

**Salt Lake Community College  
Student Services  
North and South Regional Administration**

**Program Review Self-Study  
2013-14**

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## Table of Contents

<b>I.</b>	<b>Mission and History.....</b>	<b>1</b>
	Student Services Regional Administration Mission	
	Salt Lake Community College Vision	
	Salt Lake Community College Mission	
	Student Services Purposes and Values	
	Department History	
	North Region: South City Campus, Airport, Highland, Library Square and Westpointe Centers	
	South Region: Jordan Campus, Miller Campus, future Juniper Canyon Campus	
	Conclusion	
<b>II.</b>	<b>Direct Staffing and Services.....</b>	<b>7</b>
	Organizational Structure	
	Staff and Responsibilities	
	Specialized Functions	
	Training and Professional Development	
	Staff Evaluation	
	North Region Staff Services	
	South Region Staff Services	
	South Region – Early Enrollment Admission	
	South Region – Front Line Services	
<b>III.</b>	<b>Coordinating and Strengthening Communication.....</b>	<b>18</b>
	Communication with Employees	
	Service to Students	
	Site/Facility Issues	
	Site Administrator	
	Conclusion	
<b>IV.</b>	<b>Identification of Needs and Facilitation of Change.....</b>	<b>24</b>
	Changes in North Region	
	Changes in South Region	
	Facilitation of Change in North Region	
	Facilitation of Change in South Region	
	Conclusion	
<b>V.</b>	<b>Financial Resources and Budget.....</b>	<b>29</b>
	Yearly Budget Expenditures by Category	
<b>VI.</b>	<b>Facilities, Equipment, and Technology.....</b>	<b>32</b>
	North Region	
	South Region	

<b>VII.</b>	<b>Ethical, Legal and Emergency Responsibilities .....</b>	<b>34</b>
<b>VIII.</b>	<b>Assessment and Evaluation .....</b>	<b>35</b>
<b>IX.</b>	<b>Summary of Self-Study .....</b>	<b>40</b>
	Goals and Recommendations	
	North Region	
	South Region	
	<b>Appendices .....</b>	<b>44</b>
	Appendix A: Site Service Standards 2013	
	Appendix B: North Region Benchmarks 2012-13	
	Appendix C: South Region Benchmarks 2012-13	
	Appendix D: North Region Assessment and Goals 2012-13	
	Appendix E: South Region Assessment and Goals 2012-13	
	Appendix F: North Region Highlights 2012-13	
	Appendix G: South Region Highlights 2012-13	

## **I. Mission and History**

### **Student Services Regional Administration Mission**

We strive to advance and support higher education at all SLCC locations by providing leadership to staff, managing communication, identifying service and site needs, and facilitating change while being mindful of the varied constituencies and individual campus cultures.

Our mission aligns with those of the College and Student Services by creating and maintaining accessible, inviting and efficient service delivery for students. We strive to provide the foundation that supports the needs of students while they work toward completion of their educational goals. The College and Student Services mission statements are included below.

### **Salt Lake Community College Vision**

Salt Lake Community College will be the premier comprehensive community college in the nation.

### **Salt Lake Community College Mission**

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

The College fulfills its mission by:

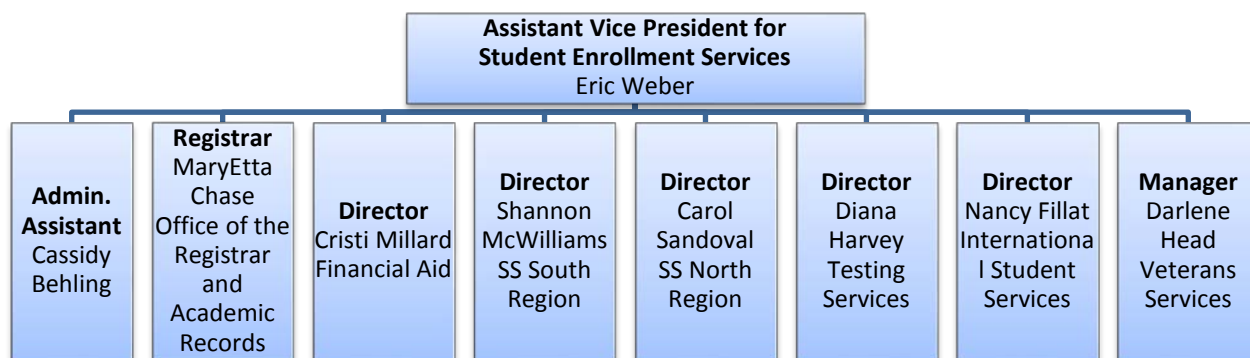
- offering associate degrees, certificate programs, career and technical education, developmental education, transfer education, and workforce training to prepare individuals for career opportunities and an enriched lifetime of learning and growing;
- offering programs and student support services that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

### **Student Services Purposes and Values**

- 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 an environment that nurtures our values: diversity, community, honesty, people and service.

## Department History

In January 2000 a new department, Off-Site Student Services, was created to ensure exceptional service and programming for students by providing direction and coordination to Student Services departments and staff at the College's various campuses and satellites other than the main Taylorsville Redwood Campus. In 2001 a second director was hired and responsibilities for Student Services at the various sites were split into the North and South Regions. The directors report to the assistant vice president (AVP) for Enrollment Services and oversee multi-faceted functions that encompass everything from providing basic student services to coordinating the opening and/or closing of sites to facilitating emergency planning at sites.



The frequent addition of or changes in sites and the closure of others has required on-going assessment of site and student needs. In 2013 Enrollment Services created the Student Services Site Service Standards document as a guide for site planning, development and on-going support (see Appendix A). A formula using three variables -- headcount, purpose and distance -- provides a foundation for decision making about the design of student service site operations. Headcount (HC) is the most fixed and overriding variable making it the foundation of the service structure. The site's purpose and/or programs (P) and the site's distance (D) from a full service campus define the uniqueness of the site and affect staffing needs.

The following table categorizes all of SLCC's current campuses and sites by headcount and level of service. The two regional directors currently oversee student services at all of these locations, with the exception of the Taylorsville Redwood Campus which houses the majority of administrators and departments, and the Community Writing Center whose mission is to provide writing coaching and workshops to the community (classes are not held at the CWC).

### SLCC Sites by Headcount (Fall 2010-2012) and Service Designations

<b>SATELLITE</b> <b>Under 1,000 Headcount</b>	<b>LIMITED SERVICE</b> <b>1,001 – 3,000 Headcount</b>	<b>FULL SERVICE</b> <b>3,000+ Headcount</b>
<b>Highland Center (HLDC)</b> Fall 2010: 637 students Fall 2011: 715 students Fall 2012: 957 students	<b>Larry H. Miller Campus (LHM)</b> Fall 2010: 2,379 students Fall 2011: 2,649 students Fall 2012: 1,721 students	<b>Jordan Campus (JC)</b> Fall 2010: 4,890 students Fall 2011: 4,966 students Fall 2012: 4,529 students
<b>Meadowbrook Campus (MBC)</b> Fall 2010: 424 students Fall 2011: 482 students Fall 2012: 169 students	<b>Library Square Center (LSC)</b> Fall 2010: 1,299 students Fall 2011: 1,077 students Fall 2012: 1,056 students	<b>South City Campus (SCC)</b> Fall 2010: 5,401 students Fall 2011: 5,701 students Fall 2012: 5,548 students Fall 2012 SAT: 1,242
<b>Airport Center (AC)</b> Fall 2010: 153 students Fall 2011: 166 students Fall 2012: 166 students		<b>Taylorville Redwood Campus (RRC)</b> Fall 2010: 17,515 students Fall 2011: 17,231 students Fall 2012: 16,964 students
<b>Westpointe Center (WPC)</b> Fall 2012: 374 students		

In addition to the headcount and service designations, the following guidelines were established based on historical patterns to provide a framework for budget planning. The first opportunity to use these guidelines will be during the 2013-14 Informed Budget Process which begins in November 2013 and will facilitate requests for the 2014-15 fiscal year.

### Guidelines for Staffing and Support

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

When regional oversight for Student Services started in 2000, the director had responsibility for four campuses and sites (Airport, Millcreek, Sandy and South City). Since then, nine sites have been added and six sites have been closed. Former sites include the Draper Center, Main Street/Metro Campus, Millcreek Center, Riverside Center, Rose Park Center, Sandy Center, Tooele Center and West Jordan/Fox Center. Currently, the only future site in development is the Juniper Canyon Campus at Herriman. The Juniper Canyon Campus has an anticipated opening of 2015 and will have an emphasis in Energy Management.

As the following table demonstrates, each site has a unique and evolving emphasis that makes the directors responsible for understanding the differences and providing services and administrative support accordingly. This enriches the dynamics of the directors' roles in that the scope and responsibilities are ever changing. In any given year the responsibilities vary from a change in academic focus to repurposing of physical facilities.

The table below reflects the current sites by regions and lists specific purposes and programs of each.

**SLCC Sites by Student Services Region**

<b>Campus/Sites</b>	<b>Year Opened</b>	<b>Head Count Fall 2012</b>	<b>Purpose/Programs*</b>
<b>North Region</b>			
South City Campus	1991	5,548	Full purpose, Center for New Media, SAT, ESL
Meadowbrook Campus	2002	169	SAT, Diesel Systems Technology, Continuing Education
Library Square Center	2007	1,056	GenEd Step Ahead, weekend Accelerated Business, Paralegal, Fashion Design
Highland Center	2010	957	General Education, Step Ahead program, SAT
Airport Center	1988	166	Aviation Maintenance
Westpointe Center	2012	374	Professional Pilot, Air Dispatcher, Non-Destructive Testing, SAT
<b>South Region</b>			
Jordan Campus	2001	4,529	Full purpose, Health Sciences
Larry H. Miller Campus	1999	1,721	Culinary Arts, Automotive, Criminal Justice, P.O.S.T., School of Professional & Economic Development

\*General Education courses are offered at all locations; for program-specific sites, general education offerings are typically limited to classes that support those programs.

The College has used a variety of models for coordinating the academic and facilities functions at sites. For several years, SLCC's campuses/sites operated under the direction of three executive deans, who reported to the president. The executive deans held primary responsibility for site administration and academics. The Student Services regional directors were a dotted-line report to the executive deans and worked in conjunction with Student Services to orchestrate services at each site. In 2003 the executive dean structure was dissolved and three regional directors were hired to oversee site administration. These regional directors had similar responsibilities but worked in conjunction with each other rather than operating separate campuses as the executive deans did. Over time two of the directors left and their positions were not filled; eventually, the third director also left. Responsibilities

for site administration were dispersed to different areas, primarily to a new position of Senior Director of Curriculum, Scheduling and Region Management. This senior director manages academic functions at the sites through a staff of academic services coordinators. The Student Services regional directors coordinate with these individuals to facilitate services, office coverage and campus communication. Throughout this document the senior director and/or staff will be referred to as regional academic coordinators or the department of Faculty Support.

In order to further understand the needs at each site, the individual locations are described below.

#### **North Region: South City Campus, Airport, Highland, Library Square and Westpointe Centers**

The South City Campus, with a student enrollment of 5,548, is a full-service campus located near downtown Salt Lake City. In Fall 2013, the Center for New Media was opened, highlighting the Visual Arts programs, in addition to the full range of General Education courses taught at this location.

The Airport Center provides classroom training for only Aviation Maintenance.

The Highland Center has nearly 1,000 students with a focus on general education classes and a flagship program called GenEd Step Ahead.

In Fall 2013, Library Square Center expanded its purpose by offering more general education courses, the Gen Ed Step Ahead program, and the Accelerated Business program, in addition to the already existing programs of Paralegal and Fashion Design. Weekend College courses have also been added to the schedule.

The Meadowbrook Campus supports Diesel Systems Technology SAT and Continuing Education courses.

Instruction at the Westpointe Center includes Professional Pilot, Air Dispatcher, Non-Destructive Testing and SAT.

#### **South Region: Jordan Campus, Miller Campus, future Juniper Canyon Campus**

The Jordan Campus is a full-service campus located in West Jordan. All of SLCC's Health Sciences programs, along with Biotechnology, Pharmacy Technician and a full range of General Education courses are taught at this location. In Fall 2012, 4,529 students attended the Jordan Campus. Annual benchmark data shows that approximately half of the students attend the Jordan Campus because of their major; the other half are taking General Education courses and attend there because of the close proximity to home. There are several large high schools in the area (Bingham, Copper Hills, Herriman and Riverton) so the campus receives a high number of inquiries from high school students/recent graduates. Additionally, a large number of students who live in the southwest quadrant of the valley visit the Jordan Campus for services regardless of where they are taking classes.

The Larry H. Miller Campus is a limited-service campus located in Sandy with a student enrollment of approximately 1,721. The Miller Campus is unique in that it was designed with the primary purpose of providing training for business and industry. Some general education classes were offered (those required for the on-site majors) but more courses were added upon closing the Sandy Center in 2011. Students attend the Miller Campus primarily because of their major and live all across the Salt Lake valley. Other students take general education courses there because of the close proximity to home or work.

The Juniper Canyon Campus at Herriman has an expected opening of 2015. Ninety-six acres of land were acquired through a combination purchase/donation for the development of a campus with a focus on Energy Management. SLCC is raising the funds needed in order to begin construction at the site.

## **Conclusion**

The history of Students Services regional administration, although relatively short, reveals persistent themes that continue to shape the directors' role. The purpose, size, and location of sites change fairly frequently which in turn impacts the types of services students need. The regional directors must understand and work with the unique (and often changing) nature of each site, particularly the academic purpose and interests of partners. The directors serve a critical role as Student Services liaisons and student advocates in communicating and coordinating not only with other Student Services departments but also with departments across campus to identify students' needs and ensure they are met.

Through this program review it is our intent to describe and define the complexity of our responsibilities so that our colleagues and future directors may have a greater understanding of what we do. Furthermore, we intend to analyze and assess the effectiveness of our roles in order to identify areas for improvement or change and to develop a plan of action for the future.

## II. Direct Staffing and Services

### Organizational Structure

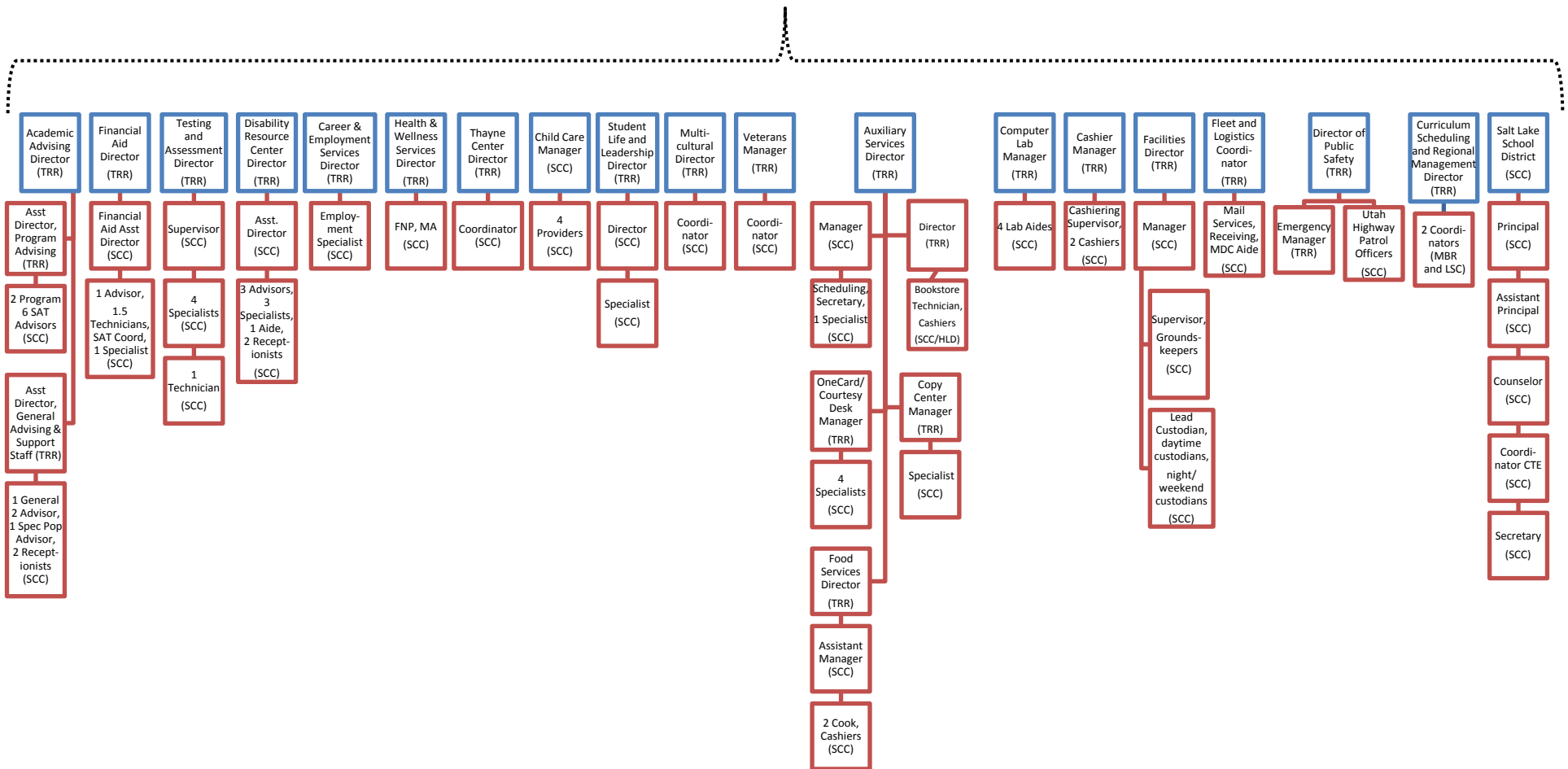
Both Student Services' regional directors have a staff of direct reports who handle the front-line Student Services functions at numerous locations. Each also supervises a specialized function: Early Enrollment Admissions is supervised by the South Region director and Incoming Transcripts is supervised by the North Region director. The North and South Regions involve many similar core responsibilities, yet each site has different needs based on the three variables (headcount, purpose and distance) outlined in the previous section. Both regions include a full-service campus (Jordan and South City). These campuses offer all core Student Services functions on site (Enrollment Services, Advising, Financial Aid, DRC, Testing) along with other services such as OneCard, Cashiering, Food Services, Bookstore, Career and Employment Services, Student Life and Leadership, Orientation, Thayne Center and School Relations. The directors facilitate the delivery of these services through communication with department directors and on-site staff. Other sites are designated as "satellite" or "limited service" and are staffed according to the needs at each site. The regions are described below.

The regional directors report to the assistant vice president (AVP) for Enrollment Services. Weekly one-on-one meetings at Jordan and South City with the AVP ensure regular communication and provide a strong tie to the Taylorsville Redwood Campus to help the directors keep abreast of current issues, changes, etc. The AVP provides support and direction regarding strategic planning and daily operations for the sites.

The following functional organizational charts display the breadth of involvement the regional directors have with Student Services departments and with departments under Business Services and Academic Affairs at the full-service campuses (Jordan and South City). Individuals in these departments do not report directly to the regional directors but work in conjunction with them to ensure efficient delivery of services.

# South City Campus Coordination of Services

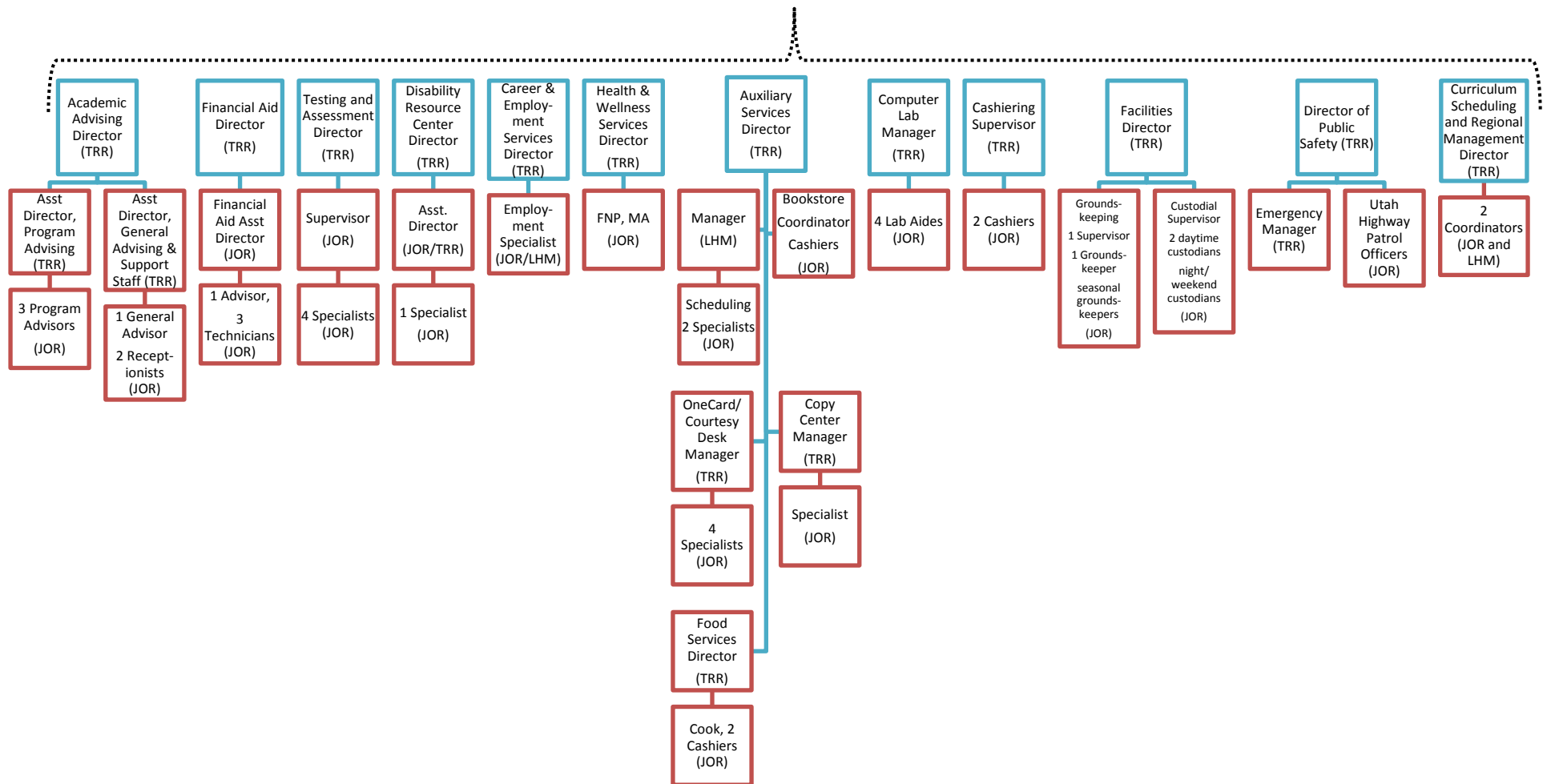
## Director of Student Services North Region



The regional directors coordinate with department directors who are housed at the Taylorsville Redwood Road (TRR) campus but management of daily operations involves all on-site employees.

# Jordan Campus Coordination of Services

## Director of Student Services South Region



The regional directors coordinate with department directors who are housed at the Taylorsville Redwood Road (TRR) campus but management of daily operations involves all on-site employees.

## Staff and Responsibilities

The majority of employees who report to the regional directors are classified as “specialists” who have common core responsibilities, but also have differing responsibilities based on site-specific needs and individual areas of expertise. Specialists are responsible for providing accurate and consistent information regarding all areas of Student Services including admission, placement testing, financial aid, registration, residency, graduation, advising, concurrent/early enrollment, on-line services, student involvement opportunities and other student support services. The higher level (full-time) specialists are also responsible for managing office coverage, delivery of services, supervision, time reporting, hiring, and termination of part-time employees. The North Region staff also includes the transfer credit manager, transfer credit specialist and two office technicians. Most of the positions have recently been reviewed by Human Resources for the new Talent Management classification system so the job descriptions are current, however, the two specialist I positions in the South Region have yet to be evaluated (paperwork was submitted to Human Resources in October 2012). Old descriptions are designated by Roman numerals (Specialist I) and new titles use numerals (Specialist 2). Both regions are adequately staffed at this time. Staffing will be assessed in more detail in the following sections.

The education and experience requirements for each position are outlined below.

- Director: Bachelor’s degree in communication, sociology or related field required. Four years direct experience in student services, preferably in a range of areas.
- Transfer Credit Manager 1 (full-time): Bachelor’s degree in behavioral science, education, communication or related area with a minimum of three to five years direct experience in Student Services, transfer of credit evaluation, enrollment services or academic advising at a college or university.
- Transfer Credit Specialist 2 (full-time): Associate’s degree or minimum of 60 semester hours from a regionally accredited college or university. Two to four years of direct, paid, full-time work experience.
- Office Technician 2 (full-time): High school diploma or equivalent. One to three years of direct, paid, full-time experience.
- Specialist 2 (full-time): Associate’s degree in behavioral science, education, communication or related area. Two to four years of direct, full-time work experience, preferably in a college setting.
- Specialist 1 (full-time): Associate’s degree plus two years of full-time, paid work experience.
- Technician 3 (full-time): Two years of education/training plus two years of full-time, paid, work experience.
- Technician 2 (full-time): High school diploma or equivalent plus one to three years of direct, paid, full-time experience.
- Specialist 1 (part-time): High school completion plus one year of full-time, paid work experience.

## **Specialized Functions**

Specialized functions such as Incoming Transcripts and Early Enrollment Admission were not included in the original Off-Site Student Services director job descriptions; however, these have evolved to become key responsibilities for the directors. As previously mentioned the North Region director's previous position was as the assistant director of Admissions and included management of incoming transcripts. When hired to direct the North Region, that director's responsibility for the Incoming Transcript Office moved with her although the office remained at Taylorsville Redwood Campus. In 2009, a decision was made to move oversight of the Health Sciences Admissions Office from Enrollment Services to the Student Services South Region. Then in 2011, the Health Sciences Admissions Office was moved out of Student Services to the School of Health Sciences. Soon after, the responsibility for Early Enrollment Admission was assigned to the Student Services South Region department.

During this time, Human Resources initiated a restructuring of job classifications and levels called Talent Management. This required updating and rewriting job descriptions and the AVP for Enrollment Services took this opportunity to formally include oversight for specialized functions in the regional directors' job descriptions. This was included in directors' job descriptions to accurately depict the work being done and to add depth to the responsibilities.

In regard to the South Region, the specialized function of Early Enrollment Admission is tied to the location because of class offerings (Health Sciences courses) and/or surrounding demographics (several area high schools whose students primarily participate in concurrent and/or early enrollment). The North Region director's oversight of Incoming Transcripts (housed at Taylorsville Redwood) comes from her long history and knowledge of transcript evaluation and articulation but this responsibility is not impacted by the location where it is housed. The director will be retiring in December 2013 and her incumbent may not have the same experience; therefore, this function may not be the most logical responsibility for this region. We recommend identifying a function more specific to the South City Campus and surrounding region, and reassigning Incoming Transcripts to the Office of the Registrar and Student Records.

## **Training and Professional Development**

New employees participate in College and Student Services trainings. They are also trained one-on-one regarding job-specific responsibilities, including training in other departments/campuses such as the Data Center or Student Express at Taylorsville Redwood. All employees participate in a variety of professional development and ongoing training, as listed below.

- Student Services annual conference
- Data Center semi-annual training (all employees involved in data entry, particularly admission applications and "update" forms, attend this training/discussion forum)
- Monthly Enrollment Services training meeting
- Bi-monthly staff meetings which include a review and training of any new policies, procedures, forms, etc.
- Core staff meetings/trainings where employees are asked to research a topic such as enrollment verifications or a new major and report on it at the meeting
- Center for Innovation workshops

- CERT training (as many employees as possible due to the nature of working independently at sites and/or working at night when few other employees are on site)
- Attendance at state, regional and national conferences such as ACT, UACRAO, AACRAO, PACRAO and NASPA

The North and South Region current expense budgets can adequately cover the cost of attendance at local and statewide conferences. Out-of-state travel usually necessitates a request of one-time funds from the AVP or Student Services VP. In some instances, financial support was provided when an employee served as a board member for an organization. However, out-of-state travel opportunities are limited due to cost.

Since the scope of regional staff responsibilities extends beyond enrollment functions, training is constantly necessary. It is difficult to stay current and keep staff updated on changes in procedures, forms, new programs/services and personnel. Staying current is also challenging for the front-line employees who report to the regional directors because most of their work is dictated by enrollment service functions that are managed by other departments. While many individuals are conscientious about providing updates to us, this does not account for informal conversations that take place (typically at the Taylorsville Redwood Campus) which often include clarifications and pertinent information. As a result, our employees at the sites often feel frustrated when they aren't aware of a change in other departments, especially when they find out about the change through the process of assisting a student.

The regional directors regularly seek out information regarding all aspects of the institution. The information is then disseminated to others; however, it is often necessary to gather more information, answer questions, resolve issues and fill in the blanks prior to sharing the information with others. This concern is also discussed in Section 3: Coordinating and Strengthening Communication.

Staff training is an ongoing challenge that requires regular attention in order to keep relationships strong and gather necessary information; however, we feel that the training received by our employees is adequate due to participation in on-going, standard training and individual or targeted training when needed.

There is an administrative expectation that at least some basic student services are available at all locations where classes are taught. The North Region currently includes several small sites where part-time staff is cross-trained in the areas of faculty support and student services. A weakness is that some sites lack a definition of institutional purpose, thus creating a challenge in identifying and providing appropriate services. A good example of defined purpose is the Library Square Center which houses some prescribed programs and has recently been identified as a location where University-of-Utah-bound students can complete higher level math and science courses in addition to general education requirements. This defined scope allows regional directors to determine which services are needed and work with other directors to meet those needs. This follows our model of determining needs based on headcount, purpose and distance.

### **Staff Evaluation**

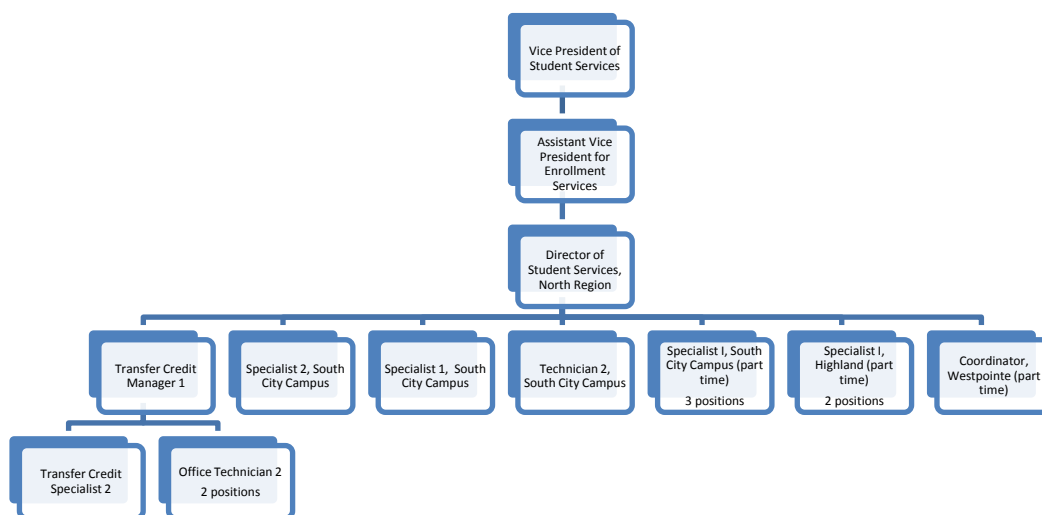
Full-time employees are evaluated annually through SLCC's Performance Evaluation Program (PEP). Each employee is evaluated by the supervisor and the two meet together to discuss the evaluation, completion of goals for the previous year and goals for the upcoming year. Part-time employees do not

participate in a formal evaluation process; however, the directors discuss performance expectations with each employee and address issues as needed.

### North Region Staff Services

The North Region currently includes the South City Campus, Library Square Center, Highland Center, Meadowbrook Campus, Airport Center and Westpointe Center. The director is housed at the South City Campus, along with three full-time and three part-time employees. The director recently acquired responsibility for five additional employees with the integration of School of Applied Technology (SAT) services into the existing Student Services structure. Restructuring of job assignments has resulted in a reduction of two SAT employees.

Additional employees, housed at the Taylorsville Redwood Campus, Highland Center and Westpointe Center include four full-time and three part-time direct reports.



The Incoming Transcript Office (“Transfer Credit” in the chart above) is managed by the North Region director but is located at the Taylorsville Redwood Campus. As discussed above, the North Region director’s previous position was as the assistant director of Admissions and included management of incoming transcripts. When hired to direct the North Region responsibility for the Incoming Transcript Office moved with her.

The Incoming Transcript Office’s function will not be evaluated in this section since it was evaluated in the self-study for the Enrollment Services Phase I Program Review in 2012. The Incoming Transcripts Office self-study is included in the North Region Goals and Assessment 2012-2013 report (see Appendix D). The complete Enrollment Services self-study can be viewed on the VP of Student Services website.

The North Region currently includes South City Campus, along with the Airport, Highland, Meadowbrook and Westpointe Centers. The director is housed at the South City Campus, along with three full-time, two part-time and one seasonal employee. Additional employees, housed at the Highland Center, include two part-time direct reports and one part-time direct report at the Westpointe Center. There is no Student Service staffing at the Airport or Meadowbrook Centers. An explanation of the staffing pattern based on the purposes of the North Region sites is provided below.

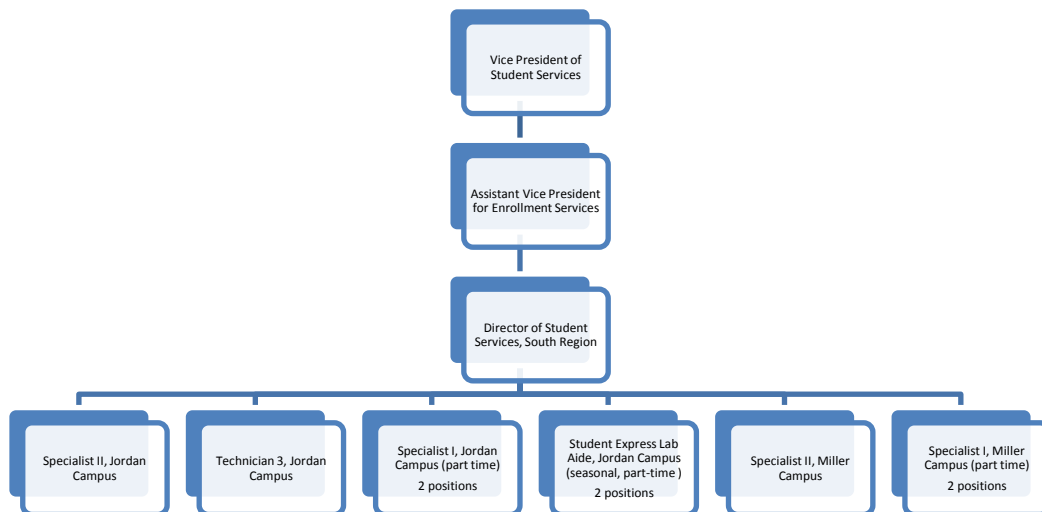
- The South City Campus, with a student enrollment of 5,548, is a full-service campus located near downtown Salt Lake City. In Fall 2013, the Center for New Media was opened, highlighting the Visual Arts programs, in addition to the full range of General Education courses taught at this location.
- The Airport Center has no Student Services staffing on site. The Center provides classroom training for a relatively small enrollment in prescribed program offerings for only Aviation Maintenance.
- The Highland Center opened with a Student Services generalist who was hired to work a split shift in the mornings and in the evenings. The SAT also provided staffing for its enrollment services in the morning. With the merger of the SAT staff in Fall 2012, cross-training was provided for all employees and it was possible to provide full coverage with part-time staff from 8:00 a.m. to 8:00 p.m. Monday –Thursday and until 4:30 p.m. on Friday. The Student Services regional director coordinates and schedules services, coverage and/or periodic Student Services training with the regional academic coordinator. The academic focus of the center includes the Gen Ed Step Ahead program.
- At Library Square (LSC) there is no Student Services staff on site primarily because the offerings at LSC were for prescribed programs (Paralegal and Fashion Design) much like at the Airport, Meadowbrook and Westpointe. Fortunately, a former Student Services Enrollment Services employee was hired by Faculty Support to staff the information desk at LSC and she has provided basic student services information during the majority of the daytime hours. In addition, the site is in close proximity to the South City Campus and students who cannot be assisted at LSC or through online services can make the short trip to South City Campus. Beginning with Fall 2013, LSC will expand its purpose by offering more general education courses, the Gen Ed Step Ahead program, and the Accelerated Business program, in addition to the already existing programs of Paralegal and Fashion Design. Weekend College courses are also being added to the schedule. The next assessment for the North Region should be to re-evaluate the level of service provided by Student Services at LSC. Coordination for services, coverage and/or periodic Student Services training is scheduled with the regional academic coordinator.
- The Meadowbrook Campus previously provided student services and faculty support, with hourly staffing and joint funding by Student Services and the regional administrator. There is no current Student Services staffing at Meadowbrook since several of the programs shifted to the Westpointe Center. Only Diesel Systems Technology SAT and Continuing Education courses remain at Meadowbrook. All service coverage is coordinated with the regional academic coordinator.
- The Westpointe Center provides student service and faculty support with joint hourly staff funded by both Student Services and the department of Curriculum, Scheduling and Regional Management. Coordination for services, coverage and periodic Student Services training are

scheduled with the regional academic coordinator. Academic programs at this site include Professional Pilot, Air Dispatcher, Non-Destructive Testing and SAT.

With efforts that began Fall 2012 -- including the merger of the SAT with Enrollment Services, the cross training at both South City and Highland and the review of start of semester needs at other centers -- the service to students is currently sufficient at sites in the North Region. A review of staffing is recommended during this year for possible repurposing of some South City Campus staff to provide a Student Service presence at Library Square, as it has reached an enrollment of over 1,000 students and has added more general education and weekend courses.

### South Region Staff Services

The South Region currently includes the Jordan and Miller Campuses. The director is housed at the Jordan Campus, along with two full-time, two part-time and two seasonal employees. Additional employees, housed at the Miller Campus, include one full-time and two part-time direct reports.



### South Region - Early Enrollment Admission

Early Enrollment Admission is managed at the Jordan Campus. A specialist coordinates the application process, maintains and updates the webpage and all admission documents, communicates with students and parents throughout the process, tracks all student data and supervises the staff that assists in the process.

This responsibility was acquired in January 2012. Some immediate procedural changes were made to streamline the process for students (updating of printed documents, webpage and written instructions on SLCC's online application, and a new requirement of mandatory orientation and advising for early enrollment students). Tracking of student data began immediately to evaluate the following factors.

- Individual students' educational purpose
- Progress toward completion of each student's stated goal

- Effectiveness of our services throughout the admission and enrollment process

A full assessment of Early Enrollment Admissions was completed in June 2013 (see Appendix E). The primary objective in assigning early enrollment admission to one staff person (as opposed to the previous distribution of responsibility among staff in Advising and the Data Center) was to reduce the confusion and run-around experienced by students and parents. Since Early Enrollment is considered special status admission, it is often complex with different circumstances for each applicant. This service to students has greatly improved and the current structure works well. The biggest challenge is the numerous requests for late admission which are all reviewed individually by the specialist. Development of a new Early Enrollment Admission application is currently being developed with a target completion date of November 1, 2013.

### **South Region – Front Line Services**

Staffing at the Miller Campus is adequate and classrooms are currently being used at full capacity, so enrollment growth is not anticipated in the next several years. Classroom space at the Jordan Campus is also scheduled at full capacity; however, student demand for services remains constant because of the full-service nature of the campus and outside influences such as the surrounding population and large area high schools. Staffing is adequate, but there is a need for more on-site supervision in some areas as well as the addition or presence of other Student Service departments not yet represented. The director will continue to communicate with other department directors regarding ways to expand services to the Jordan Campus.

Current administrative discussions regarding the future Juniper Canyon Campus indicate that little or no need for on-site student services is anticipated when the campus opens since the focus will be business and industry related. However, past experience has shown that once classes are offered at a location, students have a need for on-site assistance. One suggestion has been that students can access services at Jordan Campus but that would create a need for more staffing there. An initial strategy might be to provide services through a cross-trained, on-site Faculty Support employee.

One of the strengths is that our front line staff has provided one-stop service to students, but staff responsibilities have begun to shift away from comprehensive interactions with students as a result of enrollment increases and technological advancements. When the offsite support structure was created, employees were trained and expected to assist students in a “one stop” model -- with everything from admission through graduation. A wide variety of services were provided and issues were resolved (often in consultation with other departments as needed). As enrollment has increased and SLCC has moved largely to online services, “one-stop” service has been more difficult to provide. Student records are managed in Banner, and even when changes are made, time is needed for the computer system to process the change. The amount of data entry has greatly increased. This has resulted in employees spending more time processing paperwork and troubleshooting registration issues than talking with students about getting started, how to select classes and what resources are available to them. We want to continue providing personal assistance to students. The best way for this to happen is through the automation of paperwork wherever possible. The graduation application is a perfect example—it can now be submitted online which is more convenient for students and eliminates our need to process the paperwork (student getting application from Student Services, paying fee at Cashiering, returning to Student Services; then staff member logging receipt of the application in Banner, scanning the application into Noli and sending email notification to the Graduation Office). Other documents, such

as the Update Form and Registration Appeal are being reviewed for a transition to online submission. These changes will free up time so the employees can be of more personal help to students.

The Site Standards document will hopefully provide a framework for staffing at future or expanding sites; however, there are sometimes short-term needs that must be addressed in a current budget year. For example, with SLCC's current enrollment decline several strategies were developed to boost enrollment. One of the strategies was to expand the weekend course offerings but also consolidate the courses to the Jordan and Library Square locations. The majority of the sections are being held at the Jordan Campus (45 sections) with approximately 700 students enrolled. Administration expected that services would be available on weekends to support these students. The South Region director began monitoring the enrollment and assessed the class times and determined the necessary service hours. A request for hourly dollars was approved by the vice president and a specialist began covering the weekend hours in August 2013. In addition to assisting students, the specialist will monitor the specific requests and a summary will be prepared at the end of the fall semester so that future needs may be determined.

Our role in regard to staffing and services is to direct the services provided and supervise our direct reports, in addition to coordinating the services provided by other departments. The coordination of services will be reviewed in the next section, Coordinating and Strengthening Communication.

### III: Coordinating and Strengthening Communication

#### Communication with Employees

A great deal of time is dedicated to managing information, both internally at each site and between campuses. The directors do this through structured activities such as staff meetings, work groups, presentations and trainings and, perhaps more importantly, through daily communication with colleagues. A primary responsibility is to seek and gather information and then share the information with others. Communication is a tool we utilize to coordinate and strengthen the working relationship and is essential to being successful in our role. This coordination can be as routine as daily interaction with our direct reports or with the varied constituents such as those listed below.

- Student Services
  - Academic and Career Advising
  - Athletics
  - Auxiliary Services
    - Scheduling, Food Services, Printing Services, OneCard, Courtesy Desk
  - Career and Student Employment Services
  - Childcare and Family Services
  - Data Center
  - Disability Resource Center
  - Financial Aid
  - First Year Experience
  - Graduation
  - Grand Theatre and Cultural Programming
  - Health and Wellness Services
  - International Student Services
  - Multicultural Initiatives
  - Office of Registrar and Academic Records
  - School Relations
  - Student Conduct and Support Services
  - Student Express
  - Student Executive Council
  - Student Life and Leadership
  - Testing and Placement Services
  - Thayne Center for Service & Learning
  - Transcripts (Incoming)
  - Transcripts (Outgoing)
  - TRiO Programs
  - Veterans Services
- College-Wide
  - Academic Region Management

- Academics/Instruction
- Cashiering
- Central Receiving
- Emergency Management
- Facilities
- Information Technology
- Institutional Marketing
- Mail Services
- Parking Services
- Police Services/Highway Patrol
- External
  - Law Enforcement
  - Emergency Responders
  - Salt Lake School District
  - Itineris Early College High School
  - Jordan Applied Technology Center
  - City Planning (West Jordan, Sandy, Salt Lake City)
  - LDS Institute of Religion (where buildings are located adjacent to a campus)

Communication at the various locations is challenging due to the different ways people and departments communicate. It is common for an employee to hear a piece of information but not get all the details. This can lead to incorrect information being shared. It can also lead to frustration and dissatisfaction among employees. The regional directors constantly garner information, fill in the blanks, and seek answers or clarification before distributing the information to others.

We have found communication to be particularly challenging at sites because a) individuals spend the majority of their time away from the Taylorsville Redwood Campus which is the center of most information; b) supervisors vary in how much information they disseminate to their employees at other locations; c) the regional directors provide information through staff meetings, emails and individual contact but some staff choose not to attend meetings and may or may not read all the emails they receive, and d) most staff on-site do not report to the regional director and some do not think they need to attend staff meetings hosted by the regional director.

The directors conduct regular staff meetings and maintain campus email distribution lists to disseminate information from Student Services to other interested constituents. The directors also attend the scheduling meetings at Jordan and South City with key personnel from Scheduling, Facilities, Highway Patrol, Salt Lake School District and Jordan School District. The directors are responsible for communication to all on-site personnel, where Student Services policies and procedures will impact the campus community.

The areas that in particular require coordination at the regions are: 1) managing information and procedures that impact service to students, 2) working with site or facility-related issues, and 3) executing site administrator responsibilities.

## **Service to Students**

A critical function of the directors is to coordinate with other department directors to ensure consistency among the services provided. For example, at the Miller Campus, Financial Aid and Academic advisors are available two days per week. Department statistics have shown that students are more likely to utilize the services if the advisors are available on the same day (i.e., both departments available on Mondays and Thursdays rather than being available on opposite days). Students prefer to take care of two needs in one visit. Once the coordinated times are established among the departments it is important for the director to monitor the schedules so they don't change. One of the challenges of maintaining a consistent schedule is that department directors sometimes don't consult with the regional director when they make changes to their site schedule because of exigencies at the Taylorsville Redwood Campus, which can have a negative impact on the service provided to students.

In addition to staff changes, departments sometimes make procedural changes at Taylorsville Redwood Campus that can adversely impact the site services. For example, the Cashiering Office decided it was best for their department (rather than the Courtesy Desk) to take payments in person for applications that had been submitted online. While this change did not impact services for students at Taylorsville Redwood where Cashiering is available throughout the day and evening, it did impact services at Jordan Campus where Cashiering closes at 4:00 p.m. The director was not involved in this decision, but found out later as students who needed to pay for their admissions applications in the evening were turned away since Cashiering was closed. The director's role when such a change adversely impacts students is to negotiate with the department to find alternatives that work at the site. In this instance, the director held several meetings with Cashiering and OneCard and worked with the other departments and staff members to establish a procedure that will serve students during the hours of operation at Jordan.

The merger of the services for SAT (non-credit) students with the services (Enrollment Services, Financial Aid, Advising, Testing and Career and Student Employment) for traditional credit students required not only organizational and supervisory changes but also procedural changes in the North Region. The regional director has been actively involved with the negotiations among the constituents of the SAT, the Division of Applied Technologies, Business Services (budgets) and the different partners in Student Services. This included months of cross-training for both groups, including meetings with the SAT director and dean to ensure that all previous SAT procedures continued without interruption for students.

The regional directors seek to provide quality service to students by coordinating service times, locations, identifying duplication or gaps in services and keeping the on-site employees in communication with each other. Many issues occur due to a lack of direct on-site supervision within departments. Issues within a department, such as frequent absences or tardiness, intra-department communication/relations, or procedural issues should be handled by the direct supervisor. Many times the supervisor has been unaware of an issue until the regional director has brought it to their attention. Most departments do not have on-site, direct supervision. In some areas the supervisor or director visits the campus regularly, meets with the staff and addresses questions or problems in a timely manner; however, in other departments the leaders rarely visit the sites. This causes the employees to

feel frustrated, isolated and less important and also allows for unprofessional behaviors to become common.

The regional directors include all on-site employees (including some supervisors) in correspondence and they are invited to staff meetings, trainings, workshops, and other events designed to strengthen communication and camaraderie. Some employees participate and others do not since their direct supervisors do not encourage or require them to do so. Meetings become a low priority for departments that are consistently very busy, such as Academic Advising, and departments, such as the Courtesy Desk, where the entire on-site staff is made up of part-time employees with no supervisor on site. This causes a breakdown in communication, which in turn means that students may not be getting current or complete information. Communication could be improved if department directors made a commitment to supporting their staff and encouraging them to be more involved. Not all supervisors have been included in correspondence (some have only wanted to be included if there have been issues), but more inclusion of department directors could help to increase accountability. To get directors and managers more involved, the regional directors have begun inviting individuals as staff meeting guests to provide a department update and participate in the meeting. Another improvement would be for directors to assign a staff meeting delegate (if all cannot attend due to office coverage) who takes notes and then disseminates the information to co-workers.

### **Site/Facility Issues**

While site and facility issues are the responsibility of the Facilities Division, the regional directors have varying levels of involvement. The level of involvement with facility issues varies at each site depending on the facility size, whether the property is owned or leased, academic offerings and other departments that are housed on site. The regional director is highly involved at the Jordan Campus because of the history of the site. Student Services has been a central function since the campus opened and has been involved in decisions regarding campus growth, remodeling space and relocating of offices/departments. On the other hand, the Miller Campus was well established before Student Services opened a full-time presence there, so Student Services has not played a key role in decisions regarding space and facilities. One example is that both campuses are in need of additional furniture on campus where students can study. At the Jordan Campus, the director met with Facilities to identify good locations; they obtained a bid for furniture and then the director requested funds from the VP. In the next budget cycle, the funds were approved and furniture was purchased. At the Miller Campus the same issue has been ongoing for several years. Soon after opening offices at the Miller Campus, it was apparent that students needed more places to sit. The director worked with Facilities to identify locations for furniture and the Facilities manager removed a few tables and chairs from storage and placed them in buildings. The director also worked with Facilities to purchase benches for seating in the Student Services waiting area. However, the need for even more places for students to sit still exists yet the director has met several roadblocks regarding the use of open conferencing space by students. The director is currently working with Facilities and Student Life and Leadership to revisit the issue and find a reasonable solution.

The regional directors need to be involved in facility developments so they can share information about changes with Student Services staff and departments. Currently, for example, the construction of the Center for New Media (CFNM) and the expansion of some Student Services offices at South City Campus require the regional director's involvement and input. The director was assigned to the original planning committee to ensure that the needs of Student Services were considered as the planning and building began. Since the construction, the regional director has actively communicated with South City staff regarding closures of entrances, coordination of move and relocation of services, including obtaining construction updates and status of the project.

As the occupancy of the CFNM began to take place, offices were moved to new locations and other departments were relocated into spaces vacated by others. This involved the regional director's communication and coordination with Institutional Marketing for signage and maps, and the Key Office for accurate room numbering so students can navigate the existing and new sections of the building. Several construction projects are still currently underway for Academic Advising, Disability Resource Center and Financial Aid. The regional director communicates regularly with the department directors regarding questions or updates.

A new challenge at South City Campus has been the addition of the Salt Lake School District (SLSD) to the new space, previously housed in another building on campus. Communication between the regional director, the SLSD director and Auxiliary Services coordinator was initiated to acquaint ourselves to unique needs for the safety of the school district students. In the CFNM, there is also shared space between the College and the school district. Scheduling and use of space is coordinated by the Auxiliary scheduler and the SLSD secretary. An example of the need for good communication is a recent event held by the school district. They held a barbecue in the parking lot and left garbage and food scattered in the area. Inside the building students left garbage on the tables, floor and scattered along the stairwell. Since the event took place in SLCC space, the College's custodians cleaned up the mess. The regional director and Auxiliary Services coordinator met with the school district principal and agreed that the district will make sure the students clean up after themselves, and their custodial staff will clean the area as well.

### **Site Administrator**

The North and South Region directors have been assigned the site administrator role for emergencies -- at South City Campus and Jordan Campus respectively -- which is a natural fit since they have already been highly involved in emergency situations and have had to take charge of communicating with students and staff about the occurrence. Being assigned as the direct contact with the College administration involved in emergencies has helped streamline the communication in these situations. The directors were named as site administrators (along with individuals at other locations) approximately one year ago. Some helpful, informative training has been provided; however, existing emergency plans vary at each location and most are in need of improvement or updating. This should be led by the emergency manager, with assistance from the site administrators, building marshals and CERT members.

An example of the director's role as the site administrator involved the high number of power outages resulting from construction at South City Campus. In this situation the protocol is for the director (as site administrator) to contact the Facilities manager or the Heat Plant staff to get a projection on how long the power outage might last. Once the estimated time of the power outage is determined, the director contacts the VP for Business Services to receive direction on campus closure. The power outage is also reported to the VP of Student Services, the AVP of Enrollment Services and the registrar so they are aware of service interruption to students. Once the determination is made that a campus is closing, Emergency Management and Institutional Marketing disseminate information via the College's emergency notification system (email, voice message and text messages sent to all subscribers). Additionally, the director and Faculty Support staff help to notify employees and students on campus and then Auxiliary Services, Facilities and CERT personnel get the building evacuated and secured.

## **Conclusion**

Strong communication is key to successful operations at each location, and while the directors spend the majority of their time making this happen, there is still room for improvement. The daily operations at sites could be improved through increased involvement by leaders. In some instances, other department directors don't worry about their staff because they view the regional directors as their "eyes and ears" on site. This is true from a macro perspective, but the daily operations need regular supervision so that problems don't escalate. The regional directors have developed a plan to hold an annual meeting for each region, prior to each new academic year, with the directors who have on-site services. Meetings will be held at Jordan and South City and will include a regional update and discussion of concerns and areas for improvement. More specific and ongoing issues will be addressed with individual directors through regular communication.

## **IV. Identification of Needs and Facilitation of Change**

The regional directors play an important role in identifying needs at each location and in dealing with ever present change. This may include the opening or closing of a site, expansion of a service or department, cross-training among departments for improved efficiency, additional office space, and improvements to student space or repurposing of existing space. In recent years there have been numerous opportunities to assess needs and plan for new sites and services. Some changes have been initiated by academics; others have been initiated by the regional directors.

The regional directors conduct a student needs assessment each year, rotating the sites that are surveyed (see Appendices D and E for survey results from Westpointe and Jordan). Student comments regarding what would improve their campus experience have been helpful in identifying concerns and providing a foundation for facilitating change. Being in the loop with all areas of each campus is critical and this requires constant relationship building initiated by the regional directors. Some critical changes in each region are listed below and then the regional directors' involvement is described thereafter.

### **Changes in North Region**

- South City Campus construction for the addition of the CNFM , along with remodeling and repurposing of the existing space
- merger of the SAT with Student Services
- addition of the Highland and Westpointe Centers
- repurposing of the Meadowbrook and Library Square Centers
- addition of weekend classes at Library Square

### **Changes in South Region**

- closure of the Sandy Center
- opening of Student Services operation at the Miller Campus (moved staff from Sandy)
- addition of weekend classes and weekend office hours at the Jordan Campus
- remodeling at the Jordan Campus to create a larger Bookstore, moving Student Services, and adding a Copy Center
- centralization of Academic Advising offices to one location at Jordan Campus
- remodeling of Student Services area at the Jordan Campus to add an office for expansion of Financial Aid and other services
- change in offerings at the Jordan Café (Food Services at the Jordan Campus)

### **Facilitation of Change in North Region**

Construction of the Center for New Media (CFNM) within an existing structure at South Campus created unique problems and the necessity of relocating services, staffing and equipment. The director worked

with the master planner to identify offices that had to be relocated and to consider parking issues since the construction staging area took many of the existing parking stalls, including disabled parking.

The entire building has been renumbered; the director identified that communicating with students who return for Fall Semester was essential and met with other Student Services personnel, the regional academic coordinator, Facilities and Institutional Marketing to provide information in the form of email, signage and a new building directory. The director continues to work with Facilities on unanticipated needs such as “No Smoking” signage for the three outdoor patios. The Student Services’ area is old and outdated in comparison to the CFNM. Identifying needs for an upgrade to lighting and paint were anticipated as construction began. When the merger of the SAT with Student Services became a reality, the director worked to identify office space that needed to be repurposed to make room for additional staffing and services.

A new opportunity to further bridge Student Services with the academic departments is the recent appointment of the director of the Grand Theatre, from Student Services, as the acting dean of the School of Arts, Communication and New Media. We are already experiencing a greater cooperation and inclusion with the regional director and Student Services regarding academic concerns as a result of his appointment.

The AVP for Enrollment Services was deliberate in including the North Region director in each stage of the SAT merger, whether it was a direct responsibility or more informational. Merger of the SAT not only involved Student Services personnel and services, but also included negotiations with the Business Office for budget to support the merger. The regional director had direct responsibility for planning and implementing the integration of SAT non-credit enrollment services staff with her front line staff. Cross-training had to be initiated to reduce the impact of service to students. SAT staff had to be shifted to cover the needs of both Highland and South City. The merger resulted in the integration of services to all students regardless of educational goal. The SAT Student Services process has been improved by eliminating paper files into Nolib, the archival system.

The two newest sites are Highland and Westpointe. As previously mentioned, the academic focus at Highland changed from business to the GenEd StepAhead program which created the need for more of a Student Services presence; full-time coverage is now provided. Westpointe is a new rental for SLCC. The regional director collaborated with the regional academic coordinator and Institutional Marketing to arrange for additional services and signage at these new sites.

Academic program changes caused a shift in student services from Meadowbrook to the Westpointe Center which opened in Fall 2012 to serve the needs of the northwest community. The academic repurposing of Library Square Center in Fall 2013, to include Weekend College and the General Education StepAhead program, has also involved collaboration with the regional academic coordinator to assess the need for added services and training. Staffing is an issue that continues to be a consideration as the need for services expands with site changes, such as at Library Square. The Informed Budget process is a tool to expand services if funding is approved. If not, the challenge becomes how to balance the need for additional demand for service with limited resources.

The population at each site is unique; at South City Campus, for example, the student body is very diverse culturally and ethnically with large populations of non-native speakers, students with disabilities, non-traditionally aged students and parents who have child care needs. As director, it is important to be mindful of differing and sometimes competing student concerns. The director communicates with staff about events and opportunities that contribute to a better understanding of our student populations.

### **Facilitation of Change in South Region**

The population has steadily grown in the south end of the Salt Lake valley, with extreme areas of growth in the southwest quadrant that includes South Jordan, Herriman and Riverton. This growth has been a driving force in many of the changes that have occurred in the past five years in the South Region.

After 20 years, the Sandy Center was closed in 2009 due to budget constraints. A major concern was how we would continue to serve the students who had been attending the Sandy Center. The regional director was involved in a work group that identified all aspects of closing the campus, including decisions about where to move the classes and employees. The Student Services staff was moved to the Miller Campus, located only three miles away from the Sandy Center. Classes were moved to Miller, Jordan, Highland and Taylorsville Redwood.

Even after the logistics of moving from one campus to another were finalized, space issues have continued at the Miller Campus. The Miller Campus was built with Larry H. Miller's vision (and financial support) to provide state-of-the-art training facilities for automotive and other trade fields, along with entrepreneurship training and conferencing. The campus was designed with this purpose in mind and, therefore, didn't include a traditional space for student support services and common space for student use. We have been able to establish office space for Student Services on the campus but it is spread out among different buildings, which creates challenges regarding department visibility and access. Although the departments are advertised, survey comments have indicated that students aren't aware of services available on campus because they usually only visit the building/s where their classes are held.

Enrollment at the Jordan Campus has increased over the years, with a constant demand for more class offerings. The Department of Curriculum, Scheduling and Regional Management has responded to the demand by maximizing classroom utilization and adding course sections to building capacity. The increased student enrollment then created more demand for core functions such as academic advising, financial aid, disability services, bookstore inventory and testing needs. The regional director initiated a discussion on meeting the demand through a remodel/repurposing of space so that staffing and services could be expanded. After numerous meetings and modifications, a large remodel took place in 2010 when Student Services relocated to a different section of the building and the old Student Services space was remodeled for a new, larger bookstore. The old bookstore space became a copy center. A smaller remodel followed in 2012 which added an office to the Student Services office suite. Additionally, offices for Academic Advising, Disability Resource Center and Career and Employment Services were relocated. The changes allowed for the expansion of services and staffing in each area. The improvement in space that we were able to create at Jordan demonstrates the importance of the

regional director's role in identifying needs with other Student Services directors and in advocating for solutions with the master planner and other stakeholders based on understanding the resources at a particular site.

Also at the Jordan Campus additional space was needed in the Health Sciences building so that the Academic Advising staff could be housed in one location. Program advisors were located in JHS but the general advisor was located in HTC. This resulted in daily problems with students going to the wrong building for appointments or walk-in advising. Students were visiting several offices in both buildings, so it was difficult for the Advising director to gain a complete picture of the students' requests and needs. The regional director and Academic Advising director identified the need and made a joint request to Facilities for additional space. New office space, centralized in JHS, was dedicated to the Academic Advising department which has resulted in a tremendous improvement in the service to students.

A challenge we face regarding space is that department directors are reluctant to request funds for additional staffing unless there is space available for them at the campus; however, it is difficult to get approval for expansion projects unless there is an immediate need for office space. This makes it difficult to plan for future growth. The latest expansion request was scaled down for this reason and while it helped meet current office space needs, it doesn't allow for any growth.

Another example of the role the regional director plays in identifying students' needs is in regard to food options at Jordan Campus. The cafeteria at Jordan has rarely made a profit and most of the time operates at a deficit. Students often complain about the high prices, hours of operation and limited menu options. The regional director provides regular feedback to the director of Food Services but changes are usually slow or minimal. The most effective approach so far came from student feedback. The regional director conducted a needs assessment in Fall 2012 and the results contained hundreds of comments about food—students want hot, fresh food and more healthy options. The results were shared with the Food Services director and positive changes are slowly being made. Some departments are not always as responsive as we would hope because they are more preoccupied with the demands of the larger Taylorsville Redwood Campus.

## **Conclusion**

The regional directors play a critical role in recognizing and advocating for needs at each location. We either initiate change as a result of our assessment of needs for a site/service or are asked to facilitate change as direct consequence of repurposing a campus. In the case of a site closure, the regional directors work with others to inform students and assist with moving staff and services to other locations. In opening a new site, our role is to facilitate the level of Student Services needed; the most immediate need is for front-line Enrollment Services staffing. The opening of a new site or remodeling of existing areas requires a partnership with Student Services departments including the AVP as well as with Facilities, master planner and architect. To do this effectively, the directors must be visible and involved with a variety of constituents on campus. This is a strength we have in both regions; however, challenges persist. These challenges are often addressed in the directors' annual department goals such

as providing more cross-training, improving information at the Miller Campus regarding credit and non-credit course offerings or repurposing of office space at the South City Campus.

The regional directors provide a unified voice for Student Services needs at sites. Without this intentional involvement there would be gaps in service to students, and change would not come about as effectively. Students' needs and concerns may not be heard and addressed as efficiently without the leadership of the regional directors.

## **V. Financial Resources and Budget**

The Student Services vice president has provided full support for the financial needs at sites. Initially, the funds for regional directors and their staff came from the vice president's servicing (student fee) account but over time most of the budget items were prioritized with base/hard funding through the institution's Education and General (E&G) fund. However, the directors' salaries continue to be funded through the vice president's servicing account; consideration should be given to moving these positions to hard funding.

The regional directors participate in the annual Informed Budget Process to report on funds received and request new funds, if needed. For example, one-time funds for weekend coverage were allocated this year from the vice president's servicing account and the director will request continued base funding for this new service in the upcoming informed budget process (begins in November 2013 to support the 2013-14 fiscal year and beyond).

The regions have sufficient budget for front-line staffing, daily operations and in-state travel (travel between campuses and local conferences). There is some cushion that allows for some equipment replacement and minimal out-of-state travel, depending on the needs for the budget year. One-time funds for remodeling and major equipment are typically requested through the AVP and transferred in by vice president of Student Services.

As described in previous sections, the Site Standards document (Appendix A) is intended to provide a framework for staffing at future or expanding sites. Operating expenses, equipment and furniture needs will also be included in this planning model. The regional directors assess the need and propose budget for their staffing and other items. Usually the initial request is for one-time funds so the site or service can be monitored. Then if long-term funds are deemed necessary the regional director will request base funding in the next annual budget process. The current structure works well and gives us opportunities for expressing short-term and long-term needs.

The last three years' expenditures of North and South region budgets for are listed below.

## Yearly Budget Expenditures by Category

### North Region –Student Services (DDSSSC)\*

	<b>2010-11 Expenditures</b>	<b>2011-12 Expenditures</b>	<b>2012-13 Expenditures</b>
<b>Salaries</b>	112,626**	59,671	69,175
<b>Hourly</b>	46,979	49,949	53,149
<b>Full-time Benefits</b>	57,680	39,647	42,683
<b>Current Expense</b>	6,650	3,088	9,220
<b>In-State Travel</b>	1,602	1,363	2,167
<b>Out-of-State Travel</b>	1,613	5,414	4,691
<b>One-Time Expenditures</b>			
South City Remodel			40,000
<b>Totals</b>	<b>226,447</b>	<b>159,132</b>	<b>221,085</b>

\*The budget for Incoming Transcript Office is not included; it was reported in the Enrollment Services Phase I Program Review Self-Study.

\*\*Some salaries was reassigned after 2010-11.

### North Region – SAT (SKSSNR) Merger, Fall 2012

	<b>2010-11 Expenditures</b>	<b>2011-12 Expenditures</b>	<b>2012-13 Expenditures</b>
<b>Salaries</b>			19,990
<b>Hourly</b>			18,094
<b>Full-time Benefits</b>			9,712
<b>Current Expense</b>			323
<b>In-State Travel</b>			220
<b>Out-of-State Travel</b>			
<b>One-Time Expenditures</b>			
<b>Totals</b>			<b>48,339</b>

**South Region (DDSSJC)**

	<b>2010-11 Expenditures</b>	<b>2011-12 Expenditures</b>	<b>2012-13 Expenditures</b>
<b>Salaries</b>	\$124,930	\$135,351	\$101,320*
<b>Hourly</b>	\$67,476	\$71,195	\$58,475*
<b>Full-time Benefits</b>	\$97,202	\$93,891	\$65,253
<b>Current Expense</b>	\$6,130	\$8,020	\$8,740
<b>In-State Travel</b>	\$2,000	\$1,900	\$1,000
<b>Out-of-State Travel</b>	\$5,149	\$2,320	\$2,500
<b>One-Time Expenditures</b>			
Shredder and computers		\$3,900	
Jordan Student Services remodel			\$36,500
Furniture for student study space at Jordan	\$10,000		
<b>Totals</b>	<b>312,887</b>	<b>316,577</b>	<b>273,788*</b>

\*Salaries and hourly expenditures were reduced due to transfer of Health Sciences Admissions Office to Division of Health Sciences.

These budgets reflect only the Student Services regional administration, not the site/campus budgets of other Student Services departments. As regional directors identify service needs other than their front line services, they address these needs with the appropriate Student Services directors. Student Services directors also use the Informed Budget Process to make budget requests to augment staff but their challenge has sometimes been how to balance and prioritize the volume of demand for staffing at the largest campus, Taylorsville Redwood, with demands at smaller sites. Although smaller campuses and sites may have proportionately less demand based on enrollments, they still need to provide sufficient services to support and engage their students.

## VI. Facilities, Equipment, and Technology

In this section we refer only to the facilities, equipment and technology for our own departments and direct reports. We are involved in the coordination and facilitation of these needs for other departments, which has been discussed in previous sections.

### North Region

- **Facilities:** There is currently enough office space for the North Region staff at all sites, including the newly merged SAT personnel.

A challenge at South City Campus is that Student Services is not visible from any of the main entrances. Once the east entrance (main access from the parking lot) is completed, a building directory and directional signage will be installed and the newly placed Courtesy Desk will serve as a reception area for newcomers.

The front counter space could be redesigned to better accommodate computers and keyboards and to make the work space more ergonomic and useful. The additional space behind the counter could be better utilized if it were repurposed into two additional offices: one for the director and one for use by directors from the Taylorsville Redwood Campus, which would encourage their increased presence at the South City Campus. This remodel was requested in the last Informed Budget Process, but was not funded. With current budget constraints it will not be requested in the upcoming budget process for 2014-15 but should be reconsidered the following year.

- **Equipment:** Our equipment inventory includes computers, desk top scanners, printers, a copy machine, large capacity shredder, shredder bin and high-capacity scanners. The North Region department provides a shared copier, and oversees its maintenance and service. New computers were purchased for all full-time staff and the front counter computers are all adequate for providing service to students, including the computers on the counters, designed for student use.
- **Technology:** The North Region has no current website and relies on the “home” Student Service departments (such as Advising, Financial Aid) to inform students about services at the South City Campus. The new director may want to explore the idea of having a North Region webpage. The staff uses Google drive as a tool to share information, statistics and tracking of students who see SAT advisors. An electronic binder has replaced the hard copy training manual. It has a search engine that allows staff to enter a key word which then populates the training material associated with that subject. Xmedius is the electronic faxing tool attached to Outlook and the phone lines that allow staff to view and send faxes. Staff also has a scanner at their work stations and staff member has access to each other’s calendars through Outlook. Employees also regularly use Banner, SIMS, SAT suite and Noli.

## South Region

- Facilities: There is currently enough office space for the South Region staff at Miller and Jordan but a few challenges exist. The challenge at Miller is that the existing space does not allow for all services to be located in one building so students often don't know what is available to them. This is not likely to change so we will continue to work on this issue through advertising (banners, posters, website, social media channels and classroom visits).

Two concerns exist at the Jordan Campus. The first is low visibility of the front counter because we are located away from the main building entrance. Directional signage is located in the entry foyer, and large lettering (STUDENT SERVICES) is placed above the service counter but students still wander when trying to find us. A request was made to Facilities to place lights on the upper beam to highlight the lettering but the director was told it could not be done. The second concern is the work space for the front counter staff is very crowded with two employees working at the same time. We have not yet requested a remodel of the space because we want to maintain use of the original design and materials that match the building; however, this could be a future consideration.

- Equipment: Our equipment inventory includes computers, printers, copy/fax machines, large capacity shredders and high-capacity scanners. The South Region department provides shared equipment (copy/fax machine, shredder, scanner, and computers in shared offices), maintains this equipment, and replaces it as needed.
- Technology: The South Region maintains a website ([www.slcc.edu/studentsservsouth](http://www.slcc.edu/studentsservsouth)) that briefly describes our purpose and contains links to the departments that are available at each campus. It is difficult to list specific service hours for different departments, such as Financial Aid and Advising, because they occasionally change. Instead, a different service or department is highlighted bi-monthly and contains links to that department's webpage.

An improvement would be the addition of a North Region Student Services webpage, and the addition of a "Student Services" tab on each campus webpage. The department webpages are managed by the regional directors, and the campus webpages are managed by Institutional Marketing. Students are likely to look at the campus web page in search of available services. The regional directors will coordinate with Institutional Marketing about this implementation.

## **VII. Ethical, Legal and Emergency Responsibilities**

The College's Student Code of Conduct is overseen by the dean of students. Depending on the situation, the regional directors may be involved in the investigation of a student issue and disciplinary decisions. The regional directors may act as first responders to an incident or may be asked by the dean of students to participate in a situation. The regional directors are available to assist faculty, staff and students in understanding the code and provide guidance as needed.

The College's registrar is the resident FERPA (Family Educational Rights and Privacy Act) expert and provides college-wide training to all employees. FERPA training is mandatory for new employees and must be renewed by all employees every three years. The regional directors oversee adherence to FERPA guidelines at their sites and consult with the registrar on more complex issues.

Our goal, within financial constraints, is to have like services within each region and modeled after the services offered at Taylorsville Redwood. We use data, student and employee feedback, and personal observation to determine what services are needed and what is reasonable in regard to space, personnel and operating costs. Then we have an obligation to let students know about services and provide convenient access to them.

In regard to safety on campus, the regional directors have a twofold responsibility. First, as Student Services directors we communicate with the College's Public Safety department and police officers about issues on campus and make sure necessary individuals are informed. Examples have included inappropriate student behavior, offensive or unsafe postings on bulletin boards, suspicious behavior in parking lots and theft. Additionally, the regional directors are appointed as site administrators for the Jordan and South City campuses and in this role are the primary conduit of information between emergency management, emergency responders and college administration. In the event of an emergency, the regional director will first be in contact with the director of Public Safety and then the vice president of Student Services. Additional communication with emergency personnel and staff, faculty and students will follow. There is also a back-up site administrator at each location.

A weakness exists in the lack of emergency planning at each site. The College's former emergency response manager never developed plans for individual sites. It is our expectation that this will be addressed by the new manager, with input from campus site administrators, building marshals and CERT members. Additionally, there is a need for regular, ongoing training at all locations. This is a huge responsibility for the manager and perhaps an unrealistic expectation. The regional directors will meet with the Public Safety director and emergency response manager to discuss the needs at each site, and consider ways to strengthen the campus emergency plans.

## **VIII. Assessment and Evaluation**

The regional directors use several methods of collecting data and evaluating the effectiveness of services provided at each location.

1. Student contacts at the front desks are recorded on a daily basis and provide useful information regarding the time of day students are visiting offices, and the type of questions being asked (See Appendix C).
2. Annual benchmark data is monitored regarding student enrollment at each campus. The benchmarks include enrollment by zip code, the top ten majors, participation rates for the ACT and Accuplacer exams and the number of students who receive financial aid. This data has proven helpful in supporting budget requests for departments such as Testing and Financial Aid, by showing the high percentage of students at sites who benefit from these services. The zip code and major data provides information regarding who attends each site and why (and any changes that occur), and assists us in supporting the unique needs at each location (see Appendices B and C).
3. Annual assessments include baseline student demographics (ethnicity, gender and age) along with campus-specific questions and are done through needs assessments, quantitative assessments and satisfaction surveys (see Appendix D and E).
4. An annual highlight report summarizes the major accomplishments and activities for the year (see Appendices F and G).

Each region's sites are surveyed on a rotating basis using baseline data along with site-specific questions. Other assessments are included each year as needed. Following is a summary of assessments conducted in each region for the past three years. Complete results for 2012-13 can be found in Appendices D and E.

North Region				
Assessment Title	Year(s)	Type	Findings	Use of Results
Highland	2010-11	Needs Assessment  Students enrolled in one or more courses at the Highland Center were invited to participate in a 10-question survey regarding their experience at the Highland Center. Out of 557 students, 65 responded (12%).	The top 5 services that students would use: bookstore, computer lab, financial aid, Enrollment Services/tutoring, cafeteria/snack bar.  Frustrations with the site include lack of food options, limited student services and limited class selection.	Shared data with Food Services director. Some lunch items (sandwiches, vegetable boxes, string cheese and fruit) were added to the Bookstore, but food offerings at the smaller sites continue to be a challenge.
Library Square	2011-12	Needs Assessment  Students enrolled in one or more courses at the Library Square Center were invited to participate in a 9-question survey regarding their experience at the LSC. Out of 1,077 students, 188 responded (17%).	LSC was students' first choice because of course availability and major program taught there. Services students most like to have added are bookstore and cafeteria/snack bar. Students relied on online services for registration, grades, financial aid and tuition payment. Frustrations with the site were lack of food options and limited parking.	Parking at LSC in the future will require a special permit limited to only students enrolled at the site. This should reduce the problem of concurrent SLCC/U of U students using LSC to park and take TRAX from there to the U of U to attend classes. Parking will remain a challenge as LSC is located in the heart of downtown with limited options for expanding parking.
Westpointe	2012-13	Needs Assessment  Students enrolled in one or more courses at the Highland Center were invited to participate in a 10-question survey regarding their experience at the Highland Center. Out of 358 students, 18 students responded (.5%).	78% of respondents had never visited Student Services 44% of respondents felt much more engaged with other students at the WPC. 59% of respondents considered the WPC a supportive campus environment. Students liked WPC because of its proximity to home, small teacher to student ratio, plentiful parking and modern/clean facility. Students' top recommendations were more class options including GE and options for full-time attendance at the site.	Use the flyers, and posters created by South Region director to highlight the services not only at WPC, but at HLDC and LSC.  Share results with Senior Director of Curriculum, Scheduling & Regional Management and Academic Coordinator.

South Region				
Assessment Title	Year(s)	Type	Findings	Use of Results
Phase II Student Needs and Satisfaction Assessment (Jordan Campus)	2012-2013	Needs Assessment  Students enrolled in one or more courses at the Jordan Campus were invited to participate in a 10-question survey regarding their experience at the Jordan Campus. Out of 4,707 students there were 612 respondents (13%).	The most informative findings came from two open-ended questions regarding what students like about taking classes at the Jordan Campus and their recommendations for improvement.  The highest occurrence of responses was regarding food and traffic patterns on campus.	The director provided data to the Food Services director who continues to make changes in response to student requests (more healthy options, hot food and fresh food). The director also worked with West Jordan city manager to adjust the timing on the traffic light at the campus entrance to allow better flow of traffic during peak times. The city manager recommended remodeling the entrance to improve traffic flow; the director provided the recommendation to the director of Facilities. The project has been funded and is scheduled for completion this fall.
Early Enrollment Admission	2012-2013	Quantitative Assessment  Early Enrollment students are being tracked over a three-year period (Fall 2012-Spring 2015) to evaluate their progress toward completion of their stated educational objective. Each year Early Enrollment students will be assessed until their high school completion.	The student survey, collection of data and follow-up phone calls support the need for strong baseline data by which we can monitor and evaluate Early Enrollment at SLCC. Clearly, most participants are high school juniors and are using Early Enrollment as one way of completing a degree in order to qualify for a scholarship.	Several changes were made to streamline the process for students and parents:  Updated requirements and written materials to reflect requirements of SLCC's admission policy  Designated one location for turning in completed application packet  Established standard application deadline so students have ample time to complete the required orientation and advising prior to registration.  Increased advertisement of deadlines via the Academic Calendar, Early Enrollment webpage, high school flat-screen televisions and high school counselors.  Updated Early Enrollment webpage  Added requirement for Early Enrollment students to participate in a new student orientation and meet with an Academic Advisor prior to registering for classes.

Phase I Student Needs and Satisfaction Assessment (Miller Campus)	2011-2012	Needs Assessment  Students enrolled in one or more courses at the Miller Campus were invited to participate in a 10-question survey regarding their experience at the Miller Campus. Out of 2,015 students there were 235 respondents (12%).	The most informative findings came from two open-ended questions regarding what students like about taking classes at the Miller Campus and their recommendations for improvement.  The highest occurrence of responses regarded lack of knowledge about available services and the need for better internet access, more maps/signage, more activities, a courtesy phone and more tables and chairs for studying.	The director and staff at Miller have made several improvements in response to the students' comments:  Added maps and signage regarding type and location of services  Coordinated with Information Technology (IT) to enhance infrastructure by adding Wi-Fi boosters in buildings  Placed courtesy phone in high traffic area  Coordinated with Student Life and Leadership to provide more activities for day and evening students  Coordinated with Facilities and campus administrators for additional furniture in MFEC
Effectiveness of Employee Training and Knowledge Acquisition	2010-2011	Needs Assessment  South Region direct reports were asked to answer a 10-question survey in preparation for an upcoming retreat. Eight employees (100%) responded to the survey.	The employee survey indicated a need for additional training for new employees, better communication and support between supervisors and part-time employees, and a need for increased trust and confidence in each other.	The survey data was used to plan the upcoming retreat which included a guest speaker about communication, respect and trust in the workplace. Additionally, enhanced training was established for new employees in preparation for Fall 2010 rush. Throughout the year the director worked with the two specialists/supervisors to strengthen the supervisory relationship with their subordinates. This relationship had been strained with previous employees and needed focused attention. This tied directly to the specialists' annual performance goals.

The directors include their staff members in the collection of data, and they are highly involved in analyzing survey results and implementing changes based on the feedback. The data helps to guide decisions and support requests regarding services, personnel, hours of operation and student needs at each location.

The directors' direct reports are involved in the assessment process from beginning to end. After administering surveys the results are discussed at site staff meetings and all employees are included in discussions regarding improvements that can be made. The directors also discuss results with specific

departments such as Food Services or Student Life and Leadership. Once an assessment plan is complete, the results are shared with staff members and other interested constituents.

The regional directors are committed to increasing the level of involvement of their staff. Full-time employees will be given the responsibility of developing and administering surveys with support from the directors.

The survey data has brought unidentified needs to our attention, and helped substantiate the need for changes and improvements. The surveys give students an opportunity to give feedback and provide a framework in which we monitor needs and satisfaction at each location. The rotating schedule works well so that we don't survey each location or the same students too often.

Since the regional directors are participating in this program review they will not be completing a department assessment in 2013-14. The rotation of site surveys will continue the following year. However, to determine coverage needs for the new Weekend College the South Region is monitoring the weekend contacts at the Jordan Campus through quantitative data being gathered during office hours and a student survey that will be conducted in November. A summary and recommendations will be provided to administrators in December 2013.

## **IX. Summary of Self-Study**

Student Services has developed a model of regional directors to help identify needs and ensure that students receive necessary services at the various campuses and sites (currently eight) in the north and south regions of the valley, other than the main Taylorsville Redwood Campus. The two directors serve as facilitators, coordinators and advocates in working with Student Services departments to develop consistent and adequate student services. A significant part of their job also entails interfacing with the Business Services (particularly Facilities and Public Safety) and Academic Affairs to address and solve site specific needs and issues.

As regional directors we think that our role has been effective in working within Student Services departments to identify and address students' needs at sites, but there are services and staff that need strengthening in some areas. We believe that improvements are needed in the institution's planning for and oversight of sites.

The opening, closing or repurposing of sites has a significant impact on our regions yet we are not usually involved in the planning process from the beginning. Historically, Academic Affairs has been the driving force behind changes in sites and once a site is near opening, Student Services is expected to provide services. While we have been able to secure funding through the vice president's office, this usually starts with one-time funding for part-time staff. Because of our knowledge and experience regarding students' needs, patterns and preferences we should be involved in discussions early on. For example, a current discussion is underway to tear down old buildings at the Meadowbrook Campus and build a new building but the AVP and regional director have not yet been included in the planning. Similarly, college administration has indicated that services won't initially need to be offered at the future Juniper Canyon Campus because students can access Jordan Campus services; however, such a plan will put more demand on the departments and services at the Jordan Campus which already has structural and staffing gaps.

The level of campus management on the part of Student Services departments as well as Business Services offices varies at South City Campus and Jordan Campus. South City Campus has a more established organizational structure across institutional divisions than the Jordan Campus and includes full-time, on-site supervisors and administrators. In comparison, Jordan Campus has more part-time staff and fewer supervisors both in Student Services and in other departments; as a result, the South Region director has had to provide leadership and regularly handle issues that fall outside of the Student Services construct. An increase in managerial staff at the Jordan Campus would allow for improved campus management through a cross-institutional team.

The Student Services Site Service Standards model was finalized in June 2013 and we are beginning to use it in Student Services with the 2013-14 budget cycle. We see it as a useful tool to have a framework by which we plan and make decisions. Some areas of Student Services do not yet align with the model so we will use it to assist in planning and to support budget requests. Furthermore, a similar standards guide would be useful if expanded to other areas in Business Services such as Facilities. To grow sites we must invest in them in order for students to have confidence in each site. Another critical element of

the model is the need to define a site's purpose or potential evolution. This is not always clearly defined by the institution which makes planning effectively for the unique needs at each location difficult. As mentioned, funding for services doesn't usually accompany a site up front. We have been able to secure funds as needed but the process could be improved by including funding needs earlier in the planning.

### **Goals and Recommendations**

In the process of reviewing our departments, the regional directors identified several goals and recommendations. Some are items that can be implemented immediately; others require discussion with constituents in other departments and will involve funding and organizational changes. We have identified six issues that affect both regions. These recommendations are also the key issues we would like the site review team to address.

- Develop a one-supervisor reporting structure for Student Services departments that have off-site employees similar to that of Financial Aid with assistant directors located at the Jordan and South City campuses who supervise the on-site employees. This is a more efficient model for the regional director's oversight responsibilities than, for example, the Academic Advising department's reporting structure where different assistant directors oversee functional areas resulting in three different supervisors at the main campus overseeing off-site employees.
- Increase supervision by department supervisors with employees at sites. Many offices don't have an on-site supervisor and supervisors from Taylorsville Redwood visit sites very infrequently. Adding on-site supervision, at least at campus hubs where there are several department employees, may require funding for additional or upgraded positions.
- Increase support for emergency response management. The regional directors will meet with the Public Safety director and Emergency Response manager to discuss possible changes and future recommendations for emergency response management at the sites. One recommendation could be to have an assistant manager at the hubs (South City and Jordan) who report to the manager.
- Improve or more clearly define/communicate a campus management structure at each site. The regional directors are often referred to, erroneously, as campus managers and campus- or facility-related questions or issues are referred to the regional directors. A clearly defined management team consisting of representatives from Business, Academic Affairs and Student Services would provide a framework for reporting, discussion and resolution of campus issues.
- Increase involvement and ownership from Student Services department directors. Host annual "Regional Student Services Update" meetings at the Jordan and South City campuses.
- Improve regional directors' webpages by working with Institutional Marketing to improve information about student services on each site webpage.

Additionally, through the self-study process, we are implementing the improvements outlined below by region.

## **North Region**

- Request additional current expense funding to support the staff transferred from the SAT to the North Region.
- Designate an office at South City Campus that can be used on a rotation basis for supervisors to visit and work.
- Develop a plan for Academic Advising and Financial Aid to be available at smaller sites two times per semester. Advertise to students well in advance.
- Assist in training newly hired regional director and introduce him/her to key North Region staff and sites.

## **South Region**

- Invite Student Services directors and other guests to attend staff meetings at Jordan and Miller to present department updates and have the opportunity to interact with onsite employees.
- Involve full-time employees more extensively in annual department assessments. Employees will be trained in the use of CampusLabs and assist in survey development, administration and analysis.
- Work with Auxiliary Services manager to redefine current monthly Scheduling Meeting to be a Campus Management meeting, where issues beyond event scheduling can be addressed.
- Work with Facilities director to increase involvement of facilities management at the Jordan Campus, and be involved with proposed Campus Management team.
- Explore options for modifying Student Services front counter at the Jordan Campus to make it more user-friendly and comfortable for employees.

The Student Services model of having regional directors on-site works well in regard to site planning and management of student services at each location because the directors are able to commit their full attention to the sites and address issues or concerns in a timely manner. There is a good balance of responding to demands at sites in cooperation with the overall needs of individual departments. The model also works well because it is supported by Student Services administration. Without the regional directors' leadership small gaps in service, or issues on campus, wouldn't be addressed in a timely manner and would become larger and more complex.

Overall, the availability of services at each location is adequate but needs improvement in order to match the recommendations of our Site Service Standards model. Core services plus a wide variety of other offerings are available at the hubs (Jordan and South City campuses) and basic services are provided at other locations. The model also provides Student Services the framework to plan for future growth and the Jordan Campus, Juniper Canyon Campus and other locations.

The program review process has challenged us to describe our roles, which sometimes only we understand. It has also allowed us to reflect on the importance of onsite leadership and management in

order to provide quality service to students. Finally, it has given us the opportunity to analyze shortcomings in our work and make recommendations for improvement.

**Salt Lake Community College  
Student Services  
Site Service Standards 2013**

## **Introduction**

For several years the Enrollment Services division has worked to evaluate the uniqueness, pressures, and characteristics of site management service design. Research or case study in the area of higher education administrative capability appears non-existent. Therefore, we have studied and reviewed factors that appear to directly affect the successful design of appropriate student service operations at Salt Lake Community College (SLCC) in the changing life cycle of an educational site.

From our assessment we offer a formula consisting of three variables as the basis to determine the successful design of site student service operations. These three variables are (1) size of the student body, (2) specialized purpose and/or programs of the site, and (3) distance from a full service campus. This could be expressed as the following formula in which f = function, HC = headcount, P = purpose and/or program, D = distance:

$$\text{Staffing Services} = f(\text{HC}, \text{P}, \text{D} < 10 \text{ miles})$$

Each of these variables increases or decreases the number or type of service staffing needed based on the weight attached to each variable. For example, a site of satellite size (under 1,000 headcount) would normally be limited to student service generalists with a possible weekly rotation of specialized services (Financial Aid, DRC, etc.) as represented in the table “Guidelines for Staffing and Support” or as expressed by  $\text{HC} < 1000 + \text{P}=0 + \text{D}<10 \text{ miles} = \text{SAT}$ . However, if the site has an emphasis on attracting students to dually enroll in both community college and university studies or offers programs with many prerequisites and selective enrollment, then full-time representation from financial aid (consortium agreements) or academic advising (major plans) will be needed to make the site successful. Likewise, if needed student services are 15 to 20 miles away from a small site this may create a barrier to students successfully navigating college life and would increase the need for specialized rather than generalist service. Large sites (3,000 or more headcount) need a full service operation due to the volume of students and because these sites likely serve as hub (full service) locations for students attending satellite and limited service sites. Without strong services at hub sites, distance becomes a weighted variable to required services at smaller remote sites.

The following charts provide a framework by which staffing and service decisions can be made at SLCC’s sites. Therefore, these charts are based on headcount at a general purpose campus only. Headcount (HC) is the most fixed and overriding variable making it the foundation of the service structure. Purpose and/or program (P) and distance (D) affect staffing needs as their emphasis drives the unique campus need.

## Site Enrollment Thresholds for Services Based on Headcount Enrollment

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

## Guidelines for Staffing and Support

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

## Annual Staffing Costs

SATELLITE Under 1,000 Headcount	LIMITED SERVICE 1,001 – 3,000 Headcount	FULL SERVICE 3,000+ Headcount
2 hourly Generalists (29 hrs per week): \$34,038  <b>Total Personnel Cost: \$34,038</b>	<u><i>Student Services/Enrollment Services</i></u> 1 full-time Specialist: \$41,201 2 hourly Specialists (29 hrs per week): \$34,038  <u><i>Academic Advising</i></u> Advisor 1 two days (16 hrs) per week: \$11,403  <u><i>Disability Resource Center</i></u> Advisor 1 one day (4 hrs) per week: \$2,584  <u><i>Financial Aid</i></u> 1 full-time Advisor 1: \$44,321 1 hourly Technician 1 two days (12 hrs) per week: \$9,378  <b>Total Personnel Cost: \$142,925</b>	<u><i>Student Services/Enrollment Services</i></u> 1 Director (not included in cost of support staff) 1 full-time Specialist: \$41,201 1 full-time Technician: \$29,707 2 hourly Specialists (each 29 hrs per week): \$34,038  <u><i>Academic Advising</i></u> 3 full-time Advisors 1 Advisor 1: \$44,321 2 Advisor 2 (\$47,852 each): \$95,704 1 hourly Advisor 1 (29 hrs per week): \$20,619 2 hourly Receptionists (each 20 hrs per week): \$17,620  <u><i>Disability Resource Center</i></u> Advisor 2 one day (8 hrs) per week: \$6,896 Specialist 2 four days per week (24 hrs): \$14,088  <u><i>Financial Aid</i></u> 1 Assistant Director/Manager: \$41,121 1 full-time Technician 2: \$31,431 1 hourly Technician 1 three days (17 hrs) per week: \$13,286  <u><i>Testing &amp; Assessment Center</i></u> 1 full-time Manager 1: \$41,121 4 part-time Aides (each 29 hrs per week): \$54,230  <b>Total Personnel Cost: \$485,383</b> <b>Testing Center Start-Up Costs: \$72,637</b>

### Notes:

- Costs for full-time employees based on midpoint of grade; includes salary but not benefits
  - Director: Grade 15 – midpoint \$51,054
  - Advisor 1: Grade 13 – midpoint \$44,321; Advisor 2: Grade 14 – midpoint \$47,852
  - Specialist 2: Grade 12 – midpoint \$41,201
  - Technician 1: Grade 7 – midpoint \$29,707; Technician 2: Grade 8 – midpoint \$31,431
- Costs for part-time coverage (Advising, Financial Aid, DRC, etc.) based on hourly wages (high end of range) plus 10% benefits
  - Advisor 1:  $\$12.92 + \$1.30 = \$14.22 \times \text{number of hours}$ ; Advisor 2:  $\$15.67 + \$1.57 = \$17.24 \times \text{number of hours}$
  - Specialist 2:  $\$10.67 + \$1.07 = \$11.74 \times \text{number of hours}$
  - Technician 1:  $\$14.21 + \$1.42 = \$15.63 \times \text{number of hours}$
  - Aide 3:  $\$8.50 + \$0.85 = \$9.35 \times \text{number of hours}$
  - Receptionist:  $\$8.01 + \$0.80 = \$8.81 \times \text{number of hours}$

## Current Staffing

SATELLITE Under 1,000 Headcount	LIMITED SERVICE 1,001 – 3,000 Headcount	FULL SERVICE 3,000+ Headcount	
<p><b>Highland Center (HLDC)</b> 2 part-time Specialists</p> <ul style="list-style-type: none"> <li>- 1 SAT (am)</li> <li>- 1 credit (pm)</li> </ul> <p><b>Meadowbrook Campus (MBC)</b> None</p> <p><b>Airport Center (AC)</b> None</p> <p><b>Westpointe Center (WPC)</b> 1 part-time Specialist</p>	<p><b>Larry H. Miller Campus (LHM)</b> <u>Student Services/Enrollment Services</u> 1 full-time Specialist 2 part-time Specialists (day/evening) <u>Academic Advising</u> Advisor 2 days (16 hrs) per week <u>Disability Resource Center</u> Advisor 1 day (4 hrs) per week <u>Financial Aid</u> 1 full-time Advisor 1 part-time Technician (shared with Jordan Campus)</p> <p><u>Auxiliary Services</u> Bookstore (seasonal) Book Buy Back (seasonal) Food Services OneCard Office --1 full-time Specialist Mon-Fri <u>Other Services</u> Orientation Student Employment and Cooperative Education Services Advisor 1 morning per week SL&amp;L activities</p> <p><b>Library Square Center (LSC)</b> No direct reports Faculty Support staff (currently includes Eunice who used to work in Student Services and is cross-trained)</p>	<p><b>Jordan Campus (JC)</b> Student Services/Enrollment Services</p> <ul style="list-style-type: none"> <li>- 1 Director (South Region)</li> <li>- 1 full-time Specialist</li> <li>- 1 full-time Technician</li> <li>- 2 part-time Specialists (day/evening)</li> <li>- 2 part-time seasonal Student Express assistants</li> </ul> <p>Academic Advising</p> <ul style="list-style-type: none"> <li>- 3 full-time Academic Advisors</li> <li>- 1 part-time Academic Advisor</li> <li>- 2 part-time Receptionists</li> </ul> <p>Athletics</p> <ul style="list-style-type: none"> <li>- Cate Field (baseball)</li> </ul> <p>Bookstore (full service, open M-F)</p> <p>Disability Resource Center</p> <ul style="list-style-type: none"> <li>- 1 part-time Specialist</li> <li>- 1 Advisor, 1 day per week</li> <li>- Office Hours M-F</li> </ul> <p>Financial Aid</p> <ul style="list-style-type: none"> <li>- 1 full-time Assistant Director</li> <li>- 1 full-time Technician</li> <li>- 1 part-time Technician (shared with Miller Campus)</li> </ul> <p>Food Services</p> <p>Health Clinic</p> <p>OneCard Office/Courtesy Desk</p> <ul style="list-style-type: none"> <li>- 4 part-time Specialists</li> </ul> <p>Orientation</p> <p>School Relations – tours as needed</p> <p>Student Employment and Cooperative Education Services</p> <ul style="list-style-type: none"> <li>- 1 full-time Advisor</li> <li>- 1 part-time Specialist</li> </ul> <p>Student Express Lab</p> <p>Student Life &amp; Leadership</p> <ul style="list-style-type: none"> <li>- office, board members, activities</li> </ul> <p>Testing &amp; Assessment Center</p> <ul style="list-style-type: none"> <li>- 5 part-time Specialists</li> </ul>	<p><b>South City Campus (SCC)</b> Student Services/Enrollment Services</p> <ul style="list-style-type: none"> <li>- 1 Director (North Region)</li> <li>- 2 full-time Specialist</li> <li>- 2 part-time SAT Specialists (day/evening)</li> <li>- 3 part-time credit Specialists (day/evening)</li> <li>- Note: SAT/credit employees are cross-trained</li> </ul> <p>Academic Advising</p> <ul style="list-style-type: none"> <li>- 2 full-time Academic Advisors</li> <li>- 2 part-time Academic Advisor</li> <li>- 1 part-time Receptionists</li> </ul> <p>Bookstore (full service, open M-F)</p> <p>Disability Resource Center</p> <ul style="list-style-type: none"> <li>- 3 full-time Advisors</li> <li>- ? part-time Specialist</li> <li>- Office Hours M-F</li> </ul> <p>Financial Aid</p> <ul style="list-style-type: none"> <li>- 1 full-time Assistant Director</li> <li>- 1 full-time Advisor (credit)</li> <li>- 1 full-time Technician (credit)</li> <li>- 1 full time Advisor (SAT)</li> <li>- 1 full-time Technician (SAT)</li> </ul> <p>Food Services</p> <p>Health Clinic</p> <p>Multi-Cultural Initiatives</p> <ul style="list-style-type: none"> <li>- 1 full-time</li> <li>- 1 part-time</li> </ul> <p>OneCard Office/Courtesy Desk</p> <ul style="list-style-type: none"> <li>- 4 part-time Specialists</li> </ul> <p>Orientation</p> <p>Student Employment and Cooperative Education Services</p> <ul style="list-style-type: none"> <li>- 1 full-time Advisor</li> </ul> <p>Student Express Lab</p> <p>Student Life &amp; Leadership</p> <ul style="list-style-type: none"> <li>- office, board members, activities</li> </ul> <p>Testing &amp; Assessment Center</p> <ul style="list-style-type: none"> <li>- 1 full time</li> <li>- 3 part-time Specialists</li> </ul> <p>Thayne Center for Service &amp; Learning</p>

### **Considerations**

- Regional Clusters (what region is the site connected to, and what is the proximity to a full-service campus?)
- How do programs affect these campuses?
  - Specific equipment needs (classroom and student use)
  - Faculty-advised programs or need for program or general advisors
  - Are the programs financial aid eligible?
- Are any academic administrators housed at the location?
- Are any Student Services administrators housed at the location?
- What type of public transportation is available at the location?
- Typically when a new site opens Student Services will begin with minimal staffing that includes a generalist and a rotation of staff from Financial Aid and Academic Advising

### **Notes**

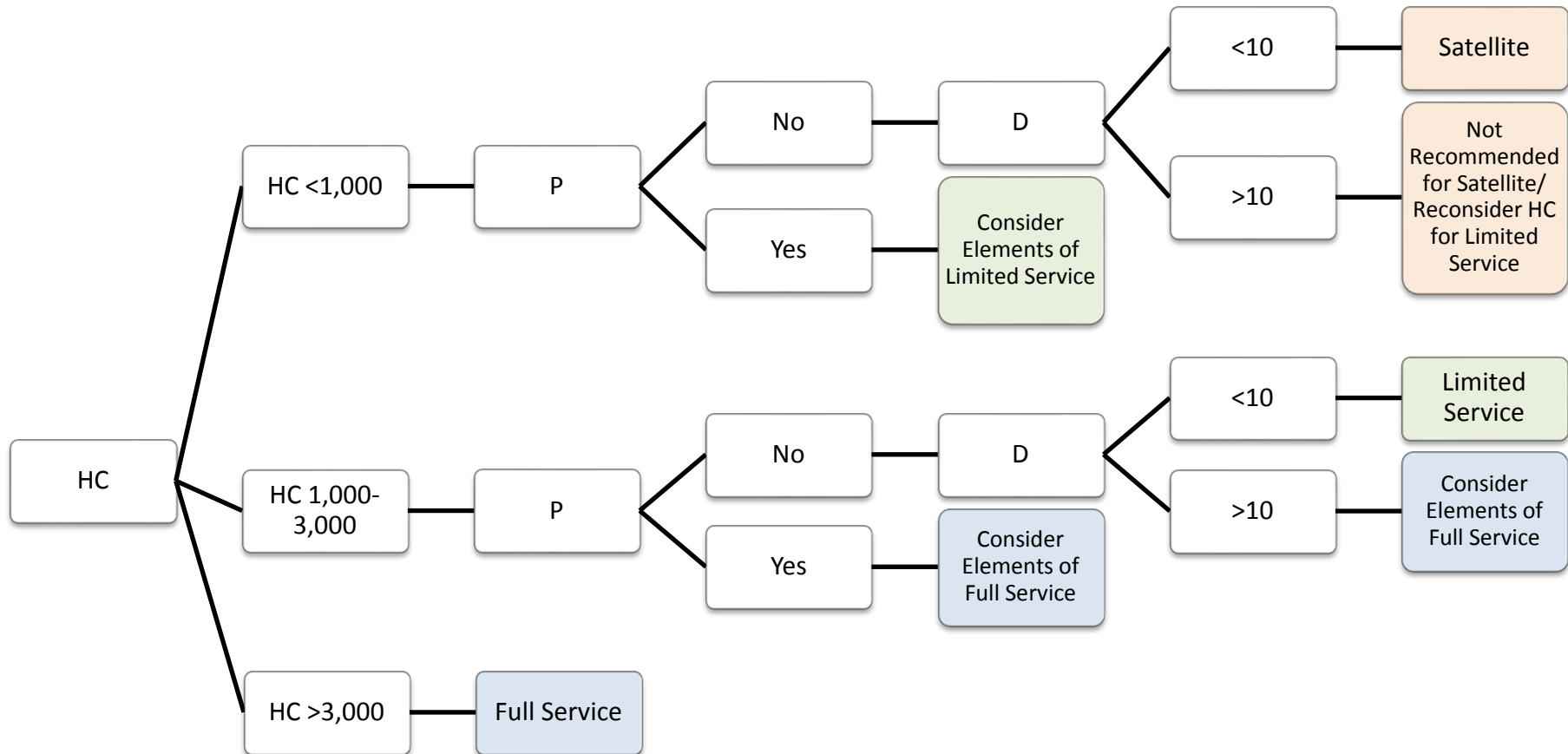
- Library Square staffing is based on the history of student traffic at the site. Few prospective students have visited the campus to “get started.” Perhaps this is because of the close proximity to the South City Campus.
- Highland Center has a higher demand for on-site services; most likely because of the high number of students taking general education courses who don’t receive the faculty advising that students do in programs such as Fashion Design or Culinary Arts.
- The Herriman Campus will be a distance of approximately five miles from the Jordan Campus. How will Academic Advising support this campus? The academic specialty at Herriman will be Energy Management; however, the current advisors at Jordan specialize in Health Sciences. Some options are to hire a part-time advisor for the Herriman Campus programs, or have the current program advisor rotate to the Herriman Campus during the week.

## SLCC Student Services

Under the direction of Shannon McWilliams and Carol Sandoval, Student Services generalists are available at several locations and provide support for functions such as admission, graduation, residency, appeals, updating of personal information, outgoing transcripts, incoming transcripts, transcript evaluation, enrollment verification, adding/dropping classes, orientation, campus tours, etc. Some requests, such as graduation applications, are not processed on site but documents are received, logged and forwarded to the appropriate department via scanning/email or interoffice mail.

Department/Service	Location										
	Full Service 3,000+ Headcount			Limited Service 1,001 – 3,000 Headcount		Satellite Under 1,000 Headcount					
	RRC	SCC	JOR	MIL	LSC	HLDC	MBC	AIR	WPC	Online	Electronic Processing
Academic/Career Advising	X	X	X	X						Chat email	
Bookstore	X	X	X	X		X				X	
Child Care & Family Services	X	X									
Data Center	X	X								X	
Disability Resource Center											
- Accommodations	X	X	X	X	X	X	X	X	X		
- Intake	X	X	X								
- Advising	X	X	X	X							
Enrollment Services	X									X	Residency
Financial Aid										Email	
- Intake (front desk)	X	X	X								
- Advising	X	X	X	X							
Food Services	X	X	X	X							
Graduation	X									Forms	
Health and Wellness Services	X	X	X								
ID Center/OneCard	X	X	X	X						deposits	
International Student Services	X										
Multicultural Initiatives	X	X									
Orientation	X									X	
Printing Services	X	X	X								
Registration	X	X	X	X						X	X
School Relations	X										
Student Employment & Cooperative Education Services	X	X	X	X						Job listings	
Student Life & Leadership	X	X	X								
Student Services Site Generalists		X	X	X		X			X		
Testing & Placement Services	X	X	X								
Thayne Center for Service & Learning	X	X									
Transcripts (SLCC Outgoing)	X	X	X	X						X	
Transcripts (Incoming)	X									X	X
TRIO – Educational Talent Search	X										
TRIO – Student Support Services	X										
Veterans Services	X	X							X		

## Site Service Standards Decision Tree



### Abbreviations:

HC = Headcount

P = Purpose and/or program

D = Distance in miles



## Student Services Benchmarks

2012-2013

Department Name: North Region Student Services

Dash Board Indicators:

### Students who Received Financial Aid

Location	Fall 2012	Fall 2011
Highland	36%	43%
Library Square	43%	48%
Meadowbrook	37%	43%
South City	44%	47%
Westpointe	57%	-----

### Students Who Took Accuplacer

Location	Fall 2012	Fall 2011
Highland	91%	90%
Library Square	85%	85%
Meadowbrook	84%	84%
South City	90%	90%
Westpointe	91%	-----

### Students Who Took ACT

Location	Fall 2012	Fall 2011
Highland	30%	26%
Library Square	23%	21%
Meadowbrook	17%	15%
South City	25%	24%
Westpointe	19%	-----

# Top 10 Majors

Library Square Center			
Fall 2012 (1,056 Headcount)		Fall 2011 (1,077 Headcount)	
Subject	Count	Subject	Count
General Studies	298 (28%)	General Studies	368 (34%)
Fashion Institute	138(13%)	Paralegal Studies	129 (12%)
Paralegal	126( 12%)	Fashion Institute	119 (11%)
Health science	86( 8%)	Interior Design	82 ( 8%)
Interior Design	63 ( 6%)	Business	66 ( 6%)
Business	55 ( 5%)	Health science	65 ( 6%)
Biology	21 ( 2%)	Psychology	21 ( 2%)
Criminal Justice	18 ( 2%)	Pre-Teacher Education	19 ( 2%)
Psychology	18 ( 2%)	Criminal Justice	15 ( 1%)
Computer Science	16( 2%)	Barbering/Cosmetology	11 ( 1%)
Other	217 ( 21%)	Other	116 (11%)

# Top 10 Majors

Meadowbrook Campus			
Fall 2012 169 (Headcount)		Fall 2011 482(Headcount)	
Subject	Count	Subject	Count
Diesel Systems Tech/Apr	37 (22%)	Aviation Tech/Prof Pilot	127 (30%)
General Studies	24 (14%)	General Studies	76 (16%)
Automotive & Related Tech	16(9%)	Diesel Systems Technology	35 ( 8%)
Heat Vent Air Cond & Ref Repair	14(8%)	Business	17 ( 4%)
Business	10(6%)	Automotive & Related Tech	16 ( 4%)
Short-term Intensive Training	10(6%)	Continuing Education	16 ( 4%)
Welding	9(5%)	Heat Vent Air Cond & Ref Repair	15 ( 4%)
Health Science	6(4%)	Welding	13 ( 3%)
Continuing Education	5(3%)	Non-Destructive Testing Tech	11 ( 3%)
Other	38(22%)	Other	121 (25%)

# Top 10 Majors

South City Campus			
Fall 2012 5,548 (Headcount)		Fall 2011 5,701 (Headcount)	
Subject	Count	Subject	Count
General Studies	2,037 (37%)	General Studies	2,231 (39%)
Health Science	688(12%)	Health Science	721 (13%)
Business	365( 7%)	Business	391 ( 7%)
Psychology	162( 3%)	Psychology	155 ( 3%)
Social Work	159( 3%)	Social Work	130 ( 2%)
Criminal Justice	118( 2%)	Criminal Justice	116 ( 2%)
Music	114 ( 2%)	Pre-Teacher Education	111 ( 2%)
Pre-Teacher Education	109( 2%)	Biology	105 ( 2%)
Biology	109 ( 2%)	English	88 ( 2%)
English	104( 2%)	Film Production Technician	80 ( 1%)
Other	1,707(31%)	Other	1,573 (28%)

# Top 10 Majors

Westpointe Center			
Fall 2012 358 (Headcount)		Not open in 2011	
Subject	Count		
Aviation Tech/Prof Pilot	Count		
General Studies	142(40%)		
General Studies/Undecided	46(13%)		
Health Sciences	27( 8%)		
Business	19( 5%)		
Aviation Maintenance	18( 5%)		
Welding Fabrication/Inspection	15( 4%)		
Non-Destructive Testing Tech	13( 4%)		
Computer Science	12( 3%)		
Business Management	5( 1%)		
Other	4( 1%)		

# Top 10 Zip Codes

Highland Center					
Fall 2012 954 (Headcount)			Fall 2011 715 (Headcount)		
Salt Lake City	84106	86 (9%)	Salt Lake City	84106	50 (7%)
Salt Lake City	84117	57 (6%)	Salt Lake City	84121	44 (6%)
Salt Lake City	84121	57 (6%)	Salt Lake City	84109	40 (6%)
Salt Lake City	84109	56 (6%)	Salt Lake City	84117	40 (6%)
Salt Lake City	84107	55 (6%)	Salt Lake City	84124	35 (5%)
Salt Lake City	84124	51 (5%)	Kearns, SLC, Tlv, WVC	84118	30 (4%)
Midvale	84047	27 (3%)	Murray, SLC,	84107	27 (4%)
Sandy	84094	27 (3%)	West Jordan	84084	26 (4%)
South Salt Lake	84115	26 (3%)	Sandy	84094	25 (3%)
Salt Lake City	84123	26 (3%)	South Jordan	84095	25 (3%)
Other		486 (51%)	Other		373 (52%)

Library Square Center					
Fall 2012 1,054 (Headcount)			Fall 2011 1,077 (Headcount)		
Salt Lake City	84103	62 (6%)	Salt Lake City	84103	59 (5%)
Salt Lake City	84102	47 (4%)	Salt Lake City	84102	55 (5%)
Bountiful	84010	42 (4%)	Bountiful,	84010	53 (5%)
Salt Lake City	84106	37 (4%)	Salt Lake City	84105	39 (4%)
Salt Lake City	84111	36 (3%)	Salt Lake City	84116	36 (3%)
Salt Lake City	84121	34 (3%)	Kearns, SLC, Taylorsvl	84118	33 (3%)
Salt Lake City	84116	32 (3%)	Ctn Hts, Hldy, Mry, SLC	84121	32 (3%)
Murray	84107	30 (3%)	Salt Lake City	84115	31 (3%)
Salt Lake City	84105	29 (3%)	S Jordan	84095	30 (3%)
Salt Lake City	84118	27 (3%)	SLC, Taylorsvl, WVC	84119	28 (3%)
Other		678 (64%)	Other		681 (63%)

Meadowbrook Campus					
Fall 2012 169 (Headcount)			Fall 2011 482 (Headcount)		
Salt Lake City	84119	12 (7%)	SLC, WVC	84120	24 (6%)
Salt Lake City	84120	10 (6%)	Kearns, SLC, Tlwl	84118	22 (5%)
Salt Lake City	84106	9 (5%)	SLC, SSL, WVC	84119	20 (5%)
Murray	84107	9 (5%)	Salt Lake City	84116	19 (5%)
Taylorsville	84123	9(5%)	Salt Lake City	84115	18 (4%)
Salt Lake City	84115	8 (5%)	W Jordan	84088	17 (4%)
Salt Lake City	84116	8 (5%)	S Jordan	84095	15 (4%)
Kearns	84118	8 (5%)	Riverton	84065	13 (3%)
Salt Lake City	84128	7 (4%)	Murray, SLC	84107	13 (3%)
Sandy	84070	6 (4%)	W Jordan	84081	12 (3%)
Other		83 (49%)	Other		309 (64%)

South City Campus					
Fall 2012 5,544 (Headcount)			Fall 2011 5,701 (Headcount)		
Salt Lake City	84106	310 (6%)	Salt Lake City	84106	332 (6%)
Salt Lake City	84115	286 (5%)	Salt Lake City	84115	283 (5%)
Bountiful	84010	242 (4%)	Salt Lake City	84105	259 (5%)
Salt Lake City	84105	222 (4%)	Salt Lake City	84103	252 (4%)
Salt Lake City	84102	221 (4%)	Bountiful, WX	84010	234 (4%)
Salt Lake City	84103	210 (4%)	Salt Lake City	84102	210 (4%)
Salt Lake City	84116	208 (4%)	Salt Lake City	84116	204 (4%)
Salt Lake City	84107	187 (3%)	Millcreek, SLC	84109	191 (3%)
Salt Lake City	84109	181 (3%)	Murray, SLC	84107	172 (3%)
Salt Lake City	84121	175 (3%)	SLC,SSL,TVL, WVC	84119	160 (3%)
Other		3,302 (60%)	Other		3,403 (60%)

Westpointe Center					
Fall 2012 358 (Headcount)			Not open in 2011		
Salt Lake City	84116	23 (6%)			
Bountiful	84010	21 (6%)			
Salt Lake City	84120	14 (4%)			
Salt Lake City	84118	13 (4%)			
West Jordan	84084	11 (3%)			
Tooele	84074	10 (3%)			
Salt Lake City	84107	10 (3%)			
Salt Lake City	84123	10 (3%)			
Midvale	84047	9 (3%)			
West Jordan	84081	9 (3%)			
Other		228 (64%)			

## Salt Lake Community College Student Services, South Region Benchmarks 2012-13

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**Department:** Student Services, South Region (Jordan and Miller)

### **Benchmarks beginning Fall 2006:**

Majors by site

Financial Aid participation by site

CPT and ACT participation by site

Zip Code analysis by site

Analysis of students who attend multiple sites and the combination of those sites

Student Services, South Region offices as staffed through May 2013:

Director, Student Services, South Region (office at Jordan Campus)

### **Jordan Campus – Direct Reports**

- 1 full-time, daytime Student Services Specialist
  - Responsible for Early Enrollment Admission (NEW as of 4/15/12)
- 1 full-time, afternoon/evening Student Services Technician
- 1 part-time, daytime Student Services Specialist
- 1 part-time, afternoon/evening Student Services Specialist
- Hours: Mon – Thurs 8:00 a.m. – 8:00 p.m. and Fri 8:00 a.m. – 4:30 p.m.
- 2 part-time, seasonal employees to assist during each semester “rush”

### **Jordan Campus – Other Support**

- 3 full-time, daytime Academic Advisors (for Health Sciences, Nursing, general students; general advisor available 1 evening per week until 6:00 p.m.)
- 1 part-time, daytime Academic Advisor (for Health Sciences and general advising)
- 1 full-time, daytime Financial Aid Manager/Advisor 5 days per week
- 1 full-time, daytime Financial Aid Technician 5 days per week
- 1 part-time, afternoon/evening Financial Aid Technician 2 evenings/3 days per week
- 1 full-time, daytime Disability Resource Center Advisor 1 day per week
- 1 part-time, daytime Disability Resource Center Specialist 4 days per week
- Courtesy Desk and One Card services, full daytime and evening hours
- 1 full-time, daytime and early evening Employment Specialist
- 1 part-time, daytime SECES Specialist
- Testing Center, full daytime and evening hours
- 1 full-time, daytime Concurrent/Early Enrollment Academic Advisor
- Cashiering Services, daytime (closed for lunch); one evening until 8:00 p.m.
- Bookstore open 9:00 a.m. – 1:00 p.m. and 4:00 – 8:00 p.m. (with extended rush hours)

### Miller Campus – Direct Reports

- 1 full-time, daytime Student Services Specialist
- 1 part-time, daytime Student Services Specialist
- 1 part-time, afternoon/evening Student Services Specialist

### Miller Campus – Other Support

- 1 part-time, afternoon/evening Academic Advisor 2 days per week
- 1 full-time, daytime Financial Aid Advisor 4 days per week
- 1 part-time, afternoon/evening Financial Aid Technician 2 days/evenings per week
- Disability Resource Center Advisor, one morning per week
- OneCard services, full daytime and some evening hours
- Cashiering Services, daytime (closed for lunch); one evening until 6:00 p.m.
- Bookstore at beginning of each semester and Book Buy Back at end of each semester

<b>Average # of Students Helped Each Day</b>				
Site	June 1, 2009 – May 28, 2010	June 1, 2010 – May 27, 2011	June 1, 2011 – May 31, 2012	June 1, 2012 – May 31, 2013
Jordan	203	245	257	248
Miller	n/a	64	56	44
Sandy	138	Closed 2010	Closed 2010	Closed 2010

<b>Average # of Students Helped Each Week</b>				
Site	June 1, 2009 – May 28, 2010	June 1, 2010 – May 27, 2011	June 1, 2011 – May 31, 2012	June 1, 2012 – May 31, 2013
Jordan	1,013	1,226	1,283	1,241
Miller	n/a	319	282	222
Sandy	688	Closed 2010	Closed 2010	

<b>Average # of Students Helped Each Month</b>				
Site	June 1, 2009 – May 28, 2010	June 1, 2010 – May 27, 2011	June 1, 2011 – May 31, 2012	June 1, 2012 – May 31, 2013
Jordan	4,306	5,211	5,454	5,267
Miller		1,366	1,199	942
Sandy	2,922	Closed 2010	Closed 2010	Closed 2010

<b>Total # of Students Helped During Year</b>				
Site	June 1, 2009 – May 28, 2010	June 1, 2010 – May 27, 2011	June 1, 2011 – May 31, 2012	June 1, 2012 – May 31, 2013
Jordan	51,676	62,574	65,457	63,197
Miller	n/a	15,029	14,391	11,301
Sandy	35,063	Closed 2010	Closed 2010	Closed 2010

<b>Students who Received Financial Aid</b>					
<b>Location</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>
Jordan	30%	38%	37%	46%	44%
Miller	19%	27%	28%	44%	40%
Sandy	24%	31%	Closed 2010		

<b>Students who Took Accuplacer</b>					
<b>Location</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>
Jordan	80%	82%	84%	88%	89%
Miller	51%	60%	71%	88%	88%
Sandy	83%	87%	Closed 2010		

<b>Students who Took ACT</b>					
<b>Location</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>
Jordan	31%	28%	29%	30%	32%
Miller	17%	16%	22%	26%	28%
Sandy	32%	32%	Closed 2010		

<b>Jordan Campus – Majors</b>							
<b>Fall 2009 (4,462 Headcount)</b>		<b>Fall 2010 (5,022 Headcount)</b>		<b>Fall 2011 (4,966 Headcount)</b>		<b>Fall 2012 (4,529 Headcount)</b>	
General Studies/Undecided	1543 35%	General Studies/Undecided	1820 36%	General Studies/Undecided	1587 32%	General Studies/Undecided	1448 40%
Health Science	1170 26%	Health Sciences	1314 26%	Health Sciences	1207 24%	Health Sciences	1126 25%
Nursing	426 10%	Nursing	344 7%	Nursing	314 6%	Nursing	316 7%
Business	144 3%	Medical Assistant	164 3%	Business	185 4%	Business	208 5%
Medical Assistant	131 3%	Business	155 3%	Medical Assistant	137 3%	Medical Assistant	119 3%
Continuing Education	118 3%	Continuing Education	111 2%	Biology	96 2%	Biology	113 2%
Radiologic Technology	78 2%	Biology	80 2%	Psychology	70 1%	Pre-Teacher Education	71 2%
Dental Hygiene	56 1%	Radiologic Technology	74 1%	Criminal Justice	68 1%	Criminal Justice	64 1%
Criminal Justice	54 1%	Criminal Justice	66 1%	Biotechnology	63 1%	Biotechnology	63 1%
Biology	50 1%	Pre-Teacher Education	61 1%	Radiologic Technology	63 1%	Computer Science	61 1%
Other	692 16%	Other	833 17%	Other	1176 24%	Other	940 21%

<b>Miller Campus – Majors</b>							
<b>Fall 2009 (1,457 Headcount)</b>		<b>Fall 2010 (2,620 Headcount)</b>		<b>Fall 2011 (2,649 Headcount)</b>		<b>Fall 2012 (1,721 Headcount)</b>	
General Studies/Undecided	318 22%	General Studies/Undecided	799 30%	General Studies/Undecided	660 25%	General Studies/Undecided	513 30%
Continuing Education	278 19%	Continuing Education	273 10%	Criminal Justice	276 10%	Criminal Justice	172 10%
Criminal Justice	207 14%	Criminal Justice	250 10%	Health Sciences	176 7%	Business	157 9%
Chef Apprenticeship	122 8%	Culinary Arts	178 7%	Business	169 6%	Culinary Arts	154 9%
Automotive & Related Tech	118 8%	Health Sciences	162 6%	Culinary Arts	159 6%	Health Sciences	145 8%
Short Term Intensive Training	116 8%	Business	135 5%	Automotive and Related Tech	93 4%	Automotive and Related Tech	98 6%
Health Sciences	43 3%	Automotive & Related Tech	128 5%	Psychology	25 1%	Short Term Intensive Training	37 2%
Business	39 3%	Short Term Intensive Training	77 3%	Biology	24 1%	Business Management	36 2%
Apprenticeship	28 2%	Alternative Route to Licensure	51 2%	Pre-Teacher Education	23 1%	Psychology	25 1%
Automotive Collision Repair	25 2%	Psychology	28 1%	Short Term Intensive Training	22 1%	Auto Collision Repair/Refinish	22 1%
Other	163 11%	Other	539 21%	Other	1022 39%	Other	362 21%

<b>Sandy Center – Majors</b>				
<b>Fall 2009 (2,764 Headcount)</b>		<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>
General Studies/Undecided	1398 51%	Closed August 2010	Closed August 2010	Closed August 2010
Health Science	336 12%			
Business	264 10%			
Pre-Teacher Education	59			
Psychology	2%			
Criminal Justice	45			
Accounting	2%			
Business Management	42			
English	2%			
Pre-Engineering/ Mechanical	40			
Other	1%			

Jordan Campus – Zip Codes											
Fall 2009 (4,462 Headcount)			Fall 2010 (5,022 Headcount)			Fall 2011 (4,966 Headcount)			Fall 2012 (4,529 Headcount)		
S Jordan	84095	559 13%	S Jordan	84095	547 11%	S Jordan	84095	580 12%	S Jordan	84095	567 13%
W Jordan	84088	356 8%	W Jordan	84088	358 7%	Bluffdale/ Riverton	84065	340 7%	W Jordan	84081	340 8%
W Jordan	84081	303 7%	W Jordan	84081	340 7%	W Jordan	84088	338 7%	W Jordan	84088	345 8%
W Jordan	84084	258 6%	Riverton	84065	312 6%	W Jordan	84081	334 7%	Bluffdale/ Riverton	84065	324 7%
Riverton	84065	245 5%	Riverton	84084	272 5%	Herriman/ Riverton	84096	293 6%	Herriman/ Riverton	84096	292 6%
Herriman	84065	148 3%	Herriman	84020	170 3%	Taylorsville/ W Jordan	84118	196 4%	Taylorsville/ W Jordan	84084	240 5%
Draper	84020	117 3%	Draper	84096	163 3%	Draper	84020	157 3%	Kearns/SLC/ Taylorsville	84118	164 4%
Sandy	84094	108 2%	Sandy	84070	139 3%	Sandy	84094	142 3%	Sandy	84094	158 4%
Sandy	84092	107 2%	Sandy	84094	134 3%	Sandy/Alta	84092	141 3%	Sandy	84070	120 3%
Sandy	84070	95 2%	Sandy	84092	131 3%	Midvale	84047	114 2%	Murray/SLC/ Taylorsville	84123	105 2%
Other		2166 49%	Other		2456 49%	Other		2331 47%	Other		1874 41%

Miller Campus - Zip Codes											
Fall 2009 (1,457 Headcount)			Fall 2010 (2,620 Headcount)			Fall 2011 (2,649 Headcount)			Fall 2012 (1,721 Headcount)		
S Jordan	84095	92 6%	Draper	84020	161 6%	Draper	84020	156 6%	S Jordan	84095	133 8%
W Jordan	84088	59 4%	S Jordan	84095	155 6%	S Jordan	84095	137 5%	Draper	84020	114 7%
Draper	84020	49 3%	Sandy	84094	150 6%	Sandy/Alta	84092	128 5%	Sandy	84094	112 7%
Riverton	84065	49 3%	Sandy	84092	138 5%	Sandy	84094	124 5%	Alta/Sandy	84092	101 6%
Sandy	84094	40 3%	Sandy	84070	119 5%	Sandy	84070	110 4%	Sandy	84070	90 5%
W Jordan	84084	36 2%	W Jordan	84088	95 4%	W Jordan	84088	86 3%	Bluffdale /Riverton	84065	75 4%
Sandy	84092	35 2%	Sandy	84093	93 4%	Kearns/WV C/ Taylorsville	84118	85 3%	West Jordan	84088	69 4%
SLC	84121	35 2%	Midvale	84047	81 3%	Riverton/ Bluffdale	84065	79 3%	Midvale	84047	58 3%
W Jordan	84081	34 2%	Riverton	84065	77 3%	W Jordan/ Taylorsville	84084	632 24%	Cottonwood Heights/ Holladay/ Murray	84121	53 3%
Midvale	84047	33 2%	W Jordan	84081	63 2%	Midvale	84047	60 2%	Taylorsville/ W Jordan	84084	51 3%
Other		992	Other		1488	Other		1621	Other		865

	68%		57%		61%		50%
Sandy Center – Zip Codes							
Fall 2009 (2,764 Headcount)			Fall 2010	Fall 2011	Fall 2012		
Sandy	84092	336 12%	Closed August 2010	Closed August 2010	Closed August 2010		
Sandy	84094	298 11%					
Draper	84020	225 8%					
Sandy	84093	198 7%					
Sandy	84070	193 7%					
SLC	84121	141 5%					
S Jordan	84095	138 5%					
Midvale	84047	129 5%					
Riverton	84065	107 4%					
W Jordan	84088	86 3%					
Other		903 33%					

## Student Services Departmental Goals and Assessment Plans 2012-2013

**Department Name: North Region, Student Services**

Departmental Goals for 2012-2013

### South City

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

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

College Priority & Objective: Improve Student Access and Success

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

## Survey Results for Westpointe Center

Results from the Fall Semester Survey:

18 Total survey responses received

### FALL 2010

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

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

#### Fall 2011

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

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

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

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

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

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

Strongly agree	59%
Moderately agree	29%

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

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

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

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

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

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

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

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

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

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

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

More class options, more GE, build schedule to allow for full time attendance.

Overhead projectors on 2<sup>nd</sup> floor to be buffered from HVAC vibration

Computer and internet access

A shower/locker room

Far from home

Keep temperature in check (too cold)

More bathrooms

More evening classes

More parking

Signs for the Student Center

More girls (haha)

No suggestions 2 responses

Outside groups that come for workshops are loud and interrupt classes

Fixed and rotor simulators that work and are more realistic to practice on

Provide dry erase markers that work

2 ply bathroom tissue

Clocks on the wall

Expand the vending selections 3 responses

Vending machines that the OneCard accept

Heater

Not requiring parking permit at Westpointe

No suggestions 7 responses

Action Taken: Share results with Nate Sutherland, Russell Collette and John Hurst to discuss the results and get input on the results and what recommendations they would suggest to continue to provide the support for students at the Westpointe Center in the future as the site growth.

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

College Priority & Objective: Improve Student Access and Success

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

Student Services Learning Outcome:

Acquire knowledge.

A. Master subject matter.

B. Apply knowledge.

C. Know about campus resources.

D. Use technology effectively.

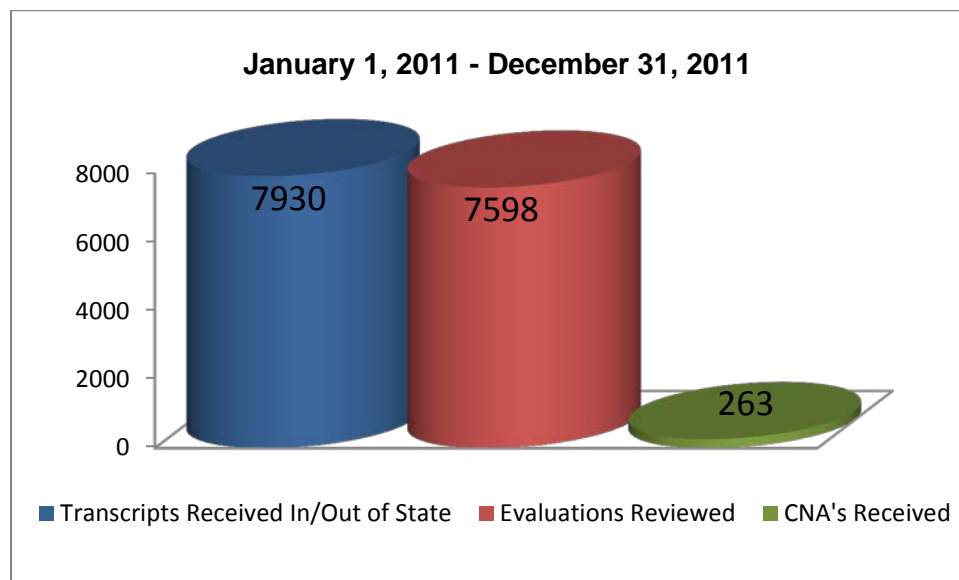
### **Enrollment Services: Incoming Transcript Office**

#### **Core Programs and Services**

The primary function of the Incoming Transcript Office, within Enrollment Services, is to transfer credit that will be applied toward the completion of associate's degrees and possible certificate programs to prepare individuals for career opportunities and an enriched lifetime of learning and growing. In addition to transferring credit to satisfy SLCC degree requirements, many students

transfer in credit to satisfy prerequisite requirements for coursework that will further advance their educational goals for employment or graduate school pursuits.

### ***Incoming Transcript Office: Transcripts Received & Evaluated***



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

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

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

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

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

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

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

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

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

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

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

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

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

- Getting Started handout (copy attached)
- Online Getting Started: <http://www.slcc.edu/gettingstarted/>
- Admission Letters (template/sample included)
- Orientation Brochure (page 15):  
<http://www.slcc.edu/orientation/docs/ConnectionsOrientation.pdf>
- Referenced in all New Student Orientations

In general, the turnaround time of processing transcript evaluations ranges from two to four weeks. During peak registration periods, the range can extend to six weeks. The office has made many improvements over the past several years to streamline the process and make the turnaround faster. The primary improvements have been made in communication to students.

Students who submit a transcript, but have not submitted a Request for Evaluation form, are notified and sent the link to submit the form. SLCC has also reached out to USHE institutions, which may have students transferring only for the summer or only for one or two classes, and shared the steps to the transfer evaluation process to inform their students who may need to clear a prerequisite. There have been many instances in the past year and a half when the turnaround time has been within a week or less.

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

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

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

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

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

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

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

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

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

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

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

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

Below are a few specific examples:

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

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

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

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

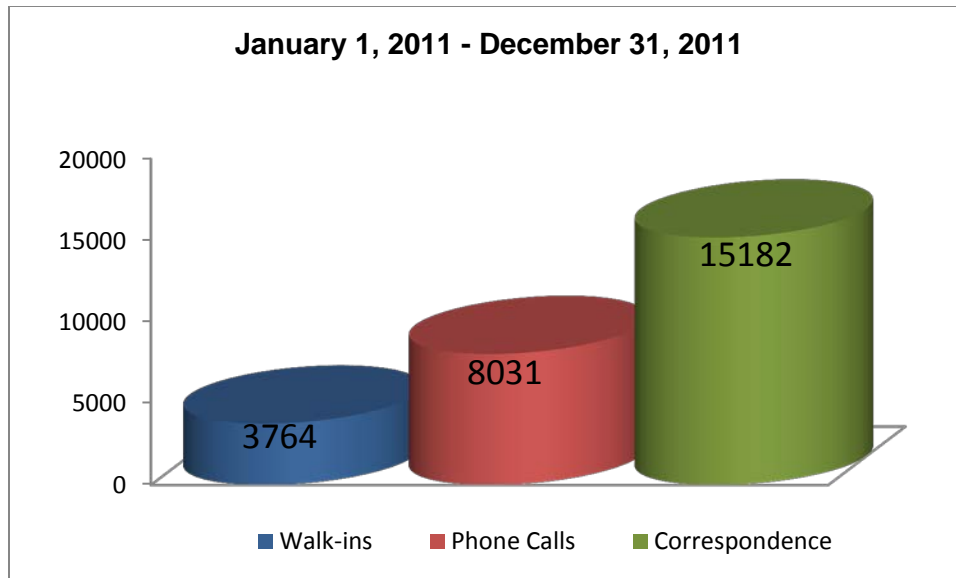
Nursing: In addition to posting general education and program prerequisites requirements, the nursing department requires additional coursework be posted strictly for the purpose of admissions and awarding points toward acceptance to the program. (Copy of additional courses is included.)

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

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

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

### ***Incoming Transcript Office: Contacts & Interactions***



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

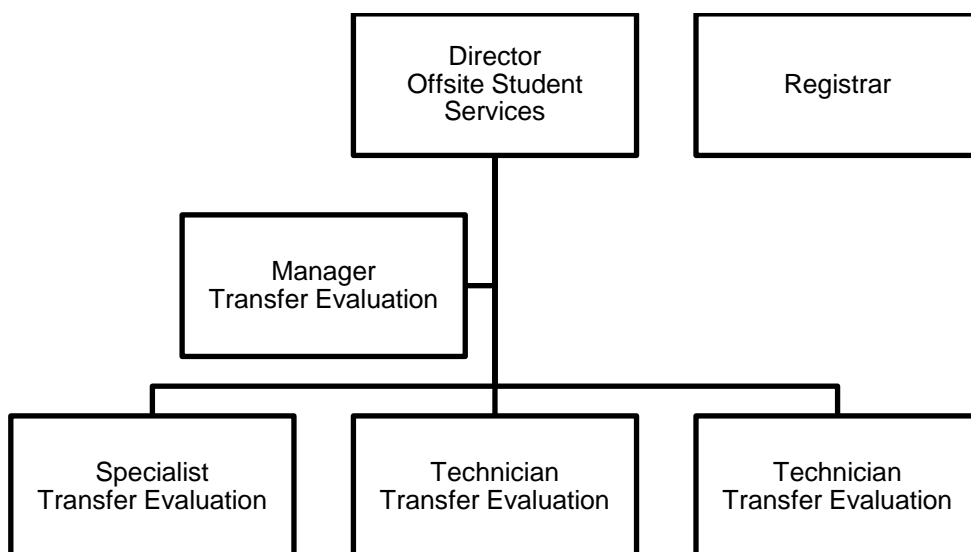
With the changes and improvements in technology, one day there may be automatic transferring of credit. In the meantime, our office aims to evolve with the changes, while maintaining a respectable level of service.

### **Leadership and Staffing**

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

- Manager
- Specialist
- (2) Technicians

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



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

**Staff and Responsibilities:** Department Staff Profile (attached)

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

Job Responsibilities:

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

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

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

### Qualifications:

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

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

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

### **Training and Professional Development**

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

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

Mandatory training courses include:

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

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

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

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

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

## **Evaluation**

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

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

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

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

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

### **Facilities, Equipment and Technology**

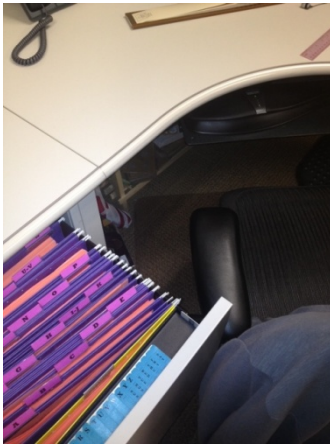
#### **Facilities**

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

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

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

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



**Image 1**



**Image 2**



**Image 3**

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

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

### Equipment

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

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

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

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

Furniture that has been provided in the manager's offices has been left over and pieced together. This may sound trivial, but there is an inconsistency within Student Services and the College at large.

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

## Technology

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

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

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

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

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

#### Projected Needs

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

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

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

#### Results/Findings:

#### **Summary of Self-Study**

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

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

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

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

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

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

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

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

#### Other Notes

##### Incoming Transcript Office

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

## Student Services Departmental Goals and Assessment Plans 2012-13

**Department Name:** Student Services, South Region (Jordan and Miller)

### Departmental Goals for 2012-2013

1. *Continue with improvements at Miller based on 2011-12 Needs Assessment.*

Improvements were made including new banners and maps to highlight and identify location of services; bi-monthly department highlights on the Student Services South Region website; and advertising of services to faculty. Window clings were requested; however, Institutional Marketing has decided not to place any additional window clings on campus.

The Director is currently working with the Master Planner and Student Life & Leadership to return MATC 102 to a student lounge (currently being used as a storage area), and to add tables and chairs to the Showroom area in MFEC. The furniture must be easy to move in/out for events, and a storage space for the furniture must be identified. Space is very limited at the Miller Campus so this is a major obstacle in accomplishing this goal.

Student Life & Leadership offered some programming at night but this area can still be expanded and improved. More coordination and support from Student Services South Region is being initiated for the upcoming year.

Several individuals/departments have been invited to attend Student Services staff meetings at Miller so we can expand campus connections and improve communication. New attendees include staff members from the Library, Division of Continuing Education and Department of Public Safety.

2. *Complete office remodel project at Jordan Campus.*

The remodel was completed in April 2013. It is currently being used by Financial Aid and for special projects regarding Early Enrollment. Plans are underway for departments to use the space on a rotational basis beginning in August as we approach the start of Fall semester.

3. *Establish practice and procedure for Early Enrollment within department.*

The responsibility of Early Enrollment admission was acquired in January 2012. The application process was immediately refined to better serve students. The entire program was assessed during 2012-13 and the details are outlined below.

4. *Continue working on request for Jordan Student Services remodel/expansion.*

The remodel plan was downsized considerably resulting in a project cost of \$36,500 rather than \$70,000. The remodel added one additional office that will be shared by departments such as the Thayne Center, School Relations, Multicultural Initiatives and Veteran Affairs.

5. *Continue to work with Orientation Office regarding their involvement in Health Sciences Orientations.*

Employees from the Orientation Office were scheduled to attend the Health Sciences Orientation in November to observe the program format. The employees did not attend the orientation, then the Orientation Director left SLCC soon after. The position was subsequently reorganized as a Director of First Year Experience. The search for a new director is currently underway. This conversation will continue with the new director in the upcoming year.

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

**College Priority & Objective:** Strategic Priority II – Improve Student Access and Success: Implement best practices to improve student participation in advising, learning support and non-curricular activities that are related to student persistence.

**Student Services Learning Outcomes:** 1) Develop cognitive skills; 2) Acquire knowledge and 3) Display practical competence and intrapersonal skills; 4) Department practices to enhance student completion

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

**Results/Findings**

Students enrolled in one or more courses at the Jordan Campus were invited to participate in a 10-question survey regarding their experience at the Miller Campus. Out of 4,707 students there were 612 respondents (13%). The survey results and full comments can be viewed in Campus Labs and are included as a hard copy in this report (Appendix A). Note that 24% of the respondents listed their major as Nursing; however, seven percent of students at the Jordan Campus are Nursing majors. A list of the Top 10 Majors for the campus is included in the Student Services, South Region Benchmark 2012-13 report (Appendix B). The survey questions are summarized below:

*1. How many credit hours are you currently taking in the Spring 2012 semester:*

a. 1-5 credit hours	10.95%
b. 6-8 credit hours	26.96%
c. 9-11 credit hours	23.37%
d. 12-15 credit hours	33.33%
e. 16-18 credit hours	4.08%
f. More than 18 credit hours	1.31%

*2. What is your major at SLCC?*

a. Biology	2.29%
b. Biotechnology	2.78%
c. Business	3.76%
d. Computer Science	1.80%
e. Criminal Justice	1.14%

- |                                   |        |
|-----------------------------------|--------|
| f. Dental Hygiene                 | 2.94%  |
| g. General Studies                | 18.3%  |
| h. Health Sciences                | 9.15%  |
| i. Medical Assistant              | 2.29%  |
| j. Mortuary Science               | 0.82%  |
| k. Nursing                        | 24.51% |
| l. Occupational Therapy Assistant | 2.94%  |
| m. Pharmacy Technician            | 1.31%  |
| n. Physical Therapist Assistant   | 2.61%  |
| o. Radiologic Technology          | 2.94%  |
| p. Surgical Technology            | 0.82%  |
| q. Undecided                      | 22.55% |
3. *When do you prefer taking your classes (check all that apply)?*

a. Mornings	62.25%
b. Evenings	51.14%
c. Weekdays	59.97%
d. Weekends	9.31%
  4. *Have you ever visited Student Services/Enrollment Services in the High Tech Center?*

a. Yes	51.31%
b. No	48.69%
  5. *To help us assess our hours of operation, tell us when you would most likely visit Student Services offices for assistance: (check all that apply)*

a. 8:00 a.m. – 9:59 a.m.	12.95%
b. 10:00 a.m. – 11:59 a.m.	18.18%
c. 12:00 p.m. – 1:59 p.m.	18.03%
d. 2:00 p.m. – 3:59 p.m.	16.85%
e. 4:00 p.m. – 5:59 p.m.	17.14%
f. 6:00 p.m. – 8:00 p.m.	16.85%
  6. *What are two things you like about taking classes at the Jordan Campus?*  
Common responses included clean, modern, beautiful facilities, nice lab equipment/technology, plenty of parking, convenience of location, close to home, faculty, quiet campus, not crowded, small campus, small classes, easy to get around, quiet, comfortable study spaces, availability of services and helpful staff.
  7. *What are two things you would recommend to make the Jordan Campus better for students?*  
Common responses included better food in the cafeteria (hot, fresh and healthy) , a workout facility for students, improve the traffic flow upon entering/exiting campus, better maps/signage, more information about available services, more information about upcoming events, expanded hours and more of everything—bookstore, cafeteria, library, tutoring, building hours , events, parking, lighting, study areas, chairs, food, coffee, vending machines, classes, *(Improvements are detailed below under “Actions Taken.”)*
  8. How skilled do you consider yourself in regard to accessing resources and getting the help you need?

a. Extremely skilled – I am usually able to find what I need	22.41%
--	--------

- |  |        |
|--|--------|
| b. Very skilled  | 28.69% |
| c. Moderately skilled – I find what I need most of the time or I ask someone | 45.5%  |
| d. Not very skilled  | 2.72%  |
| e. Not at all – I don't know where to look or who to ask                     | 0.68%  |
9. What is your age range?
- |             |        |
|-------------|--------|
| a. Under 18 | 1.53%  |
| b. 18-24    | 40.75% |
| c. 25-34    | 34.47% |
| d. 35+      | 23.26% |
10. What is your ethnicity?
- |                                   |        |
|-----------------------------------|--------|
| a. Asian/Asian American           | 3.57%  |
| b. Black/African American         | 0.85%  |
| c. Hispanic                       | 6.96%  |
| d. Native American/Alaskan Native | 0.68%  |
| e. White/Caucasian                | 78.78% |
| f. Other (please specify)         | 3.23%  |
| g. Prefer not to respond          | 6.11%  |

### Conclusion

The Needs Assessment corresponds with previously known data regarding students at the Jordan Campus, in addition to survey data collected from Miller Campus students in 2011-12:

- A high percentage of students attend full time
- Students attending Jordan live across the valley; some attend there because of their major and others attend because of the campus location.
- Enrollment in daytime vs. evening classes is evenly split.
- The preferred hours for accessing in-person services is distributed throughout the day and evening.
- Students of all ages attend the campus but the predominant age group is 18-24.
- The predominant ethnicity of students is White/Caucasian at 79%, with a small percentage identified as other ethnicities. Most comments listed under "Other" were individuals of more than one ethnicity. *(Future surveys will allow students to check all that apply.)*

As with the survey conducted last year at the Miller Campus, the most telling data came from the comments. The comments regarding what students like and what they recommend as improvements were both positive and informative. Surprisingly, 49% of students said they have never visited Student Services in the High Tech Center. Along with that, many students indicated a need for more services on campus. In correlation, it is important to note that 97% of students surveyed said they feel skilled at accessing resources and getting the help they need. Many improvements are in progress including better advertising and plans for days and/or events to highlight services.

Other suggestions for improvement included a larger variety of food (more hot, healthy options rather than just packaged snack food and candy), a workout facility, additional study space, traffic entering/exiting campus, more student events, better advertising of events, maps/signage on campus and friendlier service from employees.

## **Actions Taken**

### **Actions Taken to Improve Marketing and Visibility of Services**

The following improvements have been made or are in progress:

- New campus map/list of services designed by Institutional Marketing; to be handed out at beginning of each semester and made available at various locations on campus, in faculty mailboxes and online
- Work with Sign Shop to update signage in High Tech Center (after scheduled office moves are completed in Summer 2013)
- Work with Sign Shop to design a free-standing directional sign to be placed in the HTC lobby
- Possibly install “Lobby Vision” television near Student Services in HTC
- Advertise services, upcoming events, deadlines on electronic sign
- Draw more attention to the Student Services South Region website. Incorporate monthly department/service highlights and offer incentives such as a free drink coupon to encourage return visits. Place advertising near computers in computer labs, Library, Jordan Café, Courtesy Desk, Student Pavilion and on bulletin boards throughout campus. Promote website during student activities.
- Make more connections with faculty so they will better understand what services are available. Ask to visit classes during the first week. Promote “department highlights” to faculty.
- More involvement with Student Life and Leadership regarding training, event planning, type of events, board member responsibilities and how to make more connections with students, faculty and staff.
- Coordinate with Orientation and Student Life & Leadership to hold an Information Fair in conjunction with Welcome Back Week to promote services.

### **Actions Taken Regarding Other Comments**

- Worked with West Jordan City Planning Office to adjust timing on the traffic signal at the campus entrance. Provided Planning Office with data regarding SLCC, Itineris and JATC peak class times (beginning and ending). Traffic light was adjusted to allow a longer left-turn signal when entering campus from 9000 South and also when leaving

campus to travel westbound. The has alleviated the traffic backup that was occurring multiple times throughout the day.

- The B-Line Shuttle will begin a South Region route in Fall 2013. The shuttle will travel between Taylorsville Redwood, Miller, Jordan and the Trax station located north of the Jordan Campus.
- Coordinated with Student Life & Leadership to purchase a new refrigerator and microwave for the student lounge in JHS.
- Provided feedback to Food Services regarding requests for hot, healthy food options.
- Discussed survey results during staff meeting and asked attendees (staff and students) to respond in writing to three questions: a) What item/topic stood out to you? b) As an employee at the Jordan Campus, what is something you would like to see changed? and c) What can you commit to in your position to support or promote this change? Responses included: a) food complaints, lack of friendliness from employees, untrained employees/employees in various departments not knowing enough general information, students not knowing the availability of Student Services, Jordan Campus is a nice campus; b) more visitor parking spaces, offer more healthy food options and more variety, signage in buildings with a list of services, more training for everyone regarding basic campus knowledge and what each department does, more student involvement, better utilization of what's already available, fix problems with the traffic light, cross training for departments, improved attitude and energy when helping students, more flowers; and c) plant more flowers, improve my own attitude and then provide encouragement and training to staff, use electronic message board for advertising important dates, make other departments aware of financial aid deadlines, commit to finding the answers for students, be more attentive to students and not be preoccupied, better promotion of activities, more variety of events, improve awareness of Student Life & Leadership, stay current on changes within the College and all campuses, inform students of resources such as laptops, student organizations and scholarships.
- Worked with Copy Center to place a coin-operated copy machine in the High Tech Center, for use when the Copy Center is closed.

**Project (Assessment) Title: 2012-2013 Early Enrollment Admission**

**College Priority & Objective:** Strategic Priority II – Improve Student Access and Success: Implement best practices to improve student participation in advising, learning support and non-curricular activities that are related to student persistence.

**Student Services Learning Outcomes:** 1) Develop cognitive skills; 2) Acquire knowledge and 3) Display practical competence and intrapersonal skills

**Methodology:** In January 2012 the responsibility of early enrollment admission was acquired by the department of Student Services, South Region. Early Enrollment students will be tracked over a three-year period (Fall 2012-Spring 2015) to evaluate their progress toward completion of their stated educational objective. Each year Early Enrollment students will be assessed until their high school completion. For example, students who begin early enrollment as a high school sophomore will be evaluated for three years; students who begin early enrollment as a high school senior will be evaluated for one year. Departmental review will include:

- Survey of Early Enrollment participants in September 2012 to assess:
  - individual educational purpose
  - effectiveness of our services throughout the admission and enrollment process
- Monitoring of all contacts throughout year (in person, phone and email)
- All documents currently being used/distributed to students
- Means of advertising/promotion to high school students
- Monitoring of student progress toward completion of their stated educational objective, i.e. completion of an associate degree, prerequisites or courses in preparation for transfer to another institution.

High school seniors will be measured at end of year one (in Spring 2013), with seniors being measured again in 2014 and 2015.

### Results/Findings

The primary objective in assigning Early Enrollment to an office/individual was to reduce the confusion and run-around experienced by students and parents. Since Early Enrollment is considered special status admission, it is often complex with different circumstances for each applicant. The first step taken was to streamline the admission process. The details are described in the *Actions Taken* section and the full assessment is included as Appendix B.

An interesting finding (Table 3) is that 65% of students participating in Early Enrollment live in the southwest quadrant of the Salt Lake valley. Understandably, a large number of participants are students at Itineris Early College High School, which is located on the Jordan Campus. Itineris counselors work closely with SLCC's Concurrent Enrollment and Early Enrollment offices to support students in achieving the goal of completing an A.A.S. degree in conjunction with high school graduation. Other factors for consideration include the large high school population in the area (Copper Hills, Bingham, Riverton and Herriman) and contact with these high schools by Holly Perry, Concurrent Enrollment Advisor.

The following data was collected from January 2012 to present:

<b>Table 1: Early Enrollment Applications Accepted for Admission</b>	
Application/Start Term	Number of Applications
Summer 2012	232
Fall 2012	19
Spring 2013	50
Summer 2013	176
Total	477

<b>Table 2: Student/Parent Contacts</b>			
June 2012 – May 2013			
1,215			
74% were email or phone			
Average of 2.6 contacts per applicant			

<b>Table 3: Early Enrollment Zip Codes Summer 2012-Summer 2013</b>			
84095	South Jordan	100	21%
84081	West Jordan	53	11.1%
84088	West Jordan	47	9.9%
84065	Bluffdale/Riverton	55	12%
84096	Herriman/Riverton	34	7%
84084	West Jordan/Taylorsville	20	4.2%
84123	Murray/Salt Lake City	19	4%
84094	Sandy	14	2.9%
84092	Sandy	13	2.7%
84020	Draper	13	2.7%
84118	Kearns/SLC/Taylorsville/WVC	10	2.1%
84120	SLC/WVC	10	2.1%
84121	Brighton/Cottonwood Heights/Holladay/Murray/SLC	10	2.1%
84129	Salt Lake City/Taylorsville	10	2.1%
84070	Sandy	8	1.7%
84119	SLC/Taylorsville/WVC	6	1.2%
84093	Cottonwood Heights/Sandy	6	1.2%
84128	SLC/WVC	6	1.2%
84010	Bountiful	6	1.2%
84106	SLC	6	1.2%
84044	Magna	4	.84%
84116	SLC	4	.84%
84043	Lehi/Saratoga Springs	3	.63%
84117	Holladay/SLC	3	.63%
84109	SLC	3	.63%
84124	Holladay/SLC	3	.63%
84105	SLC	3	.63%
84054	N Salt Lake	3	.63%
84047	Cottonwood Heights/Midvale	2	.42%
84107	Millcreek/Murray	2	.42%
84003	American Fork/Highland	2	.42%
84037	Fruit Heights/Kaysville	2	.42%
84087	W Bountiful/Woods Cross	2	.42%
84713	Beaver	2	.42%
84005	Eagle Mountain	1	.2%
84045	Saratoga Springs	1	.2%
84104	SLC	1	.2%
84108	SLC	1	.2%
84103	SLC	1	.2%
84014	Centerville	1	.2%
84098	Park City	1	.2%
84025	Farmington	1	.2%
84601	Provo	1	.2%
84403	Ogden	1	.2%

84068	Park City	1	.2%
78641	Leander	1	.2%
91011	La Canada	1	.2%
85142	Queen Creek	1	.2%
<b>Total</b>		<b>477</b>	

Upon application, students complete a short survey regarding their intended goal or purpose in enrolling early at SLCC. The following information was collected:

<b>Table 4: Early Enrollment Applicant Data</b>	
<b>Year in High School</b>	<b>Number of Students</b>
Freshman	5
Sophomore	84
Junior	238
Senior	37
Concurrent Enrollment student	293 out of 477(61%)
<b>Purpose</b>	
Degree seeking (college degree by end of high school)	251
Fulfill scholarship requirements	27
Complete General Education courses	51
High school completion/early graduation	9
Complete prerequisite courses	26
<b>Plans Following High School</b>	
Transfer to 4-year institution	294
Complete degree and go to work	9
Continue attending SLCC	27
Join the military	3

Of these students, the high school seniors were contacted in May 2013 to assess completion toward their stated goal. Contact attempts included two phone calls (in afternoon/evening after high school hours) and one email when phone contact was not made. All seniors were contacted.

<b>Table 5: High School Seniors – Completion of Intended Goal</b>	
Did you accomplish your goal?	Yes – 32 No – 5
If no, why not?	
Never enrolled	1
Didn't finish classes	2
Miscommunication concerning degree requirements	1
Didn't understand how the program worked	1

Finally, a number of unique requests were made by students, parents, high school counselors and SLCC employees. Each request was reviewed and a decision was made based on student qualification, deadlines and availability of additional resources. Following are notes about some of the requests:

- Beaver High School attempted to enroll four students in ENGL 2010 because there was not a concurrent ENGL 2010 offering. After applying and attempting to complete our admission

requirements, they were able to work with the Board of Regents and develop a concurrent online class to meet their needs. (We refunded two application fees.)

- The Jordan Applied Technology Center (JATC) asked to enroll two concurrent enrollment students in BIOL 2320 after the deadline. The students had failed the class and needed to complete it as a prerequisite for SLCC's Surgical Technology program. The students were allowed the students to apply and register three weeks after the deadline.
- 25 students from Copper Hills High School wanted to take a Criminal Justice class that's not offered as a concurrent section. We agreed to process 25 Early Enrollment applications (three weeks after the deadline) with the understanding that our class would be taught on their high school campus. However, the class did not develop because most of the students did not meet the college-ready requirement.
- An academic advisor called concerning a student who had submitted an online admission application with the intention of Early Enrollment admission. The application processed through the online system/download (he/she was old enough that it was not stopped in the online process); however, the application didn't process completely because the required documentation was never turned in and the student hadn't ever contacted the Early Enrollment office regarding admission. The student assumed she was enrolled because she was never told otherwise. On her assigned registration day she contacted Early Enrollment because she could not register, and the problem was discovered. Her application was then processed correctly and she was allowed to submit the remaining paperwork after the deadline.
- An applicant contacted Early Enrollment because she could not register for classes. She had been given incorrect information at Student Express. She was told that because she was a Concurrent Enrollment student she would only need to complete an Update Form instead of completing the Early Enrollment application process. She was also told to submit the application at the Enrollment Services Office at Taylorsville, which she did. Because of the issues her application was put on hold and never processed. The student assumed she was complete. After she contacted Early Enrollment her application was processed correctly and she was allowed to submit the remaining paperwork after the deadline.
- An SLCC Associate Professor called and asked permission to enroll her daughter in EE because of a scheduling conflict in concurrent enrollment. This request was denied because it was after the Early Enrollment and SLCC admission deadlines.
- An adjunct faculty member contacted Early Enrollment after talking to Holly Perry. He wanted to enroll his son in PHY 2210 and PHY 2215 through Early Enrollment. His son had never applied and the Early Enrollment and institutional admission deadlines had both passed, so the request was denied. The father was unhappy with the decision.
- A father was very upset because his son was denied admission for summer term due to low test scores in math. The student placed into MATH 0990 but the requirement is Math 1010 or higher. The father wanted the student to take Math 0990 during the summer so he could take Math 1010 as a concurrent enrollment class in the fall. The requirements for college readiness were explained but the father refused to accept that decision and insisted that we were jeopardizing his son's opportunity for education by now allowing him to take the class. Information was provided regarding websites and other review materials so the student may

spend time reviewing then take the class again in hopes of Math 1010 placement for Fall Semester.

## **Conclusion**

The student survey, collection of data and follow-up phone calls have supported the establishment of strong baseline data by which we can monitor and evaluate Early Enrollment at SLCC. Clearly, the majority of participants are high school juniors and are using Early Enrollment as one piece of completing a degree in order to qualify for a scholarship.

The information has also prompted many questions that can be addressed as students are monitored over the next several years. Items for consideration are outlined under *Actions Taken*.

## **Actions Taken**

The following improvements were made:

- Updated requirements and written materials to reflect requirements of SLCC's admission policy
- Determined that a completed application packet (admission application, parent permission letter, high school counselor permission letter, ACT/Accuplacer scores) must be turned in at the Jordan Campus. Some employees expressed concern about students not being able to turn in documents at other locations; however, one of the main issues has been students turning in some of the paperwork and items getting separated when turned in at different locations. The staff at the Jordan Campus has been trained extensively regarding the required documentation so that students are submitting the correct documents. This has allowed for the elimination of pending files.
- Determined appropriate priority and hard deadlines for the upcoming year. The deadlines are earlier than SLCC's admission deadline so students can complete required orientation and advising and still register in a timely manner. Deadlines are included in the Academic Calendar, advertised on the Early Enrollment webpage, advertised at high schools via flat-screen televisions and high school counselors.
- Updated Early Enrollment webpage
- Added requirement for Early Enrollment students to participate in a new student orientation and meet with an Academic Advisor prior to registering for classes. Students who also participate in Concurrent Enrollment meet these requirements by attending a Concurrent Enrollment information meeting and meeting individually with Holly Perry or Mike Brammer (Concurrent Enrollment Advisors). Students who don't participate in Concurrent Enrollment are considered "EE-only" students. Upon acceptance and processing of their application, an orientation hold and an advising hold are placed each student's record.

Additional improvements in progress:

- Development of an Early Enrollment admission application (separate from the regular SLCC admission application). A PDF application can be made available online which will make it more

easily accessible to students and parents. Required documentation and a brief survey can also be included with the application.

- Continue to work closely with Concurrent Enrollment to promote the benefits of Early Enrollment, and more widely advertise application deadlines.
- Address issue of students who occasionally apply online using the regular admission application. Currently, the online application gives a message that Early Enrollment students should not apply online; however, some still do and this causes a delay in processing.

#### Other Actions

- Continue to collect self-reported data regarding completion of goals.
- Based on initial data collection, expand the information to include a sample of graduation degree audits on high school seniors who have identified their objective as completion of a degree. 53% of students plan to complete an A.S. degree—how many of those students earn a degree?
- Discuss with Concurrent Enrollment the possibility of administering a survey to gather similar information, i.e. why students participate in concurrent enrollment, participation rates by high school grade, and if students know about Early Enrollment admission.

#### Attachments

Appendix A: Campus Needs Assessment, South Region (Jordan Campus)

Appendix B: Student Services, South Region Benchmarks 2012-13

Appendix C: Early Enrollment Student Survey



## Student Services Annual Highlights

2012-2013

Department Name: North Region Student Services

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

- Enrollment from the SAT merged with Credit ES
- Liz Brewster and Talieya Wallace coordinate front desk training of Enrollment Services for credit and non-credit program information and process at SCC and Highland.
- Most of the SCC Student Services staff received Staff Star recognition
- Liz continued coordinating registration and enrollment information for CBJT
- Liz and Sara provided on-going assistance with registration appeals while appeals officer position was vacant.
- ES, continue to assist students navigation around construction.
- Sara Byrd served as secretary to Staff Association.
- Carol served on the following committees: Informed Budget, Technology Fee, Site Service Standard, Over flow parking at SCC, Campus Connect and Site Administration.
- Carol and Allison participated in Campus Connect
- Carol received five new SAT staff
- Carol organized a “welcome” breakfast for the SAT folks who merged with Student Services.
- Carol submitted job descriptions to Human Resources to be reviewed for the job families in Talent Management.
- Carol was successful in securing remodeling funds from the IBP process to upgrade the lighting and paint in the Student Express Area at the South City Campus. Have secured an electrical engineer to cost out the price for lighting in the Student Express and overhead lighting for Enrollment Services.
- Carol continues to participate in coordination of information to Student Services departments during the SCC construction.
- Lily Ren and Sue Cassidy have been crossed trained with the credit and non-credit Enrollment Services and reception duties and each provide and overlap full coverage at Highland. Training is also coordinated with Faculty Support to help with coverage as well.
- John Hurst has assisted with the transition planning for the Westpointe site which opened for classes Fall Semester 2012.
- John serves as Site Administrator, Building Manager, Cert team and HAM operator.

## **Incoming Transcript Office**

### **Incoming Transcript Office 2012-2013 Highlights**

- **8,669** Transcripts Received in 2012 ↑**3.67%**
- **8,570** Transcripts Evaluated in 2012 ↑**7.70%**
- Departmental **Student Services** Representation/Participation:
  1. Student Services Professional Development Committee
  2. DegreeWorks Implementation Team
  3. Almost Completers Team Member
- Departmental **College** Representation/Participation:
  1. College Grievance Committee Member
  2. Curriculum Committee Member
- Departmental **State/Regional** Representation/Participation
  1. State Articulation Committee
  2. State Transfer Guide Task Force
  3. WICHE Interstate Passport Initiative – Member of Task Force
  4. NASPA Local Arrangement Committee – Regional Conference in Salt Lake City  
**November 2013**
- Attendance at PACRAO, AACRAO and UACRAO Conferences

## **Assessment Highlights:**

- In Coming Transcript Office participated in the Registrar's Program Review
- Conducted Student Services student satisfaction survey at Westpointe Center
- Of the responses received 88% of students found the Westpointe Center to be a positive and supportive environment.
- Westpointe Center students find the Westpointe Center to be conducive to collaborating with their fellow students as well as faculty.
- Recommendation from Westpointe Center students as at Highland and Library Square, commented on the lack of food options onsite.



## Student Services Annual Highlights 2012-2013

Department Name: Student Services, South Region (Jordan & Miller)

Dash Board Indicators: attached

### Programming or Service Highlights:

- Specialist served as SLCC Staff Association President for 2012-2013
- Specialist served as Secretary for PACRAO (regional organization)
- Specialist attended regional PACRAO conference
- Staff attended UACRAO conference (state organization)
- Staff attended Utah ACT Conference
- Continued employing seasonal/Rush Student Express employees at Jordan Campus
- Directed Early Enrollment admission; completed one full year of program management and made several improvements to the process
- Director assumed new role as Jordan Campus Site Administrator
  - Participated in emergency preparedness training and planning meetings
  - Organized campus emergency preparedness (ongoing)
  - Worked with Charlie Dressen to update CERT/Building Marshall information at Jordan
  - Worked with Charlie Dressen to offer additional training at Jordan
- Conducted Student Needs Assessment at Jordan Campus
- Conducted survey of Early Enrollment students
- Participated in Program Review/Site Visit for Enrollment Services
- Co-planned First Annual Jordan Campus Employee Kickball Event
- Two employees attended "Let Your Life Speak" retreat
- Director participated in panel discussion for U of U ELP students
- Increased promotion of services at Miller based on student survey results
- Completed HTC 101 remodel at Jordan
- Produced "Site Service Standards" document
- Coordinated with Dean of Students to offer Civility training at Jordan and Miller
- Assisted with Campus Connect orientation at Jordan Campus
- Assisted with Health Sciences orientations each semester
- Assisted Auxiliary Services in transition from Jordan Café to "Grab 'n Go"

### Assessment Highlights:

- Continued analysis of zip codes, ACT/CPT participation, financial aid participation, majors and enrollment patterns at each site
- Administered second phase of Campus Needs Assessment at the Jordan Campus.
- Administered first phase of Early Enrollment student survey