

The newsletter is marketed during the various family and parent sessions associated with our CampusConnect orientations and through FYE's Family Support webpage, where family members have the option to sign up for the newsletter. Institutional Marketing created a template that is used to brand the newsletter, and ConstantContact is used to manage the list of recipients and track open and click-through rates. Both of these rates are exceptionally high, way above market norms!

Each newsletter includes information about specific and relevant campus resources. The FYE advisor authoring the newsletter individually reaches out to each department prior to publication. The purpose in reaching out to the departments is twofold: first to explain that they will be featured in the newsletter and second to ensure our department is highlighting what they feel is best. Building a line of communication with the featured student resources also allows the FYE office to have a reference point it can direct students to, if the need arises. Reaching out to these resources has facilitated collaborations between FYE and other departments. Sharing what is being done in one area or even gaining a better understanding of what an office does, allows for cross-campus collaborations on different committees and initiatives the College is undertaking.

Family and Parent Newsletters – Concluding Thoughts

This newsletter is just the first step in enlisting the support of family members in our College's retention initiatives. By focusing on key events occurring on campus, we invite families to continue to be a part of their student's education. Moving forward, recommendations for improvement center on

- Expanding marketing efforts beyond CampusConnect orientations,
- Improving the Family Support website,

- Shifting from a quarterly newsletter to a monthly newsletter, and
- Creating and supporting a “family” day or evening on campus.

FYE strives to create a robust parent and family initiative, involving all departments across our various divisions. As a best practice, providing families with tools to become better support agents for their students encourages and fosters student completion.

Student Leader Training Programs

Six years ago, the Orientation office, which consisted of 2.5 full-time employees, saw a tremendous increase in the number of new students participating in orientations. Back then, the director received funding to hire four orientation leaders to assist in the office and conduct orientation sessions. To support and prepare this new group of part-time student employees, a new training program was designed to ensure they had enough knowledge to be able to present and properly assist new students. Years later, as FYE expanded, a new group of peer mentors joined our team to support our summer and winter college bridge efforts. Orientation leaders and peer mentors are now an essential part of our department. FYE staff take the retention of our student leaders seriously and, in turn, they assist in the retention of other first-year students. Generally, both orientation leaders and peer mentors are used as a resource for struggling students to connect to needed resources aimed at facilitating student success.

Orientation leaders and peer mentors are expected to know a little about all the resources that are designed to help students succeed. Student leaders are expected to understand and explain the SLCC “getting started” steps, communicate the purpose of General Education classes, assist with course registration, encourage help-seeking behaviors, advertise campus resources as well as explain expectations associated with higher education. Opportunities to attend regional student-retention or orientation-focused conferences are also made available to

student leaders. Peer mentor training focuses on creating self-efficacy not only in Bridge to Success students but also within the peers themselves. Beyond what is listed above, peer mentors are also trained on how to assist diverse populations—particularly students who are undocumented, as they make up a significant number of students who are referred to our department – and we emphasize refinement of their communication and interpersonal skills. Finally, we rely on student leaders to contact new students during key dates to proactively answer questions they may have or deal with issues they anticipate. All student employees are consistently tested to ensure they can recall and articulate accurate information about the College. As role models for first-year students, they must maintain a 2.5 GPA or higher every semester they are employed with FYE.

Our student leader training program has served as a model for other departments. Through interviews and observations, student leaders have demonstrated a greater increase in their academic self-efficacy as well as gains in their knowledge of College procedures and support services. In the future, we seek to increase the number of students employed in our office and completing the aforementioned training program. Consequently, we are in the process of creating a syllabus to provide our students with clear outcomes and signature assignments that align with proposed training goals. This will facilitate the creation of a training curriculum that supports larger best practices and national peer mentor certifications.

Conclusion

The work to help prepare students for college is a college-wide priority. Every department in our institution should be responsible for supporting new student success and for creating conditions and programs that yield retention. FYE's core functions are a reflection of the College's strategic objectives. Moving forward, newer and existing initiatives under both

core functions will continue to be developed and strengthen. The definition of first-year experience drafted by the High-Impact College Workgroup will continue to drive the manner in which we enhance services and create a meaningful—ideally inescapable—experience for new students. See Appendix E for a rubric on how our core functions align to the *first-year experience* HIP definitions discussed in Section I.

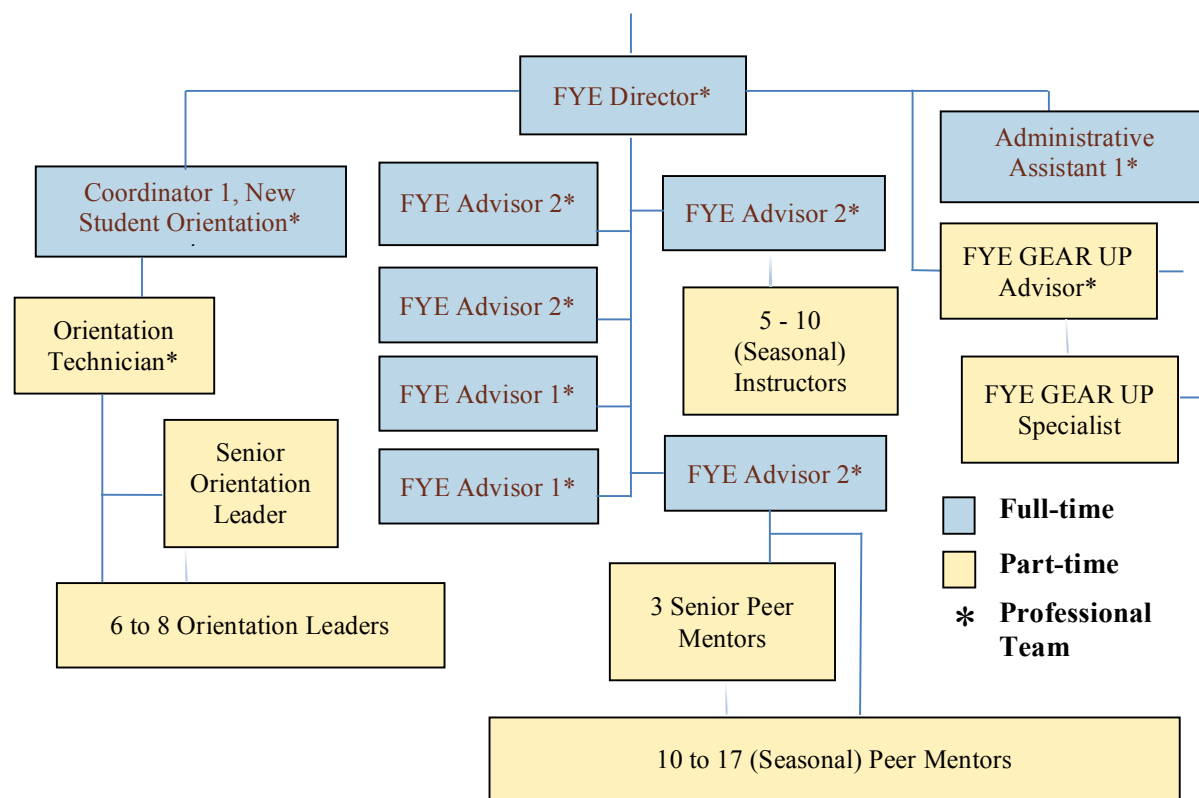
The specific recommendations for improvement made by the individuals who lead each program will inform our immediate next steps. However, from a departmental perspective, there are also broad themes that will serve as the foundation for future departmental discussions. These include, 1) strengthening current efforts to support underrepresented and underprepared populations; 2) investing in technology to innovate practices and resources; 3) increasing collaboration efforts and cross-departmental communication and buy-in; 4) assessing and aligning program outcomes to larger college-wide objectives; and 5) institutionalizing and scaling up smaller, newer programs into larger signature initiatives.

III. Leadership and Staffing

As of fall 2015, the FYE department consists of 21 staff members. For organizational purposes, staff members can be further divided into two smaller subgroups: professional staff members and student leaders. Professional staff members are made up of both full-time and part-time employees; student leaders are all part-time employees and divide into either orientation leaders or peer mentors.

All full-time FYE employees report to the department's director. Part-time employees are mostly supervised by other professional staff members. The orientation coordinator supervises a technician, a senior orientation leader, and eight student orientation leaders. An FYE advisor supervises three senior peer mentors and a group of 10 to 17 seasonal peer mentors who are hired twice a year to support the Bridge to Success programming. Finally, another FYE advisor provides supervision to a group of five to 10 seasonal instructors who teach in the Bridge. The four other FYE advisors do not have supervision responsibilities. The part-time FYE GEAR UP advisor and specialist focus exclusively on transition services for students who participated in GEAR UP in high school. An organizational chart of the FYE department is depicted in Figure 1 below.

Figure 1. First-Year Experience Organizational Chart



To create a healthy flow of communication and support, FYE team members participate in a variety of ongoing meetings. Professional staff members meet one-on-one with their supervisor twice a month. These meetings are designed for professional staff members to receive support in advancing the projects they are leading, communicate concerns, and receive feedback on their performance. Professional team members who have supervisory responsibilities also hold meetings for their respective groups on a weekly basis. Student leader meetings provide ongoing professional development opportunities and communicate departmental and institutional changes or announcements. An all-FYE team meeting takes place on a monthly basis to connect student leaders with professional staff members; this space is mainly used to enhance staff members' skill sets and knowledge of the College.

Professional team members meet twice a month as a group to update each other on their work and to discuss the long and short-term direction and goals of our department. This group advises the director on decisions made or endorsed by our department and guides the creation and implementation of our services. These meetings also establish a forum for communicating ideas, sharing college-wide announcements, and for receiving feedback on proposed institutional decisions. Minutes from these meetings are recorded and sent to all professional staff members. One-on-one meetings serve to follow up on action items and when appropriate, e-mails are sent to an FYE group e-mail with updates or announcements in between meetings.

Our organizational and communication structure has been in place for two years and has been effective for communicating information down and across the department. However, there are some shortcomings in this arrangement. The present organizational structure places heavy emphasis on a management role for the director who oversees the work of all the professional staff members in the department and provides guidance for all part-time employees. This reporting structure limits the director's time to advance the mission of the department. Instead, the majority of his time is spent supervising and enhancing or maintaining best practices that already exist in the department, which limits the time available to create new programs and services particularly those focused on student retention. With nine direct reports, the director's supervisor-to-supervisee ratio is beyond the recommended ratio according to HR's best practices, and it further constrains the time necessary to envision, expand, and support student retention initiatives at SLCC.

A proposed departmental restructuring would call for hiring an assistant director to support the supervision and leadership of the office. Under this proposal, the assistant director would lead new student orientation programs and supervise the orientation team as well as

advisors dedicated to programs that help students transition to SLCC. This will allow the director to focus on expanding the office’s retention initiatives and would effectively reduce the number of people he supervises. This proposal would also promote two advisors to a higher—advisor 3—level, with additional responsibilities for expanding FYE orientation, transition, and retention services at the South City and Jordan Campuses.

Staff and Responsibilities

The FYE team is one of the most diverse groups in the College. A conscious effort is made by each hiring supervisor to recruit and retain staff that reflect the demographics of the College and the community we serve. The staff’s profile is further enhanced by their level of education. The majority of professional staff members have earned graduate degrees, and all student leaders are current undergraduate students pursuing associate or baccalaureate degrees. Table 1 below provides a breakdown of the FYE staff, outlining basic demographic information as well as education levels and years of experience.

Table 3. FYE Staff Profile

Staff Profile*						
	Professional Staff			Student Leaders		Total
	Director	Advisors and Coordinators	Non-exempt staff, Specialist, and Technicians	Orientation Leaders	Peer Mentors	
Total	1	7	4	9	3	24
Gender						
Female		6	3	3	2	14
Male	1		1	6	1	9
Gender Neutral		1				1
Race/Ethnicity (staff could select more than one choice)						
Black				1		1
American Indian						-
Asian		4				4
White		2	1	1		4

Latino/a	1	1	2	7	3	14
Pacific Islander		1	1			2
Other				2		2
Prefer not to disclose		1				1
Years in the Student Affairs Field						
Less than 5		4	4	9	3	20
5 -10	1	2				3
11-15						-
16 - 20		1				1
More than 20						-
Status						
Full-time	1	7	1			9
Part-time			3	9	3	15

*Does not include seasonal part-time employees

Job Responsibilities and Qualifications

FYE Director -- provides vision for and oversight of a comprehensive first-year experience program to welcome new students, facilitate their successful transition and connection to Salt Lake Community College, and advance institutional efforts dedicated to first-year student success. The director must possess a master's degree in higher education administration or a related field, and two-to-four or more years of direct, full-time progressively responsible work experience in higher education advising, orientation, retention services and/or planning programs for students.

Administrative Assistant -- performs senior level secretarial duties with the intent of providing administrative support to the FYE director and staff members. Major responsibilities include: assisting the director in the planning and coordination of new student orientation, transition, and retention activities and events; providing information and referrals to students, faculty, staff and visitors; making all travel arrangements for in- and out-of-state travel; managing and updating internal and external budgets; creating and disseminating minutes for FYE office meetings and other FYE-related gatherings. The administrative assistant must

possess an associate's degree, and two years or more of paid full-time secretarial experience preferably in a college setting.

FYE Advisors -- develop, enhance, and/or implement elements of a comprehensive first-year experience program, which includes new student orientations and transition programming, summer and winter bridge programs, classroom presentations, welcome-week events, parent and family programming, first-year success workshops, a peer mentoring program, learning communities, and programs for first-year students on academic alert. During rush seasons and through orientation events, advisors also provide academic and career advice to individual and groups of new students, using student development and academic advising theory, research, and tools. Advisors who possess advance graduate degrees also teach first-year courses.

Advisors have varying degrees of responsibilities depending on their rank – which usually corresponds to their professional years of experience. A level 1 advisor has zero-to-two years or more of experience in the field, whereas a level 2 advisor's experience ranges from two-to-four or more years of experience. All advisors possess a baccalaureate degree in educational psychology, sociology, education, communications, ethnic studies, or related field; five of the six advisors in the department have master degrees.

Orientation Program Coordinator -- assists the FYE director in planning, developing, implementing, and assessing all new student orientation programs. Coordinates with the FYE advisors to ensure proper advising coverage for each of the orientation programs and leads activities that promote the successful transition of new students, including first-year and transfer students. The coordinator is also responsible for training, supervising, and evaluating the performance of all part-time orientation leaders and an orientation technician. The coordinator must possess a baccalaureate degree in educational psychology, sociology, education,

communications, ethnic studies, or related field, and two-to-four years or more of full-time, paid, related professional experience.

Orientation Technician -- assists the orientation coordinator with new student orientation efforts and first-year support services, organizing the logistical and curricular components of orientation programs, overseeing the orientation reservation system and the automated electronic exports, and supporting the training, supervision, and professional development of all orientation leaders. The technician also provides direct support to new students through consultations in person, via e-mail, or over the phone, and, when necessary, presents campus information to large and small groups of students during office events, specifically new student orientations. The technician must possess an associate's degree (or complete two years) of a post-secondary education and possess at least one year of related, paid work experience.

Orientation Leaders -- assist the orientation coordinator and FYE staff with their efforts to increase the access and success of new SLCC students primarily by: presenting information about the College to large and small groups of students during FYE events, specifically QuickConnect and CampusConnect orientations; leading tours of multiple SLCC campuses for new students, families, and other guests; and answering questions and directing new students in person, via email and over the phone. Orientation leaders must be current or recent graduates of SLCC maintaining a 2.5 cumulative GPA. A senior orientation leader has additional responsibilities for supporting the orientation coordinator and technician with the training, supervision, and professional development of orientation leaders.

FYE Peer Mentors -- assist with the implementation of the Bridge to Success program by supporting the enrollment of prospective students into SLCC and helping them create relationships with key resources and people. Peer mentors attend weekly Bridge classes, assist

instructors in planning activities, and lead co-curricular programs or socials. Peer mentors need to be continuing or recent graduates of SLCC, with a cumulative GPA of 2.5 or higher. Senior peer mentors work year-round and have additional responsibilities for continual follow up with students from previous Bridge programs, assisting them to locate needed resources, encouraging them to continuously enroll in school, and directing them to an advisor when needed. Senior peer mentors also assist in the training and hiring of new peer mentors as well as in the recruitment and marketing efforts for each Bridge program.

Bridge Seasonal Instructors -- Responsible for all tasks and activities related to the delivery of a hybrid, online, and in person course. Responsibilities include test administration, record keeping, use of CANVAS—SLCC’s learning management system—to track activities and student grades, teaching the course curriculum outline, and preparing and delivering weekly lectures and classroom activities to students enrolled in the Bridge to Success program. As a minimum, instructors must possess a baccalaureate degree and one or more years of teaching experience.

GEAR UP Staff -- The GEAR UP advisor reports to both the Outreach and Access and FYE departments, and the GEAR UP specialist reports to Outreach and Access. GEAR UP is a grant-funded college access program supporting students from various high schools in the state, as well as first-year GEAR UP college students. The GEAR UP advisor has similar responsibilities as that of FYE advisors, but with a defined population of new GEAR UP students. The specialist works with senior high school students primarily helping them transition to SLCC by assisting them to complete the admissions application, financial aid forms, and mandatory testing. Finally, both complete required monthly and quarterly grant reports. GEAR UP staff possess associate degrees and are currently pursuing baccalaureate degrees.

Recruitment and Staff Turnover

In addition to education and experience requirements, all positions ask candidates to be capable of working with a highly diverse student body as evidenced by backgrounds that demonstrate cultural competencies, critical thinking, inclusivity, and, if possible, bilingual or multi-lingual fluency. To recruit such candidates, hiring managers work closely with HR to advertise positions in the *Journal of Higher Education*, in local newspapers, and in mailing lists of professional associations such as NASPA (Student Affairs Administrators in Higher Education), NODA (The Association for Orientation, Transition, and Retention in Higher Education), and the FYE National Resource Center as well as those hosted through local colleges and SLCC contacts. Thus far, for all of our open positions, we have received a considerable number of qualified applicants and extended several successful offers.

Given the relative newness of our department, it is still too early to completely assess the turnover rate for FYE employees. With the former Orientation department, orientation directors transitioned in and out of the position with an average length of two years each. But since forming FYE and becoming fully staffed in 2014, only one advisor has left, finding a new role with the College and leaving a vacancy in the professional staff team. As is often common, part-time staff and student leaders have a higher turnover rate than full-time employees. Of the 10 to 13 permanent student leaders we hire annually, the average length of employment is about one year and a half, with the shortest recorded tenure being about one month and the longest about three years.

Training and Professional Development

After hiring a new professional staff member, a 30, 60 and 90-day plan is established in preparation for their arrival. Each plan outlines goals, objectives, and trainings that serve to

orient new employees to their position, the FYE department, and the College. The plans closely follow the advice provided in SLCC's Center for Innovation New Employee Onboarding Guide, a document created by our institution to guide hiring managers' efficacy in retaining and empowering new employees for success (see Appendix F for a copy of the guide). Student leaders have a very similar orientation, albeit in a more structured and intrusive manner (see Section II for more information on orientation leader and peer mentor training programs).

Typical new employee orientation plans include meetings with key partners or colleagues, weekly one-on-one meetings with the hiring supervisor, attendance at student leader and professional staff meetings as well as committee meetings that are relevant to the work of each employee. Employees also participate in HR mandated orientations and division-wide trainings for new employees. Agreed upon training goals are explained and reinforced during weekly one-on-one meetings, and connections are made with key resources that will allow the employee to accomplish the stated goal by the deadline. Although goals vary by person, new employees are often asked to shadow orientation programs, learn about the technology we use in the office, self-assess their progress, and participate in cross-departmental trainings or programming. Furthermore, all new employees are encouraged and advisors are required to be certified academic advisors, achieved by completing an online course offered through SLCC's Academic and Career Advising department. Finally, to stay up to date on academic programs and policy changes, professional staff attend, on a rotational basis, Academic Advising staff meetings.

Throughout the year professional development opportunities continue to occur on a monthly basis during the all-FYE staff meetings. These meetings bring both professional and student leader staffs together to share with each other, and, more importantly, to connect with

guest speakers from the College or the community. In the past year, these meetings highlighted programs, services, or departments that staff wanted to know more about, including Continuing Education, Apprenticeships, Disability Resource Center, Campus Police, and DegreeWorks. An annual departmental retreat also serves to advance professional development opportunities. Staff also participate in local, regional and national conferences hosted by parent organizations like NASPA, NODA, and the FYE National Resource Center. Local conferences are made available to as many staff members as possible, however, regional and national conferences are only available to a limited number of employees each year. In other words, staff need to be approved to travel to out-of-state conferences. Priority is given to employees who are presenting at conferences or to those who have not travelled in the span of one fiscal year or more. Student leaders are also permitted to attend out-of-state conferences specifically those within nearby states, but priority is given to student leaders who are interested in a career in Student Affairs. This current training and professional development structure has been in place for a little over a year-and-a-half now, and although it is too early to evaluate, it has proven to be an effective mechanism for furthering the growth of FYE staff and fulfilling the needs of the department. One obvious limitation is the amount of funds allocated for professional development. Although as a staff we made a decision to increase the amount of funding available for travel (by reducing printing costs), the current budget is only able to fund five or six staff members to travel each year.

Staff Evaluation

Full-time staff receive formal feedback on an annual basis as dictated by HR policies. Every year full-time employees complete a self-assessment that summarizes their yearly accomplishments and that ranks their skills. Staff meet privately with their direct supervisor to

discuss areas of commendation and growth, and to set annual performance goals. Informally, staff receive feedback on an ongoing basis through their one-on-one meetings, and the aforementioned goals are revisited on a quarterly basis to ensure progress towards completion. Although it has not happened to date, HR policies would be used to correct negative performance or behavior issues if any come up.

Although there is no institutionalized evaluation process for student employees, direct supervisors have created mechanisms and departmental expectations that students must abide by in order to continue their employment. Students' knowledge of key concepts is tested on a semi-annual basis through oral or written tests, which they must pass to keep employed. Furthermore, professional staff observe student leaders' presentations and helping skills and provide written and oral feedback when necessary. Professional conduct is also expected by student leaders, and deviation from stated expectations may lead to a warning, followed by probationary status, and if not remediated, dismissal from the office.

Exemplary performance for both student leaders and professional staff is rewarded through departmental and institutional channels. In the past FYE employees have been recipients of "employee of the month" awards as well as recipients of institutional and national honors. Staff members have to be nominated by their peers or direct supervisors in order to be eligible for these rewards. In fact, just recently in the Student Affairs end-of-year celebration, two FYE employees received division-wide recognition for their exemplary work and service to the College. At the departmental level, verbal recognition occurs as often as is merited. When employees go above and beyond the call of duty, supervisors possess Food Services gift certificates to reward their employees and encourage high work ethics—albeit these are most often used with student leaders.

Conclusion

Although relatively new, the department's structure has allowed the office to function as a team and to grow its services and reach beyond those offered by the former Orientation office. As we look to the next five years, we have prioritized the need for an assistant director. The current structure is not sustainable beyond this initial period; if transition and retention programs are to grow and expand, a second manager responsible for the supervision and leadership of one of the department's units (i.e., orientation and transition programs) would be a key asset to the department. Another challenge that would be ameliorated by the presence of an assistant director revolves around the workload of the FYE advisors. Currently all advisors are engaged in orientation, transition, and retention types of activities and initiatives. They are stretched across a wide spectrum and asked to do more in all three of these areas. If we were to hire an assistant director, we would define more distinct responsibilities for each advisor—with advisor level 1s primarily focused on orientation and transition initiatives and advisor level 2s on retention and persistence programs for first-year students.

Other growth areas for our department focus on continuing to have staff demographics mirror the community we serve, particularly in the area of gender, as well as growing FYE programming at other SLCC campuses in the North and South regions of the valley. Finally, more time needs to be spent clarifying GEAR UP's dual reporting line especially since their presence in FYE-related meetings or activities has been inconsistent or at times competing with Outreach and Access expectations. A mutual understanding of who has hiring and firing responsibilities, how staff obligations are divided between the two departments, and a consensus on who trains, evaluates and provides feedback to this team is necessary.

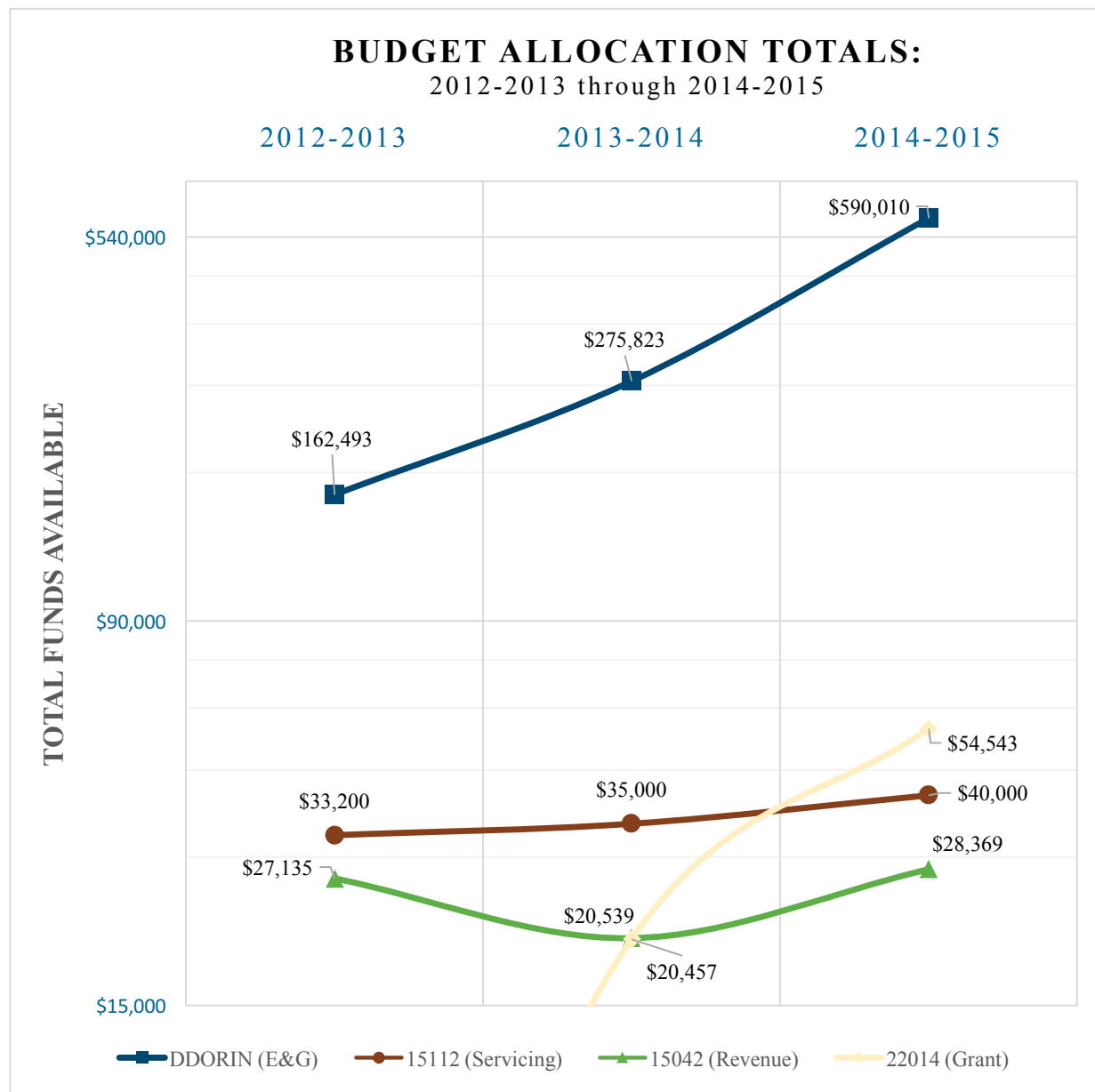
IV. Financial Resources and Budgets

First-Year Experience has oversight over four financial accounts that support the core functions of our department. Our primary funding source comes from the College's Education and General fund, and it is informally referred to by its index code of "DDORIN." A large portion of this account is allocated for the salaries and benefits of full- and part-time employees, with some remaining funds for ongoing business expenses and travel. The other two accounts are funded through revenue streams, primarily with student fee dollars administered through the Student Affairs Division, which are commonly referred to as "servicing dollars," and with monies collected through sponsorship and registration payments that are paid to FYE by either businesses, SLCC departments, or students participating in our events. We use the account number of "15112" to house student fee/servicing dollars and "15042" for any other kind of revenue gathered by FYE. The servicing account is mainly used to fund orientation and transition programming, including part-time student leader pay and business expenses that support SLCC students. The "15042" account is not actively used, and it serves as a *de facto* savings account for the department. In a couple of instances, we have used this fund to backfill deficits in the other two main accounts, to pay for hourly employees, and to buy equipment or supplies for employees.

In 2014, a fourth account was created to house monies acquired from a Utah System of Higher Education (USHE) grant. This grant spanned two fiscal years and totaled \$75,000. The funds were predominantly used to cover the startup cost of the Bridge to Success program, including hourly part-time staff, faculty wages, and ongoing day-to-day expenses. There was no need to renew the grant for a second year, as the Bridge to Success became hard funded through the College's Informed Budget Process in 2015.

Over the past three years, our two main accounts (i.e., DDORIN and Servicing) have increased in totals to coincide with the expansion and support the College has given to the newly established FYE department. Below, Figure 2, depicts FYE's total budget allocations over the past three fiscal years.

Figure 2. Total Budget Allocation per Account, 2013-2015



The increase in funds from year to year, coincides with the increase of full-time employees. In 2013, FYE expanded from two full-time employees to four, and most recently in the 2014-2015 academic year, we expanded to nine. This growth in staff, alongside increases in servicing dollars and the funds of the USHE grant, more than tripled our original budget. Below, table 2 summarizes FYE's fiscal year totals for the past three years.

Table 4. Three-Year FYE Budget, Total per Fiscal Year

Index	Source	2012-2013	2013-2014	2014-2015
DDORIN	Education & General Fund	\$162,493	\$275,823	\$590,010
15112	Servicing Dollars	\$33,200	\$35,000	\$40,000
15042	Revenue and Sponsorships	\$27,135	\$20,539	\$28,369
22014	Grants Acquired		\$20,457	\$54,543
Year Totals (all budgets)		\$222,828.00	\$351,819.00	\$712,922.00

Allocations for each account are almost entirely spent each year. The only exception is our Sponsorship and Revenue account (i.e., index 15042) where we keep our spending to a minimum and use it more as a savings account to occasionally pay hourly part-time employees or cover unforeseen expenses. At the beginning of each fiscal year, our funds are budgeted into five major categories, which inform our annual priorities and foreseeable expenses. These categories are common across the College and cover expenses such as full-time salaries, part-time hourly salaries, employee benefits, ongoing current expenses, and both in-state and out-of-state travel. Table 3 below, summarizes our expenses for all four of our accounts for the past three years, organized into these five major budgeted categories.

Table 5. Three-Year Budget Expenditures (all indexes) by Major Categories

Category	2012-2013	2013-2014*	2014-2015*
Full-time Salaries	\$85,891	\$172,331	\$306,882
Part-time Hourly	\$30,994	\$42,182	\$111,922
Benefits	\$43,605	\$81,318	\$154,197
Current Expense	\$42,023	\$40,736	\$94,095
Travel	\$2,547	\$4,105	\$12,988
Total Spent:	\$205,060.00	\$340,672.00	\$680,084.00

*Includes USHE College Access Challenge Grant funds

As expected, major expenditures each year revolve around full-time staff salaries and employee benefits. In fact, as our budget increased over time, so did this expense – growing by 257% since the 2012-2013 academic year. Part-time hourly expenses have also increased slightly from year to year, with the exception of the 2014-2015 academic year, where these funds more than doubled from the prior year. The increase in part-time hourly support is mostly due to the USHE College Access Challenge Grant, which funded over 17 part-time employees in 2015. The grant funds, combined with the existing hourly dollars, more than doubled the number of part-time employees we hired. We relied on these employees to provide clerical support, to serve as peer mentors for the Bridge to Success Program or as orientation leaders for the department but more importantly, these employees lead certain components of our core functions. In the current fiscal year, the absence of grant funds has made it difficult to continue to support hourly staff at the same rate as in the past fiscal year. The end of the grant has forced us to decrease the number of staff who work with our department year-round and has left gaps in part-time hourly support for our satellite sites located in Jordan and South City Campuses.

Ongoing current and travel expenses have also increased over time – more than doubling in the past three years due to the presence of grant funds. Ongoing current expenses support the daily functions of our department. Although expenditures in this categories vary, some of our most costly expenses include: equipment purchases such as desktops, laptops, tablets, printers, and projectors; office supplies including software subscriptions costs; printing or mailing cost associated with publications, photocopying, brochures, letters, and handouts; and food expenses for various events and meetings. Travel expenses have also increased in correlation with the increased number of staff. This expense encompasses the mileage associated with in-state travel, now the most frequently used for intercampus travel, as well as out-of-state travel associated with attendance at regional and national conferences.

As mentioned previously, in the 2014-2015 fiscal year, FYE received funds through the Informed Budget Process to implement the Bridge to Success program, whose initial funding was solely based on a short-term USHE grant. Our request for institutional funds was submitted only after a thorough pilot was implemented. When submitting requests through the Informed Budget Process, our department submits proposals seeking to scale up existing programs, to make new orientation or retention initiatives sustainable, and to strategically advance the College's institutional goals and current priorities. Future budget proposals will focus on obtaining funds to enhance online orientations and new student onboarding process as well as first-year retention initiatives, and to secure the infrastructure of the department through the acquisition of funding for an assistant director position and additional part-time hourly staff.

Once funds are secured, all FYE professional staff members play a role in budgeting and monitoring the funds, however, the principal responsibility for budgeting and monitoring funds is with the FYE director and administrative assistant. At the beginning of each fiscal year, staff

discuss prior year expenses and recurring trends. This fiscal year, for example, our professional staff expressed a desire to increase the funds allocated to travel expenses as a way to be able to engage more employees with professional development opportunities. After reviewing the budget as a group, a decision was reached to decrease the funds allocated to printing and increase the annual funds allocated to travel. Staff made a commitment to decrease printing expenses and, instead, to rely more on alternative forms of publication and advertising. Individual project leads are also given parameters for spending funds and are asked to submit a breakdown of expenses for their allotted funds. Part-time hourly dollars are monitored closely by hiring supervisors and administrative staff. Occasionally, employee hours are increased or reduced to match total allotted funds. All in all, our department recognizes the importance of a collaborative budgeting process, as it is often closely tied to departmental and institutional priorities. As such, FYE seeks to implement tactics, such as those highlighted above, that allow for transparency in how our funds are budgeted and spent.

First-Year Experience recognizes the increased financial support over the last three years by the College. These new financial resources have allowed our department to expand in staff and in responsibilities. Additionally, grant funds have supplemented expensive start-up costs for new programming. The nature of our summer programming makes it occasionally difficult to budget for new student orientation and bridge programs as the bulk of the expenses occur weeks before the end of the fiscal year; despite these confines, careful planning and institutional support have allowed us to successfully advance our mission year after year. As our department continues to mature, we envision budget conversations to continue during our professional staff meetings and for collective decisions to continue to be made and understood by departmental leadership. As the focus on performance-based funding increases in both the national and local

landscapes, our department foresees a stronger push to report on how funds help advance institutional outcomes and priorities, primarily those tied to enrollment and retention goals. As such, financial priorities in the near future will include a proposal to request a full-time assistant director position to lead orientation and transition initiatives, additional part-time hourly dollars to support FYE sites in the north and south regions of the valley, and a stronger reporting mechanism to further justify the funds received and their connection to institutional outcomes.

V. Facilities, Equipment, and Technology

Within the past ten years, Salt Lake Community College's Division of Student Affairs has grown in size, housing over 300 employees across 11 different locations. This growth in employees has created new demands on the use of existing facilities and on the adoption of new technologies to facilitate services and maximize resources. Similarly, as FYE has expanded in size, our needs for office space, equipment, and technology have also increased. Particularly, the need for facilities has positioned FYE in direct competition with many other departments for office space and equipment funds. This section will describe the current space distribution of FYE employees, the effectiveness of the equipment our staff uses, and the manner in which we incorporate technology to leverage our services.

Facilities

First-Year Experience has office space in the three SLCC main campus locations: Taylorsville Redwood, South City, and Jordan. The Student Center's second floor, on the Taylorsville Redwood Campus, houses the largest facilities for FYE. In the Student Center, FYE staff are spread across six different office spaces. Three advisors are located in the Student Involvement Center in suite 236, with close proximity to the Academic Advising department. The director's office is located in suite 256 of the Student Center. In this suite, there is a space for the administrative assistant and an adjacent office for the Orientation coordinator, a part-time orientation technician, and eight student leaders. West of this suite is room 264, which houses three additional staff members: a part-time GEAR UP advisor, a full-time FYE Advisor, and a University of Utah graduate assistant who reports to the associate vice president for Student Success and Completion but who collaborates with many of our staff members.

Across the hall from our main suite in the Student Center, FYE has a conference room that doubles as an easily accessible storage room. In this conference room we hold staff meetings and stock orientation materials and handouts. The conference room also has four computers that are used by student leaders when all the stations in their main suite are occupied. This particular space is also shared with two other departments: Admissions, and Outreach and Access. Additional storage spaces exist in the basement of the Student Center as well as in room 236 in the closets outside of the International Student Affairs department.

At Jordan and South City, FYE's space is relatively small in comparison to what we have at the Taylorsville Redwood Campus. At Jordan, FYE has an office large enough for one full-time FYE advisor. The office is located in the High Tech Center, behind the Student One-card (ID) Center and next to the office of a Career and Student Employment advisor and the Dental Hygiene Clinic. South City's space is larger than Jordan's and undoubtedly possesses the greatest opportunity for growth. At South City, FYE is located in room 2-068, near Student Life and Leadership and the Thayne Center. The South City suite has a reception area and two private offices. The office's proximity to Student Life and Leadership and the Thayne Center aligns well with FYE's recent transition to the AVP for Student Life, who now oversees these three departments.

Given the quick growth of our department and the very limited availability of space, FYE is fortunate to have office space. However, the space is far from ideal. In the Student Center on the Taylorsville Redwood Campus, our staff is fragmented into three main clusters – all separated from each other and in different parts of the second floor. In the main suite, the Orientation coordinator shares her space with up to ten part-time student leaders depending on the season and the time of day, which often creates a very busy and loud environment, especially

during peak seasons. Room 264 houses three staff members, two of whom serve as FYE advisors and who have little to no privacy when meeting with students. Moreover, the FYE GEAR UP advisor who occasionally meets with families has no space in this office to host them, forcing him to either meet with them outside of the office or to crowd them in the space. Lastly, room 264 is relatively isolated from the rest of the advising commons area and is hard to find without assistance.

Suite 236, where we have three FYE advisors, is an ideal space for the three staff members to use. This space, however, is not permanently ours because it is housed in the larger Student Involvement Center, which is now run by the Office of Diversity and Multicultural Affairs (ODMA). As the ODMA expands with new staff and initiatives, FYE advisors will be at risk of forfeiting their space. Although the space is ideal, the separation of the three advisors from the FYE main office can be problematic at times, especially during “rush” seasons when FYE advisors support Academic Advising’s load. During this time, the main office is set up to greet and check-in students who arrive on a walk-in basis. The administrative assistant or a receptionist filters students who have simple questions from those who may need a one-on-one visit with an advisor or a peer mentor. Front-line staff are able to view FYE advisors’ availability and connect the student with an advisor who is open. Normally, students interface with more front-facing departments first, before making their way to FYE; during this exchange, students are sent to—or they stumble directly into—the advisors’ offices who then must direct them to the main office to check-in and begin the intake process. This creates unnecessary steps that can annoy students and that disrupt the flow we created to handle the rush of students seeking advisors.

The offices at South and Jordan are FYE's newest additions. These spaces symbolize our commitment to further expand our services to these campus, but the impetus to add these spaces originated as a response to FYE not having enough space for our growing staff on the Taylorsville Redwood Campus, where the student demand is the greatest. Jordan's space is hidden behind the Student ID Card desk, and it is very much isolated from and invisible to other departments and students. Our Jordan office has very limited opportunities for growth; adding more part-time staff to support the site has proven difficult given the lack of work spaces that exist in this area. South is the complete opposite of Jordan. We have gained a large space that could house an additional full-time staff member as well as a couple of part-time specialists. Its location is ideal as it is close to the departments under the AVP for Student Life, who now oversees the FYE department. However, student traffic is low in this area, and it has proven difficult to inform students of our presence.

Looking ahead to the future, office space or the lack thereof, is a college-wide problem for our institution. Our vice president of Student Affairs is aware of these constraints and is working arduously to think through new ideas and investigate new possibilities. FYE has made do with creative solutions and tolerable work spaces. However, if we were to expand our number of full-time or part-time employees, we would once again run into the problem of space. A most pressing concern is the lack of work spaces for our part-time staff. Our student leaders do not all fit in the suite with the Orientation coordinator, so they are occasionally spread out between the conference room and the outside tables nearby. Our seasonal Bridge peer mentors have no space at all and are asked to be creative in terms of where they meet with their mentees or hold office hours. In the future, an ideal space, particularly at Taylorville Redwood, would be one where our department could be located together in a front-facing or visible location with sufficient spaces

for all our staff to utilize comfortably, including ample storage, conference spaces, and waiting areas for students.

Equipment

First-Year Experience's equipment has increased over time to keep current with our expanding needs. Professional staff members possess a desktop and a phone in each of their respective work stations. The six FYE advisors also have a portable device such as a MacBook Air or a Surface Tablet they use for presentations or as a mobile office when working at a different campus or an outside location. Permanent part-time staff share work stations that include a desktop or laptop as well as a phone line. The main suite in room 256 has four workstations for part-time employees to use, with four additional stations in the conference room for overflow to be used when all the workstations in the main suite are busy. The office at the South City Campus has two additional work stations that can be used by FYE part-time or full-time staff who visit the space. Counting all the equipment in each of the work stations, FYE has a total of 18 desktops and 16 phones.

In addition to individual equipment, FYE also has a number of shared equipment that can be checked out by any one in our department and occasionally by neighboring departments. This shared equipment is predominantly used for presentations and during new student orientation programs. The equipment includes six iPads, two Surface Tablets, three laptops, three projectors, two portable printers, and the necessary converters and connections for each. Printers are also shared by FYE staff. There are currently five FYE printers. Two are located in the main suite and are used by the administrative assistant, director, orientation coordinator, and part-time student leaders. Another printer is located in room 264 and is used by the three staff members in this room. Lastly, there is a small printer located in the Jordan Campus office and a multipurpose

printer in the South City suite. Advisors located in the 236 suite at the Taylorsville Redwood Campus do not have an FYE printer, but they share an older printer that belongs to the International Student Affairs department.

All of our equipment is inventoried annually and assessed to determine how well it is accomplishing its task. Every year or every other year, as funds become available either through the VP or AVP budget lines, we update our oldest or most obsolete equipment. A copy of this list is updated by our administrative assistant yearly and kept by both the director and the Controller's Office in the Business Services division. Currently our oldest computers are from 2011 and are due for an upgrade soon.

In addition to FYE's equipment, our department relies heavily on open computer labs. We use these to help students register for classes, to teach them how to access SLCC's online tools, and to conduct lessons during the Bridge to Success program. We work closely with the reservation specialist over these labs, as well as the IT technician, to ensure labs are ready for students and, more importantly, to ensure students can access the necessary SLCC websites. Although we are the department that most uses these open labs, reserving them has been challenging, as oversight for these labs has recently transferred from the Office of the Registrar to Auxiliary Services. Furthermore, the purpose of these labs at the various campuses shifts from open "registration" labs to closed "homework" labs depending on the registration cycle. Without a dedicated person to manage the reservations, shifting the labs from closed to open has proven difficult. Finally, these labs are not large enough to accommodate the numbers of students we see during orientations. At Taylorsville, for example, the open computer lab in the Student Center seats 50 people, however, 25 of these computers are "closed" to new students by default. Orientation programs larger than 25 require us to reserve the second half of the lab and to work

with IT to shift the computers into “registration” mode. Still, our larger programs, which range from 100 to 300 students, have proven to be difficult to accommodate given the small number of computers we can use to assist students in registering for classes.

Technology

Technological tools and software have become ubiquitous in modern student affairs departments. FYE is no different than today’s modern office, which requires all employees to use technology to enhance their services, programming, and workflows. As a baseline, all FYE employees are required to know how to use software such as that found in Microsoft Office Suite and the Internet, and to use hardware like laptops, desktops, phones, tablets, and projectors. Professional staff and student leaders all share drives with each other using DropBox for Business. DropBox provides our department with nearly limitless storage space, allowing our department to store anything from videos to PowerPoint presentations in a shared team folder. Files are accessible online or offline from nearly any computer, laptop or tablet. Furthermore, DropBox, through its various collaboration tools, provides an easy method for staff to access each other’s files and to share important or large documents with nearly anyone in or outside of our college. The decision to switch to DropBox came after much research and was made mainly to solve our challenge of accessing an ever-changing orientation presentation, which was previously housed in a wavering SLCC server, from any campus or off-site location.

A home grown database in SharePoint was created to store information about students who registered and completed new student orientations. This database received a major overhaul in 2013 and now lives on a dedicated IT website. This database stores information from all the students who register for a CampusConnect or QuickConnect orientation program. Information about students who completed the online NetConnect orientation and students who register for

the Bridge to Success programs are also stored in this database. Furthermore, the site connects directly to Banner, allowing FYE staff to pull a the “student profile” handout (previously discussed in Section II, and in Appendix D) for any student that we interact with or that is stored in our database. Finally, our staff also uses the database’s connection to Banner to lift holds for all students who complete an orientation; this allows us to release up to 300 holds all at once, rather than one by one as we used to do it before orientation became mandatory.

Orientation programs are also enhanced by technology. To check-in students and give them credit for attending, we use a number of iPads and Surface tablets which house the aforementioned database. This process now replaces traditional pen and paper, allowing us to process students faster through Banner. Once in orientation, students are given TurningPoint “clickers” to answer multiple choice questions. Student answers are aggregated and used to immediately assess understanding of concepts or to individualize the presentations to the group of students by learning about their needs or academic goals. Our student leaders also use Microsoft OneNote to keep track of orientation-related tasks. Any professional staff member can view a student leader’s OneNote to review what tasks they are working on in preparation for an orientation or to add new tasks.

Similarly, after receiving feedback about the difficulty of scheduling part-time employees, FYE adopted Schedule Base to keep track of employee hours, to communicate schedule changes, to approve time off, and to keep track of hourly maximums. Schedule Base is a web-based online scheduling program used by over 20,000 companies in the nation to schedule employee’s time. Since adopting this software last year, our department has greatly minimized the time it takes to schedule employees, and we increased productivity by streamlining the way in which part-time staff ask for time off, indicate availability, and review their work schedule.

FYE supervisors are also able to view up-to-date schedules for any given week and assess coverage needs or anticipate staffing challenges as employees near their total allotted monthly hours.

To keep up with the current trends, our online presence has also changed significantly over the last few years. Our greatest online presence comes in the form of the NetConnect Orientation, the most popular orientation of the three we offer. The NetConnect has received various technological enhancements over the years. Most notably each of the videos that make up the NetConnect are far more engaging than they have ever been, taking advantage of recording and video tools such Camtasia (i.e., screen recording technology), motion graphics, and green screens. Additionally, students can now access and review the information in the NetConnect as many times as they desire, letting them review concepts as they wish through their first year. Finally, the platform in which the online orientation is housed extracts information from Banner and presents students with their individualized registration status and specific next steps. Appendix G contains examples of messages students might see when starting the NetConnect orientation. However, despite these technological enhancements, the online orientation platform is still missing large components we are seeking to include in its next iteration (see Section II for more information).

Although our online presence is in the process of being overhauled, the FYE website contains information about our services, contact information for staff, the department's mission statement, and electronic registration forms for the Bridge to Success program, first-year cohort classes, FYE workshops, and orientations programs. The website also houses our online video tutorials available to students 24/7, which are designed to teach them about the Academic Calendar, DegreeWorks, how to add or waitlist for classes, and other SLCC processes or

advising concepts. Lastly, FYE's online presence spans beyond our website. Students can find information and links to our services on their MyPage accounts and through a dedicated CANVAS course, which serves as the base for the Bridge to Success program.

Since SLCC's main website was reinvented last fall semester, FYE's website will need a complete renovation to align with the new SLCC site. This update has taken longer than first thought as the manner in which sites are updated has changed. In the past, three staff members in our department had writing privileges, allowing us to make quick changes on the fly. Now, all minor or major changes need to go through a review process and must be submitted through Institutional Marketing. This new process has slowed down our ability to make changes to the FYE site. As the rollout for the new SLCC website concludes, new changes in terms of flow and overall look will be made to the FYE site in alignment with SLCC marketing standards.

As Student Affair departments are asked to do more with less, we must increasingly use technology to facilitate and scale services. Building capacity for this skill amongst employees is crucial to the success of our department. A strategic hiring and professional development process that stresses competencies in these skills is standard practice for our department. Through this process we have been able to hire individuals who are willing to embrace new technologies or who have a background in this area. In fact, one of our advisors helped implement the current DegreeWorks system our college uses and another advisor—the one leading our NetConnect orientation—has a multimedia degree.

VI. Ethical and Legal Responsibilities

First-Year Experience staff can greatly impact the retention and potential success of the new students they interact with daily. As such, both professional and student leaders must be conscious of how their behavior might influence their relationships with faculty, staff, students and their families. Ideally, FYE staff should always conduct themselves in a manner which will best support student learning and development, while modeling Salt Lake Community College's expectations for ethical behavior and institutional citizenship. To assure such professional and ethical conduct, FYE follows the guidelines set forth by the College in its Policies and Procedures manual as well as by the National Association for Orientation, Transition, and Retention in Higher Education (NODA). Both of these documents are explained in this section.

All employees of the College, regardless of position or classification, must adhere to SLCC's expectations for ethical conduct. The College Policies and Procedures manual explicitly states five behaviors employees must follow when engaging in work as representatives of SLCC. All College employees must demonstrate:

- Personal and professional integrity,
- Respect for persons,
- Accountability,
- Fairness and sound judgment, and
- Mutual respect for diversity – diversity of thought, ethnicity, gender, physical ability, sexual orientation, age, veteran status, and religious, political and philosophical views.

Salt Lake Community College stresses the importance of inclusivity in all aspects of its work. Explicitly stated, the College “rejects hatred, dishonesty, misuse of power and position, and discrimination based on [diversity of thought, ethnicity, gender, physical ability, sexual

orientation, age, veteran status, and religions, political and philosophical views].¹² As one of the more front-facing departments in the College, FYE’s interactions with new students can significantly impact their first impressions about SLCC. Although FYE employees—as citizens of this nation—are free to engage in any verbal or written form of expression, as members of the SLCC community, the statements staff make may be judged against the aforementioned expectations. Furthermore, SLCC staff should always strive to respect the rights of others to possess opposing views and should clearly articulate they are not representing the College when expressing their opinion as citizens of this nation.

First-Year Experience staff are not only asked to abide by all SLCC Policies and Procedures, but they are also required to review and abide by the ethical standards that govern our profession. Arguably, the most cited and historical body of work outlining ethical standards for student affairs professionals comes from the Council for the Advancement of Standards in Higher Education (CAS). The CAS standards outline baseline minimums and guiding objectives for many of the modern day student affairs departments. One of our parent associations, NODA, adopts the suggestions found in the CAS handbook to create guiding principles for professionals and student leaders involved in the orientation, transition, and retention of new college students. See tables 4 and 5 below listing NODA’s Ethical Standards for professional and student leaders involved in first-year experience programming.

Table 6. NODA’s Statement of Ethical Standards for FYE Professional Staff

1. In daily practice as educators, professional staff are accountable to:
<ul style="list-style-type: none"> • Students – those serving in staff positions and those in transition; • The parents, guardians, and families of students in transition; • Colleagues – faculty or staff members on their campuses; • The institution – its mission, purpose, and goals;

¹² “Ethical Conduct,” SLCC Policies and Procedures Manual, <http://www.slcc.edu/policies/docs/c2s03-16.pdf>

- Higher education as a whole and student development as a profession; and
- Contractual relationships which have been established with corporate sponsors.

2. In interactions with student-employees, professional staff shall:

- Use fair and appropriate processes in the recruitment and selection of staff;
- Strive to recruit a diverse student staff reflective of the composition of the institution;
- Model and actively encourage ethical behavior;
- Respect confidentiality in relationships with students;
- Provide accurate job descriptions and clear expectations of those serving as student staff;
- Provide sufficient training to allow student staff to meet performance expectations;
- Recognize appropriate boundaries and maintain professional relationships;
- Provide feedback on performance and other issues in a timely and fitting manner; and
- Acknowledge that student staff members serve in a unique dual relationship, as both students and as paraprofessional staff members of the institution.

3. In interactions with students in transition, professional staff shall:

- Ensure that students receive accurate and adequate information necessary for decision-making;
- Ensure that students have access to relevant materials, and that materials are available in multiple formats, including text, web resources, and other adaptive technologies when possible; and
- Recognize the diversity of experiences of students in transition, and work to meet the various needs of new students, transfer students, adult learners, and other special populations.

4. In interactions with parents, guardians, and families of students, professional staff shall:

- Ensure that parents, guardians, and families receive accurate and adequate information necessary to support students in decision-making;
- Ensure that parents and families have access to relevant materials, and that materials are available in multiple formats, including text, web resources, and other adaptive technologies when possible; and
- Recognize and respect the variety of primary support relationships of students in transition, and work to address this diversity in program offerings.

5. In relationships with faculty and staff colleagues, professional staff shall:

- Initiate and foster relationships of mutual respect and support;
- Share research and other findings about emerging trends and issues that will impact the profession, and data linking orientation programs to the retention of students;

- Offer accurate information including program details, opportunities for involvement, and clear expectations regarding contributions of faculty or staff involved with FYE programs; and
- Provide training, information, and support sufficient to allow faculty or staff members to meet expectations.

6. In their relationships with their institutions, professional staff shall:

- Adhere to the educational mission and purpose of the institution;
- Be fiscally responsible and financially accountable in budget management;
- Strive for ongoing program improvement through formal and informal evaluation and monitoring of current and emerging issues on the campus;
- Accurately report data reflecting the impact of their programs upon the retention of students; and
- Work to maintain and to role model appropriate balance between professional, academic, and personal endeavors.

7. As responsible higher education practitioners, professional staff shall:

- Accurately cite sources used, and abide by copyright laws in the use of published materials;
- Strive for professional development through continuing education and participation in conferences and workshops when possible;
- Offer accurate and honest references for job and graduate school applicants;
- Avoid circumstances wherein conflicts of interest may arise;
- Model appropriate and responsible decision-making with regards to alcohol and other personal choices;
- Recognize their own limits and boundaries in helping relationships with students, and make referrals when necessary;
- Be aware of issues of power imbalance in personal relationships, and refrain from interactions that could be deemed as inappropriate.

8. In relationships with corporate partners or sponsors, professional staff shall:

- Honor any/all contractual agreements entered into with such partnerships;
- Prioritize the educational outcomes of students, and refrain from engaging in partnerships which are solely or primarily for the purpose of sales or marketing of a product or service; and
- Clearly communicate the intent, anticipated outcomes, and parameters of the relationship.

Table 7. NODA's Statement of Ethical Standards for FYE Student Staff

1. In daily practice, student staff are accountable to:
<ul style="list-style-type: none"> • Students – those serving in staff positions and those in transition; • The parents, guardians, and families of students in transition; • Professional colleagues – faculty/staff members on their campuses; • Other student peer leaders in complimentary roles; and • The institution – its mission, purpose, and goals,
2. In interactions with other student staff members, student staff shall:
<ul style="list-style-type: none"> • Use fair and appropriate processes in the recruitment and selection of staff; • Strive to recruit a diverse student staff reflective of the composition of the institution; • Provide sufficient training to allow student staff to meet performance expectations; • Provide feedback on performance and other issues in a timely and fitting manner; and • Acknowledge their unique dual relationship, as both students and as paraprofessional staff members of the institution, and seek support and guidance when those roles conflict.
3. In interactions with students in transition, all student staff shall:
<ul style="list-style-type: none"> • Ensure that students receive accurate and adequate information necessary for decision-making; • Ensure that students have access to relevant materials, and that materials are available in multiple formats, including text, web resources, and other adaptive technologies when possible; • Recognize the diversity of experiences of students in transition, and work to meet the various needs of new students, transfer students, adult learners, and other special populations; • Avoid circumstances wherein conflicts of interest may arise; • Model appropriate and responsible decision-making with regards to alcohol and other personal choices; • Recognize their own limits and boundaries in helping relationships with students, and make referrals when necessary; and • Model and encourage ethical behavior.

4. In interactions with parents, guardians, and families of students, all student staff shall:
<ul style="list-style-type: none"> • Ensure that parents, guardians, and families receive accurate and adequate information necessary to support students in decision-making; • Ensure that parents and families have access to relevant materials, and that materials are available in multiple formats, including text, web resources, and other adaptive technologies when possible; • Recognize and respect the variety of primary support relationships of students in transition, and work to address this diversity in program offerings; and • Represent the institution in an honest and positive manner.
5. In relationships with faculty and staff colleagues, all student staff shall:
<ul style="list-style-type: none"> • Initiate and foster relationships of mutual respect and support; • Offer accurate and appropriate feedback about orientation programs to their supervisors; and • Strive to understand training, information, and support sufficiently to assist faculty or staff volunteers in meeting program expectations.
6. In interactions with staff peers, all student staff shall:
<ul style="list-style-type: none"> • Model and actively encourage ethical behavior; • Respect confidentiality in relationships with students; and • Recognize and maintain appropriate boundaries in relationships

Like Salt Lake Community College, NODA affirms an equal opportunity, non-discrimination, and fair and equal treatment clause that explicitly condemns the prohibition of services to individuals who identify with a certain race, color, age, marital status, sex, religion, national origin, ancestry, sexual/affectional orientation, disability, or veteran status. Furthermore, organizations that align with NODA's Statement of Ethical Standards must comply with all applicable federal and state regulations, including FERPA (the Family Educational Rights, and Privacy Act), a policy protecting the privacy of student education records as well as affirmative action and non-discriminatory policies like Title IX.

All new FYE employees, as part of their onboarding process, receive information about the ethical and legal expectations they must abide by while employed at SLCC. New full-time employees review these guidelines with their supervisors and agree to them as part of their hiring paperwork. A copy of this document is filed in our office, and the original is sent to Human Resources (HR) for review. Furthermore, both part-time and full-time employees are required to attend ongoing HR trainings regarding the aforementioned federal policies. These trainings need to be renewed every two years or staff may be ineligible for merit-pay incentives. However, at any given time, employees may ask questions about these guidelines and further review them with their supervisors.

To date, FYE has not faced any legal or ethical problems. Although all staff members hopefully comply intuitively with these standards, ongoing review of these guiding documents is still necessary. Through an informal survey, not all the FYE staff members are able to recall or articulate NODA's Statement of Ethical Standards, and though they are aware of SLCC's Procedures and Policies, the section outlining ethical expectations may be difficult to find online, especially in light that most employees only learn about this resource once during their first week of work. Moving forward, a more intentional and methodical system will be created to ensure all FYE staff—both new and experienced staff—are able to find, articulate, and reflect on these ethical standards and applicable institutional policies.

VII. Assessment and Evaluation

Continual assessment of our services and programs is not only a mandated practice by the Student Affairs division, but also a critical aspect of our department. Annual assessment projects are designed to help improve our services and programs. Each year, our department proposes two-to-three formal assessment projects that are aimed either at improving our business practices by ensuring continuous delivery of high quality programming or at collecting data to make informed decisions about future services. Over the years, our office has conducted various quantitative and qualitative types of projects and used varying types of instruments to collect data or assess student learning, including surveys, rubrics, focus groups, interviews, and data mining. Although the main population we collect data from are new students, occasionally we have gathered feedback from student employees, faculty, and staff. Table 1 located below, summarizes all the assessment projects FYE has submitted for the past three years.

Table 8. FYE Assessment Projects over the past Three Years

Description	Summary of Findings	Recommendations
2014-2015 Academic Year		
Why do Students Complete an Orientation but do not enroll in Courses? Out of 600 possible students, 114 completed the online satisfaction survey.	Top reasons why students changed their minds about attending SLCC: 1. Students could not find information they needed to matriculate (34%) 2. Students felt our tuition and fees were expensive (30%). 60% of students who registered but dropped their classes attributed their decision to this reason 3. Students had problems with the financial aid process (25%) 4. Classes students wanted were unavailable (21%) Qualitative responses revealed issues with transferring credits into SLCC and problems with the residency process, especially for non-traditional students.	Include, more prominently, information about residency appeals in orientations. Increase financial aid information in orientation programs and advertisement of FAFSA workshops. Will continue to individualize the information students receive at orientation to better match the needs of students, with special attention given to transfer and non-traditional students.

<p>Determine the Needs of New Pacific Islander Students</p> <p>Need-based focus groups with Pacific Islander students, as well as staff and faculty who work with Pacific Islander students.</p>	<p>Four main barriers influencing the declining student enrollment and persistence rates of Pacific Islander students were identified:</p> <ol style="list-style-type: none"> 1. Lack of awareness and knowledge about the Financial Aid process 2. Placing into Developmental Education 3. Not feeling welcomed, connected, or acclimated to the college culture, including lack of self-efficacy and confidence in the academic space 4. Family obligations (i.e., lack of parent/family support for college) 	<p>Develop a family support initiative, specifically targeting Pacific Islander populations.</p> <p>Develop programming that supports students as they prepare for the Accuplacer.</p> <p>Build a stronger awareness and attitude toward Concurrent Enrollment classes.</p> <p>Further develop and expand Pacific studies curriculum at SLCC and cohort-based experiences</p>
<p>Needs-Based Assessment about Students in Early Academic Alert</p> <p>Data was mined to identify the conditions and demographics of students in academic alert.</p>	<p>Students of color are disproportionately falling below satisfactory academic progress during their first year of college. Latino, Native American, African American/Black, and Pacific Islander students are disproportionately overrepresented in the lists of academic alert students.</p> <p>Although students pursuing General Study degrees are more likely to be in academic alert, certain programs of study were disproportionately represented in the academic alert lists. More examination should follow, specifically to see if there is a correlation between certain programs of study and academic alert status.</p>	<p>Further analysis is needed. Areas of further interest include, Math and English placements of students in academic alert, the type of student they are (e.g., FY, FO, TM, RM), their gender, residency status, first generation status, and the number of credits attempted. This information can help better design early detection, intervention, and support services for this group.</p>
<p>2013-2014 Academic Year</p>		
<p>Imbed Critical Thinking Elements in Advising Session for Campus Connect</p> <p>Students (n=24) at orientation used a rubric to evaluate their academic plan.</p>	<p>79% of students evaluated their plan as needing more work or benefitting from revising.</p> <p>A total of 7 people rated all dimensions of their plans as “needing more work.”</p> <p>5 people rated all dimensions of their plans as “I have a plan to graduate.”</p> <p>Dimensions that were consistently rated low included, “Degree Prerequisites” and “Degree Requirements.”</p>	<p>The trends gathered from this project helped us understand challenging areas for new students to think through as they create degree completion plans.</p> <p>Peer reviewing and prompts from the facilitator seemed to be effective methods for teaching degree planning. Yet, more time is needed to lead students through this concept. Degree Planning workshops can be a separate workshop delivered by FYE.</p>

<p>Analyzing the Effectiveness of New Student Orientation Dates</p> <p>Data was mined to examine students who completed an orientation prior to course registration date; after the registration date; and four weeks prior to the start of the semester.</p>	<p>Students who completed orientation prior to their registration date did not enroll in classes in the same percentage as students in the other two groups.</p> <p>Students who completed an orientation during their registration dates or prior to the beginning of the semester were more likely to enroll in classes with 74% (n=222) and 76% (n=228) of students, respectively, enrolling in classes.</p>	<p>A new database was created from which we could easily draw reports, statistics, and store student data.</p> <p>Given these initial findings, QuickConnect reservations now ask students to declare the semester in which they intend to take classes; once a student selects their semester, a list of orientation dates populate. These dates are scheduled throughout a student's registration period for the semester they intend to matriculate.</p>
<p>2012-2013 Academic Year</p>		
<p>Evaluate Effectiveness of QuickConnect Orientations</p> <p>892 new students were surveyed to assess their satisfaction with the QuickConnect orientation as well as their knowledge acquisition regarding campus information and college resources</p>	<p>98% of students felt the orientation program was informative; 97% of students felt more informed and prepared to start their education at SLCC; and 95% felt more comfortable about attending college. When asked about the quality of information provided in the orientation and advising sessions, 97% of students ranked it as "good" or "excellent." When asked about the length of the QuickConnect Orientation, the majority of students (87%) agreed that 90 minutes was just the right amount of time.</p> <p>High levels of satisfaction were also reported in relationship to students knowing they had to do an orientation; the dates they could do an orientation; the locations of orientations programs; and the requirements needed for orientation. When asked about what could be improved, students endorsed the following:</p> <ul style="list-style-type: none"> • Reduce the amount of flyers given out and, instead, use rooms with info tables that students can use to browse the materials • More opportunities to interact with staff and allocate more time for students' questions • Make orientation information inclusive of students who are transferring to SLCC 	<p>The feedback gathered from QuickConnect evaluations revealed high satisfaction rates with the current generation of QuickConnect Orientations. To date, this data has been used to create handbook for new students and more opportunities for interactions.</p> <p>The results and analysis of the data collected were shared with a small committee that reinvented the format and the information shared through the QuickConnect Orientations.</p> <p>QuickConnect evaluations will continue to take place after each orientation, and their results will be used as a formative tool to improve new student orientations, as well as to indirectly assess the learning and satisfaction of new students.</p>
<p>Analyze Data from the NetConnect Evaluation</p> <p>9,889 students were surveyed to determine student satisfaction and learning outcomes of the NetConnect Orientation.</p>	<p>99% of participants agreed that the information shared through NetConnect is presented in a clear and logical format; 98% of students reported having a higher awareness of SLCC resources, as well as increased knowledge on how to use information from the college catalog (98%).</p> <p>Students endorsed at lower levels (3.34 mean) being informed about the importance of attending orientations; knowing the time, place, and materials needed for orientation; feeling like all their questions were answered; and feeling more comfortable about attending college.</p> <p>Qualitative responses from students also suggested several areas for improvements:</p>	<p>Our NetConnect orientations went through a complete overhaul. The information collected from these evaluations was used as a starting point to enhance the effectiveness of NetConnects and to improve areas of perceived deficiencies.</p> <p>At the time, the office decided to continue to monitor the number of students who are transferring to SLCC, in order to determine appropriate support services for them in the future.</p>

	<ul style="list-style-type: none"> • An updated user interface, with up-to-date information • More information on resources, including scholarships and financial aid • More specific information related to “type” of student (i.e., transfer, non-traditional, etc.) 	
<p>Orientation Leader Training Evaluation</p> <p>A rubric was created to assess the amount of learning accomplished in eight dimensions: social awareness, teamwork, customer service, professionalism, problem solving, knowledge of resources, public speaking, and group facilitation.</p>	<p>Orientation leaders felt a much higher degree of confidence presenting in public and serving as resources for new students at SLCC. Areas they felt had increased the most due to their involvement with the office, include:</p> <ul style="list-style-type: none"> • Customer service skills in relationship to helping new students and parents • Increased mastery of interpersonal and intrapersonal communication skills • Greater effectiveness when communicating with other orientation leaders, their supervisors, faculty, staff, and new students both in a group and in individual settings <p>All four OLs reported an increased awareness of diverse populations and a gained consciousness about the experiences of underrepresented populations.</p> <p>There were certain areas where the growth was not as significant and warranted more training, specifically around the use of technology for presentations and vocabulary appropriate for presentations.</p>	<p>The feedback received about the orientation leader training program was used in the training of new orientation leaders.</p> <p>Given the positive results of this program, many of its components continued to be expanded upon in later years. Furthermore, our office expanded the number of orientation leaders working in FYE, in order to meet the needs of new students, as well as to provide more current SLCC students with a well-designed leadership opportunity.</p>

Each assessment project was developed in conjunction with FYE’s professional staff team and with guidance from the AVP for Completion and Student Success and the AVP for Student Life. Depending on the nature of the project, it is common for professional FYE team members to take the lead on administering the assessment project. The FYE director is available to each staff member for consulting and to help problem solve concerns that may come up in the assessment cycle. All staff members are encouraged to use our online survey platform: Campus Labs’ Baseline to administer surveys, store data, and analyze results. When necessary, the director trains staff members on this software as part of their orientation to the College. Campus Labs also has consultants that support the development of assessment projects, and they are occasionally used for more complex assignments. Once collected, the raw data is reviewed as a group and recommendations are drawn and reported out.

Results for every assessment project are reviewed collectively either in one-on-one meetings, team meetings, or with external stakeholders. Reviewers provide a unique lens from which to draw recommendations; one that is informed by their professional expertise, as well as lived experiences. The recommendations drafted are reviewed one final time to ensure they connect to the data gathered, and then they are shared with a broader audience for adoption or awareness. Depending on the project it is common for results to be disseminated with all FYE team members during our monthly meetings as well as with other directors during AVP and division-wide staff meetings. In the past, assessment projects have also been presented during other departments' staff meetings, including the Office of the Registrar and Academic Records, and Financial Aid. Recommendations that directly impact our services become action items that inform the implementation of recurring programs, and evaluation for those programs continue in order to determine the impact of the new change. Usually, recommendations that are directly connected to a different department are shared with that department, but no follow up is taken to determine how those recommendations are adopted and assessed.

In addition to annual assessment projects, our department collects a plethora of quantitative information regarding new student enrollment and persistence trends. This information is collected and submitted to the VP of Student Affairs every August as part of our department's annual highlights. This information is presented in various dashboards that track the number of students who complete an orientation program as compared to prior years, as well as the conversion of admitted students who attended orientation to enrollment and their persistence into their second semester. This information is further disaggregated by race and ethnicity (see Appendix H for an example of our FYE annual highlights). Data about our FYE sponsored programs is also included in these highlights, reporting mainly on participants'

enrollment numbers, persistence rates, and GPA. Full, detailed reports about these programs are drafted at the conclusion of each cycle and shared as needed with key stakeholders (see Appendix I for a copy of the Bridge report and Appendix J for a copy of the Bruin Scholars report).

During enrollment periods, data summarizing the number of admitted students who complete an orientation is shared weekly with the AVP for Completion and Student Success who participates in the enrollment management committee. These reports highlight the weekly and cumulative number of students who attend an orientation and are organized by year and orientation type. See Figure 3 for a recent example of these weekly reports.

Figure 3a. Spring 2016 Total Orientation Attendance Comparison

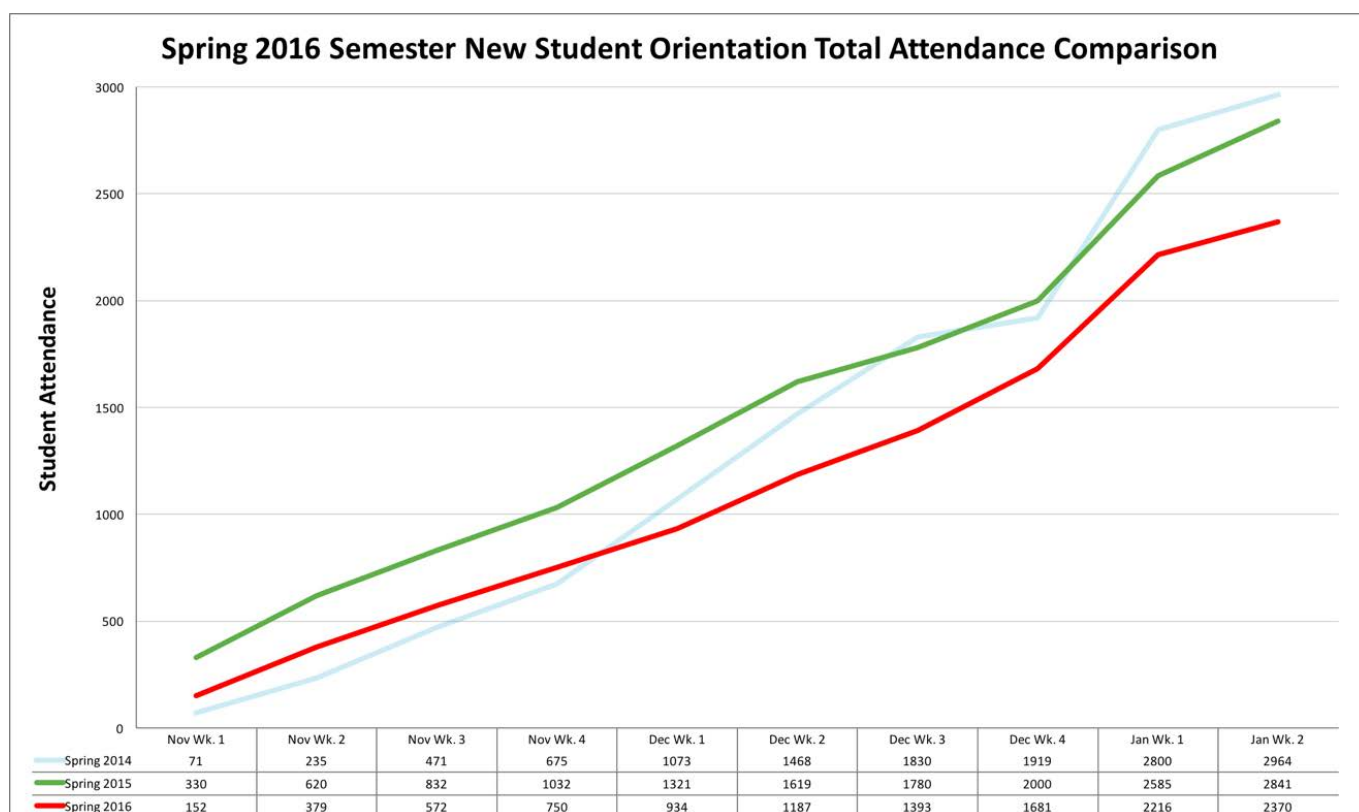


Figure 3b. Spring 2016 Total and Weekly QuickConnect Attendance Comparison

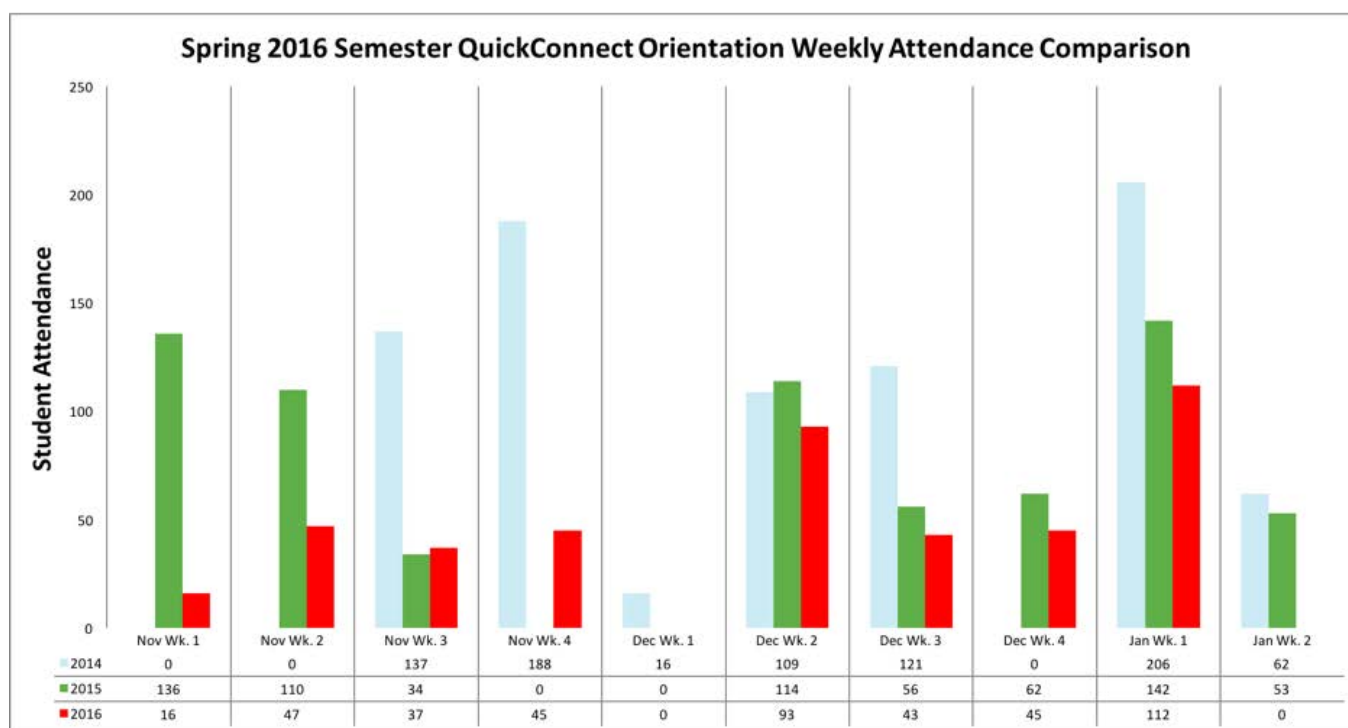
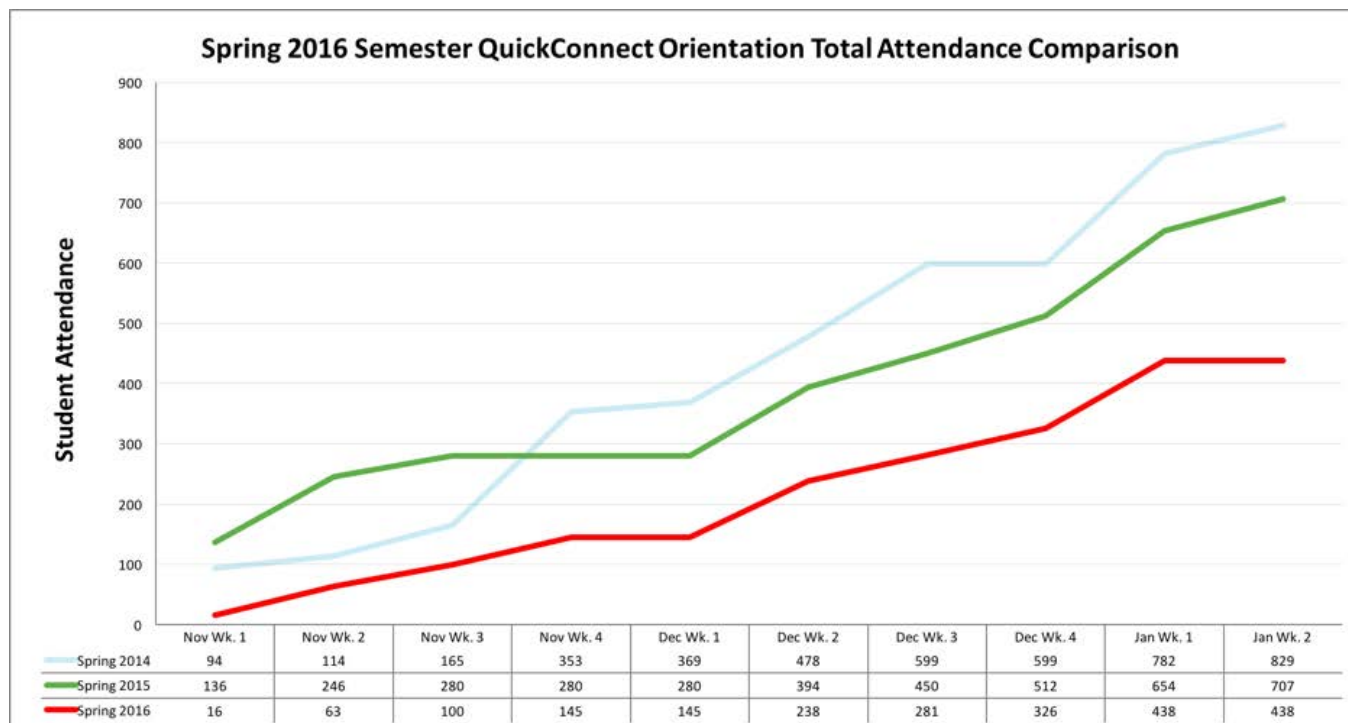
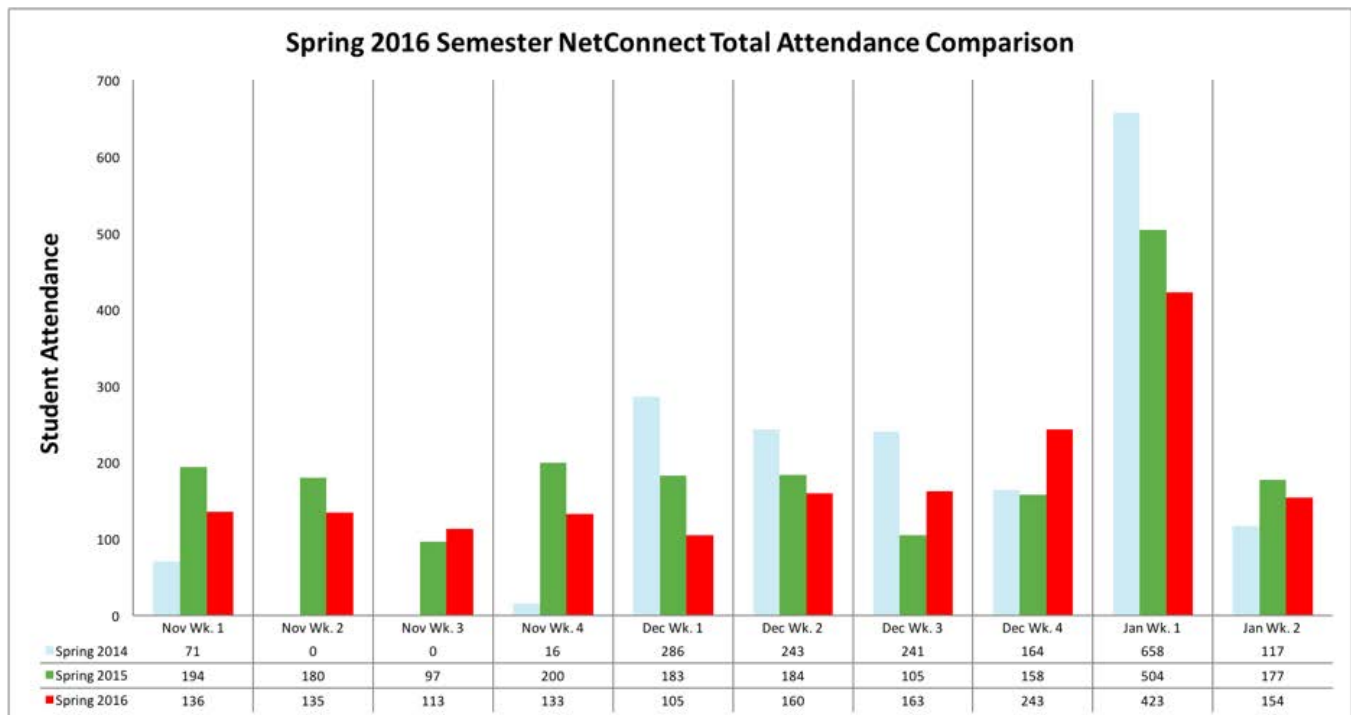
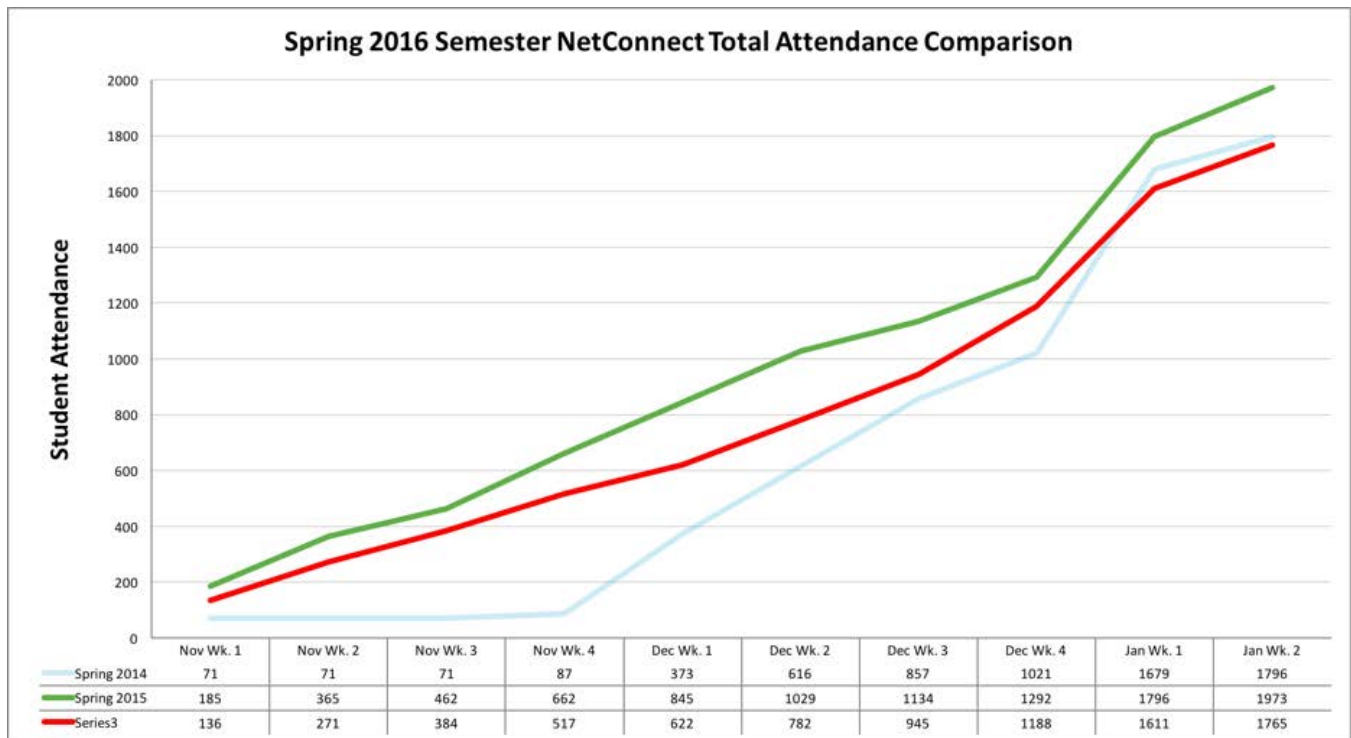


Figure 3c. Spring 2016 Total and Weekly NetConnect Attendance Comparison



These reports are not only used to predict enrollment numbers for new students, but FYE also uses them to inform our decisions about the number of orientation programs to offer monthly, to anticipate staffing needs, and when necessary, to make just-in-time changes to our marketing and outreach efforts in an attempt to close attendance gaps.

Future Plans

Moving forward, our department seeks to further refine our assessment processes. First, we need to continue to build the capacity of all our professional staff members to engage and lead assessment projects. Assessment competencies vary by individual, but given the importance that assessing, evaluating, and reporting competencies have on our work, being more intentional about this skill set will only help reinforce the culture of assessment we have started in FYE. Second, the bulk of the projects we conduct focus on transactional services that take place during the initial phase of a student's first year of college and not necessarily on how students are developing and experiencing the college through their first and second semesters. As we continue to expand first-year services beyond the initial enrollment phase, our hope is that we can collect a spectrum of data that informs how students holistically experience SLCC in their first year. Our partnerships with Academic Affairs, specifically our involvement with the High-Impact Practices workgroup, may facilitate this kind of assessment, particularly through the e-portfolio requirements as it allows for the collection of qualitative data about the gains students make and the experiences that yield success in the first year.

Third, we need to more directly assess what first-year students are learning as a result of our services. Historically, we have determined students' intellectual and interpersonal gains indirectly. Learning outcomes such as critical thinking can be measured through developmentally appropriate signature assignments offered in first-year programs such as Bridge to Success,

Bruin Scholars, and the First-Year Seminar. Accomplishing this feat will parallel the manner in which Academic Affairs measures learning, and the data collected will help us further improve these services. Finally, given the fact that our assessment projects exist within the framework of larger institutional goals and objectives, we will need to situate the data we collect and the outcomes we report within the larger strategic plan of the College. We created a framework for this alignment using SLCC's last strategic plan (see Appendix K for a sample of how we aligned our data with larger institution goals and objectives). However, once the College unveils its new strategic plan, we will need to reassess how the data we collect helps move the strategic plan forward.

VIII. Summary of Self-Study

The First-Year Experience department has gone through a series of changes over the past two-and-a-half decades. Most recently, as outlined in Section I and IV, FYE has expanded in size and scope of work. We have successfully expanded from an office of three people to a department of 21. Our services have expanded beyond the Taylorsville Redwood Campus with new office spaces in the South City and Jordan Campuses. Similarly, our staff have embraced a new core function—creating and enhancing retention initiatives for new students—effectively creating a continuum of support for students inclusive of orientation, transition, and retention services. This final section concludes by reviewing the FYE team’s strengths and areas for improvement and by offering notes for the site review team to focus on during their campus visit.

Accomplishments and Strengths

As documented in this study, the FYE team has various strengths that have allowed the department to grow and flourish. The list below summarizes major accomplishments over the past five years:

- Our department hired seven new full-time employees by successfully securing the funding, creating job descriptions, and using College resources to design a robust onboarding program for new FYE employees. New and existing employees have adopted the mission and core functions of the department as well as a new lens focused on new student retention and success.
- FYE is one of the most diverse departments in the College. The diversity in people and ideas makes for a strong department reflective of the population it serves through its programs and functions—particularly those services focused on underrepresented groups.

- Over the years, FYE has developed a strong framework for assessment and uses data to inform decisions and future directions. The department often receives high praise for our instrument design and data analysis.
- FYE core functions have been redesigned and placed along the continuum of transition, orientation, and retention services as well as within the framework of a high-impact, *first-year experience* definition. Newer initiatives currently being piloted align with this continuum, which in turn aligns with larger college-wide strategic goals. Some of our practices, such as in the case of the FYE Handbook, have even been used to redesign college-wide services.
- FYE takes pride in the partnerships it has nurtured across the College, working closely with colleagues from both Academic Affairs and Student Affairs to strengthen current initiatives and create new services.
- Our student employee training program is very robust, providing ongoing feedback and support to FYE student leaders. This program results in strong peer paraprofessionals who are able to lead part of our programming and who help new and prospective students achieve their goals.
- FYE was one of the first offices on campus to fully embrace new technological innovations. We effectively transitioned to a new online database, adopted new online-forms, and continue to leverage technological resources to enhance existing services and save on printing costs.
- By offering a wide array of required and optional student-focused services, FYE's programs serve to onboard over 10,000 new students annually to Salt Lake Community College's culture and expectations.

- Orientation and transition programs are designed to increase enrollment rates for the College, while FYE retention efforts seek to increase the number of students who persist beyond their first semester. Conversion rates for both categories remain relatively high for students who participate in our programming. Every year enhancements are made to our programs to increase these conversation rates, which resulted in this past year having the highest conversation rate than any other year (see Appendix H for data in our Annual Highlights report).
- This year, our efforts to support NetConnect students and ameliorate their obstacles also paid off, yielding the highest enrollment (74%) and retention rates (67%) for this group of students ever!
- New students who participate in FYE cohorts also have high fall-to-spring retention rates—much higher than the average for new students.
- Student-satisfaction rates for FYE programs, as evident by surveys, is very high. Ranking FYE services as very effective or above average. Furthermore, new students have consistently endorsed in high levels the importance of gaining practical knowledge to better help them navigate our institution.

Areas for Improvement and Goals

The following list summarizes potential goals and areas for improvement that have been identified through this review process. These goals lay the foundation for how our department will function in the near future and for the development of strategies to strengthen current services:

- We have expanded FYE services beyond the Taylorsville Redwood Campus and now have locations in the South City and Jordan Campuses. These sites, however, need to be

expanded and must offer consistent operating hours, staffing, and signature programming.

- The new student orientation process has remained relatively unchanged for over a decade. Moving forward FYE seeks to reinvent and standardize the orientation process for new students, taking advantage of new available technologies to streamline the onboarding process for first-year students.
- FYE cohorts have become a signature function of our department. In order to strengthen this program, we must map, review, and scale-up our cohort programs. Immediate steps include developing minimum participation requirements, specific academic support services available to participants, and consistent marketing materials.
- StartSmarts e-mail newsletters are the primary method FYE uses to communicate with new students. Given the decreasing number of students who open these e-mails as the semester progresses, we must find alternative ways to showcase the information to students by taking advantage of campus televisions, social media, and partnerships with campus departments.
- The scope and effectiveness of the Bridge to Success program needs to be expanded by offering English prep courses and by exploring ways to increase attendance and retention.
- Welcome Week programming needs to expand beyond the resource fairs and club rush to become a college-wide initiative—inclusive of various front-facing departments in the Academic and Student Affairs divisions.
- Parents and family members are key agents in the success of new students. Therefore, our partnerships with families need to increase in scope and effectiveness.

- The grant-funded GEAR UP program provides services to a select number of first-year students. The grant supports two part-time staff members who lead this initiative, one of which is a first-year GEAR UP advisor who reports to both Outreach and Access and FYE. However, more clarity is needed in terms of how this staff member fits in the structure of our department and how he navigates a dual report.
- Every year, our department relies more and more on part-time hourly dollars. In spite of recent increases in our budget, demands for coverage at the sites and extended operating hours tend to deplete these funds fairly quickly. Finding alternative sources of funding for part-time hourly employees as well as continuing to seek funds through the Informed Budget Process continue to be a priority.
- Although our assessment process has been strong, we must continue to build the capacity for *all* our professional staff members to engage and lead assessment projects – particularly assessment projects that evaluate our core services and help map how students holistically experience SLCC in their first year.
- As part of our new employee onboarding process, a more intentional effort will be created to ensure all FYE staff are able to find, articulate, and reflect on the ethical standards of our profession and related institutional policies.
- Finally, we need to continue to enhance our web and online presence bringing it up to par and in alignment with the latest overhaul of the College's main website and ensuring information is updated as quickly as possible.

Site Review Team Notes

In addition to their general feedback and comments about our department, we would like the site visit reviewers to focus on these key issues as part of their analysis:

- Our office space is not in an ideal location. As Students Affairs leadership engages in future discussion about space, we would like our review team to provide insight on how we could be better situated in the College.
- In order to move many of our initiatives forward, our department needs to have an additional manager-level position in place. Hiring an assistant director to manage the orientation and transition initiatives and personnel may create a more sustainable structure. We would like our review team to either recommend this proposed organizational structure or to provide guidance on a different one.
- Retention initiatives are a new addition to FYE's core functions. Guidance and insight on how we can continue to expand and strengthen these services will be appreciated. Special attention should be given to how we can leverage partnerships with faculty (i.e. faculty who teach the Study Skills Course) to enhance retention efforts.
- We would like our review team to analyze our current new student orientation process and determine if our future direction and proposed overhaul makes sense.
- Historically, first-year advising and new student orientation were a core function of Academic Advising. Although our department is not able to advise all new SLCC students one-on-one, FYE advisors do provide academic advising to a select number of new students enrolled in FYE cohort programs. Our staff advise new students through their interactions leading new student orientation programs or during enrollment rush periods as a way to decrease the number of new students waiting in line to see an academic advisor. This overlapping service has created confusion and blurred some of the lines between FYE and Academic Advising. We would like our site review team to

provide recommendations on how FYE staff might better distinguish themselves from academic advisors, but at the same time continue to collaborate together.

- FYE now reports to the AVP for Student Life and Leadership. We would like our review team to explore this new alignment and provide recommendations for how we may best work together.
- Review the services we provide and make commendations and recommendations for improvement. Particularly, discuss ways in which we can scale up programming, and encourage a college-wide focus on first-year student success.

We look forward to the site review team's feedback on our department. Our aim is to make our department stronger in order to better serve the needs of our students. We appreciate the consideration you will be providing to this task and look forward to reading your recommendations and excited to create a plan of action! From all of us in the First-Year Experience department: thank you!

Appendix A: List of High-Impact Educational Practices

High-Impact Educational Practices



First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.



Appendix B: First-Year Experience Evaluation Rubric

First-Year Experience may be offered with different levels of intensity:

	Low	Medium	High
Scope (Number of programs that comprise the FYE)	One program <input type="radio"/>	2-3 connected HIPs and student support programs <input type="radio"/>	4 or more integrated HIPs and student support programs <input type="radio"/>
Scale (Proportion of first-year students that participate in the program)	Small number of students (0-32%) <input type="radio"/>	33-50% <input type="radio"/>	Over 50% <input type="radio"/>
Duration of the experience	Spans the first term of the first year <input type="radio"/>	Starts at orientation and continues through a student's first year <input type="radio"/>	Begins with pre-college outreach and ends with integrated transition into the next year of college <input type="radio"/>
Formalized articulation of outcomes	No formalized shared outcomes; undocumented and anecdotal <input type="radio"/>	Sole focus on transactional outcomes (i.e., retention, persistence, GPA) <input type="radio"/>	Clear, formalized articulation of a shared set of outcomes, including affective, cognitive, and other SLCC Learning Outcomes <input type="radio"/>
Institutionalization	Marginal program, no dedicated staff or leadership, minimal recurring funding, no presence on the organizational chart <input type="radio"/>	<input type="radio"/>	Legitimate recognized leadership, sustained program, recurring budget, dedicated staff, and demonstrated value among institutional leadership, professional development programs in support of FYE <input type="radio"/>
Collaborative partnerships	Minimal participation outside of one department or division <input type="radio"/>	<input type="radio"/>	Involvement of a wide range of faculty, Student Affairs professionals, academic administrators and other constituent groups <input type="radio"/>

Appendix C: CampusConnect Sample Agenda



Schedule for the Evening

3:00 – 3:45 PM | Optional campus tours

3:30 – 4:30 PM

- Academic Programs Fair

Student Event Center - Hallway

4:00 PM

- Registration
- *Light dinner will be served*

Student Event Center

4:30 – 4:45 PM

- Welcome and Housekeeping

Student Event Center

4:50 – 6:30 PM

- Workshop Sessions for Students and Parents

Details on next page

6:35 – 7:10 PM

- Advising Session
 - General/Undecided | Student Event Center
 - Major/Program Overview | Student AAB, room 135

Student Event Center

7:15 – 8:15 PM

- MyPage and Course Registration Assistance

Student Express Lab

7:15 PM | Special Interest Sessions

- GenEd Step Ahead / Core Explore / Bruin Scholars
 - Come learn about and register for First-Year learning communities!
- Accuplacer Tips and Tricks Workshop
 - Prepare to take the Accuplacer Placement Test
- Special Admission Programs: Nursing
 - Attend this session if you are interested in pursuing a Nursing degree

Student Center, room 207

Student Center, room 225

Student Center, room 219



Workshop Details and Descriptions

Student Workshop Sessions:

Times	Understanding the College Experience <i>Room 219</i>	Inclusivity is You! <i>Room 223</i>	Paying For College <i>Room 221</i>
4:50 – 5:20 pm	Blue Group	Red Group	Green Group
5:25 – 5:55 pm	Red Group	Green Group	Blue Group
6:00 – 6:30 pm	Green Group	Blue Group	Red Group

Understanding the College Experience

What do you expect out of your college experience? In this session we will explore what you may experience in college and what it will take to be a successful college student.

Inclusivity is You!

Come learn more about the amazing inclusivity efforts and resources at SLCC. Inclusivity celebrates and embraces the entire SLCC community. Support your student development and success by participating.

Paying for College

Whether you've applied for financial aid or not, this session will inform students and families about options for financing your education.

Parent/Family Workshop Sessions:

Your Family's Guide to College

AAB Room 135

Students aren't the only ones who experience change when they start college. When a family member begins college, the entire family undergoes significant change. This session will provide families with the tools they need to help and support their student make a successful transition to college. In addition, a representative from Financial Aid will also share important information to help you understand the financial aid process.

SESIÓN EN ESPAÑOL:

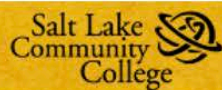
El Papel de la Familia: Nuevos Retos para el Éxito Universitario

Salón: STC - 225

Sus hijos no son los únicos que sienten el cambio cuando empiezan los estudios superiores. Comenzar la Universidad es un cambio radical en la vida personal de un estudiante al igual que para los otros miembros de la familia. En esta sesión, esperamos apoyarles con lo que necesitan para ayudar a sus hijos a tener una transición exitosa al iniciar sus estudios en Salt Lake Community College.

Appendix D: Sample “Student Profile” Sheet

Note: personal information has been blocked out



Orientation Administration

[Individual Profiles](#) [Axiom Exports](#) [In-Person Sessions](#) [Campus Sessions](#) [NetConnect](#) [BridgeConnect](#) [BridgeMath](#)

SLCC Student Profile

ATTENTION: This profile is a snapshot of your student records immediately prior to this orientation session. Please know that student records are dynamic and the information listed here could be updated at any moment. Please ask an Orientation representative if you have questions about what you are seeing and they can direct you to the appropriate department or service for more information or to make corrections.

Report Date: 09-21-2016

Student: [REDACTED]

Admissions Type: Fresh/out of HS less than 1 yr

Major/Degree: General Studies-Associate of Arts

Entry Term: Fall Semester 2015

Application Status: Decision Made

Application Decision: Applicant Acceptance

Residency: Resident

HS Grad Type: Past high school graduation date with verified status.

Meets Math Requirement: Yes (Met using test scores)

Meets English Requirement: Yes (Met using test scores)

Testing Data:

Name: CPT - TEST DATE	Score: [REDACTED]	Date: 06-17-2015
Name: ACT1 English	Score: [REDACTED]	Date: 03-01-2014
Name: ACT1 Math	Score: [REDACTED]	Date: 03-01-2014
Name: ACT1 Reading	Score: [REDACTED]	Date: 03-01-2014
Name: ACT1 Science Reasoning	Score: [REDACTED]	Date: 03-01-2014
Name: ACT1 Composite	Score: [REDACTED]	Date: 03-01-2014
Name: ACT - TEST DATE	Score: [REDACTED]	Date: 03-01-2014
Name: CPT Elementary Algebra	Score: [REDACTED]	Date: 06-17-2015

SLCC Course/Credit History:

201620	Elements of Eff. Comm (CM,IN)	COMM	1010	3	[REDACTED]
201620	Zumba (LW)	HLAC	1035	1	[REDACTED]
201540	American Civilization (AI)	HIST	1700	3	[REDACTED]
201540	Intro to Writing (EN)	ENGL	1010	3	[REDACTED]
201620	Intermediate Algebra (QS)	MATH	1010	4	[REDACTED]
201540	Prin/Public Speaking (CM,IN)	COMM	1020	3	[REDACTED]
201620	Film and Culture (FA,DV)	FLM	1070	4	[REDACTED]
201540	Race and Ethnicity (SS,DV)	SOC	2630	3	[REDACTED]
201620	Intro to Writing (EN)	ENGL	1010	3	[REDACTED]

Transfer Credit History: Evaluation Request Not Received

Advanced Placement	Date Received: 07-06-2015	Date Reviewed: 07-31-2015
Beginning Spanish I	SPN	1010 5
Intermediate Spanish I	SPN	2010 4
Beginning Spanish II (LN)	SPN	1020 5

Appendix E: FYE HIP Definition and FYE Core Functions

SLCC Definition of First-Year Courses & Experiences (Draft as of 3/2/2016)

SLCC High-Impact Practices. Retrieved September 6, 2016 from <http://slccprofdev.weebly.com>

SLCC's first-year experience introduces new students to the academic and campus culture of Salt Lake Community College. First-year experiences encompass courses and co-curricular programs aimed at increasing the academic preparedness and retention of new SLCC students. To be considered a high-impact practice, a first-year experience must engage new students with three or more integrated evidence-based programs, including first-year courses and programs. This initiative should spread across a period of time that begins with pre-college outreach services and ends when students transition to their second year of college.

First-Year Courses:

- Courses that help new students increase their academic readiness for higher education and create opportunities for *meaningful* connections/interactions with faculty and peers.
- Courses that stress frequent writing, critical inquiry, information literacy, collaborative learning, service learning, or other high-impact pedagogy.
- Courses that teach students how to learn through exploration of college-success strategies, and "non-cognitive" skills (i.e., persistence, self-discipline, focus, confidence, teamwork, help-seeking behavior, etc.).

First-Year Programs:

- Programs that help develop new students' institutional navigational skills, as well as intellectual and practical competencies (e.g. new student orientations or introductory workshops).
- Initiatives that strengthen and advance the quality of student learning (e.g. pre-college bridge programs, academic support and advising, peer mentoring, and academic alert interventions).

Glossary of Programs

Pre-College [FYE Core Function: College Transition]

New Student Orientation: Mandatory for all incoming first-year students. Students can choose from an on-line version which requires an assessment at the end, an in-person 90-minute version which includes a brief tour and is offered with registration help, or a half-day version which includes a tour, workshops, registration and financial aid help. We have started collaborating with high schools to have district specific events and interdepartmental events where students can complete all requirements (i.e. admissions, testing, orientation, registration, financial aid) in one day.

Accuplacer Tips & Tricks: A 30-minute workshop for students to learn the essentials of the placement test offered at SLCC. An 'Extended Version' is offered as a 1-hour long session where participants also receive instructional tips for English and math from English faculty and Math tutor(s).

Horizonte Scholarship Program: A partnership between the SLCC Access & Outreach office, First-Year Experience office, and the Salt Lake City School District. The Horizonte Instructions & Training Center offers approximately 50 scholarships a year. Each scholarship covers 75% of tuition and includes a fees and book stipend. Traditional-age students are required to participate in the 6-week orientation program in the last quarter of their senior year as part of the terms and conditions of receiving funds.

Bridge to Success: A summer program for incoming freshmen. Students will be on campus attending classes that address institutional and financial literacy as well as self-efficacy and academic skills. Students receive a peer mentor who will acclimate them to the college's resources.

Bridge into Math: An eight-day “boot camp” where students use a program called edready.org. The purpose is not to teach new material, but rather to refresh their memories on material they may have forgotten.

First ~ Second Semester [FYE Core Function: College Transition/College Retention]

StartSmart E-mails: The StartSmart e-mail campaign provides students with helpful tips and information concerning college life. E-mails often include important college dates, deadlines, upcoming events, reminders, student affairs resources and services, as well as tips on student success. StartSmart e-mails are sent weekly to all first-year students currently enrolled in their first and/or second semester of classes. StartSmart e-mail topics align and respond to common first-year experiences week by week.

New Student Welcome Week: Welcome Days seeks to introduce new and continuing students to SLCC’s services and resources. Welcome Days events and activities help students make connections during the first three critical weeks of the semester to ensure that students persist. Students specifically have the opportunity to meet with the offices providing resources through the Academic Programs & Resource Fair and explore clubs and organizations through Club Rush.

DegreeWorks Workshop: A one-hour workshop where students learn how to navigate DegreeWorks and create a two-semester degree plan.

Academic Boosters [Led by Academic Advising]: A one-hour academic success tips workshops open to all students.

Essentials of College Study (EDU 1020) [Led by faculty in Education]: A three-credit General Education course designed to assist students in identifying their learning style(s) and how to be better prepared for the rigors of college. Topics include the nature of the adult learner, time planning, test taking strategies, communication skills, memory strategies, study techniques, information technology, and accessing college resources. Personal issues such as financial considerations, stress, and life choices are also discussed.

First Year Seminar (SLSS 2900) [A partnership between Education faculty and FYE]: A one-credit elective course designed for students to develop and implement an academic and career pathway through experiential activities assessing their personal values, priorities, strengths, and challenges. Skills and concepts learned in this course will center on motivational theory, the culture and value of higher education, strategic goal setting, developing academic competencies, and problem solving.

Bruin Scholars: A two-semester cohort program for students testing into 6th grade level English. Preference is given to first generation underrepresented populations. The objective is for students to build a strong foundation of knowledge, behaviors, skills, and attitudes to become successful at the college level. Students take their developmental English courses and orientation courses together, working closely with each other and their instructors to promote a successful transition and integration into the college community.

When College Strikes! ~ How to survive as a Bruin: A two-semester cohort program for students testing into 8th grade level English. Preference is given to first generation underrepresented populations. The objective is for students to build knowledge, behaviors, skills, and attitudes to manage the rigors of college. Students take their English courses, EDU 1020, and an additional General Education course together, working closely with each other and their instructors to promote a successful transition and integration into the college community.

Beyond the Second Semester [FYE Core Function: College Retention]

T.E.A.C.H. Program: A partnership between the Utah Association for the Education of Young Children (UAEYC), early childhood providers, First-Year Experience office, and the department of Family and Human Studies. This is a scholarship program intended to help early childhood professionals increase their levels of education, compensation, and commitment to the field. The program follows recipients until they complete their Bachelor's degree.

Access U: A transfer pathway program made as a partnership between SLCC and the University of Utah in order to create a seamless and successful transition from SLCC to the University of Utah. This program helps SLCC accomplish its mission of preparing students for transfer to four-year institutions, and the University of Utah in providing a supportive and inspiring platform for success in moving toward graduation with a bachelor's degree.

Appendix F: New Employee Onboarding Guide

Supervisor's Onboarding Guidelines

SLCC Supervisor's Onboarding Guidelines are designed to assist with your new hire and your department's orientation process. Onboarding is a long-term process that begins before an employee's start date and continues for at least one year. These Guidelines are organized chronologically in order to assist hiring supervisors to better prepare for the arrival of new employees. Once an employee is hired, the supervisor can work with the employee to complete the guidelines. The hiring supervisor may add additional activities that are relevant to the new employee's area.

Prior to Start Date

PREPARING FOR YOUR NEW EMPLOYEE'S ARRIVAL

Communication:

- ☐ Offer position to final candidate.
- ☐ Confirm acceptance / start date.
- ☐ Stay in regular communication via email or phone.
- ☐ Provide critical first-day information:
 - When to arrive (date and time).
 - Where to park.
 - Where to report.
 - What to wear (e.g., appropriate dress, uniform, lab attire, hard-toe shoes).
 - What documents to bring to complete Employment Eligibility Verification Form (I-9 Form).
 - What the schedule will be.
 - What to expect on the first day at SLCC.
- ☐ Announce the hiring and start date of your new employee.

Work Environment:

- ☐ Prepare new employee's workspace (clean, organize, order supplies, computer/technical setup, phone access, etc.)
- ☐ Order name badge, business cards, update department directories/org. chart, etc.
- ☐ Welcome your new employee! Provide something to welcome your new employee to the team, such as: welcome sign, treats, an office potluck, something from the Bookstore (SLCC item), etc., to make the work area more inviting.

Schedule:

- ☐ Set aside time on your calendar to make sure you are available when the new employee arrives on the first day, and frequently throughout the first week.
- ☐ Plan and schedule any training critical for your new employee to receive within the first few weeks on the job.
- ☐ Set up appointments with individuals whom your new employee should meet early on (key colleagues/associates, HR Benefits, etc.)

Other:

- ☐ Compile New Employee Paperwork (See HR Website – “Employment Forms for NEW HIRES”) <http://www.slcc.edu/hr/index.aspx>
- ☐ Be sure your new employee attends the new employee program called Bruin Beginnings on roughly the 1st of each month. Register through the Center for Innovation by emailing anjali.pai@slcc.edu
- ☐ Be sure your new employee attends the HR Benefits Orientation for FT Employees.

The First Day**WELCOMING YOUR NEW EMPLOYEE****Introductions:**

- ☐ Be there when your new employee arrives. Discuss the plan for the first day of work.
- ☐ Introduce your new employee to colleagues.
- ☐ Give a department tour (place to hang coat, restroom, drinking fountain, vending machines, break room, refrigerator, emergency exit, etc.)
- ☐ Be sure your new employee attends the new employee program called (Bruin Beginnings on roughly the 1st of each month).

Policies, Procedures, and Paperwork:

- ☐ Review the New Employee forms found on the HR website: http://www.slcc.edu/hr/docs/quick_print_new_hire_2.4.15.pdf
- ☐ Complete the compiled Employment Forms for NEW HIRES.
- ☐ Review disaster and evacuation procedures Emergency Procedures and 801-957-INFO.
- ☐ Review the goals of the new employee and yours as a supervisor.
- ☐ Develop a training plan and timeline for training.

Work Environment:

- ☐ Provide a tour of the work site – work area, storage space, restrooms, break area (vending, refrigerator, etc.)
- ☐ Assist the new employee with obtaining a parking permit <http://www.slcc.edu/parking/docs/PermitEmployeeForm.pdf>
- ☐ Provide and explain a Campus Map.
- ☐ Obtain office keys. <http://www.slcc.edu/facilities/keyshop.aspx>
- ☐ Go over essential equipment and office supplies.

The First Week**GETTING OFF TO A GOOD START****Orientation:**

- ☐ Encourage your new employee to review the New Employee Orientation for helpful information.
- ☐ Attend the New Employee IT Orientation (held after the 1st and 16th of each month). For the training schedule click here: https://slcc.service-now.com/help/oit_training.do

- ☐ Review key colleagues and prepare new employees for successful one-on-one meetings with each.
- ☐ As appropriate, review department and division organization charts.
 - Discuss how they relate to the overall campus structure.
- ☐ Describe the work environment and culture of your department.
- ☐ Define customer base and discuss expectations for customer service.

Performance Management:

- ☐ Review position description to ensure clear understanding of job duties and responsibilities.
- ☐ Establish performance expectations and means of assessment through the Performance Appraisal.
- ☐ Emphasize the importance of ongoing, open communication between staff.
- ☐ Discuss probationary period at SLCC.

First Month

LEARNING THE ROUTINE

Policies, Procedures and Paperwork:

- ☐ Encourage the new employee to check the campus online directory to make sure his/her name and contact information is correct.
- ☐ Encourage the new employee to check their first paycheck information to ensure it reflects benefit plan choices, payroll deductions and personal information correctly.

Training and Development:

- ☐ Ask for feedback about how things are going, and if your new employee is getting the necessary support from you and others to become proficient in their position.
- ☐ Review progress on training plan.
 - Check with your new employee on their progress meeting key colleagues and making connections.
 - Review progress of completion of recommended and required training sessions.

Performance Management:

- ☐ Be available to answer your new employee's questions.
- ☐ Set assignments and timelines.
- ☐ Continue to provide detailed instructions and resources for completing tasks and assignments.
- ☐ Hold weekly meetings to review performance expectations and initial performance regarding goals and expected deliverables.
- ☐ Increase the complexity and scope of work to assess your new employee's ability to perform the full range of duties within the position.

The First Six Months

MASTERING THE ROLE

Training and Development

- ☐ Review the Center for Innovation website <http://www.slcc.edu/innovation/> for professional development workshops and training programs. Determine which workshops and programs your new employee should enroll in during the next six months.
- ☐ Ensure that your new employee is gaining exposure to a variety of project types and learning opportunities.
- ☐ Continue to communicate College and Department mission and vision.

Performance Management:

- ☐ Identify strengths and determine what knowledge, skills, abilities and assignments will complement or enhance the employee.
- ☐ Schedule and hold six-month performance appraisal meeting. Submit the completed Performance Evaluation Form (PEP) to HR.
- ☐ Ask for their feedback as a new employee. What worked for them in their first few weeks at SLCC, how can the connections be improved? What did they enjoy about the experience?

The First Year

ENCOURAGING EMPLOYEE ENGAGEMENT

Training and Development:

- ☐ Ask your new employee what training and development opportunities are of interest to them.
- ☐ Discuss professional development opportunities that will directly enhance job performance.
- ☐ Discuss which opportunities may be appropriate and how they fit into the strategic plan for the department.

Performance Management:

- ☐ Complete Employee Performance Appraisals
 - Summarize employee's contributions over the entire appraisal period.
- ☐ Set goals for the coming year
 - Encourage continued professional development.
 - Develop a Professional Development Plan with respect to future year's goals.
 - Review the Center for Innovation web site for workshops, programs and services.
- ☐ Create and encourage opportunities for your new employee to interact with a greater cross section of the campus community.
 - Staff and Faculty Association
 - Standing Committees and Priority Councils
 - Professional Organizations (department specific)
 - Athletic Events
 - Thayne Center for Service & Learning

Appendix G: NetConnect Sample “Welcome” Messages

Note: links to external websites have been removed.

For all students prior to starting the NetConnect.

Please pay attention to the messages you receive regarding your admission status, as they will inform you of your next steps.

TERM FOUND WITH A 25 OR 35 OR 45 DECISION CODE (GOOD TO GO):

[Beginning of orientation]

Our records indicate your admission status will permit you to register during the appropriate registration period after completing the online orientation.

[End of orientation]

Congratulations on completing this online orientation! Within 3-12 hours, you should be able to register for classes during the appropriate registration period. To find out when your appropriate registration period is, please refer to the SLCC [Academic Calendar](#). If you are in your appropriate registration period and more than 12 hours have passed, but you still cannot register for classes, please contact the First-Year Experience office at 801-957-4299 or e-mail us at newstudentorientation@slcc.edu.

NO ADMISSIONS APPLICATION FOUND:

[Beginning of orientation]

Our records indicate that you are NOT an admitted student for this term. You can still complete the online orientation, but please note that you will not be able to register for classes until you submit the necessary paperwork either online or in-person. Please pay careful attention to the messages below.

1. If you applied to Salt Lake Community College (SLCC) within the last 1-3 years, please submit a free “[Admission Update Application](#)”.
2. If you applied to SLCC more than 3 years ago and have NOT registered for classes for more than 3 years, please submit a new [Admission Application](#). Note: The Admission Application fee is \$40.
3. If you applied to SLCC more than 3 years ago but have registered for classes within 3 years, or you have applied to SLCC less than one year ago but did NOT register for classes, please submit an “[Admission Start Term Change](#)” form.
4. If you are a former Concurrent student, please submit a “[Former Concurrent Update Application](#)”.
5. If you do not fit into any of the above category, please contact the Office of the Registrar and Academic Records at 801-957-4298.

[End of orientation]

Our records indicate that you are NOT an admitted student for this term. Please note that you will not be able to register for classes until you submit the necessary paperwork either online or in-person. Please pay careful attention to the messages below.

1. If you applied to Salt Lake Community College (SLCC) within the last 1-3 years, please submit a free “[Admission Update Application](#)”.
2. If you applied to SLCC more than 3 years ago and have NOT registered for classes for more than 3 years, please submit a new [Admission Application](#). Note: The Admission Application fee is \$40.

3. If you applied to SLCC more than 3 years ago but have registered for classes within 3 years, or you have applied to SLCC less than one year ago but did NOT register for classes, please submit an "Admission Start Term Change" form.
4. If you are a former Concurrent student, please submit a "Former Concurrent Update Application".
5. If you do not fit into any of the above categories, please contact the Office of the Registrar and Academic Records at 801-957-4298.

SCHOOL OF APPLIED TECHNOLOGY ADMISSIONS APPLICATION FOUND:

[Beginning of orientation]

You are currently admitted to the School of Applied Technology (SAT). You can still complete the online orientation, but please note that you will not be able to register for classes until you submit the necessary paperwork either online or in-person. Please pay careful attention to the messages below.

1. If you are planning on seeking a certificate please complete the online SAT New Student Orientation. If you would like to attend the SAT New Student Orientation Class it is held every week on Monday, 3:00 PM, and Friday 10:00 AM at SLCC/South City Campus, Room 2-139. If you have any questions, please call South City Campus Academic Advising Office at 801-957-3361.
2. If you are planning on seeking a degree, certification or diploma through the SLCC undergraduate program, you need to transfer your application to the appropriate admission type by submitting a free "Admissions Update Application".

[End of orientation]

You are currently admitted to the School of Applied Technology. Please note that you will not be able to register for classes until you submit the necessary paperwork either online or in-person. Please pay careful attention to the messages below.

1. If you are planning on seeking a certificate please complete the online SAT New Student Orientation. If you would like to attend the SAT New Student Orientation Class it is held every week on Monday, 3:00 PM, and Friday 10:00 AM at SLCC/South City Campus, Room 2-139. If you have any questions, please call South City Campus Academic Advising Office at 801-957-3361.
2. If you are planning on seeking a degree, certification or diploma through the SLCC undergraduate program, you need to transfer your application to the appropriate admission type by submitting a free "Admissions Update Application".

PENDING ADMISSIONS:

[Beginning of orientation]

Our record shows you have applied to Salt Lake Community College; however, your application is still in "pending" status. You can still complete the online orientation, but please note that you will not be able to register for classes until you complete the necessary requirements below.

1. If you applied for SLCC less than 3 business days ago, please note the admission process takes 2-3 business days to process. After completing the online orientation, you may need to wait for the admission process to complete in order to be able to register for classes.
2. To complete your admissions application, you will need to have a placement test score in the system (i.e., ACT, SAT or Accuplacer score), unless you've completed college level English and Math classes (i.e., English 1010, 2010 or 2100 and Math 1030, 1040, 1050, 1060, or 1210).

Please go to www.slcc.edu/fye/faq for more information about the placement test requirement and English/math class requirements.

3. If you applied to SLCC more than 3 days ago and have an eligible test score with SLCC or have completed college level English and Math classes, please contact the Office of the Registrar and Academic Records at 801-957-4298.

[End of orientation]

Our record shows you have applied to Salt Lake Community College; however, your application is still in “pending” status. Please note that you will not be able to register for classes until you complete the necessary requirements below.

1. If you applied for SLCC less than 3 business days ago, please note the admission process takes 2-3 business days to process. After completing the online orientation, you may need to wait for the admission process to complete in order to be able to register for classes.
2. To complete your admissions application, you will need to have a placement test score in the system (i.e., ACT, SAT or Accuplacer score), unless you’ve completed college level English and Math classes (i.e., English 1010, 2010 or 2100 and Math 1030, 1040, 1050, 1060, or 1210). Please go to www.slcc.edu/fye/faq for more information about the placement test requirement and English/math class requirements.
3. If you applied to SLCC more than 3 days ago and have an eligible test score with SLCC or have completed college level English and Math classes, please contact the Office of the Registrar and Academic Records at 801-957-4298.

DECISION CODE 40 (ADMITTED AS AN EARLY ENROLLMENT STUDENT):

Your application indicates that you are a younger student. Because of your age, you might need to apply for an Early Enrollment admission. If you have applied for the Early Enrollment admission or if you have graduated from a high school, please contact the Office of the Registrar and Academic Records at 801-957-4298 to make sure your admission is completed and you are qualified to register for classes after completing an orientation.

UNDEFINED/UNEXPECTED CODE FOUND

You need to contact the Office of the Registrar and Academic Records at 801-957-4298 OR First-Year Experience office at 801-957-4299 after completing the orientation; otherwise, you may not be able to register for classes.

Appendix H: FYE Annual Highlights



Student Affairs Annual Highlights 2015 - 16

Department Name: First-Year Experience (FYE)

Dash Board Indicators:

New Student Orientation Attendance by Program Type and Term:

Program Type	Summer 2015	Fall 2015	Spring 2016	Total 2015-2016	Total Percent
QuickConnect	421	1,528	453	2,402	23%
NetConnect	1,732	3,508	1,892	7,132	70%
CampusConnect	143	428	136	707	7%
TOTAL:	2,296	5,464	2,481	10,241	100%

New Student Attendance at Orientation by Program Type and Year:

Program Type	2013-2014	2014-2015	2015-2016	Percent Change 2014 to 2016	Percent Change 2013 to 2016
QuickConnect	4,693	3,250	2,402	-26%	-49%
NetConnect	11,237	8,585	7,132	-17%	-37%
CampusConnect	979	844	707	-16%	-28%
TOTAL:	16,909	12,679	10,241	-19%	-39%

Total New Student Orientation Attendance, Compared to Applications:

Term	All Applicants	Attended Orientation	Percent, Attended Orientation	FY/FO/EG/FC Applicants ¹³	Attended Orientation	Percent, Attended Orientation
Summer 2015	6,599	2,296	35%	2,093	1,106	53%
Fall 2015	12,495	5,464	44%	5,161	3,311	64%
Spring 2016	7,964	2,481	31%	2,150	1,259	59%
TOTAL:	27,058	10,241	38%	9,404	5,676	60%

Enrollment and Retention of Fall 2015 Students who Completed Orientation:

Total Students who Applied for Fall 2015 Admissions (n=12,495)					
Program Type	Completed Orientation	Enrolled for Fall Term	Percent Enrolled	Retained to Spring 2016	Percent Retained
QuickConnect	1,528 (12%)	1,196	78%	818	68%
NetConnect	3,508 (28%)	2,584	74%	1,733	67%
CampusConnect	428 (3%)	357	83%	270	76%
TOTAL:	5,464 (44%)	4,137	76%	2,821	68%

¹³ These students have to complete an orientation [First-year Young/First-year Old/Early Grad/Formal Concurrent]

Enrollment and Retention of Fall 2015 Students of Color Who Completed Orientation:

African American / Black Students who Applied for Fall 2015 Admissions (n=286)					
Program Type	Completed Orientation	Enrolled for Fall Term	Percent Enrolled	Retained to 2 nd Term	Percent Retained
QuickConnect	50 (17%)	39	78%	28	72%
NetConnect	73 (26%)	48	66%	34	71%
CampusConnect	12 (4%)	10	83%	10	100%
TOTAL:	135 (47%)	97	72%	72	74%

Asian American Students who Applied for Fall 2015 Admissions (n=443)					
Program Type	Completed Orientation	Enrolled for Fall Term	Percent Enrolled	Retained to 2 nd Term	Percent Retained
QuickConnect	52 (12%)	41	79%	30	73%
NetConnect	121 (27%)	84	69%	59	70%
CampusConnect	19 (4%)	13	68%	10	77%
TOTAL:	192 (43%)	138	72%	99	72%

Latino/a Students who Applied for Fall 2015 Admissions (n=2,365)					
Program Type	Completed Orientation	Enrolled for Fall Term	Percent Enrolled	Retained to 2 nd Term	Percent Retained
QuickConnect	416 (18%)	305	73%	206	68%
NetConnect	595 (25%)	432	73%	258	60%
CampusConnect	122 (5%)	101	83%	67	66%
TOTAL:	1,133 (48%)	838	74%	531	63%

Native American / American Indian Students who Applied for Fall 2015 Admissions (n=138)					
Program Type	Completed Orientation	Enrolled for Fall Term	Percent Enrolled	Retained to 2 nd Term	Percent Retained
QuickConnect	17 (12%)	12	71%	9	75%
NetConnect	36 (26%)	24	62%	17	71%
CampusConnect	7 (5%)	6	85%	5	83%
TOTAL:	60 (43%)	42	70%	31	74%

Pacific Islander Students who Applied for Fall 2015 Admissions (n=245)					
Program Type	Completed Orientation	Enrolled for Fall Term	Percent Enrolled	Retained to 2 nd Term	Percent Retained
QuickConnect	37 (15%)	28	76%	14	50%
NetConnect	73 (30%)	49	67%	27	55%
CampusConnect	9 (4%)	9	100%	7	78%
TOTAL:	119 (49%)	86	72%	48	56%

Fall Enrollment and Fall-to-Spring Retention Rates by Year and Ethnicity:

	Fall Enrollment Rates (for students who completed an orientation)						Fall to Spring Retention Rates (for students who completed an orientation)					
	2013		2014		2015		2013-2014		2014-2015		2015-2016	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
African American	97	61%	145	69%	97	72%	67	69%	99	68%	72	74%
Asian American	147	72%	148	71%	138	72%	111	76%	109	74%	99	72%
Latino/a	871	77%	768	65%	838	74%	504	58%	482	63%	531	63%
Native American	58	73%	66	67%	42	70%	36	62%	39	59%	31	74%
Pacific Islander	82	59%	98	68%	86	72%	39	48%	52	53%	48	56%
White	-	-	-	68%	2,750	77%	-	-	-	67%	1,916	70%
ALL STUDENTS:	6,274	71%	4,158	68%	4,137	76%	2,997	68%	2,752	66%	2,821	68%

2015 Fall Enrollment, Fall-to-Spring Retention Rates, and GPA of Students who participated in FYE sponsored programs:

Program Type	Enrolled for Fall Term	Fall Median GPA	Retained to Spring Term	Percent Retained	Spring Median GPA
Bridge to Success	79	2.5	71	90%	TBA
Bruin Scholars	19	2.5	14	78%	1.9
GEAR UP 1 st Year	102	2.2	83	81%	TBA

Programming or Service Highlights:

- Overall attendance at Orientation *decreased* in the 2015-2016 academic year by 19% from last year, and by 39% since the 2013-2014 academic year.
- Over the last three years, the percentage of students completing a NetConnect Orientation has gradually increased from 66% in 2014, to 68% in the last year, to 70% this year. Despite efforts to incentivize in-person orientations, the majority of students are still gravitating to the benefits of an online orientation.
- For fall semester, CampusConnect Orientations produced the biggest number of enrolled students (83%), and had the highest number of retention rates (76%). Similarly, our efforts to support NetConnect students this year also paid off, yielding the highest enrollment (74%) and retention rates (67%) for this group of students ever.
- Although less students completed orientation in comparison to last year, overall a higher percentage of students enrolled for classes and persisted to spring 2016. This is true for almost every student of color group as well!
- All three types of new student orientation programs received updates, which were designed to create more engaging programming and informational services.

- 72 students completed the Bridge to Success program last winter, and over 100 students have signed up for the Bridge this summer. This year we have worked in tandem with the Math department to include extended math review and readiness lessons, resulting in a more accurate math placement for students in their first-year.
- Advisors continued to present Accuplacer Tips and Tricks Workshops to admitted and continuing students, finding a niche after orientation sessions targeting students who are not able to register for classes due to missing test scores.
- Other First-Year Experience elements continued to be developed this year including welcome-week events, parent and family programming, new first-year cohort-based programs (like Access U, or the West Valley Center Common Intellectual Experience), and early alert academic interventions.

Assessment Highlights:

- This year we begun the Program Review process, and are scheduled to finish the self-report by the beginning of August, and the site visit soon thereafter.

Appendix I: Bridge to Success Report

Bridge to Success Statistics

Fall 2014 Bridge Cohort

102 student completed the Bridge to Success in August 2014

Persistence, Completion and GPA Snapshot:

	Enrollment numbers	Persistence rates from fall 2014	Average completion rate	Median GPA
Fall 2014	70*	-	75%	2.9
Spring 2015	57	81%	78%	2.5
Fall 2015	41**	61%	77%	3.0

* Some students who completed the Bridge in 2014, but did not enroll in fall 2014 courses started classes in other semesters. These students are not tracked longitudinally.

** 3 students of the 70 that started in fall 2014 graduated before fall 2015

Detailed Semester-by-Semester Information:

Fall 2014 semester:

Course Registration:

70 or 69% of the participants registered for fall 2014 classes

- 69% were full-time students (n=48)
- 20% were three-quarter time students (n=14)
- 11% were part-time students (n=8)

Semester GPA:

67% of students earned a 2.0 GPA or higher at the end of fall 2014 (n=47)

- Most recurring GPA was 3.7
- Average GPA was 2.5
- Median GPA was 2.9

Completion Rate:

70% of students completed 70% or more of the credits they attempted in the fall 2014 (n=49)

- Most frequent completion rate was 100%
- Average completion rate was 75%
- Median completion rate 100%

Spring 2015 semester:

Fall 2014 to Spring 2015 Retention Rate

57 or 81% of the participants persisted to spring 2015 semester classes

- 60% are full-time students (n=34)
- 14% are three-quarters time students (n=8)
- 26% are part-time students (n=15)

Semester GPA:

60% of students earned a 2.0 GPA or higher at the end of spring 2015 (n=34)

- Most recurring GPA was 4.0
- Average GPA was 2.5
- Median GPA was 2.5

Completion Rate:

61% of students completed 70% or more of the credits they attempted in the spring 2015 (n=35)

- Most frequent completion rate was 100%
- Average completion rate was 78%
- Median completion rate 100%

Fall 2015 semester:

Fall 2014 to Fall 2015 Retention Rate:

41 or 61% of the participants persisted to Fall 2015 semester classes

- 46% were full-time students (n=19)
- 27% were three-quarter time students (n=11)
- 27% were half-time students (n=11)

Semester GPA:

73% of students earned a 2.0 GPA or higher (n=30)

- Most recurring GPA was 4.0
- Average GPA was 2.7
- Median GPA was 3.0

Completion Rate:

73% of students completed 70% or more of the credits they attempted (n=31)

- Most frequent completion rate was 100 %
- Average completion rate was 77%
- Median completion rate 100%

Fall 2015 Bridge Cohort

92 students completed the Bridge to Success in August 2015

Persistence, Completion and GPA Snapshot:

	Enrollment numbers	Persistence rates from fall 2015	Average completion rate	Median GPA
Fall 2015	79	-	76%	2.5
Spring 2016	71	90%	TBA	TBA

Detailed Semester-by-Semester Information:

Fall 2015 Semester:

Course Registration:

79 or 86% of the participants registered for Fall 2015 semester classes

- 77% were full-time students (n=61)
- 12% were three-quarter time students (n=9)
- 12% were part-time students (n=9)

Semester GPA:

62% of students earned a 2.0 Term GPA or higher (n=49)

- Most recurring GPA was 4.0
- Average GPA was 3.4
- Median GPA was 2.5

Completion Rate:

67% of students completed 70% or more of the credits they attempted (n=53)

- Most frequent completion rate was 100%
- Average completion rate was 76%
- Median completion rate 100%

Spring 2016 Semester:

Fall 2015 to Spring 2016 Retention Rate:

71 or 90% of students persisted to Spring semester classes

- 72% are full-time students (n=51)
- 11% are three-quarters time students (n=8)
- 17% are part-time students (n=12)

Appendix J: Bruin Scholars Report

Bruin Scholars Statistics

Fall 2014 Cohort

Persistence, Completion and GPA Snapshot:

	Enrollment numbers	Persistence rates from fall 2014	Average completion rate	Median GPA
Fall 2014	18	-	73%	3.0
Spring 2015	14	78%	85%	2.6
Fall 2015	13*	72%	66%	1.8

*54% of students (n=7) successfully passed ENGL 1010 and completed the developmental sequence.

Detailed Semester-by-Semester Information:

Fall 2014 term:

Course Registration:

18 students registered for the Fall 2014 semester

- 100% were full-time students

Semester GPA:

78% of students earned a 2.0 GPA or higher (n=14)

- Average GPA was 2.54
- Median GPA was 2.99

Completion Rate:

72% of students completed 70% or more of the credits they attempted (n=13)

- Average completion rate was 73%
- Median completion rate was 100%

Spring 2015 semester:

Fall 2014 to Spring 2015 Retention Rate

78% of the participants persisted to the Spring 2015 semester (n=14)

- 86% were full-time students (n=12)
- 14% were half-time students (n=2)

Semester GPA:

71% of students earned a 2.0 GPA or higher at the end of Spring 2015 (n=10)

- Average GPA was 2.50
- Median GPA was 2.61

Completion Rate:

57% of students completed 70% or more of the credits they attempted in Spring 2015 (n=8)

- Average completion rate was 74%
- Median completion rate was 75%

Fall 2015 term:

Fall 2014 to Fall 2015 Retention Rate:

72% of the participants persisted to the Fall 2015 semester (n=13)

- 62% were full-time students (n=8)
- 38% were three-quarter time students (n=5)

Semester GPA:

38% of students earned a 2.0 GPA or higher (n=5)

- Average GPA was 1.84
- Median GPA was 1.70

Completion Rate:

54% of students completed 70% or more of the credits they attempted (n=7)

- Average completion rate was 66%
- Median completion rate was 100%

Spring 2016 semester:

Fall 2014 to Spring 2016 Retention Rate:

61% of the participants persisted to the Spring 2016 semester (n=11)

- 36% were full-time students (n=4)
- 45% were three-quarter time students (n=5)
- 18% were half-time students (n=2)

Semester GPA:

45% of students earned a 2.0 GPA or higher (n=5)

- Average GPA was 1.35
- Median GPA was 1.18

Completion Rate:

36% of students completed 70% or more of the credits they attempted (n=4)

- Average completion rate was 55%
- Median completion rate was 67%

Fall 2015 Cohort

Persistence, Completion and GPA Snapshot:

	Enrollment numbers	Persistence rates from fall 2015	Average completion rate	Median GPA
Fall 2015	19	-	75%	2.5
Spring 2016	14	74%	64%	1.9

Detailed Semester-by-Semester Information:

Fall 2015 Semester:

Course Registration:

19 students registered for the Fall 2015 semester

- 74% were full-time students (n=14)
- 26% were three-quarter time students (n=5)

Semester GPA:

53% of students earned a 2.0 Term GPA or higher (n=10)

- Average GPA was 2.17
- Median GPA was 2.47

Completion Rate:

68% of students completed 70% or more of the credits they attempted (n=13)

- Average completion rate was 74.9%
- Median completion rate was 100%

Spring 2016 Semester:

Fall 2015 to Spring 2016 Retention Rate:

74% of students persisted to the Spring 2016 semester (n=14)

- 50% were full-time students (n=7)
- 36% are three-quarters time students (n=5)
- 14% are half-time students (n=2)

Semester GPA:

50% of students earned a 2.0 GPA or higher (n=7)

- Average GPA was 1.66
- Median GPA was 1.91

Completion Rate:

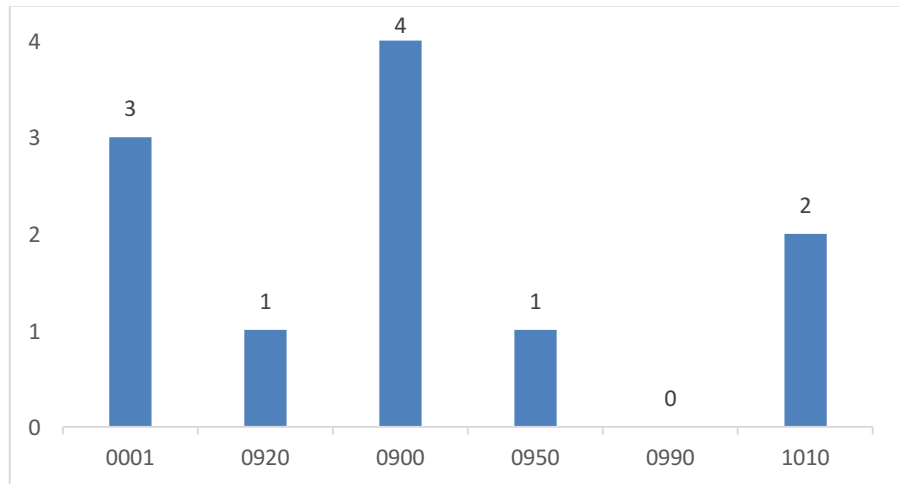
57% of students completed 70% or more of the credits they attempted (n=8)

- Average completion rate was 64%
- Median completion rate was 88%

Math Registration and Success Rate:

79% of students enrolled in their appropriate math course (n=11)

- 55% of students earned a 2.0 Term GPA or higher (n=6)



Note: 10 or 91% of students additionally enrolled in a math workshop course to receive additional support.

Appendix K: FYE 5-year Goals Aligned to SLCC's 2010-2015 Strategic Plan

Note: These goals were originally aligned to SLCC's last strategic plan and priorities. Each strategic goal was quantified in such way that constituents could see how close or far the College was from reaching its goal. Dashboard indicators were created and shared with the campus community to measure our progress towards completion. Each dashboard provides information about the current performance level relative to the proposed measurable target. As a department, FYE defined targets that measure these objectives and created their own set of dashboards. As the new College's strategic plan and objectives for 2023 is rolled out, our department seeks to complete similar dashboards.



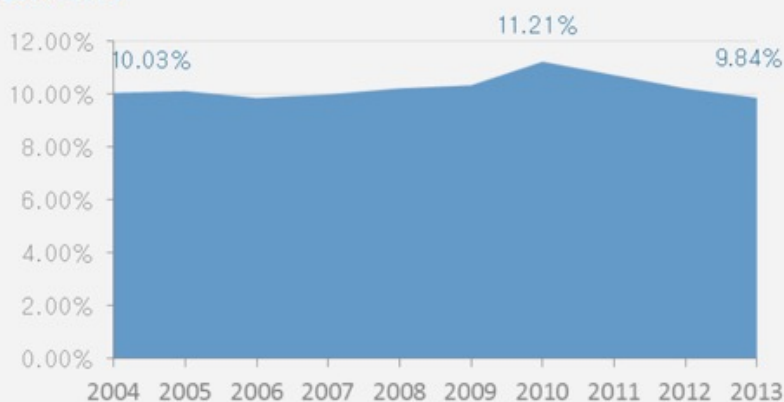
Objective #1

**PROVIDE ACCESSIBLE INSTRUCTIONAL
PROGRAMS AND STUDENT SERVICES**

Indicator #1: General Participation Rate

SLCC Enrollment as a Percentage of the Salt Lake County College-Aged Population

2004 - 2013



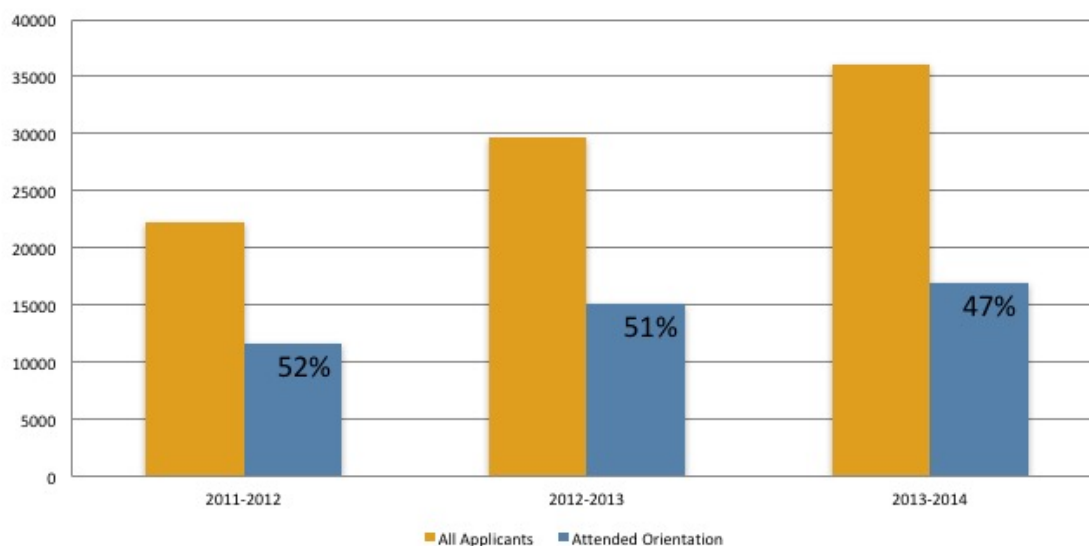
Current Status
Underperforming

Distance to Target
0.16% / 476 Students

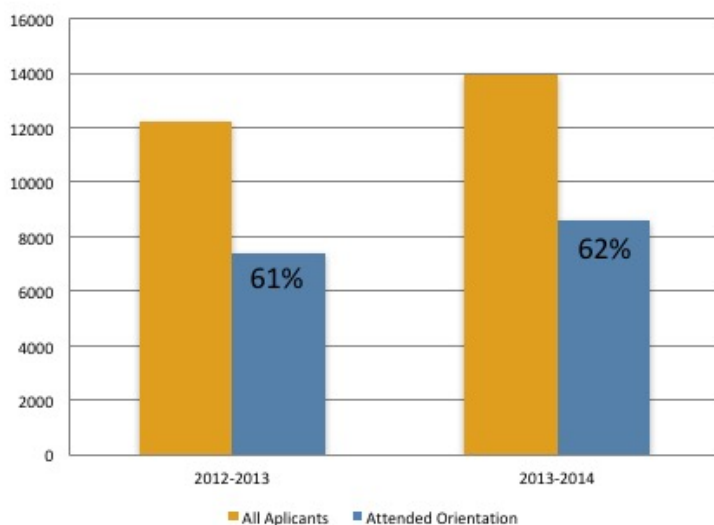
Proposed Targets

Good	10%
Superior	11%

All Applications Compared to NSO Completion



EG/FY/FO/FC Applications Compared to NSO Completion



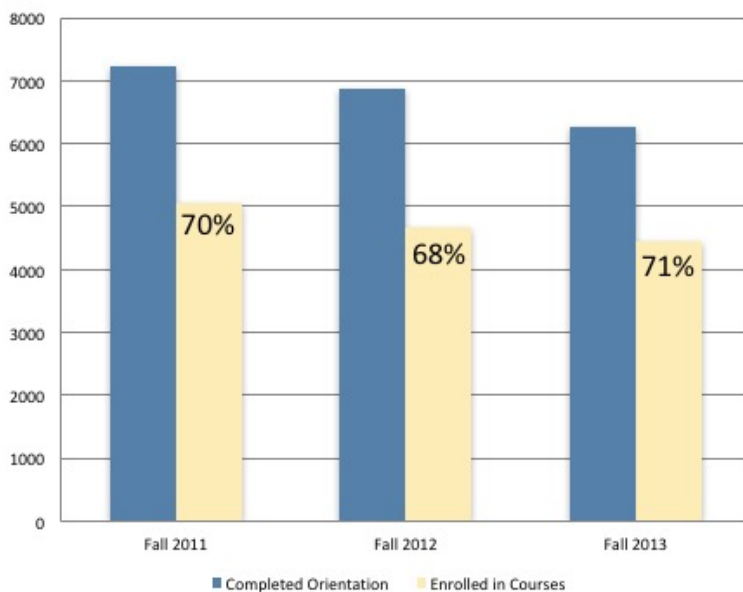
Current Status:

- Underperforming
- Distance to Target
- 1% (188 more students complete an orientation)

Proposed FYE Target:

- Good: 63% of students required to do an orientation will do one.
- Superior: 65%

Completed NSO and Enrolled



Current Status:

- Underperforming
- Distance to Target
- 2% (147 students if numbers stay the same as last year)

Proposed FYE Target:

- Good: 73% of students who complete orientation register for classes
- Superior: 75%



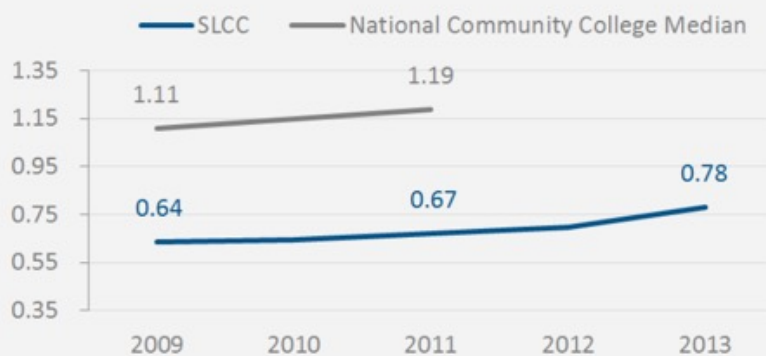
Objective #2

PROVIDE ACCESS TO STUDENTS UNDERREPRESENTED IN HIGHER EDUCATION

Indicator #2: Minority Participation Ratio

Minority Participation Ratio

SLCC compared to National Median, 2009 - 2013



Current Status
Underperforming

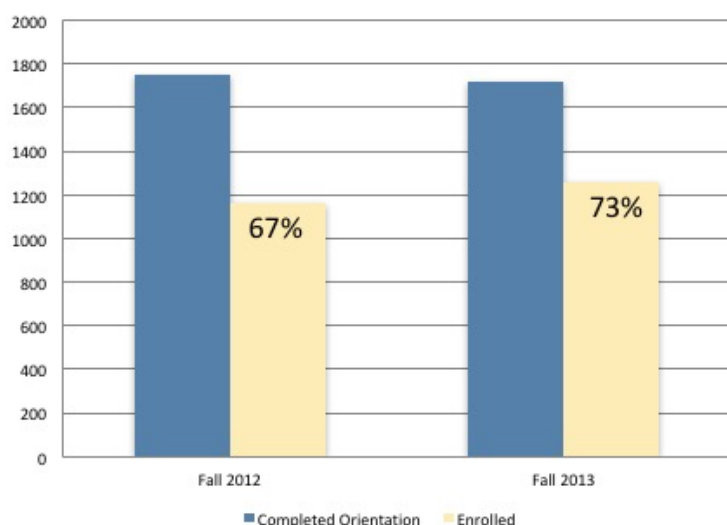
Distance to Target
22 Points
2,600 Minority Students

Proposed Targets

Good *1*

Superior *1.2*

Underrepresented Students who Completed Orientation and Enrolled



Current Status:

Distance to Target

- Underperforming
- 2% (32 students if numbers stay the same as last year)

Proposed FYE Target:

- Good: 75% of students who complete orientation register for classes
- Superior: 80%



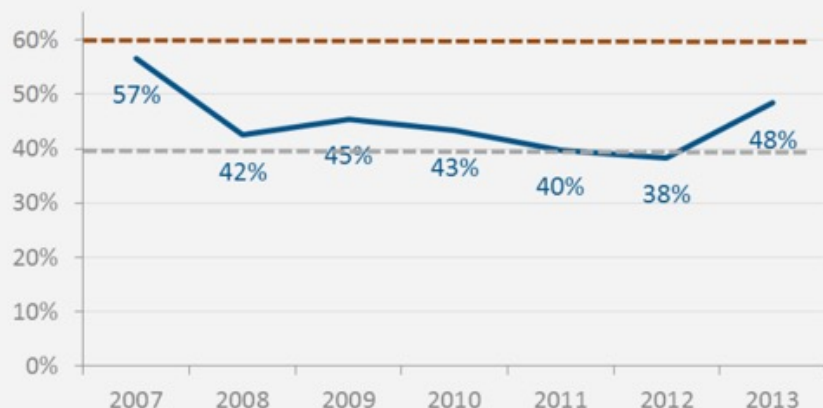
Indicator #3

**PROVIDE ACCESS TO STUDENTS
UNDERPREPARED FOR HIGHER EDUCATION**

Indicator #3: College Readiness

Percent of New Students Who are College Ready

Students who placed into college-level math and English, Fall Cohorts 2007-2013



Note: Data based on accuplacer scores.

Current Status

Good

Distance to Target

12% / 365 students

Proposed Targets

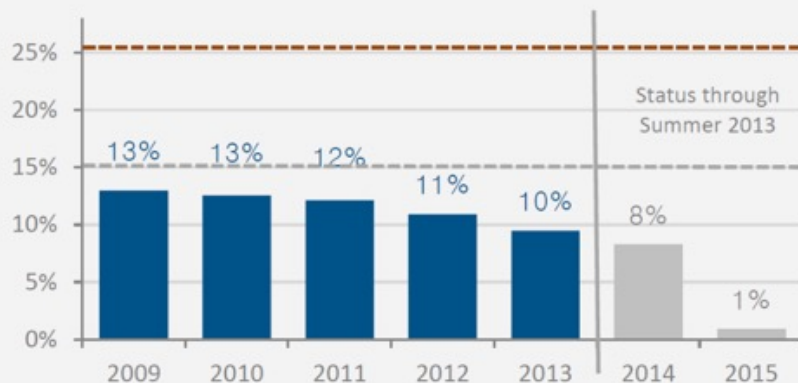
Good 40%

Superior 60%

Indicator #4A: Underprepared Student Transition (Math)

Percent of New Students who Demonstrate Developmental Need in Math and Complete Math 1010 within Two Years

Rates for 2009-2013; Current status 2014-2015



Status through
Summer 2013

Current Status

Underperforming

Distance to Target

2014: 7% / 98 students

2015: 14% / 315 students

Proposed Targets

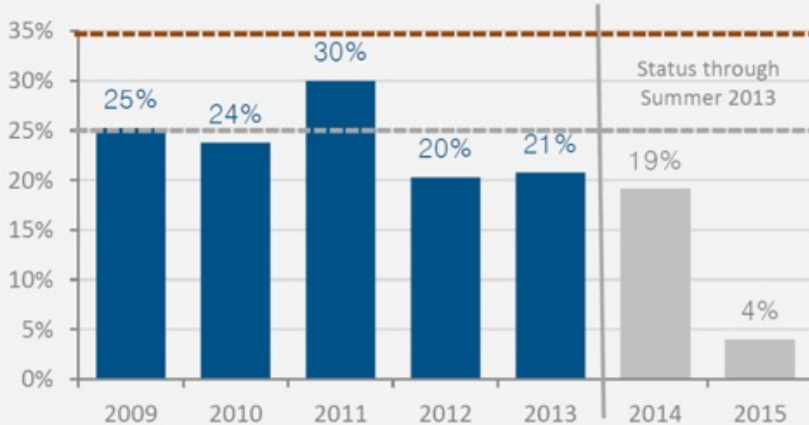
Good 15%

Superior 25%

Indicator #4B: Underprepared Student Transition (English)

Percent of New Students who Demonstrate Developmental Need in Reading/Writing and Complete English 1010 within Two Years

Transition Rates 2009-2013; Current status 2014-2015



Current Status
Underperforming

Distance to Target
2014: 6% / 64 students

2015: 21% / 206 students

Proposed Targets

Good 25%

Superior 35%

FYE Metrics

- Under development...
- Ideas:
 - Accuplacer preparation workshops participation
 - Bruin Steppers ENGL 1010 completion
 - Developmental Ed Support/Learning Hub



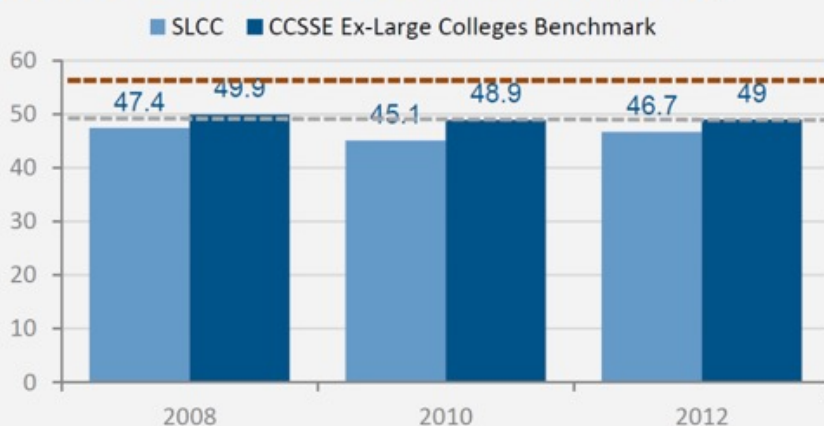
Objective #4

SUPPORT STUDENTS TO BECOME SUCCESSFUL AND ENGAGED LEARNERS

Indicator #5: CCSSE Support for Learners

Support for Learners

CCSSE Benchmark Scores (standardized score on scale of 0-100; mean=50)



Current Status

Underperforming

Distance to Target

2.3 points / 5%

Proposed Targets

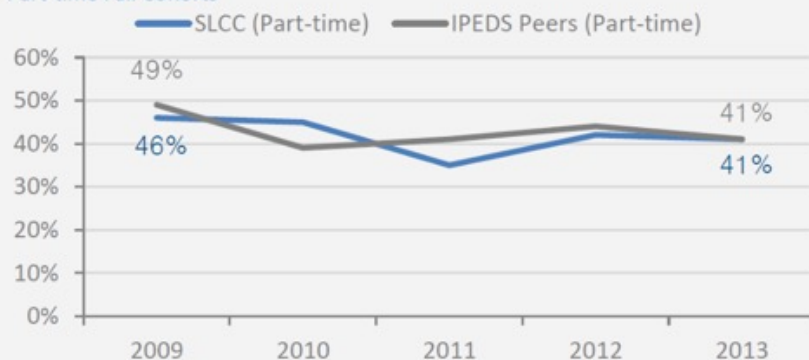
Good 49

Superior 55

Indicator #7: Part-time Student Persistence

Percentage of New **Part-time** Students Enrolled One Year Later (Fall to Fall)

Part-time Fall Cohorts



Current Status

Good

Distance to Target

At Target

Proposed Targets

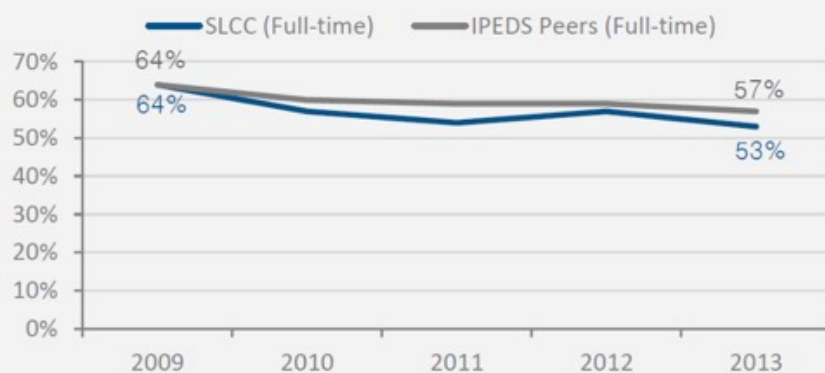
Good *Equal to
IPEDS Peers*

Superior *Greater Than
IPEDS Peers*

Indicator #6: Full-time Student Persistence

Percentage of New **Full-time** Students Enrolled One Year Later (Fall to Fall)

Full-time Fall Cohorts 2008-2012



Current Status

Underperforming

Distance to Target

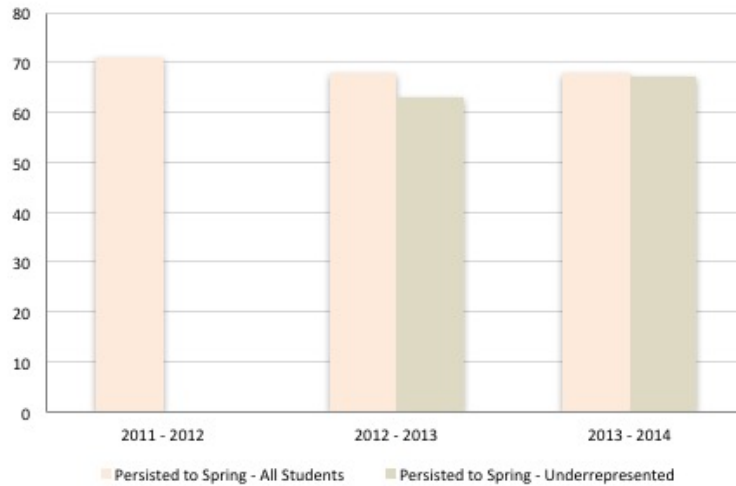
4%

Proposed Targets

Good *Equal to
IPEDS Peers*

Superior *Greater Than
IPEDS Peers*

Fall to Spring Retention for those who completed a NSO



Current Status:

- At target (for "all students")

Distance to Target

- --

Proposed FYE Target:

- Good: 68% of students who complete fall are retained to spring
- Superior: 70%