

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%

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|----|------------------------------|--------|
| 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. This 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 C.

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:

Application/Start Term	Number of Applications
Summer 2012	232
Fall 2012	19
Spring 2013	50
Summer 2013	176
Total	477

June 2012 – May 2013 1,215 74% were email or phone Average of 2.6 contacts per applicant

Zip Code	Location	Count	Percentage
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%
Total		477	

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

Table 4: Early Enrollment Applicant Data	
Year in High School	Number of Students
Freshman	5
Sophomore	84
Junior	238
Senior	37
Concurrent Enrollment student	293 out of 477(61%)
Purpose	
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
Plans Following High School	
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.

Table 5: High School Seniors – Completion of Intended Goal	
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