

## Departmental Goals and Assessment Plans 2016 – 2017

### Department Name: Student Services, North Region

Departmental Goals for 2016-2017(not all of these have to be assessed)

1. Define standard service hours at non-hub campuses/sites.

Hours at non-hub campuses/sites are standard for the North and South Region “Student Services” offices (8 am-7 pm Monday through Thursday, and 8 am-4:30 pm on Friday). The directors drafted a model to standardize “Tier 1” and “Tier 2” services but that has not been implemented due to staffing limitations.

2. Standardize data collection between North and South Regions to assist in identifying unmet needs and determine student traffic patterns.

This is being accomplished through a combined assessment project of working with Institutional Research to develop campus profiles.

3. Work with Student Affairs leadership to outline staffing plans for Westpointe Career and Technical Education Center (WPC), scheduled to open in 2018.

Student Affairs Directors identified staffing and office space needs at WPC. Because of budget constraints, it was determined that WPC will be staffed with existing staff. Final staffing decisions will not be made until the current reorganization plans are complete.

4. Participate on the Utah System of Higher Education (USHE) Affordable Participation and Timely Completion Grant Task Force with the primary goal of increasing the average student course load by three credit hours per semester.

In July 2017, SLCC was awarded a USHE Affordable Participation & Timely Completion grant to conduct a comprehensive review of its scheduling practices to better align class offerings with student needs. The following recommendations come from a variety of sources--student surveys; forums with students, faculty, and academic/student affairs administrators; site visits to colleges in Florida, Tennessee, and Arizona; a scheduling process analysis by a consultant from AACRAO; a historical schedule analysis by Ad Astra Scheduling Systems; and consulting work by Ellucian:

- Roll semester schedule at the third week census date of each term and immediately hold schedule debriefings with each academic school to incorporate lessons learned into schedule edits.
- Ensure that schedule construction is a shared activity between faculty, academic administrators, and program advisors by establishing and disseminating clear schedule building procedures.
- Provide dynamic scheduling reports for faculty and academic administrators to slice-and-dice their schedule data and view it in graphical format.
- Provide adequate technological tools to support the needs of the scheduling process.
- Explore block registration for cohort or semi-cohort programs.

Fall 2017:

- Increase the number of sections of overloaded courses and decrease the number of sections of underutilized courses.
- Make ALL class cancellation decisions no later than one week before the start of the term.
- Reduce the standard credit limit to 18 credits per student.
- Disable class waitlists after 11:59 pm on the night before the term.
- All faculty will use the administrative drop consistently.

Fall 2018:

- Move to MW/TTh/FS or M-Th default meeting patterns instead of MWF/TTh.
- Spread out schedule offerings, particularly in the evening.
- Intentionally schedule programs at particular campuses and times of day to ensure that students can get all the classes they need without traveling among campuses or being forced to attend both day and night classes in order to complete.
- Release entire year schedule for students to view when Fall semester registration begins.
- Provide additional information for students to make informed choices.

#### Spring 2018

- End the add period after the second day of the term.
- Establish a 12-week block and reserve these classes until after the add period for the full term.

### **Project (Assessment) Title: 2016-2017 Develop New Baseline Data to Support Campus-Specific Efforts to Improve Student Access and Completion.**

*Note: List the year, 2016-2017, in front of each assessment title.*

#### Strategic Goal

Data will assist college-wide efforts in support of

- Securing Institutional Sustainability and Capacity
- Increasing Student Completion
- Achieving Equity in Student Participation
- Achieving Equity in Student Completion

#### Methodology (Plan/Timeline/Method):

##### Plan

Over a two-year period, establish a data-supported understanding of the unique characteristics and needs of students at each campus/site. This will help inform and support campus-specific efforts to improve student access and completion.

##### Timeline

- 2016-2017: In collaboration with Institutional Research, begin ongoing data collection, define student and campus relationship, and analyze data.
- 2017-2018: Identify needs at sites and partner with Student Affairs directors to establish timeline for responding to identified needs in accordance with the SLCC Site Standards.

##### Method

1. Collaborate with Institutional Research to collect data.
2. Define key performance indicators.
3. Develop a framework and establish a baseline of campus/site-specific data.
4. Share findings with Student Affairs leadership.
5. Partner with Student Affairs directors to establish a timeline for responding to identified needs.

*Note: If you are assessing a learning outcome, list the learning outcome.*

#### Results/Findings

1. Collaborate with Institutional Research to collect data: North and South Region Directors met with Institutional research to determine a framework of what data to collect to determine what factors define the relationship between students and campuses.
2. Define key performance indicators: Jessie Winitzky-Stephens worked with us to refine our questions, then gathered and compiled campus/site-specific data encompassing race and ethnicity, gender, Pell recipients, former concurrent enrollment, age, current enrollment status (number of credits), and zip codes.
3. Develop a framework and establish a baseline of campus/site-specific data:

The following categories were established and analyzed:

- Race and Ethnicity—Overall, proportion of students who identify as white and Hispanic has remained somewhat stable. However, campus-specific differences emerge, especially at West Valley Center (WVC). South Region tends to have a slightly higher proportion of students who identify as Hispanic.

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- Gender—Overall, about half of SLCC students are women. However, Jordan Camus (JC) tends to have more women, while Meadowbrook Camus (MC) and Westpointe Center (WPC) are predominantly male. As a result, North Region students are more likely to be male; South Region students are more likely to be female.

[https://viz.uen.org/t/slcc/views/Campusprofiledashboards10\\_0dempgraphics20170519/GenderStory?:embed=y&:showShareOptions=true&:display\\_count=no&:showVizHome=no](https://viz.uen.org/t/slcc/views/Campusprofiledashboards10_0dempgraphics20170519/GenderStory?:embed=y&:showShareOptions=true&:display_count=no&:showVizHome=no)

- Pell & Former Concurrent Enrollment—Students in the North Region are more likely to be Pell-eligible. Students in the South Region are more likely to be former concurrent. JC students are more likely to be former concurrent. WVC student are more likely to be Pell-eligible. Among North Region campuses, South City Campus (SCC) students are most likely to have been concurrent.

[https://viz.uen.org/t/slcc/views/Campusprofiledashboards10\\_0dempgraphics20170519/PellFCEStory?:embed=y&:showShareOptions=true&:display\\_count=no&:showVizHome=no](https://viz.uen.org/t/slcc/views/Campusprofiledashboards10_0dempgraphics20170519/PellFCEStory?:embed=y&:showShareOptions=true&:display_count=no&:showVizHome=no)

- Age—Summer semester students tend to be older. Among South Region campuses, students at Miller Campus (MC) tend to be older, while JC students tend to be younger. Among North Region campuses, WPC students tend to be older and SCC students tend to be younger.

[https://viz.uen.org/t/slcc/views/Campusprofiledashboards10\\_0dempgraphics20170519/AgeStory?embed=y&showShareOptions=true&display\\_count=no&showVizHome=no](https://viz.uen.org/t/slcc/views/Campusprofiledashboards10_0dempgraphics20170519/AgeStory?embed=y&showShareOptions=true&display_count=no&showVizHome=no)

- Enrollment—Overall, students enrolled in more credit hours per semester at Taylorsville-Redwood Campus (TRC) and online. Students taking at least one credit at TRC take, on average 6-8 credits there. Students taking at least one credit at North Region campuses take, on average, 4-6 credits at these campuses. Students taking at least one credit at South Region campuses take, on average, 5-6 credits there.

[https://viz.uen.org/t/slcc/views/campusenrollmentstories20170522/Enrollment?embed=y&showShareOptions=true&display\\_count=no&showVizHome=no](https://viz.uen.org/t/slcc/views/campusenrollmentstories20170522/Enrollment?embed=y&showShareOptions=true&display_count=no&showVizHome=no)

- Campus selection by zip code—TRC and JC draw the most students. TRC, JC, and online draw from across SLCC's service area. JC students are more likely to come from the south end of the valley. WVC students tend to come from the west side of the valley. SCC students tend to come from the northeast end of the valley. There appears to be a relationship between region preference and zip code. North region students tend to live in the northern and eastern parts of the valley. South region students tend to live in the southern and western parts of the valley.

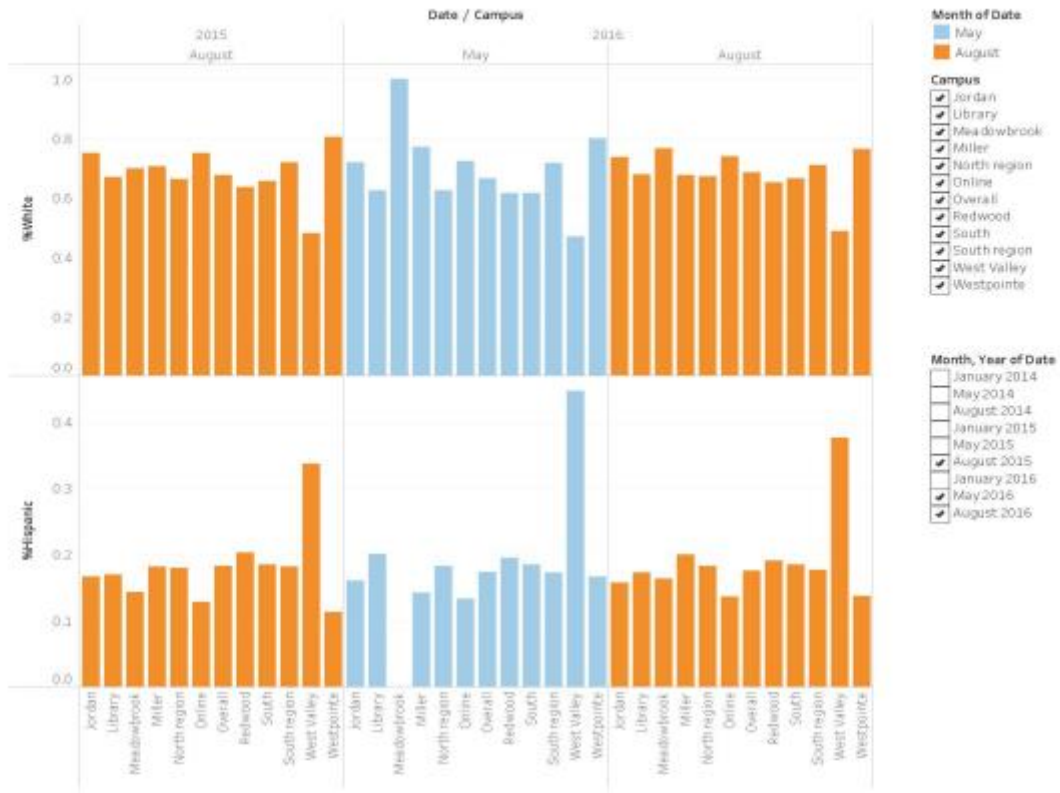
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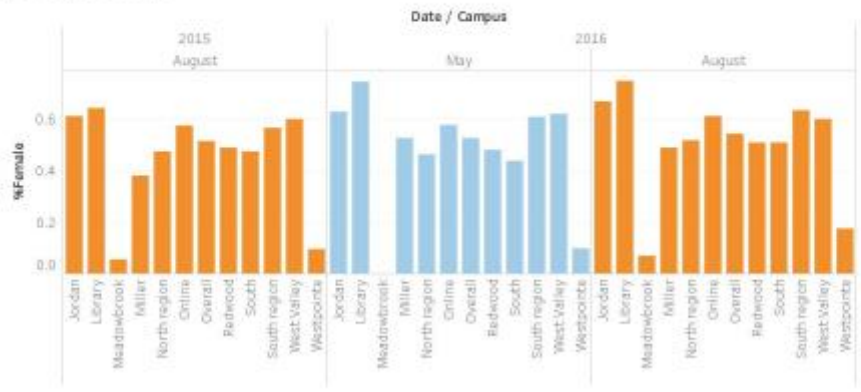
#### Actions Taken (Use of Results/Improvements)

The data gathered confirms patterns we have observed through monitoring zip codes and majors by sites. We have seen a correlation between campus choice and both major course of study and proximity to home. In light of strategic changes focused on academic pathways and strengthening campus/site foci this data provides a solid framework regarding student enrollment patterns. This data can guide decision making over the next 2-3 years as pathways are defined and site support services are strengthened.

- Share findings with Student Affairs leadership following year two of Action Plan.
- Partner with Student Affairs directors to establish a timeline for responding to identified needs following year two of Action Plan.



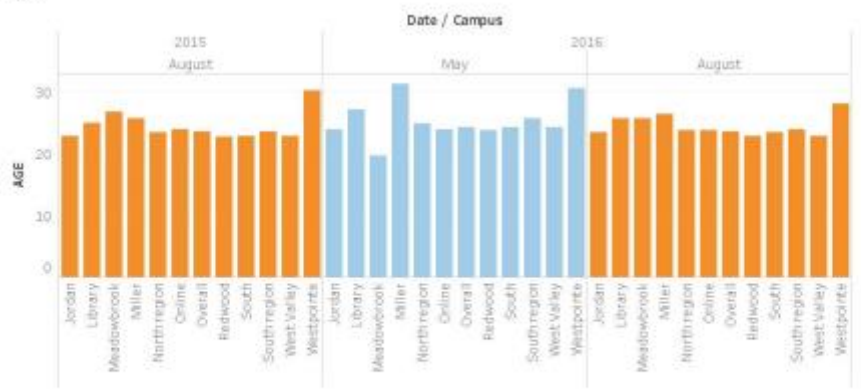
### Percent Female



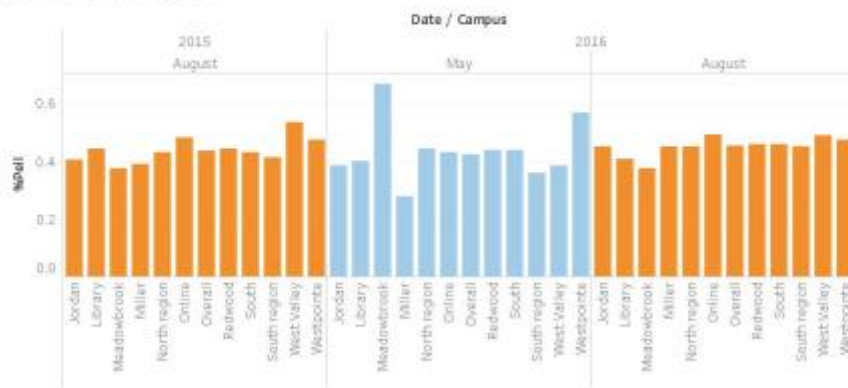
- Month of Date**
- May
  - August
- Campus**
- Jordan
  - Library
  - Meadowbrook
  - Miller
  - North region
  - Online
  - Overall
  - Radwood
  - South
  - South region
  - West Valley
  - Westpoints

- Month, Year of Date**
- January 2014
  - May 2014
  - August 2014
  - January 2015
  - May 2015
  - August 2015
  - January 2016
  - May 2016
  - August 2016

### Age



### Percent Pell-eligible



#### Month of Date

- May
- August

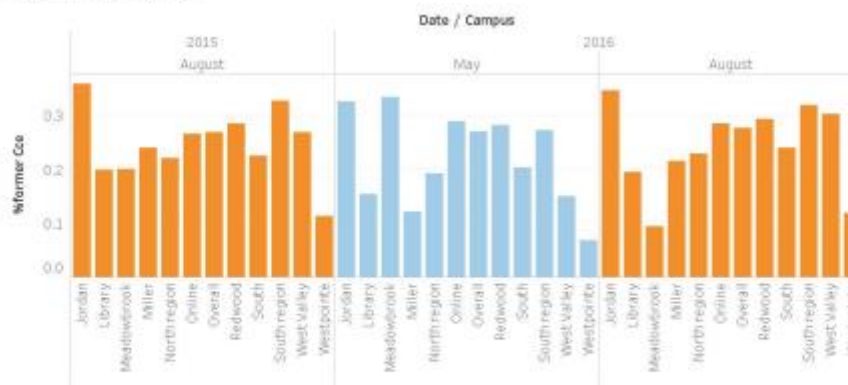
#### Campus

- Jordan
- Library
- Meadowbrook
- Miller
- North region
- Online
- Overall
- Redwood
- South
- South region
- West Valley
- Westpointe

#### Month, Year of Date

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### Percent Former CE







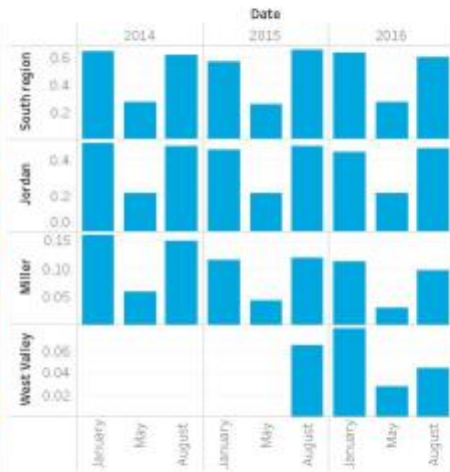
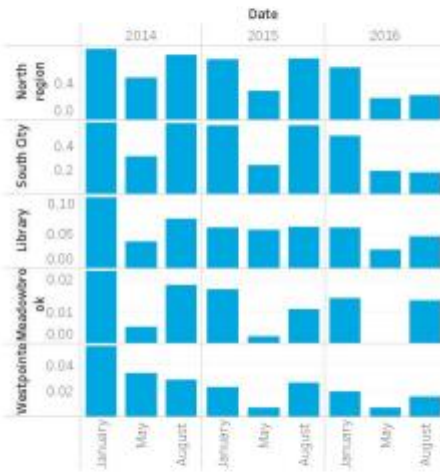
# Story Title

Overall, students enroll in most classes per semester at Redwood. Students taking at least one credit at Redwood take, on ave. Students taking at least one credit at a North Region campus. Students taking at least one credit at a South Region campus.

North region

South region

North region  
0 to 27



South City  
0 to 21

Library  
0 to 19

Meadowbrook  
0 to 20

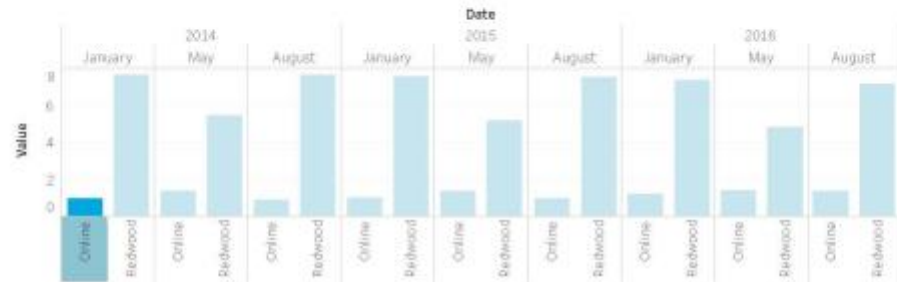
Westpointe  
0 to 19

South region  
0 to 21

Jordan  
0 to 21

Redwood & Online

Miller  
0 to 19



WVC  
0 to 13 and Null values

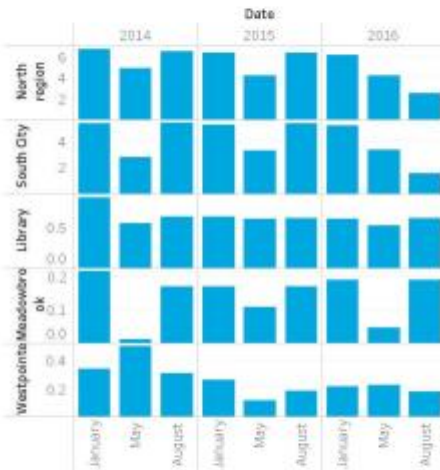
Redwood  
1 to 22

Online  
0 to 21

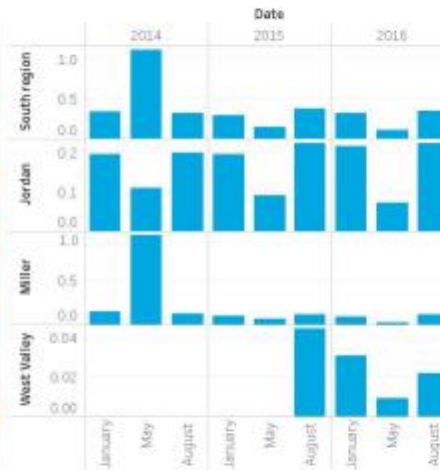
# Story Title

Overall, students enroll in most classes per semester at Redwood. Students taking at least one credit at Redwood take, on average, 1.0 credit. Students taking at least one credit at a North Region campus, on average, take 0.5 credits. Students taking at least one credit at a South Region campus, on average, take 0.2 credits.

### North region



### South region



North region  
1 to 27

South City  
0 to 21

Library  
0 to 19

Meadowbrook  
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Westpointe  
0 to 19

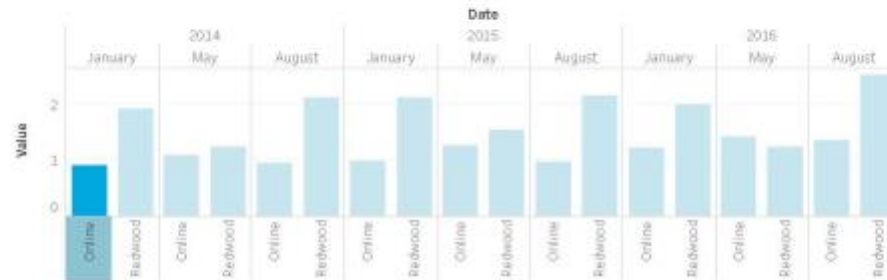
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Jordan  
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Miller  
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West Valley  
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### Redwood & Online



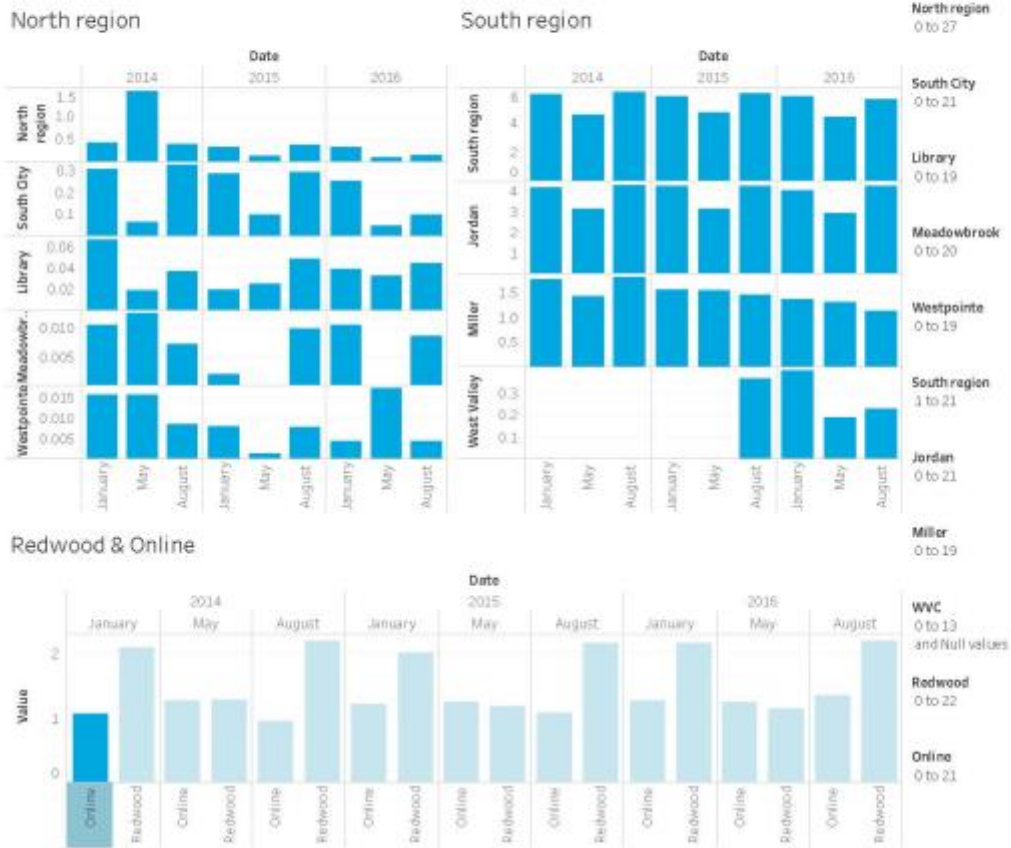
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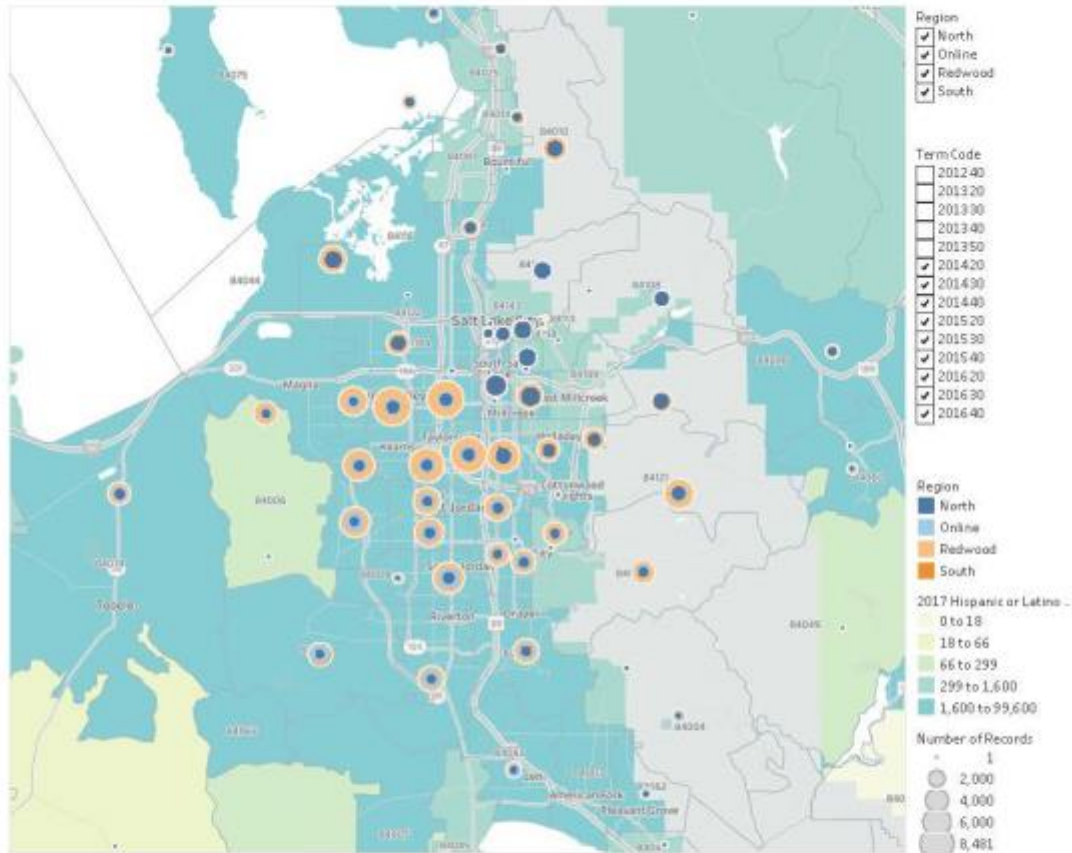


## Region preference by zip code

There appears to be a relationship between region preference and...

North region students tend to live in the northern and eastern...

South region students tend to live in the southern and western...

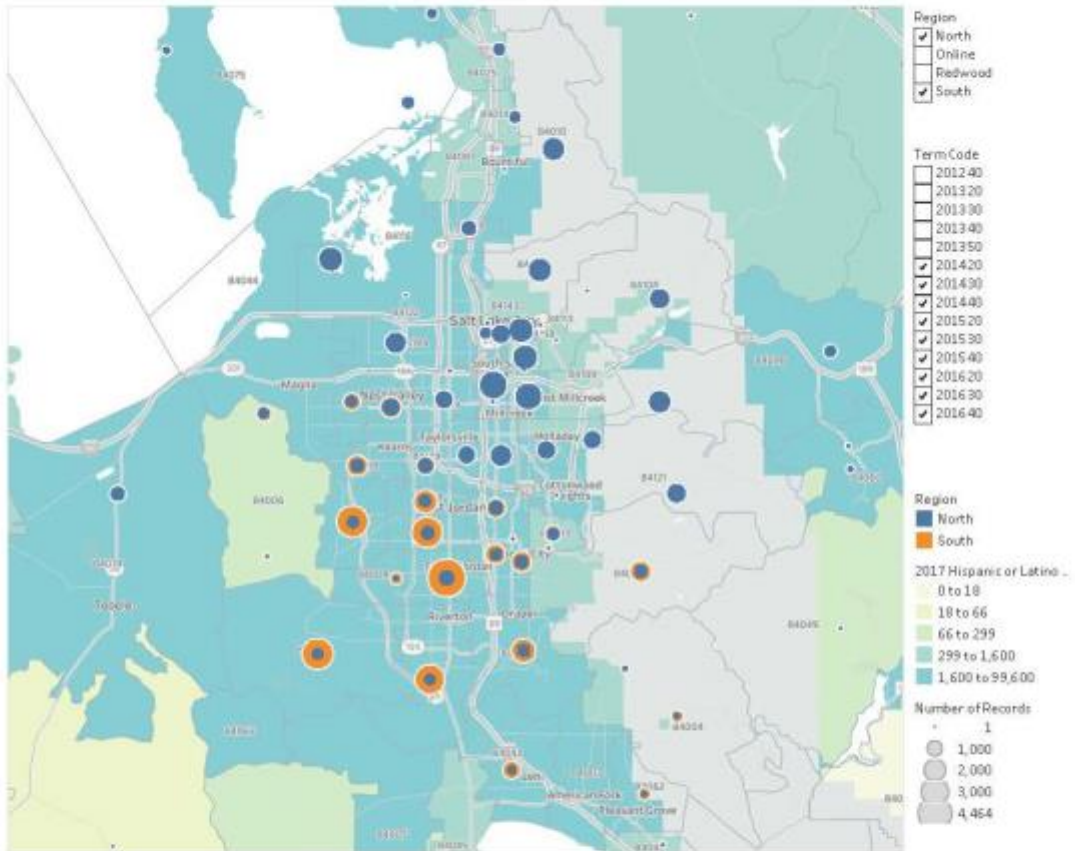


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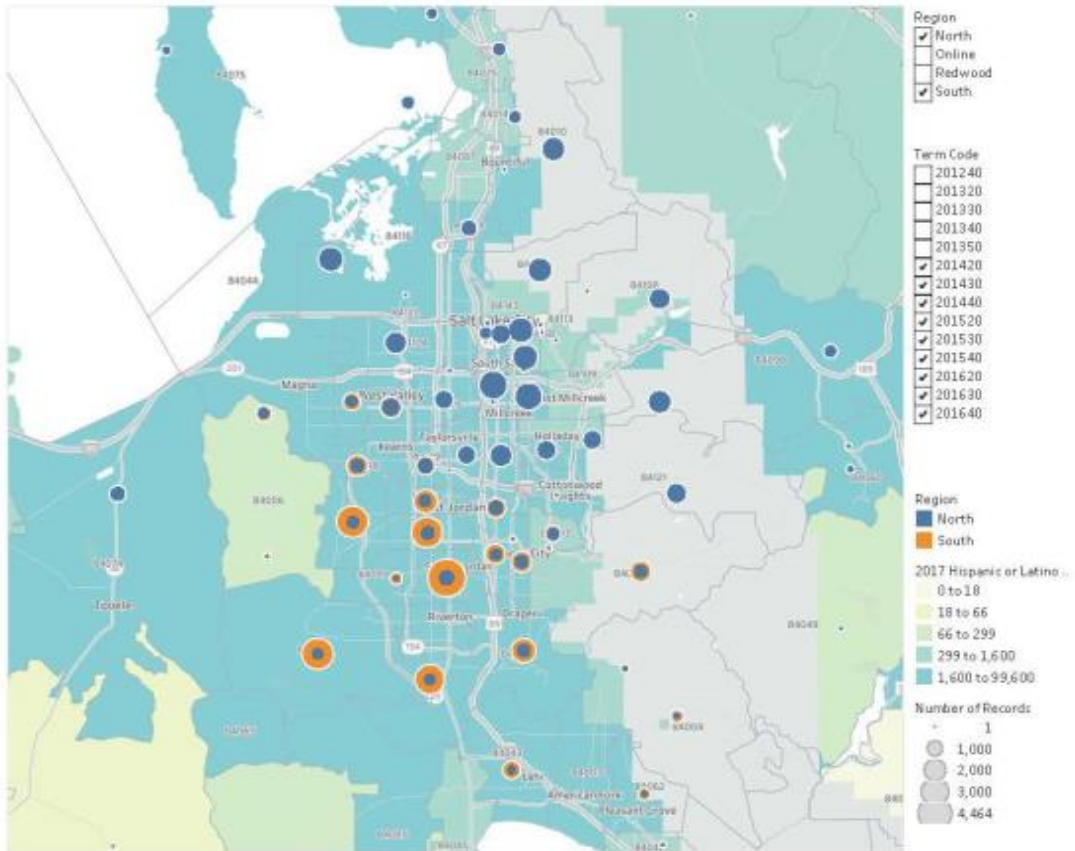


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