

ACADEMIC AND CAREER ADVISING

PROGRAM REVIEW

March 2013



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I. SLCC Mission and Priorities

Student Services Values and Learning Outcomes

Salt Lake Community College Mission Statement

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

SLCC Strategic Priorities

Strategic Priority I: Enhance Quality Education

Strategic Priority II: Improve Student Access and Success

Strategic Priority III: Advance a Culture of Evidence and Accountability

Strategic Priority IV: Strengthen Institutional Support

Strategic Priority V: Advance Partnership/Relationships with the Community and Business

Student Service Purposes and Values

STUDENTS, FIRST AND ALWAYS, ARE UPMOST IMPORTANCE TO US.

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

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

Student Services Learning Outcomes

Through interaction with Student Services Staff and participation in co-curricular activities, student life-experience, and personal development opportunities, students will:

1. Develop cognitive skills.
<ul style="list-style-type: none"> A. Think reflective and critically. B. Improve quantitative reasoning abilities. C. Demonstrate intellectual flexibility. D. Demonstrate ethical thinking.
2. Acquire knowledge
<ul style="list-style-type: none"> A. Master subject matter. B. Apply knowledge. C. Know about campus resources. D. Use technology effectively.
3. Display practical competence and intrapersonal skills.
<ul style="list-style-type: none"> A. Achieve personal and academic goals; include degree attainment, and/or further education. B. Prepare for their chosen career. C. Acquire effective job seeking skills. D. Manage their personal affairs, including economic self-sufficiency, maintaining health and wellness, prioritizing personal, social, educational, and career demands. E. Engage in self-appraisal and self-understanding; explore autonomy, values, identity, self-esteem, and attitude. F. Engage in the college experience to achieve personal and academic success; use college resources, processes and systems; develop goal setting, decision making and planning skills, and adapt to change.
4. Display interpersonal development.
<ul style="list-style-type: none"> A. Understand and appreciate human differences. B. Relate well with others in dyadic, group, and team settings. C. Establish intimate relationships. D. Develop leadership skills. E. Display positive role-modeling
5. Engage responsibly with the broader community.
<ul style="list-style-type: none"> A. Understand their rights and responsibilities as students/citizens in a democratic society. B. Are committed to democratic ideals. C. Understand and act of standards of professionalism and civility, including the requirements of the SLCC Student Code. D. Engage in service-learning for community building and an enhanced academic experience.

II. Program Review Introduction

“Academic Advising is the most important function in the community college. If it is not conducted with the utmost efficiency and effectiveness, the most important function – instruction – will fail to ensure that students navigate the curriculum to completion.”
Terry O’Banion

There are three relevant factors influencing the effectiveness of an Academic and Career Advising organizational structure: focus on the students, collaboration and interconnectedness with all areas of the college, and professional development. These factors do not work in isolation. Advisors need to stay on top of changes such as those in curriculum, technology, and services, in order to help students achieve their goals. As stated in *The Academic Advising Handbook*, “Academic Advising is often referred to as the hub of the wheel with connections to all other campus offices and services. It cannot be successful without collaboration and cooperation among areas that deliver or support it ”(p249). In a large public institution like SLCC, with continuous curriculum and policy changes, and a diverse and growing student population, it is necessary to have highly skilled advisors to balance the complexities of their work.

As expected for departments like Academic and Career Advising, a periodic self-reflection on how activities are developed in support of institutional and departmental goals is necessary. How has Advising evolved through the years? What are Advising strengths and weaknesses, considering factors influencing its organization? What are Advising options for improvement? These and other questions will be addressed through this comprehensive evaluation with the assistance of professionals participating as internal and external reviewers.

The Academic and Career Advising management team decided to address this program review by assigning to each supervisor, in conjunction with their direct reports, the evaluation of areas relevant to their responsibilities. These separate reports were then organized into one document to prepare a self-study summary.

Staff members provided their input in different settings. First, the supervisors and their direct reports met as a group to review and discuss the program review process. Following the Student Services “Program Review Handbook,” each group evaluated their core programs specifically describing the purpose of the program or activity; its effectiveness and strengths; challenges and areas that need improvement; and recommendations. Supervisors used individual advisors written feedback and discussion comments to write their original drafts. Those original drafts were sent to their direct reports for comments and initially edited. A draft of all components of the program review was then made available to all advisors on the I Drive (shared folders) to read and respond to with written comments. Additional revising was completed and the document was sent to the Director of Academic Advising, The Director of Special Projects, and the Assistant Vice-President of Student Planning and Support for their

review. Each supervisor was allowed to accept or reject those reviewers' comments and a final document was compiled.

The groups were composed as follows:

- Assistant Director for Transfer, Program and Career Advising: Program, Transfer, and Career Advisors.
- Assistant Director for Training and General Advising: General, Part-time, Online, First Year Experience Advisors, and Front Desk Staff.
- Director of Academic and Career Advising: Multicultural, Academic Standards Advisors, and Administrative Assistant.

This process assisted all of us to recognize the extent of our activities and provided the opportunity to drill down in greater detail on the strengths and weaknesses of our many areas of services. This perspective will aid in moving forward with a clearer understanding of the big departmental picture and with recommended options for improvement to set appropriate goals for the coming years.

III. Department Mission and Goals

The mission of Academic and Career Advising is to develop an interactive, informative, and supportive environment where all students can plan, explore access resources, make decisions, and evaluate their academic and career goals. Advising serves all students by providing information related to their educational goals. Advising fulfills its mission by assisting students with information such as:

- Process for creating an educational plan and/or set up a class schedule
- Identify the courses needed to graduate
- Support career exploration and decision making
- Inform about policies and procedures
- Advocate for the student within the parameters established in SLCC's Student Code of Conduct
- Engage students in co-curricular activities
- Provide transfer information
- Review academic progress
- Find resources available at the College and the community

In partnership with other SLCC departments, Academic and Career Advising provides a roadmap for student success, following guidelines established by the Council for the Advancement of Standards in Higher Education (CAS) and the National Academic Advising Association core values.

The Academic and Career Advising mission supports the SLCC mission statement by providing services accessible to all students and specialized programming for students underrepresented and/or underprepared for higher education. Advisors' knowledge includes information to assist students transferring to a four-year institution, obtaining Career Technical Education, retraining or taking classes for personal interest. To reach its objective, Advising has advisors trained in various multi-faceted aspects of the profession, including: Transfer Advising, Multicultural Advising, Career Advising, Program Advising, First-Year Advising, and General Advising. It is with multiple lenses that this department proceeds with its program review.

Goals

Academic and Career Advising has identified goals to enrich the academic experience of the students and improve professional practices. These goals reflect the College priority and objectives as well as Student Services Learning Outcomes. Please refer to Appendix A for list of goals and outcomes.

IV. Department History

Academic Advising has been a part of the College since it first opened its doors in 1948. At that time, Counseling Services was the area of the College which performed functions similar to those of Academic Advising today. Counseling Services, in the early years of the College, was much like a high school guidance counseling office. Early general catalogs for the College show that the services offered in 1948 consisted of assisting “students in the selection of occupational objectives and in the solution of personal problems that may have bearing upon their school work.” Beginning as a small office with a few employees to serve students, this function of the College has grown substantially over the years in size and services.

By the early 1960s Counseling Services was placed under the direction of the Dean of Students. Though the scope of Counseling Services was beginning to expand, its core functions remained helping students select appropriate courses and assisting students with personal problems that could interfere with their school work. By 1964, Counseling Services also administered aptitude tests, as well as interest and personality tests, in addition to their other services. In 1970 the focus of Counseling Services again shifted as new services were added. Counseling Services consisted of guidance counselors assisting with admissions, class selection, emotional problems, job placement, scholarships, and financial problems.

Services changed again in 1984 when the College changed the name from “Counseling Services” to “Academic Advising.” Financial services, assessments, and job placement were moved to other offices. Emotional problems were no longer a part of the services of this area either, as the focus was shifted to academic issues. In 1985 students were instructed to attend a new student orientation, later titled “First Step,” presented by the Academic Advising Department. Faculty members continued to advise students within their majors. The department also began to offer advising for students performing below College Standards, or “Scholastic Standards Advising.”

By 1990, Academic Advising provided advisors specialized in specific majors as well as in career counseling. A Career Information Center was also introduced. In 1993 Academic Advising services were expanded and the advisors were assigned to two additional campuses, in addition to Taylorsville-Redwood campus. In 1994 specialized services began for transfer students. A full-time advisor assisted students planning to transfer to four year institutions. By 1998, Academic advisors were then available at four campuses: Redwood, South, Sandy, and Millcreek. It was also during this time that SLCC transitioned from Student Information System (SIS) to Banner and moved from a quarter to a semester system. Advisors found both transitions challenging because they had to obtain a workable knowledge of new software and learn to calculate the equivalent from quarter to semester credits.

With the coming of a new millennium, it was evident that Advising was serving a multi-generational population, from Baby Boomers to Generations X and Y. Business was never “as usual.” Printed material was not enough to satisfy the demand for information. Students now demanded the use of emails, social media and texting. Millennial came to the Advising Office with their parents and parents were often the ones asking questions for their students. Advisors learned about the different Learning Styles to understand the different approaches to

presenting information to the students. While some students preferred a list of things to do to get started, others wanted advisors to show them step by step, or simply do everything for them, a practice that proved to be time consuming and was a source of misunderstanding when it was time for the students to pay their tuition and fees. To help take pressure off of the academic advisors, a new service, Answer Center, was created to answer basic questions and show students how to register for classes. This service was later reassigned to Enrollment Services and renamed Student Express. To provide additional assistance during registration rush, several workshops were presented for staff at large who wanted to learn how to assist students with the registration process and to answer frequently asked questions.

Advisors have had to adapt to changes quickly because their skills and knowledge in gathering and retrieving information provide the thoroughness and accuracy of the advising session. While in 2001 advisors were working with 144 instructional programs or courses offered in a particular subject such as in Continuing Education, in 2011 the number increased to 176. Advisor knowledge of programs is not limited to SLCC but to also understand the program offerings from the other USHE institutions, to assist students in the transfer process. In addition, advisors have had to work with students during the teach-out period of discontinued programs such as Medical Laboratory Technology, Electronics, and Environmental Technology programs.

Advising has implemented several programs that mirror those presented by large Community Colleges nationwide. For instance, beginning in 2002, Advising hosts a Career and Majors Fair (recently renamed the Majors to Career Fair) in the fall and Spring Semesters. Other programs have also been introduced, such as Early Academic Alert Notification, President and Dean's Lists recognition reception, Multicultural Transfer Day to University of Utah, Placement Test Strategies workshops, and Faculty Advising, Pepsi Scholarship Writing Essay, Academic Success Workshops, and First-Year Experience Classroom presentations.

Advising, through the years, has assumed, evolved or been delegated a number of responsibilities that could or should to be the responsibility of another unit of the College. For instance, it is evident that there is a gap in the placement of students who are not English-As-a-Second-Language (ESL) learners and do not reach the minimum score into the first pre-college courses. Advisors have the responsibility to interview the student and make the decision whether the student should take ESL or pre-college courses. Early Enrollment Admission until 2012 was part of Academic Advising. It is now managed through Enrollment Services. In 2001, Advising promoted programs in support of Foreign Credentialed Educators Licensing requirements until Continuing Education hired a PT administrator for that program.

Multicultural Advisors travelled with School Relations staff to different schools to promote the College and recruit more diverse student population. Advisors are still included in this process, but less frequently, since School Relations has their own diverse staff.

Advising has moved from tracking the intake of students by paper and pencil to the use of a computer-based solution. Advising purchased AdvisorTrac software to manage the intake of students initially at Taylorsville/Redwood main office and at South City campuses. The system

can be used from any computer, facilitating its use for advisors with independent offices at all sites.

The history of Academic and Career Advising wouldn't be complete without recognizing the number of staff members that have contributed to the success of our students. Advising has grown from 21 full-time staff members in 2001 to 32 in 2012. In addition, Advising employs 15 part-time staff to provide office coverage at four sites: Taylorsville/Redwood, South City, Jordan and Miller Campuses for a total of 58 hours a week. In 2009, Online Advising services were made available to students which are now extended to Social Media updates and chat four times a week. During long holiday breaks, this service is priceless for students. A summary of changes of Academic and Career Advising through the years can be found in Appendix B.

IV. Ethical and Legal Responsibilities

In 2008, Advising developed an *Advising Handbook* with the purpose of compiling theory, policies, and procedures that may have an impact on Advising's daily activities. During their first month of training, new employees learn about NACADA's core values for professional practice, tips for effective communication, the Family Educational Rights and Privacy Act (FERPA), phone/email advising and etiquette, and SLCC employee dress standards, among other issues. In addition, advising staff has to become familiar with SLCC's Student Code of Conduct and College Policies and Procedures.

All SLCC faculty, staff, and administrators have to complete mandatory training that includes: Americans with Disability Act (ADA), Anti-Discrimination and Harassment Avoidance, Emergency Procedures, Workplace Violence and Fire Extinguisher. New hires and their supervisors also review together the College's New Employee Orientation Checklist. By signing this document, the staff members agree that issues such as computer usage, dress standards, leave policies, department regulations, etc. have been explained to them.

SLCC Risk Management regularly sends department heads an updated list of each staff member's mandatory training status. Staff members receive a reminder of their needs to keep training updated. All SLCC employees also have access to their records through their MyPage account. Risk Management frequently reports on staff members who have been denied to drive on College business and supervisors make sure that employees on the list are not assigned to work offsite until their status changes.

Online Advising has presented some procedural challenges to Advising. On the one hand, Advising wants to make it easy for students to contact us, but on the other hand, there are FERPA regulations prior to accessing and discussing students' records. Students who want to communicate with an Online Advisor must submit an electronic "Information Release Form" to Advising through their MyPage account and it is valid for 90 days. The release forms are saved on the H: Drive by the Online Advisors. Chat services are only available for frequently asked questions.

There are nine ethical principles identified by NACADA to guide Advising activities not just in the relationship between advisor and student but also among colleagues.

1. Enhance student's learning whenever possible.
2. Treat students equitably.
3. Enhance the students' ability to make autonomous decisions.
4. Advocate for the student.
5. Tell the truth.
6. Respect the confidentiality of communication with the student.
7. Support the institution's educational philosophy and policies.
8. Maintain the credibility of the advising program.
9. Accord colleagues appropriate professional courtesy and respect.

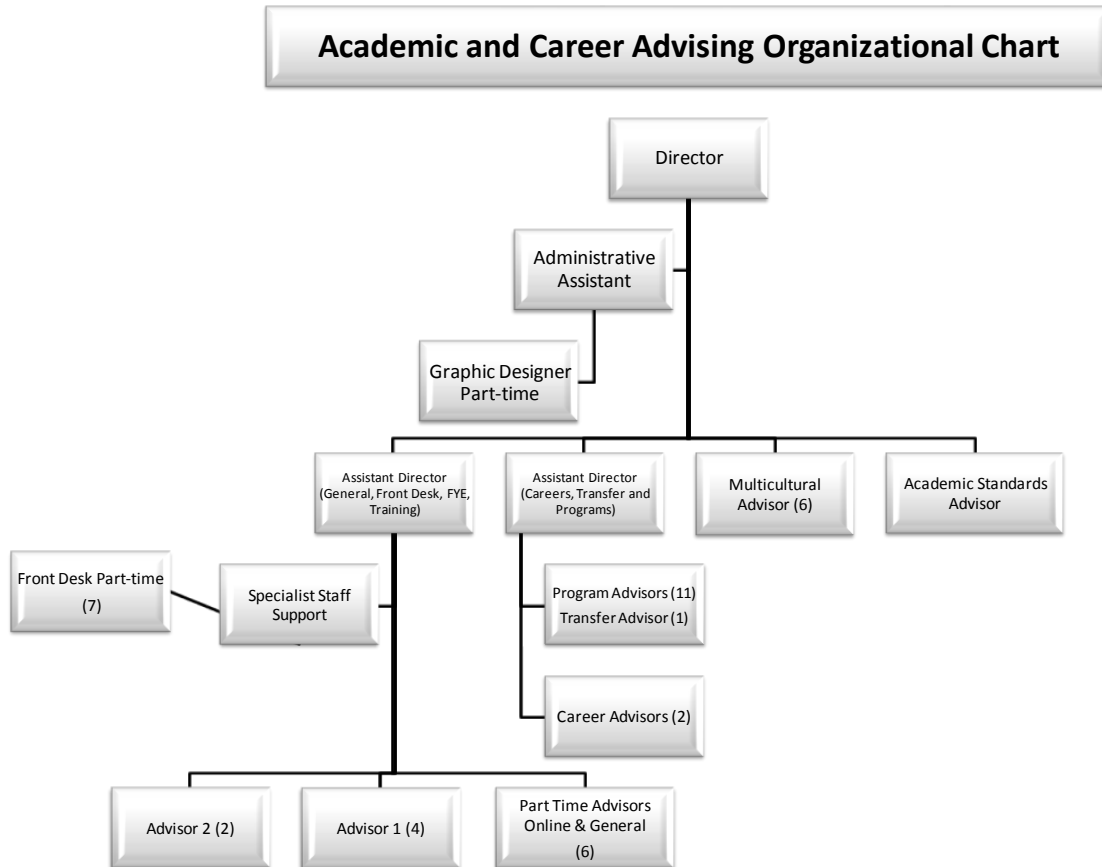
Quite often advisors face ethical dilemmas that involve one or more ethical principles expressed above. For instance, an advisor may overlook referring a student to the Student Code of Conduct and might advocate directly for the student. A student may complain of discrimination because of additional support provided to ethnically diverse students. An academic program may feel neglected because Advising does not promote or push students to select a specific class over another. An academic program may not participate in the Career Fair claiming that high traffic areas are prioritized for other programs. An advisor may be less prepared to provide comprehensive advising to students which may curtail equal access to resources for those students. An advisor may not remain neutral when students make negative comments about a staff member or faculty.

Ethical behavior is not easy to define. What may seem ethical to one person may be unethical to another. For this reason, the College is supporting initiatives such as “Choose Civility” and “Inclusiveness” to remind us of ethical principles and to slow down and think about the consequences of our acts. For instance, “Choosing Civility” refers to respect, interpersonal communication skills, problem solving and taking responsibility for our acts. During staff meetings, Advising has reviewed the Student Code of Conduct and Choosing Civility, but we need more frequent trainings with role playing situations that challenge us professionally and we need to identify the best strategies to manage these situations.

V. Organization and Staffing

Academic and Career Advising has a staff of 47 employees: a Director, two Assistant Directors, 27 full-time Academic and Career Advisors, six part-time Advisors, a full-time Administrative Assistant, a full-time Specialist, a part-time Graphic Designer, and seven part-time Secretary positions. The Director reports to the Assistant Vice President for Student Planning and Support.

The organizational chart below provides a good overview of the department and the reporting lines.



Academic and Career Advising Staff Profiles as well as Experience and Credential graphs are in Appendix C.

Staff Tenure and Expertise

Training, higher education experience, and tenure of advisors contribute to their expertise in serving a diverse student population with consistency and professionalism. Fifty percent of the department's advisors have over 10 years of experience in higher education. The average full-time advisor has worked at SLCC for 7.4 years with a range from 1 to 23 years. The average part-time Advisor has been in Advising 7.7 years with a range of 1 to 33 years. Fifty-two percent of advisors have a master's degree or a higher level credential. Fourteen advisors speak a second language, which includes Spanish, Portuguese, Navajo, Chinese, Vietnamese, and French.

Over the past three years the number of full-time advisors has increased by six. In the same time period, the number of part-time advisors increased from three to seven. Five new part-time secretarial positions have been added, and the full-time Secretary position was upgraded to an Administrative Assistant.

A new organizational structure has been designed as a part of the College's new Talent Management system that will create the opportunity for further advancement for full-time Advisors within our department. Criteria are still being considered, but have not yet been implemented, for the advancement from Advisor level 1 to 2 and from Advisor level 2 to 3. Current advisors, at levels 1 and 2, have expressed frustration with current limitations and are anxious for the opportunity of upward mobility, additional responsibilities, and increased salary. Budget restraints and cuts will make this a challenge to implement. Although advisors are referred to as either Advisor 1, 2 or 3 under this new job families' management system; in our department we refer to advisors as "Academic and Career Advisors" because intrinsic to all advisor positions is the vital role of both short-term education planning and the long-term career planning.

Staff turnover and hiring are constant in our large department: in the past five years, an average of one advisor has left every year and an average of one new position has been added. Three advisors in the last three years have transferred to the University of Utah to assume positions with lower volumes of students, somewhat equal salaries, but with additional education benefits to further their professional education goals. Two advisors and one secretary have become employed in other offices on campus. One advisor took a position in the public school system. There is a higher turnover of part-time secretaries because we like to hire students whose education goals require changes in their employment. Advising benefits from the increase of part-time advisors who do not have other time commitments and can meet with students consecutively. The on-going hiring and addition of new people make it critical to have a structured training process to integrate new individuals into the department. A training committee has been organized and has two initial training modules completed (see Section VII) that incorporate self-learning and computer interaction with assessments to efficiently and consistently train new staff with fewer man hours committed to training and less impact to office operations.

The anticipated assimilation of eight advisors from the School of Applied Technologies (SAT) into Academic and Career Advising this fiscal year, will allow us to expand some advisor

responsibilities. Some responsibilities will remain distinct, but it is possible the SAT Advisors will be able to support Academic and Career Advisors with Academic Standards, Career Advising, advising students in the Career and Technical Education fields of study, and advising students in General Studies. Our priority for hiring any new full-time advisors would be to 1) request another Academic Standards Advisor, 2) request another Career Advisor specifically to support the anticipated Online Seminar, and 3) request another Program Advisor to reduce student to advisor ratios in larger departments. As office space and budgets allow we will continue hiring part-time advisors.

Academic and Career Advising staff members are dedicated and committed to the mission of Advising; the staff's dedication and willingness to meet the high demands during "rush" is commendable. Advisors and staff work together as a team to train new employees, answer one another's questions, act as an extra set of eyes and ears when needed, collaborate, investigate, and commiserate when necessary. Through the college-wide Staff Star recognition program, we regularly nominate and acknowledge the enthusiastic and exceptional service of advisors and staff. In the last year, five nominees from Academic Advising received Staff Star awards. In this same time period, two advisors were recognized for their remarkable contributions to the mission of the department and college through the Outstanding Staff Award program – one for work as a Multicultural Club Advisor and one part-time advisor for contributions as an Online Advisor.

Academic and Career Advising, through collaboration with other departments, has also had three winners of the Innovation of the Year Award in the past four years: in 2008/2009 for "Special Studies ESL for Facilities and Food Services Personnel," 2009/2010 for "The Teacher Recruitment Scholarship Program for Diversity Students" and in 2011/2012 for "Preparing Students for the First Steps at SLCC." Within our department, we honor those who have retired for their dedication and service to students, with a Service Recognition plaque displayed in our lobby. Academic Advising finds creative ways to celebrate a wide range of holidays and events to broaden our cultural competencies and to celebrate our diversity.

The administrative staff makes a concerted effort to provide an environment that is organized, efficient, comfortable, and welcoming to students, staff, and the community.

Job Descriptions

Director

The Director is responsible to provide leadership for all aspects of Academic and Career Advising to promote student growth and development and to assist students in the development of meaningful educational goals and plans. The Director works to continuously improve programs and services in response to the changing needs of students and evolving institutional priorities. He or she oversees a professional staff of full and part-time advisors to ensure delivery of quality advising and career services in a multi-campus setting.

Assistant Directors

Under the supervision of the Director, two Assistant Directors manage and supervise designated advising functions, activities and operations. They are responsible for planning and implementation of policy and procedures, staff selection and training, supervision and performance management, and coordination of a wide variety of services at several campus locations and through online services.

Administrative Assistant

The Administrative Assistant provides general administrative and secretarial support to the Director and other staff members as needed. The Administrative Assistant assists in the planning and coordination of activities and events. A major responsibility is to manage general affairs of the office including phone coverage, customer service, budget tracking, requisitions, databases, files and inventory, and to maintain historical files and records.

Advisor 1

General Advisors provide academic advisement and career exploration direction to SLCC students. They help students understand the academic preparation and skills needed to be successful learners in college level courses, help students understand program of study requirements, and assist students in developing educational and career plans.

Advisor 2

In addition to the responsibilities of an Advisor 1, these advisors have responsibilities in a specifically designated area such as Program Advising, Multicultural Advising, First Year Experience, Career Services, Transfer, or Academic Standards.

Secretary 1, part-time

Secretaries welcome all incoming students to the Academic and Career Advising offices at the Taylorsville Redwood, South City, and Jordan Campuses; they refer students when necessary and provide general information and directions. They manage advisors' schedules, make appointments for students, manage AdvisorTrac, and answer phones.

Specialist 1

This full-time position oversees all part-time secretaries' schedules and responsibilities, in addition to being available to cover the secretary position when necessary. The Specialist is responsible for maintaining AdvisorTrac, creating several monthly reports, typing correspondence and other routine front desk support functions.

Graphic Designer, part-time

The Graphic Designer assists staff members with the creation, layout, themes, branding, and ordering of all brochures, handouts, flyers, posters, banners, and forms necessary to advertise events or provide information to students and the community. The Graphic Designer also maintains and updates the Advising web page.

VI. Staff Development and Training

Training for new Academic and Career Advisors has been designed to support student success by providing a supportive mentor relationship with a knowledgeable and professionally-trained advisor. Staff development training and activities support this objective by ensuring continuous updating and professional improvement for all advisors.

A Training Committee was created in Spring 2012 to define training objectives and methods for new advisors. Training objectives were defined for competencies in three tiers: (1) 10 Day Training Phase, (2) 30 Day Training Phase, and (3) 60 Day Training Phase. The 10 Day and 30 Day Training Phases are completed and have been available for the last five advisors who have been hired. The 60 Day is currently being finalized. The content is divided into five basic categories based on essential competencies identified by the entire advising staff and formatted into an electronic Training Manual. Advisors learn **personal** competencies which include job descriptions, and student/advisor rights and responsibilities; **conceptual** information such as terms and definitions; **informational** facts, policies, and procedures; and **relational** skills in communication and team building. Training objectives also cover **technical** skills instruction provided both by new employee OIT training and by mentor-led training within our department. Different training methods include self-training with the Training Manual, e-learning, peer training, observations, mentor feedback, staff meeting training, and instructor-led training. A check-list of tasks to accomplish and persons to meet is also provided.

Knowledge assessment and opportunities for practice are built into the Training Manual on a limited basis through questions and answers and practice exercises. New advisors are asked to role play and verify knowledge by meeting with their assigned mentor. The Training Outline is available in Appendix D. This new approach to training has been validated by new trainees as very helpful, easy to follow, instructive, and organized and as a result, new advisors have a broader breadth and depth of knowledge which we feel prepares them to more confidently meet with students sooner. The technical training is reinforced through observation opportunities with several advisors as a way of experiencing several Advising styles and methods.

The length of time it takes a new employee to gain computer access creates our greatest challenge as the program is very computer dependent. A new employee's start date can also present an obstacle in the availability of a mentor who, because of "rush," may not have enough time to train, answer questions, and reflect with the new advisor. The need for a mentor training program has also become evident. The Training Committee is considering the development of an overall assessment to be used at the conclusion of that last module. Academic and Career Advising plans to present new advisors with a Certificate of Achievement at the conclusion of the 60 Day Training module. The opportunity for current advisors to also experience the training modules and receive the Certificate of Achievement is also anticipated.

Staff development training is provided on an on-going basis to ensure all advisors are current and refreshed in SLCC and Student Services policies and procedures, departmental offerings and changes, and current trends and issues in academic advising. This type of training is

consistently scheduled in staff meetings once a week except during times of the year designated as “rush” when staff meetings are not held. During “rush,” we try to hold a Refresh and Update, 30 minute meeting in the main advising office on Fridays, and we disseminate any updates to all other advisors via email. As changes and information updates are received we send an Announcements and Updates email to inform the staff. Academic departments and Student Services departments make requests to present in Advising’s weekly staff meetings; staff members may conduct training spotlights, one hour trainings, or onsite trainings at other campus locations. Additional staff development and community service opportunities are provided during three department retreats during the year.

We traditionally hold retreats in the spring, summer, and during holiday break in December. A planning committee of staff volunteers works on the theme and logistics of the retreat. The objectives of such retreats are to reexamine our department mission and goals; review policies, procedures, and processes; foster and strengthen internal relationships; strengthen communication and collaboration; provide community service; and have fun. Past themes have included the following: *Tools for Professional Growth*—NACADA Core Values and Communication Skills/“Let Your Life Speak”; *Career Exploration/Another Piece of the Puzzle*—updates and experience with different career assessments; *Mission It’s Possible*—team reports on Career and Technical Education programs; *Day at the Movies*—multicultural movie and discussion; *Trax Trip*—tour of two SLCC downtown locations and the University of Utah; and *Changing Role of Advising*—discussion groups and guest speaker. Over the years, holiday service projects have included various activities such as collecting socks, books and food for community agencies, singing and playing chimes at a nursing home, filling backpacks for children and supplying a holiday store for special needs students.

On a rotating basis, all advisors have an opportunity to attend a regional or national professional conference appropriate to their responsibilities. The conferences are sponsored by organizations such as the National Academic Advising Association (NACADA), Student Affairs Administrators in Higher Education (NASPA), National Career Development Association (NCDA), National Conference on Race and Ethnicity in American Higher Education (NCORE), International Association of Student Affairs and Services (IASAS), and the League of Innovation in Community College. Due to funding limitations, we are able to send an average of four advisors a year to out-of-state conferences. Those who attend are required to write a summary of the conference and file it on the I Drive; they also present new information in staff meeting.

We are able to support larger participation at state and local conferences, which include those sponsored by Utah Advising and Orientation Association (UAOA), American College Testing (ACT), and state chapters of NACADA and NASPA. Our challenge with in-state conferences is that everyone usually wants to attend but we need to have staff to maintain office coverage. We are usually able to give staff a choice to attend one of two events in a semester. SLCC offers Convocations with national speakers at the beginning of fall and spring semesters, but because this is always during “rush” for Advising, we are never able to participate. Academic advisors and support staff represent our department on various committees both in Student Services and Academics which broadens their perspective and gives Academic Advising the opportunity to engage in college affairs across campus. See appendix M.

New Advising employees are required to attend a new employee orientation conducted every semester by Student Services and they may participate in an annual conference and an annual institute sponsored by Student Services. Advisors and staff are additionally encouraged to participate in other opportunities for training within the institution, which include webinars, OIT training, Center for Innovation workshops, brown bags, symposiums, online Skillsoft classes, fairs, and guest speakers. Due to an increasingly heavier volume of students, such attendance is rarely possible and requires some monitoring so that sufficient office coverage is maintained.

Until further review and updates can be made by the Training Committee, front desk staff training is currently completed with a Training Checklist and one-on-one sessions with the supervisor. The Checklist is thorough, but has the same challenges mentioned about Advisor training: the length of time to obtain computer access (which determines phone login access, AdvisorTrac access, and Outlook calendaring access) and mentor availability. As expressed by front desk personnel, observation and gradual on-the-job participation are the most effective opportunities for training.

Recommendations

1. Establish standards, training, and incentives for advisors to be mentors.
2. Institute a no hiring or training policy during “rush.”
3. Request technical support to put Training Manual in an e-portfolio format.
4. Develop a Quality Control Assessment to be completed every six months for all advisors and staff with a required pass rate.
5. Develop a recognition process for completed training.

VIII. Core Programs and Services

A. Front Desk

Front desk personnel play a key role in ensuring a positive experience for students who come to see an advisor. It is this staff's responsibility to create a welcoming environment and project a helpful attitude so students feel less intimidated. The front desk secretaries must assist students, visitors, faculty, and staff efficiently and effectively so they receive the information and help they need. This process starts with a series of predetermined questions to triage a student's needs and assess his or her next step. This could mean directing the student to sign in on AdvisorTrac for a walk-in appointment, signing the student in if the student is unable to use AdvisorTrac, making an appointment, answering basic questions, making appropriate referrals to other offices, or providing forms and handouts to meet the student's need. The front desk Secretary also answers phones, takes messages, and makes appointments for all advisors in every location.

The front desk may be the most visibly impacted during "rush" with a completely filled lobby, long waiting times, electronic pagers to check out, and an even higher volume of phone calls. AdvisorTrac can also create technical challenges because of high levels of usage. To reduce the tension from a constant queue of phone calls, in fall 2012, we had our phone system forwarded in a circular loop, which has helped the response time. If the incoming call is not picked up at Taylorsville Redwood, it transfers to the South City Campus and if not picked up there, it transfers to the Jordan Campus. A list of Frequently Asked Questions has been created for each campus as well as At a Glance reference materials. Suggested triage questions have been established, but are inconsistently implemented because of differences among the front desk staff, level of staffing, phone or other distractions, and the number of students lining up at the same time.

In the last year we have increased to two part-time secretaries at South and Jordan offices providing full-time coverage at each of those locations, and to three part-time secretaries and one full-time specialist at the Taylorsville Redwood Campus to meet increased need. Due both to low wages and a desire to hire students, if possible, we continue to have turnover in our front desk part-time positions which is a challenge. We are in the initial stages of creating a formalized training program for the front desk positions and reviewing our budget so that we can offer a higher wage for these important positions. Currently front desk staff members are trained on the job by the full-time, front desk specialist who is also relatively new. The technical training is easily learned, but the learning curve for the large amount of information regarding SLCC and department policies and procedures is a challenge. We consistently make an effort to support these patient, dedicated employees by encouraging advisors to communicate more with the front desk through instant messaging, emails, and calendaring update requests.

B. General, Online, Evening, and Off-site Advising

New, continuing, transfer, and undecided students come to Advising to see a General Advisor for a wide variety of reasons. Advisors attempt to accommodate these students' diverse needs in several formats, which include: one-on-one advising (generally as walk-ins with accommodation for special requests); group advising including, but not limited to, orientations and First Year Experience classroom presentations; evening advising; online advising; and by accommodating students in several locations. As stated in *CAS Standards and Guidelines*, "The primary purpose of Academic Advising... is to assist students in the development of a meaningful educational plan." Meeting with a General Advisor is often the first opportunity a student has to make a personal connection with someone at the College. Through specific questioning (appreciative inquiry) and discussion, General Advisors encourage students to use available resources to assess their interests and abilities, develop or examine their educational goals, make both short-term and long-term decisions to meet their objectives, clarify institutional policies and procedures, and understand general education and major requirements. Advisors also refer students to other resources and services on campus that will support completion of their education goals. Students login to AdvisorTrac (at some campuses) and are invited to an Advisor's office on a first-come, first-served basis if they have not indicated an appointment or designated a specific advisor. Advisors use the BANNER database to track student progress with degree evaluations, complete Financial Aid appeals, release academic standard holds, check or verify test scores, make standard general education substitutions, help students identify options for improving their GPAs, etc. Currently, an education plan is completed with paper and pencil but by summer 2013 a new electronic version in DegreeWorks will be available.

Advisors are challenged by the vast amount of complex information from many institutional departments that they must learn, retain, and keep abreast of. Changes which occur in every department, both in Student Services and in Academic Affairs, affect Advising. Advisors are challenged to keep changes updated in written and electronic resources and in what we share with students.

We have a much higher student-to-advisor ratio compared to the National Academic Advising Association (NACADA) 2011 National Survey. SLCC's full-time advising ratio is 1,122 per advisor whereas NACADA's survey found that the average advising ratio at 2-year public colleges is 375 to 1. See Appendix E. Advising serves an average of 50,000 students a year by appointment and as walk-ins.

Year	Contacts by walk-ins and Appointments
2008-2009	51,867
2009-10	50,626
2010-11	51,431
2011-12	51,310

Our greatest challenge to employee morale occurs during “rush,” due to the extremely high volume of students who require assistance. “Rush” is defined as two weeks before each semester’s registration begins until the last day to add classes for that semester. Our goal during this high demand time is to advise a large number of students as quickly as possible. Students generally come to Advising during “rush” for current semester course selection, Financial Aid appeals, and/or the release of academic holds. We are able to accommodate larger numbers because of the sacrifice and dedication of both advisors and front desk staff who work flexible schedules and additional hours, triage students, create group advising opportunities, put projects on hold and help students as quickly and efficiently as possible. Some of the challenges we face during “rush” are having enough budget for additional part-time advisors; new hires who require training during this period; work/office space for additional part-time advisors; dramatic increases in phone calls; and overloading of AdvisorTrac. In spite of all of our efforts, there may still be long waiting times for students. When appropriate, we offer students an appointment later with a Program Advisor or we send them to a Program Advisor who is available for walk-ins in another building. We provide a pager for those who wait and try to offer alternatives to one-on-one Advising such as giving them a handout on how to run their own degree evaluation, referring them to online advising services, or information on the SLCC webpage. Group Advising is used primarily during “rush” and during orientation presentations as a means to serve more students in less time with limited manpower. It is an efficient way, in an interactive format, to provide target groups that have similar needs with the basic information they need to register for classes in the current semester. The learning outcomes tend to vary, depending on the group. There is some concern about a lack of privacy in these settings and the challenge of the student who still returns for one-on-one advising. Many students do benefit, however, from hearing the questions and answers from other students. After “rush,” we focus on first semester students by offering classroom presentations in classes typical for a freshman as a part of our First Year Experience advising efforts.

Advising has fully staffed offices at Taylorsville Redwood, South City and Jordan Campuses and a part-time office at Miller Campus – this meets Advising and the College’s goal of serving student populations adjacent to their local campuses. Having advising available in multiple locations and during evening hours allows us to optimally meet students’ diverse needs. In offices that are not on the main campus (Taylorsville Redwood) we provide information regarding specific programs at that campus location and also answer general advising questions. Off-site advisors often act as liaisons between their campus and the main campus, and also with the departments, faculty and students, which fosters good communication and interdepartmental relationships. The Advising office at the Taylorsville Redwood Campus is open four nights a week until 8:00 p.m. South City and Jordan Campus each extend their advising hours one night a week until 6:00 p.m. The “rush” period, when Advising staff meetings are not held, can also be a challenge to off-site advisors who may feel disconnected from the main office, although phone, instant messaging and emails help. One Assistant Director has oversight responsibilities for all advisors at Jordan Campus and meets with them on a weekly basis. In anticipation of the upcoming merger of advisors in the Division of Applied Technologies (located at South City Campus) and Academic and Career Advising, the Advising Director meets with both staffs on a regular basis at South City Campus. There are no extra desks or computers available to supervisors if they want to stay longer at an offsite location.

Advising is trying to use technology to our benefit by having Skype conferences or teleconferences when necessary to keep staff at offsite locations connected and informed.

Evening advising hours allow students who cannot come during normal working hours, especially non-traditional students and students who work full-time, to have access to meet with an advisor in person. Students receive the same professional advising that they would receive in the daytime hours and often experience a shorter waiting period and more relaxed environment. One challenge is that Program Advisors are not generally available in the evening but may make arrangements to meet with their students early in the morning or communicate via email. Also, because of the limited number of Evening Advisors, generally appointments for students are rare, especially during rush. An additional General Advisor is assigned with another listed as “back-up” during rush so that additional support is available to evening advisors. Because of the varied commitments of advisors in the evening, scheduling the extra evening advisors is a challenge. During “rush,” closing the offices on time can be a challenge; sometimes students are turned away if the anticipated wait time goes past closing time.

Students can also access the department’s information and resources electronically and via social media. Online Advising serves the department mission by making advising accessible by providing services through email and chat. There are many students who cannot visit a campus who can still have access to quality advising at their convenience. Online Advising follows FERPA guidelines by requiring an Information Release Form from students prior to accessing and discussing their personal academic records. Students receive answers to their inquiries within 48 business hours, usually sooner. Online Advising has similar challenges to in-person Advising as it experiences a high volume of emails during “rush” yet the number of advisors available to do Online Advising remains constant. Advising information is available via Twitter and FaceBook, with additional information posted both to our webpage and blog. Over a six month period from August 2012 to February 2013, two part-time Online Advisors responded to 3,414 emails; 231 chat requests; 2 Twitter responses; and 1 Facebook question was answered. While we can track views to the blog, we cannot track exactly how many individual students are using it. The number of views to our blog for the same six month time period used above was 2,261. We do refer students to the blog on a frequent basis as several tutorials regarding Enrollment Services processes and instructions on how to run a degree evaluation are located there. One of the part-time Online Advisors manages the other social media resources but has very little time available, after responding to emails and chats, to keep FaceBook and the blog updated. Advising’s Graphic Designer is able to make updates to the blog but is also challenged to have available time to do so. We have just announced to the full Advising staff a mid-week deadline to have postings regarding upcoming events to the Online Advisor so that they can appear in the following week in social media formats.

C. First Year Experience

SLCC takes a holistic approach to support student learning, development, and success in the first college year; this involves collaboration between Academic Affairs and Student Services. Within Student Services, departments that collaborate in First Year Experience (FYE) programs include Academic and Career Advising, Orientation, School Relations, Student Support Services/TRiO, Multicultural Initiatives, and Student Life and Leadership. In an effort to improve student persistence and completion, Advising offers diverse activities to students who are first time freshmen, underrepresented, taking Learning Enhancement courses, and/or taking courses below the 1000 level. Advising has expanded the responsibilities for FYE advising from one Advisor to a team of three. A transition will be made within this academic year to move two of the FYE Advisors to a newly redesigned Orientation/First Year Experience office, which will merge some responsibilities and strengthen collaboration.

Currently, the primary goals of Advising FYE programs and activities are to

- Encourage new students to seek advice early in their educational path by making presentations in targeted classes;
- Encourage student participation in extracurricular activities, in support of the students' social, emotional, cultural and academic needs;
- Encourage students to make informed and timely decisions regarding a program of study or related careers;
- Offer workshops targeted to the academic success of the students; and
- Track the progress of targeted student populations to identify the development of additional advising services.

We have worked to accomplish these goals by placing an FYE Advisor in the Testing Center who students can meet with immediately after testing. Providing an Advisor in the Testing Center remains an advantage to students in understanding their placement scores and in creating an education plan immediately after testing, but having just spent 1 to 2 hours testing, students more often choose to leave the Testing Center. This FYE Advisor created and offers Placement Test Strategies Workshops to help students prepare to take or retake the Accuplacer, the College's mandatory placement test. In these workshops, students review sample test questions, discuss tips for preparing for and taking the test, and learn about services and learning support resources.

While there has been some increase over the last two years in the number of students taking advantage of this workshop, the numbers still remain low. FYE Advisors and other General Advisors present the last 30 minutes of the New Student Orientations to increase awareness of Advising, Career Services, general education requirements, and the importance and process of creating an education plan.

This same focus on expanding student awareness and engagement is reinforced through classroom presentations. FYE Advisors email an invitation to faculty in the following classes offering an opportunity to have an Advisor present in their class during the semester: LE 1020, LE 1220, ESL 1010, ESL 1020, RDG 0900, RDG 0990, WRTG 0900, and WRTG 0990.

The presentations vary in length and content depending on the instructors' requests and students' distinct needs as a group. Advisors in the classroom emphasize student engagement in the college experience, the use of resources, and the development of goal setting, decision making and planning skills.

Advising offers an Early Alert program that encourages faculty to identify students who are having academic difficulty in their classes. FYE and Multicultural Advisors contact these students via email and phone calls to offer support and resources. Intrusive (proactive) advising is also used to contact students who are currently taking Emporium Math and to contact a target group of women over 35 years of age who place into RDG 0900 and/or WRTG 0900 – these students are invited to meet with an Advisor to learn about supportive resources. FYE Advisors along with General Advisors also offer “Express Advising” by setting up tables in a classroom building with high student traffic to facilitate students' access to advisors and Advising resources. This is done just prior to deadline dates (last two days to add and last two days to drop). A link to Advising's FYE resources is on the department's webpage; it can be a challenge to keep updated because of limited technical support and the time necessary to research and develop data driven services.

Academic Advising has been given the responsibility, assigned to a First Year Experience Advisor, for assessing the appropriate placement or referral of students who place into an area on the Accuplacer which has been unofficially classified as the “gray area.” Gray area students have placed above the ESL Level 4 requirement, but below the next class in the sequence, Reading 0900/Writing 0900. Registration into these lowest level Reading/Writing courses requires an override. Previous to this academic year, a Developmental Education Department existed and an Advisor with instructor responsibilities made those determinations and gave the registration permissions required. First Year Experience Advisors in Academic Advising have reluctantly assumed that responsibility but also rely on the ESL lab and others for consultation. It is not a responsibility Advising feels comfortable with. This issue is currently being addressed by a college-wide committee.

Additional time and human capital are needed to continue research and development to clearly define our strategies and assess how we can best use the resources we have to most effectively serve students identified as “first year” students. Once the new First Year Experience - Orientation Office gets established, we anticipate collaborative efforts to clarify roles and areas of responsibility for First Year Experience with Academic and Career Advising still playing a vital role.

D. Career Services and Career Advising

A working knowledge of general career development and exploration is critical when doing academic advising. One cannot be successfully done without the other. That is why SLCC advisors have always been Academic **and** Career Advisors. Regardless of our advisors' other advising functions – General, Program, Multicultural, Transfer – it is our departmental expectation that all advisors be able to provide guidance in the career development and exploration process.

Advising plays a critical role in helping students with career exploration and program (major) selection. Part of the advising process is to guide students in the career development process and assist with planning classes and transfer accordingly.

We adhere closely to the recommended mission for Career Services as outlined in the *CAS Standards for Higher Education*. We assist students with the development of self-knowledge as it relates to career choice in a number of ways. Advising provides the following career assessments on campus: Myers-Briggs Type Indicator (MBTI), Strong Interest Inventory (SII), and Campbell Interest and Skill Survey (CISS). These assessments cost students \$25 for one or \$40 for two. (The majority of students take both.) The assessments are also available to the community and are the most inexpensive option in the area. (Advising is in the process of phasing out the CISS as it is less convenient to administer.)

In recent years, the number of students taking these assessments has declined to an average of four per month. Nonetheless, given the ease of online administration/usage and the expense of only paying for the ones used, Advising will continue to make them available for those students preferring more in-depth and individualized assessment. The decrease in assessments can be easily attributed in part to the availability of online assessments and resources that are free to students and that require no appointment. The department acquired the software tool, TypeFocus, in 2011. It has quality assessments, and it is available at no cost for all students with an SLCC MyPage account. The first year, 672 students accessed TypeFocus; in 2012, 729 and so far this year, 100 have accessed it. (This information is derived from the report option available as part of the software.) During this same time, the institution acquired the online program, Career Coach, which provides information about the job outlook for SLCC's programs of study and which is currently managed by Career and Student Employment Services.

Another factor contributing to the decline in the purchase of assessments has been limited marketing within and from Advising. Only two members of the department are certified or trained to conduct the interpretations that must accompany the paid assessment, of which one is typically scheduled to conduct all interpretations while the other serves as backup. This factor is not a significant impairment as our numbers could go up five times and the interpretation needs could still be met by one advisor. This decline in departmental marketing is also a result of changes in our advisor training process. All new advisors used to take the assessments to gain a greater understanding of these tools and thus be able to promote them to students. Although many new advisors have requested it, we can't afford to certify more advisors in these assessments as it is very costly. However, by training all advisors in the benefits of these tools we will enable them to better provide career guidance. In addition, an

increase in the monies generated from the sales of the assessments would help provide revenue that could be used to pay for additional career training for all advisors. Advising has been exploring other tools. Currently, in collaboration with Student Life and Leadership, we are assessing the viability of using StrengthsQuest for career advising.

In addition to these career assessments and exploration tools, it is expected that all advisors assist students in obtaining program and occupational information in order to build the best possible education plan. Advisors can demonstrate available resources by instructing students on the basics of online services such as TypeFocus, UtahFutures, and Career Coach and by taking them to our Career Library to check out a book or sit down at the computer. Advisors show students how to locate information about the programs of study that SLCC offers and the potential careers they lend themselves to. Career Advising provides brochures in the Advising offices as well as links to resources through our Career Advising website. Although these expectations exist, the reality is that many advisors don't consistently assist students with in-depth career development. Advising provides periodic trainings but the biggest challenge is time. As mentioned throughout this review, the student to advisor workload is higher than recommended, especially during "rush." Certain months of the year, advisors have to focus on purely more triage type issues, what classes to choose, when to register and Academic Standards issues. This leaves very little time during the course of an average appointment to spend time drilling down on student's goals. Even when there may be more time available in an individual assessment the advisor may not have had time to explore resources recently and as a result feel less adept at guiding students. Students are regularly invited to come back for more in-depth advising outside of "rush" times but often neglect to take advantage of that service.

The Assistant Director and one of the Career Advisors participate in the institutional Career Services Task Force. In a subcommittee, we are in the process of centralizing all career resources under one tab on the institutional website so that the information will be more obvious and accessible to students. This is an ongoing project.

Career Services hosts two Majors to Careers Fairs annually. The challenge with these events is consistency of participation. It is difficult to predict how many students will attend and how many departments will be represented. Some departments/faculty are fantastic and bring a lot of enthusiasm and students to the event. Others will not commit faculty to the event so Advising attempts to serve students by providing them at least some information on each program of study that is not represented. In these cases, Advising asks our Program Advisors to cover their programs. At the most recent Majors to Careers Fair, for example, we were scheduled to be open from 5-8 p.m. However, when things slowed down at 7 p.m., a majority of departments left. The students, who arrived later, after their classes, were upset by the lack of availability. Some departments do not feel the need to recruit and will not engage in the process by even sending materials to put out. We have been more successful in previous years because we had the support and commitment of academic administrators, from the Provost down, which led to better faculty turn out and engagement. Advising management will continue to reach out to the Associate Provost and Provost, requesting their support with encouraging departments to be involved with career development. Advising recognizes that departments have some challenges with the event and has tried to be responsive in addressing

them. For example, in response to complaints about table location at the fairs, one of the Career Advisors worked with the OIT Department to develop an online self-registration tool. This tool has been favorably received and gives some degree of control to the programs. In addition, we had a faculty member participate in the last planning committee for the Majors to Careers Fair. The faculty member was a great source of information and perspective for our department. Based on our conversations with the faculty member and the planning committee we have decided to work on developing a resource that could assist departments with making their fair exhibits more interactive and student friendly.

As a result of some of the challenges with the fairs, we are hoping to partner with Career and Student Employment Services next year to combine our Majors to Careers Fair with their Job Fair. We expect that a combined fair will increase attendance by both students and faculty/departments. This would allow SLCC departments to assist students in selecting programs of study and employers to promote the employment options associated with these programs. Career Advising will continue to explore other means/formats of delivering major and career information to students. For example, Advising is researching a concept that has been used elsewhere called “Choose your Major Day” and ways to effectively apply it with our institution’s demographic.

As addressed under “Departmental Relationships with Student Services,” Advising is developing a more collaborative relationship with Career and Student Employment Services, which recently added “career” to its departmental title to communicate increased services in this area. In the past, our relationship has been primarily referral based with Advising referring students for assistance with employment, job search skills (resume writing, interviewing, etc.), and cooperative education opportunities. Referrals have not always been smooth as Career and Student Employment has been located in another building across campus. This year, its main office will be relocating to the lower level of the Student Center at the Taylorsville Redwood Campus, which will help with referrals and coordination. The Director of Academic and Career Advising and the Director of Career and Student Employment Services are coordinating cross-training for staff and are discussing which responsibilities in the area of career services will be shared and which will stay predominantly with one area or the other.

Career Services conducts outreach to students via multiple means. Advising developed a handout to accompany letters to prospective students touting our services and outlining the process for deciding on a major. Similar information is contained in our Transfer Guide that is published by the student paper, *The Globe*, and paid for by the University of Utah. Our Choosing Your Major brochure is available in all Advising offices to distribute to students. Career Advisors promote our career services in the classroom and in the community. They do this via presentations, workshops, and tabling. This year the department participated in a tabling event prior to Convocation, which was an excellent opportunity to promote our services to the institution at large. In addition, advisors participate in the weekly new student orientations, *Quickconnect*, and are able to do outreach there. Another significant development is the reorganization of the Orientation Department with a broader First Year Experience (FYE) focus. Career Advising is hoping to find a way to actively fit into that process.

Advising has two designated Career Advisors. Their roles are distinct from other advisors in the expertise they have specific to career development and exploration. As a result, Career Advisors have assignments more specific to this area. Given their expertise, one of their primary functions is to train other advisors regarding career resources as well as to do more in-depth career exploration with students. As addressed previously, the advisor training piece has become rather limited. Career Advising will work on coordinating with the Assistant Director over training to find a way to make that part of new advisor training more in depth, helpful and ongoing.

One of our Career Advisors has significant previous experience in the employment arena. This Advisor is an excellent resource for students and other advisors on job outlook and on new trends in employment. This Advisor has compiled useful resources on careers and employment in relation to programs of study. Advising is working on a more organized way to make this information more accessible to the whole department. This Advisor also participates in the Career to Majors Fairs. He conducts Career Clues, a mini-workshop about personality and career choice, at this and other events.

The other Career Advisor has an advanced degree related to career development and specialized in this for much of her graduate level work. Given this expertise, she has been called upon to develop several major projects. She has developed a one credit class on career exploration, LE 1200. It has been taught five times; the department will be using this summer semester to assess its success and will tweak as needed. The course will be offered again in the fall. The other project is the development of online modules to assist students in choosing a major/career. As this project requires collaboration with Informational Technology, which has recently experienced staff changes, it may take a while to get the development going. However, the initial module outline has been completed and now requires formalization. This will be ongoing project, which to really be successfully managed will require another staff member.

In conclusion, our goal is to continue to capitalize on the things Career Advising does well and improve in the areas where Career Advising is less developed. Our critical strength and goal is to assist SLCC students with career development which will enable them to complete with greater confidence and speed and in turn contribute to institutional retention. The reality is that all students need assistance with career development, whether they recognize it or not, and Career Advising will continue to build on the amount of resources we offer and continue to make them available through multiple mediums. The ongoing development of Career Advising's online career modules will be a boon in this area. In addition, the strengthening and retooling of the areas that aren't working as well will help Career Advising's delivery of services to improve. Career Advising will work on relationships with faculty/departments, other Student Services Departments and the Career and Student Employment Services Office. An additional challenge that will require some review will be reassessing how we might target our prime student population. The *undecided* category has been removed from the student application. As a result, it will be more difficult to figure out which students are truly undecided and figure out ways to reach them as reports will no longer be as easy to generate.

Recommendations

1. Strengthen outreach efforts to *undecided/exploratory* students. This will take different approaches. For example, Career Advising will have to develop a way to identify undecided students in order to provide more concentrated efforts with that group. In addition, Career Advising will try to find a means by which to successfully collaborate with First Year Experience and market and deliver services to that group.
2. Complete online career development modules and work with Institutional Marketing to complete the task begun through the Career Services Task Force to get all career resources linked under one tab on the SLCC website.
3. Retool, as necessary, LE 1200 course for coming year.
4. Develop stronger collaborative relationships with academics and provide them with resources for better results at the Majors to Careers Fairs.
5. Collaborate more closely with Career and Student Employment Services.
6. Assist all advisors with developing career resources by spearheading ongoing career exploration training.

E. Multicultural Advising

The development of ethnic student advisor positions began in 1993 as an initiative to address the increasing diversity of SLCC's student body. The program was developed by the Vice President of Student Services, with input from staff in Advising, Admissions, and other Student Services departments. During this time, many institutions of higher education were searching for ways to proactively reach out and address the needs of increasingly diverse groups of students who have been historically underrepresented in higher education.

This program within Advising supports the mission of the College by assisting people of "diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry, and other employers." It also supports the Core Themes of the College by: 1) providing access to students underrepresented in higher education; 2) providing access to students underprepared for higher education; 3) supporting students to become successful and engaged learners; and 4) supporting diversity and cultural enrichment in the community and the College.

There are five advising positions with responsibilities for reaching out to students from the following ethnic/racial groups: African/African American/Black, Asian, American Indian, Hispanic/Latino(a), and Pacific Islander.

Multicultural Advisors are hired as Academic and Career Advisors with the specific responsibility to work with a targeted group although they do not work exclusively with that group. These advisors are selected for their abilities to better understand the populations they serve and for the students to feel more comfortable with individuals who know their cultural background and with whom they can identify. For example, students who are American Indian appreciate meeting with the Advisor assigned to the group because of her familiarity with resources in the community and with the tribal scholarship application process. Hispanic/Latino(a) students find it very helpful to work with the specific advisors for that group because they are bilingual, very knowledgeable about resources available at the College and in the community, and understand issues facing these students.

Before the advent of the Multicultural Initiatives (MI) office in 2003 and the School Relations office in fall 2002, Multicultural Advisors were assigned to outreach, recruitment, ethnic student club leadership, advising and retention of students. Since then, the functions of some club advising roles were assumed by the MI staff except for the Black Student Union (BSU) and Asian Student Association (ASA) that are still advised by Multicultural Advisors. All recruitment efforts are coordinated through School Relations. Once a year, the American Indian Academic Advisor visits high schools in the reservations because of her familiarity with this population and she is reimbursed mileage through School Relations. From time to time, the Multicultural Advisors are invited and attend special events in the communities that they represent. The retention of students is primarily addressed through in-person contacts, emails, letters, or phone calls. Students are contacted for a variety of reasons such as when their GPA's fall below 2.0, when they are close to graduation, when their major is listed as undecided, and when they are on the Dean or President's Lists. Advisors send welcome letters/emails to new students every semester as well as invitations to and reminders about events, etc. Students also have

the opportunity to meet with Multicultural Advisors through the New Student Social, Pepsi Scholarship Essay Writing Workshop, social orientation, graduation reception and other events. The advisors serving the Hispanic and Black students have organized peer mentoring groups for the students to assist each other and have planned events at which the students and guest speakers from the community meet to discuss current issues.

During spring 2011, ethnically diverse students responded to a survey requesting feedback about their interest in different workshop topics. Their responses motivated the advisors to present workshops on topics such as applying for scholarships; how to balance family, work, and student life; and how to choose a major. This survey confirmed the necessity of giving student information on a regular basis.

The strength of the program is the daily contact of students with the advisors. The students see their Multicultural Advisors as mentors and resources to get through school. The value of the Multicultural Advisor is expressed in the following words of a parent: "I appreciate so much the help you have given her. There is a lot she doesn't know about going to college (especially financial aid) and having you to advise her has been so helpful. Every time she comes home after talking to you, she feels upbeat and like she isn't alone trying to get through school." In 2010, the Hispanic Advisor at South City Campus developed and implemented the peer mentoring program "Una Mano Amiga." This program enhances the services that the College provides to students. Enrollment Services and other departments do not have fluent Spanish speakers to answer, in detail, questions about admissions or academic and other resources for students. Peer mentors "hold the hands" of the students as they are getting started and adapting to the college environment.

Challenges

It is a challenge for Multicultural Advisors to take care of the needs of the general population, to provide case management for their targeted population, and, in some cases, to be the advisor of student clubs. The student-to-advisor ratio is high if we consider that advisors are also contacting students under the classification "more than one race."

Creating awareness among the student population about Multicultural Advisors is a work in progress. Multicultural Advisors are listed on the advising website, and they also created bookmarks with contact information to hand out to students. The challenge is filtering students as they come to Advising, especially if it's their first visit to the College or to Advising and they are not aware of the different type of advisors available to them. In this age of social media and high tech gadgets, Multicultural Advisors are finding that more and more students are beyond the email stage. Some Multicultural Advisors are using social media (Facebook) or texting to contact students. Many students have admitted to not checking their Bruinmail because they find it a hassle to check more than one email or they feel they receive just too much information from the College. Our American Indian Advisor has found that if she can't reach students through Bruinmail, she can usually reach them through Facebook. Our African/African American Advisor also uses texting to contact students.

Recommendations

To obtain the updated student lists per semester, a key contact person (plus one backup) would alleviate the stress of all of the Multicultural Advisors trying to find student lists at the beginning of each semester. Student lists are crucial for Multicultural Advisors because all case management is based on students who are currently enrolled.

Create better student awareness of and access to Multicultural Advisors through intentional filtering of students at the front desk (without discriminating or profiling) by asking if they prefer to see a Multicultural Advisor. The bookmark developed by Multicultural Advisors can also be distributed at the front desk to create awareness among students. Two of the six Multicultural Advisors remain student club advisors as part of their job description but involving the other Multicultural Advisors as co-advisors in their respective clubs could assist with developing their case loads and student awareness of their services.

Multicultural Advisors should create a Facebook page for their student population and have those Facebook addresses on their business cards (and possibly added to the bookmarks) so students can receive important information on a site that many are familiar with and check frequently.

Many of the concerns of the Multicultural Advisors are based on lack of time. With our student-to-advisor ratio, Multicultural Advisors struggle to find time to case manage the students in their population. Creating a staggered schedule for Multicultural Advisors to work on their projects (at least two hours per day, three days per week) will help meet general advising needs while creating time for Multicultural Advisors to case manage. With the exception of our Hispanic/Latino(a) Advisors, it would also be beneficial for Multicultural Advisors to be in one location (the main campus) since the majority of their students attend the main campus, and students are more willing to travel to the main campus than to other campuses.

Create a “One Stop Service for Multicultural Students” where Multicultural Advisors can take more time with students who need more attention to get started and continue in college. In addition to the current services being offered, Multicultural Advisors would have the time to walk students to different departments to make sure they know what questions to ask and ensure their questions are answered to the best of their understanding. This may also include some interpreting skills (Not just other languages to English, but also English to English since some higher education vocabulary may not be common for all students.) The concern, again, would be the lack of time needed to accomplish this goal.

F. Program Advising

Program Advisors are under the direct supervision of one of the Assistant Directors. Program Advisors have program specific responsibilities that differ from the General Advisors. They have responsibility for advising particular programs of study (majors) that can range in number from 2 to 11, many of which have additional emphasis tracks. Each of these programs of study requires a range of knowledge and responsibilities associated with a varying number of departments and faculty, which will be described later in this document. An overview of the 13 Program Advisors and their designated programs is in Appendix F.

Because of the variety and range of programs of study, it typically is not possible to hire advisors who have degrees in the areas they are assigned. Advising prioritizes education and/or experience in the particular area for which we are hiring Program Advisors, but often there are few or no candidates who have the specific program expertise while also meeting the criteria of an excellent advisor. Advisors are selected on the strength of their advising background and understanding of educational requirements and degree programs. Advising, academic administrators, and faculty train new Program Advisors on the specifics of their programs of study and fields.

The services listed under the area of General Advising also correspond to the role and responsibilities of Program Advisors. Although, General Advisors respond to students' questions about program of study usually this is to get students started in the program. Students can be referred to Program Advisors at any point but are often referred to Program Advisors once they are further into their studies or if they have very specific questions. For example, students may want to know how their transfer classes have been, or might be, evaluated and applied to their program of study.

As quoted in the *CAS Professional Standards for Higher Education*, "Good academic advising also provides perhaps the only opportunity for all students to develop a personal, consistent relationship with someone in the institution who cares about them" (Drake 2011, p. 10). Program Advisors strive to build these relationships with the students in their specific programs. Program Advisor's physical location in the buildings in which their programs are housed increases the opportunity to connect with students and faculty. Faculty also assist with the development of this relationship by referring students to the Program Advisors and inviting them visit their classes. Besides meeting with students, Program Advisors have administrative work in support of the Advising department as well as the students, faculty and academic administrators of the program, departments, divisions, and schools they serve. Some Program Advisors feel, to quote one, "we are jack of all trades, master of none."

Technical Review is a curriculum review responsibility of Program Advisors that can be a very time consuming process and takes precedence over students when there are tight deadlines. Technical Review refers to the process of review for clearing/discontinuing courses/programs (new and current), including a five year review of the same. In order to make changes to their

curriculum, academic departments are required to submit Course Curriculum Outlines (CCO's) and Program Curriculum Outlines (PCO's). Program Advisors are asked to review and edit these outlines and the documentation that accompanies them. The forms alone for this process can range from 3 to 20+ pages. In the case of CCO's, the length depends on the syllabus for a course. A Program Advisor can easily spend between 4 -12 hours a week or 4 - 12 hours monthly editing these documents. Some departments are better organized: they provide their Advisor the documents in a timely fashion throughout the year and already in a final edit format. However, many departments submit poorly edited forms for Advisors' review right before catalog deadlines in late winter or early spring, which also coincides with "rush" registration periods. Editing expectations for Program Advisors vary based on the program/department and its leadership. Advisors may serve as another eye or may be expected to complete a significant piece of the revision. Given that advisors typically do not have curriculum development experience, particularly in the programs in which they are assigned, significant revision responsibilities are inappropriate and well beyond the purview of an advisor. In addition, editing documents for typos is an ineffective use of a trained advisor's time and something that could be managed by an entry level clerk or student employee. Given that each full-time Program Advisor on average has six programs to review (each with various subsets); it can be an overwhelming project during our busiest times. Technical Review is also challenging to manage consistently even with advanced planning as the needs of each department vary.

The programs with faster changing technologies are typically more immersed in this process as they have to make more frequent changes. Many courses and programs also have a tendency to hit the five year review mark at the same time as they were likely to have been initiated at once in the form of a new program. This process alone can place Program Advisors in the position of having to receive and follow instruction from multiple faculty, program administrators, and the Curriculum Coordinator. Program Advisors often feel pulled between the academic departments' curriculum priorities and Advising's priority of seeing students. Program Advisors also feel that they are answering to multiple supervisors.

The benefit of advisors being so closely involved in the Technical Review is that they get to see what changes are being made in a timely manner and thus be able to pass this information along to students to better assist them with developing their educational plan. However, that piece is already accomplished by the fact that Program Advisors attend departmental/program curriculum meetings. They can learn this without having to be so heavily involved in reviewing curriculum they have no part in creating. They also can be a voice to advocate for students in these meetings if changes may prove to be problematic for students.

The Assistant Director for this area has begun looking into norms at other institutions. At the University of Utah, Snow College and BYU, advisors are not involved in this process at all. At UVU, some advisors have some similar responsibilities but not to the same degree. As mentioned earlier, Program Advisors feel that they answer to many supervisors. As a result, they don't feel that they can push the department's to be more timely in getting them this information or providing a more finalized edit. This is an issue that will require further investigation and resolution.

The Program Advisors have a potential student case load (based on those declared in their respective programs) ranging from a low of 1,689 to a high of 2,890 to one Program Advisor. The highest being the Career and Technical Specialties Advisor who also historically carries the highest administrative load because there are 10 general areas with multiple tracks in this division. This translates to multiple Program Advisor Council (PAC), departmental, and curriculum meetings and responsibilities. Based on the Board of Trustees Reports generated for the past five months, Program Advisors see an average of a 142 students per month. These numbers do not include phone calls or e-mail contacts. Exponentially, this number averages out to 1,704 students per year, where NACADA recommends a ratio of 367 to one. (Please see Appendix E).

Another responsibility of Program Advisors is their involvement in the annual statewide discussion of the transfer and articulation of outgoing and incoming courses/programs. A challenging aspect of their participation is that SLCC's Program Advisors are often expected to scribe in the meetings and for programs they don't even advise. While the meetings are a way to connect with state counterparts, many advisors believe their attendance does not always assist them in being more effective Program Advisors because they are not able to consistently attend all the meetings for their specific programs.

Program Advisors may have the responsibility of managing exceptions to course requirements, which include substitutions and waivers. This role varies per department; most ask the Program Advisor to do at least some and it is an involved process. In some programs, the Advisor's role may be limited to explaining the process for requesting a substitution and providing students with the required paperwork and appropriate contacts. In many programs, it includes making the decision and inputting the exception. This process is currently under review by the institution and the policy and procedures, and Program Advising's role, will be standardized.

Program Advisors may serve as a point of contact for the Graduation office when there are questions about exceptions. This role has positive and negative ramifications. Having the Advisor as the point of contact for Graduation office helps to create consistency by serving as the "gatekeeper" and it can expedite the student's ability to complete the process. On the other hand, a great deal of inconsistency exists among academic departments in how they handle exceptions, which could lead to accreditation issues. Having the Advisor interpret exceptions and requirements for the Graduation office may place the Program Advisor in a role beyond the scope of his or her knowledge and responsibility. In addition, it has allowed many programs and processes to limp through with band aid solutions. For example, because of apparent software limitations in Banner, some applied technology program degree audits developed a number of problems when the programs changed requirements from one course to two and two to one. The majority of program requirements do not get slotted into the appropriate places in the degree audit so that the courses show as not applicable and it appears that the student has not met requirements. The Program Advisor has to sort out and share that information with the Advising staff as the technology we are dependent on is not accurate. In addition, the Graduation office has to substitute and waive 16 courses for one of these degrees to clear a student for graduation. The academic side of the house is often unaware or unwilling to deal with these issues.

Registration overrides for course scheduling conflicts are another duty for some Program Advisors. An example is with one of the applied technology programs, whose courses were overlapping so students were unable to register themselves. As a result, the Program Advisor was expected to do overrides for the students to be able to register students. Apparently, this scheduling conflict had been an issue for a couple years and although the department had been advised by the Program Advisor that they needed to work it out with the Scheduling office, nothing had changed. The new Assistant Director has since facilitated the department and Scheduling office to communicate to get it fixed. However, this fix is something that will require an ongoing semester request on the part of the department. Although these scheduling issues aren't commonplace, these types of issues shouldn't fall to the Program Advisor and can be very time consuming.

The institution has now purchased and begun implementation of a new audit software program, DegreeWorks. While this program is also dependent on information fed through Banner, there apparently will be a way for the system to deal with courses changing from one to two or vice versa. The implementation of DegreeWorks has surfaced many of these issues which have led to policy and procedure development. A result of this policy and procedure formalization should be clarification of roles and responsibilities across the institution regarding exceptions.

Program Advisors are also involved in inquiring, tracking, and reporting on students in their respective programs. This varies somewhat from other advisors in that the requests come from a variety of entities beyond Advising such as academic departments, Institutional Marketing, and the Curriculum office. Meetings, committee assignments, and, in some cases, travel to multiple campuses and locations can also be different for a Program Advisor. Previously one Program Advisor was traveling back and forth between Taylorsville Redwood and South City Campuses on a regular basis, eating up a large portion of the day in travel. This situation was remedied by switching around some program assignments. Unfortunately, not all of these issues can be remedied in the same way. Some Program Advisors who have programs at multiple campuses provide a day of advising on site on a monthly/semester rotation. For instance, Program Advisors visit the Highland site twice a semester to meet with students in the Gen Ed Step Ahead Program. There have been meeting space issues for some of these visits and it will take some time and more marketing for students to become aware of the availability of advisors on specific days at those locations. The effectiveness of some of these efforts requires further assessment as some of these on site advising rotations are quite new. However, we want to provide services to as many students as we can and meet them where they are located. (For a full list of meetings see Appendix G).

Some Program Advisors teach courses for their programs or have regular presentations they give to specific, often introductory, courses in their programs. Some of the Program Advisors are paid as adjunct faculty for the classes they teach. However, our three Program Advisors/faculty each teach one class per semester as part of their responsibilities. Their positions initially had a higher percentage of their workload dedicated to teaching. Now the split is 80% advising and 20% teaching. They are also asked to present at CampusConnect (Orientation) and other institutional events. Sometimes the expectation is that they do group

advising. Group advising can be challenging if the students are pursuing different programs that the advisors advise for. Program Advisors may have ongoing responsibilities with special projects e.g., one of the Program Advisors is heavily involved in the advising and coordinating of other advisors for the Gen Ed Step Ahead Program. These types of activities may require designing presentations, developing materials and/or event planning.

This year, most of the Program Advisors were given the goal on their performance appraisal to create a collaborative outreach event for students in their programs. Two Program Advisors teamed up to do a “Cookies and Conversation” open house. They had tremendous faculty support and the program was well received by students. Although faculty was very supportive, they indicated afterwards that they did not feel it was a good use of their time. Other programs of this nature are still in development and evolving.

Program Advisors are asked by faculty to participate in additional outreach/marketing types of events. For example, our Health Sciences Advisor has been asked to conduct high school tours of the facilities and provide basic information about the programs.

Advising works to continue to develop and strengthen relationships with departments and faculty. For example, a member from the academic department served on the selection committee of our most recently hired Program Advisor and Advising also consulted with the Dean and Associate Deans of the division to solicit characteristics that they felt were critical to their area before we conducted the final level interviews.

Program Advisors may also be expected to staff an informational table at institutional, departmental and community events. Unfortunately, there are some programs that do not participate in Advising’s semi-annual Majors to Careers Fairs to recruit/inform students. Some choose not to participate because it conflicts with class times, others because they do not feel the need to recruit. In these cases, Program Advisors are asked by Advising to set up and represent their programs at these events. The rationale is that students will be more likely to attend if all the programs are represented. Program Advisors with a large number of different programs are not able to table for all of them if their departments do not participate.

Program Advisors have the challenge of providing students with comprehensive advising services while balancing administrative responsibilities. Ideally, they would like to provide more developmental/intrusive advising than their workloads currently allow. Furthermore, because of the complexity of some programs (e.g., Health Sciences; Science, Math and Engineering) Program Advisors require more time to provide even superficial advising. The difficulty with finding balance is compounded by information overload. The amount of information Advisors are expected to know, or know where to access, is overwhelming. This is especially a challenge given that much of the information changes. Staying on top of information is important for Program Advisors because not only are they expected to know their programs in depth, they must also be familiar enough with all other programs at SLCC to be able to advise any student when assisting with overflow of general students or doing evening advising in the main office.

Managing paperwork and being able to consistently organize digital files and resources is an ongoing challenge. The management and consistency of material available on the Program Advising portion of the department's I Drive is an issue that requires further assessment. Some positive changes were made last year in cleaning up the I Drive but they haven't continued. (Please see recommendation number four.) The number of meetings, including our staff meetings and the amount of information can be daunting. In the effort to maintain balance and time to build student relationships, how do we manage information overload for ourselves and, in turn, not overload our students?

Program Advisors have particular opportunities unique to their position. They serve as liaisons between Student Services and the academic side of the house. Program Advisors provide information to their departments that may impact them and bring current information to Advising and/or Student Services that help both sides make better and more informed decisions that serve and benefit students. Program Advisors are able to advocate for students sharing with faculty the perspective of students regarding program/course changes and scheduling; they point out the need for additional information that would be helpful to students. These relationships are critical to Advising's ability to stay informed and better educate the students we advise; in turn, Program Advisors are able to advocate for Advising with the academic departments. Given their close working relationship with their departments, Program Advisors are able to provide in-depth and specific information/resources which can contribute to retention and completion by assisting students with realistic self-appraisal and identity development in relation to the program.

Program Advisors assist students with career development by sharing information regarding careers and employment related to their programs. They provide referrals and recommendations for pursuing internships, co-op, or community service opportunities. Program Advisors do not get enough time to develop resources in this area, which is addressed in the Career Advising section. Again here, Program Advisors serve as a resource to the whole advising team. For example, a Program Advisor arranged for our Biomanufacturing student-based business, Studentfactured, to share information with all advisors. This information helped other advisors assess how they might get the word out to their students. For example, Studentfactured expressed a need for someone with graphic design ability. As a result, one of the Visual Arts and Design Program Advisors is going to discuss the possibility with his program and students.

Some Program Advisors have developed a solid understanding of the types of scholarship, research, and community/workforce resources/opportunities that exist for students. Some programs do not develop or maintain information about these opportunities/resources, so the Advisor may have to search out the information via other paths.

Program Advisors provide in-depth and comprehensive information regarding transfer to specific programs at other institutions – especially in restricted majors. A challenge is the expectation that Program Advisors have all the transfer information, students and faculty need help understanding that students will need to meet with an advisor at the receiving institution. Program Advisors develop a greater familiarity with the articulation through daily review and information shared by faculty from cross institutional program relationships. Given this access

to faculty, Program Advisors are able to reach out to program students more easily through such strategies as classroom announcements or visits. Many Program Advisors are responsible for maintaining bulletin boards near their offices with relevant and current information. These are some of the formats the Program Advisors use to deliver information and assist students in accessing resources.

Program Advisors outreach to and include underrepresented populations by assisting students to develop interpersonal competence and to seek opportunities for civic engagement. Program Advisors are available to all students and try to tailor services to the individual needs of the student. Engaging with these students takes place in a number of ways. Two Program Advisors have ability to provide services in other languages: Spanish and Navajo. Program Advisors outreach to students with information targeted to specific population, such as emailing criteria for scholarships. They share specific program requirements to serve these populations; for example, TRS (Teaching Recruitment Scholars) is dedicated to recruiting underrepresented populations to change the diversity of teachers' ethnicity in Wasatch Front schools. The Program Advisor for this area teaches a course for these students and has direct responsibilities to assist them with keeping their educational planning in sync with scholarship requirements.

Program Advising provides a critical service to students, academic programs and Advising. The bridge they create between Student Services and Academics is pivotal to institutional success. This Program Review is providing an excellent opportunity to review the responsibilities of this area and assess which are worthwhile and/or necessary and which may be keeping us from our primary goal of comprehensive advising to SLCC students. The recent changes that have taken place regarding alignment of articulation responsibilities, a new degree audit system and the upcoming addition of Academy One as a transfer tool will all certainly require a degree of flexibility and openness to change for all involved parties. Program Advising looks forward to making strides in establishing some standard practices and creating a greater level of consistency and equity amongst all Program Advisors. This will include the clarification of roles with *exceptions* that will come about through new institutional policy, standardizing what information should be present and accessible for all advisors on the I Drive and researching individual position responsibilities and potentially redistributing certain programs.

Recommendations

1. Meet with the department of Curriculum, Scheduling and Regional Administration to clarify Program Advising roles and responsibilities with Technical Review, exceptions and substitution/waivers and related policy, and our participation in State Major Meetings.
2. Establish standard responsibilities and expectations within respective academic departments. The Assistant Director will generate a checklist, in consultation with current Program Advisors, regarding participation in academic department responsibilities and determine a standard in which all Program Advisors will participate and be trained. The goal being creating greater consistency in the position overall, as well as, common resources.
3. Improve on Advising departmental and Program Advising relationships with the academic side of the house. For example, there previously existed a regular meeting

between Academic administrators and Student Services Directors. Advising would like to explore similar opportunities to create ongoing communication between both sides.

4. Standardize information available to all advisors through Program Advisors. Currently, Program Advisors create different tools and resources for advising access. While not all formats can be standardized. There should be standard resources that are made available to all through the I drive.
5. Provide comprehensive training to Program Advisors for DegreeWorks and Academy One once they go live in the coming months.
6. Conduct in-depth assessment of equity of Program Advisors workloads and realign if necessary based on assessment results.

Points of clarification

- One of the Arts, Communication and New Media Advisors also dedicates 20% of his time to teaching a class, as does the Business Management/Marketing Advisor.
- The other Arts, Communication and New Media Advisor is located in a General Advising office, as is the Business Management/Marketing Advisor, so part of their numbers would be reflective of that population too.

G. Transfer Advising and the Transfer Center

Transfer services are critical to SLCC. Almost 70 percent of students self report they are transfer bound (Information from the Institutional Research Fact Book for 2011-12), pursuing Associate of Science, Associate of Arts or Associate of Pre-Engineering degrees. Based on an institutional study, Transfer Outcomes for SLCC Students conducted in 2003-04, graduating students transferred to 64 different institutions. Thirty-seven percent of those that transferred earned bachelor's degrees by Fall 2006. This study was conducted by SLCC Institutional Research and Student Planning and Support, using the National Clearing House data files.

The Transfer Center is not a physical place. It exists primarily online and through the events coordinated by the Transfer Advisor. The term "Transfer Center" represents the transfer advising activities that take place throughout campus, the transfer website on the SLCC website and the resources delivered in staff meetings and maintained on the departmental I drive. Three years ago the Transfer Center was given a physical office on the third floor of the Technology Building at the Taylorsville Redwood Campus but proved to be poorly accessed by students and, as a result, the positions were relocated to the main advising office in the Student Center. There is one designated Transfer Advisor in Advising. All Advisors are expected to assist students with transfer questions, information and issues. However, the Transfer Advisor is responsible for developing and coordinating Transfer Center information and activities.

The management of transfer services underwent a major shift this past year. The previous Assistant Director of Transfer and Program Advising accepted a new position called Curriculum Coordinator in the department of Curriculum, Scheduling and Regional Administration. This new position assumed some of the articulation-related responsibilities, such as the creation and maintenance of state articulation agreements that were previously assigned to the Transfer Advisor and Assistant Director. (Articulation agreements outline how SLCC credit is received at other institutions, primarily within the USHE System.) Now, once articulation agreements are updated/finalized by the Curriculum Coordinator, she sends them to Advising. Program Advisors organize them on the Advising I Drive that is accessible to all advisors. There have been some delay and growing pains with these changes and, as a result, some of our transfer information is not currently up-to-date. Advising will continue to try to clarify the roles and responsibility regarding articulation information and will strive to provide students with the most accurate transfer information. In addition, with USHE, SLCC is purchasing the software program Academy One. This will replace the state's Transfer Guide and may impact how we share and deliver information.

Another impending change that will impact Transfer Advising is the elimination of the University Center. The University Center has been the centralized office that dealt with aspects of advising, articulation, scheduling and advertising for bachelor's programs offered by other institutions with which SLCC developed structured transfer relationships. For example, SLCC's University Center has partnered with Weber State University to offer its degree coursework for Computer Science and Criminal Justice B.S. programs in the evening. The University Center Advisor advised students about how these programs worked and how our corresponding programs would transfer in and Weber State also provided advisors who came regularly to campus to meet with students. The University Center has managed partnerships with six

accredited institutions of higher education, which include 26 degrees and 50 courses, many of which are online. These managerial relationships will now be delegated to other departments. The Transfer Center will take on the role of posting information and links to these partnerships on our transfer website. The Transfer Center will assist with the coordination of campus visits by representatives for these 26 programs as well as advising and distribution of their informational materials. The University Center will close on July 31st, 2013.

The Transfer Advisor's time is spent primarily divided between the coordination and management of transfer events (external and internal) and advising students. The Transfer Advisor manages ongoing tasks on a daily basis as well as those that change depending on what is scheduled. The Transfer Advisor responds daily to students, staff and other institutions' email requests that arrive on his SLCC account or on the Transfer Center account. He sends anywhere between 250 to 17,000 emails depending on what transfer activities are scheduled on campus, including a weekly email apprising the Advising staff and other interested departments of upcoming transfer events and which institutions will be on campus. In the case of events in which students from all disciplines may be interested, mass emails are sent by the Transfer Advisor to students with at least 30 or more credits in declared transfer degrees. The Transfer Advisor will participate in training on Campaigner Pro, the institution's application that allows for sending mass emails and Advising will explore options for more efficient delivery and management of these mass emails. When events/activities are specific to particular programs of study, the Transfer and Program Advisors coordinate to send information out to students.

The Transfer Advisor is responsible for scheduling and coordinating visiting institutions that want to come to campus to recruit our students. Visiting advisors may come weekly, once a semester, or annually. Advertising is done in conjunction with Advising's part time Graphic Designer and with approval of Institutional Marketing. The Transfer Advisor also sends a follow-up email to the visiting advisors after their visit with a link to provide us feedback on their experience and the number of students that visited. The Transfer Advisor is responsible for maintaining the Transfer Calendar with standing and new transfer activities as it is a constantly changing document as events come off and go on almost daily.

Hosting institutional representatives when they are on our campus is part of the Transfer Advisor's responsibilities. Aside from advertising, there are logistical tasks involved. These tasks include physical confirmation of arrival, computer access (including wi-fi) and parking resources. SLCC has four institutions that come weekly or monthly for what we refer to as "drop-in" advising. We have additional institutions that come with less regularity which we refer to as "recruiters." The Transfer Center also hosts Major Advisor Visits, which change monthly. For example, this month the University of Utah alone has four separate major visits scheduled: Architecture, Nursing and Social Behavioral Sciences, Education and Business. There are also four additional institutions coming with different Major Advisors. For participation numbers in these activities please refer to the chart on Appendix H, Transfer Events and Activities 2009-2012. All of these events have increased in participation, with the exception of Major Panels which we will address later, during that three-year time frame.

The three largest events hosted by the Transfer Center are two Transfer Days in the fall and spring and a College and University Fair in the fall. Transfer Days happen over the course of a

week or more. A different institution comes every day and is scheduled in the Student Event hallway to meet with students. Institutions bring different departments and marketing materials. This past Fall and Spring Semesters, eight institutions participated, with student attendance of at least 2,020. This past Fall Semester, the College and University Fair had 22 schools participate with a total attendance of at least 237 students. The University Fair, while not in need of a planning committee, will benefit from the assistance of a few advisors to assist with the evaluation and prize tables at future events. Currently, some Ambassadors are used, but they are not always available. The primary difference between the two events is that Transfer Days focuses on the USHE schools to which the bulk of our students transfer. A Transfer Guide is produced by the SLCC student paper, *The Globe*. Content is primarily provided by our Transfer and Career Advisors, and it is funded by the University of Utah. The goal is to promote students' timely research and understanding of the transfer process and of the resources available at SLCC.

Other events hosted by the Transfer Center are specific major panels. These are done in cooperation with Program Advisors, SLCC faculty, and the transfer institutions. Traditionally we have these in the following three areas: education, business, and engineering. Historically, the health sciences were also represented with a panel. In 2010 the Transfer Center made a goal to scale down these panels as they were quite expensive and didn't yield the results in attendance to justify the expense. As a result, in 2011 there was an overall increase (three percent) in other Transfer Center events/activities. In addition, after a yearlong project between the Transfer Center and SLCC Institutional Marketing, the Transfer Center website now has some excellent videos of these transfer panels and video clips of SLCC's primary USHE transfer institutions. In conjunction with Institutional Marketing, the Assistant Director and Transfer Advisor hope to explore some additional formats for the layout of information this coming year. The Transfer Advisor facilitates training for the Advising department by fielding requests from outside institutions to promote their programs to our advising staff. For example, Advising will be attending our annual breakfast meeting with Columbia College this month.

The Transfer Center works in collaboration with others to intentionally reach out to underrepresented students. For example, we coordinate with the University of Utah to host Diverse Student Transfer Events including a student panel of former students of color who have successfully transferred to the U. This is followed by a Student Fee Waiver Event. University of Utah staff assists interested SLCC students with applying to the University of Utah and waives the in-state application fee. Our department, in coordination with SLCC's Graduation office, provides free official transcripts for students who RSVP. Last month, 89 students attended these two events. In addition, our SLCC Multicultural Advisors provide outreach to their respective populations. The Assistant Director and Transfer Advisor also participated in the University of Utah's Transfer Student Focus Group which concentrated on underrepresented students. The general feedback was that students preferred more specific and smaller events. The students found them less intimidating and more worthwhile, which is something Transfer Advising will keep in mind in constructing events the future.

The Transfer Advisor is responsible for meeting with students. Because the Transfer Advisor is physically housed in the main advising office at the Taylorsville Redwood Campus, he assists with all students during his designated walk-in times. He also sees students with transfer

questions and pre-professional interests, either by walk-in or appointment. In this capacity, the Transfer Advisor's responsibilities are the same as a General or Program Advisor. His student numbers ebb and flow in sync with the Transfer Center responsibilities. One of this position's major challenges is the need to be setting up and confirming the semester schedule for transfer center events during the same time that Advising is experiencing "rush." As the numbers show, these events have a far-reaching student and departmental impact and require a significant amount of time to coordinate. Again please refer to Appendix H Transfer Events and Activities 2009-2012.

The Transfer Advisor's assists the Assistant Director and advisors with transfer information and resources. He may also be asked to give presentations or workshops. For example, the Transfer Advisor has been involved with International Student Services' orientation, explaining transfer principles specific to the state. The Transfer Advisor has committee work assignments and currently has been appointed by the Vice President of Student Services to a two-year appointment on the Athletic Council.

Transfer Advising is very proactive in making the College's transfer function prominent and visible to students and faculty; we offer approximately 307 different events throughout the year to promote awareness of and access to information about the transfer process. So far this year, we have had the participation of almost 6,000 students and faculty in our Transfer Center sponsored activities. For the future we will focus on increasing our efficiency in the distribution and marketing of transfer information and events. With the recent and pending changes of articulation responsibility shifts, the closing of the University Center and the implementation of Academy One we will have some adjustments to make.

Recommendations

1. Work with department of Curriculum, Scheduling and Regional Administration to clarify Transfer Advising roles and responsibilities with articulation agreements and related policy that may impact which institutions we host on campus.
2. Develop standardized format for articulation agreements and procedure for delivery of these resources to the rest of Advising. Currently we have no standard format and the information varies based on the individual agreement. Transfer Advising also needs to standardize how this information will be laid out on the I drive and managed in collaboration with Program Advising.
3. Inquire and train staff on use of new technology. For example all Advising will need to be trained on Academy One and Transfer Advising will need to spearhead this training. The Transfer Advisor will need to become proficient in the use of Campaigner Pro or investigate and implement a better option for delivery of mass e-mails to students.
4. Conduct a current Transfer Outcomes for SLCC Students study next year.
5. Transfer Advisor will develop a handout with the links for each of the local institutions transfer guides (where available) and store on the I drive for advisor access and add to the website for student access.

H. Academic Standards

Academic Standards is a core function of Academic and Career Advising. It includes activities such as intervention with students whose grade point averages (GPA) go below 2.0, Early Academic Alert Notifications (EAAN) for faculty to make Advising aware of students who are not demonstrating progress in the classroom, and recognition of students achieving a GPA between 3.5 and 4.0.

The core purpose of Academic Standards is to intervene with students whose academic performance is spiraling downward and to help them see why this is happening. It is expected that after an advising session, the students will identify the factors affecting their academic performance and apply strategies to improve their academic outcomes. The Academic Standards Policy (See Appendix I) was updated in September 2006 and provides specific guidelines to assist students in academic jeopardy. The guidelines address the type of communication required for students at each restriction level as well the type of interventions and options. Advising will update the guidelines and seek approval from the Institution to put in practice notification processes that are in accord with students' preferred ways to receive information.

As the number of students at the College has increased, so has the number of students who need help reaching a 2.0 GPA.

Academic Restrictions (P1/P2/P3) by number and percent of current students and for grades received on the previous semester:

Academic Standards	Banner Designation	Summer Semester 2012		Fall Semester 2012	
Academic Warning—1 st time, SLCC GPA below 2.0, term GPA below 2.0 15 + credits	P1	291	48%	537	60%
Conditional Enrollment—2 ND Time –SLCC GPA below 2.0 term GPA below 2.0	P2	187	31%	214	24%
Academic Probation –3 RD Time –SLCC GPA below 2.0, term GPA below 2.0	P3	128	21%	152	17%
Total P1/P2/P3 students		606		903	

Most Advisors have responsibilities assisting students in academic standards; they can release registration holds for students in the P1 (Academic Warning) or P2 (Conditional Enrollment) categories.

However, all students in the P3 (Academic Probation – the third time that a student's GPA is lower than a 2.0) category ultimately funnel to one or two designated advisors. This creates a

bottleneck for students and stressful days for the advisors trying to accommodate advising sessions with all students seeking immediate registration to classes. The students are notified early in the semester they should meet with an Advisor, but they often procrastinate until the last minute before next semester registration.

In the Academic Standards Policy, the Academic Probation condition states that students need to appeal their case to an Academic Success Committee that will determine the conditions of the student's attendance (i.e., restricted hours, class requirements, term suspension, etc.). Advising does not have such a committee and, as a result, students are allowed to return to school at the expense of their time and money when their actions and academic progress do not reflect improvement. Currently, the Academic Standards Advisor, after meeting with a student on Academic Probation, consults with the Directors of Advising and Financial Aid and faculty members, as necessary, to determine the intervention to follow with the student.

In 2009-2010, Advising completed a learning outcome assessment comparing students who were in Good Standing to those who were on Academic Warning during fall 2007. There were not a significant number of respondents to the survey, but Advising learned that there are some slight differences between non-attendance of students in Warning and Good Standing students. Since Good Standing students are "just as likely to sit out of school for the same reasons as Warning students, it does not affect which interventions we use. However, it is worth it to consider improving our advising sessions with the students by expressing words of encouragement and hope" (Broadbent, 2010). The report recommended offering support and information to students and improving advisors' understanding of strategies to help students who are facing financial and work issues specifically. Based on this assessment, Advising prepared a comprehensive training package for the advisors and students.

A concern for the Academic Standards Advisor is the responsibility for the semester congratulations letters sent to high achieving students (letters are sent from the Advising office to students on the President and Dean's Lists) as well as the annual President and Dean's Lists Reception. Both activities are very time consuming and expensive. For instance, the reception costs over \$5,000 (stationary, food, pins, etc.) and 220 hours of work from the Committee members. The Advisor would like another department to take care of these responsibilities so there may be more time for developmental or intrusive advising for students in academic difficulties. The program is well-accepted by students and parents to let it go. There is an average of 212 students (25%) attending the ceremony with their parents. The joy of the students for this recognition has been published by *The Globe*, the students' newspaper.

Early Academic Alert Notifications

In 2008, Advising implemented an electronic form of Early Academic Alert Notifications through the faculty portal on MyPage. Faculty members notify Advising of concerns they have about their students, such as lack of attendance, low test scores, missing homework, or overall performance in class.

Students receive an email or a phone call from the Advising office requesting that they contact an Advisor to discuss the type of obstacles they are facing and to learn about SLCC and community resources that might be helpful.

In 2010, Academic and Career Advising received over 400 referrals through the EAAN. Advising reviewed the records of 135 students, as a sample from this population, with the following results:

- 55 out of 135 students visited with an advisor (40% of the students)
- 30 students had a GPA above 2.0 (20 registered for Spring Semester 2012)
- 40 students had a GPA below 2.0, two students had a record of academic standards (15 registered for the spring semester 2012)
- 32 students out of 135 withdrew from classes
- 11 students were appealing their cases with Enrollment Services and 7 students from this population met with Advisors.

Advising learned that EAAN is a high impact practice for the retention and persistence of students considering the number of students who register for the next semester, increase their GPAs, appeal their attendance with Enrollment Services, etc.

Early Academic Alert Notifications by Student Ethnicity/Race (Fall 2012)

Student Ethnicity/Race	Caucasian	Hispanic	African/ American	Asian/ American	Pacific Islanders	American Indian	More Than 1 race	Non- Resident	Non Specified
# referrals	378	101	38	23	20	9	13	9	23
Percent	62%	16%	6%	4%	3%	1.5%	2%	1.5%	4%

Advisors divide the EAAN among them to contact the students as soon as possible and provide interventions that have proven to be effective for the retention of students in academic difficulty. The Multicultural Advisors participate contacting students from their targeted population and identify interventions that may require familiarity with the culture.

Currently, the EAAN is managed by a part-time Advisor who is controlling the notices, notifying the advisors, and keeping a log of the faculty members who have participated in this process. This process is conducted during fall and spring semesters only. Last spring semester, faculty members were given a pen and thank you card as a token of appreciation for their participation in the program. Advising, with assistance from higher level Student Services Administrators, needs to coordinate support from Academic Administrators to encourage more faculty to use the system so that we can assist more students. Presentations during Faculty Convention have not proved to be effective as few faculty members attend the workshop. It may be necessary to send several reminders to the faculty to use the system during the semester.

Academic Success Workshops

The Academic Success Workshop, offered six times a semester, assists students in identifying their obstacles to academic success and reviews strategies and resources available to support them. In addition, the Advisor presents in detail the institutional policies that assist students in repairing their grades (i.e., Repeated Class Notification form, Academic Renewal Policy, Registration Appeal Exception to Policy). The students conclude the workshop by preparing a list of three ideas that they will use as a result of the workshop.

In spite of advertising on the website, placing flyers around campus, and including the flyer on the reverse side of the Academic Warning (P1) letters, the attendance at Academic Success Workshops has been abysmal. For instance, in Fall Semester 2012 Advising scheduled five Workshops and a total of nine students attended them. It appears that the students value the one-to-one experience more than a group presentation.

Recommendations

1. Having another full-time Academic Standards Advisor would facilitate the opportunity to truly reach out to students and provide more intrusive advising to a population requiring such services. Each advising session with an Academic Probation (P3) student is lengthy, as most students have had multiple personal situations that impact their educational careers.
2. Establish an intradepartmental (i.e., Multicultural Advisor, Academic Standards Advisor, Assistant Director) Academic Standards Committee to work with students with multiple issues and academic concerns. The committee approach would provide more of a case management system to include follow-up appointments and encouraging emails to students in academic distress.
3. The President and Dean's letters and the recognition reception should be an institutional effort to support high achieving students. Advising will continue playing an important part in the effort.
4. Create an electronic version of the Academic Success Workshop for all interested students and as an option to release the academic restriction for Academic Warning (P1) students.
5. Encourage, with the support of academic administrators, all faculty and adjunct faculty to participate in Early Academic Alert Notifications. This is a high impact program for the success of our students.

IX. Departmental Collaborations

A. Academics

Academic and Career Advising has maintained a strong, collaborative relationship with academic departments; however, as changes in departments, personnel, and programming occur, the dynamics can be affected. It is vital that advising and academic affairs work closely together in assisting students to become engaged learners both in and outside the classroom.

One of the most frequent collaborations between Advising and academic departments is the participation of Program Advisors in school and curriculum meetings. Program Advisors, assigned to specific fields of study need to understand, from beginning to end, all issues that may affect students' successful completion of a degree, transfer to a four-year institution, and/or prospects for gainful employment. Advisors contribute to these discussions from their perspective and interrelationships with students by sharing information about careers, current transfer issues, and services available to support changes. They also provide technical feedback on documents and curriculum forms.

A few years ago, almost all departments were represented at Majors to Career Fairs. Lately, there has been no representation from Science, Math and Engineering programs and others. Humanities decided to conduct its own Humanities Fair. There are still many academic departments, such as the Arts Communication and New Media, that take advantage of every opportunity to showcase their programs to the students. While academic departments may be overburdened by participation in multiple activities throughout the year, their involvement on a college-wide activity such as the Fair can significantly impact students seeking to learn more about their options. It is true that academic departments may be overburdened with participation in multiple activities throughout the year, but to what extent are they contributing to activities that have a significant impact on student success? Advising has considered elimination of the event, but the Majors to Career Fair sustains SLCC's mission of "preparing individuals for career opportunities and an enriched lifetime of learning and growing." Advising also appreciates that many faculty recommend or encourage students to participate in the Majors to Career Fair by assigning extra points for this activity. Some faculty attend the Fair with their students, sending the message that Academic Affairs and Student Services are partners in their success.

A small group of faculty and adjunct faculty support the Early Academic Alert Notification (EAAN) by sending notices to the Advising office. The electronic notification allows advisors to contact the students and provide intervention before it is too late for students to recover from a failing or low grade. Less than 10% of faculty and adjunct faculty participate in this program. In the near future, the College may purchase software that would be a substitute for EAAN. Unless the notifications become mandatory, academics may struggle to implement this sort of program on a large scale. Advising, as a partner with the academic departments, welcomes an increase in referrals of students for guidance and support, with appropriate funding for expansion of services.

Several advisors have specific teaching responsibilities and, at faculty request, many advisors make presentations to classrooms. The Center for Teaching and Learning collaborates with Advising by making available the FTLC workshops and courses for advisors assigned to present in large groups or classrooms.

Until 2009, Advising provided Faculty Advising Workshops on a regular basis to faculty members.. Some of the topics presented to faculty included General Education and Diversity requirements, enrollment forms, Early Academic Notifications, career assessments, Advising services and resources available in the community and at the College. Advising discontinued the workshops because of the retirement of the advisor assigned to Faculty Advising and because of low faculty participation. However, Advising has been proactive in proposing workshops during Faculty Convention and other faculty activities. Advising, Student Express, and the Staff Development office, for two years, developed and presented the Staff Learn and Give program to train staff and faculty to serve as coaches for students during the registration “rush” period. There were 35 staff/faculty who participated in the program. Hundreds of hours were donated by staff and faculty from many campuses and from diverse roles in the College. The program was discontinued because of lack of time, changes in the organization, and limited support among stakeholders. There are many individuals willing and available to help students during registration and the first week of classes that we should capitalize on their passion for serving students.

In 2012, Academic and Career Advisors with multicultural assignments met for the first time with faculty of diverse ethnicity to get to know each other and discuss ways to assist students from diverse backgrounds. Even though there was interest in ongoing conversations, a follow-up meeting has not been scheduled. However, as Multicultural Advisors present new students socials and other activities, faculty are invited to participate and get to know the students.

Advising supports many innovative programs developed by academic departments such as General Education Step Ahead, Accelerated Developmental Education, Adjunct Faculty Convention, and English with Supplemental Instruction. We assist by marketing the programs, interviewing students for selective admission, and overriding registration. Conversely, some faculty support some of Advising's innovative efforts by participating in programs such as “Cookies and Conversations,” an orientation for specific programs; “Día De Los Muertos,” and the Hispanic students’ mentoring program, “Una Mano Amiga.” Advising has been included as part of the academic team for AACU’s RoadMap project. Faculty members have also been generous in sharing their time on Advising’s hiring committees.

With additional resources and organizational alignments in academic departments, Advising expects to be released from some activities that have been beyond our responsibilities such as deciding which students should enroll in ESL level IV courses and which should enroll in Developmental Education courses when their Accuplacer scores fall in the “gray area.” Other responsibilities assigned to Advising, such as tracking students for the General Education Step Ahead program and conducting technical review of and proofreading curriculum proposals, should also be reassessed with academic departments.

As the College moves toward becoming the “premier comprehensive community college” in the nation, Advising will continue to be involved in collaborative initiatives with Academic Affairs. With this goal in mind, we urge academic departments to maintain open and timely communication with Academic and Career Advising.

B. Student Services

Academic and Career Advisors interact with many Student Service departments on a daily basis. To maintain our collaborative relationship with other departments, Advising invites presentations from these departments on a rotating basis during weekly staff meetings. They have an opportunity to provide updates on changes in their policies and procedures that affect our interaction with students, and they also answer questions and clarify issues. To make appropriate referrals, it is crucial for advisors to understand the resources and processes in other departments. We regularly refer students to Enrollment Services, Student Express, Residency, Financial Aid, Student Employment, Disability Resource Center, TRiO Student Support Services, Health and Wellness, Testing, Focused Tutoring, Learning Center, International Student Services and other resources. Representatives from several of these departments regularly attend our staff meetings to participate in our staff development activities and learn of updates and issues impacting students.

Enrollment Services/Student Express

Enrollment Services (ES) provides critical services for students regarding admission, student records, registration and graduation. Student Express helps students learn how to register online after meeting with an Advisor, and it works with advisors and students to solve issues associated with students' registration status. Student Express also helps prospective and new students with the Getting Started Steps. Advising has worked closely with Student Express to update the Getting Started handout so that students understand the importance of preparing to take the placement test and to explain that advisors can be more specific in helping students with an Education Plan if they have already tested. Evening Advisors depend on and appreciate the evening Student Express staff that help solve enrollment-related issues since most of the other units within ES do not have evening hours. We work closely with the Data Center to understand Banner's admission and registration coding and processes so that students can be directed to the appropriate form or action they need to take. Students are referred to the Incoming Transcript Evaluation office for an official evaluation of their transfer credit, but seasoned advisors may do an informal estimate of credit from an unofficial transcript to give students some direction because it can take 4-6 weeks for an official evaluation. Advisors also consult with Enrollment Services for clarification on questions regarding FERPA and residency. Student Express at the Taylorsville Redwood Campus is located in front of the main Advising office where it provides important information and referral services so that students don't end up waiting in Advising for answers to quick questions. Unfortunately, students with quick questions often bypass the Student Express area and head directly for Advising where they may have to wait. Advising and Student Express need to continue to work on how to help new and prospective students, in particular, to consult first with Student Express to see if their needs can be addressed there.

Updates on policies and procedures from Enrollment Services are critical for advisors to have to ensure students receive correct and consistent information. Currently these updates generally come via email which creates a challenge of them being read in a timely and consistent manner.

Orientation Office

While New Student Orientation is recommended for all new students, it is mandatory for first-time freshmen. Academic Advising has worked closely with the Orientation office to offer a “group” advising session during the last 30 minutes of the 90 minute orientation. These orientations are offered several times during the month at four campus locations. Calendaring an Advisor to be available, especially at smaller staffed campuses, can be a challenge. Also, when it is “rush,” more orientation sessions are offered, and sending an Advisor to each orientation session takes someone away from the Advising office where he or she is also needed. The content of the advising portion of the Orientation is very helpful for students as they learn about Academic and Career Advising’s services, what to register for, how to create a schedule, how to create an education plan, and how to get good grades in college; students also receive tips to help them on their journey to success. Advising provides a similar presentation as well as program of study and general advising workshops at the larger CampusConnect orientations held several times during the summer. Multicultural Advisors also work with the Orientation and Multicultural Initiatives offices to sponsor new student socials and events.

School Relations

Every year Advising offers two *Majors to Careers Fairs*. The one offered in Spring semester is in conjunction with School Relations and its Explore program. Although open to all students, high school students and their parents are invited to explore the many options SLCC has to offer. Committee responsibilities and costs are shared for this event. Multicultural Advisors also participate with School Relations during events for underrepresented students.

Testing Center

Advising and the Testing Center won an Innovation of the Year Award in 2011 for their collaboration in housing an Advisor within the Testing Center (Taylorsville Redwood only) to advise students as they complete Accuplacer placement testing. The award also recognized the Advisor’s development of a workshop to help students prepare to take the Accuplacer placement test. The Testing Center Advisor also developed and maintains placement and course sequencing handouts for math, ESL and reading/writing/English.

Career Services and Student Employment

Advising has primarily had a referral based relationship with Student Employment. Students are referred to Student Employment if they are seeking employment on or off campus, are interested in CO-OP credit, or are seeking work experience in their field of study. Recently, the emphasis and name of Student Employment has expanded to include Career Services. Advising is collaborating with this office to develop and implement additional career exploration resources to assist students to assess their interests and abilities, examine their educational goals, make decisions, and develop short-term and long-term plans to meet their educational and personal goals.

Student Support Services (SSS)/TRIO

First generation college students who are seeking a four year degree and are considered low income can make application to additional support services through this department. Advisors help to identify and refer students to SSS and also support these students through First Year Experience activities, career services, orientation, clubs, and multicultural activities.

Disability Resource Center (DRC)

DRC and Advising are in close proximity to one another at both the Taylorsville Redwood and South City Campuses. Some space is shared at the South City Campus which proves challenges, especially during “rush,” when Advising has a higher volume of and more constant student traffic. The close proximity is helpful when an interpreter is needed and when students are referred in either direction for additional services.

Graduation

Advisors verify for students that they have met all the requirements for graduation in their program of study. Advisors make standard substitutions and comments in Banner’s adjustment tracking so that the Graduation office is aware of the justification. Currently, academic departments are evaluating the course substitution process and evaluating who should have permission to grant these substitutions. Graduation works with Program Advisors to understand changes to programs of study that may affect graduation evaluations and approvals.

Financial Aid (FA)

Advisors frequently refer students to FA for information on the application process, for scholarship resources, and for questions about their awards and status. Advisors help students complete two types of FA appeals: Continuation of Funding Appeals and Satisfactory Academic Progress Appeals. Financial Aid’s timeline for these appeals always coincides with “rush” which increases students’ pressure and demand to see an Advisor because their funding for the next semester is dependent on completing the appeal. Our Academic Standards Advisor is a member of the Financial Aid Appeals Committee, which approves or denies the appeals. A great benefit for students is that if the Academic Standards Advisor feels a denied student has potential to return to acceptable status with assistance of one additional semester, she may offer the student a one-time tuition waiver through Advising.

In addition to the relationships mentioned above, the Multicultural Initiatives and School Relations offices work closely with Advising’s Multicultural Advisors to reach out to underrepresented students and to support activities of mutual interest. Two Multicultural Advisors are Club Advisors and work closely with Student Life and Leadership. All advisors see students who are receiving veteran’s benefits and seek to understand veteran’s funding and policies to help students remain compliant. Veteran students must have a complete Education Plan, created with the assistance of an Advisor, which includes only the classes that are required for their designated program of study. If veteran students are experiencing academic or personal difficulty it is important to make sure they are referred to SLCC’s Veterans Services to take advantage of the guidance and resources available.

X. Facilities, Equipment and Technology

There has never been enough work space for Academic and Career Advising, as our areas of services expanded with the ever increasing student population. Advising offices are located at South City, Jordan, Miller, and Taylorsville/Redwood Campuses. There are seven Advising offices in different buildings at TR. Two offices are temporarily assigned to Academic Advisors in the Multicultural Initiative Center, as a way to facilitate student access to advisors. In the main office at the Student Center, part-time advisors work in an open space that is not conducive to confidential conversation.

At Jordan Campus, Advising expanded from one office to three, one for the general advisor, another one for a PT employee and a larger office space with front desk coverage. At South City Campus, Advising also expanded with space adjacent to Enrollment Services. Advising will have a larger space at South City Campus, as soon as the new Communication building is finished and the remodeling of the old area is completed. Additional workspace at the T/R Campus Technology Building, third floor, has been offered as soon as some offices move to new buildings at South City Campus. Depending on budget availability, Advising will need an additional office for a part-time advisor at the Sciences Building to support the increasing number of students requesting our services in the areas of Math, Engineering and Sciences.

The main office at T/R Campus offers a professional and comfortable environment for the students while waiting for an advisor. Students with young children enjoy an activity center and a television set with videos running all day long during the registration rush period. The Career Library is also available for students who want to glance at career exploration books or use the computers. The Career Library is occasionally used for large meetings or group advising. Similar layout of all reception areas is needed at all campuses.

Office supplies

Advising has a centralized process for purchasing all office supplies needed at all sites. Once a month, advisors will send their requests to the Director's Administrative Assistant who orders the product from Office Depot or any other authorized vendor, using College procedures. Special orders must be pre-approved by the Director before purchase. Supplies are distributed to advisors from satellite offices after staff meeting on Tuesday. The process may be improved if the front desk staff at all satellite offices take an active role asking the advisors for their office supply needs and reporting back to the main office as needed.

Copiers and copy orders

Advising is leasing copiers from the Copy Center to meet the demand for small orders at each office. For large orders, Advising sends orders to the Copy Center at T/R, South and Jordan Campuses. It is imperative that the Copy Center offers preventive maintenance service to their copiers rather than waiting for them to break down. It is highly disruptive to have a broken copier during the registration rush period. The Copy Center offers an excellent front desk customer service, but they still need to assist us in cross-referencing their invoices with our job orders.

Technology

Advisors answered a survey requesting information about their knowledge of Microsoft Suite products and how often they use these products. The results inform that Advising should prioritize training for some advisors needing to improve their knowledge in Word 2007 and Outlook. These two software products are frequently used by advisors to organize information and write reports. Basic knowledge of Excel 2007 & 2010 was self-reported by a large number of advisors, but they seldom use these products. Other training required by the advisors is: Cisco Phone System, social media, Power Point and Prezi. Some advisors have already received training in these products from Computer Workshops; others have scheduled training through OIT. Depending on the project, the Director's Administrative Assistant can sometimes work on special assignments, releasing advisors from having to receive training for a one-time application.

Computer updates

All advisors have a computer but not all have the same features. Advising has seven computers from 2007 that are scheduled to be replaced in 2013. It may be prudent to replace computers purchased previous to 2010. With the implementation of DegreeWorks, advisors will need to manage a large volume of information and have many programs open at the same time. Computers purchased before 2010 do not have video cartridges to install two monitors for each station. There is a great demand for laptop computers to meet the needs of advisors attending meetings and/or providing classroom presentations. It will be almost impossible to offer equal computer capabilities to all staff, with the present budget for computers. If there is any budget left for this fiscal year, it will be used to buy new computers and/or computer monitors.

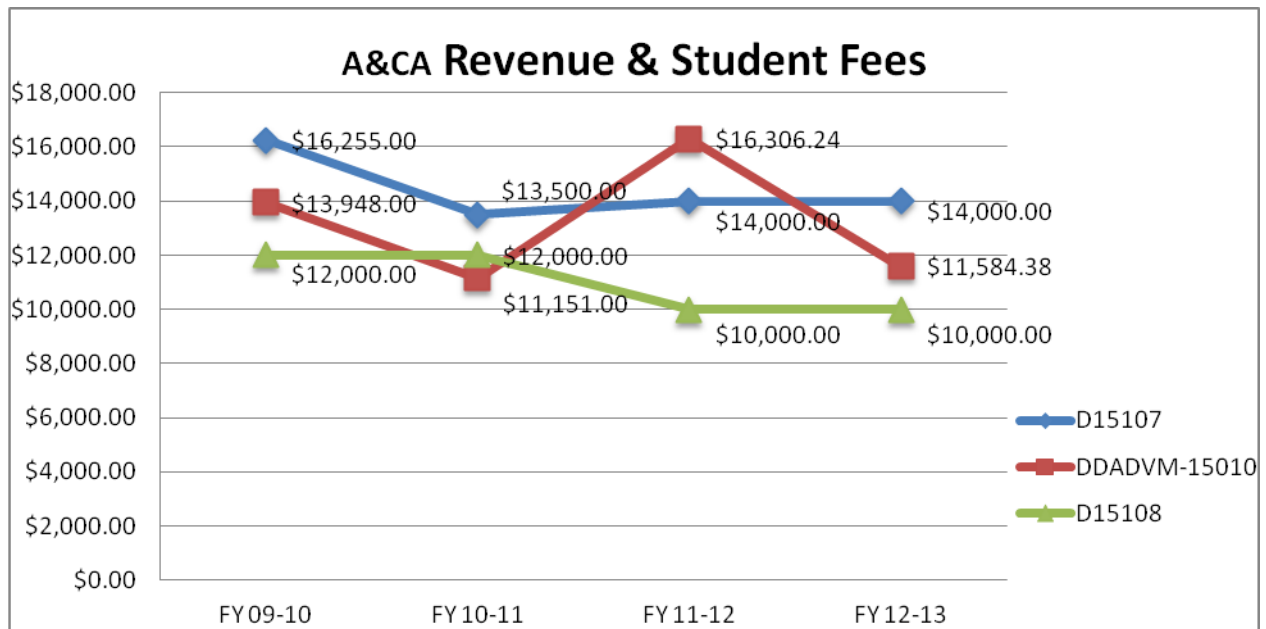
Computer services

Advisors use the Help Desk quite often, in particular when they work at different locations, when installing a new computer, with Banner issues, spams, and other nuisances. In six months, advisors made approximately 342 calls to the Help Desk and some advisors need their services more often than others. This high volume of calls, mainly during the registration rush, may translate into poor service from Advising IT representatives, as it has been reported from some advisors and support staff.

Computer access to Banner, Outlook, Internet, I: Drive and Microsoft Suite products needs to be expedited, as it may take two to three weeks before a new advisor has computer access and can start his/her training and serving students. Advising sent the computer access request through Human Resources for our latest hire, and it has taken a shorter period to get results.

XI. Financial Resources

Academic and Career Advising has five accounts funded by Education and General Funds and Student Services Fees , and one revenue account from the sale of career assessments such as Myers- Briggs Type Indicators, Strong, and Campbell Interest Skills Survey for over 1.5 million (See chart below). Considering that all of our activities are related to our institutional and Student Services mission, goals and strategic priorities, Advising has been privileged with additional funding for hiring part-time and full-time advisors to support new initiatives and the growth of our services at four sites, and current expenses to cover for the multiple needs of the staff and office every year.



Aware of the expenses involved in the presentation of career exploration activities, such as the Career Fair, Advising counted on the financial support of external institutions such as United Parcel Service (UPS) that, until 2012, assisted with \$1,000, and small contributions from Wells Fargo Bank and COSTCO, as a token of appreciation for a table during the event. Internally, the Bookstore, Arts, Communication and New Media, Professional Development, Business and other academic units have cosponsored events by covering for food or prizes for the participants.

A relevant contribution to our unit has been the funding provided by Distance Learning and Instructional Technology (DLIT) since 2009 to hire a part-time online advisor. The position was initially funded on a part-time basis until July 1, 2010 when DLIT made a permanent transfer of \$28,740 to cover for hourly non-teaching, benefits, and current expenses, in- state travel and out-of state travel for the online services.

When in 2010 the institution released departments from paying telephone line and network fees, the Advising office allocated \$9,000 to fund staff development for out-of the state conferences, a line of expenses that was not previously covered by current expenses funds. The savings also allowed covering social events expenses such as the President and Dean's Lists reception, Scholarships Essay Writing Workshops, Career Week, Hispanic peer mentoring program, and staff development activities such as retreats, feel- good treats during the registration rush period.

Advisors provide feedback to identify budgetary needs of the office and priority has been given to projects that support increases in student intakes at all sites, reduce the student-advisor ratio, reduce long waits during the registration rush periods, co-sponsoring Student Services Departments activities and marketing events.

With the implementation of Mandatory Orientation, Advising faced a higher volume of expenses for printing services. Advising prints General Education requirements sheet, course planner form, Math and English sequence, career exploration and general advising tips for students attending Orientation. Currently, Orientation is reimbursing Advising for the printing expenses.

Advising will reconsider the budget for the Student Services account D15108 for next year. The account was setup to cover for Transfer Center expenses such as mailing, parking, printing, office supplies, food for presenters and students, and buying catalogs to distribute among the four year institutions. Other expenses such as in-state travel, memberships to professional associations, conferences registration, etc. are covered through current expenses. The Transfer Center is using emails to distribute information to students and the catalog is available only online. As a result a smaller budget will be required in subsequent years. Rather than Academic Advising having two Student Services funded accounts for the same purpose, it will be recommended to increase the funding for D15107, to cover specific expenses from the Transfer Center and discontinue the account D15108.

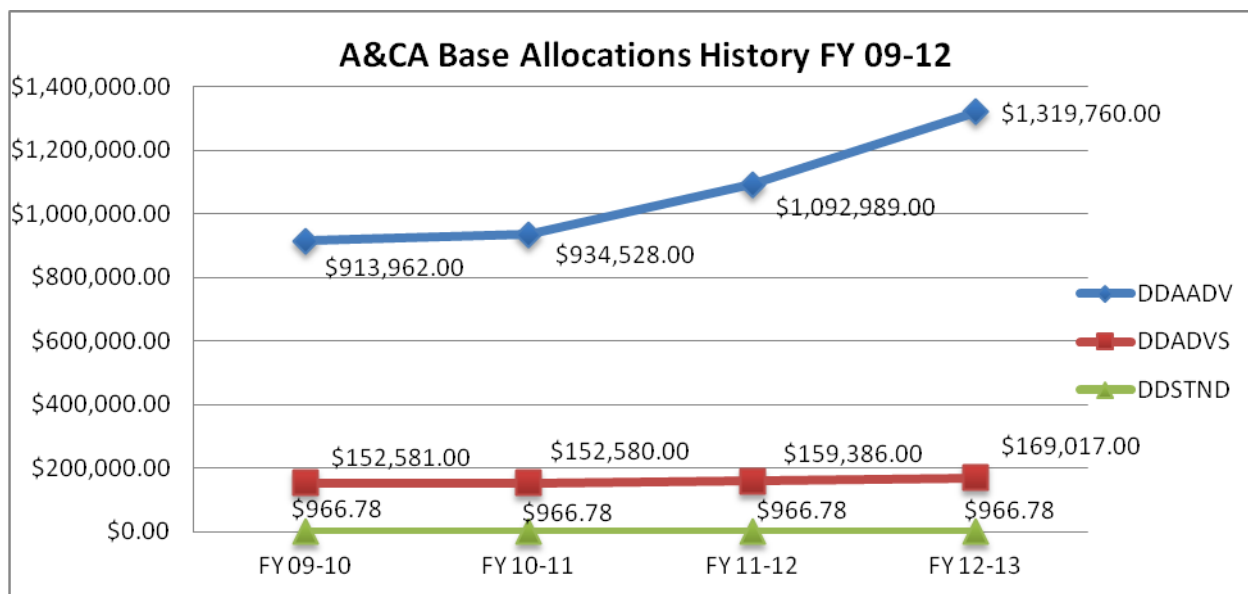
In January 2011, Advising was approved to review part-time staff grades and hourly rates, to retain already trained and committed part-time employees. Advising received full support from Student Services administration and hourly non-teaching budget increased by almost \$9,000.

The Academic Standards current expenses budget (DDSTND) has existed for more than a decade and its purpose needs revision. The budget upload of \$939.63 is not enough to cover for the expenses incurred printing the Dean and President's lists in special letterhead, presenting the recognition receptions, buying commemorative pins, etc. Most of these expenses are covered by the Academic Advising account DDAADV. Academic Advising is considering making a permanent transfer for projected yearly expenses to DDSTND, if programming justifies it.

With the revenue from the account DDADVM, Advising is able to pay for the professional license fees for TypeFocus, career exploration software free to the students, and partially cover for staff development activities. With the advent of TypeFocus, the number of paid career assessments has decreased over the years but there are still staff groups, students and

community members that seek a comprehensive report and the interpretation of a career assessment. Having available paid career assessments is important for the Advising office as new plans evolve to assist a larger number of students with career exploration.

An obstacle that Advising has faced through the years pertains to the number of part-time hours that an advisor can work during the registration rush period. Even when the budget is available, trained part-time advisors can only work 29 hours a week limiting the options of the administration for covering staffing needs when advisors call ill or have other personal issues.



Tuition Waivers

Academic and Career Advising received six full-year tuition waivers to award during 2012-2013 academic year. There are seven items used as criteria in the selection of Academic Advising tuition waiver recipients (See Appendix J) and there are exceptions considering the needs of the students on a one-to-one basis. For instance, a student may be enrolled in less than six credit hours and may receive the waiver if the student is enrolled in the last semester before graduation. Another exception may be if a student was misadvised and to settle the complaint is offered a partial tuition waiver.

Waivers are awarded based on referrals from Academic and Career Advisors. Students fill out a one-page application and attach a one-page letter or email supporting their need for a tuition waiver. The Advising Director reviews the academic progress of the students and assigns the tuition waiver after reviewing eligibility with Financial Aid. Advising awards the six full-year tuition waiver dollars primarily with partial tuition waivers so we can help more students. We assess the success of the Academic Advising tuition waiver program by reviewing the students' GPA's at the end of the semester and their continued enrollment in the next semester.

Special Academic Waiver

In addition to the Academic Advising tuition waivers, Advising also manages seven full year Special Academic Waivers for students who do not meet satisfactory progress or have below 2.0 GPA's. The Academic Standards Advisor awards the tuition waivers to students referred by the academic advisors, or to those who have not met satisfactory progress by completing 70% of attempted classes and/or by maintaining a 2.0 GPA and who exhibit signs that they will be successful the next semester. Students are awarded tuition waivers depending upon the number of credits in which the student is enrolled, which can vary from 3-12 credit hours. Academic Advising and Academic tuition waivers meet an important need for student access and success by providing a token of financial assistance to motivate students to complete a semester, get a degree, or have a second chance to succeed after getting behind on their academic progress. There are thirteen full-year tuition waivers that are broadly distributed to assist as many students as possible. There are not enough tuition waivers for the many students with academic and funding needs that advisors see at four campuses and in the broad number of programs of study.

XII. Assessment and Evaluation

Student Services requires its departments to create annual assessment plans. Academic Standards, General, Program, FYE, and Multicultural advisors have gathered data about learning outcomes, preference in communication, preferences in workshops topics, satisfaction with services, and impact of Advising sessions. The assessment results have served to improve practice. Please see Appendix K for the list of assessments, its findings and outcomes from 2009-2012. In addition, advisors send to their immediate supervisor monthly reports about their daily activities, including number of student contacts, attendance to events, completion of forms and number of career assessment interpretations. These monthly reports serve to produce the Annual Highlights report for Student Services. (See Appendix L).

All the assessments are available to advisors through the I:Drive, Assessments of Advising folders. A hard copy of each year assessments is also available to advisors in the Career Library, Staff Development area. Findings from our yearly assessments are presented during staff meeting too.

In addition to yearly assessments, Advising units set goals and report on their outcomes at the end of the academic year. Advisors met goals such as: increase four-year institution participation in drop-in advising tables to include UVU and WSU on a regular basis; increase transfer information availability at South City, Jordan and Miller Campuses; prepare and propose a one credit course for career exploration; recognize the partnership between Advising and faculty members who referred students through Early Academic Alert Notification, etc. For a full list of goals and outcomes, see Appendix M.

The use of qualitative methods, such as focus groups, is necessary to understand the experiences of students with Advising services. Internal and external quantitative reports alone do not express the sentiment of the student or let us know how Advising can meet the expectations of the students. For instance, the Community College Survey of Student Engagement (CCSSE) survey for 2010 and 2012 reported a downward trend of students using Academic Advising/Planning. In 2008, 52.5 percent of students used SLCC's Advising services while in 2012, the report suggested that SLCC's "Support for Learners" was below the 2012 top-performing colleges by 12.5 percent. This survey data suggests more questions. How can Advising attract new and continuing students to visit with an advisor? Is the SLCC and Advising website comprehensive enough that students can navigate their education without the assistance of an advisor? How do they see our roles and responsibilities?

The institution's New Students Survey indicates increased satisfaction with Advising services. According to the data, satisfaction with Advising services was an average 2.7 on a scale of 1 to 5 in 2010-11 and 3.8 in 2012-13. What did they like best about our services? How did the student contribute for a positive outcome from the Advising session?

The Non-Returning Student Reports for both 2009-10 and 2010-11 found that students who enrolled in fall semester but did not return the following spring rated their satisfied with "program (major) information" an average 3.6 on a 1 to 5 scale. However, in the most recent year, 2011-12, students' average rating dropped to a 2.6 level of satisfaction with program

information. How do the students measure satisfaction? What is a score of 3 vs. 4? What changed in the type of program information offered to students?

Similarly, it is disappointing that 16.9 percent of 515 students scored Advising “very poor or poor” in assisting them to fulfill their individual needs, according to the SLCC 2011 Graduate Student Survey.

Advising track the trends from internal and external reports, such as the Community College Survey of Student Engagement (CCSSE), to acknowledge students’ feedback on Advising services. Some of the latest projects implemented in Advising have responded to the needs expressed by students and staff. Advising would like to identify two or three advisors to keep themselves abreast with institutional reports that may have some impact in our services to the students and discuss the results with the staff.

In an attempt to gather additional information from students about their satisfaction with Advising’s services, Advising conducted a survey using CampusLab in December 2012. After the collection of information, Institutional Research conducted an analysis of the data. There were 42 students who answered the survey and, as a whole, “the responses were overwhelmingly positive”. Document is available upon request.

The survey provided some students’ comments that clarify what they found “helpful.” The students described the following instances as helpful: when the advisor has time for extensive discussion even at registration rush time, when the advisor finds correct referrals and walks the students over to them, when the advisor relieves any fear in the students and makes them feel supported and motivated. It is very important to the student that the advisor knows about program requirements and resources available to the students and explains them clearly. A friendly receptionist at the front desk and on the phone completes the friendly environment for an advising session.

Advising has scheduled an evaluation of LE 1200, a one credit career exploration course, to identify if the curriculum needs review and how the course has benefitted students.

XIII. Self-study Summary

During the period 2008- 2013, Advising experienced continuous growth in several areas.

In the area of Academic Affairs, Advising has remained constantly up-to-date on changes in diverse methods of instruction at different campuses, diverse learning community formats, selected admissions processes (such as in the Health Sciences programs), approval of new courses, discontinuation or elimination of programs, consolidation of academic departments, and changes in prerequisite or co-requisite requirements. In addition, advisors and students had to adapt to the elimination of a printed college catalog and class schedule for solely electronic formats. Articulation responsibilities for Advising were recently transferred to the newly created Curriculum and Assessment Department.

In the area of Student Services, Advising continued collaborating with all departments to facilitate student access to the College. There has been an increased demand for completing Financial Aid Continuation of Funding and Satisfactory Progress forms for students. Advisors have also begun to provide group advising during mandatory orientation.

Advising has moved from paper and pencil tracking of students to the use of technology that is facilitating improved tracking of students who are requesting Advising.

Advising expanded from one part-time advisor in a single office at Jordan Campus to three full-time and one part-time advisors in four offices in the Health Sciences Building; from two full-time and one part-time advisors in three offices to four full-time in four offices at South City Campus; five offices and five full-time advisors were added at the Taylorsville Redwood Campus.

Organizationally, Advising has grown with the elevation of a secretarial position to an Administrative Assistant position and with the addition of two Assistant Directors, two Online and Social Media Advisors, four Advisors with instruction responsibilities, a Graphic Designer, an additional Multicultural Advisor with responsibilities for Hispanic students at South City Campus, and Program Advisors covering programs in Health, Communication and Computer Sciences.

Additional programming for students' retention and success has also been implemented with activities such as: Accuplacer Placement Test Strategies, Writing Essays for Scholarships, Peer Mentoring Program "Una Mano Amiga," program orientations, drop-in advising by four-year institutions, Multicultural Student Transfer Panels, President and Dean's Lists reception, Staff Learn and Give, and welcome social events for multicultural students.

Attending to the needs of a great majority of students who are undecided or exploring a major, Advising created a course, LE 1200, to prepare students to identify a career path. TypeFocus, a career exploration software, was acquired and made available free to the students through their MyPage account.

Advising has a large staff. Training and working guidelines had to be standardized. The Daily Binder and Advising Handbook were created. Both documents provide information on college and departmental policies and procedures and basic information that all advisors need to know and share with the students. Advising developed and implemented 10 and 30 day training for all new advisors.

Guidelines for attendance at out-of-state conferences were implemented to provide fair opportunity for participation by all advisors.

There are additional changes on the horizon for Advising, including: DegreeWorks, a with course planning capabilities; Academy One, a transfer guide, the merger of advisors from the School of Applied Technology with Academic and Career Advising will also have an impact on the way we conduct business. The staffing levels of Advising will also be reviewed to provide career mobility for advisors and support staff.

Accomplishments for the Last Three Years

The accomplishments of Academic and Career Advising have been reported in the Student Services Annual Highlights each year. They are not necessarily limited to those expressed below. To maintain or improve services, Advising will have to make it a common practice to regularly assess our services, compare results with national data, and determine if the findings merit changes.

- Implemented use of TypeFocus, a career exploration tool.
- Developed a one credit class on career exploration, LE 1200.
- Implemented an electronic system for Major Fair's table reservations.
- All Advising staff had access to StrengthsQuest assessments.
- Reorganized an office environment to be more organized, efficient, comfortable, and welcoming to students, staff, and the community.
- Provided fully staffed offices at Taylorsville Redwood, South City, and Jordan Campuses and a part-time office at Miller Campus.
- Served students 58 hours a week, and more, during registration "rush" periods.
- Increased use of Online Advising.
- Assisted the English Department in implementing special projects (i.e., Accelerated Development Education, English with Supplemental Instruction).
- Forwarded phone system in a circular loop, which has improved response time.
- Retrained advisors on all Health Sciences program during a retreat sponsored by the Health Sciences Department.
- Relocated Transfer Center to the main advising office in the Student Center.
- Increased participation of transfer events with the exception of Major Panels.
- Posted videos of transfer panels and video clips of SLCC's primary USHE transfer institutions.
- Coordinated with U of U to plan diversity transfer events.
- Aligned Program Advisors' advising assignments to one location.
- Presented two program orientations, "Cookies & Conversation Open House," to welcome students and introduce faculty and advisors in the area of humanities and

social sciences.

- Increased faculty participation in hiring committees.
- Welcomed representatives from several Student Services departments to regularly attend and present at Advising staff meetings.
- Informed staff of recent updates in procedures or curriculum through an *Announcements and Updates* email.
- Implemented electronic tracking of students' intake, AdvisorTrac.
- Presented President and Dean's Lists reception to honor high achieving students.
- Supported successful Peer Mentoring program "Una Mano Amiga" at South City Campus and expanding to Taylorsville Redwood Campus.
- Presented workshops to assist students taking the Accuplacer test and writing essays for scholarships.
- Acquired funding from Distance Education to support an Online Advisor.
- Prepared guidelines for an equitable process for staff to attend regional or national conferences.
- Assigned one Assistant Director to process Continuation of Funding Financial Aid Appeals during registration "rush."
- Completed training for 10 and 30 day training phases
- Presented three staff development retreats.
- Developed the Co-Curricular Transcript to record students' activities out of the classroom.

Goals

In the process of reviewing our department, Advising identified areas of concern and areas needing improvement. The goals listed below will address these areas in the short- or long-term, depending on how critical they are to sustaining our mission. Further study will be necessary to identify the cost and human capital required to implement the goals.

- Establish an Academic Success Committee to address issues with P3 students.
- Continue research and development of strategies to assist FYE students beyond the first semester of classes. Collaborate with new Orientation/FYE Director to define roles and responsibilities.
- Gain support from Academic Affairs to boost program participation in the Majors to Career Fair.
- Assist faculty to present exhibits that are more interactive and student friendly for the Majors to Careers Fair.
- Update transfer information on the I: Drive.
- Request all Program Advisors to develop and maintain information about scholarships, internships, career opportunities, and research about their programs.
- Clarify the roles and responsibilities of Program Advisors regarding articulation information.
- Acquire workable knowledge of Academy One software for transfer information.
- Support staff training for mass e-mailing on Campaigner Pro.
- Present smaller transfer events per students' feedback.

- Support advising activities previously assigned to the University Center Advisor.
- Continue to work in collaboration with Student Express for effective ways to direct students to their area as the first source of information.
- Develop a mentor training program for new staff and present a certificate of achievement at the conclusion of the 60 Day Training module.
- Consult with OIT to put Training Manual in an e-Portfolio format.
- Develop Quality Control Assessment with required pass rates to be completed every six months for all advisors and staff.
- Provide continuous training on inclusiveness, civility, and Student Code of Conduct.
- Update the Academic Standards guidelines to put in practice notification processes that are in accord with students' preferred ways to receive information.
- Explore ways to motivate students to visit with an advisor early in the semester when their grade point average falls below 2.0. and as requested in their notification.
- Make Academic Success Workshops available online.
- Gain support of academic administrators for faculty to participate in Early Academic Alert Notifications.
- Locate all Multicultural Advisors in one location.
- Create a “one stop” service for multicultural students.
- Offer a comfortable environment for students waiting for an advisor, at all locations.
- Request the Copy Center to provide preventive maintenance to equipment rather than waiting for them to breakdown.
- Consolidate the Transfer Center account for printing and postage into the general advising account.
- Request additional Tuition Waivers from Financial Aid to cover increased student demand for assistance.

“Stop-doing” Requests

This self-study enabled the Advising office to identify a few activities that distract advisors from focusing on their core functions. Some of these activities have been or are in the process of being absorbed by other areas of the College and some still need to be reviewed for their efficiency.

- Conducting Technical Review and editing academic documents.
- Reviewing catalog.
- Responding to “multiple supervisors” and job demands from different departments.
- Expecting advisors to scribe at Utah State Board of Regents meetings.
- Providing an advisor in Testing Services when student demand for help is increasing in other Advising areas.
- Presenting group advising after New Student Orientation sessions and classroom presentations given the creation of an FYE office with advising staff.
- Evaluating English language skills of students who score in the “gray” area on the Accuplacer test.
- Expecting Multicultural Advisors to be students’ Club Advisors.
- Hiring or training needs to be suspended during rush.

- Printing general advising forms such as course planners, General Education requirements, etc. for mandatory orientation packets. Advising will provide the updated forms for Orientation to print their own copies.

Initiated Processes

As a result of starting the Program Review in September 2012, and in our effort of continuous improvement, Advising identified activities that put us a step ahead in the improvement process.

- Attended meetings concerning the closure of the University Center and will provide support during and after the transition.
- Researched role of Program Advisors in conducting technical reviews at other post-secondary institutions. Reviewing role of the advisors in managing substitutions and exceptions.
- Participating in the planning and implementation committee for DegreeWorks.
- Added MBTI and other career assessments interpretations in the Training Manual for new advisors.
- Collaborating with Career and Student Employment in the expansion of career exploration.
- Researching “Choose your Major Day” as an activity to engage students in identifying a program of study.
- Completed one of the three modules for an online career exploration seminar.
- Creating a formalized training program for the front desk positions.
- Planning for the upcoming merger of School of Applied Technology Advisors and Academic and Career Advisors.
- Using technology by having Skype conferences or teleconferences to interview job applicants and keep staff at offsite locations connected and informed.
- Announced to a mid-week deadline for staff to have postings regarding upcoming events to the Online Advisor so that they can appear the following week in social media formats.
- Will transition two FYE Advisors to a newly formed Orientation/FYE office.
- Requested Chair of the English Department to find solutions to placement of students in the “gray area.” Some recommendations are in consideration.
- Updated Advisors' Handbook with policies and procedures that refer to the daily activities of the Advising office.
- Identifying additional space for Academic Advising after different departments move to the ACNM building at South City Campus.
- Collaborating with HR and OIT for an expedited process of new staff computer access.
- Creating 60 days Training Phase for Advisor Training Manual.

Priorities

Each supervisor and their direct reports had the opportunity to identify changes they would like to see implemented immediately. Some of these changes may not take long to implement but others will need funding and time to develop.

- Accelerate reclassification of personnel according to the College Talent Management System.
- Review hourly budget to offer an equitable wage to part-time front desk staff.
- Complete the Advisors' Training Program and assess learning outcomes.
- Work with the department of Curriculum, Scheduling and Regional Administration to clarify Transfer Advising roles and responsibilities with articulation agreements and related policy that may impact which institutions we host on campus.
- Work with the department of Curriculum, Scheduling and Regional Administration to clarify Program Advising roles and responsibilities with Technical Review, exceptions, substitution/ waivers and related policy, and Advising's participation in state major meetings.
- Strengthen outreach efforts to undecided/exploratory students. Collaborate with Career and Student Employment Services producing additional career exploration resources to assist students exploring careers.
- Hire or assign another full-time advisor to Academic Standards to outreach to a higher number of students with academic difficulties.
- Contribute to a strong communication and collaborative approach among Academic Affairs and Student Services. (VPSS and Provost to explore possibility of bringing back interdepartmental meetings.)
- Reduce the advisor/student ratio to mirror national trends. Implement and train staff and students on DegreeWorks. Replace computers purchased previous to 2010 and purchase second monitor for each station.

What are the key issues or concerns that you would like your site review team to address?

The introduction to the Academic and Career Advising Program Review states that the effectiveness of advising depends largely on Advising focusing on student success, inter-connectness with other areas of the college and staff development of advisors. Our concerns are related to these important factors.

1) Academic and Career Advising supports and enhances the academic experiences of the students by explaining curriculum's learning outcomes, program requirements, assisting with class scheduling, transfer information, learning resources, etc. How does Advising continue collaborating and strengthening our partnership with faculty and academic administrators?

2) There have been suggestions from some students, faculty, staff and administrators that Advising should be mandatory. How might Advising reach more students given staffing constraints? Is this even feasible considering the Advising load and resources? What kind of activities should be dismissed from Advising load of responsibilities?

3) Advising is interested in how we can use technology, collaborative partnerships, and student data to help develop and implement interventions or changes in our programs and services that improve student success. What are the critical points of contact we should be making with students to advance their progress toward completion of their goals? How do we evaluate the effectiveness of these interventions?

XIV. APPENDIXES

Appendix A

Department Goals and Outcomes 2009-2010

Academic Standards

Name of Goal	Outcome
1. Coordinate Academic Standards efforts with Student Services department units that may assist students with information about SLCC policies and procedures, and tips for academic success.	Academic Standards advisor has worked with TRIO, Financial Aid, and DRC and has attended Financial Aid Appeals committee. Advising also has a comprehensive information packet for students after they meet with an advisor.
2. Present a reception once a year, to highlight the accomplishment of students on the Dean's and President's List.	On September 24, 2009, Advising hosted the President's and dean's List Reception. 800 students were invited and 234 attended which was the highest attendance ever.
3. Keep track of students who are experiencing academic obstacles according to the Academic Standards Policy and procedures.	Advisors are using a database in Excel to track students and at the end of the term will determine which interventions are most appropriate. A new software program acquired will be implemented to allow more efficient and effective tracking.
4. Make Academic Standards workshops available for students on Academic Warning, first registration hold on students' records.	New strategies were implemented this year to get students to the Academic Success Workshops. Advising advertised in the student newspaper, the Globe and also provided refreshments during the Spring Break workshop, which had some of the highest attendance.
5. Improve retention rate of students on Academic Warning, after their grade point average falling for the first time, below 2.0, with 15 or more credits.	A study done to determine any difference in being absent from school due to Academic Warning and students in Good Standing provided some slight differences between the two groups of students; however, it does not affect which interventions work best. Advisors will continue to use words of encouragement and hope, along with offers of support and information, as they advise students. And it is important for advisors to improve their understanding of strategies to help students who are facing financial and work issues specifically, that affect student retention.

First Year, Undecided/Undeclared

Name of Goal	Outcome
1. Inform students about career development strategies (assessments, workshops, classroom presentations).	Advising served 758 students with career workshops and assessments, which is an increase of 34% in student contacts from previous year? More than 700 students attended fall and Spring Career Fairs. Several events are planned for next academic year which includes the introduction of Type Focus Career Exploration software
2. Provide staff development opportunities to advisors so that they use supportive strategies for the first-year, undecided students.	New advisors received training during staff meetings and one-on-one training sessions with Assistant Director, Program Advisors, and Academic Standards Advisor. They also met with other units within Student Services. Advising increased professional development opportunities for advisors to attend 34 events.
3. Promote Online advising services to SLCC students.	Online advising services were implemented during this academic year. Advising is serving students through emails, chat, Facebook, blog and Twitter. Online advising services have increased each month from 19 emails in October 2009 to over 600 each month.
4. Present information sessions to prepare students to take Accuplacer Placement Test.	Advising implemented 37 Accuplacer Placement Test workshops and had 208 attendees comprised of new students who have not yet taken the test, and continuing students interested in retaking test.
5. Introduce first-year students to "Advising 101" (basic advising information) via developmental and Learning Enrichment courses.	Advisors presented 25 advising sessions of 15-20 minutes each in the Developmental Education courses. Advisors will strengthen relationships with faculty and academic administrators, encouraging them to request an advisor in their classrooms early in the semester.

Transfer Center

Name of Goal	Outcome
1. Reduce recruitment style transfer events while increasing efforts on successful, existing, advising-based events to work with students.	The number of admission tables dedicated to four-year institutions did not vary much from previous years; however, the amount of students visiting tables dropped slightly. The Transfer Center will continue to schedule approximately 150 such tables per academic year. The amount of institutions participating in drop-in advising tables has increased which has led to an increase in students visiting these tables to learn more about how their credits from SLCC will transfer.
2. Identify the number of student contacts through new electronic media, such as Facebook and Twitter, and evaluate their effectiveness as channels of information with SLCC students.	The Transfer Center conducted a survey of students who self-reported being in a transfer degree program to determine how they prefer to receive information. Overwhelmingly the preferred method is through email; and responses also indicated students prefer not to receive information by means of social media.
3. Increase the number of students attending the Multi-Ethnic Transfer Events with the University of Utah by 25%.	The Transfer Center facilitates two annual transfer events focusing specifically on transitioning students of multi-ethnic backgrounds to the University of Utah. The Transfer Center will continue this collaboration with the University.
4. Facilitate transfer event awareness by distributing printed material to faculty members to share in their classrooms.	The Transfer Center targeted two events during the 2009-2010 academic year to work with faculty to promote: the Nursing Program and the Engineer Panel. Emails and materials were sent to specific faculty members who posted in classroom or made verbal announcements.
5. Produce five video transfer workshops: Pre-Medicine, Biotechnology, Business, Education and Engineering. Post videos to Academic and Career Advising/Transfer Center websites and SLCC media outlets.	Due to personnel change, the new Transfer Advisor had to reassess this project due to limited video production skills. Working with Institutional Marketing it was decided to explore other options such as recording Transfer Panels and Transfer Workshops and post these videos on Transfer Center website. For 2009-2010 academic year a series of nine videos were recorded and posted and an additional 7 are planned for 2010-2011.

Program Advising

Name of Goal	Outcome
1. Produce a list of faculty consultation hours by school to share with academic and career advisors so they may refer students as needed.	Each program advisor worked with his/her schools to assemble a list of faculty consultations hours each semester and this information was placed on I: / drive for all advisors to access.
2. Maintain accurate, current, and consistent information on academic programs and transfer information files on the I: / drive.	Each advisor develops advising tip sheets and information for all advisors to reference when meeting with students interested in specific programs. Program advisors continue to update this information as programs change.
3. Coordinate the participation of faculty and/or program administrators to present updates and information on their academic programs in Academic and Career Advising staff meetings.	Faculty in 31 academic programs presented in Academic and Career Advising staff meetings during 2009-2010 academic year. Advisors also visited programs at their sites and for 2010-2011 academic year 4-year transfer programs presentations will be highlighted in staff meetings.
4. Invite academic administrators and/or faculty to advertise their programs at least once a year in the Academic and Career Advising display area in Taylorsville Redwood Campus Student center.	Minimal physically advertising was done during 2009-2010 academic year and this goal will roll over into the 2010-2011 academic year and focus on spotlighting schools and their programs.
5. Active participation on Program Advisory Committees (PAC) to advance talks with members about referring students for mentorships or career exploration opportunities.	Each program advisor participates in their respective PAC meetings monthly during the Fall and Spring semesters, and discusses current trends and needs in the community and workforce specific to his/her program.
6. Provide group advising sessions in high demand programs to deliver information about the program and develop individual course planners for one semester.	The Nursing program was identified as one of SLCC's high demand programs of study. To accommodate the amounts of inquiry for this program, group extended presentations/advising sessions were developed. A total of 17 Pre-Nursing Information Sessions were held and an estimated 600-650 students attended.

General Office

Name of Goal	Outcome
1. Acquire software to track the volume of student contacts in the reception area at the Student Center Advising Office.	Advisor Trac software was purchased and should be ready to go starting Fall 2010. The features of this software include scheduling advisor appointments, tracking utilization of advisement resources, and retaining notes about advising sessions.
2. Gather information to assess student satisfaction with advising sessions and students' self-evaluation of the extent of their increase in knowledge after the advising session.	This goal will be assessed after Advisor Trac is in place to be able to pull reports of student contacts and use that population to address the issues of quality in Advising services.
3. Produce a weekly master calendar of advisor's activities to identify staffing needs for the Advising offices.	Using Outlook, a Front Desk Technician prepares weekly calendar of events and activities for all advisors. Other college and Student Services events are also posted in the weekly calendars.
4. Reduce the number of abandoned phone calls received by the main advising phone number 801-957-4978.	A part-time receptionist was hired to assist answering phone calls during the period of high volume. All receptions received training using the Cisco Networking system to manage calls. Specific questions from students were referred to advisors and/or referred to the benefits of using our Online Advising services on our website.

Multi-Ethnic Student Advising

Name of Goal	Outcome
1. Contact students to inform them about services available through Academic and Career Advising, and other units of Student Services.	The Multi-Cultural Advisors have diligently informed students about multiple opportunities for involvement, scholarships, employment, and other resources available to them. The advisors delivered this information through emails, letters, phone calls, and online service, and have participated in various events to meet students face-to-face.
2. Meet with students who are facing academic difficulties and set up a plan of action to bring them back to academic success.	All advisors invited their students to meet with them or any other advisors, and/or attend an Academic Success Workshop as an early prevention measure. Advisors will start the new academic year with the approach of tailoring their messages to students using a more individualistic approach to each student's unique situation.
3. Bring resources available in the community to campus by presenting a Multi-Ethnic Resources Fair.	Advising participated in the 4 th Annual Hispanic Latino(a) College Day on March 6, 2010 and invited community organizations to present their resources to students and their parents.
4. Provide opportunities to develop leadership skills and promote cultural awareness to members of the Asian Student Association and Black Student Union.	Students had opportunities to develop their leadership skills and cultural awareness through several activities with the support of their Club Advisor. Some activities were: Utah Multicultural Business Expo 2010, Fundraiser for Haiti and Chile, U of U/SLCC BSU Talent Show, World Refugee Day, Taste of Asian, Lion Dance performance.

2010-2011

Transfer Center

Name of Goal	Outcome
1. Reduce recruitment-style transfer events while increasing efforts with successful, existing, advising-based events to work with students.	The transfer Center has redirected its effort and resources to minimize four-year institutions requests for transfer events on their behalf and more focus on SLCC events such as Transfer Days and Major Fairs, and with less events held an actual increase in attendance was seen for the year.
2. Increase four-year institution participation in drop-in advising to include UVU and WSU on a regular basis.	An academic advisor from UVU has become part of regular schedule visiting here at least twice a month. WSU has still not committed to a regularly scheduled visit by one of their advisors but plan is continue to seek this arrangement.
3. Increase transfer information availability by creating and maintaining mini-transfer information centers at South City, Jordan and Miller campuses	Magazine racks were purchased and placed at the Student Center at Taylorsville Redwood Campus, Jordan Campus and South City Campus, and one will be placed at the Miller Campus later in year. Materials for racks have been generously provided by the transfer institutions.
4. Facilitate transfer event awareness by distributing printed transfer material to targeted faculty members to share with students in the classroom.	Electronic flyers with specific links to Transfer Center website or other pertinent sites, as well as printed materials were sent to faculty members to share with their students and responses from students indicate more than half attending heard of event through their instructor or in a program related classroom.
5. Produce report tracking SLCC students graduating with transferrable degrees.	With support from Institutional Research and Student Services Asst VP, the Transfer Center has initiated a report to determine how many SLCC graduates with transfer degrees (AA, AS, APE) transferred to another institution and how many received a bachelor's degree. A cohort group from 2005-2007 have been identified and will be tracked for 10 semesters and data will be gathered during July 2011.

First Year, Undecided/Undeclared

Name of Goal	Outcome
1. Identify the learning outcome of students receiving their career assessments interpretation.	During July-December 2010 sixty-eight students took at least one assessment and there was limited success in contacting these students to gain perspective for this goal. Six students were contacted and positively confirmed that career assessments are helpful in choosing classes, major and career decisions.
2. Prepare and propose a credit course for career exploration.	Ms LuAnn Furner, Academic and Career Advisor, created a course syllabus for a new one-credit course, LE 1200 "Major & Career Exploration." It is described as an ideal course for undeclared, undecided students. This course was approved by Curriculum Committee and first section will be taught in Fall 2011.
3. Identify and provide developmental advising to a non-traditional group of students registered in Developmental Education courses.	This goal will be carried forward to 2011-2012 and Ms Marilyn Brumbaugh, Assessment Advisor, will initiate case management and track a group of women 40 years of age or older that placed into developmental Reading and Writing courses.
4. Facilitate the dual function of the Developmental Education Instructor/Advisor. Provide training and developmental opportunities, coordinating office hours and classroom presentations, and clarifying roles and responsibilities.	Ms Cindy Klaus, Instructor/Advisor, was hired by the Developmental Education Office in Fall 2010, and in addition to her teaching duties she was also fully trained to provide fundamental General Advisor responsibilities. She has an office in the Learning Center and will have 24 hours per week for walk-in advising. Collaboration meeting were held with First-year Advisor, Assessment Advisor and Asst Director with Instructor/advisor to coordinate and distinguish responsibilities. Students who place into the "gray area" on the Accuplacer (below Reading 0900 but above ESL 1010) are referred to Ms Klaus for additional assessment to determine course enrollment.

Academic Standards

Name of Goal	Outcome
1. Recognize the partnership of Academic Advising and Faculty members referring students through the Early Alert System.	On November 10, the Academic and Career Advising Office invited academic administrators and faculty members to a reception as a token of appreciation for their support to student success through the Early Alert Referral System. Fifty attendees joined the luncheon and a few faculty members expressed their gratitude for the invitation and how well the Early Alert program is working.
2. Keep track of and provide intervention for students who are experiencing academic obstacles, according to the Academic Standards Policy and Procedures.	Academic and Career Advising presented 40 academic success workshops during 2010-2011 with 293 students attending the sessions. During the 2010-2011 academic year, Academic Advisors met with and released registration holds for 1735 students.

Multi-Ethnic Student Advising

Name of Goal	Outcome
1. Contact students to inform them about services available through Academic and Career Advising, and other units of Student Services.	Most communications with students is through emails and there is some evidence that students are reading their emails and responding to their specific Advisor.
2. Collaborate with students to determine issues relevant to their success about which they would like information and present one or two workshops on topics of their interest.	A survey was conducted with students through email to determine their workshop preferences. How to apply for scholarships and how to be a successful student were the top two topics of interest, and both topics were presented during the academic year.

2011-2012
First Year, Undecided/Undeclared

Name of Goal	Outcome
1. Coordinate consistent marketing of Career Services to include Career Clues, TypeFocus, Career Assessments, Career Library, and Career Class.	Updated posters, flyers, handouts were designed and posted in various campus locations. Individual Advisors maintained current stock in office/desk. Students whom utilized TypeFocus were invited to meet with Career Advisor for individual session using Career Clues. Career Services webpage continuously updated.
2. Work with Developmental Education Department to expand classroom presentations to include LE 1220 classes.	Assessment results of these presentations show need to concentrate in ESL classes. Faculty teaching LE 1220 will be invited to participate in FYE classroom presentations.
3. Identify and provide developmental advising to a non-traditional group of women registered in Reading and Writing courses.	Identified women over 35 years old enrolled in Developmental Reading and Writing classes and invited to a get-together luncheon and provided packet of various Support Services materials. A new group of women will be identified for Fall 2013 and Advisor will maintain contact with these students offering 'advisor tips' and messages of encouragement.
4. Prepare an outline of training needed by new advisors at different stages of their first year at the institution.	A Training Committee was created and objectives were defined for three tiers of competencies: 10 Day Training Phase; 30 Day Training Phase; 6 Month Training Phase. Essential competencies identified and divided into categorized groups: Conceptual (C), Informational (I), Relational (R), Technical (T), Personal (P).

Program Advising

Name of Goal	Outcome
1. Maintain accurate, current, and consistent information on academic programs and transfer information files on the I Drive.	A 2011-2012 annual performance goal for all program advisors was to maintain current and consistent data within the program folders on the I Drive so all advisors had access to provide this information to students.
2. Active participation in Program Advisory Committees (PAC) to advance discussion with members about referring students for mentorship or career exploration opportunities.	Five out of ten Program Advisors met with their respective PAC. To build long term and short term employer and industry relationships for the college and our students it will become critical to establish closer working relationships with PAC members.
3. Invite current students to visit with their program advisor early during semester to determine their academic progress and class schedule for the next semester.	A majority of Program Advisors had success inviting students with 30-plus credits hours to visit with them prior to "rush registration" period. Advisors will continue with this practice which provides an effective developmental advising session.

Academic Standards

Name of Goal	Outcome
1. Identify through the Early Academic Alert Notification demographics of faculty and students participating in the program.	The Early Academic Alert Notification electronic method allows faculty members to identify and assist “at risk” students in their classes and submit to Academic and Career Advising Office. This data is compiled and student population is contacted weekly via email or telephone. Faculty members identified over 600 students this past year and it was noted that over 70% of participating faculty members were adjunct faculty which is attributed to a presentation given to them during Adjunct Orientation in fall 2011, so a plan is to increase faculty presentations about the Early Academic Alert Notification to increase participating faculty members.
2. Improve the delivery of the Academic Success Workshops by revising the learning outcomes, preparing the presenters and delivering quality materials.	The Academic Success Workshops were completely revamped to focus on how GPA impacts student’s transcripts and how to remedy a transcript with failing grades. A new lesson plan was developed to focus on college policies for improving a student’s probation status. Instructional packets were prepared with emphasis on Enrollment Services forms and potential workshop presenters were given individual training sessions.

General Office

Name of Goal	Outcome
1. Gain workable knowledge of and use Advisor Trac program to track student intake.	After a few months of successful testing the program was fully implemented at Taylorsville Redwood Campus in March 2012. The program has been working smoothly and providing reports of demographic and student data and in particular any notes written from previous advising sessions.
2. Gather information to assess student satisfaction with advising sessions and students’ self-evaluation of the extent of their increase in knowledge after the advising session.	This goal was delayed during this period due to the lack of staffing of front desk Specialist I technician assistance to manage the survey activities. Position has been filled and in conjunction with Advisor Trac and Campus Lab, Academic and Career Advising should now be able to study student satisfaction with services.

Multi-Ethnic Student Advising

Name of Goal	Outcome
1. Contact students to inform them about services available through Academic and Career Advising and other units of Student Services.	Multicultural Advisors utilize email as the most effective means of communicating with their student populations. Email is practical tool in relaying information that advisors feel are useful and invaluable to students.
2. Present informational workshops on topics of interest: scholarships and balance life.	A continuing workshop offered each semester is the Pepsi Scholarship Workshop held one month before application deadline and this workshop teaches students how to write winning essays for this scholarship as well as using the gained skills for other scholarship or job applications. Another workshop offered by one of the Hispanic Advisor's peer mentoring groups was the Balance Your Life workshop attended by 21 students
3. Present an event to facilitate communication among staff and faculty of color.	A Faculty/Staff luncheon was held on November 2011 to facilitate conversation between staff and faculty of color to better assist our student populations. A student panel dialogue at the Faculty Convention in April 2012 discussed how faculty can assist students of color become more successful in college

Appendix B

Academic and Career Advising Through the Years

BEFORE	NOW
Served two campuses, T/R and SCC	T/R, SCC, Miller, Jordan and Online. In addition to occasional visit to Meadowbrook and Highland
In 2001, FT staff: Director, Asst. Dire., Advisors and Specialists were 21.	In 2012, FT staff: Director, 2 Assistant Directors, Advisors 1 and 2 (27), PT Advisors (7); Office Technicians (8), Adm .Asst (1); 1 Specialist
Supervised the Answer Center	Transferred to Enrollment Services under the name of Student Express
Yearly intake of student contacts	
Five MC Advisors as Club Advisors, recruitment and retention of students.	Two advisors remain Club Advisors, two have some recruitment assignments. Added a Hispanic advisor for SCC.
Manual count of student intake	AdvisorTrac system
Paper and pencil Early Academic Alert Notification	Electronic notification through MyPage Faculty portal.
Honored high achievers with President and Dean's letters	Added a reception to honor students and family members. Students receive pin.
Provided printed material for CPT reviews	Hired an advisor to provide Accuplacer preparation workshops
Monthly transfer events. One advisor took care of event and transfer reports, updates	Recruitment from 4-Yr. institutions weekly through advising tables and recruitment tables. Hired a transfer advisor to oversee events.
One-on-one career exploration, small group career assessment interpretation	Added a career exploration course (LE 1200).
Used CHOICES for free career exploration	Uses TypeFocus and Utah Future.org, Career Coach
	Added online advising and social media in 2009
Manual reservation of tables for Career Fair	Electronic reservation system

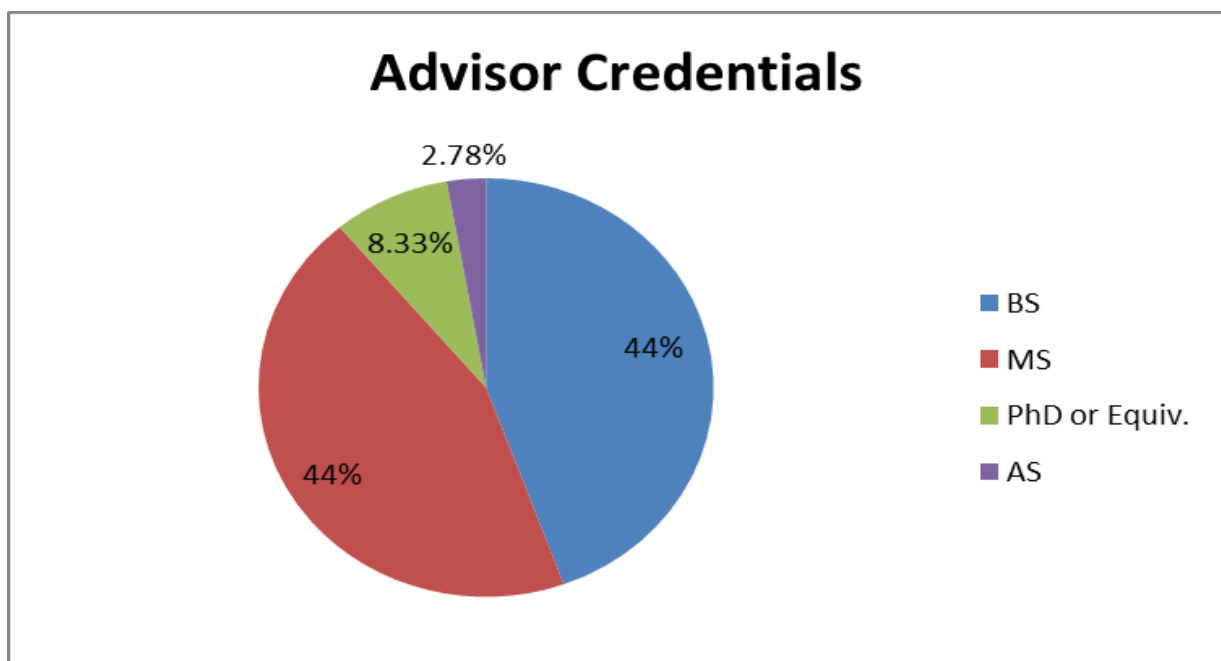
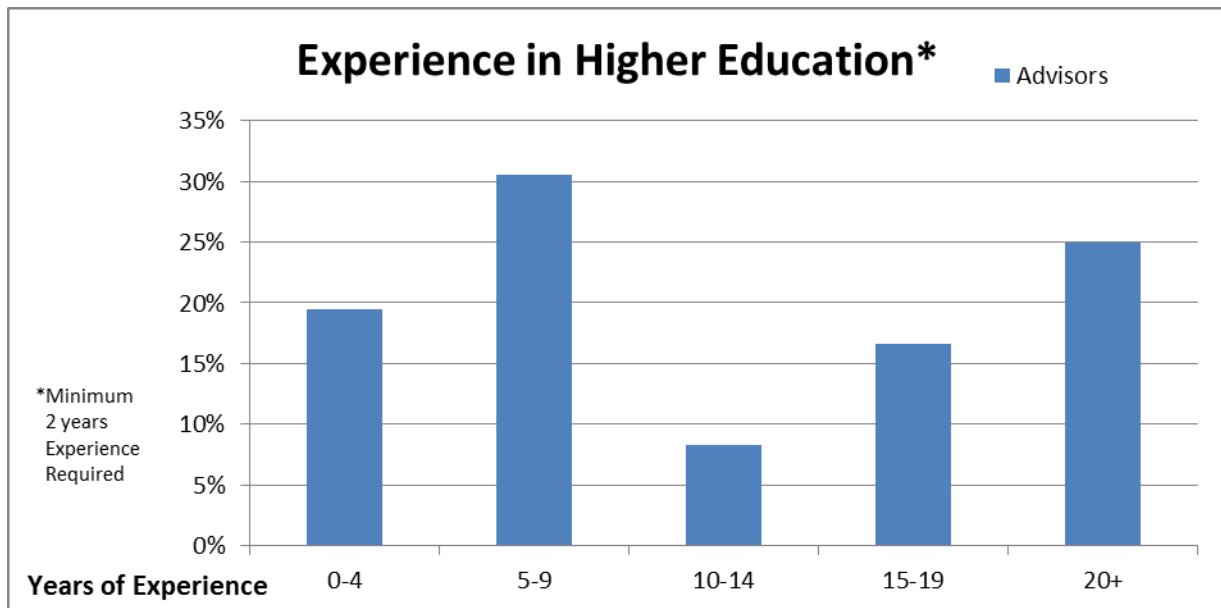
Budget Hourly Non-Teaching \$75,000 in 2005-06	Budget Hourly Non-Teaching \$186,000
Trained staff with single check list and calendar	Staff development electronic training manual available for new advisors
	Created Daily Binder
After an Orientation session, students were directed to the Advising Office	Provide group Advising during last 30 min. of mandatory orientation
	Support academic programs such as: Diversity course requirement, Accelerated DE, English with supplemental instruction, Catalog review, GE Step Ahead, E-Portfolio,
Transfer Articulation Management	Assignment moved to Assessment Curriculum & Scheduling Office.
Front desk coverage only at T/R Campus	Added coverage at SCC and Jordan
School District representative in the evening for students seeking high school diploma	Granite School District cancelled the program
Early Enrollment Admission process	Admission Policy changed. Responsibility moved to Enrollment Services Jordan Campus – March 2012
Disparity in PT staff compensation	Dec.2010, approved process and calculation of hourly wage for PT advisors
Lack of guidelines for out-of-state travel	Created General guidelines related to out-of-state travel to attend professional conferences.
All front desk calls came to T/R campus	Phones cycle to Front Desk staff at 3 campuses
	Founded “Una Mano Amiga” Peer Mentoring program
	FYE three advisors doing classroom presentations
2-3 part-time advisors	7 part-time advisors
1 part-time advisor at Sandy Campus	Sandy Campus closed. Added one FT advisor at Jordan and 2 PT advisors at Miller and Jordan
Department communication at staff meeting, I:Drive and via email	Additionally communicate via Instant Messaging and announcement/update newsletters.

Appendix C Staff Profiles

Academic and Career Advising Advisor Profiles						
Employee	Title	Highest Level Credential	SLCC Advisor Tenure	Higher Ed. Experience	Bilingual	Certifications
Michael S. Atkinson	Advisor 2	B.A.	15 Yrs.	22 Yrs.		
Elizete Bond	Advisor 2	B.A.	1 Yr.	7 Yrs.	Portuguese, Spanish	
Cynthia Bonsall	Assistant Director	B.A.	13 Yrs.	20 Yrs.	Spanish	MBTI
Sidney McGuire Brown	Advisor 2	M.S.S.	2 Yrs.	7 Yrs.		Graduate Cert., Academic Advising
Marilyn Brumbaugh	Advisor 1	M.S. Ed.	4 Yrs.	10 Yrs.		
Cindy Wankier Clark	Advisor 2	B.S.	22 Yrs.	23 Yrs.		
Devan Church	Advisor 2	B.S.	2 Yrs.	2 Yrs.		
Madeline Corona	Advisor, Part-time	B.S.	1 Yr.	8 Yrs.	Spanish	
Sam Curley	Advisor 2	B.A.	2 Yrs.	18 Yrs.	Navajo	
Kristi Egbert	Advisor, Part-time	B.S.	1 Yrs.	5 Yrs.		Level 1 & 2 CRLA Tutor
LuAnn Furner	Advisor 2	M.S.	3 Yrs.	8 Yrs.		MBTI, Strong, Dependable Strengths
Luz Gamarra	Advisor 2	M.S.	4 Yrs.	4 Yrs.	Spanish	
Nancy Giraldo	Advisor 2	M.S.	1 Yr.	16 Yrs.	Spanish	TESL, Teaching
Kari Gonsalves	Advisor 2	M.A.	4 Yrs.	4 Yrs.		Substance Abuse, Sec. Ed.
Glory Johnson-Stanton	Advisor 2	B.S.	5 Yrs.	5 Yrs.		Sec. Ed.
Deron Hutchinson	Advisor 2	B.S.	21 Yrs.	21 Yrs.		
Sandra Kirton	Advisor 1	B.S.	14 Yrs.	14 Yrs.		Elm. Ed.
Fenrong Liu	Advisor 2	M.A.	4 Yrs.	4 Yrs.	Chinese	TESOL
Lee Martinez	Advisor 2	J.D.	6 Yrs.	6 Yrs.	Spanish	
Sherine A. Miller	Advisor 2	M.A.	2 Yrs.	13 Yrs.		
Danielle Mills	Advisor 2	M.S.	3 Yrs.	8 Yrs.		
Jeffrey I. Newman	Advisor 1	M.A.	4 Yrs.	22 Yrs.		
Crystalyn Nilson	Advisor, Part-time	B.A.	9 Yrs.	9 Yrs.	Spanish	Spec. Ed.
Lam Nguyen	Advisor 2	M.S.	1 Yr.	1 Yr.	Vietnamese	LCSW
Evelynn O'Dell	Advisor 2	B.S.	12 Yrs.	18 Yrs.	Navajo	Sec. Ed., ESL
Sonia Parker	Director	Ed.D (8/13)	15 Yrs.	17 Yrs.	Spanish	Higher Ed. Teaching Specialist
Tony Rizzuto	Advisor 2	B.S.	14 Yrs.	16 Yrs.		
Danny Sanchez	Advisor, P/T	M.Ed.	2 Yrs.	2 Yrs.		
Gordon Storrs	Advisor 2	M.S.	1 Yr.	23 Yrs.		
Joanne Thomas	Assistant Director	B.A.	23 Yrs.	23 Yrs.		
Sadie Tsosie	Advisor 2	MSW	8 Yrs.	8 Yrs.	Navajo	
L. Michelle Tuitupou	Advisor 2	M.A. Ed.	3 Yrs.	5 Yrs.		Elm. Ed.
Constance Wells	Advisor, P/T	B.S.	new	new		
Jeanne M. Westgard	Advisor 2	Ph.D (ABD)	3 Yrs.	16 Yrs.	French	Sec. Ed.
John Wiemer	Advisor, Part-time	B.S.	33 Yrs.	33 Yrs.		
Tillie Wilber	Advisor 1	MBA	4 Yrs.	24 Yrs.		

Academic and Career Advising Front Desk Staff Profiles

Employee	Title	Highest Level Credential	Tenure	Higher Ed Experience	Bilingual	Certifications
Hilda Sandi	Administrative Assistant 1	B.S.	20 Yrs.	3 Yrs.	Spanish	Executive Bilingual Secretary
Victor Aguirre	Secretary, 1	A.S.	new		Spanish	
Faye Leapai	Secretary, 1	A.S.	1 Yr.	4 Yrs.	Samoan	
Diana Lopez	Secretary, 1	A.A.	2 Yrs.	2 Yrs.	Spanish	
Kirstin Hoyt	Secretary, 1	B.S.	2 Yrs.	2 Yrs.		
Lacey Spor-Ockey	Secretary, 1	A.S.	1 Yr.	1 Yr.		EMT
Bailey Pearson	Secretary, 1	A.S.	2 Yrs.	2 Yrs.		
Cami Knapp	Specialist, 1	Some college	2 Yrs.	2 Yrs.		



Appendix D Training Outlines

10 Day Training Competencies

RELATIONAL	POSSIBLE TRAINING METHOD	ASSESS
PERSONAL	POSSIBLE TRAINING METHOD	ASSESS
Understanding Roles and responsibilities	Peer Learning & Training Handbook	Y
CONCEPTUAL	POSSIBLE TRAINING METHOD	ASSESS
INFORMATIONAL	POSSIBLE TRAINING METHOD	ASSESS
Campus-wide Information tour	Peer Learning	N
Student Services Policy & Procedures	Peer Learning & Training Handbook	Y
Student Code of Conduct	Peer Learning & Training Handbook	Y
Orientation	Peer Learning	N
ACT & SAT placement	Peer Learning & Training Handbook	Y
Gray area students	Peer Learning & Training Handbook	N
FERPA	Case studies & E-learning	Y
Student Express	Peer Learning	N
Enrollment Services Forms	Self Study & Peer Learning	Y
Accuplacer	Peer Learning & Walk about	N
Placement	Peer Learning & Training Handbook	Y
Type of degrees	Peer Learning & Training Handbook	Y
General Requirements AS/AA	Peer Learning & Training Handbook	Y
General Requirements AAS	Peer Learning & Training Handbook	Y
Diversity Requirement	Peer Learning & Training Handbook	Y
Developmental Education	Peer Learning & Training Handbook	Y
Course sequencing	Peer Learning & Training Handbook	Y
Education Plan	Peer Learning & Self Study	Y
Anatomy of Higher Education degrees	Peer Learning & Training Handbook	Y
Prerequisites	Peer Learning & Self Study	Y
Co-requisites	Peer Learning & Self Study	Y
Override Policy	Peer Learning & Training Handbook	Y
Wait List Policy	Peer Learning & Training Handbook	Y
Repeated classes	Peer Learning & Training Handbook	Y
TECHNICAL	POSSIBLE TRAINING METHOD	ASSESS
Instant Messaging	Peer Learning	N
Calendaring-Outlook	Instructor Led & Peer learning	N
Time sheet	Peer Learning	N

30 Day Training Competencies

RELATIONAL	POSSIBLE TRAINING METHOD	ASSESS
Advocacy for students	Peer Learning	N
Communication skills	Case Studies & E-learning	Y
Compassionate attitude	Case Studies	Y
Cultural competency	Case Studies	Y
Interpersonal skills	Peer Learning & E-learning	Y
Key contact people in other departments	Peer Learning, Walk about, Self Study	N
Problem solving	Case Studies & E-learning	Y
PERSONAL	POSSIBLE TRAINING METHOD	ASSESS
Managing Appointments	Peer Learning & Training Handbook	N
Managing Paperwork	Peer Learning & Training Handbook	N
Managing Rush	Peer Learning	N
Managing Walk-ins	Peer Learning & Training Handbook	N
CONCEPTUAL - General knowledge of:	POSSIBLE TRAINING METHOD	ASSESS
Undecided Students	NACADA articles & Peer Learning	Y
First Year Students	NACADA articles & Peer Learning	Y
Students with disabilities	Walk about & SLCC ADA training	N
International students	Walk about & Peer learning	N
CAS standards for advising	Self Study & E-learning	Y
Advising as teaching, methods and theory	Self Study & E-learning	Y
NACADA Core Values	Self Study & E-learning	Y
INFORMATIONAL	POSSIBLE TRAINING METHOD	ASSESS
AP credit	Peer Learning & Training Handbook	Y
Foreign language credit options	Peer Learning & Training Handbook	N
Restricted Majors	Peer Learning & Training Handbook	Y
Health Science Majors	Peer Learning & Training Handbook	Y
Grading	Peer Learning & Training Handbook	Y
Academic Holds	Peer Learning & Training Handbook	Y
Veterans	Peer Learning & Training Handbook	N
Organizational Charts	Peer Learning & Training Handbook	N
Residency	Peer Learning & Training Handbook	Y
Eligible/Non-Eligible programs	Peer Learning & Training Handbook	Y
Introductory classes in programs	Peer Learning & Training Handbook	Y
Graduation Deadlines	Peer Learning & Training Handbook	N
Graduation Application	Peer Learning & Training Handbook	N
Type Focus	Peer Learning & E-learning	N
LE 1200	Peer Learning & E-learning	N
Learning Communities	Peer Learning & Training Handbook	Y
Gen Ed Step Ahead	Peer Learning & Training Handbook	N
School of Applied Technology	Peer Learning & E-learning	Y
Institute of Public Safety	Peer Learning & E-learning	Y
Undocumented Students	Peer Learning & Training Handbook	Y
TECHNICAL	POSSIBLE TRAINING METHOD	ASSESS

BOT	Peer Learning	N
Banner	Instructor Led & Peer learning	N
Banner Menu (most frequently used screens)	Peer Learning	Y
Banner--Holds	Peer Learning	Y
Banner--Test Scores	Peer Learning	Y
Banner--Current Student Schedule	Peer Learning	Y
Banner--Degree Evaluation--produce and interpret	Peer Learning	Y
Banner--Test Scores	Peer Learning	Y

60 Day Training Competencies

RELATIONAL	POSSIBLE TRAINING METHOD	ASSESS
Mediation	Self Study & E-learning	N
Crisis management	Self Study & E-learning	N
Collaboration skills	Peer Learning & Case Studies	N
Team building	Peer Learning & E-learning	N
PERSONAL	POSSIBLE TRAINING METHOD	ASSESS
CONCEPTUAL	POSSIBLE TRAINING METHOD	ASSESS
Students with academic difficulty	Peer Learning	N
Low-Income students	NACADA articles & Peer Learning	Y
Multi-Cultural students	NACADA articles & Peer Learning	Y
Non-traditional students	NACADA articles & Peer Learning	Y
Single Parents	NACADA articles & Peer Learning	Y
First Generation students	NACADA articles & Peer Learning	Y
Student development theory	Self Study	Y
Leadership Skills	E-learning (Skillsoft), Self Study	N
Professional Advising Organizations	Self-Study	N
INFORMATIONAL	POSSIBLE TRAINING METHOD	ASSESS
Transfer credit, In-state	Peer Learning & Training Handbook	Y
Articulation agreements	Peer Learning & Training Handbook	Y
Financial Aid Max Hrs. Appeal	Peer & Case Studies	Y
On-line registration from student perspective	Peer Learning & Training Handbook	Y
TRIO	Peer Learning & Training Handbook	N
DRC	Peer Learning & Training Handbook	N
Child Care	Peer Learning & Training Handbook	N
Continuing Educations	Peer Learning & Training Handbook	N
University Center	Peer Learning & Training Handbook	N
Student Services Policy & Procedures	Peer Learning & Training Handbook	Y
Student Code of Conduct	Peer Learning & Training Handbook	Y
Residency	Peer Learning & Training Handbook	Y
Undocumented Students	Peer Learning & Training Handbook	Y
Academic Standards Policy	Peer Learning & Training Handbook	Y
Satisfactory Academic Progress Appeal	Peer Learning & Training Handbook	Y
Probation	Peer Learning & Training Handbook	Y

Scholarships	Peer Learning & Training Handbook	Y
Work Study	Peer Learning & Training Handbook	Y
Eligible/Non-Eligible programs	Peer Learning & Training Handbook	Y
Orientation	Peer Learning	N
ACT/SAT	Peer Learning & Training Handbook	Y
Gray area students	Peer Learning & Training Handbook	Y
Web resources	Peer Learning & Training Handbook	N
Job market information	Peer Learning & Training Handbook	N
Social Media	Peer Learning & Training Handbook	N
Early Enrollment Application Process	Peer Learning & Training Handbook	Y
Concurrent Enrollment Application Process	Peer Learning & Training Handbook	N
International Student/Application/transfer credit	Peer Learning & Training Handbook	N
Pathway options for degrees	Peer Learning & Self Study	Y
Social Media	Peer Learning & Self Study	N
Clubs	Peer Learning & Self Study	N
Health & Wellness--Student/Employee	Peer Learning & Walk about	N
Community Resources	Peer Learning & Self Study	N
Learning Support & Tutoring	Peer Learning & Walk about	N
Thayne Center	Peer Learning & Walk about	N
Student Life & Leadership	Peer Learning & Walk about	N
Referral skills	Peer Learning & Self Study	N
Data Center	Peer Learning & Walk about	N
Out of State transfer credit--incoming/out going	Peer Learning & Training Handbook	N
Career Development theory	Peer Learning & Self Study	Y
President's and Deans List	Peer Learning	N
Conferences, Workshop, Prof Develop, Training Transcript	Peer Learning	N
TECHNICAL	POSSIBLE TRAINING METHOD	ASSESS
NOLIG	Peer Learning	Y
Banner Substitutions	Peer Learning	Y
Banner in-coming transfer credit	Peer Learning	Y
Banner Graduation	Peer Learning	Y
Banner Admissions	Peer Learning	Y
Banner Repeated Courses	Peer Learning	Y
Banner Degree Audit from Faculty Tab	Peer Learning	Y
Mailing Groups	Peer Learning	N
Excel	Instructor Led & Peer Learning	N
Microsoft Word	Instructor Led & Peer Learning	N
Internet Resources	Peer Learning & Self Study	N
Unofficial Transcript from Banner	Peer Learning	N

Appendix E

NACADA's Survey on Student/Advisor Ratio at Two-Year Public Colleges National Advising Standards

Mean average of advisees assigned per full-time advisor at 2-year public colleges: **375 to 1**
(Source: National Academic Advising Association's (NACADA) 2004 Monograph, the Status of Academic Advising: Findings from the ACT Sixth National Survey.)

Preliminary results from a February 2011 NACADA sponsored national survey show the median case load for full-time professional advisors is **367** students.

Wes Habley, Director of Office of Educational Practices with ACT recommends a 300 to 1 student to full-time advisor ratio.

SLCC Advising Comparison

Academic Year*	Full-time Advisors	Student Headcount	Ratio
2009-2010	21	27,510	1,310 to 1
2010-2011	23	27,996	1,217 to 1
2011-2012	24	26,921	1,122 to 1

**Based on Fall semesters from Cognos report.*

Caseload of Advisors (average based on AY 10-11)

Student Headcount	School/Program	# of advisors	Ratio
16,785	General Studies/Undecided	16	1,050 to 1
3,457	Business	2	1,728 to 1
2,890	Aerospace/Aviation, Apprenticeship, Technical Specialties	1	2,890 to 1
2,189	Science, Math, Engineering	1	2,189 to 1
1,689	Social Sciences	1	1,689 to 1
1,281	Art, Communications, New Media	1	1,281 to 1
703	Humanities	1	703 to 1
452	Allied Health Sciences *	1	452 to 1
262	Nursing (Health Sciences)*	1	292 to 1

Two Career Advisors work with 5,056 undecided students.

*Allied Health and Nursing Advisors also see students preparing to apply to these programs.

Appendix F

Overview of the Program Advisors and their Designated Programs

An overview of the 13 Program Advisors and their designated areas of primary focus:

- **Business School-** Business AS & AA, Culinary Arts AAS
- **Business School-** Business Management and Marketing (AAS) *
- **Business School-** Accounting, Economics, Finance & Credit, Paralegal Studies, CSIS (AS and AAS options)
- **Health Science School-** Dental Hygiene, Health Information Technology (Will be split out to a P/T Advisor), Medical Assistant, Mortuary Science, Occupational Therapy Assistant, Physical Therapy Assistant, Radiological Technology, Surgical Technology
- **Health Science School-** Nursing
- **Science and Engineering School-** Biology, Biomanufacturing, Biotechnology, Chemistry, Chemistry/Physical Science, Design/Drafting and Manufacturing Technology, Engineering Programs, Energy Management, Fitness Technician, Geosciences/Geomatics, Geography, Geographic Information Science Technology, Mathematics, and Physics
- **Arts and Communication-** Visual Arts and Design, Interior Design, Fashion Design, Film Production, Broadcast/Video Production, Music, Communication *
- **Humanities and Social Sciences-** Psychology, Social Work, Sociology, Family and Human Services, Political Science, Humanities, History & Anthropology, English, International Studies (temporarily in revision), Language & Culture, American Sign Language
- **Career and Technical Education-** Apprenticeships, Automotive, Aviation, Professional Pilot, Barbering/Cosmetology (half way through a two year teach out as being discontinued), Non-Destructive Testing, Building Construction/Construction Management, Welding, Diesel Systems, Criminal Justice (One staff member in the CJ Department helps with meeting with these students also, seeing about 540 annually and completing an average of 9 Continuation of Funding Appeals per year, which she only began doing in 2011. She is also the liaison for the Law Enforcement Academy and some of these numbers may relate only to that area. She hasn't been tracking the specific closely, but was willing to share what information she had when asked.)
- ***Advisor/Part-time Faculty-** Have 80% advising responsibilities for designated programs and 20% faculty responsibilities (teach one course per semester). Three total advisors in this type of position, two report to the Assistant Director for Transfer, Career and Programs. One in Business and Marketing Management, and one in Arts and Communications.
- **Part-time Advisors-** One in general Health Sciences and a new one to be hired to focus on the new Health Information Technology Program that report directly to this Assistant Director.
- **Career Advising Focus-** Two Advisors
- **Transfer Advising and Events-** Program and Transfer Events and Pre-professional advising

Appendix G

Committee Meetings and Assignments

Meetings Program Advisors currently participate in:

- Meetings typical to all advisors
- Academic and Career Advising Staff Meeting
- Specific Campus Staff Meetings
- Committee Meetings
- Special Project Meetings

Meetings which are typical for Program Advisors with Program/departmental assignments:

- PAC Meetings- often for multiple industries/programs which typically take place 2-3 times a year, in some cases quarterly.
- Departmental Meetings, which may include any and all of the following and in multiples: (Many of these vary based on the structure and management of each Department and/or program.)
 - ✓ Coordinator Meetings
 - ✓ Departmental Curriculum Meetings for each Program (Major)
 - ✓ State Majors and articulation Meetings
 - ✓ Division Meetings
 - ✓ Institutional Curriculum Meeting when have pending changes from department

Other meetings/committees any of these advisors may be asked to participate in:

- New Student Orientations- Campus Connect (2-3 times per year)
- Student Information/Orientation Meetings specific to Programs (may extend to off campus, for example at a high school or Horizonte)
- Hiring Committees within our department and externally
- Conferences and Trainings- internally and externally

Appendix H

Transfer Events & Activities 2009-2012

Transfer Events & Activities 2009 - 2012				
Event & Participation	2009 - 2010	2010 - 2011	2011 - 2012	2012 - Present
Recruiting Tables	147	95	151	124
Participation	1318	1308	1490	1474
Drop-in Advising Tables	238	231	224	138
Participation	2056	2451	2643	1654
Workshops	11	8	3	7
Participation	222	142	134	222
Utah Council, Fairs, Transfer Days	17	32	34	38
Participation	1743	1906	1942	2257
Total Student Participation:	5752	6173	6621	5914
Event & Participation	2009 - 2010	2010 - 2011	2011 - 2012	2012 - Present
Recruiting	1318	1308	1490	
Drop-in Advising	2056	2451	2643	
Workshops	222	142	134	
Utah Council, Fairs, Transfer Days	1743	1906	1942	

Appendix I

Academic Standards Policy

POLICY

The Salt Lake Community College Academic Standards Policy exists to help students reach their academic potential and maintain an expected level of academic performance at the institution. The policy focuses on active intervention with students who demonstrate academic difficulty and provides support services necessary to encourage their potential success. Beyond the objective of retaining students, the Academic Standards Policy focuses on guiding students into behaviors that will enhance their success in any chosen major and subsequent career. The Academic Standards Policy is based on prescriptive advising to assist students in building and maintaining a positive attitude toward academic study.

PROCEDURE

The policy is implemented through the Academic Advising Office and coordinated by the Academic Standards Advisor. The Academic Advising Office is responsible for developing criteria for identifying students in academic trouble and strategies to notify and assist them. Please refer to Academic Standards Guidelines for specific protocol.

The academic standing of students will be posted on-line to their SLCC unofficial academic transcript. It will not appear on the official transcript.

GUIDELINES

The following are the guidelines in place to assist students in academic jeopardy:

ACADEMIC NOTIFICATION:

Students whose term grade point average (GPA) falls below a 2.0 while their cumulative GPA is 2.0 or higher will be placed on Academic Notification. Students will be notified by email of their status, encouraged to read the Academic Standards Policy, and made aware of the learning support and tutoring resources available at SLCC.

ACADEMIC ALERT:

Students with 14 or less credits whose term and cumulative GPA fall below 2.0 will be placed on Academic Alert. Students will be notified by email of their status, encouraged to read the Academic Standards Policy, and made aware of the learning support and tutoring resources available at SLCC.

ACADEMIC WARNING:

Students with 15 or more credits whose term and cumulative GPA fall below a 2.0 for the first time will be placed on Academic Warning. Students will be notified by mail and email that they have been placed on Academic Warning. Registration holds will be placed on these students' records. Students will not be able to register until they meet with an academic advisor, or complete a workshop when available online or on-campus.

CONTINUED WARNING:

After being on Academic Warning, students whose subsequent term GPA rises above a 2.0 while their cumulative GPA is still below a 2.0 will be on Continued Warning. No registration hold will be placed on their record. These students will be sent a letter acknowledging their improvement and encouraging them to keep up the good work.

CONDITIONAL ENROLLMENT:

The second time that students' term and cumulative GPA fall below a 2.0, with 15 or more credits; they will be placed on Conditional Enrollment. Students will be notified by mail and email that they have been placed on Conditional Enrollment. Registration holds will be placed on these students' records. Students will not be able to register until they meet with an academic advisor in order to create a follow-up plan, identify obstacles and discuss strategies to assist them with their academic success.

CONTINUED CONDITIONAL ENROLLMENT:

After being on Conditional Enrollment, students' whose subsequent term GPA rises above a 2.0 while their cumulative GPA is still below a 2.0 will be on Continued Conditional Enrollment. No registration hold will be placed on their record. They will be sent a letter acknowledging their improvement and encouraging them to keep up the good work.

ACADEMIC PROBATION:

The third time that students' term and cumulative GPA fall below a 2.0 they will be placed on Academic Probation. Students will be notified by mail and email that they have been placed on Academic Probation. Registration holds will be placed on these students' records. Students will not be able to register until they complete an appeal process. They will need to fill out an appeal form with their academic advisor. The appeal form will include their name, address, proposed class schedule and proposed work schedule. Students will also need to write a statement indicating what they will change in order to ensure academic success.

The Academic Success Committee will review all appeals. The Committee will consist of the Academic Standards Advisor, the student's advisor, and a faculty member. The Committee will determine the conditions of attendance (i.e. restricted hours, class requirements, term suspension, etc.).

CONTINUED PROBATION:

Should students' subsequent term GPA rise above a 2.0 while their cumulative GPA is still below a 2.0, they will be on Continued Probation. No registration hold will be placed on their record. They will be sent an email acknowledging their improvement and encouraging them to keep up the good work.

Approved by Faculty Senate 04/02

Updated September 12, 2006

Salt Lake
Community
College

Referred by _____

Semester_____,2013

- 1) Be referred by an Academic Advisor or Director.
- 2) Be a high school graduate and a matriculated SLCC student.
- 3) Be enrolled for 6-18 credit hours in an eligible academic program.
- 4) Have a cumulative GPA of 2.0 or higher.
- 5) Have Utah residency status.
- 6) Must not have received an Academic Advising Tuition Waiver previously.
- 7) Submit letter(s) supporting need.

Print full name: _____ SSN: _____
Last First M.

Mailing address: _____
Street apt. #

City	State	Zip Code	Phone #
------	-------	----------	---------

Attach Letter(s) Supporting Need

Student Signature _____ Date _____

Academic Advisor Signature
Date

100

Appendix K

Assessment and Evaluation 2009-2012

Assessment Title	Year (s)	Type	Findings	Use of Results
Academic Warning Analysis	2009-10	<p>Quantitative study for improvement of services.</p> <p>Compared reasons for absence from school between students in Academic Warning and those in good standing.</p>	<p>“Work” seems to be common reason between both groups.</p> <p>Good standing students mentioned money & summer off more frequently than students in warning who more frequently mentioned reasons such as family, health/medical, lack of motivation, and needed mental break as reasons for absences.</p>	<p>Good-standing students sit out of school for the same reasons than Warning students. As a result, it doesn’t affect which intervention is used.</p> <p>Improved advising session by expressing words of encouragement and hope. Continuous support and information.</p> <p>Implemented training package for advisors to consistently assist students.</p>
Assessing knowledge of Academic Advising after Advisor’s classroom presentation.	2009-10	Quantitative study to measure increase of knowledge about services provided by Academic Advising during classroom presentations in support of students’ academic success at SLCC.	All students learned new information about Advising after a presentation. They were also satisfied with the Advisor’s knowledge. Students (11) replied that they would meet with an Academic Advisor after being in the presentation while 5 gave reasons for not meeting with one.	Continuous classroom presentations in Developmental education classes.
Effectiveness of group advising sessions	2009-10	Quantitative study to measure knowledge acquired about the Nursing program requirements using group advising format.	Greater attendance than expected and knowledge of the material was apparent except for one question. Collected several ideas for the improvement of the	Continued with group advising during 2010-11. Replicated format with other programs. The group advising sessions for the Health Sciences were not necessary after changes in HS

			presentation.	admission policies. Low attendance in other programs discouraged the advisors from group advising.
*Effective Communication of Transfer Information	2009-10	Quantitative study to identify how students were receiving transfer information and how they would prefer to receive transfer information in the future.	Students prefer to receive information via email. They did not prefer Twitter, Facebook, Blog, or LinkedIn	Improved website and sending emails. Reduced mailing costs.
*Meeting the needs for workshops of Multi-ethnic diverse students	2010-11	Quantitative study to identify the workshop preferences and time of the day for our ethnically diverse students.	Students had high interest in workshops for: how to apply for scholarships, how to be a successful student, how to choose a major, student employment opportunities, and how to balance family, work and student life.	One of the multicultural advisors specialized in how to write winning essays for scholarships and each semester there are presentations at Redwood and South City Campus.
Early advising session for students with FYE classroom presentations	2011-12	Quantitative study to determine immediate impact of classroom presentations in DE classes.	ESL students are more likely to visit with an advisor in the same term compared with students attending similar classes without an advisor's presentation. Persistence in enrollment for a 2 nd . semester also suffered with this last group of students.	Encourage ESL faculty to request classroom presentations.
*Student Satisfaction of Services Survey	2012-13	Quantitative study to determine satisfaction with Advising services. Chi-square tests were used to compare demographic factors.	Students have a high regard for the services Advising provides. (Document available upon request).	Program Review

*StudentVoice/CampusLabs survey

Appendix L Student Services Annual Highlights 2011-2012



Student Services Annual Highlights 2011-2012

Department Name: Academic and Career Advising

Dash Board Indicators:

Student Contacts	2010-11	2011-12	% change
In person contacts (Walk-ins, appt)	51,431	51,310	
Transfer events attendance	5,552	6,209	
Career Advising (Career Clues, Fair, assessments, & classroom presentations)	774	1,368	44%
President's & Dean's Lists Receptions. Invited/attendance	/234	843/337	31%
Academic Standards intervention	1,735	2,854	

Programming or Service Highlights:

- Developed career exploration course, LE 1200. 38 students took the course from fall 2011 through summer 2012.
- Promoted use of TypeFocus Career exploration through MyPage student portal. From July 1, 2011 to June 27, 2012, 674 students used the software.
- Presented two Majors to Career Fairs, fall 2011 and spring 2012. Sponsored a week long Career Week Program in Fall with special presentation, “Women in Trades” panel with Senator Karen Mayne.
- Supported Mandatory Orientation by presenting group advising sessions immediately after Quick Connect and Campus Connect.
- Completed design of Training Manual for new employees during their first 10, 30, and 180 days of employment.
- Met with five women, over 35 years of age, and who were taking Developmental Education courses, for a luncheon to get to know their educational needs and interests. Will continue contact with this group and add a new group to the current one.
- Presented two Dean’s and President’s Lists receptions to accommodate the more than 300 people attending the events.
- Presented writing workshops at Taylorsville Redwood and South City Campuses to assist students writing winning scholarship essays by using the Pepsi Generation Excellent Cash Award as a guide.
- Sponsored the first Faculty/staff luncheon to facilitate conversations between staff and faculty of color about how to better assist our student population.
- Implemented AdvisorTrac, advising center management and tracking software at South City and Taylorsville Redwood Campuses.
- Presented Accuplacer Strategies Workshops. 310 students attended the sessions.
- Increased number of Faculty referring students through the Early Academic Notification System from 38 faculty members in fall 2011 to 67 in spring, 2012. Overall, advisors assisted 683 students who were experiencing difficulties in their classes.
- Collected two boxes of interview- appropriate clothing for women and men entering the workforce. They were donated to the Jr. League and the Crossroads’ Thrift Store.
- Assisted 18 students with special tuition waivers. 71% of the students awarded Fall Tuition Waivers registered for spring semester and achieved a GPA higher than 2.0.
- Presented two workshops during the 11th Annual Faculty Convention: “ Early Academic Notification” and “Multicultural Student Voices”.
- Recognized with a certificate from the Innovation of the Year Contest for submitting the Innovation “Improving chances for a scholarship by learning how to write an essay, Multicultural students learn the lesson!”.
- Organized a Peer Mentoring Program “Una Mano Amiga” at South City Campus. Program is expanding to include Peer Study Groups, Bridge Program for Advanced Pre-College ESL students and an English Tutoring Program to help empower ESL students.
- Assisted with the Highland Center/GenEd Step Ahead program. Provided assistance with selection process and orientation/advising sessions.
- Provided advising services and case management to students attending Teacher Recruitment Scholars.
- Facilitated the update of Health Sciences’ programs requirements, considering the new Health Sciences Admissions Policies.
- Participated in College Utah Academy.

- Consolidated all advising services to one location on Jordan Campus.
- Increased participation in Program Advisory Committees (PAC) to learn about opportunities for mentorship and referrals.

Assessment Highlights:

- First Year Experience (FYE) classroom presentations have a higher immediate impact toward retention of students in particular, in English as a Second Language (ESL) courses. ESL students were invited to visit with an advisor in the same term. They did so in a large numbers, compared with those students who did not attend a classroom presentation. Persistence in enrollment for a second semester also suffered with this last group of students. Advising will immediately contact the faculty to prioritize classroom presentations in ESL classes.
- At the end of a FYE classroom presentation, 87% of students reported that they learned new information during the presentation and 91% expressed their desire to meet with an Academic and Career Advisor. Advising will continue presenting in Developmental Education classes.

June 28, 2012

Appendix M

Committees Representation

Standing Committees

Assessment/Placement Committee
eLearning and Educational Technology
Departmental Curriculum Committees
Financial Aid Appeals Committee
General Education Curriculum Committee
Institutional Curriculum Committee
Learning Support and Tutoring Task Force
Quality in Higher Education
SLCC Athletic Advisory Board
Student Access & Success Council
Student Services Professional Development Committee
Sustainability Committee
Teacher Recruitment Scholarship Coalition Committee

Working Committees

Advising Training Committee
Asian Cultural Awareness Committee
CampusConnect/Orientation Planning Committee
Career Services Task Force
Deferred Action Implementation Committee
DegreeWorks Implementation Team
Department Curriculum Committees
Department PAC Committees
Encore
Innovation Grant Committee
Majors to Career Fair Planning Committee
Nursing Admissions & Assessment Committee
Peer Mentoring for Hispanic Students Committee
Summer Bridge Work Group Committee
Work Force Services CBJT Grant Committee

Representing SLCC

NACADA Region 10
Indian Education Committee (Utah State Office of Education)
UAOA Conference Committee