Salt Lake Community College

Student Site Coordination Services - North and South Regions

2013 – 2014

External Review Team Report

External review team members:

Rick Bouillon, Dean of Technical Specialties, Salt Lake Community College

Virginia Fraire, Ph.D., Dean of Student Services, Austin Community College, Riverside Campus

Jennifer Grandi, Assistant Dean of Student Services, Davis Campus, Weber State University

November 14 - 15, 2013

Salt Lake City, Utah

I.   Introduction

This site-visit report pertains to the Student Site Coordination Services for the North and South Regions at Salt Lake Community College (SLCC). Student Services in these regions is coordinated by two regional directors. The north regional director is located at the South City Campus and serves approximately 8,079 students at five locations including South City Campus, Westpointe Center, Aviation Education Center, Library Square, Highland and Meadowbrook Campus. The south regional director is located at the Jordan Campus and serves approximately 8,766 students at two campuses including Jordan and Miller.

The regional directors' responsibilities are expansive and wide-ranging. Their primary responsibilities include supervising enrollment services (admissions) at the north and south region campuses and overseeing a specialized function. *Incoming Transcripts* is supervised by the north regional director while *Early Enrollment Admission* is supervised by the south regional director. The directors also serve as on-site coordinators for student services including, advising, financial aid, testing and assessment, disability resources center, career and employment services, health and wellness services, student life and leadership, and veteran services.

Additionally, they provide site management in collaboration with internal and external teams including, auxiliary services, facilities, public safety, cashiering, parking services, curriculum scheduling teams, law enforcement, and the LDS Institute of Religion, among others. Lastly, the north and south regional directors serve as the cabinet appointed "site administrator" for emergencies at the South City Campus and Jordan Campus, respectively.

This program review provides an opportunity for an in-depth, reflective process to identify areas, which are performing well and areas that might need improvement. The program review consisted of the following: an analysis of the north and south regional site self-study report, an on-site visit, a presentation of initial findings and recommendations, and the submission of this report. Additionally, in preparation for the on-site visit, the review team had a telephone conference to discuss preliminary analysis of the self-study report, develop questions, and agree on a collaborative plan for writing the external site visit report.

The on-site visit was conducted on November 14 - 15, 2013.

This report was prepared by three reviewers and it is based the on-site visit and the department's self-study report. The observations reflected on this report are limited

to the information from those who were interviewed and may not reflect all points of view or perspectives.

This report includes five sections: (I) program review standards and on-site review team observations, (II) feedback to regional directors' recommendations, (III) commendations and major findings, (IV) feedback to questions from the vice president of student services, and (V) recommendations.

II. Program review standards and on-site review team observations

Department Mission and History
Team Observations

The regional directors are meeting, and might actually be exceeding, their stated mission, 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 varied constituencies and individual campus cultures."

Staff interviewed reported that students are treated with respect, consistent with the values of Student Services. The regional directors are aware of the needs of minority students and they work to ensure quality services are provided for all students. Some staff and the student leaders reported that the north and south region campuses provide better service in the form of shorter wait times for appointments and services.

Staff suggestions include offering bilingual services in advising and financial aid, reducing wait times at the Jordan Testing Center, providing comprehensive student services at all off-site locations, providing a card-swipe system at the South City Campus Testing Center, and accommodated testing at all sites.

The regional oversight structure for Student Services was established in 2000 with one director managing four sites, including Airport, Millcreek, Sandy, and South. Since 2000, there has been considerable transition at the off-site campuses. A second regional director position was created, nine sites were added, and six sites have been closed.

The coordination of instruction and site administration at the off-site locations was provided by three executive deans. In 2003, this structure was dissolved and three regional directors were hired to provide the functions previously conducted by the

executive deans. Eventually the three regional directors vacated their post and the positions were never refilled. The site administration responsibility was assigned primarily to the Director of Curriculum, Scheduling and Region Management.

The mission of the regional directors is expansive; their functions and responsibilities are broad and perhaps even a little unclear. They serve as site managers, student services brokers, enrollment services providers, and as site administrators for campus emergencies.

The expansive role of the regional directors is evident in the multiple titles associated with their function. The self-study is titled, "Student Services North and South Regional Administration," which appears to indicate they are regional administrators. On the program review web pages, the self-study is categorized as "Student Site Coordination Services - North and South Regions." The organizational chart included on page 8-9 of the self-study report shows their title as "Director of Student Services." During the on-site visit some staff referred to them as "campus managers" while others called them "regional directors."

Direct Staffing and Services
Team Observations

The regional directors are responsible for the supervision of enrollment services and one specialized function at the north (South City) and south (Jordan) hubs. Additionally, they serve as student services "brokers" for the delivery of other support services in their region including advising, financial aid, DRC, testing, OneCard, cashiering services, food services, bookstore, career and employment services, student life and leadership, orientation, Thayne Center, and school relations. The smaller sites provide limited student services.

As noted in the self-study and in the interviews with frontline staff, the work of enrollment services is highly dependent on information from other departments and specifically from the Data Center and Express Desk. While efforts are made to provide professional development, training is not offered on an ongoing basis. When training is available, the off-site staff members are not able to attend because there is rarely someone available to cover their area while they attend the training.

The enrollment services employees provide services for a line of service that reports to the Registrar at the Taylorsville-Redwood Campus (TRR). There is the perception that these staff members are providing duplicative services and are often uninformed about the latest changes in policy and procedures.

Regarding the specialized function for the north region, it was reported that Incoming Transcripts is already being managed at the Taylorsville-Redwood Campus. The specialized function for the north region should focus on the merger of the School of Applied Technology (SAT) with the credit-based instruction side of the college. This merger will require ongoing support to ensure that staff members are able to deliver student services in a well-organized and efficient manner for both constituents.

The Early Enrollment Admission specialized function for the south region appears to be well situated in a growing area of the Salt Lake Valley with high concurrent and early enrollment participation from the surrounding high schools. Currently, 65% of students participating in Early Enrollment live in the valley's southwest quadrant. A large number of students are enrolled at Itineris High School, which is located at the Jordan Campus.

This specialized function seems to have significant responsibilities. As noted in the self-study report, the regional director handles varying issues related to instructional matters, appeals from parents, and application processing errors. Some of the support for this program is provided by a frontline staff member who is also serving the incoming student traffic at Jordan. As the enrollment of this program continues to grow, it may become too difficult to adequately manage and evaluate it within an area, which already appears to be short staffed.

As previously noted, the regional directors also have some site management responsibilities. However, they are not always included in early discussions regarding the opening and closures of sites. For example, there are ongoing discussions to close the Meadowbrook Campus. The north regional director has not been included in those discussions. While the Meadowbrook Campus will displace a small number of students, it is still important to include the regional director who oversees the delivery of student services at that location.

There needs to be clearer lines of responsibility and accountability between the regional directors and other departments with site management responsibilities.

All campuses seem to have a high reliance on part-time employees (see page 47 of the self-study report for a listing of full-time and part-time employees by campus). This is especially the case at smaller off-site locations. For example, at Library Square the primary student services and faculty support provider is a ten-year, part-time employee of the college. At the Westpointe Center, a 12-year, part-time employee serves in this role. This employee also has "site administrator" responsibilities.

The Courtesy Desk at the north region, which is not directly supervised by the regional director, is staffed only by part-time employees. There is the perception that these employees are left to their own accord.

Coordination and Strengthening Communication
Team Observations

While everyone recognized that providing training and accurate, timely information across departments is critical, it does not appear to be occurring in a cohesive and consistent manner. The missed opportunity to improve communication seems to be occurring in both directions from the Taylorsville-Redwood Campus to the off-site campuses and vice versa. More pronounced is the perception that information does not flow consistently from TRR to the regional sites.

It is not uncommon for off-site staff to discover new changes in policies and procedures while in the course of assisting students. This was especially a recurring theme with the frontline staff of enrollment services.

The regional and student services directors do not appear to communicate on a regular basis. They do not frequently attend each other's trainings or meetings. There is little consistency on how student services directors at TRR communicate with the regional directors regarding staffing changes, daily changes in schedules, and procedural changes.

Services to students come across as disjointed when student services directors do not communicate with the regional directors. This occurred when the Cashier Office at TRR agreed to change how payments would be accepted for online applications. The Courtesy Desk had previously accepted payments for this transaction. When the decision was made for payments to be accepted only at the cashier, students at Jordan were adversely affected because the cashier at the Jordan campus closes at 4:00 p.m. To remedy the interruption of services to students, the regional director collaborated with other departments on a plan to offer cashiering services.

As noted above, communication from the regional sites also sometimes does not flow to the student services directors at the Taylorsville Redwood Campus. There were concerns expressed by some advisors that their director had not been included in the planning discussion of the new Express Desk at the South City Campus. This is notable because advising services, among other support services, will be provided to students at the non-credit based School of Applied Technology as a result of the integration of this school with the credit side.

Supervision of offsite employees seems to be an issue of concern for the regional directors, who perceive there is a lack of supervision at the Taylorsville Redwood Campus. The regional directors believe that absent onsite supervision, employees are frequently absent, tardy, and consistent communication with onsite employees and TRR supervisors will be difficult to achieve.

For example, an employee at the South City Testing Center was performing poorly. The TRR director said that "no one had told her about it" and acknowledged that she never visits the South City Campus. Some TRR directors indicated that they might visit off-site campuses more often if office space was provided. The TRR directors would like to see a dotted line to regional directors for communication, but not for supervision.

Some student services directors at the Taylorsville Redwood Campus view the regional directors as "site coordinators" instead of regional directors or coordinators of student services. Individuals with site coordination responsibilities do not view the regional directors as "site coordinators." These varying perceptions and expectations on the role of the regional directors contribute to the lack of clear communication.

Moreover, the regional directors believe they need to be involved in facility development and site management to inform the delivery of student services. Some staff including members of the curriculum, scheduling and region management, and facilities and auxiliaries, indicated that the regional directors should not have site coordination responsibilities**.**

Lastly, the regional directors are designated as "site administrator" at their respective hub (Jordan and South City). This designation is intended to help SLCC provide consistent communication in the event of an emergency. The site administrators also serve to communicate with the appropriate departments in the event that there is an interruption to normal college operations. For example, during the construction of the South City campus, power outages occurred frequently. The regional directors served to communicate this information to the appropriate vice presidents, marketing, and the emergency management team.

Identification of Needs and Facilitation of Change
Team Observations

The regional directors' role has been crucial in ensuring that student needs are met with the closing and opening of sites. The regional directors see the broad view of all of the services and the facilities needed to support those functions. Both regional directors expressed support in adopting a "team approach" to site coordination, facilities management and directing student services.

Changes in the North Region

The "Hub" of the north region is the South City Campus. It was recently renovated to offer more comprehensive, specialized academic programs. Assuming the placement and offering of these programs are successful a significant increase in student enrollments will follow. It is not evident that strategic staffing plans for Student Services are in place to meet the demands of the anticipated growth.

The merger of student services and SAT staffs creates both opportunities and challenges. While the underlying goal of both areas is to provide all related services to students, there are very different procedures utilized by each group. Interviews with staff members from the SAT and student services indicate that there is a significant need for cross training on the different student services processes in order to improve customer service for all students.

The Highland and Westpointe Centers in the north region have been staffed primarily with part-time employees, resulting in significant turnover and inconsistent levels of service to students. Both locations house very specific programs that require specific expertise and knowledge from frontline staff. Therefore, investments in personnel must be made to properly service students at Highland and Westpointe Centers.

The repurposing of the Meadowbrook and Library Square Centers mirrors the same opportunities and challenges described above. Weekend classes at any site create expanded challenges that are already present in the north region.

Facilitation of Change in the North Region

The north region continues to deal with the scrutiny of whether it was formed with an intentional or an opportunistic design. This region utilizes many satellite locations with one main hub, the South City Campus. Comprehensive student services do not always originate from the "Hub," rather, from the Taylorsville-Redwood Campus. In order for consistent and effective delivery of services to the end user, the flow of communication and processes must bridge two levels of translation. This will require precise training and message dissemination.

Changes in the South Region

The Sandy Center offered more than 200 sections of classes per week to 3,000 plus students. Due to budget constraints, the site was closed and class sections were dispersed throughout other locations at SLCC.

Student services functions were added at the Miller Campus when the Sandy Center closed. Rather than moving these functions into spaces designed for comprehensive student services, the functions were "shoe horned" into existing spaces, and not in the most visible locations. As in the north region, weekend classes have further stretched the employee resources, especially exposing the weaknesses of having a large portion of part-time staff.

The Jordan Campus Student Services remodel was relatively successful in creating a smooth workflow for students seeking assistance. Coupled with the physical student services space remodel, frontline advising staff was centralized for student access. Thus far, it appears to have created a higher level of efficiency and less confusion on the part of the students.

The Jordan Café serves as the only food service outlet for students, faculty and staff on the Jordan Campus. The format, food offerings and methods of food preparation have changed many times over the years.   However, the Café may need additional resources if it is to meet the needs of a growing campus. This growth may be a challenge. In the interview with the Food Service Manager, it appears that the Café already operates at a significant financial loss to the college.

Facilitation of Change in the South Region

Change in the south region has been driven organically, as population growth in this quadrant of the valley has increased. The Jordan and Miller Campuses in the south region have been populated with programs that are more intentional within spaces that were designed for that program. While the academic space has been intentionally designed, the support areas are still lacking, especially at the Miller Campus. There is an opportunity to develop a master plan since the Jordan Campus has more than 90 acres available and the newly acquired Herriman Campus will ultimately be under development.

Financial Resources and Budget
Team Observations

The self-study indicates that there is sufficient money to provide frontline staffing at all sites, along with operational dollars and even some annual funding for capitol expenditures. Still, there remains a high reliance on part-time staffing, especially in the evenings.

Given that approximately one-half of the student population is on campus in the evenings, either new investments or reallocations of existing staff are needed to ensure that full-time staff are available in the evenings. Perhaps some of the part-time positions might be converted to full-time staffing positions.

Facilities, Equipment, and Technology
Team Observations

North Region

The South City Campus Student Services counter was discussed by several groups during the interviews. The regional director appears to have a plan for a small remodel, which she believes would result in a more cohesive operation. Some of the frontline staff do not agree and would like to be included in the planning process. There is an opportunity to revisit the design and gather input from additional "stakeholders" prior to moving forward with the project.

The self-study indicates a desire to have a website designated for the north region. Designations of "North" or "South" regions are internal descriptors used by faculty and staff. Having a website for individual regions is unnecessary and may be confusing to students**.**

South Region

Miller Campus - the biggest facility challenge in the south region appears to be the layout and location of student services on the Miller Campus. There is insufficient contiguous space to house all services together. Additionally, there is no space for students to congregate or study. The only two benches available for sitting are placed in a corner around the student services area. The regional director has made multiple requests for additional sitting areas, but the requests have not been approved. The original design of the campus did not anticipate a future need for this type of use or student services functions. Prior to undertaking any significant remodel of the existing space, the college may consider a master plan for the entire south region; that plan may eradicate the need to remodel the Miller campus.

Jordan Campus - upon arrival at the Jordan Campus, it is difficult to find the student services area. Students go into the Student Pavilion because that is the building with visible signage. This issue may be corrected with some well-placed signs at the High Tech Center. Also, some frontline staff reported a need for a larger front counter work space. Equipment and technology appear to be sufficient within the south region.

Assessment and Evaluation
Team Observations

The regional directors collect some data in efforts to evaluate the effectiveness of their services, inform their practices, and make requests for future staffing increases. Among the data points that they track are student enrollments, service area zip codes, top ten majors, financial aid participation, and ACT and Accuplacer test taking rates.

Additionally, the south regional director tracks longitudinal (2009-2013) enrollment services data regarding the number of students served daily, weekly, monthly, and yearly.

Student Needs and Satisfaction Surveys are conducted on a rotation basis for each of the off-site campuses. This is an excellent way to collect student input. However, the self-study report provided different surveys and each had different forms of measurements. Unless there is a need for specific data points for a particular site, it would be more useful to have common measurements and a single survey instrument for both regions. This would allow for a comparative analysis between the regions.

The data collected are not expressly discussed in the context of the broader college mission. During the interviews, staff seemed to have limited knowledge about the college's completion, success, retention, and persistence rates.

It would also be important to track and monitor data for all student services. Even if the regional directors themselves do not collect these data, the directors at Taylorsville-Redwood should collect and share their respective data with the regional directors. The regional directors will benefit from increased access to data, which will inform their multiple responsibilities.

The evaluation process should include 1) establishing baseline data, 2) identifying the current unit data, 3) establish the unit target, and 4) provide an ongoing status report of the unit's goal. Without this information, it is difficult to determine the progress of any particular goal. Moreover, these data should be framed within the context of overall unit goal(s) and connected to the overall college goals.

The Director of Curriculum who is assigned to oversee facility and site coordination uses districtwide data to make informed decisions about instructional programs. He does not include student services data in the assessment of instructional programs. It would be important to increase the collaboration here so that support services are considered when instructional programs are recommended.

III.   Feedback to regional directors' recommendations

1. 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.

    Team analysis: While the proposed structure might be easier for the regional directors to coordinate efforts, it may not be practical or appropriate for each area. A written plan should be crafted by the regional directors and proposed to the Assistant Vice Presidents who have functional supervision over the affected areas. Line authority and staffing development responsibility ultimately resides within each division.

2. Increase supervision by department supervisors with employees at off-sites. Adding on-site supervision, at least at campus hubs where there are several department employees, may require funding for additional or upgraded positions.

    Team analysis: Consistent communication between the regional directors and student services directors would help create better expectations and accountability**.** There seems to be a difference of opinion as to whether directors from the Taylorsville-Redwood Campus provide proper oversight and supervision at the off-site locations. The regional directors believe that there is little to no external support while the department directors indicated that there are regular visits being made. It is possible that when those visits are being made, the regional directors are not aware that they have taken place.

3. Increase support for emergency response management. One option could be to have an assistant manager for emergency response at each of the hubs (South City and Jordan) who report to the Director of Public Safety.

    Team analysis: The Director of Public Safety explained the selection process resulting in the regional directors' selection as the site administrator for emergency response. Each director was selected due to their extensive length of

service and knowledge of the institution. Others who serve in these roles represent all areas of the college. There is an effort to bolster the emergency management procedures and teams at the college.

Currently, this appointment does not seem to distract from the main duties of the regional directors. However, emergency response is an important process to maintain a safe college environment. The person responsible for emergency response at the off-site locations should be working on an ongoing basis with the Director of Public Safety and others at the college to ensure that a prevention-based model is used for emergency response management.

4. Improve or more clearly define and communicate a campus management structure at each site. 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.

    Team Analysis: In the absence of a dedicated Campus Manager, there should be a Site Coordination Committee to address specific issues at each site. The college's cabinet should select the appropriate participants for the Site Coordination Committee. The regional directors might serve as the committee co-chair with other selected leaders, depending upon the site needs. Each Site Coordination Committee should report out regularly the challenges that are being addressed and the work that is being performed. Cross referencing the findings at each site will possibly identify problematic themes that may exist.

    To improve communication, the college should develop a meeting schedule within areas reporting to the AVP that allows for on-site providers to attend regional directors' meetings (as well as their area meetings at TRR) and for off-site directors to have meetings at South City and Jordan campuses.

5. Increase involvement and ownership from Student Services department directors. Host annual "Regional Student Services Update" meetings at the Jordan and South City campuses.

    Team Analysis: The review process indicated a lack of communication and engagement from some student services directors at TRR. In addition to conducting "Regional Student Services Updates" at the hubs, the directors could also host ongoing training and staff discussions at the off-site locations. Moreover, the college should establish clear expectations of the student services

directors to ensure their "involvement and ownership" of the delivery of services at the off-site locations.

6. Improve the regional directors' webpages to maximize information delivery.

   Team Analysis: This effort could be duplicative to the college's main website. The terms "North" and "South" regions are internal distinctions that are not used by students. Websites for the regions could be very useful for training and communication if they are a part of an "Intranet" for SLCC faculty and staff.

IV.   Commendations and major findings

Commendations

1. The knowledge and expertise possessed by the regional directors regarding the college and Student Services is impressive and highly commendable.

2. Student services at the off-site locations have maintained a high level of service with an inordinate number of part-time staff. This fact is a tribute to those who have worked at SLCC as a part-time employee with a fully-invested attitude.

3. The regional directors have created the impression among their peers that they are the "go to people" and "eyes and ears" at the off-site locations. While this impression can lead to a misinterpretation of their roles, it is a positive reflection of their commitment to the organization.

4. The regional directors are well-respected and successfully balance many different responsibilities. Their commitment to students is unyielding and steadfast even as their responsibilities have expanded over the years.

Major Findings

1. **The mission of the regional directors is too broad**. The functional job duties that are practiced by the regional directors are therefore equally broad in scope and extend well beyond the boundaries of Student Services. The current duties have been absorbed over the years due to the skill sets of the incumbents, but not by design. More personnel are needed to address the facility coordination role, on-site supervision functions and other non-student services duties.

2. **Communication regarding roles and responsibilities between departments and within student services is unclear.** Individuals with site management responsibilities and the regional directors are not always in sync. The regional directors and students services directors do not communicate on an ongoing basis. Also, within Enrollment Services there is a perception by a few that the functions performed at the off-site locations by enrollment services frontline staff is duplicative of the services performed by the Data Center and Student Express.

3. **There is a lack of clear line and staff delineation within the regions**. Over the years as new sites have been added, those who were placed in the new location absorbed the functional duties that needed to be achieved. This would explain the apparent differences, not only at each off-site, but between the two regions.

4. **Part-time employees serve as key providers of services**. An investment in full-time personnel needs to take place in order to better serve students into the evening hours. It is not uncommon to experience a high turnover rate with part-time staff. Continuity of service would be enhanced with the insertion of full-time employees, who are highly trained and dedicated to making the position a profession.

5. **There is minimum focus on assessment and evaluation**. The regional directors collect some basic data to evaluate and assess services. These data seems to be primarily descriptive in nature. It is not clear that the data are reviewed in the context of the broader college goals.

Questions from Dr. Deneece Huftalin, Vice President of Student Services

1. **As brokers of student services, is the regional director structure efficient?**
   The structure is efficient but not as effective as it could be with more coordinated effort by the stakeholders providing services at the off-sites. With clarity concerning roles and responsibilities, the regional director structure could be more effective. The TRR Directors could make the regional directors structure more effective with greater oversight of the off-site staff and increased communication with the regional directors.

2. **Are we following the site service standards for opening new campuses, and are those standards appropriate?**
   It is unclear whether the site service standards are fully operational. The only site that has come online since the standards were adopted is the Westpointe Center

and the primary use of that site has not met the early expectations. The current standards may be insufficient; they do not account for a "culture" or "specialty," which might be specific to individual sites.

3. **Can Student Life and Leadership function differently?**
Student Life and Leadership (SLL) will definitely need to look and function differently, depending upon the location. Some sites will need minimal student life interaction (Westpointe, Meadowbrook). Other campuses serve a more traditional student population and might require greater student engagement. In the south region, SLL works closely with the regional director. The regional director provides a class schedule to the SLL to help with event planning.

4. **Is there anything else that needs assessing?**
There is a need to create a single college-wide culture, which bridges the work and service between the off-sites and Taylorsville-Redwood Campus.

5. **What responsibilities given to Student Services should be more universal?**
The college would benefit from making the facility and site coordination functions more universal.

V.   **Recommendations**

1. **Redefine the mission of the regional directors:** Over the years, the mission has become too broad and their duties have expanded due, in part, to a lack of planning for site implementation and management.

   a. Job Mapping: Conduct a job mapping exercise in collaboration with the student services directors and stakeholders responsible for facility and offsite coordination. This exercise should help staff weigh the options for how to best utilize the expertise and resources of the regional directors. This will also help determine who will take ownership for certain responsibilities. Whatever responsibilities are deemed no longer in the job description of the regional directors need to be clearly assigned to other staff (in accordance to the job mapping) and clear communication needs to be provided to the new individuals responsible for conducting the new tasks.

   b. Re-evaluate site and facility management responsibilities: Historically, the coordination of instruction and site administration at the off-site locations was provided by three executive deans. In 2003, this structure was dissolved and three regional directors were hired to provide the functions previously

conducted by the executive deans. The function was reassigned to the Director of Curriculum, Scheduling and Region Management.

Today, it seems like some of the daily site management issues fall onto the regional directors. The college should consider assigning facility management to a campus manager or an off-site committee with leadership responsibilities.

c. Regional Directors' foci should be student services: The regional directors' mission should focus on enrollment services and their respective specialized function.

In the north region, consider reassigning the specialized function of Incoming Transcripts to the Office of the Registrar. Assign the merger of the SAT to the north regional director. This merger will require support services for an additional 1000 SAT students who have been integrated at South City campus.

2. **Strengthen communication regarding roles and responsibilities within student services and between departments.** A lack of **c**ommunication seems to be the crux of many of the issues identified during the review.

a. Establish stronger supervision of student services employees whose supervisor resides at the Taylorsville-Redwood Campus. Some of the off-site directors have come to depend on the regional directors for daily operations. Those directors are ultimately responsible for their staff and should be responsible for managing the daily operations and planning future needs of their respective units outside the Taylorsville-Redwood Campus. Also, the college would benefit from establishing stronger accountability of student services directors for off-site management of their respective unit.

b. Improve communication flow: Services offered at the regional sites generally originate at the Taylorsville-Redwood Campus. It would be helpful to map the flow of information, training and process as it moves from TRR to the hubs and then onto the smaller off-sites. It appeared that at each level, where the information is shared, there is a different "routing process" that takes place. Mapping out the process flow will allow the regional directors to positively affect the information dissemination and more effectively engage the TRR directors. A meeting calendar should help facilitate more effective communication and prevent meeting conflicts.

There needs to be more collaboration between all staffs at all levels within Student Services. Allow management and staff at TRR to work in the regions on occasions and have regional staff do the same at TRR. These opportunities will give contextual relevance at departmental trainings.

3. **Clarify responsibilities and strengthen communication between the Registrar and Regional Directors.** Both of these positions have responsibilities for enrollment services. For students to receive equally exceptional services from staff at the Taylorsville Campus and at all the offsite locations there needs to be clarification about the respective responsibilities of the registrar and regional directors. Moreover, these two positions require stronger alignment and communication. The regional directors should be included in the discussions about policy and process changes regarding enrollment services. When this is not possible, the latest policy changes need to be communicated to the regional director immediately. This will help maximize the performance of the frontline staff at the offsite locations.

4. **Invest in full-time employment.** As mentioned earlier, the college has a high reliance on part-time employees and especially in the critical student services area. The literature on student success indicates that the first-point-of-contact is critical to student success. According to the Community College Survey of Student Engagement, students are likely to make a decision on whether they will stay or leave the college within the first three weeks of school. Therefore, the interactions that students have with faculty and staff during this time period are critical. An investment in full-time staff should yield many benefits in the future, in terms of college operations and its completion agenda.

5. **Have a stronger focus on assessment and evaluation.** The college would benefit from greater exposure to, and use of, data to measure student success. Greater focus on assessment and evaluation by the regional directors will help them demonstrate how their efforts contribute to student learning and success.

The college might consider becoming a member of Achieving the Dream (AtD), which has established national recognition for helping community colleges use data to inform their student success goals. The AtD model creates "campus teams" to collect and assess the data. This model will allow the regional directors to be a core member of the team for SLCC.