TOOELE TECHNICAL COLLEGE

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Student Services Plan

Operations and Procedures

2019

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1. SCHEDULE OF FORMS, FLYERS AND DOCUMENT REVIEW

Accurate and timely dissemination of information is critical to the integrity of the Student Services department. There are internal use only and public use documents. These documents are revised as necessary and previous versions are archived for chronological tracking of changes.

The following schedule demonstrates our commitment to providing the public, staff and faculty with up-to-date information:

Description	Review Period (reviewed by all SS staff)	Use Area	Responsible Party
Student Policies	Annual	Webpage Student Handbook Student Bulletin Board	Ellen Ellen Ellen
Student Handbook	Annual	Webpage Enrollment Counter	Ellen Stacie/Michelle
Student Services Operations Plan	Annual	Internal to Student Services	Ellen
Placement Plan	Annual	Internal to Student Services	Kim
Individual Program Information Flyers	As changes are made (course, cost etc.)	Front Lobby Marketing Events	Debbie
Program & Course Listing	As changes are made (course, cost etc.)	Front Lobby Marketing Events	Debbie
Enrollment Forms	As changes are made	Internal to Student Services	Debbie

2. ADMISSIONS AND REGISTRATION SERVICES

No student shall on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, disability if otherwise qualified, social or family background or on the basis of the use of a language other than English by Limited English Proficient (LEP) students be excluded from participation in, be denied the benefits of, or be subjected to discrimination and/or harassment under any educational program, activity or practice conducted by the TATC.

Admission and registration process:

1. Registration staff will initially interview all students to determine their training and enrollment objective.

2. Student Services personnel will provide all potential students with information on College programs, the tuition and fee structure, program costs, books, supplies, equipment and services required, career and placement opportunities and financial assistance available to them.

3. Student will be provided with the following documents:

    a. Application for enrollment form – *signature(s) required: student, high school student's parent/guardian*

    b. High school pre-registration form - *signature(s) required: student, parent/guardian, career counselor*

    c. Schedule form - *signature(s) required: none*

    d. Program prerequisites

    e. Transcripts for admission evaluation

4. Student will complete and submit documents listed above.

5. Registration staff will review, finalize and input the student's demographic information into the student information system and take the student's payment or receive sponsorship documentation. Students will be informed that their first month's tuition, program fee, and initial set of required books and supplies are due on the first day of class. Registration staff will explain tuition payment requirements to the student.

6. For Certificate Seeking adult students, registration staff will evaluate secondary or post-secondary transcripts for a grade of C or better in basic math and reading skills or register student for the Test of Adult Basic Education (TABE) test if appropriate*.

   TABE required for Certificate Seeking Adult or Secondary students in the following programs:
   - Allied Health (CMA, MOLT, Phlebotomy, Medical Billing & Coding)
   - Business Technology Programs
   - Information Technology Programs
   - Nursing (C.N.A. – Reading Comprehension & *Applied Math*)
   - Welding Technician I, II, III

   Exceptions are granted for students who provide evidence that they have been awarded an Associate's Degree or higher credential.

   Occupational upgrade students sponsored by their employer and those students submitting transcripts documenting successful completion of an Associate's degree or higher credential are not required to complete academic assessments.

   High school students are not tested as their school counselor or parent of a home school student will determine if they have met the appropriate skill levels for the training program they are entering. Exceptions include all health care and information technology programs. High school students are required to take the TABE test.

* If testing scores indicate that the student will concurrently enroll or begin their instruction in adult basic skills education, staff will provide a copy of the TABE grade level scores to the Learning Center instructor. Note: Students who are concurrently enrolled will be withdrawn from the Learning Center when they have attained the needed level of basic skills proficiency.

7. The student is told where to find an electronic copy or offered hard copy of the Student Handbook which contains information about the College, and student's rights and policies relating to Student Services.

8. The student's photo will be taken for their student ID card.

9. The student is scheduled to attend the College's orientation session held weekly or by appointment.

10. Enrollment staff will email all staff notifying them of new students starting or reenrolling with the name of the student, the program or course of enrollment, the start day and time.

11. SIS staff will input training plan and schedule into the student information system.

12. Registration staff will produce an identification card for campus use only for the student, clip the I.D. card to the student's schedule, and deliver to the student's instructor.

13. The instructor will distribute the schedule and I.D. card to the student on his/her first day of class.

Registration services are available at the campus during normal business hours. Students can begin classes any day of the week as long as the registration process listed above is completed within two business days prior to their start date.

3. ADVISEMENT AND STUDENT PERSONNEL SERVICES

The goal of advisement and student personnel services is twofold, (1) to encourage constructive utilization of the student's abilities, time and energy in completing their program curriculum; and (2) to provide the student with the necessary information and help for solving personal situations that may be a barrier to a successful completion of their enrollment objective.

ACADEMIC ADVISEMENT. The academic advising is done by the Director of Student Services and the Advisor, and is of a general and specific nature, depending on the person's needs. Advisement personnel provide accurate information on College programs, policies, and resources available. Advisement personnel will answer students' educational and career questions and assist students in choosing and developing a relevant educational plan that fits with their goals. Advisement personnel will evaluate previous education, training, and work experience. Students' math and reading skills may be assessed to determine whether additional instruction in these areas would help them be successful in their selected training program.

As students' progress through their training, advising will continue to be available to help them make the best educational and career choices for their goals. In addition, advisement personnel work with students to improve learning strategies, attitudes or behaviors that will increase their success in their training program or course. In addition, advisors counsel students who are repeatedly absent from class or failing to meet progress standards after improvement plans have failed.

PERSONAL COUNSELING. Students who are experiencing problems that are preventing them from progressing should feel free at all times to seek friendly advice and information relative to services offered by internal or external sources, since it is the College's belief that education includes attention to the student's development—physically, socially, and emotionally, if the student is to receive the most benefit from instructional services that are provided.

Advisement services are available at the Campus Monday through Thursday from 8:00 a.m. to 5:00 p.m., on Friday's from 8:00 a.m. to 4:00 p.m., or after hours by appointment.

4. ASSESSMENT SERVICES

Math and English language skills are important for success in training programs. The College assists adult students in achieving their potential by assessing their basic skill levels in math and English language skills using the Test of Adult Basic Education (TABE) test or by evaluating skills through high school or college transcripts.

The TABE score will determine whether students will directly enroll in their program, concurrently enroll in his/her program and adult basic skills education, or begin their training in an adult basic skills education program to improve their basic skills prior to the start of their chosen program. Advisement personnel work with students to determine the best approach for them.

Documented transferable skills obtained through relevant employment experience attested to by sponsorship of the applicant by their employer is accepted and is an exception to the admissions evaluation. If it is determined that the student is not progressing due to inadequate basic skills, he/she will be referred to the Learning Center for basic skills instruction.

Adult students are admitted on an ability to benefit (ATB) basis in Certificate of Proficiency level programs. Adult students who do not have a high school diploma, GED, or have completed secondary school through homeschooling as defined by Utah law are given a basic skills test in math and reading compression. Students admitted under ATB are not eligible to receive Title IV funds.

The College takes reasonable steps to ensure students with limited English proficiency (LEP) have meaningful access to courses and programs. Students have access to the Academic Learning Center to improve language and reading skills with one-on-one and electronic instruction. Students who are below a fourth grade reading level will be referred to appropriate adult literacy or LEP training providers.

High school students may not be tested as their school counselor will determine if they have met the appropriate skill levels for the training program they are entering. Exceptions include all health care and information technology programs. High school students are required to

take an entrance assessment test. The College currently uses The Adult Basic Education Test (TABE) for program placement determination.

Certain programs may require academic assessment tests (both secondary and adult students) unless a transcript is provided showing successful completion of an Associate's degree or higher credential, or completion of the general education credits required to apply for admittance into the Practical Nursing program.

Programs that require academic assessment tests or evidence showing successful completion of an Associate's degree or higher credential are:
- Allied Health programs
- Business Technology programs
- Certified Nursing Assistant
- Information Technology programs
- Welding Technician programs

Practical Nursing (PN) program applicants follow a competitive process. Once the application period is closed, applicants will be scored on a point system used to select program students based on residency, prior degrees, experience (work/volunteer) reference letters, interview, and attendance to the TATC PN Information Session.

Assessment services are evaluated annually through Student Services and Instruction to ensure the effectiveness of these procedures as applied to ability to benefit students and other students admitted to College programs.

Assessment process
1. Staff will determine testing method appropriate for the student – either PC based or the self-scoring written TABE.
2. For PC based TABE tests: staff will register the student and walk him/her to the assessment room. Staff will advise students that they will not be allowed to use any assistive devices such as dictionaries or cell phones. Calculators, paper and pencils are provided for mathematical computations.
3. Staff will log the student into the system and explain the testing procedure and the computer software.
4. Students will quit and score the test when they have completed it and will then return to the Student Services Office.
5. Staff will print out the student's scores and discuss the results with him/her. Using the table below, staff will determine if the student will directly enroll, concurrently enroll or begin training in adult basic skills education (remediation).

Assessment services are available at the Campus Monday through Thursday from 8:00 a.m. to 5:30 p.m. and Friday's from 8:00 a.m. to 4:00 p.m. Students taking the TABE should plan for up to two hours to complete the tests.

Enrollment and Grade Equivalent Guidelines		
Program	Math	Reading

	Direct Placement in Program	Concurrent (Learning Center & Program)	Learning Center	Direct Placement in Program	Concurrent (Learning Center & Program)	Learning Center
Allied Health Programs	8	6.0 to 7.8	4.0 to 5.8	11	8.0 to 10.8	4.0 to 7.9
Business Technology Programs	9	6.0 to 8.8	4.0 to 5.8	9	6.0 to 8.8	4.0 to 5.8
Certified Nursing Assistant	8	6.0 to 7.8	4.0 to 5.8	10	7.0 to 9.8	4.0 to 6.9
Commercial Driver's License (CDL)	8	6.0 to 7.8	4.0 to 7.8	8	6.0 to 7.8	4.0 to 5.8
Cosmetology, Barbering and Nail Technician	8	6.0 to 7.8	4.9 to 5.8	11	8.0 to 10.8	4.0 to 7.9
Heavy Duty Diesel Technician	7	5.0 to 6.8	4.0 to 4.8	8	6.0 to 7.8	4.0 to 5.8
Industrial Maintenance Technician	8	6.0 to 7.8	4.0 to 5.8	8	6.0 to 7.8	4.0 to 5.8
Information Technology Programs	10	8.0 to 9.8	4.0 to 7.8	11	8.0 to 10.8	4.0 to 7.9
Medical Billing and Coding	8	6.0 to 7.8	4.0 to 5.8	11	8.0 to 10.8	4.0 to 7.9
Practical Nursing	Enrolled by Exception*					
Welding Technician Programs	8	6.0 to 7.8	4.0 to 5.8	8	6.0 to 7.8	4.0 to 5.8

5. ATTENDANCE FOR SECONDARY STUDENTS

The College has the responsibility to ensure that high school students are provided with a safe training environment while attending the TATC. Truancy or unexcused absences jeopardize the College's ability to ensure student safety and will be reported immediately to the student's home school. Therefore, secondary students are expected to maintain 100% attendance. High school students attending after high school hours will be held to the progress standard only, but will be advised that if they have received permission from their high school counselor to take the course for high school credit, they need to attend regularly as credit will be based on the hours attended.   High school counselors monitor their student's attendance at their discretion via the web-based SIS.

6. FINANCIAL ASSISTANCE

Tuition at the Tooele Applied Technology College is among the lowest in the state. High school students attend the TATC tuition-free. However, if students do not have the means to make tuition and fee payments, TATC advisement personnel will refer students to other state and private organizations which may be able to assist with the cost of training.

Pell Grants: TATC participates in Federal Financial Aid and offers Pell Grants for 17 programs. Students are directed to complete the Free Application For Student Aid or FAFSA and provided online links to Department of Education videos on How to Fill Out the FAFSA.

Referring Agencies and Organizations: The TATC works closely with several government agencies and private organizations to help individuals obtain the training they need to qualify for employment. These organizations include the following: Department of Workforce Services, WIOA Youth, Utah State Office of Rehabilitation, and Deseret Industries.

Scholarships: The Tooele Applied Technology College offers needs-based scholarships to part-time and full-time adult students enrolled in certificate level programs. These funds are

the result of private donations made to the College specifically for student scholarships.

Award amounts fluctuate from year to year depending on the level of funding available. The Campus President and Executive Staff review funding levels and approve award amounts each fiscal year as needed.

Application packets are available at the enrollment counter and are accepted through the 15th of each month and awarded the first week of each month. The VP of Student Services reviews application packets and awards funding based on the completeness of the application and income eligibility criteria set forth by the current Federal Lower Living Standard Income Levels.

The College also accepts scholarships from private and public education entities following their criterion for enrollment and distribution. Progress and outcome reporting are submitted as requested.

7. SATISFACTORY ACADEMIC PROGRESS

Satisfactory student progress is defined as a student's ability to complete at least 67% of assigned work over the time a typical student would take to complete 100% of the assigned work. Students making satisfactory progress will complete each module in at least l.5 times the module's length in hours. Example: a student would have, at most, 15 hours to complete a module that was 10 hours in length.

The purpose of this section is to:
1. Emphasize the importance of tracking satisfactory student progress on a weekly basis and addressing progress with students regularly (at least once a month).

2. Provide a guideline on how to proceed with students when satisfactory progress is not being made in consideration of the most common factors associated with lack of student progress.

The importance of tracking satisfactory student progress:
Effective instructors track student progress in order to be aware of the rate at which students are acquiring the necessary skills and abilities required to be competent. Tracking *satisfactory* student progress varies slightly as it compares the acquisition of these skills relative to the time the student is *enrolled* in the course.

Every student enrolled at the College is required to make *satisfactory student progress*. Students unable to make satisfactory progress may lose their enrollment status and often their scholarship funding. Therefore, it is essential that faculty and advisors are able to track satisfactory progress efficiently in order to provide meaningful assistance to students in order to mitigate negative consequences and expand opportunities for encouraging student success.

In order for faculty and advisement personnel to provide meaningful assistance to students experiencing difficulty in a course they must first be able to recognize that a problem exists. The student information system is designed to track progress based on the time needed to complete specific course modules compared to enrolled hours. The student information system is an extremely valuable tool in helping instructors and advisement personnel with

this effort as it can track satisfactory student progress daily, weekly and monthly.

It is the expectation that all instructors will understand the meaning of satisfactory student progress as defined above and monitor students on a weekly basis in order to assist students who may not be making satisfactory progress.

How to proceed with students considering factors associated with lack of student progress:

6.1. Adult Students: Provide a Classroom Orientation – It is the expectation that every new student will receive an orientation to the classroom as well as extra attention from the instructor as the student works through the first module of the course. Instructors will work with new students to assist them to understand how the course is structured and what is expected of them.

Keeping data up-to-date – While the student information system has the ability to track student progress, this system is *only accurate* when updated by instructors with the most recent competency completion information. Therefore, it is essential that instructors update the student competencies on a weekly basis *and* recognize which students are not making satisfactory progress in order to provide assistance to students. It is the expectation that instructors will meet monthly with students to review progress concerns.

Low Attendance – Students unable to maintain satisfactory progress that also attend less than 80% of the time will be advised by the instructor that this factor may be contributing to lack of progress. If this problem persists for two consecutive months, the instructor will advise the student to seek academic guidance and email advisement personnel of the concern. Upon notification from the instructor, advisement personnel will set up a meeting time or telephone time to talk with the student and seek solutions which may include implementing an attendance mandate for the student.

Skills not Commensurate with Course Requirements – Students unable to maintain satisfactory progress who also frequently score less than 80% on examinations will be advised by the instructor that academic advising is available for assistance. If this problem persists for two consecutive months, the instructor will advise the student to seek academic guidance and email advisement personnel of the concern. Upon notification from the instructor, advisement personnel will set up a meeting time or telephone time to talk with the student and seek solutions.

Module Length – While the content and structure of the course are determined by the course instructor, many of the module lengths are *limited* to approximately ten hours in length. This module length is very beneficial in determining satisfactory student progress in an accurate and timely manner which meets the needs of external funding agencies that support students. Shorter module lengths necessitate instructors to enter more data every week on each student; however, the benefit of accessing highly accurate information concerning satisfactory student progress makes this necessary.

Enrollment Patterns – Student Services personnel advise students to enroll in a schedule that is conducive to maintaining satisfactory progress. Typically, students enrolling in a program with multiple courses are advised:

- Against engaging in more than one course at the same time if they are enrolled ten hours or less per week.

- To engage in two courses if they attend four or more hours daily

6.2. High School Students: The above processes relate to both adult and high school students. However, high school students are also <u>required</u> to attend class if being released from high school to attend the TATC (see Attendance Tracking Process). It is essential that instructors mark attendance rolls accurately in order to allow for accurate attendance reports.

The web-based Northstar SIS makes it possible for high school counselors to access student record information to monitor the performance and attendance of their respective students. Finance officer personnel assign user names and passwords to school counselors. In addition, counselors are provided instructions how to obtain attendance and progress reports.

8. SERVICES TO STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA) and other applicable state and federal regulations that govern services and access for persons with disabilities, the College provides accommodations to qualified students with disabilities to support their educational goals. The College is fully committed to policies of equal opportunity, equal access, and non-discrimination, and pursues equality and diversity goals in all programs and activities. In compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Vocational Amendments of 1976, and the American with Disabilities Act, College programs and activities are open to all qualified students without regard to race, age, color, religion, sex, national origin, or disability.

8.1. Services and Accommodations: Services provided by the College to qualified students with disabilities provide equal access for students to admissions, registration, activities, and technical programs to enhance student potential and individual student development. Services are provided to qualified persons with disabling conditions including, but not limited to, cognitive, emotional, mobility-related, visual, or hearing impairments (as verified by required documentation). The facility has full architectural access as required under the ADA. The Student Services Office provides advice and information regarding architectural access.

Services may be provided to a student following an evaluation of his/her Application for Student Accommodations, which requires supportive documentation. This evaluation determines the student's eligibility for ADA services.

It is each student's responsibility to seek appropriate assistance and to manage his/her educational program by making the appropriate contacts with the College ADA Coordinator. All students must adhere to College policies, including policies governing the use of technology on campus, student conduct, College standards for satisfactory progress, etc., as well as standards established to preserve the quality of the learning environment for the benefit of all students.

The VP of Student Services works closely with TATC administration to ensure that staff and faculty are provided with training in ADA processes, regulations, confidentiality standards,

disabilities, College policies, standards for satisfactory performance, specific methods for providing services, assistive technology use, and documentation of services to students with disabilities. Training updates are provided as needed.

8.2. Procedures for Providing of Accommodations: College students who would like to receive accommodations must apply for services by completing the Request for Accommodations Form. Students requesting information about these procedures shall be referred to Student Services where they can confer with the ADA Coordinator.

The College VP of Student Services serves as the coordinator for services to qualified students with disabilities. The ADA Services Coordinator reviews applications and accompanying documentation to determine service eligibility, and coordinates the day-to-day services provided by ADA service providers.

The Request for Accommodations Form instructs the applicant to provide documentation regarding specific accommodation needs in a properly dated and signed statement that includes:

- Specific diagnoses of the student's physical and/or mental health condition(s), per the International Classification of Diseases (ICD 10) or Diagnostic and Statistical Manual (DSM IV)
- A detailed analysis identifying how and to what extent the student's conditions affect major life activities as defined by the ADA, with supportive information, including test results
- A detailed explanation concerning the beneficial or detrimental effects of mitigating measures (medication, personal visual/hearing aids, etc.) on the student's performance of identified major life activities
- Clearly stated recommendations for accommodations as appropriate to the student's targeted technical training program
- All documentation must be typed on professional letterhead and signed by the provider.

Documentation of a student's physical impairments must be provided by a licensed and board-certified physician or nurse practitioner.

- Documentation of a student's mental impairments must be provided by a licensed psychiatrist, psychologist, or clinical social worker.
- Visual impairments must be documented by a licensed ophthalmologist.
- Hearing impairments must be documented by a certified otologist or audiologist.
- Learning disabilities must be documented by a psychologist or neuropsychologist.

It is the responsibility of the student to provide the required documentation and to pay for any professional evaluations necessary to obtain such documentation for the purpose of applying for ADA services.

After a student has provided complete documentation, the ADA Coordinator may require an estimated one to two-week time period for appropriate evaluation and processing. At the conclusion of the evaluation process, the ADA Coordinator will meet with the student who is requesting accommodations and will inform him/her of the approval or denial of services. The ADA Coordinator will answer questions and will advise the student of the process to be followed in the implementation of approved accommodations. Accommodations are only provided to eligible students for and during their current period of enrollment.

When a request for accommodation has been approved, the ADA Coordinator will document the student's Accommodation Plan and provide the student with a Letter of Accommodation. The ADA Coordinator will provide copies of the Letters of Accommodation to their instructors and otherwise inform their instructors of ADA services approved by the ADA Coordinator.

Should an ADA-eligible student withdraw from the College, all ADA accommodations shall be terminated. If the student returns, a Request for Accommodation must be resubmitted. If the student returns to the College and re-enrolls in the same program he/she left at the date of withdrawal, and his/her return occurs within 12-months, no additional documentation may be needed when the Request for Accommodations is re-submitted. If the student returns to the College after 12-months an interview with the student and a review of the original Request for Accommodations may indicate that additional documentation is required.

Student documentation for ADA services that is more than three (3) years old must be replaced with updated and current documentation regarding the disability diagnosis, functional limitations and specific recommendations regarding reasonable accommodations, as outlined in this section, except in cases where the disability is permanent and updates are not determined to be necessary. The ADA Coordinator may require more frequent updates in documentation for disabilities whose conditions are likely to change during a three-year period.

The ADA Coordinator provides information to College faculty regarding disability services and assistive technologies that are used in support of a qualified student with a disability. The Student Services Office also provides guidance to faculty members regarding the availability of ADA services, the importance of student confidentiality, student due process and other areas of concern related to services to students with disabilities.

The ADA Coordinator maintains the College records for ADA Services in a locked file located in his/her office.

Student requests for updates or additional accommodations shall be given to the ADA Coordinator who shall follow up with the student to determine what procedures are needed to address the additional requests. Additional time will be required to evaluate such requests and to arrange services, if appropriate. The student shall be given an estimate of the time that will be needed to evaluate each request and arrange appropriate services. All such requests shall be documented and a response shall be provided to the student in the form of an updated Accommodations Letter. This and all other monitoring information shall be documented and stored in the confidential ADA file maintained by the ADA Counselor Leader.

The ADA Coordinator will review changes and updates in the ADA and Accommodations process as needed.

8.3. Termination of ADA Accommodations: A student may request that accommodations be terminated at any time. In this case, the student shall be expected to promptly provide the ADA Coordinator a written and signed request to terminate services. A letter confirming the discontinuation of ADA Services will be sent to the student, with a copy in the student's ADA record. Services will be terminated automatically when the student withdraws from the College. Other conditions that result in student withdrawal from the College include

withdrawal due to non-payment of tuition or non-attendance for 10 consecutive scheduled days.

Withdrawal for the above reasons will result in the termination of ADA services. A request for reinstatement of ADA services must be submitted by the student in the event that he/she elects to return to the College, as outlined above. Moreover, as noted above, to qualify for accommodations, the re-admitted student may be required to update his or her disability documentation if it is more than 3 years old.

8.4. Grievances and Appeals of ADA Decisions: College students who wish to appeal a decision regarding the provision or denial of reasonable accommodations, or who wish to file an informal or formal grievance regarding such decisions, may do so in accordance with the College policy on Student Grievances. A student may consult with the ADA Coordinator. If the student feels that his/her needs have not been met by the College, a complaint may be filed with the Office of Civil Rights at the address below.

Contact information for the Office of Civil Rights (OCR):
> Customer Service Team
> US Department of Education
> Washington, D.C.
> Phone: 1- 800- 421-3481   TDD: 1- 877-521-2172
> Email: ocr@ed.gov
> Internet home page: ed.gov/ocr/

9. STUDENT GRIEVANCES PROCESS

The College is committed to providing a safe environment that is fair and free from discrimination for all students. The College has a responsibility to ensure students are not subjected to behavior that may constitute unlawful discrimination, harassment, disparagement or ill-treatment.

An essential part of developing that environment is ensuring that students are encouraged to come forward with their grievances in the knowledge that the responsible supervisors will take prompt and effective action to address complaints of discrimination and harassment. Grievances that are not addressed have the potential to grow into major issues resulting in reduced learning. Unresolved or poorly handled grievances can also lead to legal action against the College.

Students without the reasonable ability to meet with a student services representative in person may request telephone or electronic meetings in order to report concerns, and/or seek an informal or formal grievance.

9.1. Procedures for Student Concerns: A concern is an issue expressed to College personnel not as a formal or informal complaint.

1. When a student expresses a concern to a student services representative, the representative encourages the student to meet with the *individual that caused their concern in order to address it at the lowest level. If the student chooses not to meet with the individual directly but wishes to report their concern, the student is encouraged to write down or email the stated concern, or may choose for the representative to

write it on their behalf and email it to Vice President of Student Services (SSVP) within two days. *Note: the individual that caused the concern may be a member of the faculty, staff, administration or the student body.

2. The SSVP will provide the statement to the appropriate Vice President (VP) within two working days. The VP will set up a time to meet with the individual within two working days. The individual will meet with the VP within five working days.

3. The individual will receive the statement at the meeting and have the opportunity to discuss it with the VP. The individual will provide a written response to the VP within two working days.

4. Both the statement and response may be included in the individual's file within two working days.

5. Both the statement and response may be viewed by the Campus President.

The College Student Grievance Policy is developed to ensure that students have the guidance and support necessary to have grievances heard and considered fairly, so that College personnel have understandable procedures to use when addressing student complaints. Through these procedures, the College can continue to promote and support a safe and reasonable learning environment for all students and for College personnel.

Students without the reasonable ability to meet with a student services representative in person may request telephone or electronic meetings in order to report concerns, and/or seek an informal or formal grievance.

9.2. Procedures for Informal Grievances:
1. Students seeking an informal address to complaints shall consult with the Student Development Coordinator.

2. A hearing or meeting with all parties named in the grievance, which provides information regarding charges made in the complaint as well as a review of the reported incident is required to allow for appropriate due process provided to the parties accused as well as those bringing the complaint.

3. If a satisfactory resolution through informal means is found to be acceptable to all parties involved, no further action shall be required. If no satisfactory resolution is found, the VP of Student Services may recommend, and the student may elect, to use the formal grievance procedure.

4. A grievance that involves a Coordinator, or Vice President will be referred to the Campus President for all required considerations.

9.3. Procedures for Formal Grievances:
1. TATC students who seek to address a grievance through a formal process must submit a written complaint containing details and all available documentation to the VP of Student Services who will review the grievance (see 3.7). Reliable documentation and/or statements that will assist the College in a fair and accurate

review of the complaint are essential components of the grievance process. Such information should be submitted within 10 days of the date of the alleged incident. The written complaint should be signed and dated by the student.

2. The VP of Student Services shall review the complaint to ascertain if sufficient information has been provided. If not, such information shall be requested from the complainant or from other parties involved in the case. All information requested should be provided in a timely manner in order to allow for a prompt review of the grievance issues. If the student fails to provide the additional information requested within a reasonable period of time, as determined by the VP of Student Services he or she may determine whether or not additional consideration should be given or if the grievance process is thereby cancelled. In the latter instance, the VP of Student Services shall document this decision in the student file.

3. When the VP of Student Services has received all required information, including the student's statement regarding the desired remedy that he/she is seeking, he/she will investigate the complaint, request any additional meetings, and formulate a decision. Once determined, the final decision will be recorded for the College record. A letter to the student who filed the grievance explaining the decision and pertinent information should be provided and recorded. This decision, in many cases, may request the student's written response indicating whether he/she accepts the decision of the administrator.

4. If the resolution provided by the VP of Student Services is not satisfactory to the student filing the complaint, a request for reconsideration may be submitted. Such reconsideration may be requested by any of the other parties to the grievance. Such a request must be submitted in writing within a 5-day period from the date of the initial grievance decision. A request for reconsideration shall be submitted to the College President. The administrator who presided over the initial formal grievance shall forward all appropriate details and documentation to the College President for review in a timely manner.

5. The College President shall review the information provided concerning the grievance, the request for reconsideration, and details regarding the complainant's desired remedy in a timely manner. The College President may select one of the following options:
   - To support of the initial grievance resolution provided by the VP of Student Services designating that resolution to be fair and appropriate, based on the information reviewed.
   - Determine that an alternate decision is appropriate based on his/her review of the grievance case information. This shall supersede any previously made decisions.
6. The College President shall provide a decision in writing in a timely manner and document his/her final decision for the College record. A written decision to the party or parties involved shall be provided in a timely manner following the decision.

The decision of the College President shall be considered final. No further remedies shall be offered as a part of the College Formal Grievance process.

Students may contact the Commission of the Council on Occupational Education at the address below in cases where the student grievance is not settled at the institutional level:

7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350
(800) 917-2081 or 770-396-3898   www.council.org

10. STUDENT RECORDS

The College is required to collect, tabulate, report, and archive information related to student attendance, progress, program outcome and placement status. In compliance with the Family Educational Rights and Privacy Act (FERPA), and UCAT Policy and Procedures, the College is also responsible for protecting the privacy of students and to provide students with the right to inspect, review, and amend student educational records, as deemed appropriate.

10.1. Release of Information: Personally identifiable information or records relating to a student's educational history will not be released to any individual, agency or organization without the written consent of the student as described in FERPA regulations, except directory information, which may be released upon request unless the student specifically withholds permission to do so.
College directory information includes:
- Student's Name
- Field of study
- Dates of attendance
- Credentials received

To withhold the release of directory information students must complete the proper form in Student Services, which will be input into the Student Information System on the day it was received and is effective from this date forward.

The College maintains hard copies of all student educational records in Student Services in fireproof filing cabinets. Student enrollment information, progress, attendance and outcome information is also contained in the electronic Student Information System.

10.2. Student Review of Records: In compliance with federal requirements, a student's educational records are available for the student's review upon request. Student records may be examined by the student or those authorized, as designated by FERPA, within 45 days of the day the College receives a request for access. Students should submit written requests identifying the record(s) they wish to inspect to the office of the VP of Student Services. The student will be advised by the Student Services Office of the time and place where the records may be inspected. In the case that the Student Services Office does not maintain records requested, i.e., archived records, the student shall be advised of the correct official to whom the request should be sent.

10.3. Amendment to Student Records: Students may ask the College to amend a record that they believe is inaccurate or misleading. An official written request may be submitted to enrollment staff clearly identifying the part of the record that should be changed, and specify the reason for that change. If the College decides not to amend the record as requested by the student, based on criteria established by FERPA, the College will notify the student of the decision and advise the student of the right to a

hearing regarding the request for amendment. The VP of Student Services may request supporting documentation for any request to change a record, if such documentation is necessary.

10.4. FERPA Complaints: Students may file a complaint with the U.S. Department of Education concerning alleged failures by College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office, U.S. Department of Education
400 Maryland Avenue, S.W. Washington, D.C., 20202-5920
800-872-5327

10.5. Transcripts: A permanent record of the student's educational plan and history is kept in Student Services for students enrolled in programs or courses. A copy of each student's progress record is available for him or her to access any time during the enrollment period. Transcripts are provided with a signed, written request submitted to the Student Services Office. A valid picture ID is required of the student. Transcript request forms are available in Student Services or on-line at the College web site. Any financial obligations owed to the College must be cleared prior to the release of records. Additional copies of transcripts are available upon written request at a charge per copy as established by the College. Transcripts will only be released to the individual student or authorized agent. A student may designate the release of records to another through a written and signed document. Processing of transcripts may require up to five days.

10.6. Enrollment Verification: Enrollment Verification Request Forms are available in Student Services or on-line at the College web site. The initial verification document is provided at no charge. Enrollment verifications will only be released to the individual student or authorized agent. A student may designate the release of records to another in writing.

Processing of enrollment verifications may require up to five days.

10.7. Record Retention: For the purposes of retaining records, all educational records at the College, produced from optical imaging or other technology, have the same legal effect as the original record and the following classifications shall apply:

Student registration files including application for admission or readmission, attendance registers, assessment evaluations, test results, high school student letter grade recommendations, and official transcripts are retained in Student Services for five years and then may be transferred to State Archives and retained permanently.

Year-end reports are retained in Student Services permanently.

11. TRANSFER POLICY

The Tooele Applied Technology College is a competency-based institution that does not currently award traditional academic credit. Any student that meets the admission requirements of the TATC may enroll in the institution. When a student requests that coursework completed at another institution of higher education transfer to and be credited toward completion of a TATC course or program, the transfer coursework will be evaluated as follows:

Transfer of students within TATC: When a student desires to transfer from one TATC program to another, or when it is determined that a student is not enrolled in the proper program, Student Services staff will work with the student to find a more suitable training area. Students may transfer into a different program within TATC as long as they meet the admission requirements of the new program. Competencies that are common to different TATC programs are transferable from one program to another within the institution.

Transfer of students from another UCAT Campus to the TATC: Students who transfer and wish to receive recognition for competencies attained at another UCAT campus shall provide official transcripts and any other required records and reports for evaluation. Transfer of acquired competencies and skills will occur after review by the program instructor(s).

Transfer of students from other higher education institutions to the TATC: Students who transfer and wish to receive recognition for coursework completed at another higher education institution (excluding UCAT campuses) shall provide official transcripts and any other required records and reports for evaluation. Coursework will be credited toward competencies necessary for completion of a TATC course or program only after review by the program instructor(s). If the instructor is not able to verify that transfer coursework meets competency requirements, students can "test out" by demonstrating competence to the instructor through the competency assessment methods used in the course or program.

12. REPORTING AND EVALUATION MEASURES

Through personal commitment and accountability, student services staff place customer service at the fore front of their responsibilities. Staff strives to accurately address the needs of prospective, current and former students. To ensure that student personnel services provided are appropriate and effective, evaluations of Student Services are completed by students after they have completed their training course or program. This information is disseminated to staff during regular staff meetings and provides the College with the student's perspective on the level of service he/she received. Survey questions include:

1. Was the staff knowledgeable?
2. Was the staff courteous and helpful?
3. Was program information clearly explained?
4. Was the staff responsive to student needs throughout their training experience?

An informal process for improvement of services takes place on a continuous basis through student evaluations, suggestion box entries, verbal comments and feedback provided to student services staff from students, parents, staff and visitors. This information is a vital component of our continuous quality improvement process.

13. STUDENT SAFETY

To assure the Health and Safety of the Institution's employees, students, and guests, the College has developed and implemented the *Institutional and Student Health and Safety Plan, Emergency Response Actions,* an *Emergency Response Procedures Guide* and a *Workplace Violence and Security Guidelines* Policy which provides information to faculty, staff, students and third parties regarding the College's position on and established procedures to prevent workplace violence and to appropriately address incidents when they occur. These documents address command structure in the event of an emergency as well as procedures to be followed in the event of fire; earthquake; bomb threat; hazardous materials and chemical spills; loss of power or utility outages; storms, bad weather and floods; hostile persons; hostage situations; work area security; accidents; and medical emergencies.

TATC staff will coordinate annual fire drills, keep student/employee lists current, maintain safety equipment and first aid supplies, and assist with the safe and orderly evacuation of the campus in the event of an emergency. TATC staff will also provide the appropriate fire department and police or sheriff department with information necessary to protect occupants and reduce property damage.

The *Institutional and Student Health and Safety Plan, Emergency Response Actions, Emergency Response Procedures Guide* and a *Workplace Violence and Security Guidelines Policy* are all available online at the College website.

14. STUDENT SERVICES OFFICE EMERGENCY RESPONSE

Chain of Command

In the event of an emergency, the VP of Student Services (VP) will follow the College's Emergency Response Procedures. If the VP is not physically on site, the Assistant Manager of Student Services (followed by the Student Development Coordinator and SIS Specialist) is designated as second in command.   This individual will be responsible for coordinating with the VP in a manner consistent with the College's Emergency Response Procedures.

Student Record Safety

In the event of an emergency, physical student records must be secured to prevent theft or exposure to harmful elements.

Student records are housed in fireproof four-drawer lateral file cabinets in the Records room in the Student Services suite. One set of keys to the student records cabinets is held by the SIS Specialist, one by the VP of Student Services; a spare set is housed in the College's safe in the Records room.

In response to emergencies as addressed in the College's Emergency Response Procedures, the student records cabinets must be locked immediately by the VP's designees above or, in their absence, any other member of the Student Services office.

Electronic student records reside on the Northstar Student Information Server located in the College's computer server room. This server shares top priority status along with

other critical operations servers and is handled in a manner consistent with the Network Manager's emergency procedures.

In the event of an evacuation from the building, the VP will take the following items from the building as she exists: facility keys and cell phone. An off-site laptop will enable access to student records if necessary.