



Campus & Site Services

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SALT LAKE COMMUNITY COLLEGE

# SELF-STUDY 2024-2025

## Student Affairs

Prepared by:

South Region Director | Taunya Dressler, Ed.D.

North Region Director | Javon Southwell, M.S.

# SELF-STUDY

## EXECUTIVE SUMMARY

Salt Lake Community College (SLCC) is a comprehensive multi-campus community college serving the most diverse student body in the state. As Utah's largest two-year, and only comprehensive community college, SLCC offers a wide range of academic programs, certificates, and technical credentials. With eight campuses throughout Salt Lake County, SLCC serves over 28,000 thousand students annually, providing an affordable foundation for students seeking to transfer to four-year universities, enter the workforce, or upskill in their careers. Known for its inclusive environment and commitment to student success, SLCC emphasizes small class sizes, dedicated faculty, and practical learning experiences. The college also plays an active role in the community, partnering with local industries to meet workforce demands and offering pathways that enhance economic mobility and social equity for its students.

## CAMPUS & SITE SERVICES

Campus & Site Services advances student success across all SLCC locations by providing leadership, communication, planning, and operational oversight at each campus. Through the direct management of Student Services and Faculty and Event Support, we ensure accessible, welcoming, and efficient service delivery for both students and faculty. Additionally, we collaborate with site administrators and partners from Student Affairs, Academic Affairs, Business Services, Information Technology, Libraries, Learning Support Services, Government and Community Relations, Emergency Management, Facilities, and Public Safety to coordinate site planning, development, and management activities.

## DEPARTMENT PURPOSE & GOALS

Campus & Site Services strengthens higher education across all SLCC locations by providing leadership, fostering communication, identifying service needs, and facilitating change while respecting the unique cultures and diverse communities of each campus. Our goals are to:

- **Boost student engagement and success** by delivering timely, accurate information to faculty, staff, students, and their families.
- **Cultivate a sense of belonging** by creating welcoming, inclusive environments that celebrate diverse backgrounds and abilities.
- **Ensure safe and accessible learning spaces** by maintaining comfortable, secure, and well-maintained campus environments for students, faculty, and staff.

## BACKGROUND & CONTEXT

### HOW DEPARTMENT SUPPORTS SLCC MISSION, VISION, & VALUES

#### MISSION

Campus & Site Services supports SLCC's mission to *engage and support students in educational pathways leading to successful completion, transfer, and meaningful employment* by providing robust first point of contact (FPOC) student services and high-quality faculty and event support at all campuses.

#### VISION

We support SLCC's vision of serving as *a model for inclusive and transformative education, strengthening the communities we serve through the success of our students* through envisioning a campus where every student, staff, and faculty feels valued, supported, and equipped to thrive in their academic and personal endeavors.

#### VALUES

**Collaboration:** We work collaboratively with faculty, staff, and community partners to enhance the overall student experience.

**Community:** We strive to build inclusive communities among and across all campuses for students, staff, faculty, and the greater community.

**Inclusivity:** We foster a welcoming and inclusive environment that values diversity and respects individual differences.

**Learning:** We prioritize the needs and well-being of our students, providing student-centered support and resources to students and faculty.

**Innovation:** We continuously seek to improve our services to meet the evolving needs of our students.

**Integrity:** We uphold the highest ethical standards and maintain trust in our interactions with students.

**Trust:** We cultivate positive relationships between students and staff that promote open communication, collaboration, and a sense of belonging.

### PROGRAM HISTORY, RESPONSIBILITIES, & SERVICES

The Department of Off-Site Student Services was established in 2000 to provide consistent support for students across all regional campuses. The following year, the regions were divided into North and South. As campuses continued to open and close, the need for coordination with partner offices became increasingly important, expanding the department's role to include collaboration with Academic Affairs, Business Services, Information Technology, Libraries, Learning Support Services, Government and Community Relations, Emergency Management, Facilities, Public Safety, and other partners. In 2017, the department absorbed Faculty and Event Support and was renamed Campus & Site Services.

The current regional directors have held their positions for less than three years, with the addition of the assistant dean of students to the role in 2022. The directors are part of the Student Services Unit and report to the assistant vice president for Student Services with a dotted line report to the dean of students. They oversee multi-faceted functions that encompass everything from providing robust student, faculty, and event support services, to coordinating the opening and/or closing of campuses, to facilitating emergency planning at campuses, to assisting with student conduct and campus safety issues. Each region contains three campuses that coordinate services with Taylorsville-Redwood which serves as the administrative hub of SLCC. South Region also includes the Faculty Support Center at Taylorsville-Redwood. Each campus is led by managers who oversee student services and/or faculty and event support.

## STUDENT SERVICES

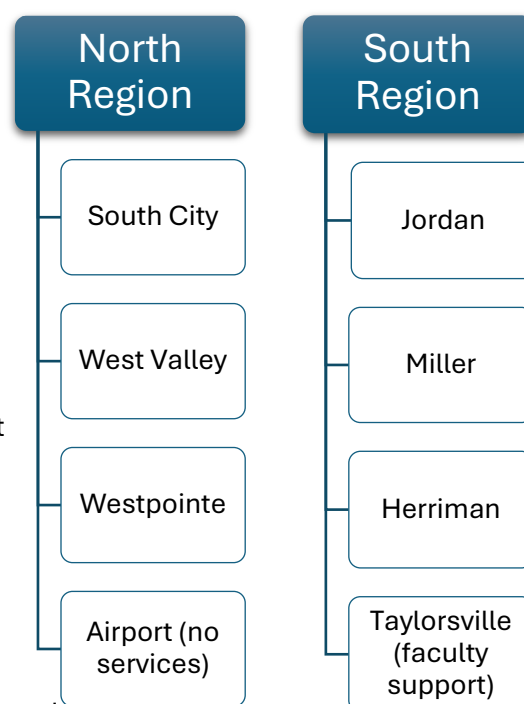
Each campus features a Student Services info desk, a one-stop shop where students can receive triage assistance with admissions, enrollment, financial aid, orientation, academic advising, records and registration, OneCard (student ID), and other needs. The desk is staffed by part-time specialists who are trained in these areas and act as liaisons to partner offices. All specialists report to the manager of student services at their respective campus, who in turn reports to the regional director. The Airport campus is an exception, as it does not have Student Services or Faculty Support.

## FACULTY SUPPORT

Faculty Support Centers are located at the Taylorsville, South City, West Valley, Jordan, Miller, West Pointe, and Herriman campuses to provide faculty with the resources they need to teach effectively and navigate college systems and processes. Staff at these centers are trained to collaborate with academic departments and work closely with personnel in Academic Affairs, Student Affairs, Facilities, the Key Office, Scheduling, Library Services, Tutoring & Learning, Public Safety, and Information Technology. Faculty Support staff assist with laptop checkouts, manage computer and classroom inventories, ensure classrooms are properly configured and equipped, and ensure compliance with ADA regulations. They also respond to faculty requests for help with opening doors or troubleshooting classroom technology.

## EVENT SUPPORT

To streamline event support across campuses, Faculty Support Centers began assisting with small-scale meetings and conferences of fewer than 50 attendees. Event Support coordinates services with Facilities, Scheduling, the Key Office, Parking, Auxiliary Services (catering), Information Technology, Classroom Technology, and Campus Safety, ensuring that spaces are set up and taken down before and after events. For larger events at South City, Jordan, and Herriman, Event Support works closely with Facilities Event Support to manage setup.



## **CAMPUS COORDINATION**

A key responsibility of Campus & Site Services is coordinating communication and services both within and across campuses. We collaborate with campus administrators, personnel, Facilities, and Public Safety to set appropriate operating hours and to manage the opening, closing, and security of each campus. Working with Risk Management, Facilities, and the Universal Access Coordinator, we ensure that all facilities comply with ADA standards and are free of safety hazards. We partner with Emergency Management to develop and maintain campus emergency response and continuity plans and participate in emergency response activities. Additionally, we work with various divisions and departments to plan educational programming and support services, actively contributing to discussions on campus purpose, strategic objectives, and assessment strategies.

## **PARTNERSHIPS & ENGAGEMENT**

Strengthening partnerships and engaging with communities is increasingly important at our campuses, particularly at Herriman and West Valley. In August 2023, the Herriman campus opened, marking the start of a collaborative partnership between SLCC and the University of Utah (the U). This partnership allows students to earn an associate's degree and complete a bachelor's degree at Herriman. It requires a culture of collaboration, with a shared strategic vision and objectives, and serves as a model for transfer student success. This initiative presents both challenges and opportunities for reimagining how we serve students and communities.

West Valley Center is enhancing college access through a range of community engagement initiatives. By partnering with local schools, organizations, and businesses, the center provides educational resources, workshops, and support services to residents in the West Valley City/Kearns area at no cost to attendees. These efforts aim to raise awareness about higher education opportunities, address barriers to enrollment, and support students in achieving their academic goals.

## **ASSISTANT DEAN OF STUDENTS**

In 2022, the role of Assistant Dean of Students was added to the regional director positions. This role involves adjudicating lower-level student conduct issues, leading conduct investigations, managing student complaints, maintaining records in the Maxient Software suite, and serving on the Behavioral Intervention Team and the Public Safety Round Table.

## **INSTITUTIONAL & EXTERNAL CHANGES**

### **EXTERNAL CHANGES**

The past four years have brought unprecedented changes to higher education. In 2020, COVID-19 required new ways of working, accelerating the shift to virtual, remote, and flexible meeting formats that increased access for students but reduced in-person services on campuses. The pandemic also prompted the digitalization of processes like cashiering, admissions, residency, and transcripts, rendering some services previously essential to our department obsolete. Enrollment dropped to historic lows, leading to campus closures, early retirement incentives, and budget cuts.

## **INSTITUTIONAL CHANGES**

In the past two years, we've seen significant changes in institutional leadership, from the president to the provost, along with shifts across the Cabinet, including new or interim VPs for Academic Affairs, Student Affairs, Institutional Effectiveness, Finance & Administration, and Institutional Advancement. Most recently, a new president was appointed in July 2024. Early retirements and 2023 budget cuts led to staffing reductions, resulting in a redistribution of duties among remaining staff and prompting the restructuring of Campus & Site Services.

In 2022, the School of Applied Technology (SAT) was renamed Salt Lake Technical College (SLTC) and became a division of SLCC. This change aimed to integrate technical skills into the college's curriculum and support students in advancing their careers. Programs now include certifications in healthcare, information technology, truck driving, and machining, with courses offered across six campuses: South City, Jordan, West Valley Center, Westpointe Center, Taylorsville-Redwood, and the Miller Campus. Additionally, the English as a Second Language (ESL) program was moved under SLTC, and SLTC courses transitioned from clock-hour to credit-hour formats.

## **INTERNAL CHANGES**

### **WHAT'S IN A NAME?**

Since the 2013-2014 program review, Campus & Site Services has undergone significant changes in name, scope, structure, and staffing. Originally established in 2000 as "Off-Site Student Services," the term "off-site" is no longer used. Campuses are now identified by location rather than scale. While this democratic approach aims for equality, it has not fully addressed inconsistencies in service delivery. The expectation to provide uniform services across locations often clashes with the reality of limited staffing resources. With the addition of faculty and event support, along with the role of assistant dean of students, the department's scope has broadened significantly, making it a catch-all for various campus needs. Even the name "Campus & Site Services" lacks clarity, as there are no institutional definitions differentiating a campus from a center or a site, nor clear guidelines on the services to be provided at each.

### **WHEN ONE CAMPUS CLOSES ANOTHER ONE OPENS**

Since 2014, SLCC has closed several campuses, including Highland (2014), Meadowbrook (2020), and Library Square (2023), as part of a broader plan to consolidate its operations. The opening of West Valley (2015), Westpointe (2018), the Herriman Annex (2018-2023), and the Herriman campus (2023) has led to a restructuring of north and south region Campus & Site Services. West Valley Center was moved to the north region, while Herriman was added to the south region. With a reduction in course offerings at West Valley, the center has shifted its focus to community engagement and college access, including a new coordinator role for community education and engagement. The partnership with Herriman has required high-level strategic leadership and collaboration with the U, reimagining procedures while adhering to both institutions' policies. Based at Herriman, the assistant director of campus & site services serves as the building

administrator, manager for Student Services, Faculty and Event Support, SLCC liaison for Student Affairs, and co-director of campus student affairs with the U's on-site director.

## ENROLLMENT SHIFTS

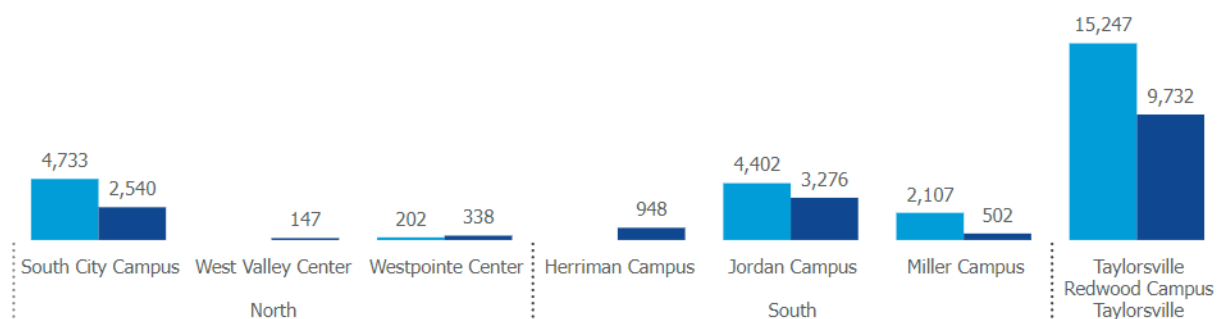
Between 2014 and 2024, SLCC has experienced a steady decline in enrollment, reflecting national trends influenced by economic shifts, demographic changes, and the impacts of the pandemic. Enrollment dropped from 32,003 students in the 2013-2014 academic year to 26,300 by 2022-2023. Economic conditions played a pivotal role: during downturns, community college enrollment tends to rise as people seek to upskill, while stronger economic periods often lead potential students to enter the workforce instead.

These trends are reflected across SLCC's regional campuses. As SLCC's largest campus, the Taylorsville Redwood Campus experienced a gradual decline, while the South City Campus saw fluctuating numbers, peaking in 2017 before decreasing by 2024. The Jordan Campus remained stable, bolstered by strong demand for healthcare programs. Online enrollment surged dramatically, fueled by the COVID-19 pandemic, while the Westpointe and Miller campuses experienced steady or fluctuating enrollment, reflecting the nature of their specialized tech programs.

## Campus Enrollment Snapshot by Region 2014 & 2024

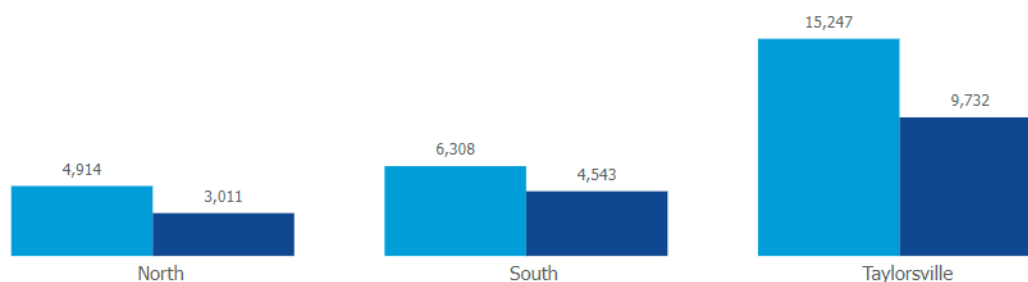
Enrollment Headcounts by Region and Campus

● Fall 2014 ● Fall 2024



Enrollment Headcounts by Region

● Fall 2014 ● Fall 2024



## HERRIMAN

In 2023, SLCC opened its doors to its newest campus in Herriman. Located in the fastest-growing city in Utah, the campus represents an innovative partnership between SLCC and the U, providing students with the unique opportunity to transition seamlessly from two-year to four-year programs within the same location. Herriman stands apart from other campuses due to its shared facilities, where students from both institutions share classrooms, labs, and campus amenities. Designed as a national model for transfer student success, the campus offers clear academic pathways strategically aligned with local workforce needs. The campus serves a population with some of the highest high school graduation rates yet lowest college enrollment and in the state, providing vital access to higher education. Opening in August 2023 with an initial enrollment of over 700 students, the campus saw a 34% increase in enrollment in Fall 2024, surpassing 1,000 students.

Herriman houses two student services hubs: one for SLCC and one for the U. These hubs function as one-stop shops for students seeking support in admissions, financial aid, academic advising, career services, and accessibility & disability services. The SLCC hub is led by the assistant director for campus & site services, while the U's hub is guided by the U's Herriman director, housing academic advising, student affairs, and community outreach. Academic operations are led by the associate dean for honors and general education, in collaboration with the U's assistant dean for transfer student success and their respective associate VPs for academic affairs. Students also have access to the Testing Center, Writing Center, STEM Learning, E-Portfolio, and the Digital Learning Center.

In Fall 2023, the Herriman Leadership Team was established to provide joint support and strategic direction for the campus. This team includes SLCC's associate VP for academic affairs, associate dean for general education, director of campus & site services, director of scheduling, director of transfer articulation, assistant director of campus & site services, and the U's assistant dean for transfer student success and director of the Herriman campus. Over the past year, the team focused on finalizing the memorandum of understanding (MOU) and crafting joint strategic objectives to guide campus priorities (see Appendix A). These objectives were ratified by joint academic leadership and VPs in June 2024, leading to the formation of a joint advisory council. The council meets once per semester, providing feedback and guidance to campus administrators and faculty, ensuring that both institutions meet the needs of Herriman's students and the local community. The advisory council includes VPs from SLCC and U of U Academic Affairs, Student Affairs, Institutional Marketing, Finance & Administration, and Institutional Effectiveness.

To foster a sense of community among faculty and staff, the Herriman Leadership Team formed the Herriman Student Success Team, which meets on the first Friday of each month. These "First Fridays," which began in September 2023, provide a forum for sharing institutional approaches to student success and continue through the 2024-2025 academic year (see Appendix B).



Business (AS)	→	Accounting (BS)
		Business Administration (BS)
		Financial Planning & Counseling (BS)
		Information Systems (BS)
		Operations and Supply Chain Management (BS)
Economics (AS)	→	Economics (BS)
Education (AS)	→	Elementary Education (BS)
Psychology (AS)	→	Psychology (BS) - UOnline
Family & Human Studies (AS)	→	Human Development and Family Studies (BS)
General Social & Behavioral Science (AS)	→	Human Development and Family Studies (BS)
		Economics (BS)
		Psychology (BS) - UOnline



**STRENGTHS, WEAKNESSES, OPPORTUNITIES, & CHALLENGES**

**STRENGTHS:** Campus & Site Services demonstrates a strong foundation in prioritizing student and faculty needs through its student-centered, service-driven approach. The department excels in providing robust support through its Student Services info desks, which serve as a comprehensive first point of contact for students, staffed by well-trained specialists. Faculty support is equally commendable, offering vital resources such as physical spaces and technical assistance to adjunct faculty, helping to ensure their success. The department's commitment to professional development is another strength, with regular training sessions, retreats, and opportunities for conference attendance fostering growth among staff. Additionally, the use of Teams chats and cross-departmental trainings with key offices like ORAR and Financial Aid keeps staff well-informed and aligned with institutional policies.

**WEAKNESSES:** Despite these strengths, the department faces significant structural and operational challenges. Its scope and purpose are poorly defined, leaving it without a clear strategic vision. Uncertainty around distinctions between campuses, sites, and centers adds to the confusion, impacting the quality and consistency of service delivery. The trend of reallocating staff to the Taylorsville-Redwood campus has resulted in staffing shortages at regional locations, undermining service reliability. Leadership roles within the department lack consistent authority, creating disparate levels of influence and responsibility across campuses. The dual roles of Student Services and Faculty/Event Support feel disconnected, and the added responsibilities of the assistant dean of students create conflicting priorities. Additionally, communication between the North and South regions is fragmented, leading to disparities in service delivery. The demands of the Herriman campus have further intensified role imbalances, with some staff stretched thin and unable to fulfill their leadership duties effectively. Compounding these issues, the department lacks metrics to measure success and dedicated funding for initiatives like community engagement at the West Valley campus.

**OPPORTUNITIES:** The department has significant opportunities to address its challenges and build on its strengths. Establishing strategic priorities for each campus, tied to measurable outcomes, would provide much-needed direction and accountability. Refining the vision for the Herriman campus offers a chance to align its purpose with evolving student and institutional needs. Greater collaboration with Student Success, Enrollment Management, and Academic Affairs could improve service delivery and foster stronger relationships. Creating student success teams at each campus, similar to those at Herriman, could enhance community building and resource alignment with strategic goals.

**CHALLENGES:** Several challenges hinder the department's ability to fully realize these opportunities. The absence of a strategic plan limits its ability to coordinate efforts and set clear goals. High turnover among part-time staff contributes to service inconsistencies, while the existing staffing model—where student affairs staff report to directors based at Taylorsville-Redwood—creates communication barriers and inhibits campus team cohesion. The lack of collaborative projects or unifying goals further fragments the team, making it difficult to work toward shared objectives. Addressing these challenges will require structural changes, enhanced communication strategies, and a commitment to long-term planning.

**RECOMMENDATIONS & RESPONSES FROM PREVIOUS REVIEW 2013-2014**

- 1. *Redefine the mission of the regional directors:*** *Over the years, the mission has become too broad, and their duties have expanded due, in part, to a lack of planning for site implementation and management.*

**Response:** *Directors presented Site Standards to the VP Extended and campus meetings in 2014 (see Appendix C).* **Status in 2024:** This has not resulted in refining the regional director position, as it has only expanded since 2014, now encompassing Faculty and Event Support, and Assistant Dean of Students.

- 2. *Strengthen communication regarding roles and responsibilities within student services and between departments.*** *A lack of communication seems to be the crux of many of the issues identified during the review.*

**Response:** *Invite directors to hotel out of the campuses where they supervise staff. Hold a “state of the region” meeting each semester. Meet regularly with directors.* **Status in 2024:** These activities are not happening consistently across regions and campuses. A reimagining of the nature of necessary meetings and communication on campuses is needed.

- 3. *Clarify responsibilities and strengthen communication between the Registrar and Regional Directors.*** *These two positions require stronger alignment and communication.*

**Response:** Attend ORAR/Scheduling meetings. **Status in 2024:** ORAR’s meetings were replaced with Teams chats. The regional directors have worked with Admissions and the Registrar to schedule a training in January 2025 for North and South region managers.

- 4. *Invest in full-time employment.*** *The literature on student success indicates that the first point-of-contact is critical to student success. An investment in full-time staff should yield many benefits in the future, in terms of college operations and its completion agenda.*

**Response:** This recommendation was not addressed in the 2014 action plan. **Status in 2024:** We remain heavily dependent on part-time staff to provide essential FPOC services. In 2024, Herriman campus was able to hire the first two full-time specialist IIIs in our department: one in Student Services and one in Faculty Support.

- 5. *Have a stronger focus on assessment and evaluation.*** *The college would benefit from greater exposure to, and use of, data to measure student success. Greater focus on assessment and evaluation by the regional directors will help them demonstrate how their efforts contribute to student learning and success.*

**Response:** Regional directors had a plan to meet with Institutional Research in 2014. Nothing was documented since then on the action plan. We currently collect contact numbers from the Student Services desks and Faculty Support, as well as tracking laptop check-outs. Enrollment dashboards are available through Power BI. These are the only data sets we currently access.

## GOALS ASSESSMENT

### SLCC 2025 VISION MATRIX

In June 2024, the Utah Board of Higher Education started SLCC on the path to create the 2025 Vision Matrix, outlining the College's priorities through three core themes: Engage, Complete, and Thrive. Each theme is paired with specific objectives, targets and goals. Serving as a temporary strategic plan, the Vision Matrix is designed to guide the College over the next 18 months, paving the way for a new strategic plan set to launch in 2027.

Local areas assessments were held for each department in the College throughout Fall 2024 to identify priorities within each objective and to determine each department's role in supporting these priorities. Our departmental goals generated from the priorities identified in the Vision Matrix and align with its strategic objectives by focusing on access, retention, and completion.

### 2025 VISION MATRIX

	Strategic Objectives	Major Target (by 2027)	2025-2027 Goals	Strategies
ENGAGE	Enroll and Retain more Salt Lake County residents in higher education	50,000 Students (annual unduplicated headcount)	<b>E1. Concurrent Enrollment:</b> Increase the reach of concurrent enrollment students into post-high school enrollment in SLCC programs. <b>E2. Scheduling:</b> Trim down programs to encourage focus, increase simplicity for students, & decrease time to completion.	Currently under development!
COMPLETE	Increase timely certificate and degree completion leading to transfer & meaningful employment	50% Timely Completion Rate	<b>C1. Momentum:</b> Increase the completion of foundational courses (English 1010, Math 920). <b>C2. Support:</b> Increase the number of students receiving academic and career advising.	Currently under development!
THRIVE	Increase each student's return on investment	+\$5,000 Average of Median of Earnings for Graduates	<b>T1. Momentum:</b> Expand work-based learning opportunities (e.g. internships). <b>T2. Partnerships:</b> Build stronger networks with industry, non-profits, and policy partners.	Currently under development!

### PROGRESS ON CURRENT DEPARTMENT GOALS

No departmental goals existed when we began our roles as regional directors. We devoted this past fall to crafting the goals that follow for the purpose of the Vision Matrix and ongoing assessment. We have identified action items for each goal that are specific, measurable, achievable, relevant, and time bound (SMART).

**Goal 1) Boost student engagement and success** by delivering timely, accurate information to faculty, staff, students, and their families.

**Action Items:**

1. **Visibility:** Brand Student Services Info Desks as the BOSS (Bruin One Stop Shop) to clearly communicate services and provide visibility across campuses.
2. **Training:** Provide consistent training through Canvas courses for Student Services and Faculty Support to house and update training materials.
3. **Communication:** Create a liaison model in which Campus & Site Services managers serve as delegates to partner offices in Student Success, Enrollment Management, Dean of Students, Academic Affairs, and other relevant units.

**Goal 2) Cultivate a sense of belonging** by creating welcoming, inclusive environments that celebrate diverse backgrounds and abilities.

**Action Items:**

1. **Communication:** Prioritize hiring multilingual staff with an emphasis on Spanish.
2. **Engagement:** Collaborate with campus staff and faculty to host community building events to foster sense of belonging.
3. **Feedback:** Establish open channels for feedback and ideas to allow for expression of campus experience.

**Goal 3) Ensure safe and accessible learning spaces** by maintaining comfortable, secure, and well-maintained campus environments for students, faculty, and staff.

**Action Items:**

1. **Safety Audits:** Campus student service and facility managers perform routine building walks to identify potential safety and facilities concerns.
2. **Accessibility Features:** Ensure campus buildings and classrooms are accessible by monitoring ramps, elevators, doors, signage, and furniture.
3. **Emergency Preparedness:** Engage in emergency management plan as site administrators and building marshals, completing regular trainings and drills.

## ASSESSMENT OF DEPARTMENTAL GOALS

As some of our goals and action items are new, we have not yet assessed them but have included timelines and assessment metrics below.

**Goal 1) Boost student engagement and success** by delivering timely, accurate information to faculty, staff, students, and their families.

These action items were created in Fall 2024 and have not yet been implemented but are in progress.

**Action Items:**

1. **Visibility:** Brand Student Services Desks as the BOSS (Bruin One Stop Shop) to clearly communicate breadth of services and elevate visibility across campuses.

This goal is dependent on larger conversations with the AVP for student services and partner offices. We need to work with Institutional Marketing on a branding and communications campaign

to achieve this. As these services will also be remote, we must collaborate with the Contact Center and E-Learning to coordinate online student services.

2. **Training:** *Provide consistent training through Canvas courses for Student Services and Faculty Support to house and update training materials.*

Some of our managers and their staff have completed the Canvas Credentials certificate and are preparing to create Canvas courses for both Student Services and Faculty Support. These courses will serve as a warehouse for onboarding materials including screen cast videos and FAQs.

3. **Communication:** *Create a liaison model in which Campus & Site Services managers serve as delegate to partner offices in Student Success, Enrollment Management, Dean of Students, Academic Affairs, and other relevant units.*

This is a new model we conceived in our Fall retreat. We intend to focus on this in Spring 2025.

**Goal 2) Cultivate a sense of belonging** by creating welcoming, inclusive environments that celebrate diverse backgrounds and abilities.

**Action Items:**

1. **Communication:** *Prioritize hiring multilingual staff with an emphasis on Spanish.*

As an emerging Hispanic-Serving Institution (HSI) we have prioritized hiring Spanish speakers wherever possible. As of Fall 2024 50 percent of staff in North and South regions Campus & Site Services speak Spanish or another language.

2. **Engagement:** *Collaborate with campus staff and faculty to host community building events to foster sense of belonging.*

This is a current practice on many, but not all, of our regional campuses.

3. **Feedback:** *Establish open channels for feedback and ideas to allow for expression of campus experience.*

The regional directors are exploring feedback tools to capture satisfaction data and plan to adopt a software and implement this starting January 2025. We hope to capture not only satisfaction data, but also to track the topics of inquiry we help students and faculty resolve as well as peak traffic.

**Goal 3) Ensure safe and accessible learning spaces** by maintaining comfortable, secure, and well-maintained campus environments for students, faculty, and staff.

**Action Items:**

1. **Safety Audits:** *Campus student service and facility managers perform routine building walks to identify potential safety and facilities concerns.*

This is a current practice. Managers routinely conduct building walks and submit Fix It requests where necessary to Facilities. Additionally, the regional directors lead annual campus safety walks in coordination with the Dean of Students Office, Public Safety, Facilities, Risk Management, and Accessibility & Disability Services (See Appendix B).

2. **Accessibility Features:** *Ensure campus buildings and classrooms are accessible by monitoring ramps, elevators, doors, signage, and furniture.*

Faculty support managers and their teams conduct regular audits of classroom and campus accessibility, collaborating and communicating with the office of Accessibility and Disability Services.

3. **Emergency Preparedness:** *Engage in emergency management plan as site administrators and building marshals, completing regular trainings and drills.*

All regional managers serve in the capacity of either site administrator or building marshal at their respective campuses. SLCC's Department of Emergency Management has a robust training program that requires multiple annual trainings and simulations.

## PREVIOUS ASSESSMENTS

The regional directors focused their 2022-2023 assessment on Faculty Support Centers to better gauge awareness and satisfaction of services. Below are the main findings of the study:

- Participants noted a greater need for private spaces to meet with students.
  - A review of current spaces was conducted to see if modifications can be done to create meeting additional private meeting spaces. We are promoting the use of existing hoteling spaces for student meetings where available.
- Participants requested an expansion of refreshments offered at the Faculty Support Centers.
  - Refreshments offered at the campuses vary greatly due to budget constraints. This can impact the difference in experiences faculty currently experience when using the centers. A standard list of refreshments was developed, purchased in bulk, and distributed. This will provide long term cost savings and provide a more consistent services at all centers.
- Participants noted a limited knowledge of the scope of services offered and in instances existence of the Faculty Support Centers.
  - Currently a welcome letter informing faculty of the services and location of the Faculty Support Center is distributed semesterly via email based on which campus the respective faculty member is using. To enhance communication efforts, the Faculty Support Center webpage needs to be updated, and new avenues of communication will need to be explored. The managers in Faculty Support now attend New Faculty Orientation each semester and present on their services.
- Participants noted expanded or adjust hours of operations of the Faculty Support Center.
  - Faculty support center hours are determined by the class schedule, opening 30 minutes prior to the first class and closing 30 minutes after the start of the last class. A further review to assess the number of faculty members that are negatively impacted by the current operating hours of the centers before any adjustments can be recommended.

## GOAL ASSESSMENT CAPACITY

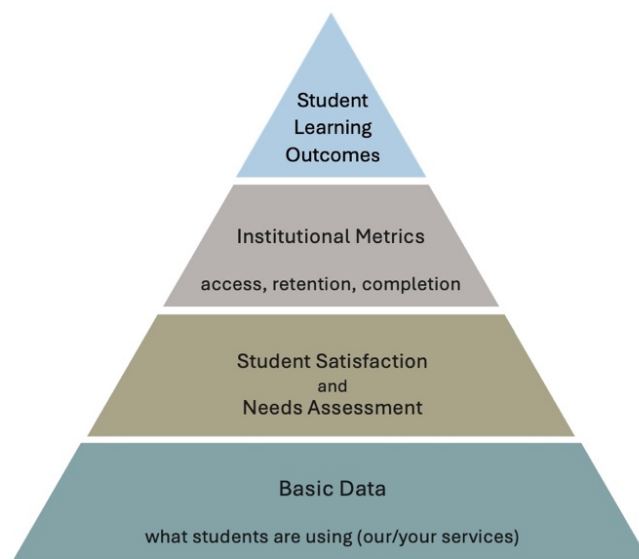
The Division of Student Affairs has traditionally followed a three-year assessment cycle, where each department rotates through an assessment year, followed by the creation of an action plan and a follow-up. The Faculty Support Center assessment was the first—and only—assessment conducted by the current regional directors. In 2024, under new leadership from the VP for student affairs, the division adopted a more comprehensive approach to data collection, guided by the data pyramid outlined below.

While our department tracks contact data, such as in-person traffic and phone calls, we currently lack a tool to measure satisfaction. Because we do not manage a specific program, gauging satisfaction is challenging. Focus groups and surveys can provide insight into the overall campus experience, but they measure correlation, not causation, and do not directly reflect the services we provide. However, we've started tracking contact volume by time of day and inquiry type to better understand peak service times and common topics.

To address satisfaction tracking, the regional directors will implement a satisfaction feedback survey via QR code and touch screens to capture real-time feedback. This tool will help us identify the root causes of satisfaction or dissatisfaction, connecting them to specific times and situations. With this data, we aim to improve service resolution times and proactively enhance our offerings. Additionally, we plan to integrate this data with the College's predictive analytics platform, MySuccess, to gain a broader view of student support and satisfaction. This will also help us identify areas where we've been successful in closing the loop and where further attention is needed.

Training is crucial to building goal-assessment capacity. All members of the North and South region leadership teams must be well-trained and supported in goal assessment. They need to clearly articulate the department's goals and define what success looks like for each objective within their teams. Since assessment is a continuous cycle rather than a one-time event, this training must be ongoing, with each round of feedback prompting further inquiry. Integrating assessment as an ongoing process is essential to embedding it into the department's culture and driving continual performance improvement.

### Using Data to Increase Student Success



## RELATIONSHIP WITH OTHER FUNCTIONAL UNITS

### COLLABORATIONS TO ADVANCE SLCC MISSION/VISION

Campus & Site Services provides leadership, communication, planning, development, and operational oversight across all campuses. Collaboration with other units is essential to its success, especially with SLCC's focus on student engagement, completion, and return on investment. Below are key collaborative efforts supporting this mission:

#### HERRIMAN

Institutional collaboration is the foundation of the Herriman campus. This partnership began long before the campus itself opened, with discussions starting in 2017 and articulation agreements aligning SLCC and University of Utah pathways finalized in 2018. Legislative funding was secured in 2021, followed by the signing of the MOU and groundbreaking. From 2021 to 2023, the Herriman joint planning committee met regularly, ensuring joint communication and strategic planning for campus operations. In August 2023, the Herriman leadership team was formed to strengthen this partnership, providing essential communication, support, and guidance to staff and faculty. We also plan collaborative events that engage students in campus life, while offering opportunities for staff and faculty to learn about institutional policies and procedures and co-create innovative solutions for this unique campus.

#### WEST VALLEY CENTER

As the mission of the West Valley Center continues to evolve, the Center for Community Knowledge has been established to deepen SLCC's connections to the West Valley and Kearns areas. The center's purpose is to "uplift and center the knowledge, stories, and wisdom of residents in West Valley City, Kearns Metro Township, and surrounding communities." Programming at the center will be community informed and community led, with a focus on initiatives that enhance economic, social, cultural, and environmental opportunities.

### PROGRAMS & SERVICES DEPENDENT ON OTHER FUNCTIONAL UNITS

The purpose of Campus & Site Services is to empower students and faculty by connecting them to consistent and essential resources across all campuses. Our success is dependent on and interacts with nearly every department on campus. The most critical units we depend on for our various functions are:



## STUDENT SERVICES

- **Office of the Registrar & Admissions (ORAR):** We have a Teams ORAR chat that provides instant support to our specialists when serving students across campuses. ORAR organizes regular trainings for our staff to ensure they are aware of current policy and procedures.
- **OneCard:** OneCard office funds specialist positions at our Student Services front desks at the Herriman, Jordan, and South City Campuses.
- **Orientation & Student Success (OSS):** We collaborate with OSS, supporting orientation events and pre-prepping OneCards for students.
- **English as a Second Language (ESL):** We support ESL Express Registration at the South City, West Valley, Jordan, and Herriman campuses.
- **Academic Advising:** Advising includes our managers in their peer mentor training, who in turn train our specialists on FAQs related to academic advising. We have also created a Teams chat with Academic Advising to facilitate better communication.
- **Cashiering:** With Cashiering open only select days of the week, we have trained our specialists on basic cashiering functions to better meet the needs of our students.

## FACULTY SUPPORT

- **Faculty Development:** Managers attend new faculty orientations and present on our services. We work collaboratively with Faculty Development to ensure faculty are aware of resources, policies, and processes.
- **Academic Affairs:** Communicate with academic offices.
- **Key Office:** Ensure faculty have classroom access.
- **Classroom Technology:** Submit help tickets to track requests and resolution.
- **Office of Information Technology:** Update and scrub laptops each semester, coordinate annual computer inventory, identify replacement needs.
- **Accessibility & Disability Resources:** Communicate classrooms and furniture that do not meet ADA compliance.
- **Lost & Found:** Ensure items left in classrooms are logged and delivered to lost & found.

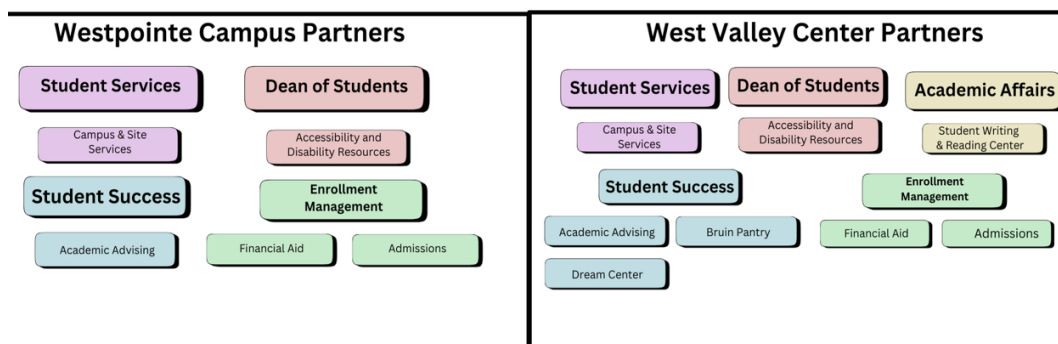
## CAMPUS ADMINISTRATION

- **Admissions:** Collaborate on student visits and high school engagement opportunities.
- **Facilities:** Communicate maintenance projects, repairs, and building needs.
- **Key Office:** Coordinate building hours each semester based on class schedule.
- **Scheduling:** Ensure adequate classes are offered at the right times to meet program need.
- **Public Safety:** Assist with events, building closures, emergency protocol, student conduct.
- **Risk Management:** Communicate injuries, damages,
- **Student Center:** Coordinate with student center director and staff on center events.
- **Institutional Marketing:** Collaborate on marketing, signage, PR, and events.
- **Emergency Management:** Coordinate site administration and building marshal selection, communicate emergency protocol, participate in emergency response plans.

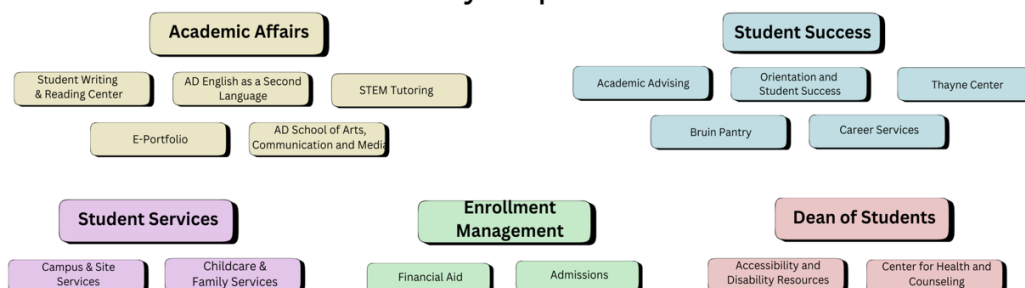
## PARTNERSHIPS & ENGAGEMENT

- **University of Utah:** Continuous communication and collaboration with Undergraduate Studies, Academic & Student Affairs, Public Safety, and Marketing & Communication.
- **Government & Community Engagement:** Coordinate to host city and government officials, participate in community events.
- **City & County Government:** Forge partnerships to fulfill needs of the communities in which we are located.

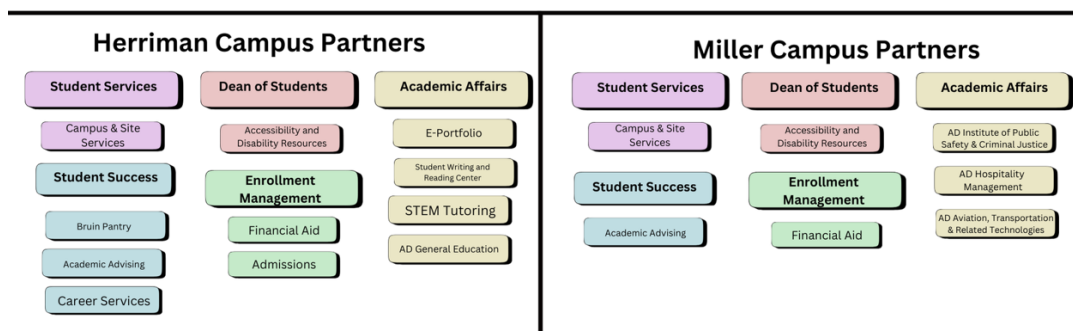
## North Region



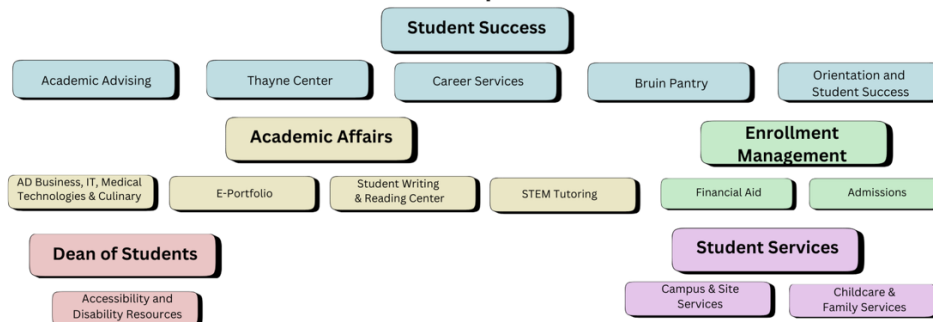
## South City Campus Partners



## South Region



## Jordan Campus Partners



## ORGANIZATIONAL OBSTACLES

Silos between divisions and units hinder collaborative efforts and organic relationship-building. While Campus & Site Services is part of the Student Services Unit, its broad scope necessitates stronger connections with the Student Success and Enrollment Management Units, which have a physical presence across SLCC campuses.

Staffing across regional campuses varies significantly, leading to inconsistent student services. Due to staffing limitations across the College and the high demand at the Taylorsville-Redwood campus, several positions—such as academic advising, career services, financial aid, Thayne Center, and cashiering—have been pulled from regional campuses, either partially or entirely. Although tasked with ensuring consistent services across all campuses, our role is complicated by the staffing model and a lack of authority over these services.

Similarly, Faculty Support is currently part of Student Affairs due to its dual role in Event Support, but could be more effectively positioned within Academic Affairs alongside Faculty Development. This alignment would foster greater synergy for ongoing faculty training and education, and strengthen connections with academic deans' offices. Additionally, Faculty Support would benefit from clearer expectations from Facilities, Audio Visual Services, and Classroom Technology, as these departments currently juggle dual roles of supporting faculty, managing events at regional campuses, and troubleshooting classroom technology. Lastly, the funding for the Faculty Support laptop program remains undefined, with regional directors depending on Academic Affairs to allocate funds for laptop upgrades. It is also unclear who is responsible for classroom inventory and maintenance.

## POSSIBLE COLLABORATIONS

Stronger collaboration between North and South region Campus & Site Services is essential to providing a consistent student experience across all campuses. In addition to enhancing collaboration within our department, building stronger connections with partner offices in Student Success, Enrollment Management, and Academic Affairs is crucial to fostering the community our students need.

Cross-institutional collaboration between SLCC and the University of Utah has been pivotal to the success of the Herriman campus. The Herriman Leadership Team has cultivated a community of student success, supported by faculty and staff from both institutions. This community meets monthly for First Friday workshops and has formed feedback groups aligned with the campus's strategic objectives, identifying action items to support its goals. Beyond Herriman, the Herriman Advisory Council, a joint institutional body, represents all functional divisions at the vice-presidential level, including Academic Affairs, Student Affairs, Institutional Marketing, Finance and Administration, and Institutional Effectiveness.

Within SLCC, student success teams were established in 2024 around academic schools, co-chaired by the dean of each school and a Student Affairs professional. Both regional directors serve as co-chairs for the School of Business and the School of Humanities and Social Science teams.

## REVIEW OF RESOURCES

### HUMAN RESOURCES

The staffing structure for the North and South Regions consists of both full-time and part-time personnel. In the North Region, staffing has historically been supplemented to a limited extent by student staff through the Campus Internship Program and the Federal Work Study Program.

North Region staffing includes:

- 1 Dual-Role Director/Assistant Dean of Students
- 4 Full-time Managers
- 1 Full-Time Coordinator
- 18 Part-Time Personnel

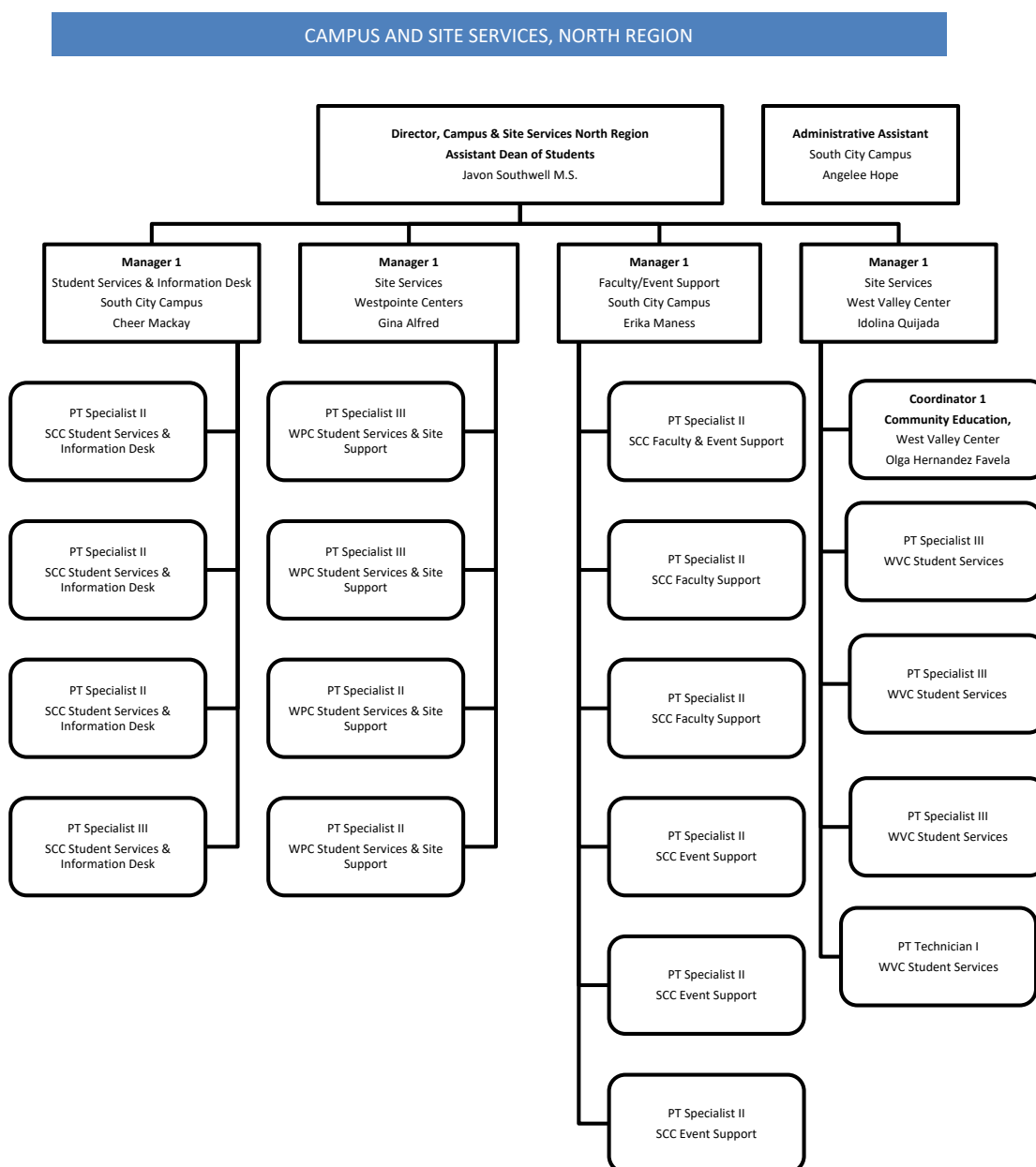
South Region staffing includes:

- 1 Dual-Role Director/Assistant Dean of Students
- 1 Full-time Assistant Director
- 3 Full-time Managers
- 2 Full-Time Coordinators (to be upgraded March 2025)
- 18 Part-Time Staff

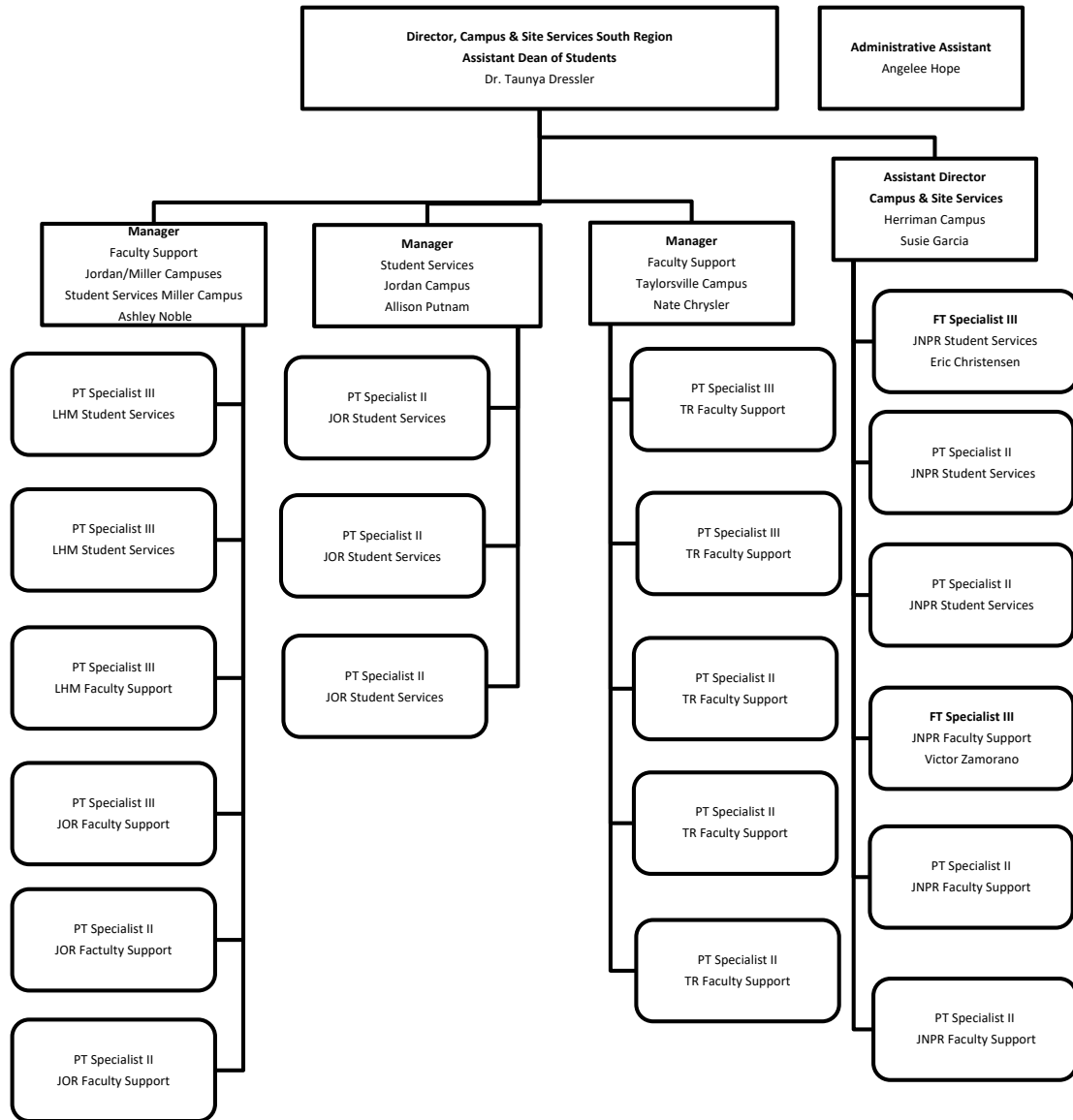
The directors and their teams are supported by a shared administrative assistant. The South Region assistant director is intended to support the director with region-wide initiatives, projects, and training. However, in practice, this role has evolved into a dual-function position, managing both the Student Services and Faculty & Event Support Centers, while also serving as the on-site administrator and SLCC director for the Herriman campus. This position should be restructured to align with the SLCC Herriman director role, similar to the counterpart position at the University of Utah, as the current demands on the role limit its capacity for region-wide support.

All managers in both regions have at least seven years of experience at SLCC in their current roles, with the most tenured having over 20 years of service. With this level of experience, these managers are well-positioned to take more central roles in leading student success initiatives and fostering community at their respective campuses.

Part-time positions across both regions have seen an annual turnover rate of 15 to 30 percent, compared to the national median turnover rate of 15 percent for 2023-2024 (Quinn, 2024). The current staffing model relies heavily on part-time staff, leading to high turnover. Given the specialized knowledge required for these roles, transitioning these positions to full-time, professionalized roles would better support the goals of the Vision Matrix. Full-time staff in these roles could more effectively support academic advising and student success coaching needs, reducing the overall number of staff needed while increasing their impact. This would also grant managers more autonomy to take a more central role in campus-wide initiatives.

**CAMPUS & SITE SERVICES STAFFING, NORTH & SOUTH REGIONS**

## CAMPUS AND SITE SERVICES, SOUTH REGION



## CURRENT BUDGET & FINANCIAL RESOURCES

Campus & Site Services operates with an annual budget of approximately \$1.6 million, sourced from various channels, including the Educational and General Fund (E&G), Salt Lake Technical College (SLTC), OneCard Services, and student fees (Servicing Fund). Notably, funds from SLTC, OneCard, and student fees are exclusively allocated for personnel costs.

One-time funding for special projects has traditionally been allocated through the annual Informed Budget Process (IBP). Recent IBP requests have sought ongoing funding for community engagement initiatives at West Valley and new positions to support the Herriman campus. Future IBP requests are likely to focus on securing permanent funding for West Valley's community engagement efforts and facilities-related projects at Herriman.

The North Region has successfully secured additional funding through grants for community engagement at the West Valley Center, while the South Region has managed over \$100K in one-time funding for initial operating expenses at Herriman. To remain competitive with peer departments and external entities, both regions will need to raise wages for part-time staff. Additionally, securing permanent funding for community engagement at West Valley is essential to ensure its continued success and stability.

## PHYSICAL, SPACE, AND TECHNOLOGY RESOURCES

Campus & Site Services maintains student services desks at each campus and faculty support centers at Taylorsville-Redwood, South City, Jordan, and Herriman, in addition to staff offices. Although we do not directly manage campus facilities, we play a key role in coordinating the maintenance, usage, and function of campus spaces.

At West Valley, the relocation of SLCC's printing offices to the Taylorsville-Redwood campus offers an opportunity to expand the community engagement program. The vacated space could be repurposed into additional classrooms for community use, facilitating more workshops and events.

At Herriman, several spaces designed for pre-COVID needs are now underutilized, such as a cashiering area, an empty bookstore space, and a professional kitchen that remains unleased to vendors. The bookstore space could be transformed into a student entertainment lounge and is currently used for small student events.

The primary technology platforms in use include Banner, Microsoft Office, Zoom, OneCard ID software, MySuccess (Starfish), and Library World (for faculty support laptop checkouts). These resources support essential functions such as printing transcripts, issuing ID cards, tracking laptop checkouts, and facilitating communication between partner departments to assist students. Microsoft Teams chat groups have been established with departments like Academic Advising, the Registrar, Admissions, and Career Services. These communication channels enable our information desk staff to seek support for complex student inquiries that they may be unable to resolve on their own.

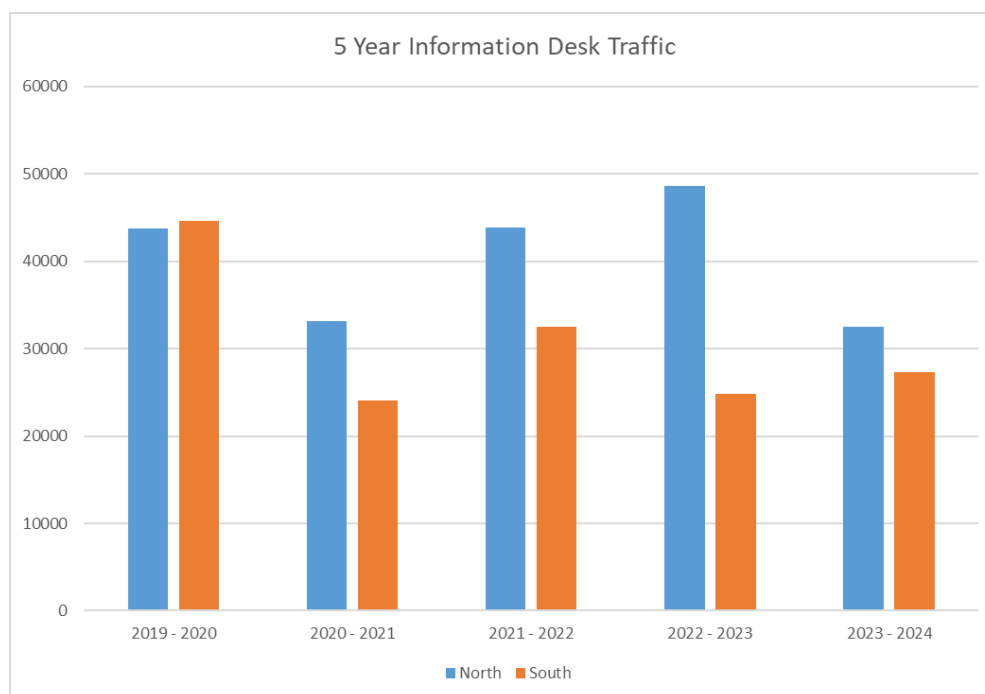
## FIVE-YEAR TREND IN RESOURCES

The data below offers a comprehensive analysis of traffic trends in both the North and South regions over a five-year period, from 2019 to 2024. This analysis not only looks at annual fluctuations but also examines the year-over-year percentage changes in both regions. Key observations from this data highlight considerable volatility in traffic patterns across both regions, with periods of significant growth followed by sharp declines.

A primary factor influencing these fluctuations is the COVID-19 pandemic, particularly during the 2020-2021 academic year, which resulted in a dramatic reduction for in-person traffic. This drop can be attributed to widespread campus closures, remote learning, and the shift to virtual services, all of which significantly altered the traditional student experience and reduced physical visits to campus.

Furthermore, the traffic trends closely mirror the broader enrollment patterns over the same period. The most significant decline in enrollment occurred during the 2020-2021 period, coinciding with the height of the pandemic. This aligns with the decrease in foot traffic, as fewer students were enrolled or attending campus in person due to health concerns, remote learning initiatives, and shifting educational preferences during the pandemic.

As we move into the 2024-2025 academic year, there are signs of stabilization and potential recovery in both enrollment and campus traffic, though these patterns continue to evolve as institutions adapt to new modes of learning, student expectations, and external challenges. Further analysis will be needed to understand how these trends will continue to impact campus services, student engagement, and long-term operational planning.





## NORTH REGION TRAFFIC TRENDS

Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
North	43,708	33,170	43,855	48,571	32,518

The North region displayed considerable fluctuations throughout the period:

- **2019-2020 to 2020-2021:** A substantial **-24% decrease** (from 43,708 to 33,170).
- **2020-2021 to 2021-2022:** A strong **31.9% recovery** (from 33,170 to 43,855), indicating a rebound following the earlier decline.
- **2021-2022 to 2022-2023:** Continued growth with a **10.7% increase** (from 43,855 to 48,571).
- **2022-2023 to 2023-2024:** A sharp **-33.1% decrease** (from 48,571 to 32,518), marking the most significant drop during this period.

**Key Insights:** The North region exhibited recovery following an initial downturn during the pandemic but experienced a major decline in the final year. Identifying the root causes of this recent decline will be essential for maintaining stability.

## SOUTH REGION TRAFFIC TRENDS

Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
South	44,574	24,106	32,473	24,765	27,322

The South region also experienced significant volatility due to COVID-19. Although traffic has increased, it has not recovered to pre-pandemic rates.

- **2019-2020 to 2020-2021:** A dramatic **-45.7% decline** (from 44,574 to 24,106).
- **2020-2021 to 2021-2022:** A robust **34.9% increase** (from 24,106 to 32,473), signaling a recovery from the earlier drop.
- **2021-2022 to 2022-2023:** A **-23.9% decrease** (from 32,473 to 24,765), followed by a moderate recovery in the final year.
- **2022-2023 to 2023-2024:** A **10.3% increase** (from 24,765 to 27,322).

**Key Insights:** The South region endured a sharp decline in traffic during pandemic years 2020–2021, followed by a period of recovery; however, the region faced another decline in 2022–2023, before experiencing a modest rebound in 2023–2024.

## YEAR-OVER-YEAR PERCENTAGE CHANGE & OVERALL OBSERVATIONS

Year	North Percentage Change	South Percentage Change
2019-2020 to 2020-2021	<b>-24.2%</b>	<b>-45.7%</b>
2020-2021 to 2021-2022	<b>31.9%</b>	<b>34.9%</b>
2021-2022 to 2022-2023	<b>10.7%</b>	<b>-23.9%</b>
2022-2023 to 2023-2024	<b>-33.1%</b>	<b>10.3%</b>

Both regions experienced substantial fluctuations, with dramatic year-over-year changes. The North Region saw the most significant drop in the final year which could be attributed to the decline in enrollment at the largest campus in the North Region, South City campus.

The South Region had a sharp decrease in traffic from 2020–2021 followed by a gradual increase. This increase continued with a more consistent upward trajectory in the final year (10.3% increase) which could be attributed to the opening of the Herriman campus and overall increase in enrollment at South Region campuses.

### **POTENTIAL FOR IMPROVED EFFICIENCY & COST EFFECTIVENESS**

Campus & Site Services operates with a lean budget, particularly since many core processes have been digitalized and streamlined following the pandemic, reducing the need for extensive resources. In 2023, the South Region faced a budget cut that resulted in the loss of one full-time manager position. This change required an existing manager to oversee both the Jordan and Miller campuses. To ensure consistent coverage at both the manager and specialist levels, we have had to adopt creative and flexible approaches to maximize the efficiency of our existing staff. One such solution has been cross-training our student services and faculty support staff to cover both offices as needed.

A key priority for the North Region is securing dedicated funding for the community engagement program at the West Valley Center. Currently, funding for this initiative is allocated on a year-to-year basis, subject to approval through the Informed Budget Process (IBP) or availability from the Student Affairs Division. We are exploring opportunities to secure additional funding through public and private grants to provide greater stability and support for this vital program.

Both regions are also facing challenges with faculty support centers, particularly regarding the replacement of laptops used in the laptop check-out program. All laptops are now out of warranty, and the estimated cost to replace them across both regions exceeds \$120,000. Discussions are underway to transfer the custodial responsibility for laptop checkout and replacement to the academic deans' offices, with faculty support centers maintaining a small reserve for last-minute needs.

In addition, the current wage model for part-time staff needs to be revised to improve retention. A proposed wage increase of 8 to 10 percent would align compensation for part-time staff with similar positions in the Student Affairs Division. Restructuring the current staff configuration to include at least one full-time, non-managerial staff member at each front desk could further reduce turnover and help achieve the broader goals of the College.

As data continues to play a central role within the Student Affairs division, Campus & Site Services must prioritize the development and implementation of effective methods for gathering feedback on the quality and effectiveness of the services we deliver. These methods should be cost-efficient and designed to minimize disruption, ensuring that we can maintain the quick turnaround times that our stakeholders expect from our services.

## BEST PRACTICE & PEER COMPARISONS

### BEST PRACTICES

Community colleges are charged with the mission of accessibility and affordability. According to the American Association of Community Colleges (AACC), community colleges offer a variety of flexible programs, are inclusive, affordable, and close to home. They also facilitate transfer to four-year universities, and help students develop skills for the modern workforce. To meet these needs, community colleges add campuses to increase access and choice for students (2024). With additional campuses comes the challenge of unity. How do we support student success through high-quality, consistent experiences across multiple campuses?

The Center for Community College Student Engagement (CCCSE) claims the key is in designing the student experience according to seven principles that are critical for student success (2012):

1. **A strong start.** Ensure that students' earliest contacts and first weeks incorporate experiences that will foster personal connections and enhance their chances of success.
2. **Clear, coherent pathways.** Improve student success by creating coherent pathways that help students move through an engaging collegiate experience.
3. **Integrated support.** Build support such as supplemental instruction into coursework rather than referring students to services that are separate from the learning experience.
4. **High expectations and high support.** Set a high standard and give students the necessary support to make the standard attainable.
5. **Intensive student engagement.** Make student engagement inescapable for students.
6. **Design for scale.** Allocate—and reallocate—available funding, by genuinely involving faculty, staff, and students.
7. **Professional development.** Make professional development available to everyone: staff, faculty, administrators, and governing boards.

Campus & Site Services adheres to many of these design principles by way of both practice and training. As FPOC we are critical to providing a strong start. Our specialists provide robust triage for current and prospective students aimed at service, retention, and satisfaction. Our staff and managers are trained across the broad spectrum of enrollment and academic support, providing admissions, registration, transcripts, enrollment verification, residency, and ID cards.

Professional development and training are essential components of campus culture. Our staff train regularly with the Office of Admissions and the Office of the Registrar to stay current on policy and procedure. They engage in Staff Development, LinkedIn Learning trainings, and other campus opportunities.

Consistent communication is also critical to student success. To provide this, we have created numerous teams in Microsoft Teams to offer on-demand support when our staff need it. These teams include admissions and registration, academic advising, and student affairs. When making referrals, we ensure that students are physically connected to the appropriate office and resource.

## PEER COMPARISONS

SLCC is Utah's only community college. As such, we do not have an in-state peer; however, several state institutions house multi-campus structures. We have also identified two peer comprehensive, multi-campus metropolitan community colleges located in the western United States, as well as two models of shared-campus 2+2 partnerships between community colleges and universities.

### UTAH STATE UNIVERSITY STATEWIDE CAMPUSES

Utah State University (USU) maintains 30 campuses throughout Utah, offering certificates, associate's, applied associate's, and bachelor's degrees. As Utah's land-grant institution, their state-wide campuses "create access to the same quality degrees, faculty, and research at every campus, making it possible to join the Aggie Family without leaving your hometown."

USU's statewide campuses are designed to provide students with access to quality education and support services close to their homes or communities. Each campus is staffed with a dedicated team of faculty, staff, and administrators who are committed to providing a personalized and supportive learning environment. While the specific staffing and services may vary slightly between campuses, some common features including academic advising, career services, student success centers, library services, student life, and online courses.

USU's statewide campuses are organized under the umbrella of the Office of Statewide Campuses (OSC). This office is responsible for overseeing the operations, academic programs, and student services at all of the university's off-campus locations. The OSC is led by a vice president for statewide campuses who reports directly to the university president. This vice president is responsible for setting the strategic direction for the statewide campuses, ensuring that they align with the overall mission and goals of USU. Under the vice president, there are a number of regional associate vice presidents responsible for the day-to-day operations of individual campuses. These AVPs oversee campus directors of student services (see Appendix E).

### PIMA COMMUNITY COLLEGE

Pima Community College (Pima) operates a network of seven campuses throughout Southern Arizona. With an enrollment of 32,415, Pima serves the Tucson metropolitan area and, like SLCC, is one of the largest community colleges in the United States. Pima offers over 100 associate degrees, 80 certificates, and numerous continuing education courses in a variety of fields, including arts and sciences, business, healthcare, technology.

Like SLCC, Pima's seven campuses range in enrollments, with online being the most robust:

- Pima Online: 9,476
- West Campus: 5,477
- Desert Vista: 2,378
- Downtown Campus: 3,667
- East Campus: 2,268
- Northwest Campus: 1,764
- Public Safety Institute: 51

Each campus is overseen by a “lead campus vice president.” These individuals report to the president of campuses and executive vice chancellor for student experience and workforce development. They are responsible for the leadership and operations of their respective campuses and for implementing policies, managing resources, and coordinating student and faculty support. The lead vice presidents directly oversee teams of program managers who in turn supervise a staff of coordinators (see Appendix F).

Pima’s campuses offer a wide range of support services including academic advising, career services, financial aid and scholarships, tutoring, library services, counseling and mental health, disability resources, student life and leadership, public safety, and health services.

At Pima, faculty support reports to various senior administrators depending on the nature of the support. Faculty Services & Resource Centers report up through the academic leadership structure, ultimately connecting to these senior roles.

## **PORTLAND COMMUNITY COLLEGE**

Portland Community College (PCC) is a metropolitan multi-campus community college in Portland, Oregon. PCC has an annual full-time student enrollment of 34,150 divided among its four campuses: Cascade Campus, Southeast Campus, Rock Creek Campus, and Sylvania Campus.

In addition to its four comprehensive campuses, PCC maintains ten centers and dozens of independent locations throughout the community that offer courses and provide student services, in addition to a robust online learning population. Several leadership positions oversee campus services to ensure the smooth operation and support of students and staff across its locations:

**Campus Deans:** Each PCC comprehensive campus has a dean who oversees day-to-day campus services. The deans manage the academic and student services, including advising, tutoring, library resources, and community partnerships.

**Office of Student Affairs:** The vice president for student affairs oversees broader student services across all campuses. This role ensures that services like health and wellness, financial aid, career services, and counseling are accessible and aligned with student needs.

**Division and Department Chairs:** Department heads and division chairs manage specific services tied to academic programs and student support, ensuring that resources are in place for each field of study.

**Facilities Management:** The director of facilities and campus operations is responsible for maintaining the physical infrastructure and ensuring that all campuses provide a safe and conducive learning environment.

Each PCC campus offers a variety of services to support students, faculty, and the community, such as academic services including advising, tutoring, libraries, computer labs, and faculty support, career services, financial aid and scholarships, student life and leadership, health and wellness, and community resources.

PCC's faculty support is maintained through its Center for Teaching and Learning Excellence (CTLE), providing a variety of resources aimed at enhancing teaching effectiveness and supporting faculty development. Key offerings include orientation programs for new faculty, workshops, and access to teaching resources. Faculty support typically reports to the academic leadership, which can vary depending on specific departments or divisions. Generally, the Office of Academic Affairs and campus deans oversee faculty development and support.

### **PORTLAND COMMUNITY COLLEGE (PCC) AND OREGON STATE UNIVERSITY (OSU)**

PCC and OSU share a campus at the PCC Cascade campus. The partnership enables students to begin their studies at PCC and then transfer seamlessly to OSU for a four-year degree. Like SLCC's Herriman campus, the Cascade campus offers facilities that both institutions utilize, creating a collaborative learning environment.

The shared campus model is structured to facilitate dual enrollment and smooth transfer pathways for students. At the Cascade campus, students can participate in OSU's Degree Partnership Program (DPP), allowing them to be concurrently enrolled at both institutions. This program enables students to take classes at PCC while accessing resources and academic advising at OSU with the goal of streamlining the transfer process by aligning coursework with OSU's requirements. Students benefit from services such as academic advising, financial aid guidance, and help with navigating the transfer process. Credits from PCC automatically transfer to OSU, and students can use tools like transfer guides and databases to ensure their courses meet OSU's degree requirements. This shared model gives students the flexibility to attend classes at PCC while gradually transitioning to OSU, with access to a wide range of majors and support from both institutions. See more: [OSU Open Campus](#), [Degree Partnership Program \(DPP\)](#).

### **BLINN COLLEGE AND TEXAS A&M'S RELLIS CAMPUS**

Texas' RELLIS campus, named after the core values of Respect, Excellence, Leadership, Loyalty, Integrity, and Selfless Service (RELLIS), houses a unique multi-institutional campus model grounded in the RELLIS Academic Alliance (Alliance). The Alliance is a partnership between Blinn College and multiple Texas A&M Universities through which students can complete both associates and bachelor's degrees on the same campus in Bryan, Texas.

The RELLIS Academic Alliance employs a model known as the Transitional Education and Academic Model (TEAM) approach. This model emphasizes collaborative education where students can pursue dual enrollment opportunities, enabling them to take courses from both Blinn College and regional universities simultaneously. The TEAM model is designed to support students in achieving their educational goals efficiently by combining associate and bachelor's degree pathways. This allows students to transition smoothly from community college to a four-year institution without losing credits or facing significant delays in their education.

Students benefit from centralized, shared campus services that include academic advising, career services, financial aid, tutoring and learning services, and technology and library services. This centralized model ensures that students can access consistent services and maintain strong relationships with student service professionals throughout their undergraduate journey. See more: [RELLIS Campus](#)

## SUMMARY & FUTURE PRIORITIES

Focus is the cornerstone of quality. When you try to be everything to everyone, you risk becoming nothing to anyone—a challenge Campus & Site Services now faces. Originally established in 2000 to support regional campus student services, the department has expanded its scope so broadly that its role has become increasingly ambiguous. What was once a clear-cut mission to support students at regional campuses has evolved into a sprawling array of responsibilities that include emergency site administration, campus operations, event services, faculty support, student affairs leadership, community engagement, and 2+2 transfer student success initiatives. While this breadth demonstrates our department's flexibility and adaptability, it also highlights a significant weakness: without clear boundaries, our efforts are diffused, and the core purpose of the department becomes unclear.

At many campuses, we have stepped into roles traditionally outside the scope of student services, essentially becoming a catch-all for campus functions. This often results in us taking on leadership responsibilities without formal authority, acting as conduits of communication and curators of the campus experience—yet without a cohesive structure or professional standards to measure our effectiveness. We are caught in a constant balancing act, questioning where our responsibilities end and those of other departments begin. This ambiguity leaves us grappling with critical questions about our future direction:

- Is our department structure meeting the evolving needs of today's community college?
- What services should we be providing that we currently are not?
- Are there roles or services we're currently providing that no longer align with our mission?
- Where does our department structure misalign with the College's Vision Matrix?
- How can we reimagine our staffing and resources to better support the College's strategic goals?

## RECOMMENDATIONS FOR REIMAGINING THE DEPARTMENT

Our future priorities are rooted in the essential need to define our identity and clarify our purpose. Organizational change offers a unique opportunity for growth, making this an important time to assess our foundational needs and realign resources. As we anticipate shifts within our department, we are committed to playing an active role in shaping its evolution. With this in mind, our priorities for the future are:

1. **Clarify the Department's Purpose and Scope:** The first step is to clearly define what we are responsible for and what we should no longer be doing. This process starts by redefining the department's mission and adjusting its scope to match the needs of the College and the evolving role of community colleges in the 21st century. With a more defined role, we can ensure that we are focusing our resources on services that directly align with the College's goals and student success.

2. **Refine Organizational Structure:** It is crucial to examine whether our current structure supports the College's broader vision. This might involve redefining leadership roles, clarifying lines of authority, and reallocating responsibilities. By doing so, we can eliminate confusion and enhance accountability, ensuring that everyone understands their role and the impact they have on the overall student experience.
3. **Develop Clear Metrics:** As a department, we need to develop clear metrics for success based on professional standards. Tracking the impact of our services—whether it's through student satisfaction surveys, engagement metrics, or focus groups—will allow us to continuously assess our effectiveness. This data can then guide future decisions about where to focus our efforts and how to allocate resources.
4. **Strengthen Cross-Departmental Collaboration:** While we should clearly define our role, it's equally important that we build stronger collaborations with other departments. This will allow us to step into gaps where needed but also help avoid unnecessary overlap in services. A collaborative approach across Student Affairs, Academic Affairs, Enrollment Management, and other key areas will help ensure that we meet the needs of students without duplicating efforts.
5. **Focus on Transfer Student Success:** To become a national model for transfer student success at Herriman and beyond, we must continue to strengthen communication and maintain strong relationships with our university partners. Along with the MOU, joint strategic objectives, and articulation agreements, a data sharing agreement is critical to our academic planning and tracking the success of our students and our campus mission.
6. **Redefine Community Engagement:** Community engagement is a vital service that Campus & Site Services offers, but its current structure and funding are not sustainable. We must identify long-term funding strategies and build more stable models for community partnerships. Exploring additional funding sources, such as grants or community-based donations, will ensure that this important program can continue to grow and thrive.

## CONCLUSION

As we look to the future, our priorities must center around defining who we are and what we do, so that we can effectively support student success and align our efforts with the broader goals of the College. Organizational change presents a unique opportunity to reshape our department, and we must take an active role in that transformation. Key to our success will be securing sustainable funding, aligning resources, and refining our mission and vision to ensure we are delivering services that matter to students. As we focus on these foundational needs, we will be better positioned to help the College achieve its vision and meet the needs of its diverse student population.



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**APPENDIX A****Herriman Campus Joint SLCC & UU****Strategic Objectives and Goals**

**Purpose:** To ensure ongoing success of the Herriman campus including enrollment targets, academics, student success, SLCC-UU-community partnerships, and impact.

**Mission:** As strategic partners, SLCC and the University of Utah will use the Juniper Building at the Herriman Campus to provide a shared initiative of a select group of high demand programs designed to meet the workforce needs and student demands in the southwest quadrant of the Salt Lake Valley by providing a variety of programs which will enable students to receive associate and bachelor's degrees in various disciplines. SLCC and U of U intend that the Juniper Building will be a model for transfer student success within the Utah System of Higher Education and nationally.

**Objective #1: Visibility: Increase visibility and awareness through outreach, community engagement, marketing, and public relations.**

**Goals:**

- A. Intentionally communicate the shared vision, mission, and value of the Herriman Campus to the other UU & SLCC campuses.
- B. Generate interest and increase enrollment in Herriman programs and courses.
- C. Strengthen connections and partnership opportunities with community education partners.
- D. Seamlessly integrate Herriman Campus into the local non-profit and business community.

**Objective #2: Academics: Develop and deliver exceptional educational experiences that meet student and 21<sup>st</sup> Century workforce needs.**

**Goals:**

- A. Develop and maintain effective relationships and collaboration between SLCC and U of U academic leaders and faculty.
- B. Support strategic academic planning and program alignment from K12, to college, to the workforce.
- C. Create high-impact experiential learning opportunities on campus and in the community for all students.

**Objective #3: Student Success: Increase opportunities for student success, belonging, engagement, and timely completion.**

**Goals:**

- A. Develop an authentic “shared campus” environment committed to success for all students
- B. Develop SLCC students’ transfer aspirations and capital to increase transfer access to the U.
- D. Provide communal spaces and opportunities for SLCC-UU student interactions and community building.

**Objective #4: Partnerships: Create a culture of transfer through strengthened SLCC-UU partnerships and enhanced community partnerships in the Southwest portion of the valley.**

**Goals:**

- A. Prioritize a continuum of care and develop opportunities for cross-training, development, and collaboration among SLCC-UU staff and faculty.
- B. Co-create a unique Herriman campus culture for SLCC-UU staff & faculty.
- C. Develop clear, transparent, shared, & equitable campus operations
- D. Partner with local non-profits, governments, and businesses to expand postsecondary access and completion in the SW quadrant of the valley

**Objective #5: Measurable Impacts: Measure and communicate the value and impact of Herriman on the local, regional, and state communities.**

**Goals:**

- A. Develop joint metrics for Herriman campus that highlight the success of both institutions and compare data to other SLCC-UU campuses.
- B. Use data to inform both strategic and operational programming
- C. Regularly assess the student experience at Herriman through surveys, interviews, etc. and integrate feedback for improvement.
- D. Demonstrate the campus contributions and impact to the community.

**Appendix B**

## **First Friday Meetings**

### **2023-2024 Defining Student Success at Herriman**

September: Defining Student Success at Herriman

November: Joint Strategic Objectives

December: Winter Holiday Party

January: Public Safety Q&A

February: HSI

March: Herriman Demographics

April: Strengths Assessment

### **2024-2025 Refining Student Success at Herriman**

September: Redefining Student Success at Herriman

October: Dialogue and Protest Training

November: Radical Reimagining of Student Success Book Discussion

December: Feedback Groups Debriefing/Winter Holiday Party

February: TBD

March: Academic Spotlight/SLCC program review

April: End of school year Party

## Appendix C

### 2013 Site Enrollment Thresholds for Services Based on Headcount Enrollment

<b>SATELLITE</b> Under 1,000 Headcount	<b>LIMITED SERVICE</b> 1,001 – 3,000 Headcount	<b>FULL SERVICE</b> 3,000+ Headcount
<b>Highland Center (HLDC)</b> Fall 2010: 637 students    Fall 2011: 715 students Fall 2012: 994 students	<b>Larry H. Miller Campus (LHM)</b> Fall 2010: 2,379 students    Fall 2011: 2,649 students Fall 2012: 2,899 students	<b>Jordan Campus (JC)</b> Fall 2010: 4,890 students    Fall 2011: 4,966 students Fall 2012: 4,867 students
<b>Meadowbrook Campus (MBC)</b> Fall 2010: 424 students    Fall 2011: 482 students Fall 2012: 269 students	<b>Library Square Center (LSC)</b> Fall 2010: 1,299 students    Fall 2011: 1,077 students Fall 2012: 1,037 students	<b>South City Campus (SCC)</b> Fall 2010: 5,401 students    Fall 2011: 5,701 students Fall 2012: 4,655 students
<b>Airport Center (AC)</b> Fall 2010: 153 students    Fall 2011: 166 students Fall 2012: 166 students		<b>Taylorsville Redwood Campus (RRC)</b> Fall 2010: 17,515 students    Fall 2011: 17,231 students Fall 2012: 16,964 students
<b>Westpointe Center (WPC)</b> Fall 2012: 374 students		

### Guidelines for Staffing and Support

<b>SATELLITE</b> Under 1,000 Headcount	<b>LIMITED SERVICE</b> 1,001 – 3,000 Headcount	<b>FULL SERVICE</b> 3,000+ Headcount
Up to two (2) Generalists (29 hrs per week); sometimes shared with Faculty Support and employees are cross-trained  Assist students with online services, referrals to departments  Disability services provided as needed  Possible rotation of Financial Aid, Advising, DRC depending on student traffic and proximity to other campuses with services	Hours match Taylorsville Redwood - 8-8 Monday – Thursday; 8-4:30 Friday Minimum: Student Services Generalists (enrollment services, admission, transcripts, student records, assistance with residency, graduation, appeals, etc.); limited yet consistent hours for Academic Advising, Financial Aid, Disability Resource Center  In Addition: Student Life & Leadership, SECES, Orientation, OneCard, Cashiering, temporary bookstore, Food Services	Hours match Taylorsville Redwood - 8-8 Monday – Thursday; 8-4:30 Friday Minimum: Student Services Generalists (enrollment services, admission, transcripts, student records, assistance with residency, graduation, appeals, etc.); Testing & Assessment Center; Monday through Friday services for Academic Advising, Financial Aid, Disability Resource Center  In Addition: Student Life & Leadership, SECES, Orientation, Thayne Center, School Relations, OneCard, Cashiering, Food Services, Bookstore

Appendix D



**Campus Safety & Accessibility  
Walks Report  
2023**

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## Campus Safety & Accessibility Walks Report 2023

**Purpose:** *The Dean of Students office and Campus Safety Roundtable facilitated and led our first annual Campus Safety & Accessibility Walkabouts in collaboration with partners from Public Safety, Accessibility and Disability Services, Facilities, Risk Management, and students, is to proactively assess, identify, and address potential safety and accessibility concerns on our campus. Through these collective efforts, we aim to create a more inclusive, secure, and welcoming environment that prioritizes the well-being of our students and the entire college community. These walkabouts will enable us to better understand the current state of campus safety and accessibility, identify areas for improvement, and work together to implement practical solutions that enhance the overall college experience for everyone. Walkabouts were held every Tuesday and Thursday at 8-9pm for three and a half weeks from September to October Lead by a Dean of Students Staff Member. This report highlights the findings from the walkabouts with some images mark areas of improvement.*

### South City Campus – 9/26

#### Safety Concerns

- Poor lighting at the Grand Theater entrance.
- Fixing exterior lighting that is out. (S3, S5, S11)
- Consistency of brightness of exterior lights
- Lighting for UTA stops?
- Trees near bike rails blocking light (S1, S2)
- Lighting over S entrance doors are out (S5).
- Tunnel lighting out South side (S4)
- Add a blind spot mirror to tunnel (S)
- Hours for community garden?
- Annex parking lot (lot 1 & 2), not enough lighting \*frequent escort requests to this lot\*
- Lighting out on back east corner by parking lot (S10)
- 9 Can lights are out at the Media & Art entrance) (S7)
- Grand Theater parking is poorly lit.
- Poor lighting around the childcare (S9)



- No crosswalk or speed limits at/near childcare
- Repainting stop markings in parking lots (as needed) (S8)
- Adding signage for campus hours (near McDonalds)
- Adding signage for having dogs on leash when on campus grounds?
- Poor lighting over side walkway (S6)

### Accessibility Concerns

- Add a colored, reflective, and or textured strip to stone steps at all entrances for vision impaired persons. (When brainstorming solutions, keep in mind snow removal)
- Fob Access on accessibility doors at all accessibility entrances.
- Grand Theater (East Entrance) sign for accessibility ramp and exterior lighting for said ramp.
- Add signage and or map marking where accessibility entrances are.
- No handrails at stone steps on east entrances.
- Lower light on accessibility ramp is broken.
- Landscaping of shrubbery is over growing and close to covering handrails on accessibility ramps east entrance (right entrance to grand theater main)
- South City shrub/bush blocking walkway and covering accessibility curb ramps AND accessibility signage. (A1)
- Landscaping around the fountain water line, potential tripping hazard for the visually impaired. (A3)
- Door near broadcast area doesn't have an accessibility door and button. (A2)
- Locked access to bike racks- registration required. (A4)
- Clearance at turns for accessibility ramp (A5, A6)

### Additional Notes

Led by Teneisa Lincoln

## **Jordan Campus – 9/26**

### Safety Concerns

- Trip hazard: loose pavers between JSTC & JATC/JHS
- Loose sprinkler valve boxes between W side JSTC & JATC
- Burned out lantern bulb between JSTC & JATC
- Corner of W entrance HTC dark
- Trees blocking light on sidewalk between JSTC & HTC
- Trip hazard: exiting W entrance HTC & along sidewalk
- Large pyramid lights are out in front (W) of HTC
- Lamp post light out on W corner of Institute
- Light out on JHS patio
- Lights out along JHS bridge
- Street crossing options needed for Athletes going to baseball field. Options?

- Walking from the faculty/staff parking in lot J3 to the JSTC requires walking without a crosswalk, ramp, or connection from curb to sidewalk. This puts pedestrians alongside road traffic when arriving or leaving. And it is messy in the winter, as there is snow accumulation in the gutter where we walk. This results in cold, wet feet every day. It would be helpful to *at least have a short path* (concrete or even steppingstones) through the xeriscaping from curb to sidewalk – that gets cleared of snow.
  - See JSTC Staff Parking photo: my car is parked in the staff parking in J3, it's the red one in the distance. I cross the road (without a crosswalk), then walk in the gutter (along the red curb) or cross the xeriscaping to get to the sidewalk.
  - See Google Maps photo: I've drawn white lines for suggested placement for a crosswalk (if possible) and a blue circle for connection from the curb to the sidewalk (a ramp would be nice, too, but not what I'm asking for, since there are ADA parking stalls closer to JSTC). The HTC has similar crosswalks and connections to the sidewalk already in place, as indicated with yellow circles.
- Parking lot designation signs (i.e.: J3), are located on light posts. They are difficult to see in the dark because of the glare of the bright lights above them. This might be a safety concern if students are unable to easily see which parking lot their cars are in as they are trying to get quickly back to their cars in the dark after class. Just something to think about.
- The student who was with our team was concerned about many spots where trees blocked lamplight and created shadows on the sidewalks below. I am attaching some Trees blocking light photos of a few of those spots.

### Accessibility Concerns

- The HTC exterior doors that lead to the patio (Garden Level, beneath the walkway bridge) are automatic for ADA accessibility. But the switch buttons can be hard to see. I am submitting a fix-it ticket to have stickers (see Automatic Door Sticker photo) adhered to the doors to indicate that they are automatic doors that can be operated via switches. See HTC Patio Doors photos.

### Additional Notes

Led by Taunya Dressler

## **Herriman Campus – 9/28**

### Safety Concerns

- All identified safety concerns were already in process of being rectified. Specifically, safety railings are needed by exterior area of the cafeteria/patio section of the building facing RSL Academy. Safety railings would also be needed by the HVAC building and loading dock areas. Pictures are attached 1 - 6. On the interior of the building the ability to intentionally fall over the edge of the main staircase by the front desk was also noted however to plan in is currently in place to fix this. There is no barrier to prevent this incident from possibly happening (Pictures 7 – 8).

Accessibility Concerns

Same as above.

Additional Notes

Led by Javon Southwell

**West Valley Center – 10/3**Safety Concerns

- All students that signed up were present during the walkabout at West Valley. Most concerns noted were directed towards lighting either being burned out or damaged. These were noted to be submitted to FixIt by the facilities personnel that were present. If possible, however, I would like to have Jody or someone else from ADS to visit the site for guidance on signage for an exit door. We observed that one of the exits had no way for someone to leave unless they could walkout. Maybe a sign indicating that it is not wheel accessible could be mounted (Picture 4).

Accessibility Concerns

Same as above.

Additional Notes

Led by Javon Southwell

**Miller Campus – 10/5**Safety Concerns

- Trip hazard N entrance CART (image 1)
- Trip hazard W dock entrance CART (image 2)
- Broken sprinkler box W side CART (image 3)
- Trip hazard sidewalk S of CART (image 4)
- Trip hazard S side of pavers on S side of CART (image 5)
- Trim trees along N sidewalk of dormitory to provide light. (image 6)
- Gap at top of KGM W patio stairs (image 7)
- Trim potted plants at S entrance of CPC (image 8)\*

Accessibility Concerns

- Trim shrubs overgrown ADA walkway and automotive
- W railing on W side of KGM Conf. Center not attached
- Do we need railing along KGM Conf. Center patio on W side?

Additional Notes

Led by Taunya Dressler

## **Westpointe Campus – 10/10**

### Safety Concerns

- Back parking lot (W1)—far corner very dark. Is it possible to light it up?
- Near the solar panel in the back parking lot—there are open bins with scrap metal.
- North side truck driving range—6 lights are out in the parking lot.
- Cross walks between the buildings—Students are crossing the street. Safety concern without crosswalks
- Parking lot W2 could use more light. There are dark spots.
- Cut bushes in front of the newer building.
- Student Support Building—north parking lot is dark.
- Light across the street from lobby entrance.
- Northeast entrance by accessibility parking – sidewalk trip hazard. More lighting needed.
- Random orange cone in the middle of the sidewalk? Couldn't be determined why.
- Electrical box on the corner of Dauntless Ave & Flyer Way – Electric cover is off. Everything is exposed.

### Accessibility Concerns

- Accessible button doesn't work on the southside front door. (please put in a Fix-it today)
- Student recommended a sign on the front of the building indicating there is student parking available in back since most students aren't aware.
- Northeast entrance by accessibility parking – sidewalk trip hazard. More lighting needed.
- Right by Northeast accessibility accessible parking – sidewalk
- Wheelchair curb cut has steep ridge. Should be leveled out.

### Additional Notes

Led by Candida Mumford

## **Taylorsville/Redwood Campus – 10/12**

### Safety Concerns

- Tree near the pay kiosk (Closest to the entrance to visitor lot) is blocking the light post.
- Add Yield signs to crosswalks at entrance/exit of visitor lot.
- No lighting at the North corner of the Business Building (BB).
- Trees limiting light from posts along North Entrance to STC.
- Light out in North parking lot BB (picture)
- Dark corner North side of BB and light cover by trees.
- Bike rack locations not posted on any campus maps around campus + poor lighting over them.
- Corner light out BB.
- Exposed wires in BB light post (picture).

- Maps are oriented incorrectly.
- Dark path between BB and Technology Building (TB) (picture) with uneven paving with rock at corners (picture)
- Poor lighting E side of BB.
- Rocks + Canal situation (picture)
- Light out back of CT building.
- Dark path between CT and Construction of TAB + confusing signage for sidewalks.

### Accessibility Concerns

- Limited Accessibility Parking spots in Lot K.
- Only one sidewalk ramp in parking lot K for wheelchair users.
- No accessibility button back/side entrance BB (picture) + no signage.
- Lip on sidewalk on ramp from door with no accessibility button.
- No signage noting accessible door BB North side (picture).
- Pavement cracking on ramp.
- No signage for ramp East side of TB.
- No accessibility button at the door bottom of steep ramp BB on the East side + no signage (picture)
- Add textured and or reflective strip at the top of stairs and paved ramps across campus especially at the East stairs at the Construction Trades (CT) building.
- Steep ramps at majority of accessibility entrances.

### Additional Notes

Co-Led by Jody Katz and Teneisa Lincoln

## **Checklist Used at Each Walkabout**

### **General Safety Checks:**

- ☐ Check walkways and pathways.
- ☐ Verify proper lighting.
- ☐ Test emergency exit doors.
- ☐ Examine handrails and guardrails.
- ☐ Look for slip or trip hazards.
- ☐ Confirm clear evacuation routes.
- ☐ Confirm AED accessibility.
- ☐ Check security cameras and access control.
- ☐ Evaluate parking areas.
  - Marked spaces
  - Accessible parking
  - Lighting
- ☐ Address environmental concerns:

- Waste disposal
- Landscaping
- Smoking policies
- ☐ Identify emergency assembly points.
- ☐ Document findings and share concerns.

Prioritize safety during the walkabout and report hazards promptly to campus authorities.

**Accessibility Hazards Checklist:**

- ☐ Inspect entrances and exits to ensure they are wheelchair accessible and free of obstructions.
- ☐ Confirm that ramps and curb cuts have appropriate slopes and handrails where necessary.
- ☐ Check for accessible parking spaces with proper signage and markings.
- ☐ Verify that restrooms, classrooms, and other facilities are wheelchair-accessible and equipped with accessible features, including grab bars, lowered counters, and wide doorways.
- ☐ Examine elevators and lifts to ensure they are operational and equipped with audible signals and Braille signage.
- ☐ Check for tactile warning strips at the edges of staircases.
- ☐ Confirm that signage includes tactile and visual elements for individuals with visual impairments.
- ☐ Ensure that emergency evacuation plans and routes are accessible for all students and staff, including those with mobility challenges.
- ☐ Evaluate the condition of pathways, sidewalks, and outdoor areas to ensure they are suitable for individuals with mobility devices.

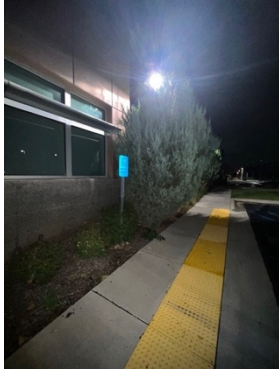
Accessibility is a crucial aspect of campus safety and inclusivity, and it's important to identify and address any hazards or barriers that may hinder the mobility and independence of individuals with disabilities during your safety walkabout.

**Additional Notes:**

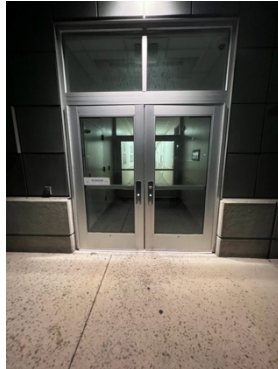


## Images

### South City



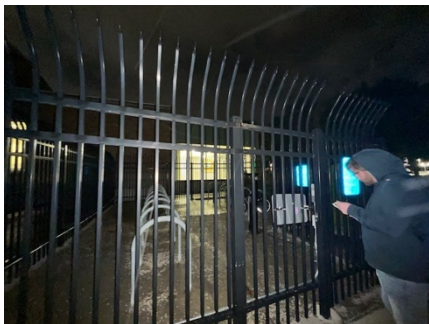
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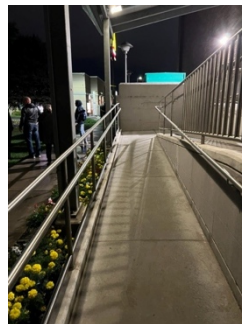
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A3



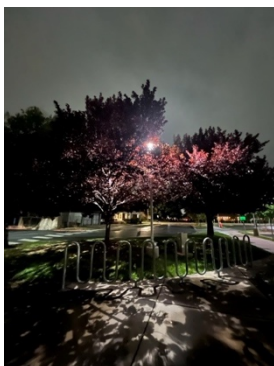
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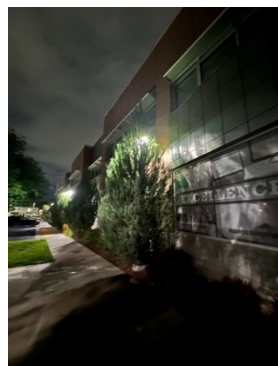
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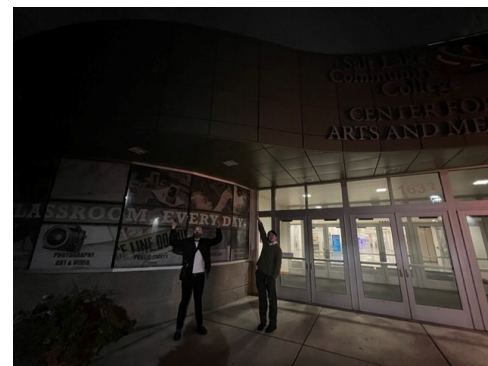
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S1



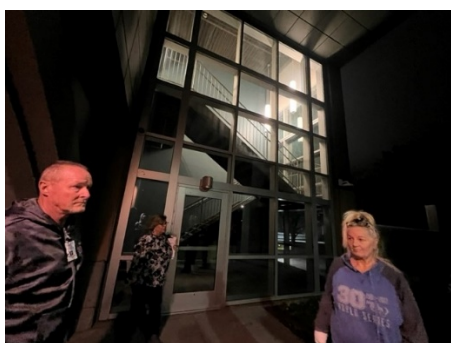
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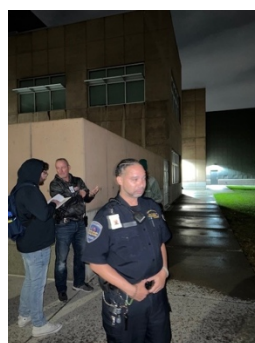
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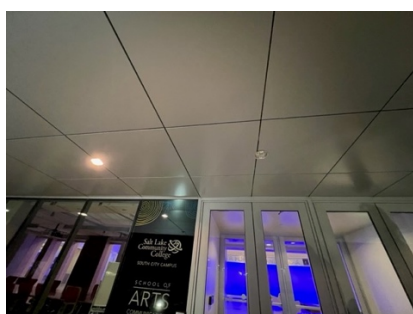
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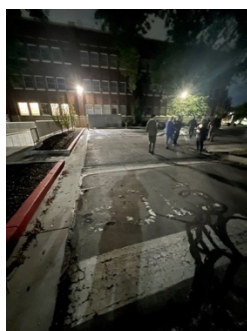
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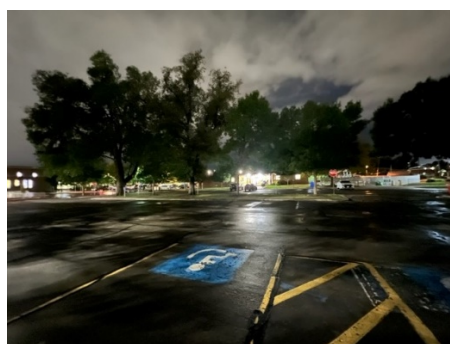
S6



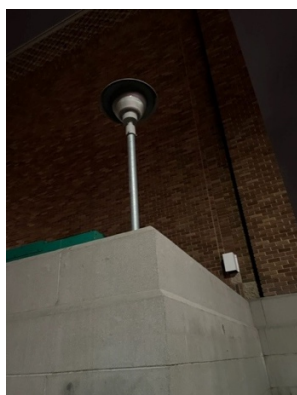
S7



S8



S9



S10



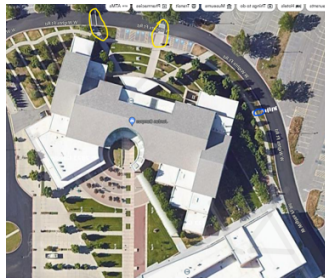
S11



## Jordan



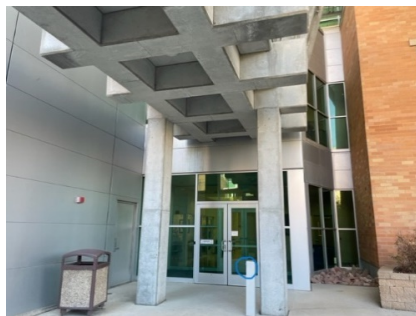
Automatic door sticker



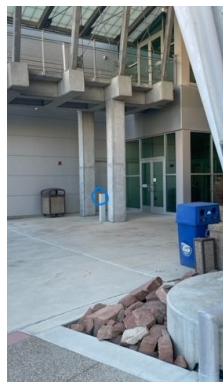
Google Maps Photo



HTC Patio Doors 1



HTC Patio Doors 2



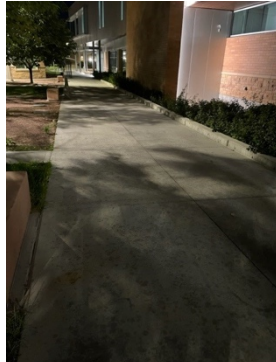
HTC Patio Doors 3



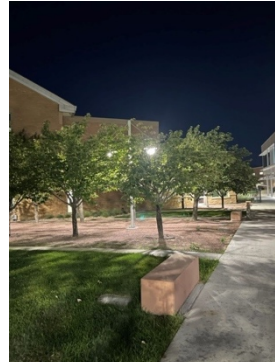
JSTC Staff Parking



Trees blocking light 1

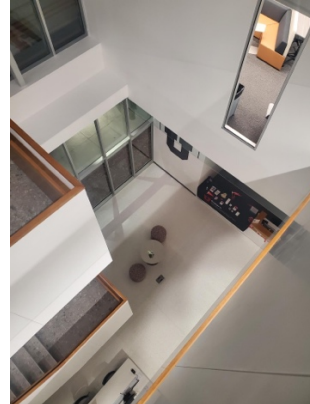
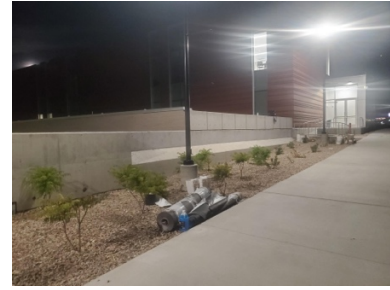


Trees blocking light 2

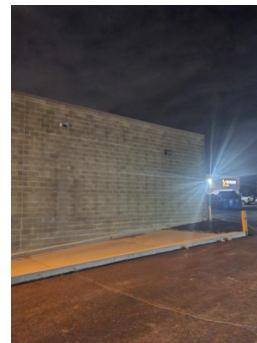
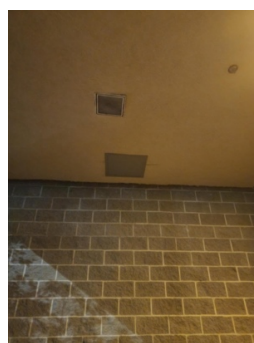
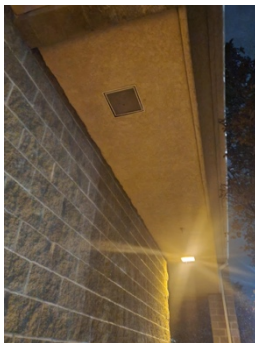


Trees blocking light 3

## Herriman



## West Valley Center

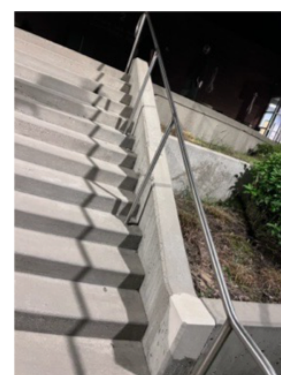
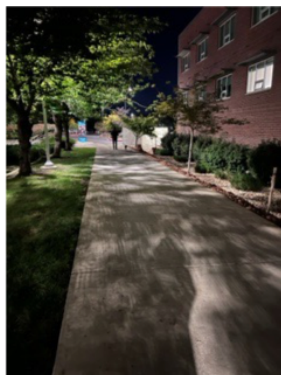
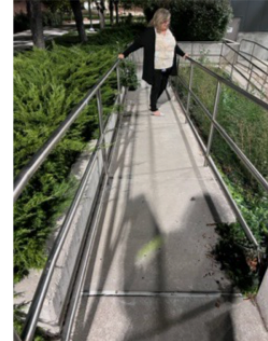


Picture 4





## Miller



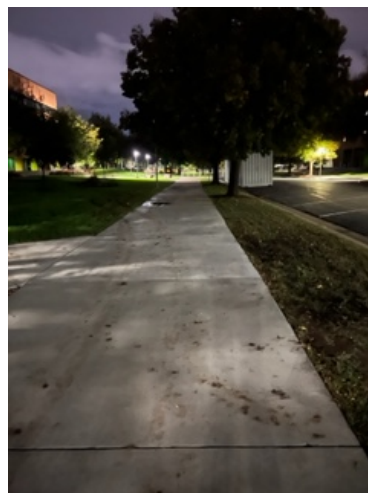
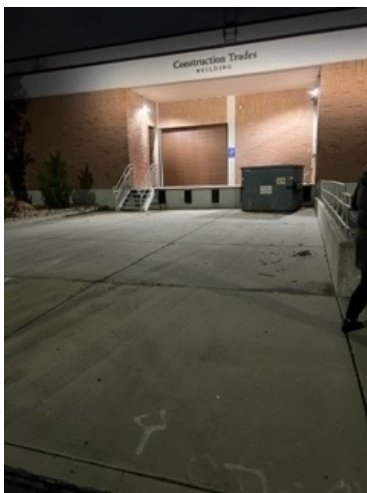
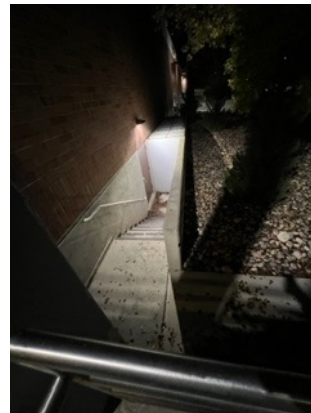
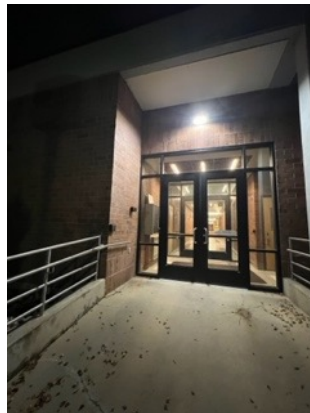
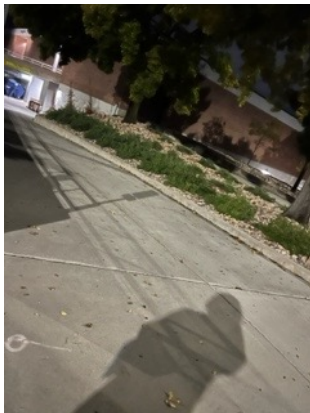


## Westpointe





## Taylorsville/Redwood

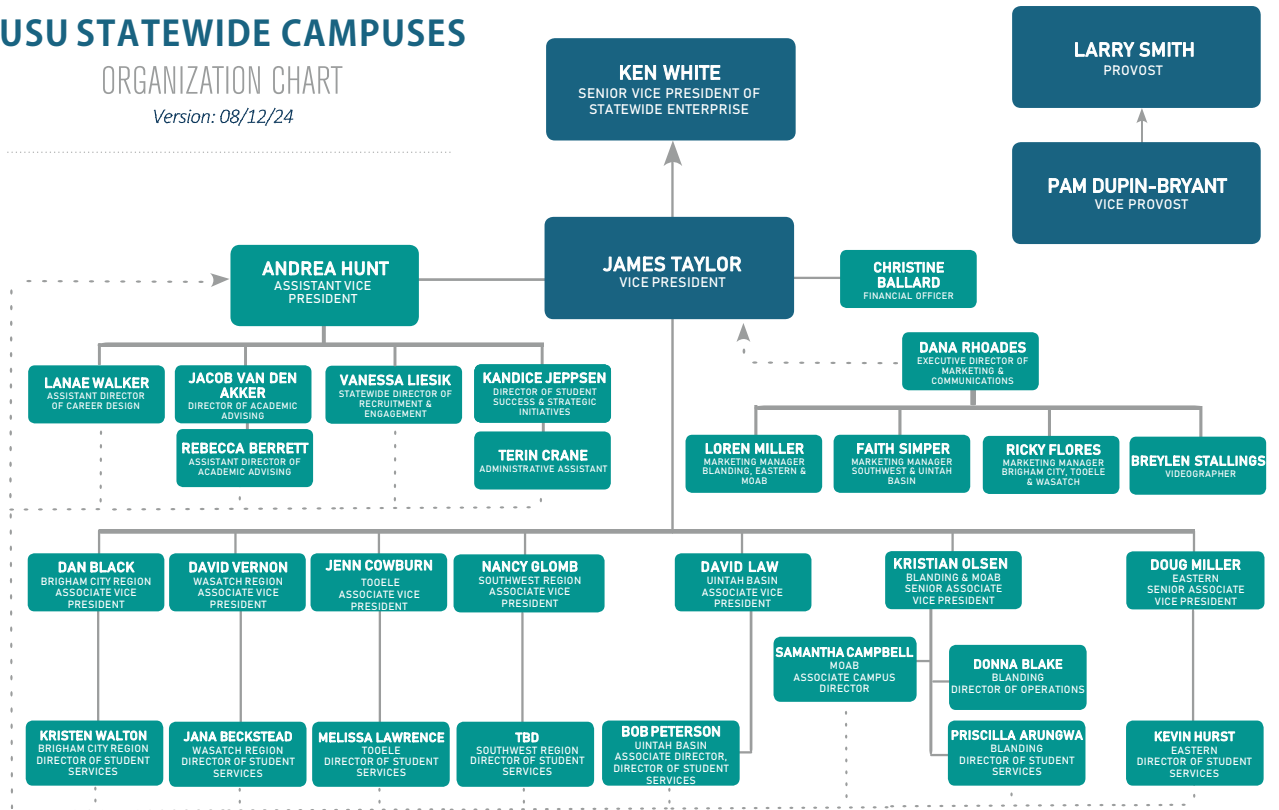


## Appendix E

## USU STATEWIDE CAMPUSES

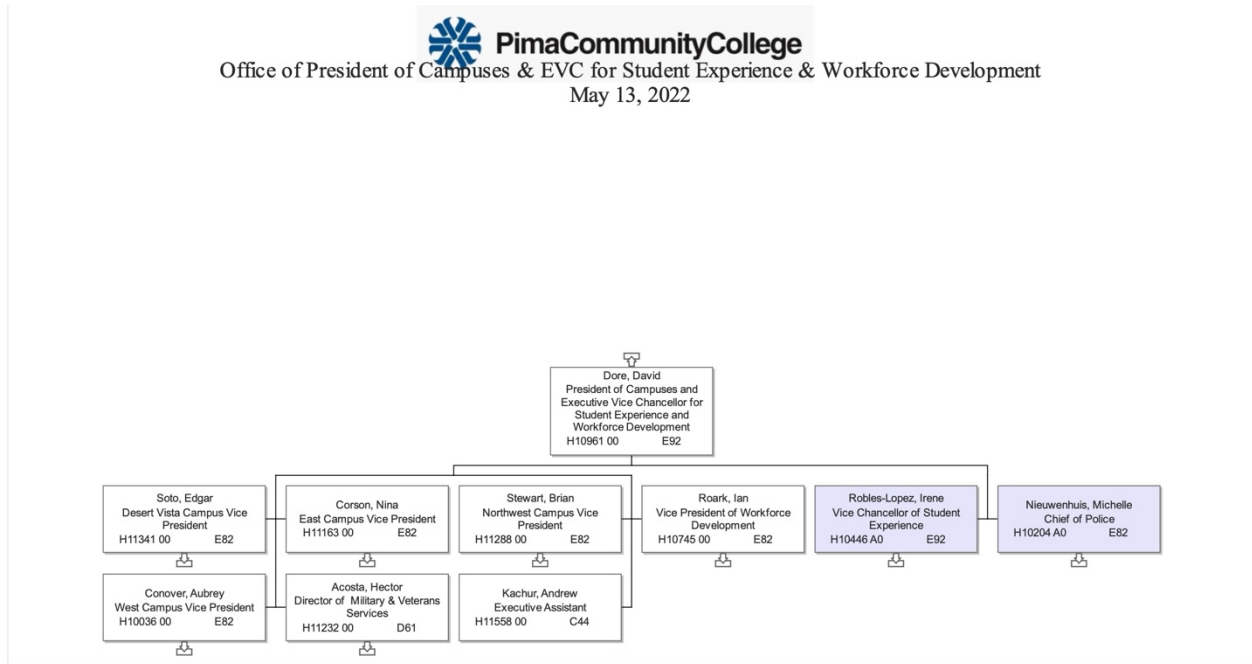
## ORGANIZATION CHART

Version: 08/12/24



Appendix E: Utah State University org chart Statewide Campuses

## Appendix F



Appendix F: Pima Community College org chart: Office of President of Campuses & EVC for Student Experience & Workforce Development