



2024 Program Review

Office of the Registrar and Academic Records

Salt Lake Community College

March 25-26, 2024

Table of Contents

Table of Contents	2
Executive Summary	3
Purpose and Goals of Program Review	3
SLCC Mission, Vision, Values, and Strategic Goals	3
Mission	3
Vision	3
Values	3
Strategic Goals	4
Review Committee	4
Review Format and Areas Interviewed	4
Review Format	4
Interviewees	5
Program Review Findings	5
Themes	5
Overall Commendations	6
What would you like to see change in the ORAR?	7
Theme Abbreviations	7
What is your perception and/or what perceptions exist of the ORAR?	16
Summary of Recommendations	17
Conclusion	18

Executive Summary

Purpose and Goals of Program Review

The purpose of a program review process is to provide a comprehensive evaluation of individual departments within Student Affairs on a five-year cycle. Program review is a reflective process that allows departments to describe and assess their functions and services and to identify areas that are performing well and areas that need improvement. It includes an external site visit and review that provides outside perspectives and recommendations. Program review also assists in the department's strategic planning and goal setting.

The goals of program review:

1. Alignment and contribution to the SLCC mission, vision, values, and strategic goals
2. Systemic collaboration with other departments
3. Quality, efficiency, and effectiveness
4. Impact of services on students
5. Strengths and areas for improvement within the department

Source: <https://www.slcc.edu/ssvp/program-review.aspx>

SLCC Mission, Vision, Values, and Strategic Goals

The following are the mission, vision, values, and strategic goals of SLCC as they existed at the time of this program review.

Mission

Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment.

Vision

Salt Lake Community College will be a model for inclusive and transformative education, strengthening the communities we serve through the success of our students.

Values

- *Collaboration:* We believe we're better when we work together.
- *Community:* We partner with our community in the transformative, public good of educating students.
- *Inclusivity:* We seek to cultivate an environment of respect and empathy, advanced by diverse cultures and perspectives.
- *Integrity:* We do the right things for the right reasons.
- *Innovation* We value fresh thinking and encourage the energy of new ideas and initiatives.
- *Learning:* We learn as a college by building outstanding educational experiences for students and by supporting faculty and staff in their professional development.

- *Trust:* We build trust by working together in good faith and goodwill to fulfill the College's mission.

Strategic Goals

- Increase student completion
- Improve transfer preparation and pathways
- Align with and respond to workforce needs
- Achieve equity in student participation and completion
- Secure institutional sustainability and capacity

Source: <https://www.slcc.edu/about/mission-vision.aspx>, <https://www.slcc.edu/president/>

Review Committee

Three individuals are selected to participate on the review committee to perform interviews, capture feedback, provide recommendations and complete the final report. Two reviewers are selected from outside of Salt Lake Community College and one is selected from within the college. The following were selected for the ORAR 2024 Program Review:

- Eric Humphrey – University Registrar – Utah Valley University (Chair)
- Andrew Hughes - Executive Director of Admissions and Enrollment Services - Truckee Meadows Community College
- Kate Gildea-Broderick - Director of Admissions – Salt Lake Community College

Review Format and Areas Interviewed

Review Format

Over a period of two days, departments and individuals across the institution were interviewed by the review committee in order to gather information and feedback relating to the services of and interactions with the ORAR. The committee captured the feedback to extrapolate core themes which are included in the findings.

While a variety of questions were asked depending on individual responses and available interview time, the following baseline questions were asked of most interviewees:

1. What do you hope will never change about ORAR?
2. What would you like to see change in ORAR?
3. What is your perception and/or what perceptions exist of ORAR?

The answers to these questions are provided later in this document, along with specific recommendations from the review committee. The information gleaned through the process directly supports the goals of the Program Review.

Interviewees

- VP Student Affairs
- AVP Enrollment Management
- Graduation Team (ORAR)
- Compliance and Technology (ORAR)
- Professional Development Records (ORAR)
- SLTC (ORAR)
- Records & Data Management (ORAR)
- Registration (ORAR)
- Transfer Evaluation Office (ORAR)
- Transcripts
- Academic Advising
- Orientation and Student Success
- Admissions
- Financial Aid
- Bursar
- Concurrent Enrollment
- Contact Center
- Career Services
- Diversity/Multicultural Center
- Thayne Center
- TRIO Programs
- Campus and Site Support
- International
- Veterans
- Health and Counseling
- Accessibility & Disability Services
- Dean of Students
- Athletics
- Curriculum & Degree Audit

Program Review Findings

During the interview process, we heard both positive and negative feedback and several core themes became apparent (as was expected). The findings below identify the applicable theme(s). Overall commendations and areas for improvement are also included.

Themes

- Collaboration and Communication (CC)
- ORAR Leadership and Management (OLM)
- ORAR Staff Morale (OSM)

- ORAR Services (OS)
- Student Experience (SE)
- Campus Partner Experience* (CPE)
- Staffing and Resources (SR)

**The term Campus Partner refers to other offices, departments, and individuals at SLCC who interact with ORAR.*

Overall Commendations

The review committee asked the question, “What do you hope will never change about ORAR?” to the interviewees. The following are taken directly from the responses received.

- The Registrar (Ologa) is respected and well-liked among the campus community.
- The Registrar (Ologa) is a Banner expert.
- The Registrar (Ologa) provides a light and fun presence in ORAR.
- The Registrar (Ologa) is a forward-thinking leader.
- The Registrar (Ologa) has a good understanding of what it means to be a Registrar.
- The Registrar (Ologa) is great and I would not change her.
- Would be sad to see the Registrar (Ologa) leave SLCC.
- ORAR tries hard to be strategic.
- ORAR websites are helpful and up to date.
- ORAR notifications to campus are very helpful.
- ORAR has digitized services and made them accessible to students.
- ORAR staff are helpful and willing to problem-solve and find solutions.
- The storefront vinyl window signage is helpful to both students and staff.
- Despite tricky challenges, ORAR is great and helps with so much.
- ORAR works to improve processes and services are more accessible than ever before.
- Wide breadth of knowledge and easy to work with.
- They understand issues and provide help quickly.
- Good relationships with other departments.
- Making good adjustments to help students through processes.
- They are stretched thin and we know that. We appreciate what they do.
- Technology-focused.
- Better to work with than other departments by leaps and bounds.
- Trustworthy.
- Detail-oriented and thorough.
- ORAR is overall a good work environment and employees feel like they can support and help each other.
- Communicates well with faculty.
- Enjoy working with them.
- We have fun!
- Though it can be stressful, the staff work well together for the most part.
- They do a good job of bringing in people who really care and want to serve students and they do it well.
- The Banner student group meeting is wonderful and keeps us connected.
- Great support on reports and data needs.

- Love the collaborative spirit of ORAR.

What would you like to see change in the ORAR?

This open-ended question was asked of participants as a way to capture a wide variety of feedback in a short amount of time. Through these responses, the themes described in this review were chosen. The findings have been summarized, attached to themes, and recommendations have been provided.

IMPORTANT NOTE: the review team does not have full knowledge of departmental operations, procedures, and other inner-workings of ORAR. Our lens is limited and recommendations have been provided based on the comments of interviewees and on the professional experience of the review committee.

Theme Abbreviations

These abbreviations are found in the table below.

- CC ▾ = Collaboration and Communication
- OLM ▾ = ORAR Leadership and Management
- OS ▾ = ORAR Staff Morale
- M ▾ = ORAR Services
- OS ▾ = Student Experience
- SE ▾ = Campus Partner Experience
- CPE ▾ = Staffing and Resources
- SR ▾

#	Finding	Theme(s)	Recommendation(s) (from committee and/or interviewees)
1	Many campus partners don't know anyone in ORAR except for Ologa and are not fully aware of what the ORAR does. They would like to establish relationships with others in the office and better understand ORAR operations. Several remarked that this became more prevalent post-COVID.	CC ▾ CPE ▾	<ol style="list-style-type: none"> 1. Reach out to the areas interviewed in this program review and offer to schedule meetings/trainings that will include at least the CORE leadership. 2. Invite other departments to ORAR for meet-and-greets and office tours. 3. Offer to visit other departments to establish relationships.
2	Similar to the previous finding, many campus partners don't feel like they have a good connection to ORAR and would like to collaborate better and even review processes together to make improvements.	CC ▾ CPE ▾	<ol style="list-style-type: none"> 1. Hold regularly scheduled collaboration, process review, and sync-up meetings with other departments (or groupings of departments) who are interested. These do not need to be long to be effective. 2. Create an ORAR internal committee that works with other departments on collaborative efforts. The committee should have representation from

#	Finding	Theme(s)	Recommendation(s) (from committee and/or interviewees)
			<p>each functional area of ORAR. The committee provides options and recommendations to ORAR leadership.</p> <ol style="list-style-type: none"> 3. Establish additional group chats within MS Teams to facilitate quick communication and collaboration.
3	Many campus partners do not feel sufficiently informed about initiatives and changes coming from ORAR.	CC - CPE -	<ol style="list-style-type: none"> 1. Where feasible, expand communications already going to AA and faculty to other areas interviewed as part of program review. 2. Consider creating a Microsoft SharePoint news site where you can post updates and changes. College partners can follow the site and receive updates automatically as they are posted. 3. Contact the college department that is responsible for disseminating news and updates to employees (where one exists). Explore appropriate options for ORAR information to be included. 4. When changes are made, send a message to the directors of the departments and areas interviewed as part of program review. 5. Provide a Registrar cheat-sheet and disseminate to departments (can be digital for easy updating). 6. Send ORAR leadership to various existing meetings such as AD/Chair Councils.
4	Some ORAR staff feel like they are “in a bubble” and want to know more about what other departments do.	CC - OLM -	<ol style="list-style-type: none"> 1. ORAR may consider working with divisional leadership to host regularly scheduled (quarterly?) divisional events that allow individual teams, on rotation, to introduce who they are and what they do, and be able to provide answers to questions from those in attendance. This benefits ORAR staff as well as the entire division. 2. ORAR could schedule sessions with other offices that can provide training, updates, challenges, and information on their operations, as well as basic guidance on how questions can be answered.
5	Many campus partners see the areas within ORAR as separate, standalone entities, not as units within the ORAR.	OS - CPE -	<p>If ORAR wants to better establish the areas/teams it contains as parts of the larger whole, a few actions could be taken:</p> <ol style="list-style-type: none"> 1. Ensure websites are clear about “registration”, “graduation”, etc. being part of ORAR. 2. Establish an expectation that staff refer to

#	Finding	Theme(s)	Recommendation(s) (from committee and/or interviewees)
			<p>themselves as working on a specific team within ORAR. This includes in email signatures, when answering the phones, in conversation, etc.</p> <ol style="list-style-type: none"> Engage with your marketing department on an awareness campaign for the college. Consider an office name change. ORAR is a little cumbersome and may add to the confusion.
6	Some ORAR staff expressed continued difficulty with navigating the nuances of SLCC sites, including how to communicate and understand their operations.	CC CPE	<ol style="list-style-type: none"> Similar to recommendations in other findings, ORAR leadership could plan training, events, meetings, retreats, or other activities to bring people together to collaborate and gain understanding. If processes related to SLCC sites are confusing or less than efficient, ORAR should engage in Business Process Improvement methods and activities to understand the current state and move toward an improved state.
7	A common observation among interviewees was that the Registrar is respected, well-liked, and great to work with, but she has too much on her plate and the responsibilities continue to grow. Because of this, there is a capacity concern. Many remarked that there is only one outlet for specialized help: the Registrar. College partners would like to be able to connect with others in ORAR and not bother the Registrar, but they are not sure who to contact or if others know how to help them.	OLM CPE SR	<ol style="list-style-type: none"> The Registrar should consider how she can offload more tasks and delegate responsibilities to others on the team. Note that task assignment and delegation are not the same. Delegation is to turn over a regular responsibility to someone else on a permanent or long-standing basis. The Registrar should consider what she does and who else could do it instead. When requests for specialized help come to the Registrar, she should consider bringing in another member of her team and training them on what to do. Training does take more time initially, but creates necessary redundancy and helps to offload tasks and responsibilities from the Registrar in the future. The Registrar should consider discussing this with her AVP and work together on defining which projects take priority and which do not. Not everything can be done all at once.
8	ORAR staff expressed a desire for the Registrar to set and maintain a regular schedule with clearly outlined office and remote time.	OLM OS M	<ol style="list-style-type: none"> The Registrar should set her schedule in consultation with her AVP and CORE team to understand their needs and to provide clarity. When schedule changes occur, the Registrar should provide updates to the CORE team. The Registrar should ensure that the staff know how to reach her and what the communication expectations are.

#	Finding	Theme(s)	Recommendation(s) (from committee and/or interviewees)
			4. While recognizing the need for quiet focus-time and space, where possible, the Registrar should consider keeping her office door open more often during the day to help the team feel more able to approach her.
9	ORAR staff scheduling is sometimes inconsistent and may lack accountability. It is reported that some areas within the ORAR enforce a consistent schedule and punctuality expectations while some do not. More generally, baseline expectations governing a variety of operational topics exist, but are not consistently followed.	OLM - OS - M	<ol style="list-style-type: none"> 1. The Registrar should consult and discuss with the CORE leadership team regarding scheduling and punctuality expectations and set a standard for the office. 2. The expectations should be written, available to all, and enforced. 3. While flexibility is encouraged for the occasional adjustments due to personal extenuating circumstances, these should be exceptions rather than normal occurrences. 4. Feedback and correction should be given to staff who do not operate within the standard and written expectations.
10	One-on-ones with direct reports may not be occurring regularly.	OLM - OS - M	<p>The Registrar should set the expectation that one-on-ones happen at all levels of the organization. One-on-ones should be considered a critical time for every manager to get to know their people and build trust. One on ones are:</p> <ul style="list-style-type: none"> - Scheduled in advance (and rarely canceled) - Weekly (bi-weekly or monthly will not be effective) - 30 minutes - Held with each direct report - Focused on the direct's issues and needs - Documented (the manager takes notes) <p>One-on-ones done correctly will transform relationships with staff and managers will get better results.</p>
11	Weekly management (CORE) staff meetings are regularly moved or canceled.	OLM - OS - M	The weekly staff meeting is a critical time for collaboration, relationship building, planning, learning, and development. Avoid moving or canceling this meeting. If it must be moved, set the expectation for a typical alternate time.
12	Some ORAR staff expressed a lack of communication and transparency on projects, updates, etc.	OLM - OS - M	<ol style="list-style-type: none"> 1. The Registrar should consider providing weekly and written updates/announcements to ORAR staff about what is happening in all possible topics. 2. The Registrar should make sure that

#	Finding	Theme(s)	Recommendation(s) (from committee and/or interviewees)
			<p>discussions regarding changes and updates are happening in the weekly CORE staff meeting.</p> <p>3. Over-communicate! The information void will naturally fill with rumors and conspiracies.</p>
13	Some teams within ORAR feel very cohesive and are retaining their people, while other teams do not feel as cohesive and have higher turnover.	<div>OLM -</div> <div>OS -</div> <div>M</div>	<p>Cohesive teams are carefully and intentionally created and nurtured.</p> <ol style="list-style-type: none"> 1. All managers should hold weekly staff meetings with their teams. 2. All managers should coordinate with the Registrar to set expectations together and create a unified approach to team management and expectations. 3. Outgoing employees should be surveyed to understand what can be changed to reduce turnover.
14	Position vacancies remain vacant for long periods of time.	<div>OLM -</div> <div>OS -</div> <div>M</div> <div>SR -</div>	<ol style="list-style-type: none"> 1. Filling vacancies should be a top priority. When left vacant, morale, performance, levels of service, and responsiveness are all negatively affected. 2. The Registrar and the CORE team should be transparent with the staff and provide regular updates about the plans and timeline for hiring. 3. Because of all of her other responsibilities, the Registrar should consider designating a trusted associate or Assistant Registrar to run search committees. 4. In most cases, the job posting should be published before the person vacating the position has left. 5. Take time to create a robust hiring and onboarding protocol that can be easily repeated and delegated. 6. If the Registrar needs to run the search, she should rely heavily on other members of the committee and the admin assistant to handle the details.
15	ORAR team size is reported to be too small.	<div>SR -</div>	<ol style="list-style-type: none"> 1. According to the org chart provided at the time of program review, the Registrar's office at Salt Lake Community College is among the largest in USHE by headcount. The number of staff is likely not the issue but rather a lack of efficiency, lack of automation in procedures and daily routines, and/or misalignment of staff, teams, and resources. Unresolved morale issues and

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			<p>discontent among staff only exacerbate the problem.</p> <p>2. The CORE team should engage in business process improvement review to understand what their current processes really are and work toward improvement and automation. Throwing more people at a problem is not always the best method and doesn't address the core issue.</p>
16	<p>In nearly every interview, campus partners as well as ORAR staff cited significant concern with the front desk. Concerns include:</p> <ul style="list-style-type: none"> • Frequent staff turnover. • A perceived lack of training. • A perceived lack of customer service. • Incorrect information given to students and staff. • Insufficient support of front desk staff. • Inability for a student to get help from subject matter experts (students are reportedly only allowed to speak with front desk staff). • Difficult for campus partners to establish good rapport and feel confident in the information shared by front desk staff. 	<p>OLM -</p> <p>OS -</p> <p>SE -</p> <p>CPE -</p> <p>SR -</p>	<ol style="list-style-type: none"> 1. Train the front desk (and all ORAR staff) on customer service and set clear expectations. Staff must be sharp, friendly, attentive, and empathetic. These people are the face of your office. 2. Train them on the basics of ORAR operations and provide FAQs for each area that will help them answer simple questions, with the expectation that more difficult or nuanced situations require a subject matter expert (SME). 3. Front desk staff cannot and will not know every operational detail for all services and functional areas of ORAR. Set up a system that allows students to talk to subject matter experts in each core area so that they are getting the best information possible. 4. Work with your campus partners to understand what needs and expectations they have and set appropriate service levels and expectations in return.
17	<p>One area within the ORAR stated that, within their team, all staff are cross-trained. This means that no matter who is there, the work continues without a hitch. Other areas did not report the same level of cross-training.</p>	<p>OLM -</p> <p>OS -</p> <p>M -</p> <p>OS -</p> <p>SE -</p> <p>SR -</p>	<ol style="list-style-type: none"> 1. ORAR staff should ensure that within their respective specialty areas, all staff are cross-trained. This takes time and effort but is well worth it. 2. All procedures should be written and accessible to all staff so that cross training is easier and so that others can help, even if they are not intimately familiar with the tasks at hand. 3. After staff are cross-trained in their respective areas, it is recommended that more broad cross training take place between different areas. This is much harder to accomplish, but allows you to support teams in busy times or times of staff turnover.
18	The perception among some	OS -	<ol style="list-style-type: none"> 1. Work with other sites to understand the most

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	<p>interviewees is that there are insufficient ORAR resources and functions at other SLCC sites. In addition, students are reportedly advised to travel to the Taylorsville campus to accomplish certain tasks.</p> <p>SLCC site staff would like more face-to-face time with ORAR staff.</p>	<p>SE -</p> <p>CPE -</p>	<p>common student questions, needs, requests, etc. related to ORAR. This can be a starting point for improved services.</p> <ol style="list-style-type: none"> 2. Consider setting up a virtual face-to-face option at each site for students to be able to contact ORAR in Taylorsville. You could look into setting up designated spaces or booths/stations for a student to be able to meet with someone over MS Teams. 3. Whatever the solution ends up looking like, keep it student focused: make sure it is easy to do with clear expectations and procedures for students and staff. 4. Consider arranging for regular and scheduled travel to other sites to build relationships and help them with challenges unique to their locations. <p>One respondent remarked: <i>"Face to face virtual option to help students at other sites: If we can figure this out, I would be perfectly satisfied."</i></p>
19	<p>Concerns with ORAR hours of operations were reported. Feedback indicates that though open till 7 pm on some nights, this doesn't mean that every functional area within ORAR is available. When students arrive looking for help, they are often told they will have to wait till tomorrow/the next business day.</p>	<p>OS -</p> <p>SE -</p> <p>CPE -</p>	<p>We realize that evening services are a divisional requirement, but what is the purpose of providing evening hours if there are not sufficient services available?</p> <ol style="list-style-type: none"> 1. Consider that for evening hours to be useful, one member of each core area must be present and available to truly help students in that moment. 2. Do not rely on front desk staff alone to fill this need. 3. It would be better to not be open late at all than to be open late but not be able to provide expected services. <p><i>Note to divisional leadership: while the intent is admirable, evening hours are typically not a good use of time. Unless data shows a strong reason to continue and high levels of success, we recommend discontinuing the practice.</i></p>
20	<p>The Civitas College Scheduler tool is unpopular among some campus partner areas. Staff and students alike reportedly find it confusing and only utilize Banner registration. Staff don't like that they need to become experts in</p>	<p>OS -</p> <p>SE -</p> <p>CPE -</p>	<ol style="list-style-type: none"> 1. If not already known, ORAR should consider downloading their usage reports from College Scheduler to understand what the adoption rate is among students. Low adoption may be indicative of dissatisfaction with the tool, or students may be unaware of its existence. 2. Consider surveying students (if allowed to do

#	Finding	Theme(s)	Recommendation(s) (from committee and/or interviewees)
	<p>both to help students. Staff do not recommend students use the tool and point them back to Banner.</p> <p>One respondent indicated that they also felt like College Scheduler searches yield unexpected and incorrect results, which could be a configuration issue.</p>		<p>so) and staff/advisors on their registration tool preference and experience.</p> <ol style="list-style-type: none"> If adoption and satisfaction/preference are low, consider discontinuing use of the tool. If adoption rates are high and satisfaction/preference is high, consider providing training and resources to help students and campus partners alike better understand the tool. Look into the complaint of the tool yielding unexpected results. <p><i>Please note that the review committee is aware of similar feedback from other institutions who utilize both Banner registration and College Scheduler.</i></p>
21	Some campus partners have indicated a desire for more automated communication to students regarding holds, waitlists, or other potential barriers.	<div>SE</div> <div>CPE</div>	<ol style="list-style-type: none"> ORAR could consider working with OIT to create trigger-based automation to notify students via email about holds that have been placed in the last hour/12 hours/day/etc. This notification could include the hold type, who placed it, details for resolution, etc. ORAR should explore alternate ways, including text messaging, to notify students of movement on the waitlist. Students need more than one notification. A single message to their bruinmail is insufficient.
22	Some felt that there was not enough training offered by ORAR for academic departments. Many feel like they have to figure things out by trial and error.	<div>CC</div> <div>CPE</div>	<ol style="list-style-type: none"> Determine what training needs exist and who the appropriate trainers are, whether in ORAR or other offices. ORAR should provide online reference and training resources that are easily available to refer to throughout the year. ORAR might consider providing training sessions on a regular basis specific to academic departments, insofar as the needs are within the scope of ORAR operations.
23	Some interviewees indicated that there was some confusion regarding ORAR's role in helping students register for classes. Some campus partners indicated that they thought ORAR should be helping students register, while ORAR staff indicated a concern that they are not	<div>OS</div> <div>SE</div> <div>CPE</div>	<p>Where expectations are unclear, frustration will exist.</p> <ol style="list-style-type: none"> ORAR should collaborate with Advising and Orientation and Student Success to ensure expectations are known and followed. It is not the role of ORAR to provide academic advising to students (what to register for). However, it may be the role of ORAR to provide help in registration (how to register). The

#	Finding	Theme(s)	Recommendation(s) (from committee and/or interviewees)
	academic advisors and don't feel comfortable telling students what to register for.		responsibility of assisting students on how to navigate institutional systems and processes is shared across campus.
24 ¹	Transfer Credit is evaluated only upon student request. When a student transfers to SLCC, their credit won't be evaluated for equivalency until the student asks for that to happen.	OS - SE -	The review committee recognizes that the demands on the transfer credit evaluation team can be very high. We also recognize that the practice of a student requesting transcript evaluation is not uncommon. That said, evaluating transcripts as they are received rather than waiting for a request from the student may be a more student-friendly approach. However, we do consider the remaining transfer credit findings to be of higher priority and importance and have no specific recommendation here.
25	Only those courses which are needed for the student's declared major (at the time of evaluation) are evaluated for equivalency. If the student changes their major, they must again request evaluation for additional courses to be articulated.	OS - SE -	<p>ORAR should evaluate and articulate all courses on a transcript, rather than only evaluating those which are applicable to the current major. This current practice is problematic for the following reasons:</p> <ol style="list-style-type: none"> 1. Students are required to <i>again</i> request evaluation and some may not know they have to do that, and may end up taking unneeded courses if the evaluation does not take place. This is not a student-friendly process. 2. Advisors may have to re-advise students (especially with the high frequency of program of study changes). They may also have difficulty advising students because they don't have a fully articulated set of courses to work with. 3. ORAR staff will have to re-evaluate the same transcript multiple times when it could have been finished from the start. <p>We recognize that this may not be feasible under current operations; see next finding.</p>
26	Transcript evaluation timing can be long and create delays for students and difficulty for advisors and others who are trying to help them. Reports of evaluation time range from one to six weeks (depending on the	OS - SE -	<ol style="list-style-type: none"> 1. Salt Lake Community College should consider automated transcript evaluation solutions. These solutions do take time, effort, and funding to implement, but automation can consistently reduce evaluation time, even during peak evaluation seasons. Evaluation time can be reduced to days rather than weeks, allowing

¹ Findings 24 through 26 are all related to transfer credit evaluation practices. The findings listed were expressed in nearly every interview session.

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	time of year), with an estimated average of two or three weeks.		<p>students to make decisions sooner, and helping advising to provide accurate information.</p> <p>2. At the very least, a Request for Information (RFI) should be launched. Options in this space are myriad now, where only a few years ago the options were more limited.</p>
27	Registration Appeals: it is unclear to some campus partners who handles appeals and how the determinations are made. There is also some concern about the frequency of appeals committee review meetings.	<div>OS</div> <div>SE</div> <div>CPE</div>	<p>1. ORAR may consider an educational campaign to inform campus partners about internal review procedures. It may be helpful to also facilitate discussions with key partners to discuss how appeals work and how best to coach students through the process.</p> <p>2. Relating to appeals meetings, the reported meeting frequency is once per month. To give students a better experience and increased chances of moving forward in their academics, we recommend appeals committee meetings be held weekly. For an appeal to sit for up to a month before being reviewed in committee is too long. This doesn't meet the expectations of students, that needs to be the focus.</p>
28	Registration Appeals: one year time limit is too rigid and limiting for some students who already feel behind in life or have long-term issues they are working through.	<div>OS</div> <div>SE</div> <div>CPE</div>	<p>Some campus partners expressed interest in allowing students more time to submit their appeals. We recognize that appeals are nuanced and limits exist for reporting, finance, and financial aid, but recommend exploring other options where long-term issues can be considered and students assisted. There are methods to address this that don't create reporting and aid issues and allow for greater flexibility.</p>

What is your perception and/or what perceptions exist of the ORAR?

This section summarizes the responses given when participants were asked what perceptions they have of ORAR or what perceptions of ORAR may exist across campus generally.

IMPORTANT NOTE: The purpose of this section is to provide an awareness of the institution's opinion of ORAR and allow ORAR to tackle some of these perceptions and, when negative, work to change them or clarify departmental purpose, scope, or intent. "Perception is reality until proven otherwise²."

These are simply the unfiltered positive and negative responses of interviewees.

² Elevate Talent Solutions

- ORAR cares about students. Regardless of what is happening, their intent is to help and support.
- Some processes seem slow and overly complicated.
- Experiences are typically good, though some negatives exist.
- They are asked to do a lot, which is truly amazing. But because they always have to be at the table there is a capacity issue there.
- Resistant to change. Have people who are not willing to change and who become defensive.
- Perceived that they are waiting for some people to retire rather than have hard conversations.
- Can have extreme reactions to mistakes made.
- Administrative-heavy offices, like ORAR, can feel overwhelming to students. A place of red tape and frustration.
- Very supportive of programs and needs of departments, even when the programs try to fit a square peg into a round hole.
- Very helpful with moving student registrations and enrollment exceptions for departments.
- Sometimes a little inflexible, erring on the side of staff preference rather than student needs.
- Critical office that has too much pressure placed on it. They are too busy having to jump to other people's agendas and don't have enough time to work on initiatives they want to work on.
- Viewed as a systems office. Very dedicated, but lack dedicated support that they need for all the systems they manage.
- Strong office and they fight through the challenges. They get the job done.
- Ologa is go, go, go! She needs some help, help, help!
- Very FERPA conscious (that is a good thing).
- Nothing negative, short of when people don't get what they want, but that's just how it is.
- Rarely hear complaints.

Summary of Recommendations

1. Create and develop a strong and unified ORAR leadership team. Empower and trust them to execute operations and lead within their functional areas.
2. The Registrar needs to be focused on her role in strategic initiatives and must delegate other responsibilities to the rest of the team.
3. The Registrar needs to align resources to improve efficiency and meet the ever-changing demands and initiatives of the institution.
4. Set clear expectations and responsibilities for ORAR staff and require compliance and accountability.
5. Work more intentionally with other departments and campus partners to inform, train, educate, collaborate, and build relationships.
6. Train ORAR staff on customer service best practices, set expectations for consistent application of customer service skills, and create metrics for maintaining quality assurance.
7. Address issues with transcript evaluation processes and procedures. Explore ways to utilize technology to reduce redundancies of work, lag time, and meet stakeholder and student expectations.
8. Prioritize filling vacant positions. When positions are left vacant, morale, performance, service levels, and responsiveness are all negatively affected.
9. Communicate and provide transparency at all levels. This includes internal communication within ORAR, Enrollment Management, Student Affairs, Academic Affairs, and other campus partners.

Conclusion

The Office of the Registrar and Academic Records is a mission-critical hub of student service, records processing and maintenance, systems configuration, strategy, implementation, and problem solving. ORAR is always in high demand which can be challenging to navigate. Campus partners are grateful for, impressed by, and supportive of ORAR staff and what they are able to accomplish, especially in light of the sheer volume of responsibilities they have. It is a highly respected team with a highly respected leader. As in all organizations, there are clear areas for improvement. We hope our recommendations will be seen in the spirit in which they were written which is to see ORAR go from good to amazing. The review team is happy to answer any questions and supports ORAR and the SLCC mission, vision, and values.