

Salt Lake Community College

SCHOOL RELATIONS

Program Review 2013 - 2014

Self – Study Report

March 2014

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I. School Relations Program Review

Department Mission and Goals

The mission of School Relations is to promote and represent Salt Lake Community College as an educational option through an informed, positive, honest and personalized manner. We promote the College and programs through recruitment, outreach and access efforts to students in the K-12 system and individuals and groups in the community at large. We also strive to recruit and offer outreach and access efforts to a diverse group of students and individuals in the community that reflect the changing demographics of our community. We make every effort to connect prospective students with college resources that will ease their transition and ensure their academic success.

The mission of School Relations aligns directly with the mission of the College, an open access institution committed to serving a diverse student body. We support the College's strategic priority of improving student access and success by educating potential students about their options and assisting them to navigate the processes required for admitting and enrolling.

Through outreach and access programming, our department promotes inclusivity, college knowledge and readiness to middle schools, high school families and parents, and stakeholders throughout the valley. Our goals are aimed at promoting the Student Services learning objectives of acquiring knowledge about higher education and developing practical competencies.

School Relations fulfills its mission and goals through targeted services, programming, coaching and advising for prospective students and families and for community groups and agencies to increase enrollments and encourage a college-going culture. Our goals include the following:

Recruitment Goals

- Represent and promote SLCC and its programs
- Participate in actively recruiting high school students to the College
- Develop and maintain a prospective student database to use for recruitment communication
- Develop events and programming that boost enrollments
- Utilize a variety of communication channels and programming to encourage prospective students to make campus visits thereby increasing enrollment opportunities
- Offer "open house" events and other efforts to affect enrollments
- Conduct large and small group presentations at high schools and classrooms
- Meet with individual prospective students regarding SLCC offerings, financial aid and scholarship options
- Offer resources to support other groups or academic programs on campus that may have recruitment and outreach needs

- Meet the needs of businesses requesting college information or workshops for their employees who have college reimbursement benefits
- Work with Institutional Marketing to design appropriate marketing collateral for all recruitment and outreach efforts

Outreach Goals

- Implement targeted outreach efforts to facilitate better college awareness and planning for special populations such as junior high schools, alternative high schools, young teen parents, refugees and other groups
- Develop collaborations and contacts with public schools to show college pathways
- Work with refugee groups in schools and the community to support and encourage them in college planning and readiness
- Respond to community groups and agencies such as Department of Workforce Services and Vocational Rehabilitation that may need specialized programming and/or workshops regarding college planning and readiness

Access Goals

- Manage grant program(s) and other similar, defined programs that assist underrepresented students with college readiness and access
- Plan and develop access programming for targeted groups that will provide a pathway and support to increase college access
- Offer intense college coaching for underrepresented students who need extra support to complete the application process

Staff who work in School Relations are well trained in providing pathways into our college. We are committed and value inclusivity, working with underserved populations, and promoting a college-going culture for all populations. Through workshops and other outreach programming we assist with increasing college readiness and access to SLCC. Staff is adept at explaining program and degree options to a variety of audiences, offering first semester academic advising, assisting students and parents with the application and financial aid processes, and encouraging students and their parents to make college plans.

Theoretical Framework that Supports our Programs and Services

School Relations is guided in its practices by an understanding of the nature of SLCC as a community college and an appreciation of the access needs of the students and the community we serve. As Boggs points out, “Community colleges provide access to higher education to the most diverse student body along every demographic dimension” (2011). Community colleges are uniquely positioned to provide access, affordability and academic preparation for those students who want or need to begin a path

leading to vocational training, a transferable degree or career-pathway training programs. Two-year colleges can create a more level playing field for a very diverse population who seek a postsecondary experience (Keup 2011).

We assist students with college access at all levels of readiness with the opportunity for a credit or non-credit experience. We facilitate a transition from high school to college by increasing college knowledge and by assisting with admission requirements, financial aid processes and enrollment steps.

The fact remains, however, that access issues still exist for low-income students who face multiple barriers and may be the first in their family to attend college. A postsecondary experience may be the only path to a middle-class lifestyle for the population today and by 2018 more than 60 percent of jobs will require some type of postsecondary education (WICHE 2013). School Relations collaborates with school districts and high schools to offer parent and student workshops, activities and programming to increase college knowledge, college readiness and access.

School Relations has initiated early and more intentional outreach efforts to make connections with parents and their children. According to Cabrera and LaNasa, in order to deal effectively with issues of access, particularly for the first-generation student, “early college planning should begin by the eighth grade,” and if successful can start a chain reaction that enables those students and parents to secure cultural capital thereby encouraging college-track course work and eventually becoming exposed to resources such as federal aid and scholarships that will cover college expenses (2000).

As Choy indicates, efforts to help students and parents develop aspirations early, then encourage them to follow a rigorous academic track in school and eventually support them through the application and admissions pipeline will yield positive college enrollment rates for first-generation students (Choy, *et al* 2000). The outreach area of School Relations works within targeted middle schools to offer student and parent workshops, classroom presentations, conferences and materials to affect a college-going culture and increase early college planning. We make a considerable effort to offer college access programming at the middle school level that increases the opportunities for underrepresented students to experience higher education.

Because of the wide variety of college access issues facing low-income and first-generation students, staff need to master a wide variety of knowledge and techniques in order to assist these and other prospective students with the admissions process. To support staff development, we have membership in AACRAO (American Association of Collegiate Registrars and Admissions Officers), which provides professional support and development for admissions professionals and NACAC (National Association for College Admission Counseling) an organization that provides resources and support to more than 12,000 high school counselors and admissions professionals and NCCEP (National Council for Community and Education Partnerships).

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School Relations History

Prior to 2001, staff in the Admissions Office was actively involved in typical admissions duties such as processing applications and scholarships, participating in recruitment activities, and evaluating applications and transcripts from transfer students. The enrollment funnel included prospective high school students' information, students who indicated they wanted their ACT scores sent to SLCC, concurrently enrolled high school students, students seen at college fairs and open houses, and students applying for admission or making inquiries.

High school recruitment efforts were enhanced by a view book and other collateral materials designed by Institutional Marketing (IM). The Admissions Office designed communication plans for letters to prospects, arranged spring high school visits and follow-up visits, and offered large and small recruitment events on campus. SLCC Admissions staff also participated with other college institutions as part of a group called Utah Council. This group, which is comprised of representative from all the Utah State Higher Education (USHE) institutions, sponsors and plans college recruitment and readiness activities throughout the state. The prospective senior students seen on recruitment visits were entered in a prospective database for further development. These efforts still continue with School Relations staff participating in Utah Council efforts.

In 2001, School Relations was launched as a result of a Student Services reorganization that eliminated the Admissions Office and instituted the Enrollment Services model. School Relations was placed under the Dean of Student Planning and Support. The new School Relations department did not process any applications nor function as a typical admissions department. The staff broadly represented programs across the College including School of Applied Technology, Career and Technical Education and

transferable degree options. Because of the very limited staff (two), collaborations became necessary with Academic Advising and the Multicultural Advisors to assist with ethnic recruitment efforts and outreach events. Financial Aid staff also assisted with presentations to inform students on financial aid issues. High school enrollment outcomes were tracked and reported through Banner.

Beginning in 2004, two new full-time positions with emphasis on Latino and Pacific Islander populations were secured to assist with recruitment. A new Ambassador Program was also created to assist staff with recruitment/outreach efforts and offer students an opportunity to develop leadership skills, presentation and event planning skills.

A big change for the department began in 2005. Administration decided to embed access programs in the department. This expanded the main focus of the department from high school recruitment and some limited outreach efforts to now include access programming. The inclusion of grant-funded projects shifted the focus of this office, added another dimension to the office and increased administrative and oversight demands of the department. This also meant we began to focus on increasing partnerships with school districts and individual schools. This model of including access programs within a recruitment office is reflected in the following projects:

- In August, 2005, SLCC became a sub-grant partner for a state-wide federal grant, GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) which targets low-income high school students in five schools to encourage high school graduation, rigor and college readiness.
- In January, 2011, we applied for and were granted a two-year College Access Challenge Grant offered through the Board of Regents to work with Horizonte Technical and Training School, an alternative high school in Salt Lake City School District.
- In fall 2012 we began oversight of a scholarship program, PACE (Partnership for Accessing College Education) which provides four years of on-site advising, academic tracking and career exploration to approximately 90 new freshmen who are selected each year from the Salt Lake School District.

In 2012, Human Resources began reevaluating positions across the College, and it was determined that because of increased recruitment demands and the growth of outreach/access programming, a separation of duties within School Relations needed to take place. Existing position were redefined to create a manager over recruitment and a coordinator over outreach.

As the relatively short history of School Relations demonstrates, the department has grown dramatically not only to keep up with SLCC's significant enrollment increases but also to proactively reach students earlier and more intrusively. School Relations has grown from a staff of two in 2001 to a staff of six full-time employees and 15 part-time employees in 2013. The function of the department has expanded beyond recruitment to include outreach and access interventions.

II. Core Programs and Services

The core programs and services of School Relations have been organized into the following three components: 1) recruitment, 2) outreach, and 3) access. A manager supervises and directs the recruitment area and a coordinator supervises and directs services for the outreach and access areas. This current organization was a recent development beginning in spring of 2012.

Recruitment is defined as efforts working with traditional age prospects to encourage applications and enrollments. The staff offers college decision-making presentations, financial aid and scholarship workshops, and generally represents the college broadly to high school students and other community groups.

Outreach is defined as an area focused on college readiness and awareness in targeted middle schools, alternative schools, adult education schools, underserved communities and agencies. These efforts are mostly one-time contacts. Information may be given through large and small group formats or classroom presentations to inform students about the college pathway and to generally increase college awareness.

Access is defined as services typically focused on a defined group being served by a grant or privately funded program that provides intensive and on-going advising and tracking to encourage students to become college ready. Case management is used to engage these students and their families to increase their academic rigor while still in high school and to assist them with the college admissions process which includes application, testing, FAFSA completion, orientation and registration. Other efforts might include summer workshops and parental engagement to encourage strong support.

Recruitment

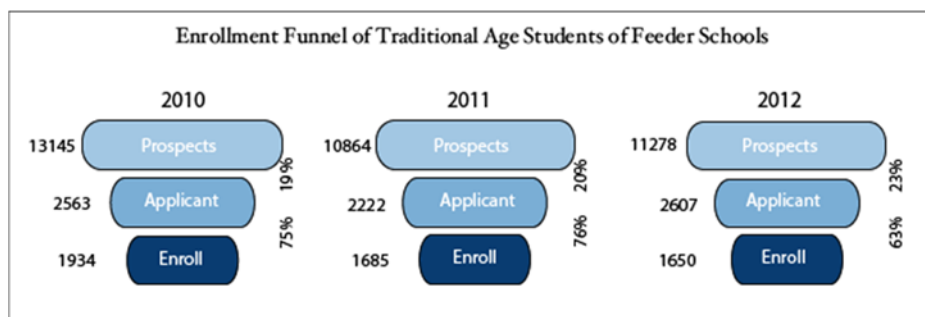
Our targeted recruitment efforts support the overall enrollment goals of the College and the strategic priority of improving student access and success by educating prospective students about their options and assisting them in navigating the college process required for admittance and enrollment. We collaborate with Institutional Marketing (IM) to ensure all materials are branded appropriately and are consistent in design (see samples in the School Relations office). Yearly messaging is also coordinated and approved by IM. Our recruitment efforts broadly represent the College and its programs but may also offer more targeted recruitment for areas such as School of Applied Technology or career and technical programs to enhance program enrollments.

School Relations' recruitment services do not function as a typical admissions recruitment office because we do not process applications, screen for transcripts, test scores or fees. This office is not responsible for all recruitment efforts, but collaborates with IM to assist with larger enrollment numbers. The director is part of the Access and Strategic Enrollment Council (ASE) which offers institutional guidelines for the College regarding access for underrepresented populations, enrollment

needs and analysis of trends. The Council is also charged with developing the initial framework for institutional enrollment management goals. There has not been a systemic plan for recruitment needs for specific academic programs. Our hope is that ASE Council can advise us in this area and based on staff availability, we can meet some of these recruitment needs in the future.

School Relations recruitment staff is assigned selected high schools from within the Wasatch Front area. These “feeder schools” become their assigned territory. The staff is then responsible for tracking the recruitment outcomes for their schools. For recruitment purposes we work with two databases. One is the prospective database that houses names we have acquired from the fall high school tour as well as purchased data. The other is a case management database used to track the application pathway for prospects.

The chart below indicates our feeder school conversion rates of prospects to applicants and then the applicants to enrollments. In 2012, there was a decrease in the conversion rate of applicants to enrollments. This is perhaps due to a slightly better job market where students may choose to work rather than attend school. Otherwise, we show solid conversion rates for our efforts.



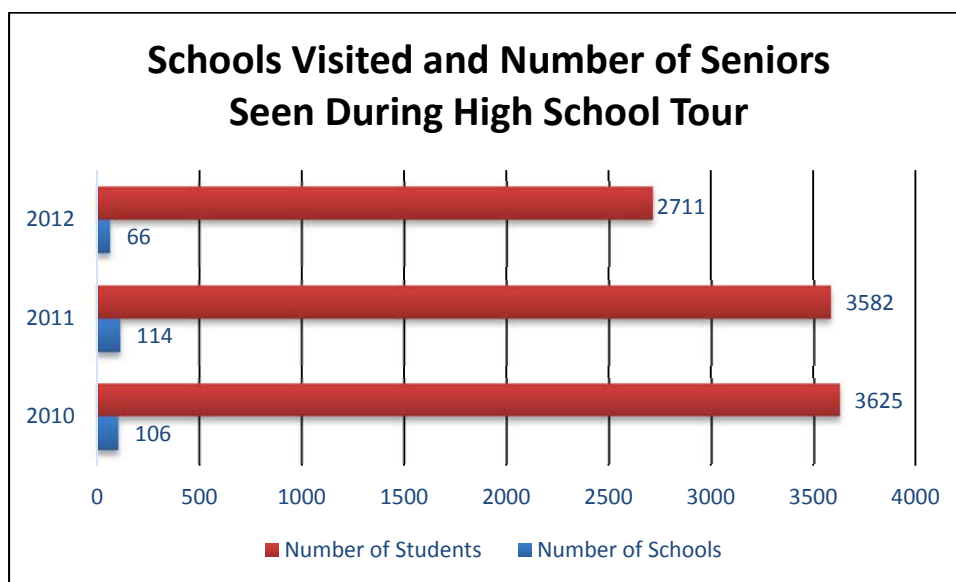
Traditional Age Recruitment

We define the traditional student prospect as a high school student in grades 10 through 12. We invite sophomores and juniors to many of our events that are open to all students and we also invite this younger group to various college readiness presentations throughout the year. But for our targeted recruitment purposes, and to begin the recruitment communication funnel, we only track senior information in a prospective database. There have been discussions about expanding this database to track younger students, but with limited staffing this is currently not being done.

To begin the typical recruitment season, we participate in the Utah Council for Secondary/Post-Secondary Relations. This group consists of all Utah System of Higher Education (USHE) institutions that, as a group, visit all Utah high schools in what is known as the High School Tour. Each USHE institution makes several presentations to seniors at each school visited. Interest cards are gathered and data is entered into a prospective database. For us, this begins the recruitment communication cycle for high

school seniors and populates the recruitment communications funnel. Recruitment staff members visit various high schools and speak with students to explain the benefits of SLCC and encourage prospective students to apply to the College.

During the 2012 recruitment season, we saw over 2700 high school seniors during the High School Tour. It is important to note that because we are a community college, we do not visit all high schools in Utah. In 2012 we decided to narrow our recruitment focus even more and concentrate our efforts on the Wasatch Front schools. The decrease in students seen in the chart below is due to that fact. We have identified our feeder schools, and we intensively track data regarding students from these schools.



Data has been tracked for the past seven years to determine prospects seen at each school. We can now predict enrollments from our feeder schools. Each recruiter has a defined territory within the targeted feeder high schools.

After the High School Tour in the fall, recruiters make follow-up visits to their assigned schools and track contact data in the case management database. They work on getting the prospects to come to campus for a visit and begin the application process. We target prospective ethnic students from within our database and also by using any data gathered at community events. We collaborate with high schools to acquire student information data to supplement our efforts with these populations. We work intentionally with other defined groups such as teen parents and students from alternative schools. The recruitment staff and outreach staff collaborate to work closely with these high-need populations to offer coaching in the admissions process. These efforts fit nicely within the College's mission of open access.

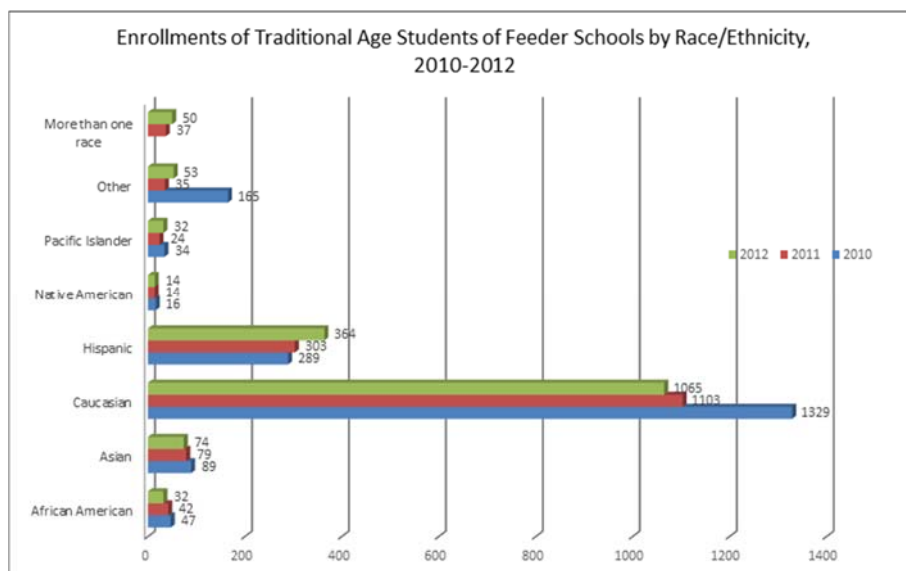
The staff consists of one full-time and three part-time recruiters who attend recruitment events and present SLCC's programs of study and who work with prospective students through case management. Contact with prospects is made throughout the year by mass mailings, brochures, newsletters, email, text messaging, phone calls, and personal visits.

The manager works with IM to develop marketing materials used for recruitment. A communication timeline is then developed by the manager in order to schedule messaging efforts to prospective students and hopefully attract them to the College.

To further enhance the enrollment funnel, the department holds the following events to invite students to campus:

- The "StepAhead" Scholarship night provides help with writing essays and interviewing for scholarships. We typically have over 200 in attendance. We offer workshops on scholarship essays and resumes and provide tips on interviewing for scholarships.
- Beginning in January, we encourage the high school student to visit the campus to meet with a recruiter to build familiarity and trust, particularly for the underrepresented student. The relationship built by these recruiters engages students and encourages academic planning. Many times students come with their families for one or more visits. Students are coached on completing the college application process which may include FAFSA completion, scholarship information, testing and orientation.
- We collaborate with Academic Advising's Career/Major Fair in the spring to offer an open house event called SLCC Explore! This event is for prospective students to learn about SLCC faculty and programs of study. All prospects attending have the opportunity to discuss their interests with an expert in the field. We typically have 400 high school students in attendance.
- FAFSA application nights are held in the Student Center twice a year. We collaborate with Financial Aid staff to offer personalized, hands-on FAFSA assistance. Students are encouraged to bring their tax returns and their parents. Students and parents use the open computer lab to enter their information online with the assistance from financial aid staff. Typically 150 students and parents attend. We also support similar events offered at the high schools.

The following chart from the prospective database shows the enrollment of traditional age students by race/ethnicity from feeder schools over the past three years. In 2012, feeder school enrollment declined by 2 percent due to a slight decline in high school graduating class size of our feeder schools. Hispanic/Latino enrollment, however actually increased by 20 percent which reflects the general Hispanic/Latino population increase in the valley as well as the extra efforts we made with this population.



Traditional Age Recruitment Strengths

Our best strength lies in our targeted recruitment efforts focusing on underrepresented, first-generation student populations within the Wasatch front at the high school level. We have made significant progress in the recruitment of these populations. Inclusivity is of key importance when we think of how to allocate resources. We spend significant time working with refugees and other significantly underserved populations to show them a pathway to college. For example, we saw a 20 percent increase in Latino enrollments from our feeder schools for fall 2012. The total ethnic increase from feeder schools that year was 13 percent. This increase is due in part to the collaborative efforts of both the outreach area and the recruitment area. The outreach staff has significant knowledge, skill and ability in working with refugees, Native Americans, ethnic groups, single-parent populations and other specialized groups that need more intense coaching with the application process.

The department's recruitment efforts have been supported by our collaboration with a variety of campus groups and community-based entities to meet the needs of this population. One example is the campus collaboration with the Pacific Island Club. The club's students, along with our Ambassadors and other staff, work together to bring high school students on campus for a day-long conference surrounding cultural, educational and financial literacy. We also offered financial support for this event. We gather information on the seniors for our prospect files. Another example is the collaboration with Latinos in Action, a campus-based student club that has ties to high school groups within the Wasatch Front as well. For the past two years this student club has taken on a very important role in bringing in Latino students to campus for a day-long event that introduces them to a college-going culture. School Relations supports and collaborates with this group to encourage these students to enroll at SLCC. Data is collected for the prospect files and follow-up with interested students begins.

Another strength is our ability to respond quickly to assist with overall continuing student enrollment needs. One example is the 2013 "phone bank" or outbound calling effort for continuing students. While

working with continuing students is not part of our mission, we responded to a need to assist with increasing FTE's. We hired and staffed the phone bank with 15 temporary workers who are supervised by the manager. The budget was funded by the vice president of Student Services. We attempted to call as many as 20,000 continuing students who had not yet registered for classes. Typically the outbound calling effort can take as long as four weeks to complete. The most recent report indicates that after having individual conversations with these students, there was a 20 percent increase in this group enrolling for classes.

Traditional Age Recruitment Challenges

The largest challenge for recruitment is the lack of a plan for resources to deal with changes in enrollment patterns. When enrollments are good, more resources are not needed for this effort. When enrollments are lean, there is suddenly a high demand and scrutiny on everything done with recruitment. At times there are extra dollars allocated to this need, but this is not consistent. The uncertainty of budget funds for yearly adjustments in enrollment efforts makes planning difficult.

Another issue is that the institution has not been consistent with enrollment planning. School Relations' recruitment area attempts to meet current needs for increased enrollments when necessary by last-minute planning and collaborating with IM and other on-campus committees that may be formed to meet the year's need. Although this is frustrating, we believe it is typical for many community colleges.

In 2012, a new committee was established called the Enrollment Management Committee. This group consists of the director of School Relations, the AVP of IM, the AVP of Student Planning and Support, the AVP of Enrollment Services and the senior director of Curriculum, Scheduling and Management. This group has attempted to make plans and coordinate efforts. We made some progress, but planning for and projecting enrollment needs still remains somewhat illusive although improved. There is another group, the Access and Strategic Enrollment Council which includes representatives from across the College. This council looks at larger college-wide issues impacting access and enrollments. While the two do not interface on a formal level, several of the members serve in both areas. This council is among several institution-wide councils that address issues affecting the College as a whole. We believe that this council and the Enrollment Management Committee might be able to assist with data, strategies and support to implement forecasting and tracking.

Recruiting the traditional student is becoming more of a challenge because of changes in the current market. Because of the LDS Church's lowering of the mission age, many students state-wide have chosen to put off their education after high school graduation in order to serve a two-year church mission. Other higher education institutions are also experiencing enrollment issues and are increasingly recruiting in the Salt Lake valley from a large pool of traditional students. Some institutions have lowered their admissions standards to assist with meeting their enrollment needs. Students have many college options to choose from which creates a difficult challenge for SLCC's recruitment. There have also been economic challenges that affected student enrollments. In 2012 we saw a drop in the conversion rate of applications to enrollments from our feeder schools. It is assumed that this was partly due to an improvement in the economy which means that some students are choosing to go to

work rather than school. There is also a growth of the charter school along the Wasatch Front. This growth means that the feeder schools numbers are affected. It also means that we need to develop partnerships with these independent schools.

Timely data entry of prospective leads into the recruitment communications funnel is another challenge. In spring 2012, a new database was implemented by the manager. During the first year, we showed an improvement on the extraction of data, but it was still difficult to get the data entered in a timely manner. Prior to this year, the Enrollment Services staff took care of data entry for School Relations, but because of budget and staffing issues this is no longer possible. This is the first year for recruiters to enter their own data. The delay in data entry affects the implementation of communication plans. It remains to be seen whether we will be successful in gaining efficiencies with our home-grown prospective database. Data entry is very time consuming and probably not a good allocation of staff resources. We will assess the process for the coming year.

Adult Recruitment

The adult student is defined as any prospect that has been out of high school two or more years. Recruitment of the adult student has not been an official part of our mission; however, we have taken on working with adults because there has not been an assigned area to cover this population. Recruiting adults is challenging because there is no particular infrastructure or common platform from which to recruit. Calls are often routed to us to come to businesses to meet with their employees about the College's program offerings. We also offer information to support continuing education for these employees.

Institutional Marketing coordinates and funds all public media such as radio, television, banner ads and, at times, direct mail in order to target the adult market. IM designs sophisticated messaging to address the needs and interests of adults. In the past, School Relations has purchased third-party lists for specified zip codes and age ranges to target a direct mail campaign. This has not been a consistent effort because of budget constraints. Depending on enrollment needs, we also use our former prospective database or older ACT lists (two years and older) to create new prospective pools. The adult market represents the single largest challenge for recruitment.

Adult Recruitment Strengths

It is hard to find solid strengths with adult recruitment since School Relations does little planning in this area and only tries to fill the gap. Adult recruitment is a challenge. Our best resource is our community collaboration. An example would be the "Expect the Great" yearly conference which is an event targeting adult African and African-American populations along the Wasatch Front. This collaboration is with all the USHE institutions along with faith-based groups in order to encourage college planning and attendance. This day-long conference is held at different USHE institutions on a yearly rotating basis, but all colleges collaborate in promoting higher education to this population. Data is gathered and entered into a database for recruitment. Another example would be University Neighborhood Partners

(UNP). This University of Utah sponsored effort has partnered with community groups on the west side and low-income neighborhoods to offer college resources (among many other services) to this population. Our department supports these efforts and collaborates with UNP to provide educational resources.

Adult Recruitment Challenges

The adult student remains the most elusive category of prospective students. Many work, raise families and struggle to make education a priority. It is difficult to reach such a broad group. Adults are often set in their life commitments, and college represents an addition to an already busy schedule. The average age at the College is 26, which indicates that there are more adult students entering SLCC than high school students. Yet, other than broad marketing efforts, it has been difficult to develop a plan for specifically recruiting adults. No single area has been tasked with this population other than IM. We have no prospective database from which to draw and no communication plan coming from this office. As enrollments increased, the focus on the adult population took a back seat to the easier to target traditional age student. Now that enrollments are more challenging, the need for planning how to reach this group becomes more pressing. To meet the Governor's Utah Higher Education 2020 Plan, we need to determine more ways of encouraging the adult population to pursue postsecondary options. The community and business collaborations are time consuming for the recruiters and very difficult to track and assess; these recruitment efforts often yield minimal prospects.

Marketing for All Recruitment

Several marketing channels, such as those outlined below, have been utilized when marketing to the prospective students.

- Direct Mail
- Phone Calls
- Email & Texting
- Website

For the past three years, the **Utah Higher Education Assistance Authority (UHEAA)** acquired a list of all the high school seniors in the state and gave it to USHE institutions to assist with recruitment efforts. SLCC extracted just the addresses within the Wasatch Front and sent mailings to these students. This list has been heavily used as the base for the communication plan. A typical mailing was approximately 14,000 with about 3 percent attending events.

Unfortunately, UHEAA will no longer be able to acquire the data from the State Office of Education because of FERPA concerns. As a result, we will need to purchase data from third-party sources, such as ACT or other groups, to increase the enrollment funnel. The purchases are made depending on enrollment needs. All prospective data is then entered into a database and extracted when the communication cycle begins.

The typical communication plan includes a variety of messages and marketing pieces (see Appendix A for plan; samples of media pieces are available in the School Relations office.) The following marketing pieces are scheduled by the manager on a master grid:

- Introduction Letter
- Newsletter
- Getting Ready for College Handout
- Invitations to Campus Events

During the High School Tour we hand out a typical college view book which is developed by IM. The view book is used during high school presentations and for other groups who come to campus.

We send direct mail to students for each event. We track students who attend our events, and we have found that some students come to all events offered. For a student this is a positive interchange. They learn more about SLCC and they can ensure that their admission and FASFA documents are complete. Through different marketing channels such as direct mail, email, texting and phone calling, students are reminded of upcoming events.

The website for prospective students, Future Student, is operated by IM. It acts as a portal for new students to learn about SLCC program options, college resources and the application process; it has links to pertinent resources. It is a very simplified, no frills website. IM requires all websites to be consistent in branding and style. While Future Students meets the needs as a portal, it is largely uninteresting. The School Relations website is not prominent and is often difficult for students to find. Our website is where a student can schedule a tour with a recruiter, see upcoming events and make further contact. All printed materials have School Relations' phone number and website location broadly displayed. We should consider upgrading the Future Student site as it is often the initial site a prospective student visits. The same recommendation applies to the School Relations site.

IM delivers a large marketing campaign that includes radio, digital ads, transit ads and paid internet key searching to broadly promote the College and affect all potential student populations. We rely heavily on their messaging to reach the adult population. Because marketing is broad to this group and adults are not connected to a specific recruiter, serving those adults who do respond to the messaging is challenging. At present, there is no specified office to direct inquiries to which creates a gap in services. The Contact Center responds to all general SLCC inquiry calls about the application process and it makes departmental referrals for those who need more in-depth services. Student Express is typically where adults who come to campus in person are served along with all other walk-in traffic.

Collaborations for School Relations

School Relations collaborates with several offices and student groups, such as Student Life and Leadership, during the year. We have also worked with student clubs to involve them in peer recruitment and events as was previously mentioned. We work with Academic Advising on the Explore SLCC event, where students meet with professors and advisors. Financial Aid Nights are collaborated

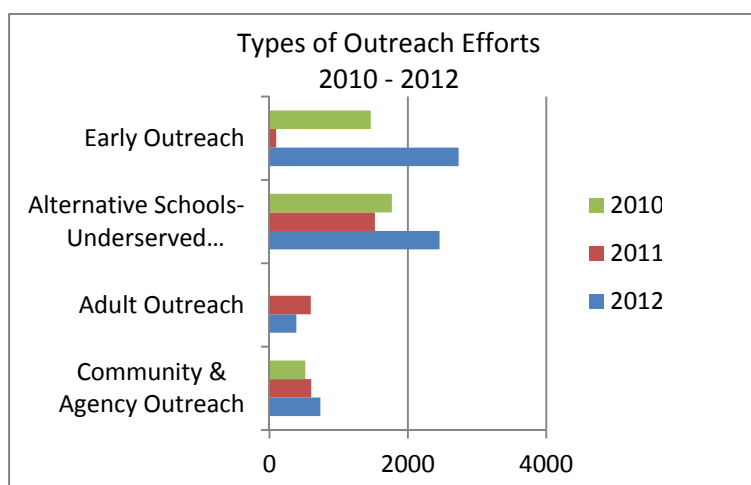
with the financial aid staff, who help with the process of applying for FAFSA. The new First Year Experience office collaborates with us on transitioning new students to the College through orientation and Bridge to Success programs.

Other campus entities collaborate with us based on need. For example, faculty members are involved with our events by presenting their area of expertise. Two of our faculty members present at the “StepAhead” Scholarship Night. They help with writing personal statements and interviewing skills. Faculty are also asked to assist with workshops in their subject areas to encourage students to consider a variety of programs.

Other collaborations exist between individual schools and school districts to affect enrollments. One example is the pilot program for “Application Week” where selected schools were supported by our college and other colleges to increase applications. We also support schools with their efforts to increase FAFSA and scholarship knowledge and applications or to offer college readiness workshops for students in grades 7-12.

Outreach

School Relations has always provided outreach services to underrepresented populations through events, presentations and workshops in various schools and communities. To address the increasing demands for services coming from Wasatch Front schools and community groups, we have expanded our outreach efforts. Within the past seven years, the department has also added substantial access services with federal funding for Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) and for the Horizonte Project along with private funding for Partnerships for Accessing College Education (PACE). These programs focus on college readiness and awareness in targeted middle schools, alternative schools (teen parents, refugees and Native American students), adult education schools, teen parent groups and underserved communities and agencies. These groups are provided with presentations and workshops to give them a broader understanding of college resources available to them. The chart below indicates the number of contacts with targeted populations within the outreach area.



Early Outreach

The focus of early outreach is to provide college awareness and readiness information to targeted middle and junior high schools in the Wasatch Front. Collaborations with local schools and Utah Scholars were developed to achieve this goal through the following activities:

- Utah Scholars presentations
- Day long, college readiness field trips
- Campus tours
- Parent advising at local schools
- After school programs
- Summer school camp

Limited staff and resources make it necessary to be intentional in selecting the schools we serve. Schools are selected based on demographics, administrative support and students' possible participation in high school programs offered through SLCC. Students from the following middle schools are currently being served.

- | | |
|---------------------------|---------------------------------|
| • Bryant Middle School | • Eisenhower Junior High School |
| • Clayton Middle School | • Bennion Junior High School |
| • Glendale Middle School | • Jefferson Junior High School |
| • Hillside Middle School | • Westlake Junior High |
| • Northwest Middle School | • Valley Junior High |
| • DIA Charter School | • Kearns Junior High |

Through assistance and advertising provided by local schools, our SLCC grant programs, School Relations staff and Student Life and Leadership, college exposure activities have increased significantly as indicated in the Outreach Efforts chart.

Alternative School and Underserved Population Outreach

Students attending these schools are outside the mainstream school system. We provide them with more in-depth, individualized college planning and financial aid workshops as well as information about career training options. Between 2010 and 2012, the number of students served in the following categories increased by 39 percent.

- High school and adult students in alternative schools
- Teen parents

- Refugee and ESL students
- Native American and other underserved populations

Opportunities for outreach occur at parent teacher conferences, career fairs, and during school classes. Advertising for these events is conducted by counselors at each school.

Many of these students are first-generation students requiring additional coaching to navigate through the unfamiliar college process. For example, refugees require significant coaching and need additional steps to prove residency and apply for financial aid due to missing documentation from their country of origin.

We have also formed partnerships to serve the Native American population. We work with students attending reservation schools, Title VII coordinators, and community and education leaders to provide college readiness and college planning services. Through this partnership, the annual Native American Youth Leadership Conference was created and hosted at SLCC blending Native culture with college readiness and senior college planning workshops. Student participation increased from 175 students in 2010 to 260 in 2013.

Adult Outreach

Outreach collaborates with the alternative adult schools such as Granite Peaks, Southpointe, Entrada and others to assist their adult students by providing college planning, admissions and financial aid workshops. Students awarded funding through FAFSA are assisted through the college process. Outreach staff also provides college admissions, Accuplacer, VITA tax preparer and FAFSA workshops as well as campus field trips to adult students who were not involved in the Horizonte Project. These events were advertised through advising classes and posters in the school.

The School of Applied Technology (SAT) recruitment efforts have recently been integrated into our department. This school offers non-credit career and technical programs to those students seeking quick entry into the workforce. Many of their students fall under the adult category. Because this is a recent change, recruitment and tracking goals have not yet been determined.

Community and Agency Outreach

We utilize partnerships with community agencies such as Department of Workforce Services (DWS) or Vocational Rehabilitation to reach their clients who may be interested in college. We also partner with groups during community events such as ethnic celebrations or services targeted to refugee populations to promote college options.

This area has provided college planning presentations to Iraqi, African, Bhutanese, Native Americans and other refugee and ethnic community groups as well as youth in foster care and college-bound students

in rehabilitation centers. An outreach staff member sits on the following boards to assist in serving low-income, underserved communities with SLCC information and resources:

- College Access Network of Utah (CANU)
 - This group is sponsored by Utah System of Higher Ed. It includes people from public education, higher education and other stakeholders across the state who have a great interest in student access and success.
- Division of Workforce Services (DWS)
 - Outreach connects unemployed and low-income youth and adults to SLCC resources and supports DWS in providing education and training to underserved communities.
- Refugee Education and Employment Committee
 - Programs are created to support early outreach and intensive coaching for refugees to connect them to higher education and career pathways.
- University Neighborhood Partners
 - Through Partners in the Park, outreach connects with over 1,000 families each summer.
- Community Education Partners (CEP) of West Valley City
 - Outreach connects CEP to resources to serve over 4,000 low-income students in after school programs. Outreach and the SLCC chess club host the annual chess tournament with the WVC Mayor's office.
- Single Parent Group
 - College admissions workshops were hosted on SLCC campuses and in the community to assist and coach single parents through the admissions process.
- Society for Advancement of Chicanos and Native Americans in Science (SACNAS).
 - Outreach partnered with Academic Advising and the School of Science, Math and Engineering to recruit, select and support Native American students pursuing STEM fields at SLCC into graduate programs by networking at the SACNAS Conference.

Outreach Program Strengths

The outreach staff is well-trained in and adept at addressing the needs of a wide variety of underserved populations in various venues. Staffing has been lean, but in 2012, with the reorganization of the office, one part-time staff was dedicated to outreach. The outreach staff has been successful in creating partnerships and in collaborating to host conferences and fairs to provide FAFSA, scholarship, and college planning workshops to Native Americans, refugees, and other underserved populations. The staff is skilled in providing college readiness conferences and workshops to junior high school students

and trained in making presentations throughout the valley. The expertise of outreach staff is valued by educators and communities that request presentations and participation at various events. We have been successful in creating and strengthening partnerships with local schools, districts, USOE, USHE, ethnic organizations, agencies, businesses, and other SLCC departments.

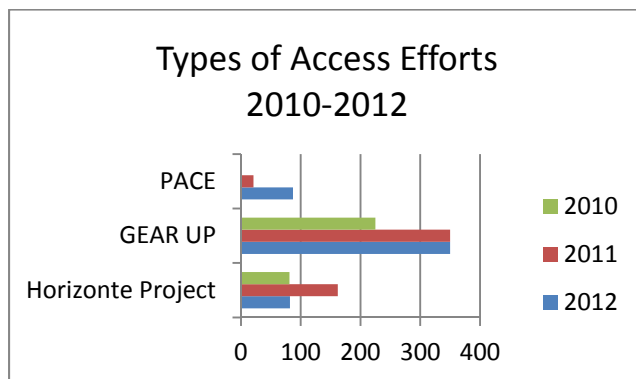
Outreach Program Challenges

The outreach area, by definition, encompasses a very broad approach designed to build college awareness and a pipeline toward college. The creation of this new area has required staff flexibility in adjusting to the increasing demands for serving the varying needs of a wide range of populations. These outreach efforts consist predominately of one-time contacts with individuals who are not yet in a position to be college bound and/or who are in settings that are not conducive to on-going interactions. As a result, long-term tracking of most outreach contacts is not fruitful. We count attendance and numbers served, conduct assessments and measure knowledge acquired, but this is as much as has been recorded. We do not conduct long-term tracking of these services.

There is always strong demand from the community, schools and organizations for outreach services. The challenge is for the department and institution to determine which requests take priority. Part of that decision is based on resources and capacity for services.

Access

Access, unlike outreach, provides intensive and on-going coaching, guidance, and tracking to underserved students unfamiliar with the college admissions process to transition them to college and then be retained at higher rates. The outreach component coordinates resources and staffing for federally funded GEAR UP, privately funded PACE program and the previously grant-funded Horizonte Project. As seen in the chart below, the number of students served through access programs has increased each year. The chart below indicates the numbers served in this area.



PACE (Partnerships to Access College Education)

This unique program was initiated by the president of SLCC and is nationally recognized in its ability to increase participation and completion rates of underrepresented, first-generation, and socio-economically disadvantaged college-bound students while connecting students to careers through career exploration activities, field trips, job shadowing, and job internships.

As indicated in the chart above, PACE started in 2011-2012 with only 21 students and, by expanding into two more schools, in 2012-2013 the student growth tripled. In 2013-14, we project serving over 150 students who will require intensive coaching and tracking in a database to make sure they complete the PACE requirements.

With only one part-time employee in PACE, outreach staff collaborated to recruit, track in a database, provide intensive coaching, and create activities and curriculum to serve students. The outreach area was awarded a grant for a full-time VISTA volunteer to provide services for over 150 students this year. The VISTA volunteer will develop job shadowing and internship opportunities through partnerships with SLCC's Career Services and Student Employment department and with work-based learning programs in each school.

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)

In 2005, SLCC began a successful five-year partnership with Utah Valley State University (UVU) to participate in a state-wide GEAR UP grant program. In 2011, we began a new seven-year grant with UVU as the state grant holder. GEAR UP provides academic interventions and college readiness activities for low-income students who attend participating middle schools and high schools to increase academic success, access and opportunity.

We identify and partner with public schools to provide a range of services to cohorts of low-income students (and their parents) starting with junior high through high school graduation and transition to college. This includes AVID training /classes, academic counseling and tracking, tutoring, summer programs, parent nights and workshops, career exploration, college preparation assistance, financial aid workshops, ACT preparation coaching, college application assistance and follow-up and support for students in their first year of college. A staff of seven serves 350 students per year at three junior high schools (Eisenhower, Jefferson and Bennion) and two high schools (Kearns and Taylorsville).

Horizonte Grant Project (2010-2013)

In 2010-2012 we applied for and received a USHE IMPACT Sub-grant to work with the Horizonte Instruction and Training Center, an alternative high school and adult education center of Salt Lake School District. The SLCC/Horizonte College Access Program provided comprehensive information to underrepresented high school and adult students and families on post-secondary education through

college financial education and planning, supported preparation of FAFSA applications, and individual college preparation coaching. Interventions proven to impact student access and success in post secondary education were provided. Selected students participated in on-site advising services at Horizonte with additional workshops, field trips and parent engagement activities uniquely designed to increase their enrollment and persistence in higher education; monthly newsletters were sent to the students and their families (see Appendix B for a sample). Once students enrolled in SLCC, partnerships with Student Services departments, such as Multicultural Initiatives and Advising, were developed to support these students and encourage persistence.

Access Program Strengths

The access projects rely on federal or sponsored dollars for funding each year. The projects operate with a framework of defined services and measurable outcomes that are tracked through a defined time period. This allows us to determine the effectiveness of services and resources. Annual evaluation and performance reports have been submitted on each of the projects according to grant/sponsor requirements. Using frameworks from GEAR UP and the Horizonte Project enabled us to develop the framework for PACE. The collaboration among these projects allows us to strengthen areas in all access programs.

Because of access programs, the long-term collaborations and partnerships with school district administration and individual school staff have been well-developed over the years and have had a positive effect on relationship building. This has given the College a platform from which to deepen collaborations and improve communication regarding educational issues for K-16. The College is held in high esteem because of these programs and the consistency and effectiveness of our college-readiness services.

One example of this would be in the area of concurrent enrollment, or college classes taken for both high school and college credit. Our access programs, PACE and GearUp, either require or strongly recommend college classes be taken while in high school.

To meet the needs of our students, we have been able to strongly influence high school administrators to increase their concurrent offerings. Therefore providing the PACE and GearUp participants with college coursework while in high school.

Access Program Challenges

The three programs in this area have all been operating on either grant dollars or private donations. Part of the discussion that needs to take place involves the future of these programs and whether they can be sustained when these dollars are gone. The institution also needs to consider whether or not to continue to seek grant-funded projects of this nature.

As with GEAR UP and Horizonte, adequate staffing for PACE is needed for academic support, intensive coaching and tracking student progress to program completion. PACE is not funded by grants, but by the Development Office encouraging corporate donors. As the program grows, additional PACE staffing will be needed to provide students in-depth academic advising, the required job shadowing, internships, and summer programming. School Relations will need to rely on the Development Office to secure additional funding to enable the program to grow.

Other challenges such as developing age-appropriate services to increase college awareness and readiness for students and the need for teaching, encouraging and involving parents in the college planning pathway are on-going. These issues are typically addressed through collaborations with the K-12 system, conferences, summer workshops, parent academies and other supplemental resources used to meet the needs of a variety of underrepresented populations and age groups.

Recommendations

Recruitment

The ultimate question is how can we better plan for enrollment and recruitment needs? There is a gap in services for the adult and returning student. The traditional high school graduate typically has School Relations staff and office to refer to for coaching and transitioning. But the larger, non-traditional student base does not have a defined place to contact. While we have not had the recruitment of adult students as an expressed part of our mission, we have attempted to meet some needs in this area. We need to consider how to implement a more comprehensive recruitment and service plan for this market.

As more adults are encouraged to either come back to or start college, they will need support not only to navigate the application, financial aid and testing process, but also to develop a realistic plan for adding school to their many responsibilities. Our current model of admissions functions is decentralized in several areas – Student Express (one-stop-shop), Data Center and School Relations. Prospective adults use Student Express as their point of contact which is designed for quick information and answers, but it doesn't provide comprehensive guidance on academic and career options. This office does not have staffing to help prospective adult students make decisions and develop realistic plans for applying and returning to school. Prospective adult students who visit the campus are often referred to Academic Advising, but this can be problematic in that advisors are not recruiters and may not have sufficient time to devote to students who need coaching through the application process.

Based on recent data, the adult population of newly enrolled students was 72%. This indicates a need for having a place for prospective adult students to feel connected. Dedicated adult recruiters or admissions staff could provide the coaching necessary to support prospective adult students re-enter education. The recommendation would be for the institution to pull together a task force to consider implementing an admissions office that would serve adult student needs for admissions guidance,

coaching and transitioning to college. A task force could determine how to better locate these functions to serve the adult population.

All School Relations staff members have been housed on the Taylorsville Redwood Campus, and services have been coordinated and managed at this campus. We have two other large sites, Jordan Campus and South City Campus. Both of these campuses have seen some significant growth over the years and we are now getting requests to have staff at these campuses to work with prospective students who live near these locations and to offer recruitment services. It may be a good idea to consider staffing offices at these other two campuses. This would mean that we would need to add new staff to meet the increased needs of these campuses. If we do not secure funding for extra staffing, then we should consider redirecting the current staffing pattern to cover these other two campuses on a part-time basis.

It would benefit the College and our department if we had clear direction regarding recruitment targets. It is our understanding that community colleges, with open admissions as part of their mission, do not have typical recruitment operations because they do not have a predefined number for their incoming freshman class nor do they manage selective admissions processes with the usual matching requirements and documentation. We have also not had a recruitment focus on specific academic or career programs. There have been times when specific areas are in need of assistance with enrollments and we have not been able to offer support. This is partly due to lack of staffing and funding. Nonetheless, we should consider implementing comprehensive recruitment goals and practices.

Enrollment patterns fluctuate and the result is that expectations for recruitment are at times reactive. It would be better to gain an understanding of data, engage in the forecasting and become proactive rather than continually being reactive. The new Access and Strategic Enrollment Council could help with the data knowledge and forecasting of broad enrollment numbers and should assist the Enrollment Management Committee with marketing planning. Together, the council and the committee can have an impact on enrollment planning and forecasting for the college as a whole and perhaps for specific academic areas.

Clarification is also needed regarding responsibilities for retention and enrollment of continuing students. When enrollment is down, School Relations has sometimes been tasked with marketing to continuing students. Continuing students are both a retention issue and a solid marketing pool. This committee could more clearly define new student recruitment goals versus enrollment goals for both new and continuing students.

Another recommendation involves marketing materials. We have an institutional view book that was designed to meet multiple marketing needs, but we need more targeted brochures and pamphlets that can be used to represent the institution to different populations. There has been a push to simply refer everyone to the website, and decrease printing, but recent studies suggest that we cannot let go of printed materials. Meeting with IM to redefine printed marketing collateral is recommended.

Outreach and Access

Two full-time staff members are requested to meet the needs of outreach and access programs in aligning with SLCC's mission of serving a diverse community and addressing the needs of the community, business and government sectors. Additional staff members would enable us to address the gaps in services discussed below.

Currently there is a gap in serving the needs of the continually increasing refugee and underserved populations migrating to the Wasatch Front. For example, approximately 1,000 refugees are settled in Utah yearly with the majority living in Salt Lake valley. Public schools are addressing the needs by creating curriculum and charter schools to serve these diverse communities. SLCC must also address this expanding population.

A gap also exists in providing extensive coaching to the adult education students who are already on an educational pathway to improve their lifestyle, but require guidance about college opportunities and career paths.

To meet the expectations of the Governor's Higher Education 2020 Plan, staffing is needed to expand into more low-income middle schools and junior highs as well as feeder schools, beyond those being served by SLCC funded programs, to provide college readiness programs to better prepare these students when they enter high school.

The need for staff applies to serving an ever increasing number of access students in the PACE program who require constant tracking, intensive coaching and program guidance. PACE students will be seniors next year requiring additional support through scholarship requirements while the project will be serving an estimated 200 students.

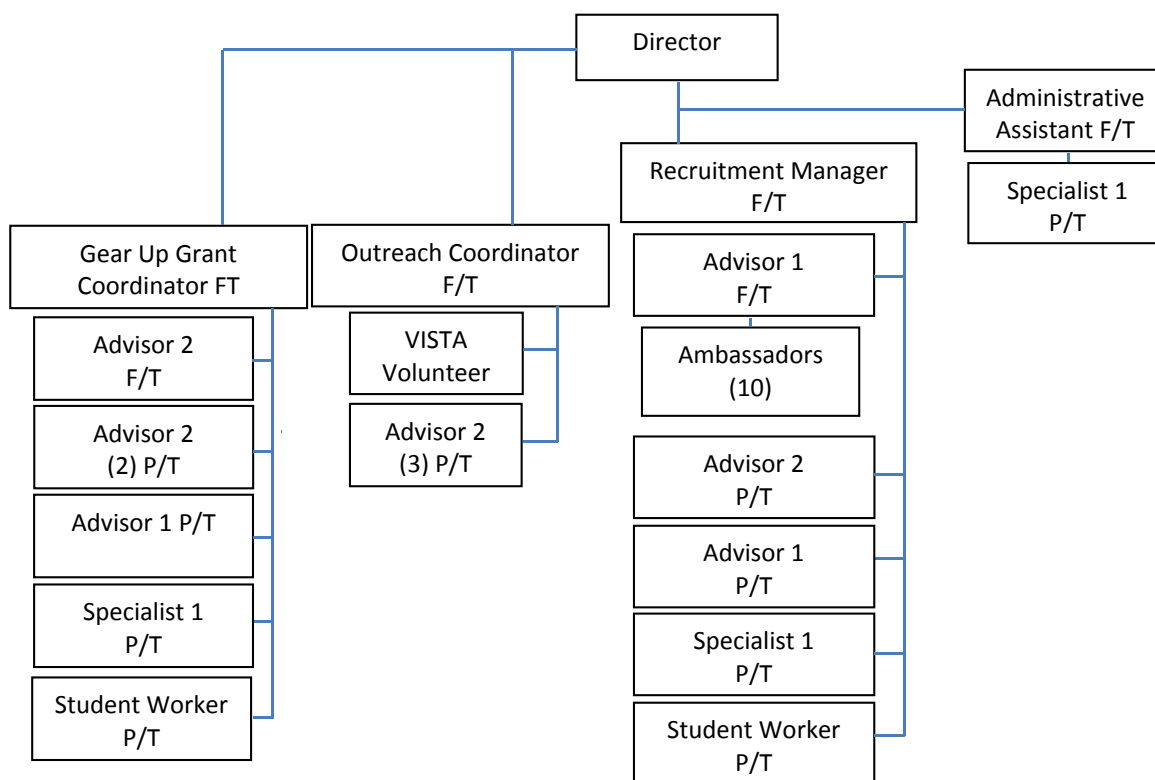
III. Leadership and Staffing

School Relations is led by a director who reports to the assistant vice president (AVP) of Student Planning and Support. Currently two managers, one coordinator and an administrative assistant report directly to the director. Staff consists of 21 employees, eight FT, (includes one VISTA volunteer) and 13 PT employees. One of our full-time recruitment advisors is on a temporary assignment to another area and so we have two part-time recruitment advisors who are filling her position. We anticipate that the full-time position issue will be resolved by June 2014, and at that time we will post and fill the position. This will bring the part-time recruitment advisors back down to one.

This year we have incorporated a part-time advisor position from the School of Applied Technology (SAT) into our outreach area. The School of Applied Technology offers non-credit, short-term programs. This is part of a larger effort to bring SAT student services into alignment with the college-wide division of student services.

Currently the GEAR UP coordinator reports directly to the director because of the complexity of the state-wide federal GEAR UP grant, staffing size and the requirements of managing the grant. The department also has ten Student Ambassadors receiving tuition waivers and stipends for their support of our recruitment efforts.

School Relations Organizational Chart



The Staff Profile below indicates the composition of the 21 staff members in this department. Eight professional staff are part-time. This may seem high but the GEAR UP grant has five of the part-time staff. Two professional staff are full-time and all ten professionals are women.

Department Staff Profile

	Director / Managers and Coordinator	Professionals	Specialists/ Administrative Assistant	Students	VISTA
Total 21	4	10	4	2	1
Gender					
Female	3	10	3		1
Male	1		1	2	
Ethnicity					
African America/Black					
American Indian					
Asian					
Caucasian	3	5	2	1	1
Hispanic/Latino/a		2	2	1	
Pacific Islander	1	3			
Other					
Years Experience in the field:					
None		1	3	2	
Less than 5		6	1		1
5 - 10		3			
11 - 15	2				
16 - 20	1				
More than 20	1				
Status					
Full - time:	4	2	1		1
Part - time:	0	8	3	2	

Job Responsibilities

Director

The director is responsible to provide leadership for all aspects of School Relations which includes promoting the College as an educational option to prospective students, parents and the community and developing collaborations within the K-12 sector. The director works with the manager, outreach coordinator and GEAR UP coordinator to provide programming that supports inclusivity, improves student access and success, and teaches college knowledge. She oversees a full and part-time staff to

ensure accuracy and consistency of information delivered to prospects, appropriate programming and quality of workshops and presentations. The director also assists with meeting college-wide recruitment goals and meeting the changing needs of institutional priorities.

Qualifications – Master’s degree required in related field; three years of related full-time work; experience in admissions, recruitment and outreach efforts. Knowledge of college admissions procedures and marketing principles, program development, grant writing and management, economically and disadvantaged populations, K-12 system, academic advising techniques, outcomes assessment and reporting techniques, supervision techniques, and budget management.

Manager 1

Under the supervision of the director, the manager ensures that enrollment goals for the year are defined and met. The manager supervises recruitment staff members who participate in Utah Council fall recruitment efforts in the Wasatch Front area high schools. She designs the recruitment and communication plan and efforts for prospective students, creates and updates websites, tracks all prospective data, reports on enrollment data and ensures that the recruitment staff is fully trained in mastering coaching and advising knowledge and techniques that assist students and parents with college entry. The manager plans all recruitment events held at the College and assists with other college access events. This position also interfaces with Institutional Marketing to design all recruitment materials. This employee supervises one full-time and three part-time advisors as well as the Student Ambassadors. The GEAR UP manager supervises six staff and has additional grant compliance responsibilities that include grant management and reporting and training, documenting all grant efforts within each partner school and developing programming that is in compliance with grant outcomes.

Qualifications – Bachelor’s degree required, master’s preferred; three years of related work experience; experience in higher education, gathering and analyzing statistical data and generating reports; knowledge of database management, marketing and communication techniques, research and assessment methods, reporting methods, supervision and training techniques.

Coordinator

Under the supervision of the director, the coordinator implements defined efforts to facilitate better college awareness and planning for special populations in middle schools, partner schools participating in a grant, and alternative schools as well as for young teen parents, refugees and other groups. The coordinator also develops community collaborations that support inclusivity and college access for underrepresented populations. The coordinator reports on outcomes and records data, designs and develops strategies to meet goals and assigns staff to assist in delivering college coaching, advising, workshops and conferences that support the goals. The outreach coordinator supervises one VISTA volunteer and three part-time staff.

Qualifications – Bachelor’s degree required, master’s preferred; two years of related experience working with diverse populations, promoting educational programs, and defining and programming outreach projects that meet targeted goals; knowledge of needs and concerns of economically and educationally disadvantaged populations, principles and practices of program development, college planning and advising, outreach, collaboration and facilitation skills, K-12 system, tracking and reporting, supervision and training.

Administrative Assistant

This staff position provides general and administrative support to all areas of School Relations. The administrative assistant supports planning and coordination of activities and events and assists with documentation for the Student Ambassador Program. A large part of this position supports grant reporting and documentation, general budget tracking, databases, reporting, files and inventory. Other responsibilities include general clerical duties, phone coverage, customer service, travel and requisitions.

Qualifications –Associate’s degree required; two years of full-time clerical or administrative work experience; knowledge of computer programs used in an office setting, basic accounting and bookkeeping, payroll procedures, planning and managing projects, managing multiple budgets, tracking and documentation for grants, planning events, business correspondence, travel and purchase requisitions.

Advisor 1

This entry-level professional position provides recruitment or outreach programming to these respective areas. The Advisor 1 position helps prospective students navigate the college application process, and determine a college pathway, assists students with the financial aid and scholarship processes, understands programs of study and has the ability to plan and deliver presentations and workshops.

Qualifications – Bachelor’s degree required; 0 – 2 years’ experience in related field; knowledge of needs and concerns of economically and educationally disadvantaged populations, college readiness and access issues; ability to make presentations to groups, plan and deliver events, record outcome data, coach students regarding college planning and college information.

Advisor 2

In addition to the Advisor 1 responsibilities, the Advisor 2 may be off-site at a public school and working independently to deliver services to students, parents and/or community groups. The Advisor 2 supports collaborations with outside entities, individually coaches students in college readiness issues and academic rigor, and solves problems with minimal supervision.

Qualifications – Bachelor’s degree required, master’s preferred; two years of related experience; knowledge of needs and concerns of economically and educationally disadvantaged populations, student development theory and practice, learning strategies and advising techniques, principles and practices of program development and outreach, collaboration and facilitation skills, college access issues, developing and delivering workshops and conferences, tracking and reporting outcomes.

Specialist 1

This position supports the advisors to deliver services to students. The specialist may also assist with workshops and offer tours to prospective students. At times the specialist may also offer clerical support in maintaining the databases, documenting grants and offering customer service.

Qualifications – High school diploma and some college; ability to use computer software, provide clerical support, offer campus tours, collaborate with advisors and coordinators to support their efforts in programming, provide basic college application information to students, assist with presenting workshops and planning for events, offer clerical support to administrative assistant.

VISTA Volunteer (Advisor 1)

This position is a volunteer position that assists with the PACE program (Partnership for Accessing College Education). Under the federal VISTA guidelines, the position supports needs for curriculum development, program development, student tracking and event planning. This position addresses the increasing numbers of participants in this program.

Qualifications – Bachelor’s degree required, 0 – 2 years of experience; knowledge of needs and concerns of economically and educationally disadvantaged populations, college readiness and access issues; ability to make presentations to groups, plan and deliver events, record outcome data, coach students regarding college planning and college information.

Training and Professional Development

Human Resources provides required training for all new employees. Required training topics are: ADA, anti-discrimination and harassment avoidance, workplace violence and driver’s safety, fire extinguisher, and FERPA. Student Services also provides a New Employee Orientation periodically. This workshop focuses on how Student Services is organized, our values, and our function within the broader institution.

Within the department, new, part-time and full-time employees spend time reading the office manual and observing seasoned staff. They are then paired up with more experienced staff as part of their training. The manager and outreach coordinator set up a training schedule that rotates new employees through various Student Services departments. More time is spent in Academic Advising so that the

new staff has a better understanding of how to advise students in course selection for the first semester. Now that we have a First Year Experience Office, new employees are also spending time with the FYE staff to observe that process. Time is spent with the direct supervisor as they go over expectations, set goals and train to offer presentations, coach and advise students.

Professional training is offered to the GEAR UP staff through the professional association, National Council for Community and Education Partnerships (NCCEP), and we occasionally receive increased training through our grant partner, UVU. GEAR UP staff may also participate in trainings available through the College.

On-going Training

As new staff is hired or new processes are developed to tackle issues, the direct supervisor will provide training for the staff. This might include training on tracking outcomes into a database, presenting new workshops, utilizing the Banner system, and assisting students with college access.

Regular meetings are held with the management team and with the individual outreach, access and recruitment teams. During these meetings, staff is informed of any policy and procedural changes and any needed program updates are discussed. One-on-ones are held with the individual direct reports.

Professional Development Opportunities

Staff development is offered through participating in professional associations and attending professional conferences held locally such as Student Affairs Administrators in Higher Education (NASPA), Utah Association of Collegiate Registrars and Admission Officers (UACRAO), statewide ACT Conference, Utah Council and national conferences such as National Council for Community and Education Partnerships (NCCEP), AACRAO and ACT. Staff also participates in professional development offered by College Access Network of Utah (CANU). They typically offer a summer staff development opportunity to increase access and outreach training

We also use the National Association for College Admission Counseling (NACAC) as the foundation for good practice for admission counseling. In that document we refer our staff to the section on “Statement of Principles of Good Practice” to reinforce professionalism. In section IA.2 it states that, “All members agree that they will not use disparaging comparisons of secondary or postsecondary institutions.” This becomes critical when we are on the High School Tour and are with all USHE (Utah State Higher Educational) institutions—each promoting their school to high school seniors. In 1A.4c it states that, “All members will abide by the regulations in the Family Educational Rights and Privacy ACT (FERPA), when applicable.” This is also critical in making sure that students’ rights to privacy are respected and that we are aware of the applicable laws and regulations (see Appendix C for NACAC document).

Occasionally we have funds for staff to attend other conferences such as the National Conference on Race and Ethnicity in Higher Education (NCORE). The attendance is offered on an as needed and rotating basis. SkillSoft training, offered through the College's Center for Innovation, covers hundreds of topics that can be accessed online. Webinars are encouraged and scheduled for targeted training. At times we have utilized the on-line webinar from Academic Impressions to train new staff and update current staff on recruitment techniques. The College's Center for Innovation sponsors workshops on a variety of professional topics throughout the year and School Relations staff are encouraged to participate as their schedules permit. Office retreats are held annually where further training is offered.

Interdepartmental Training

The department holds yearly staff retreats to do in-depth training. We collaborate with Student Life and Leadership for training on supervising our Ambassador Program. We ask Financial Aid to update us on any new policies. Institutional Marketing comes to staff meetings to train new employees on messaging. FERPA training is provided by the Registrar's Office. The director of First Year Experience Office schedules training observations for our new staff. The manager over recruitment provides database training sessions and the GEAR UP coordinator trains staff on grant documentation. Staff collaborates with TRiO Educational Talent Search (ETS) staff to work on different approaches to address college readiness issues and we often meet as a group with common goals. The outreach coordinator also holds regular trainings for current staff to update them on project requirements.

Staff Evaluation

Full-time staff are evaluated yearly in the spring using HR personnel evaluation forms. Employees evaluate themselves, the supervisor evaluates them and then there is a meeting to discuss both evaluations with yearly goal setting as part of this process. Part-time staff does not have a formal evaluation process in place.

When performance or behavior issues come up, these are addressed by following HR policy. Otherwise, conversations take place between the employee and their supervisor to address issues and hopefully come to a resolution.

When merit pay is offered by the institution for full-time employees, it is awarded based on the performance evaluation and that decision is ultimately made by the director. Part-time and full-time staff members have the opportunity to be nominated for yearly performance awards, such as the College's Outstanding Staff Award and Student Services' Leadership and Career Professional Awards.

Needed Improvement in Training

As we have grown over the years, demands have increased for a professional level of recruitment and outreach staff. This is particularly true of increased needs for a well-trained recruitment staff that can

function in all aspects of recruitment and admissions work. With the addition of three new recruitment advisors, it has become apparent that we need to rely on more professional training. This can be accomplished by utilizing AACRAO materials that are available to new admissions staff and by participating more in webinars and conferences. All recruitment staff members typically attend a three-day training conference offered by Utah Council during summer.

Although GEAR UP staff receives professional development through NCCEP and some training through the grant partner, UVU, more consistent training is needed on grant requirements and changes. We will continue to ask UVU to hold more regular meetings with their grant partners to update the staff on changes in procedures and requirements.

The other outreach/access staff members collaborated with TRiO ETS staff on campus this summer to share strategies, increase skills and strengthen collaborations. Otherwise there is not a professional association for them to have increased support. This spring we are collaborating with TRiO ETS on a regional conference, ASPIRE (Association of Special Programs in Region 8), that will be held at SLCC. This association of TRiO programs offers training on working with underrepresented students on college readiness and planning that should be useful to our staff.

In order to consolidate recruitment efforts, the School of Applied Technology (SAT) has moved a part-time position over to this area. The advisor reports to the outreach coordinator to develop partnerships with high schools and community agencies and groups. All outreach and recruitment staff will need cross training as they support the needs for SAT outreach and promote career options through SAT.

Challenges

This department of 21 employees works hard to achieve goals that include outreach, access and recruitment. One of the most difficult issues that impacts staff responsibilities results from the sometimes conflicting mission of the department's three areas. As the pressure increases for enrollments, departmental decisions have to be made as to how to redirect resources and time. With limited staffing, the director has to choose between worthy outreach and access efforts and the needs of the institution with enrollments.

Conversely, as the demographic populations change within the valley, we need to consider increasing the targeted outreach and access efforts to affect college readiness and planning. If we are going to meet the Higher Ed 2020 goal (to have 66 percent of Utahans, ages 25-64, with a postsecondary degree or certificate by 2020), we will need to put more emphasis on access support for refugee populations and other focused adult populations as well as expand our access work within junior high and high schools to increase college-going rates of underrepresented populations in higher education. In order to meet this 2020 goal, we will need additional staff to offer a pathway that will provide access to an increased student base.

Responding to the needs and directions of the institution is what drives this department in determining whether we focus on enrollments or outreach or access. All three areas are important for the institution and its mission, but typically these three areas do not reside within one department. It puts pressure on the department to determine how to allocate staff time and effort and budget resources to meet the demands of these areas.

In order to develop and support access services in a more focused way, we have secured grants and other outside funding. Overseeing grants can be somewhat problematic for staff. While the grants have been extremely beneficial in helping us develop important services and partnerships, they also put a considerable burden on the administrative staff for compliance with documentation and reporting requirements. If we continue to rely on grant-funding, we must understand that the mission and staffing requirements of School Relations is made more complex with the demands of grant and special project planning and management.

Recommendations

The recruitment area has an unusually high amount of part-time, professional staff due, in part, to the temporary reassignment of one of the advisors. We anticipate that we will be back to two full-time recruitment staff by fall 2014; however in order to meet the enrollment needs and the 2020 goal, we should consider adding a third full-time advisor. Another concern is the potential need for clerical support for the recruitment side as we begin to manage a more robust recruitment database. Currently we rely on one student worker and the individual advisors to support this effort. That may need to be reexamined as we move forward.

The outreach area has been relying for the past two years on part-time professional staff to meet a critical part of the College's mission of access. According to the Utah System of Higher Education the current postsecondary-secondary attainment rate is 39 percent. Staff in the outreach and access areas needs to spend time working with college readiness issues and college planning within public schools and the community, but because of staffing limitations, we must limit the scope of work and continually turn down requests for programming. If the institution is to assist with the state's 2020 goal, then the recommendation is to request a full-time outreach advisor to further support this area.

Another staffing issue is the expected retirement of the director within the next five years. Around that time the institution may want to reexamine the structure of this department. In anticipation of retirement, the director plans to work on increasing leadership and grant management skills and opportunities within the department.

IV. Budget Resources and History

School Relations has six accounts. One is base funded with institutional Ed and General (E&G) funds, two accounts are funded by Student Services with student fees, two accounts are funded by federal grant dollars and one account is funded through the Development Office with corporate donations. All of our activities are related to the institutional and Student Services mission, goals and strategic priorities that speak to access and success initiatives. School Relations relies on multiple budgets and also seeks one-time funding each year to support new initiatives and growth that include additional projects.

School Relations follows a strict budget and relies on the administrative assistant to keep the budget balanced. The administrative assistant tracks expenses and has detailed back-up documentation. If there are new budget needs, particularly in the area of staffing, the director makes a proposal to increase the E&G budget through the College's annual informed budget process (see Appendix D).

Student Services supplements the department's base E&G budget, which is largely dedicated to staffing costs, by providing student fee funds that support programming efforts to reach prospective students by funding food, travel, marketing, printing and mailing.

In the student fee fund budget (15113), three areas account for almost all of the activity. For example, in 2012 food was \$20,300 and represented 30 percent of the budget while travel was \$14,800 or 23 percent of the budget. Marketing, printing and mailing combined was \$29,000 which represented 45 percent of the budget. These three areas totaled \$64,100, representing 98 percent of this budget. Without student servicing dollars to address needs in the areas of food, marketing, printing, mailing and travel, we could not fulfill our recruitment, outreach and access goals.

The grant and special projects costs are mostly run out of separate budgets, but occasionally we need to supplement unallowable expenses with E&G funding. These grants necessitate frequent communication with funding agents to ensure that expenditures and changes in budgets are allowable and documented.

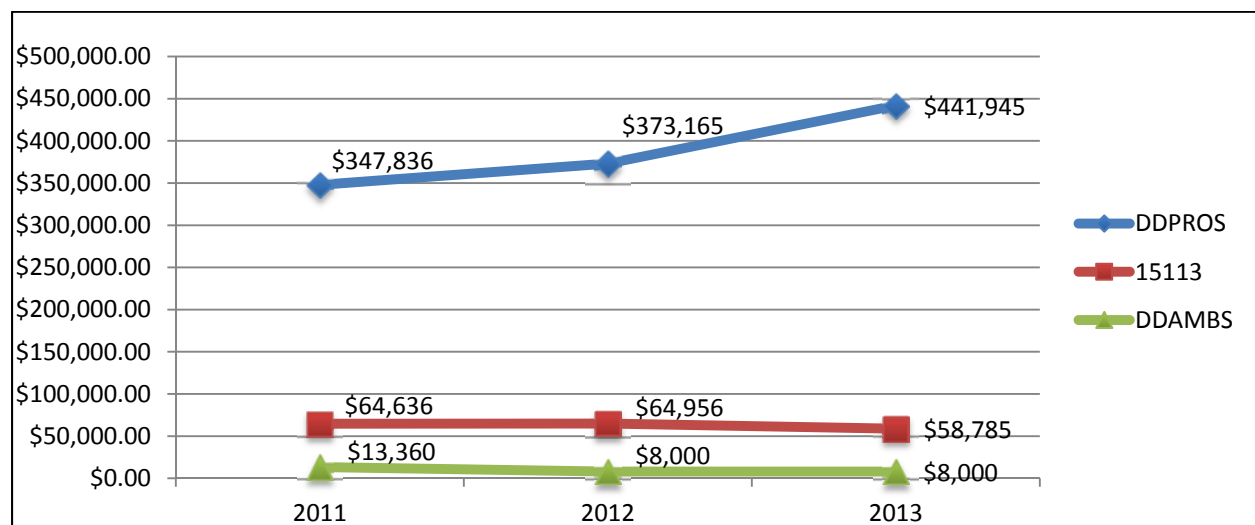
Currently ten ambassadors work in this office to assist with outreach, access and recruitment. They are not paid employees; they receive a tuition waiver to cover their tuition. They also receive \$400 per semester as a stipend to cover student fees and books. The total 2013 budget for ten ambassadors was \$8,000 and is funded with student fees.

Total Budget Trends and Cost per Student

The charts below show the three-year trend, from 2011 to 2013, in budget totals of the six accounts. The first chart displays the totals for School Relations' E&G budget and the two student fee budgets. The second chart displays the totals of the grant-funded programs.

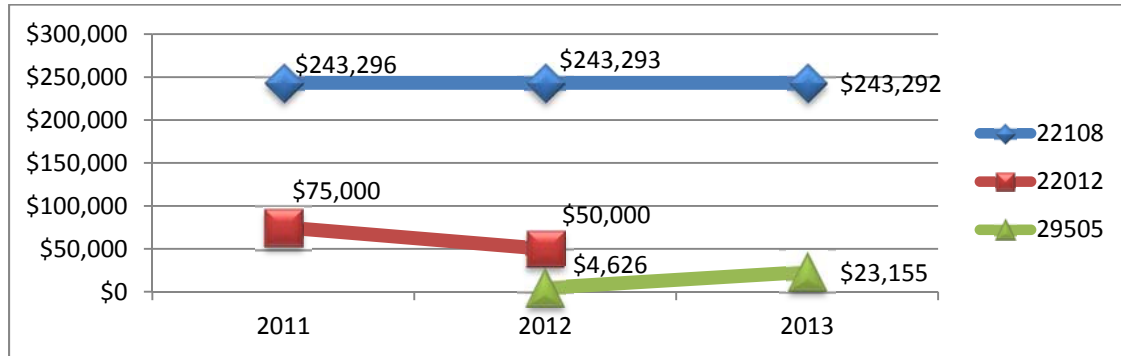
The E&G budget has increased substantially due to funding for additional staff. The student fee budget decreased this year due to lower student fee revenues (because of lower enrollments) and the ambassador budget has remained the same for the past two years after the program was reduced in 2011. The GEAR UP budget remains constant throughout the seven year grant cycle. As indicated, the Horizonte grant ended in 2012 and the PACE project started that same year.

School Relations Budget Totals 3-Year Trends



DDPORS = E&G; 15113 = Student Fees; DDAMBS = Ambassadors/Student Fees

Grant Program and PACE Budget Totals 3-Year Trends



22108=GEAR UP Grant; 22012= Horizonte Grant; 29505= PACE

The first table below provides the grand budget totals per year, 2011 to 2013, for the department's E&G funds and two student fee accounts. The second table provides the totals for the grant-funded projects.

School Relations Beginning Budgets Per Year

Index	Source: Student Fees, E&G	Year 2011 Beginning Total	Year 2012 Beginning Total	Year 2013 Beginning Total
15113	Student Fees	\$64,636	\$64,956	\$58,785
DDPROS*	E&G	\$347,836	\$373,165	\$441,944
DDAMBS	Student Fees	\$13,360	\$8,000	\$8,000
Totals:		\$425,832	\$446,121	\$508,729

*The DDPROS line item includes all salaries.

Grant Programs and PACE Beginning Budgets Per Year

Index	Source: Grants	Year 2011 Beginning Total	Year 2012 Beginning Total	Year 2013 Beginning Total
22108	Gear Up grant	\$243,293	\$243,293	\$243,293
22012	Horizonte grant	\$75,000	\$50,000	
29505	PACE*		\$4,626	\$23,155
Total:		\$318,293	\$297,919	\$266,447

*This chart includes PACE budget which is managed by the AVP of Student Planning but the program is implemented by School Relations staff.

The table below indicates the cost per student served. This calculation is figured by dividing the total budget expenditure by total headcount. Students served were only counted once. The increase in student numbers in 2013 is largely accounted for by the expansion of outreach efforts. For example, this last year we hosted a college readiness day and bussed in three entire 7th grade classes from three different schools. The department has an excellent cost per student ratio because of the large numbers served through recruitment and outreach efforts. If access costs were to be examined separately, the cost per student would be much higher due to the staffing needed for on-going interventions and follow-up with students to increase college readiness.

Student Cost per Headcount

	2011	2012	2013
Total Budget Expenditures (all indexes)	\$744,125	\$744,040	\$774,177
Recruitment Headcount Served	6,760	7,638	6,613
Outreach Headcount Served	3753	2823	6315
Access Headcount Served	403	696	436
Total Students Served	10,916	11,157	13,364
Per Student Cost	\$68	\$67	\$56

Future Budget Recommendations

The outreach area has shown a substantial increase in students served, and this has put a strain on resources. Ambassadors are regularly utilized to support outreach efforts, but this group of students cannot consistently meet the needs for support. We also rely on support from the recruitment staff and other campus entities to assist with outreach. While this fosters collaboration, the environment can be chaotic for staff who are in charge of delivering services and stressful for the director or manager who has to redirect resources. The three staff in this area are part-time which also presents challenges of consistency. The VISTA volunteer has definitely been an asset, and without this volunteer we would need to have that position replaced by E&G funds. Given the numbers of outreach activities and projected needs for outreach, one of School Relations' budget priorities is to propose adding a full-time outreach staff member in the next informed budget cycle.

Grant and development funds have been used to start several access programs. While it is the nature of grants to offer solutions to and resources for pertinent issues, sustainability of these programs once grant funding runs out still needs to be addressed. Currently the access work involves serving low-income, first-generation students within Granite and Salt Lake School Districts. Collaboration with these districts has grown even stronger as a result of our ability to become involved with specific schools in providing more intrusive college awareness and readiness services. The Horizonte grant finished in 2012, and now we are addressing how to sustain the services we developed. If the institution is interested in increasing access services and partnerships with local schools, it may need to consider whether we continue on the path of securing grants or begin to build sustainable institutional funding for access programming.

As far as recruitment is concerned, a large part of the non-personnel budget comes from student fee dollars which funds food, marketing, printing and mailing costs. A consideration would be to fund these items out of E&G dollars since recruitment efforts are so critical to the enrollment goals of the College. We have typically had two full-time recruiters and one part-time recruiter who take on the important challenge of maintaining or increasing enrollments. The addition of two more full-time staff would allow for a more comprehensive recruitment effort for a college of this size.

Finally, recruitment, outreach and some access expenses come from one E&G and one servicing budget. Based on the department's recent re-organization, we should consider making separate budget lines for these areas. This would clarify the allocation of resources.

V. Facilities, Equipment and Technology

Facilities

Twenty-one full and part-time employees share two separate office spaces and a large storage room which is now used for computer stations. One large office space area is dedicated to the recruitment staff. The other space is dedicated to the outreach/access staff, the director and administrative assistant. The work stations in the storage room are used for data entry. A conference room (also the ambassador room) is shared with the First Year Experience department; this room contains two computer stations with phones and a large table utilized by both departments.

Several computer stations/desks are shared by two or more employees. Although these employees are not usually in the office at the same time, there are times when the stations are occupied and an employee has to go into the conference room to use a computer. Sharing space decreases productivity especially when staff come in at the same time and cannot access their desks.

Space is always an issue. If we add more staff, we will need to relocate some to other buildings or other campuses or find new space in the Student Center.

Equipment

The office equipment, such as computers, DVD players, projectors and tablets, are current models. Used computers have been acquired from other departments and are used in unconventional spaces. The department funds computer equipment for the GEAR UP staff since that expense was not included in the grant budget. When needed, new computers are purchased to replace computers that are three years or older. New equipment is typically funded through the vice president of Student Services through one-time funding or other funds for technology.

Technology

The manager is generally in charge of keeping all shared drives and databases up-to-date. The manager's position requires strong technical (programming and graphic) skills which have been very helpful in making the processing and tracking of outreach and recruitment efforts more effective and efficient. The manager has designed four home-grown databases designed to track a variety of projects. This keeps data in-house and allows information to be retrieved in a timely manner without going through Information Technology or the Data Center for data requests.

The manager created and manages the following databases that are key to the department's processes:

- Prospective student data
- Case management for targeted student tracking

- PACE data
- Horizonte data

We use a state-wide database to track GEAR UP data which is reported to Utah Valley University and ultimately the federal government to comply with the Annual Performance Report. Design, maintenance and training is managed through UVU.

Other technology is used on a daily basis within the department as described below.

- Databases were developed for reporting purposes. Data gathering by each grant has its own space on the college server and is maintained by the manager. A prospective student database has also been created and is a home-grown system. Data is entered weekly.
- The virtual server houses all of the databases and other software for employees to use if they don't have personal access. This can only be accessed through the web.
- Outlook for email is college-supported software and is used by all staff. The Outlook calendar provides each staff member a view to others' calendars.
- The H:\ drive is provided by the College for departments to house shared documents; School Relations has many documents and the space provided will not hold all documents.
- Dropbox has been the best solution for the department to share large documents. Staff can access it from anywhere through the internet and get the information they need.

The College regularly provides training for Outlook and college-provided software; staff is available to provide individual assistance if needed. Student Banner is utilized to track student application and enrollment data and to run all budgeting reports. Training is offered through the College.

Training for data entry and other office databases is different for each area. Employees are trained on entering data and handouts are provided to each individual for reference. The manager who maintains these databases is available to help solve any problem quickly.

Website

The School Relations' website is maintained by the manager. In the past two years, the website has been simplified because Institutional Marketing has established more restrictions on what type and how much information can be displayed. School Relations has very minimal information on its site such as information on events, employees, tours and a description of the department's services.

The website is kept up-to-date and statistics are documented monthly. The number of “hits” has dropped significantly because of the consolidation of information. Prospective students, parents, faculty, staff and the community are not accessing the School Relations website as before.

There is another website, Future Student, which is not under School Relations. Many students visit that site to get started with their applications, register for class and sign up for orientation. With the addition of the Future Student site, the community has trouble finding the correct contact information for our office. Prospective students end up communicating with other offices when trying to find our office. Other offices attempt to assist with campus visits but then problems occur when they schedule campus visits and then contact School Relations with the date and time of the visit. This can conflict with staff members’ availability and schedules. We have attempted to let Student Services departments and the Contact Center know that School Relations is the office to contact for prospective student needs, but we still have problems with this issue. We need to have better communications with other areas that receive initial student interest calls.

The School Relations website is not dynamic nor very interesting when compared to websites at other institutions. That is because of restrictions placed by Institutional Marketing. IM is trying to make all websites consistent throughout the College, but this also takes away any creativity.

Adequacy of Technological Support and Skills

Information Technology (IT) consistently assists with problems of new technology and also delivers our new computers and other items within their time frame. Institutional Research (IR) also assists with data requests. It is often difficult to get reports and data requests run in a timely manner; therefore, the manager, because of her talents, has become well-versed in writing reports and extracting data for the department. Without her talents, this department would have a serious problem with data extraction because IT and IR take a long time to get data requests completed.

The office tries to replace computers every three years. This has been difficult with recent budget cuts and increases in cost of computers and other equipment. The department tries to stay up with new technology and is looking at using tablets for presentations rather than laptops due to cost savings.

Projected Needs and Recommendations

The lack of space makes housing the growing number of employees for the three areas of recruitment, outreach and access difficult. Not having desk or office space for each employee is challenging. If the department continues to grow we will have to acquire other office space. Defined office space will be necessary as we are growing to accommodate services at Jordan and South City campuses.

We want to begin using tablets for presentations; although this will be an initial expense, it will be more cost effective than purchasing laptops for the recruitment and outreach areas. Tablets will be purchased for the next fiscal year.

We think the website issue should be revisited as to the policies imposed by Institutional Marketing. Color pictures should be allowed to make the sites more interesting. In the past we had individual videos of current students telling their stories as to their experiences. We should work with Institutional Marketing to see what should be done to make the site more attractive and dynamic.

Managing, tracking, and reporting data for this area is becoming increasingly important and time consuming, particularly as we have added the Horizonte grant and the PACE project. We have also focused on having better tracking data for recruitment for the last five years. Reports have become more complicated as we try to do better tracking.

We will be assessing the effectiveness of the current database as we progress through the enrollment period. If pulling and managing data becomes problematic, we will need to consider purchasing a system. It may be necessary to purchase software that will track prospective students and allow the data to interface with Banner. We have looked at several systems including Hobson's, BRM and Recruiter. These are typically used in an admissions office. All three will require more investigation. We will know more about the effectiveness of the current home-grown database as we approach summer, 2014.

The manager currently supervises the recruitment area, but much of her time is also used for database management—she currently has four databases. If there is a restructuring opportunity for this area, we should consider database management as an integral part of a new full-time position.

IV. Ethical and Legal Responsibilities

School Relations has developed a New Employee Handbook, with the purpose of compiling policies and procedures that may have an impact on the staff's daily activities. All employees are given a "Statement of Principles of Good Practice" from the National Association for College Admissions Counseling (NACAC) guidelines (see Appendix C). This statement includes the core values of professionalism, collaboration, trust, education, fairness and equity, social responsibility. This document outlines the professionalism expected of all recruitment and outreach advisors who work with prospective students. The expectation is that all staff will abide by this document.

The American Association of Collegiate Registrars and Admissions Offices (AACRAO) is a national organization that offers support to admissions professionals as does the local Utah chapter called UACRAO. Both the national and local chapter offer conferences, workshops and published materials regarding ethical and legal responsibilities.

Employees are also expected to be familiar with National Association of Student Personnel Administrators (NASPA)'s guiding principles for professionals, which are listed below.

NASPA's Guiding Principles

- **Integrity**
Committed to high moral principles exhibiting authentic, honest, just, and ethical behavior.
- **Innovation**
Continuously seeking improvement through new and creative approaches.
- **Inclusion**
Seeking ways to ensure access, voice, acknowledgement, opportunity, and participation at all levels.
- **Inquiry**
Supporting research and scholarship to add to the knowledge base of the profession and ensure that data informs practice.

FERPA

The Family Educational Rights and Privacy Act (FERPA) determines what student data may be released and to whom. School Relations employees must abide by FERPA regulations at all times. They are not allowed to discuss the progress of any college student with a parent, relative or friend. Discussions within the department about individual students are conducted with the staff members involved and not discussed with other staff unless required.

Several of our advisors work in grant-funded programs that involve public schools. Permission is obtained from parents and students for these staff to have access to public school records to track

academic performance. They may have conversations with parents to encourage better academic completion. Once students make application to the College, that information is no longer shared with parents.

Recruitment efforts conducted in conjunction with the Utah Council for Secondary/Post-Secondary Relations take place within all high schools state wide. The Council has developed a Code of Ethics and Tour Regulations that governs this group (see Appendix E). The code must be signed by each recruiter working in the high schools. Each recruiter receives a copy and the by-laws are reviewed at the Utah Council conference and in the office before the first day of the High School Tour.

All SLCC faculty, staff and administrators complete mandatory training that includes Americans with Disability Act (ADA), Anti-Discrimination and Harassment Avoidance, Emergency Procedures, Workplace Violence and Fire Extinguisher. New hires and their supervisors also review together the College's New Employee Orientation Checklist.

SLCC Risk Management regularly sends department heads an updated list of each staff member's mandatory training status. Staff members receive a reminder of their responsibility to keep training updated. SLCC employees also have access to their mandatory training records through their MyPage account.

Staff who work with the GEAR UP grant work within the schools on a regular basis and are required by the grant and the school district to pass background checks to certify that they are approved to work with public school students. The school districts offer the process to clear each staff member for work within the schools.

Staff seem to be well-trained in FERPA issues but need to be updated yearly regarding the ethical and legal principles. Continual training is also recommended for recruitment staff who may work recruit within the schools and also work with school administrators and staff.

VII. Assessment

Student Services departments are required to complete formal assessment studies each year. Assessment responsibilities are conducted by the director, manager and coordinator. In past years, assessment studies have been helpful to determine critical quantitative results of recruitment efforts and both quantitative and qualitative assessments determine the effectiveness of our service patterns for outreach and access efforts. Over the years we have gathered data about learning outcomes, knowledge acquisition and the ability to think reflectively and critically. Findings from the assessments are discussed during staff meetings. The assessment results have served to improve practice and outcomes (see Appendix F for a list of assessments, findings and outcomes for the past three years). These yearly reports also serve to produce the Annual Highlights report for the Student Services (see Appendix G).

Dashboard data from the various School Relations efforts is recorded monthly. The manager and coordinators over the respective areas collect and report their numbers. While all assessment is important, the most important dashboard indicator revolves around the recruitment data because it informs us whether or not we need more intensive efforts to boost our part of enrollment expectations. Examples of data collected for this area include prospective data, ethnic student data, application and enrollment numbers, conversion rates, feeder school data, enrollment trends for feeder schools and numbers of students served during events (see Appendix H for outcomes). The director reports the data to the assistant vice president for Student Planning for the Board of Trustees Report. The data is also presented as Performance Indicators during the annual budget presentations.

The application and enrollment data tracked for the feeder schools gives us comparative data. We consistently track enrollment outcomes for individual high schools, how many applications and enrollments come from each individual school and how that relates to the ethnic applications and enrollments. We can then see which schools need more recruitment effort. Based on historical data, we can now predict outcomes for each school and we can determine the effectiveness of each recruiter. We can also measure effectiveness of our efforts with underrepresented prospective students. When looking at the enrollment from fall 2011 to fall 2012 we see an increase of 13 percent for ethnic students from our feeder schools. In the same time period we see a general increase of 3 percent in enrollments. That tells us that we are making progress with ethnic enrollments and staying about flat with general enrollments. That also informs us that outreach and access are contributing to the increased ethnic enrollment. We also look at who chooses to attend our recruitment sessions at the individual schools. For fall 2012, 38 percent of all students seen on the recruitment tour were ethnic students. That informs us that we need to have broad ethnic representation in our staffing patterns for college recruiters (see Appendix G for dashboard data).

Recruitment does not only rely on quantitative data, but also qualitative assessments. In the 2011-12 report we tracked 128 students of color to determine how intensive interventions affect enrollment outcomes. We found that 64 percent of students needed extra instructions to complete the steps to be

fully admitted with 24 percent who completed a college plan if they had help from an advisor. Another 44 percent needed multiple sessions to determine their schedules. The final observation was that we needed an increase of training for our advisors to handle the multiple issues that came up and that students did not understand the connection between college planning and registering for appropriate classes.

We also measure learning outcomes to determine how effective our recruitment workshops are for students. In 2011-12 we wanted to determine if using the “5 Steps to Apply” materials and workshops was effective. By giving both “pre and post” surveys we were able to determine that prior to a workshop, only 10 percent of students understood they needed Orientation before they could register for classes. After the workshop, 64 percent of students realized that Orientation was required.

The access area completes assessment reports required by the federal grants or private funding that requires reporting of outcomes. GEAR UP is a state-wide federal grant delivering college readiness to selected students. This access program and the assessment data is reported through UVU because we are sub-grant partners. We currently serve over 400 students in grades 9-12 at Kearns, Taylorsville High Schools and at Eisenhower, Jefferson and Bennion junior highs. Student progress is measured through grades, attendance, course-taking patterns and graduation as well as college attendance. All data is entered into a state-wide database called Compass. The Annual Performance Report for GEAR UP is available in the School Relations office.

Another access program, PACE, was measured in our yearly assessment for 2012-13 year. A learning outcome was designed with 9th grade students to measure their understanding of college readiness issues. Prior to being in the PACE program only 50 percent of students thought high school grades affected college. After participating in workshops and a summer program that number increased to nearly 90 percent.

The outreach area relies on both quantitative and qualitative studies to determine effectiveness of service. For this area we do not engage in long-term tracking as we do in recruitment and access. Assessment is determined mostly through surveys. For example in our Native American Student Conference, we surveyed students who attended to determine their knowledge on college resources. Only 49 percent knew where to find resources to pay for college yet 93 percent knew college was important. That indicates that there is a huge gap for this population. We used that data and shared it with the community and public school partners (see Appendix I for report).

Reflection on Assessment Processes

We typically share the assessment information in staff meetings. Because of the three areas in this one department some staff are not involved with outreach and access, but focused on recruitment results. Our experience with assessment is that the planning phase is taken care of in the individual areas with the director, coordinator or manager leading the planning and reporting with the final reporting piece

delivered by the director to each group that has interest in the project. It may be more helpful for us to share the outcomes to all of School Relations staff—even results that are not part of the formal assessment plans for the year. That is particularly true for recruitment sharing the data with outreach.

VIII. Self-Study Summary

Major Changes within the Department

- The major change in School Relations has been the reorganization of services into two major areas: 1) recruitment which reports to the manager and 2) outreach and access which report to the coordinator. Current positions were redefined and job descriptions were adjusted to reflect the staff members' areas of focus. There are times, however, when the line between recruitment and outreach becomes fuzzy. One example is when outreach works with high-need populations such as single-parents, teen parents, refugees or alternative high school students who require specialized coaching with the admissions pathway. With these students, outreach staff may be working to both recruit and coach graduating seniors who intend on coming to SLCC.
- Access programs have grown over the years by virtue of federal grants and other special funded projects. While GEAR UP, PACE and Horizonte are all valuable access programs, the addition of these access programs to this department has required us to have a divided focus and has increased compliance requirements which can be hard to manage.
- A more recent change has been moving the marketing function of the School of Applied Technologies (SAT) to our department. Previously, the SAT worked separately with the high schools and community agencies to recruit traditional and adult students into its non-credit programs. The decision to place SAT marketing with our outreach area was because many of its adult students are high-need populations similar to alternative or refugee students.
- Four different types of databases have been implemented within the past three years—two for recruitment and two for outreach and access. These were developed in-house by the manager for tracking and reporting and have allowed us to adapt our data reporting; however, do not communicate directly with Banner. These databases are currently being assessed to determine effectiveness.

Major Accomplishments and Strengths

- In 2011, School Relations reorganized to include a new coordinator over outreach and a manager over recruitment.
- The outreach area developed and used a "College Transitional Education Plan (CTEP)" to assist refugees and adult students. A grant was received allowing this document to be translated into several languages.

- In 2010 the outreach area partnered with DWS, SLC and Granite School Districts to reengage high school dropouts by encouraging them to attend SLCC and SAT programs.
- The Horizonte Program was a two-year, grant-funded partnership between Horizonte Instruction and Training Center and SLCC. In 2011, 41 of the adult students received either scholarships or financial aid and 39 enrolled.
- PACE, a privately funded 4-year program, was created by the president of SLCC.
- The GEAR UP grant was awarded for seven additional years.
- Early outreach plans were developed for targeted middle schools.
- Yearly conferences continue to be held to introduce SLCC to prospective ethnic populations, including Native Americans, Hispanic/Latinos, African Americans and Pacific Islanders.
- Collaborations with Academic Advising, Financial Aid and faculty on events such as EXPLORE SLCC, STEP AHEAD and Financial Aid Nights assist students with transition to SLCC.
- Recruitment presented yearly to an average of 2,797 students during the High School Tour.
- Recruitment has an average conversion rate of 71 percent from application to enrollment.
- Recruitment staff visited 66 high schools in 2013.
- Ethnic student enrollments from feeder schools increased by 13 percent.
- Recruitment demonstrated a 20 percent increase in Hispanic enrollments from feeder schools.

Maintaining and Improving Strengths

- Our best strength lies in our targeted recruitment, outreach and access efforts focusing on underrepresented, first-generation student populations. This is largely accomplished by collaborating with school districts and individual schools as well as community partners. To meet the needs of an increasingly diverse population our goals must be supported by the institution. The institution will need to support these efforts or we will need to seek outside funding sources.
- Recruitment of traditional age students is a strong component. Currently the focus on the Wasatch Front feeder schools is augmented by relying on the Utah Council in order to gain

access to high school seniors. ACT lists are also purchased to supplement these recruitment efforts. The institution needs to consider increasing the budget if we are to continue to use this as a recruitment tool.

- Maintaining and developing community partnerships are critical to the work we do in outreach and access. These partnerships also benefit the College's goals of inclusivity and access. The department's commitment and current staffing will continue to sustain these vital partnership efforts.
- The recently implemented PACE Scholarship Program is developing into an effective program but it will need increased funding through either private donors or institutional Ed and general dollars for scholarships and staff support.
- Early outreach has expanded over the past two years. In order to meet the demand or even sustain these efforts we will need increased staffing. We also see a need to consolidate our efforts and concentrate on junior highs that feed into high schools or access programs that are being supported through SLCC on-going programs.
- Continued partnerships within Student Services departments support many of our efforts in all arenas. Such collaboration has been supported by the AVPs over these areas and we expect that to continue.

Areas Needing Improvement, Recommendations and Goals

Recruitment

- The real need is how to improve, strengthen and enhance recruitment particularly because adult new enrollments are 72% of the total new first-time enrollees. One suggestion would be to streamline all recruitment efforts and positively affect the adult population by adding an admissions office. Housing recruitment within an admissions would offer our large adult population with better service, concentrate the admissions processes under one umbrella, better define recruitment goals and allow this area to have a budget with solid support. Creating an admissions office is a multi-faceted issue involving recruitment and outreach as well as the Enrollment Services area. A task force would be useful in defining such an area, deciding on what services to implement and outlining budget needs.

Whether or not the department is restructured, adult recruitment efforts need to be increased by working more closely with Institutional Marketing and Institutional Research to define goals.

- There is a need to offer increased recruitment and outreach services to the Jordan and South City Campus locations. By staffing these campus locations, we will be able to better serve populations living in those areas as well as support the growth of the arts programs and Center for New Media at South City and Health Sciences at Jordan. This would mean a need for staffing along with office space, phone and computer services.
- The enrollment planning process needs to be strengthened and conducted yearly thereby providing an ongoing process. School Relations has begun to participate in committees that plan and forecast enrollments. By collaborating with the Enrollment Management Committee and the Access and Strategic Enrollment Council (ASE) and having a synthesis of efforts, we could have more support to better understand recruitment issues and coordinate goals. This effort would be enhanced by purchasing software that would support admissions efforts and give us better planning and projection data.
- We need to consider working with Access and Strategic Enrollment Council (ASE) and the Enrollment Management Committee to identify academic, career and technical areas that need more attention from recruitment. It may be possible to target a list of the top five areas that need enrollments and then focus efforts in these areas, providing we have staff availability and deliverables.
- An issue that needs clarification revolves around the role of the recruitment function in the retention of continuing students by encouraging their registration. While the primary role of recruitment is working with new prospective students, the area has periodically been charged with marketing to current students through outbound calling and mailings. It would be helpful to clarify this role and develop an on-going plan for this effort.
- If we retain the current structure, we will need to add two new full-time staff to address the gap in adult recruitment and continue to increase typical recruitment efforts. We will also need to create one full-time clerical support staff to support the data needs and recordkeeping. We should consider upgrading the current recruitment manager position to an assistant director due to its increased staff, scope of responsibilities, management of recruitment plans and data reporting.
- We need to explore the purchase of a new software program rather than use home-grown software programs. The new program should be able to communicate data directly into Banner to run timely reports and it should be able to manage a communication plan with metrics behind it.

Outreach and Access

- If an admissions office is created, we should consider strengthening and supporting outreach and access. We could create a separate, stand-alone department for outreach and access. The state-wide GEAR UP grant and the PACE program would also be housed in this area for oversight. The recommendation is to have a director or assistant director over this area. The work load of directing the design and delivery of outreach and access services is heavy.
- If we retain the current organizational structure, we need to consider revising the current coordinator position over outreach and access to an assistant director position that could then design and direct the delivery of critical outreach and access efforts. The recommendation is to add two new full-time staff to this area and a part-time clerical support staff. We currently have only one full-time staff person in the outreach area and a VISTA volunteer. The access area has two full-time staff, but these are grant-funded positions. We are relying on part-time staff to deliver critical services in outreach and access.
- The demographics are shifting and the Salt Lake valley is becoming more diverse. As a result, more staffing will be required to meet the diverse interests and needs in the community. For example, more staffing is required to serve the growing needs of Hispanic and refugees populations who may require extensive coaching to affect college awareness and readiness.
- We need to provide extensive, consistent coaching to students attending alternative high schools who are already on an educational pathway to improve their lifestyle, but require guidance about college opportunities and career paths. This is a rich but challenging market where we could work with public school staff to be more collaborative. Targeted efforts would require better programming and staffing in order to be consistent with services.
- To meet the expectations of the Governor's Higher Education 2020 Plan, staffing is needed to expand into more low-income middle schools in order to provide college readiness programs to better prepare these students when they enter high school.

Departmental

- Better collaboration needs to be developed with Institutional Marketing to update, maintain and create deliverables to be used by recruitment, outreach and access.
- The new First Year Office is particularly important to retaining enrollments. We should continue to develop strong collaboration with the new First Year Experience office in order to transition students to college by referring them to the new Bridge to Success program

and offering support for their first year of college. These two offices should work closely in planning for the transitioning of new students.

- The current staffing pattern includes 13 part-time staff. Our goal is to have some of these part-time staff positions become full-time positions. Through the informed budget process, we will seek to convert part-time positions to full-time. Currently, there are plans to request legislative dollars to increase the staffing pattern with full-time positions.
- With the growth of the department and the reorganization of services, we have experienced considerable change; supporting staff and developing a cohesive team is an important goal for the director.
- If School Relations is not restructured, the department title may need to change to become a more expansive, comprehensive title that reflects what we do. “School Relations” insinuates that we work only with schools and young people but we now do so much more than that. We would like to explore a new title.

Issues for the Site Review Team

- We would like the site team to address the idea of creating an admissions office. Would the structure of the new admissions office be a hybrid model or would it include typical admissions office processing and transcript evaluation, residency issues, etc.? We know admissions offices can look very different at community colleges than at four-year schools. How would this impact the current Enrollment Services area and registration functions?
- It would be helpful to know how the reviewers view an office of outreach and access. What is the opinion of the reviewers regarding the “fuzzy” area between outreach and recruitment? Do we need a hard line between the two areas? Placing all outreach and access (including GEAR UP) within one department would certainly allow for better planning and for highlighting the goals and accomplishments of the area.
- We would like the site team to consider the challenge of marketing to the adult student. We believe that when the adult student expresses interest in the college, there are connection and entry issues that affect them. How does the absence or the addition of an admissions department impact this market? Currently Institutional Marketing handles all marketing for this population. We believe that proprietary schools (for profit schools like University of Phoenix) do a great job of marketing to adults. How can we compete with such schools for the adult market? What needs to happen to our web presence to encourage better adult recruitment?

- We would ask the site team to address the issue of marketing to continuing students. Is this something that recruitment should do on a regular basis to respond to low enrollments? Continuing students are both a retention issue and a solid marketing pool.
- The issue of enrollment planning or recruitment planning is confusing. Whose responsibility should this ultimately be? What role do Institutional Marketing, Institutional Research and the Enrollment Management Committee take and how do they interface with School Relations? Once the goals are set, should Institutional Marketing take a leadership role to develop the marketing/communication plan? How can we best support academic and career and technical programs that have a need for increased recruitment efforts? Hopefully the site team will have some comments on how we can better manage these recruitment issues.
- There has been a push to simply refer everyone to the website and decrease printing, but recent studies suggest that we cannot let go of printed materials. Access to computers, problems with computer functionality and website navigation are difficult for low-income students. What does the site team think about how the increased web presence impacts recruitment and outreach efforts particularly for low-income students who may not have access or ability to navigate sites? Refugees are of particular concern here as are others whose primary language is not English.

Conclusion

We look forward to the team's feedback regarding the possibility of reorganizing School Relations and possibly forming an admissions department and an outreach/access department. The purpose of any reorganization and of increasing staffing is to proactively meet students' needs with college outreach, access and admissions pathways. We appreciate the consideration of the site reviewers and look forward to the recommendations for and assessment of School Relations!

Appendix

Appendix A

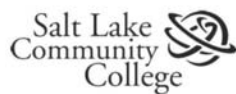
Prospective Students Communication Plan

Prospective Students

Timeframe	Activity	Audience	Numbers	Materials/Message
August - November	High School Tour	High School Seniors	3113	Spinner brochure, Scholarship booklet, Interest cards, ?(handouts)
January	Follow-up on Interest cards	High School Seniors		Letter, Catalog, Program Outline
	Follow-up High School Visits	High School Seniors		Scholarship booklet, Interest Cards, give-a- ways
January - August	Consortium Events	Business	750	Folders, Pens, Give-a- ways, Catalogs
May - August	Community Events	General Public	500	Scholarship Booklet
February	Multi-Ethnic Financial Aid Event	High School Seniors		
March	Latino College Day	High School Seniors	200	Newspaper, Text Message, Postcards, Pens, Folders, give-a- ways, food
	Pacific Islander College Day	High School Seniors	400	Newspaper, Text Message, Postcards, Pens, Folders , give-a- ways, food
	EXPLORE - Open house event	High School	200	Postcards, Folders, Pens, give-a-ways, food
April	General Financial Aid Event	High School Seniors	192	Postcards, Folders, pens, food
	Road to College	Junior High	70	Packets, food, give-a- ways
May	Site open house	Prospective Students	?	Catalog, give-aways, Postcards, Newspaper, food
June				
July	General Financial Aid Event	Prospective Students	125	FAFSA, Postcards, food

Appendix B

Horizonte Grant Project Newsletter



COLLEGE ACCESS SCHOLARS PROGRAM

This Program seeks to inform underrepresented students and families of post-secondary educational benefits. Selected students receive individual college-oriented coaching by Salt Lake Community College advisors housed at Horizonte Instruction and Training Center. Students participate in various workshops, field trips and family engagement activities uniquely designed to increase success in higher education.

Program Goals:

- Provide information sessions to interested students and families to encourage participation in college preparation activities.
- Increase underrepresented students and families' knowledge of post-secondary financial options and college admissions requirements.
- Increase underrepresented students' knowledge of major/program options at SLCC that complement their career interests.
- Expose students to college life, college study skills, and other resources to assist them in their success in higher education



Horizonte students visiting SLCC campus on a field trip

Program Partners:

- Salt Lake Community College's (SLCC) Office of School Relations, and other student support services departments
- Horizonte Instruction and Training Center (Salt Lake City School District's alternative high school and adult student center) students, families, teachers and staff

Program Services:

- On-site college advising and mentoring
- College visits and career exploration
- Transition and first college year support services
- Financial literacy workshops
- Test preparation classes
- Scholarship and Financial Aid workshops
- Parent and family programming
- Professional development for teachers and staff

Major Program Outcomes:

- Strengthened college going culture at Horizonte
- 104 students applied for admissions to UT colleges
- 97 students completed the FAFSA
- 73 students enrolled in college classes
- 90% summer to fall retention (10 out of 11 students persisted)
- Overall growth in knowledge of college resources and readiness as measured in pre and post surveys

Demographics:

- Program serves an average of 118 students per year, benefiting traditional high school students (9-12), young parents, adult learners, refugee and immigrant students, and youth-in-custody
- 2012 student demographics:
 - Asian American: 12%
 - Latino/a: 58%
 - Black: 8%
 - White: 16%
 - Pacific Islander: 4%
 - American Indian: 2%
 - Female: 60.5%
 - Male: 39.5%
 - 88% of students qualify for free or reduced lunch



Horizonte juniors preparing for their first multi-campus college visit

"This Program has had an amazing impact on our students. Young people and adults who had never believed college was an option for them now have a vision for their futures. The pathway for their success has been made clearer and less intimidating." — Mindi Holmdahl, Principal

SLCC Office of School Relations | Jill Kemerer - jill.kemerer@slcc.edu | Richard Diaz - richard.diaz@slcc.edu | 801.957.4345

Several newsletters are sent out once a month to inform principals, staff, students and parents of the progress of the program.

Appendix C

NACAC – Statement of Principles



Statement of Principles of Good Practice

Approved by the 2013 Assembly

Introduction

Ethical college admission is the cornerstone of the National Association for College Admission Counseling (NACAC). Since its founding in 1937, when a select number of college and university professionals and high-school counselors came together to create a Code of Ethics within the admission-counseling profession, NACAC has striven to ensure principled conduct among professionals in the recruitment of students and the transition to postsecondary education.

This code of conduct is known today as the Statement of Principles of Good Practice (SPGP).

Historically, NACAC added principles to the SPGP cumulatively, as ethical issues arose each year. In more recent years, however, the application process has become increasingly influenced by marketplace forces that raise new and complex ethical questions. In this rapidly-changing admission landscape, it is imperative for NACAC to maintain a document that includes practices and policies reflecting these new concerns for the ethical treatment of students in the admission process. As the recognized leader in college admission counseling, NACAC willingly carries the responsibility of being the only association that protects students' rights in the transition to postsecondary education process, through monitoring and enforcing ethical standards and practices.

Member schools, colleges and universities, as well as other institutions, organizations and individuals dedicated to the pursuit of higher education, believe in the dignity, worth and potential of each and every student. To enable all students to make the dream of higher education a reality, these institutions and individuals develop and provide programs and services in postsecondary counseling, admission and financial aid. They strive to eliminate bias within the education system based on ethnicity, creed, gender, sexual orientation, age, political affiliation, national origin, and disability. They understand and value the importance of college counseling and view it as a fundamental aspect of their job as educators.

They support, therefore, the following Statement of Principles of Good Practice of the National Association for College Admission Counseling.

September 2013

Statement of Principles of Good Practice Introduction

Core Values

Core Values represent statements of the association's vision and beliefs and are the purview of the Board of Directors.

Professionalism

We believe our work in counseling, admission and enrollment management is professional only to the extent that we subscribe to and practice ethical behavior, as stated in our Member Conventions. We are responsible for the integrity of our actions and, insofar as we can affect them, the actions of our member institutions and organizations.

Collaboration

We believe the effectiveness of our profession, college counseling, admission and enrollment management is enhanced when we work together to promote and protect students and their best interests.

Trust

We believe our profession, college counseling, admission and enrollment management is based upon trust, mutual respect and honesty, with one another and with students.

Education

We believe in and are committed to educating students, their families, the public, fellow education professionals, and ourselves about the transition to and within postsecondary education.

Fairness and Equity

We believe our members have a responsibility to treat one another and students in a fundamentally fair and equitable manner.

Social Responsibility

We believe we have a duty to serve students responsibly, by safeguarding their rights and their access to and within postsecondary education.

Member Conventions

Member conventions represent a set of understandings or agreements to frame our code of ethics. These statements are the purview of the Board of Directors.

All members of NACAC agree to abide by the following:

1. Members will make protecting the best interests of all students a primary concern in the admission process.
2. Members will evaluate students on the basis of their individual qualifications and strive for inclusion of all members of society in the admission process.
3. Members will provide accurate admission and financial aid information to students, empowering all participants in the process to act responsibly.
4. Members will honor students' decisions regarding where they apply and choose to enroll.
5. Members will be ethical and respectful in their counseling, recruiting and enrollment practices.
6. Members will strive to provide equal access for qualified students through education about financial aid processes and institutional financial aid policies.
7. Members will abide by local, state and federal laws regarding the treatment of students and confidential information.
8. Members will support a common set of admission-related definitions and deadlines.
9. Members will support and enforce the Statement of Principles of Good Practice.

Statement of Principles of Good Practice *Mandatory Practices*

(* Refers the reader to Interpretations of Mandatory Practices, pages 6 – 12, for an expanded clarification)

I. All Members—Mandatory Practices

A. Promotion and Recruitment

All members agree that they will:

- * 1. accurately represent and promote their schools, institutions, organizations, and services;
- * 2. not use disparaging comparisons of secondary or postsecondary institutions;
- * 3. not offer or accept any reward or remuneration from a secondary school, college, university, agency, or organization for placement or recruitment of students in the United States. Members who choose to use incentive-based agents when recruiting students outside the US will ensure accountability, transparency and integrity.¹
- * 4. be responsible for compliance with applicable laws and regulations with respect to the students' rights to privacy.

B. Admission, Financial Aid and Testing Policies and Procedures

All members agree that they will:

- * 1. not publicly announce the amount of need-based aid awarded to any student without his/her permission;
- 2. not guarantee admission or specific college placement or make guarantees of any financial aid or scholarship awards prior to an application being submitted, except when pre-existing criteria are stated in official publications;
- * 3. not make unethical or unprofessional requests of other admission counseling professionals;
- * 4. send and receive information about candidates in confidence;
- * 5. consider transcripts official only when transmitted in a confidential manner, from the secondary or postsecondary institution(s) attended by the applicant;
- * 6. not use minimum test scores as the sole criterion for admission, advising or for the awarding of financial aid;
- 7. be responsible for ensuring the accurate representation and promotion of their institutions in recruitment materials, presentations, and scholarship materials;
- 8. provide, in a timely manner, accurate, legible and complete transcripts for all students for admission or scholarships;
- * 9. counsel students to abide by the application requirements and restrictions when they file;
- * 10. permit pending Early Action, Restrictive Early Action and Early Decision candidates to initiate any Regular or Rolling Decision applications.

II. Postsecondary Members—Mandatory Practices

¹ Proposed 1. A. 3. and the interpretations on page 6 – 7 will be further clarified by the work of the Admission Practices Committee and International Advisory Committee in Indianapolis in 2014.

A. Promotion and Recruitment

Postsecondary members agree that they will:

1. state clearly the requirements for the first-year and transfer admission and enrollment processes, including secondary school preparation, standardized testing, financial aid, housing and notification deadlines, and refund procedures;
2. not knowingly recruit students who are enrolled, registered, have initiated deferred admission, or have declared their intent, or submitted contractual deposits to other institutions unless the students initiate inquiries themselves or unless cooperation is sought from institutions that provide transfer programs.

B. Admission, Financial Aid and Testing Policies and Procedures

Postsecondary members agree that they will:

1. accept full responsibility for admission and financial aid decisions and for proper notification of those decisions to candidates;
- * 2. not require or ask candidates or the secondary schools to indicate the order of the candidates' college or university preferences, except under Early Decision;
- * 3. permit first-year candidates for fall admission to choose among offers of admission, financial aid and scholarships until May 1 and will state this deadline explicitly in their offers of admission;
- * 4. not offer exclusive incentives that provide opportunities for students applying or admitted Early Decision that are not available to students admitted under other admission options;
5. work with their institutions' senior administrative officers to ensure that financial aid and scholarship offers and housing options are not used to manipulate commitments prior to May 1;
6. establish wait list procedures that ensure that no student on any wait list is asked for a deposit in order to remain on the wait list or for a commitment to enroll prior to receiving an official written offer of admission; written notification may include mail or electronic communications;
- * 7. state the specific relationship among admission and financial aid practices and policies;
8. notify accepted aid applicants of financial aid decisions before the enrollment confirmation deadline, assuming all requested application forms are received on time;
9. clearly state policies on renewal of financial aid that will typically include a review of students' current financial circumstances;
- * 10. not knowingly offer financial aid packages to students who are committed to attend other institutions, unless the students initiate such inquiries. Athletic scholarships, which adhere to nationally-established signing periods, are a recognized exception to this provision;

Statement of Principles of Good Practice *Mandatory Practices*

- * 11. initially report on all first-year admitted or enrolled students, including special subgroups in the reporting of test scores. If data on subgroup populations are also provided, clear explanations of who is included in the subgroup population will be made;
- * 12. not establish any application deadlines for first-year candidates for fall admission prior to October 15 and will give equal consideration to all applications received by that date;
- 13. not notify first-year candidates for fall admission prior to the receipt of a transcript that reflects completion of the final semester of the junior year of high school or the equivalent. Institutions that require only an application prior to extending an offer of admission, including many community colleges, may accept students at the time of application.

III. Counseling Members—Mandatory Practices

A. Promotion and Recruitment

Counseling members agree that they will:

- * 1. establish a policy for the release of students' names and other confidential information consistent with applicable laws and regulations.

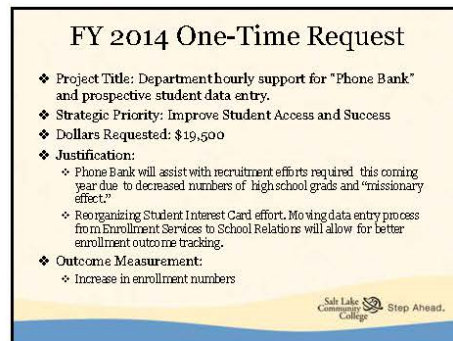
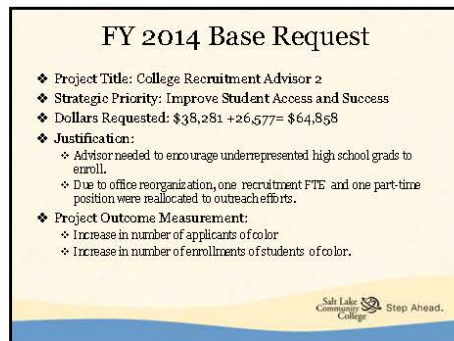
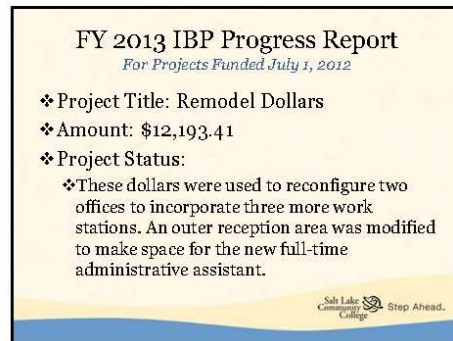
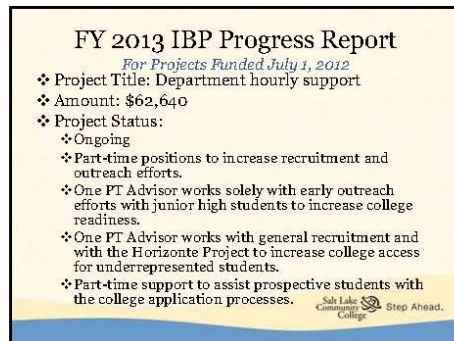
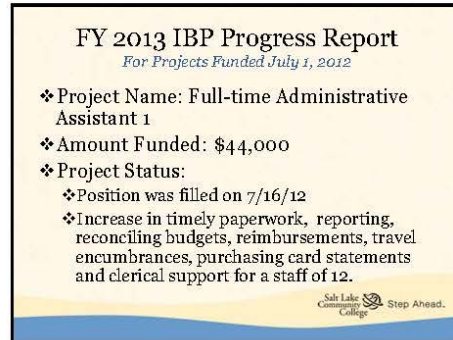
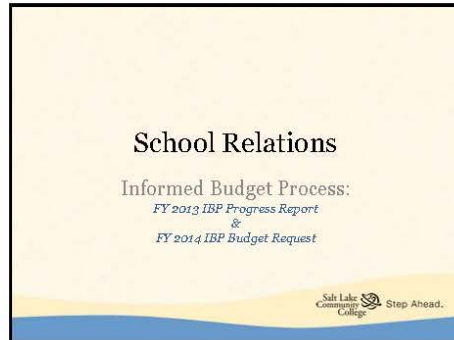
B. Admission, Financial Aid and Testing Policies and Procedures

Counseling members agree that they will:

- * 1. provide colleges and universities with a description of the school's marking system that, if available, will provide some indication of grade distribution that may include the rank in class and/or grade point average;
- * 2. provide, as permissible by law, accurate descriptions of the candidates' personal qualities that are relevant to the admission process;
- 3. sign only one pending Early Decision or Restricted Early Action agreement, when applicable, for any student;
- 4. follow, when applicable, the process used by the candidates' high schools for filing college applications;
- 5. not reveal, unless authorized, candidates' college or university preferences;
- 6. work with school officials and other relevant individuals to keep test results confidential as governed by law and local regulations;
- * 7. report on all students within a distinct class (e.g., freshman, sophomore, junior, and senior) and subgroups, including non-native speakers, in the reporting of standardized test scores.

Appendix D

Informed Budget Process



Appendix E

Utah Council Code and Regulations



UTAH COUNCIL CODE OF ETHICS AND TOUR REGULATIONS

CODE OF ETHICS

1. Representatives must present clear and accurate information concerning their institution or agency while avoiding ambiguous, questionable, or false information about competing institutions or agencies. Ambiguous or false claims about accreditation, "national rankings", or guarantees of employment upon completion of education or training are not acceptable.
2. Only full-time admissions officers, institutional representatives or delegated salaried school officials shall represent schools or agencies during the Tour program. Others may accompany professional admissions staff members, if they are all well trained and if they abide by the same principles and regulations expected of professionals. The institutions remain responsible for anyone representing them.
3. Representatives should refrain from all disparaging comparisons of any other agency or institution, secondary, post secondary, or similar institution including their programs, locations, personnel, and services.
4. Discounts on tuition or other fees will not be offered for an immediate enrollment.
5. Representatives will not insist or pressure students to make immediate decisions to enroll, or make substantial down payments because of few openings.
6. Representatives shall provide service to students by assisting them in matching their interests, and abilities to the appropriate institutions that will enable them to best achieve their educational and career goals.
7. Representatives should present themselves in a professional manner when working with students, their family and their school.

TOUR REGULATIONS

1. Representatives will attend all scheduled programs during the tour, unless prior communications has occurred with those host counselors where an institution will not be visiting. In case of emergency or illness, the representative scheduled has the responsibility of contacting the Host counselor as soon as he or she will be unable to attend as well as the opening presenter.
2. Representatives are expected to be on time (arrive and immediately check in with the opening presenter [or their school won't be announced] and then, if time allows, prepare their individual room for presentation) and stay until the program has been completed.
3. Appropriate items to distribute to students include brochures describing an institution and its programs, catalogs, applications, pens or pencils, and other items containing factual information. Gimmick items such as calendars, shop bags, t-shirts, jackets, buttons, key chains, bumper stickers, posters, headbands, lanyards, decals, candy, and the like may not be distributed during the Tour day.
4. To encourage Tour attendance, no home visits or follow-up visits to the high school will be permitted within 1 week prior to or following the Tour day.
5. Representatives are individually responsible to arrange for any special audio-visual needs at the high schools. Further, representatives will be courteous when using these materials, especially in a fair setting where multiple schools are located in one room and the use of these items [for example high volume] may cause a disruption to other concurrent presentations.
6. No transactions involving the exchange of money shall be permitted.
7. Contests such as drawings and lotteries are prohibited.

I, the undersigned, as an institutional representative of _____, do hereby agree to abide by the above noted Code of Ethics and Tour Regulations and understand that failure to do so by any representative of our institution may result in sanctions including but not limited to, removal from Tour participation and/or removal from the Utah Council.

Print Name _____ Date _____

Signature _____

Appendix F

School Relations Assessment and Evaluation History

The table below lists the assessments that School Relations directed over the past three years. It details the goals, types of assessments, the findings and outcomes. In addition to annual assessments, the department collects quantitative data on the number of students seen on all of its recruitment, outreach and access efforts.

Assessment Goal & Year	Assessment Type	Results	Use of Results
2013 Knowledge acquisition at on-campus recruitment presentations for high school ethnic populations	Learning Outcome-knowledge acquisition High school prospects attending a campus recruitment presentation received a pre and posttest regarding their college knowledge about applying, testing, the FAFSA and orientation.	<ul style="list-style-type: none">• An overall 76% showed positive change in their knowledge of the steps to enter SLCC.• 80% showed improvement on both their knowledge of the application cost and testing.• 50% increased knowledge regarding the requirement of attending orientation prior to registration.• 41% increased knowledge regarding the importance of meeting with an advisor to discuss FAFSA and course selection.	<p>The “pre and post” instrument could use further refinement. We specifically designed the assessment to be very brief, but we could do a slightly different presentation and then ask different questions to determine knowledge. We see positive increases but it remains unknown how long a prospect retains the information. Otherwise, this short assessment indicates that the presented materials were helpful in that time period.</p> <p>Typically we emphasize college readiness along with the application process at the campus events but at this point in the process, these seniors have limited time to affect college readiness at the high school level. We probably need to place more emphasis on Accuplacer preparation and FAFSA completion and the true cost of college since we know from the literature how important financial literacy is for students who have limited resources.</p>

<p>2013</p> <p>Design professional development opportunities for Horizonte Alternative High School faculty.</p>	<p>Needs Assessment-</p> <p>Horizonte Outreach Coordinator will collaborate with administration from Horizonte Alternative High School to determine faculty and staff needs. Beginning in August, Campus Labs will be used to design and deliver a questionnaire to assess faculty and staff needs to learn about resources for preparing prospective college students.</p>	<p>A total of 22 faculty participated in the study. The results indicated the need for the following information on how students can:</p> <p>Obtain scholarships (95% endorsement); prepare for college placement tests, such as the Accuplacer (95% endorsement); matriculate in SLCC (91% endorsement). Faculty also expressed a desire to learn more about the resources available to undocumented students, such as HB 144 and deferred action.</p>	<p>Curriculum to address the identified gaps was prepared and delivered to faculty through professional development sessions and monthly staff meetings from August 2012 through January 2013. Sessions were attended by high school junior, senior and adult faculty. Faculty comments and assessment results helped influence subsequent programming with students and involvement of faculty in selected college access activities.</p>
<p>2013</p> <p>PACE Students' Knowledge Perceptions and Interests</p>	<p>Knowledge Perception-</p> <p>PACE students (n=63) filled out a questionnaire assessing their perceptions of changes after a year in PACE regarding their understanding of the importance of grades, their career options, their strengths and weaknesses, and their selection of a career path.</p> <p>Interest Assessment-</p> <p>9th grade students took a self-assessment during the Summer Career Exploration Program.</p>	<p>Students indicated a large increase in understanding the importance of grades and a marked increase in knowing their strengths and weaknesses. However, knowledge of career options and career paths indicated a decrease. This might be because we offered a lot of sessions on career planning that perhaps opened students' minds now that they knew of more options. It might also be that the questions were somewhat confusing.</p> <p>47% chose social science as their first interest (e.g., social worker, counselor, teacher, nurse) 27% chose investigative careers as their second interest (e.g. biologist, psychologist, computer programmer, doctor, engineer)</p>	<p>The results will be used by the PACE Advisor to continue to reinforce the importance of grades and knowing one's strengths and weaknesses. Students' perceptions and needs regarding their knowledge of career options and selection of a career path will be explored.</p>

2012

Pacific Island
and Latino
Intensive
Intervention
Effort

Quantitative-

A cohort of Latino/a and PI student prospects will be tracked to determine individual visits required to fulfill application and admissions processes.

The cohort was tracked for the Spring semester of 2012. Approximately 74 students in each group (n= 128) were helped with various requirements to be admitted into college. A database was designed to track this cohort to determine application and enrollment patterns and what interventions were needed to better determine how to intervene. The following results were shown:

64% of the students needed extra instructions on the steps to apply to be fully admitted. This largely included coaching to complete testing and orientation requirements.
64% needed more assistance with Financial Aid—including multiple visits with an advisor to understand the financial aid process.
24% completed a college plan with the advisor.
44% came in for extra sessions to determine their schedules.
67% registered for classes.

The findings confirm that as a result of our tracking this cohort and offering intense assistance with college application, FAFSA, and registration, students are developing greater knowledge of the college process. Measuring the number of contacts that were necessary confirms that we need to increase training of advisors so that they will be aware of the extra coaching it will take to have a student complete the admissions processes and the obstacles that typically need to be addressed. Financial Aid continues to be an issue for students. Advisors need to be well-trained in this area which can be intimidating, and often involves parents not wanting to give information. Only 24% completed a college planning session by the first semester. Students did not understand the connection between college planning and registering for appropriate classes. They mainly wanted someone to tell them what classes to take—typical pattern used for high school counseling. Perhaps college planning should be addressed just before registering for second semester.

2010-11

Increase Latino/a outreach efforts by developing and launching a Latino/a web site (in Spanish) on the "Future Students" website.

Quantitative-

A website will be developed to measure Latino/a prospective students visits regarding applying and enrolling at SLCC.

The new website became "live" in September, 2010. We examined college institutions that have content in Spanish language in order to compare our department's performance to others best practices. We translated the following documents and then provided links to critical areas:

- Prospective High School Students Sub Site
- Non Traditional/Returning Students Sub Site
- Transfer Informational Document
- Academic Calendar Document
- Events pertaining to Recruitment

The following numbers reflect increased trafficking on the new website:

September/October: 1356

October/November: 2455

November/December: 3002

This shows a 121% increase from September to December.

The website is now more welcoming to Latino/a students and can offer them information necessary for better college planning.

Spanish-speaking prospective students are able to find the necessary information in their native language in order to apply, enroll and feel welcome at SLCC.

Additionally, our website better serves the "family" aspect of recruiting and enrolling Latino/a students by providing parents an easy source to enable them to understand information about college in general. (Tuition, Financial Aid, Majors, etc.)

We will continue tracking the number of hits and visitors to our website and sub-sites on a monthly basis in order to determine what students want and need and the effectiveness of it.

Increase understanding of college planning of

Qualitative –
Student satisfaction and perception

As a result of partnerships and planning with six school districts, 130 students attended the Native American Youth Conference at SLCC that included workshops on

The planning process was important to creating partnerships with Title IV coordinators and counselors and to developing an effective program and support for the conference.

In the future, distribute "Native American Tuition Waiver Scholarship" to all seniors during the conference. (This year we

Native American Students	<div data-bbox="856 190 1339 293"> <p>educational planning, study tips and a session for seniors on the admission/financial aid process.</p> </div> <div data-bbox="856 326 1339 773"> <p>Student surveys indicated the following: 95% stated the information was of value; 5% stated it was fair. 97% stated the educational plan was of value; 3% indicated it was fair. 86% indicated that the session on study tips was of value; 15% stated it was fair. Comments about what students learned and liked most indicated that they appreciated the scholarship, financial aid and money information.</p> </div> <div data-bbox="1360 190 1919 670"> <p>distributed the scholarship through the district representatives in the spring and had a low participation rate.)</p> <p>Have each senior create a “College Transition Education Plan” which will give students the next steps to take toward their educational/career goals that will help them when transitioning from high school.</p> <p>The SLCC Native American Outreach Specialist will contact these students to assist them in making those transitional steps throughout the year.</p> </div>
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Appendix G

School Relations Highlights



Student Services Annual Highlights 2011-2012

Department Name: School Relations

Dash Board Indicators:

Fall High School Tour	2008	2009	2010	2011
Schools Visited	94	100	106	114
Students Seen	3,526	3,786	3,625	3,582
Ethnic Students Seen	1,119	1,184	1,262	1,195

"Future Student" Web Site	9/13-10/14	10/15-11/14	11/15-12/14	12/15-1/14	1/15-2/14	2/15-3/14	3/15-4/14
Total	1556	8677	13,181	12,990	13,207	12,844	15,493

"Hispanic/Latino Student" Web Site	9/13-10/14	10/15-11/14	11/15-12/14	12/15-1/14	1/15-2/14	2/15-3/14	3/15-4/14
Total	305	8194	15,009	15,642	15,510	14,750	15,672

Programming or Service Highlights: (Please use bullet format.)

- The Office of School Relations completed the 2011 High School tour. This year we saw 3,582 students and visited 114 schools.
- School Relations Office was reorganized to include a new Outreach Coordinator and Assistant Director.
- This is the second year of partnership with West Valley City Mayor's Office, West Valley City Education Partners, our SLCC Chess Club and School Relations to sponsored a Chess tournament for elementary and jr high students.
- Diana Bevan wrote and was awarded an Innovation grant. In collaboration with counselors from public school districts, a Career Transitional Education Plan was developed and translated into seven languages and used to assist English-as-a-Second Language adults transitioning into higher education at SLCC.
- We partnered with Division of Workforce Services Youth Council, School of Applied Technology, Granite Peaks and Horizonte Alternative School to reengage high school dropouts to increase their educational goals.
- A new USHE ImPact sub-grant for \$50,000 was awarded to expand the Horizonte Outreach Program to include adult and off-site high school populations. Over 41

targeted adults were assisted with transitioning into SLCC and SAT programs. Additional part-time staff was added to assist with expansion.

- A partnership with Granite Peaks Alternative High School and Southpointe Adult Education programs was developed to assist students interested in transitioning to SLCC. Approximately 40 students submitted their financial aid and were contacted to complete their admission steps.
- Partnered with Multicultural Initiatives, Academic Advising, and Horizonte Outreach Program to create a "Pathways" program to increase student success for Horizonte Project students during their first year.
- Partnered with the Financial Aid Office to coordinate efforts with Cottonwood High School, Horizonte Alternative School and Granite Peaks Teen Parenting site to assist 50 low-income and refugee students with FAFSAs.
- Collaborated with Granite School District to arrange bussing 22 refugee students to one of our Financial Aid Nights.
- 175 students attended the Native American Youth Conference. It was expanded this year to include reservation schools.
- A partnership between UHEAA and VITA was developed to assist refugee students with their taxes and ultimately FAFSA. 22 refugee students attended.
- Partnered with schools across the state to develop "Expect the Great" event for African/African American students held in October.
- An Evening Financial Aid Information Event was held for sophomore and junior high school students.
- Designed and implemented database for tracking high school prospects.
- Partnered with U of U at the "University Neighborhood Partners" for weekly visits and recruiting.
- A new Step Ahead Scholarship event was held in December to encourage more scholarship applicants. It was very successful with 438 attending.
- A new Gear Up grant for seven more years in the amount of 1.2 million was awarded to serve over 400 junior and senior high school students in four public schools within Granite School District.
- A new parent engagement event for Gear Up was developed and implemented.

Numbers Served	Event	Target Audience
175	Native American Youth Conference	Youth from SL and reservations
438	Step Ahead Scholarship Night	High school seniors
368	General Financial Aid Night (Scholarship Drawing)	High school seniors
192	Explore SLCC!	All prospective students and high schools Seniors and their parents
231	Pacific Island College Day (Scholarship Drawing)	Pacific Island secondary students

250	General Financial Aid Night (Scholarship Drawing)	All high school seniors
72	Hispanic/Latino College Day	Hispanic/Latino secondary students
50	Horizonte Tax Campaign and Assistance Event	Horizonte high school and adult program students
71	Horizonte College Placement Exam Preparation Event	Horizonte high school and adult program students
110	SLCC Parent/Family Night	Horizonte, Trio, Teacher Scholarship, Gear Up students
47	Off-Site Horizonte Field Trip (Introduction to College)	High school students
21	Young Parent Horizonte Field Trip (College Student for a Day)	young parents
28	First Horizonte Adult Field Trip	Adult Horizonte students
30	High School Horizonte Field Trip (College Student for a Day)	High school students
17	College Orientation Event for Horizonte Adults	High school students
14	Junior Horizonte Field Trip (Prosperity "Talk" Field Trip)	High school students

Assessment Highlights:

- Knowledge of SLCC application process was assessed in a post and pre- test given to prospective high school students. Over 150 senior students participated. Questions consisted of cost to apply and the three steps needed to complete before registration can take place. Results showed a 73% improvement after intervention.
- Assessment of the Horizonte Outreach Program, exemplify a significant development in all aspects of the college choice and transition process for the program participants (71 students were surveyed). Areas of growth include increased knowledge on (a) how to apply for college (increased by 60%); and (b) how to fill out and complete FAFSA (increased by 65%).
- Horizonte families, who attended the SLCC College Night, increased their knowledge of all aspects of college transition process (31 families surveyed). The most significant growth was found in information regarding public and private scholarship aid which increased 42%. Significant growth for English speaking families was centered in knowledge of requirements needed to apply for FAFSA (increased by 68%). Spanish-speaking families demonstrated much more significant growth in all areas surveyed, including financial aid and scholarships, career pathways, and matriculation steps (overall growth of 71%).

Appendix H

Executive Summary for Wasatch Front Feeder High Schools

Applied & Enrolled Student Data
Executive Summary for Wasatch Front Feeder High Schools
Recent high school graduating class

2010 conversion rate of applications to enrollment	75%
2011 conversion rate of applications to enrollment	76%
2012 conversion rate of applications to enrollment	63%

Applied

2010		2011		2012		% Change 2011	% Change 2012
African American	61	African American	44	African American	57	-28%	30%
Asian	112	Asian	99	Asian	98	-12%	-1%
Caucasian	1686	Caucasian	1530	Caucasian	1678	-9%	10%
Hispanic	403	Hispanic	380	Hispanic	562	-6%	48%
Native American	26	Native American	12	Native American	25	-54%	108%
Pacific Islander	49	Pacific Islander	34	Pacific Islander	47	31%	38%
NS/Other	226	NS/Other	123	NS/Other	140	-46%	14%
Total	2563	Total	2222	Total	2607	-13%	17%

Enrolled

2010		2011		2012		% Change 2011	% Change 2012
African American	45	African American	42	African American	32	-7%	-24%
Asian	89	Asian	82	Asian	74	-8%	-10%
Caucasian	1320	Caucasian	1157	Caucasian	1060	-12%	-8%
Hispanic	270	Hispanic	294	Hispanic	348	9%	18%
Native American	17	Native American	14	Native American	14	-18%	0%
Pacific Islander	29	Pacific Islander	24	Pacific Islander	29	-17%	21%
NS/Other	164	NS/Other	72	NS/Other	93	-56%	29%
Total	1934	Total	1685	Total	1650	-13%	-2%

Prepared by School Relations, Salt Lake Community College

Appendix I

Outreach Native American Report

Native American Student Leadership Conference

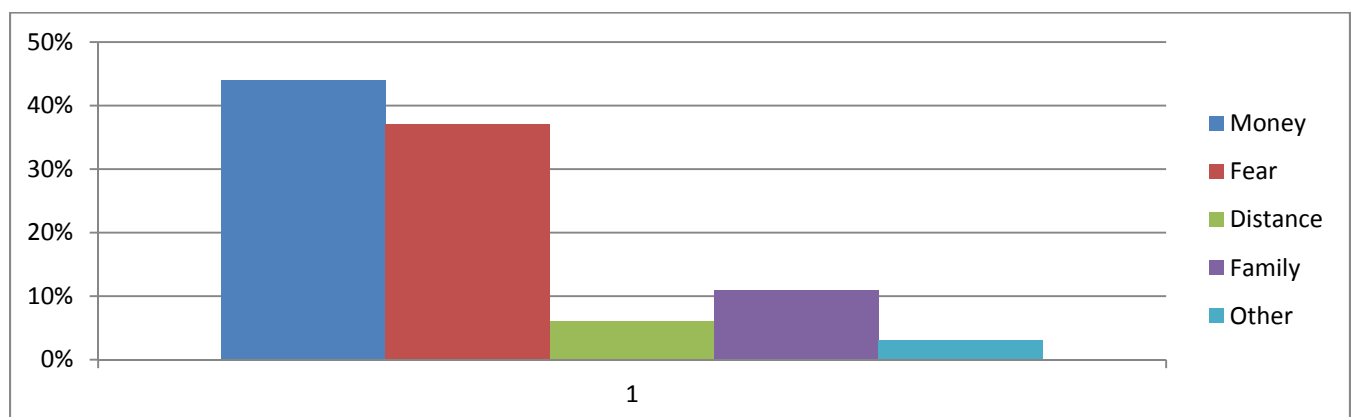
Executive Summary

The annual Native American Student Leadership Conference was held on October 2nd, 2013. We had approximately 258 students in attendance traveling from across the state. Murray District, Granite School District, Tooele County School District, Sevier School District, Salt Lake City School District and Uintah River were in attendance as well as community partners. Other community partners were the Urban Indian Center, The University of Utah and the Utah State Board of Education.

Students were surveyed to assess prior knowledge of access to higher education and resources for success in higher education. Participants identified the top 5 obstacles that would prevent them from accessing higher education were:

Obstacles that may prevent you from going to college

Percentages	Money	Fear	Distance	Family	Other	Total
	112	93	14	28	6	253
	44%	37%	6%	11%	3%	



The participants were surveyed to assess their prior knowledge of higher education systems, access to higher education and levels of self-worth associated with their community. This was important as it was

part of our mission to not only increase knowledge about higher education but to build feelings of self-worth and connection to their indigenous communities in hopes that investment and support systems within their communities would support success in academics and higher education.

69% of participants who filled out a survey strongly agreed that college is necessary to succeed in future goals.

28% of participants who filled out a survey strongly agreed that they felt connected to their community.

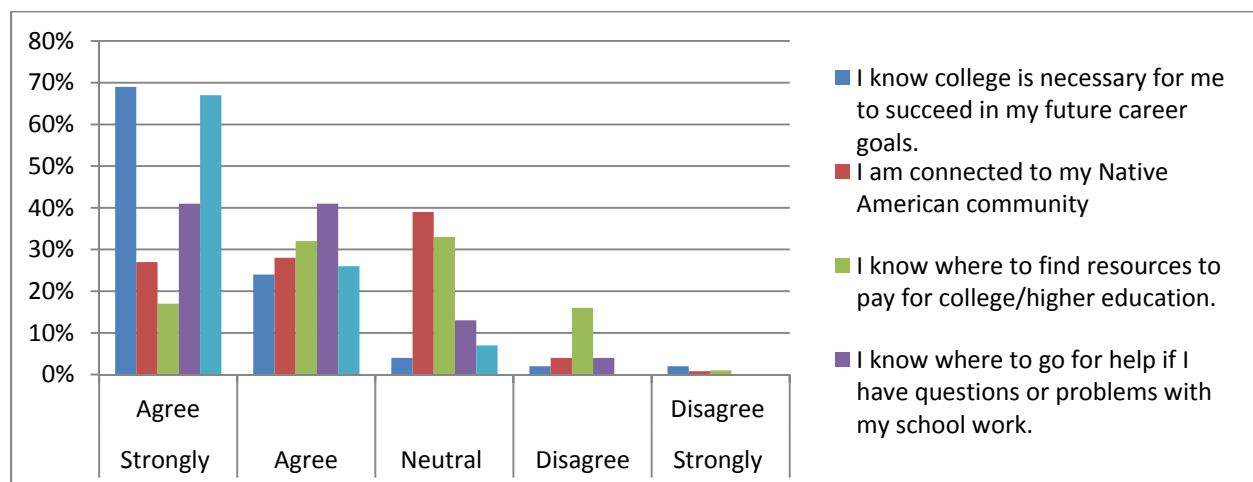
Native American Student Leadership **Pre** Evaluations 2013

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Totals
I know college is necessary for me to succeed in my future career goals.	87	31	5	2	2	127
	69%	24%	4%	2%	2%	
I am connected to my Native American community	35	36	50	5	1	127
	27%	28%	39%	4%	.8%	
I know where to find resources to pay for college/higher education.	22	41	42	20	2	127
	17%	32%	33%	16%	1%	
I know where to go for help if I have questions or problems with my school work.	52	52	17	6	0	127
	41%	41%	13%	4%	0%	
I have pride in my Native American heritage.	85	33	9	0	0	127
	67%	26%	7%	0%	0%	
	Total				127	

17% of participants who filled out a survey strongly agreed that they knew where to find resources to pay for higher education.

41% of participants who filled out a survey strongly agreed that they knew where to go if they had issues with their school work.

67% of participants who filled out a survey strongly agreed that they have pride in their heritage.



Participants were then surveyed after completion of the workshops. 209 participants submitted a post survey indicating the following.

68% of participants who filled out a survey strongly agreed that they knew where to find resources to pay for higher education.

31% of participants who filled out a survey strongly agreed that they felt connected to their community.

30% of participants who filled out a survey strongly agreed that they knew where to find resources to pay for higher education.

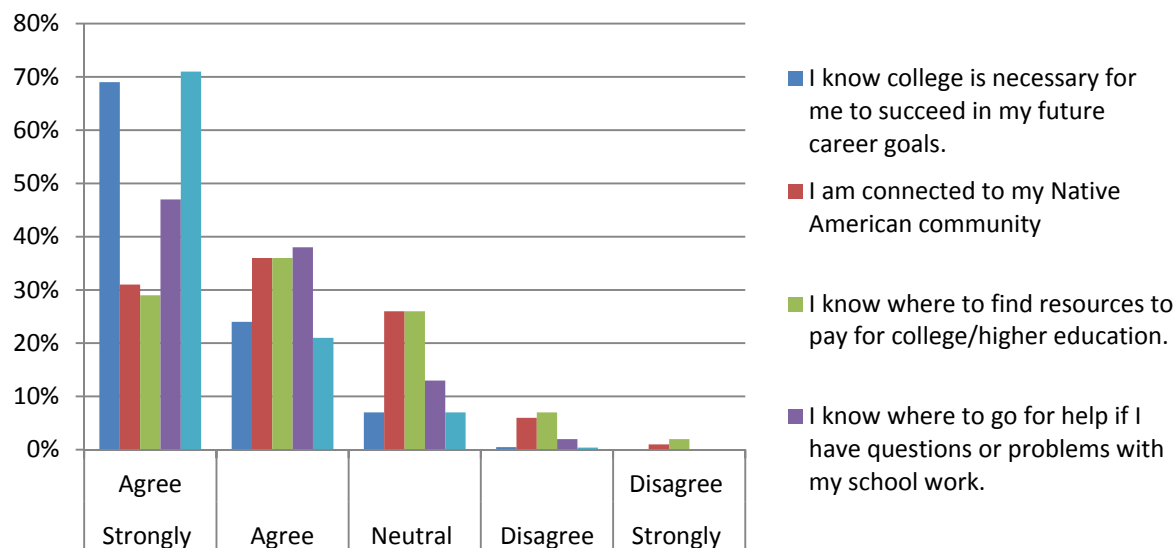
47% of participants who filled out a survey strongly agreed that they knew where to go if they had issues with their school work.

71% of participants who filled out a survey strongly agreed that they have pride in their heritage.

From the pre and post survey we can see there is a marked increase in a positive knowledge base regarding higher education and investment and support within their community. We have a **3%** increase in participants identifying they feel a connection to their community. A **13%** increase in participants indicating they know where to find resources to pay for higher education. A **6%** increase of participants indicated they know where to go to find resources for issues or problems with school work and a **4%** increase in participants indicating they have pride in their Native American heritage.

Native American Student Leadership post Evaluations
2013

All GRADES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	totals
I know college is necessary for me to succeed in my future career goals.	144	50	14	1	0	209
	69%	24%	07%	.5%	0%	
I am connected to my Native American community	64	76	54	12	3	209
	31%	36%	26%	06%	01%	
I know where to find resources to pay for college/higher education.	61	75	55	14	4	209
	29%	36%	26%	07%	02%	
I know where to go for help if I have questions or problems with my school work.	98	79	27	5	0	209
	47%	38%	13%	02%	0%	
I have pride in my Native American heritage.	149	44	15	1	0	209
	71%	21%	07%	.4%	0%	
Totals	516	324	165	33	7	1045



The outreach areas relied on both quantitative and qualitative assessments to evaluate the effectiveness of this conference. Effectiveness is evaluated through surveys with primary emphasis on Likert scale with short answer questions to gauge unique personal perspectives that do not lend to Likert scale. We can utilize the reported obstacles that inhibit Native American youth in accessing and succeeding in higher education in conjunction with their knowledge of resources, and investment in college as necessary to their successful futures. We can see that these youth understand the importance of higher education to the success of their futures while the limit in understandings of resources and support systems not only in their community but in higher education settings as well.

The information gathered at this conference is not only imperative to our understanding of the needs of this marginalized community but the data extends to other marginalized communities as well. This data is also valuable to our understandings of how Salt Lake Community College can tailor our services to better represent and serve this and other marginalized communities.