Developing and implementing a student orientation program: A case study from Southwest Applied Technology College

A Project
presented to
the Faculty of the Communication Department
at Southern Utah University

In Partial Fulfillment
of the Requirement for the Degree
Master of Arts in Professional Communication

By
Lisa Jane Laird
Dr. Art Challis, Project Supervisor
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APPROVAL PAGE

The undersigned, appointed by the dean of Humanities and Social Science, have examined the thesis, project, or internship entitled

STUDENT ORIENTATION

Presented by Lisa Jane Laird

a candidate for the degree of Master of Arts in Professional Communication, and hereby certify that, in their opinion, it is worthy of acceptance.

Arthur T. Challis
Chair of Committee – Arthur T. Challis, PhD

Brian L. Heuett
Committee Member – Brian L. Heuett, PhD

Kevin Stein
Committee Member – Kevin Stein, PhD
ABSTRACT

This project details the development and implementation of a student orientation program for students at Southwest Applied Technology College (SWATC), a trade and technical school based in Cedar City, and one of the newest members of Utah’s public system of higher education. In philosophy, student orientation is designed to transition new students to a collegiate setting and to answer many of their most basic questions about campus services and academic life.

The project details four comparisons and best practices used by peer institutions both inside and outside of SWATC’s accrediting body, the Council for Occupational Education. The project summarizes the orientation program offered by SWATC, and offers critique for improved student orientation in an online environment.
ACKNOWLEDGEMENTS

This project’s success would not be possible without the assistance rendered by my committee: Dr. Arthur Challis, Dr. Brian L. Heuett, and Dr. Kevin Stein, as well as Dr. Jezreel Kang-Grahm, and by Dr. Suzanne Larsen. They gave insights, research suggestions, and direction to complete this student orientation case study. I am also grateful to the faculty of Southern Utah University’s Department of Communication. Their curriculum and dedication to students gave me the support and structure needed to initiate and successfully complete all aspects of this project.
DEDICATION

This is dedicated to my father, Albert Henry Laird, Sr., who proved that education is a life-long pursuit. He achieved career and spiritual successes as a man who had “just an eighth grade education,” because of his veracious appetite for reading and knowledge.

It is also dedicated to my mother, Marijane Whipple Laird, who saved money for a very long time and then purchased two very expensive sets of encyclopedias as well as a multiple-volume compendium of American history. She was always an available and willing tutor and teacher. She encouraged all of her children to become first-generation college graduates.

My children tease me about being a professional student. I dedicate this to Charles Henry, Layne Anne and Olivia Jane Rhodes, and hope they become life-long learners as well.

Lastly, I dedicate this to my husband, Kenneth R. Rhodes, who has supported me in countless ways in my efforts to earn a Master of Arts in Professional Communication.
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Introduction

The Student Services division of Southwest Applied Technology College was very limited in August 2005 when I began employment there as the Student Services Coordinator. Until that point, Student Services consisted of traditional college registration and transcript functions with limited intervention services, and some local scholarships for adult students. Because the college was now part of Utah’s System of Higher Education (UCAT, 2001), it needed to add other traditional college services to its offerings. It was not just a good “customer service” model, but also required for SWATC to meet national accreditation standards for technical and trade colleges set forth by the Council on Occupational Education and the U.S. Department of Education (COE, 2006). To facilitate the COE accreditation process, candidate schools such as SWATC must compose a self-study report to summarize its efforts to meet COE requirements. My report to COE on the SWATC’s student services division is included as Appendix 2. The document also served as the base document from which to build all of SWATC’s required student services offerings.

As the first coordinator, I chose to add the following offerings to the student services division: advisement, financial aid, student recognition and graduation ceremonies, employment referrals, and student intervention. Once the various new student service offerings were developed and approved, they had to be explained to students. Traditionally, college campuses do this through the use of student handbooks and through a process called student orientation. I wrote the SWATC student handbook with additional content and coordination from members of the SWATC administrative team (Appendix 3).
To build the student services division and the resulting student orientation program at SWATC, I chose to look at other peer institutions for inspiration and successful models. These included fellow UCAT campuses, Bridgerland Applied Technology College of Logan, Utah, and Davis Applied Technology College of Kaysville, Utah. Within the COE-umbrella, I looked at Tennessee Technology Center at Dickson. Outside of the COE accreditation organization, I also chose South Central College of Mankato, Minnesota.

The resulting SWATC student orientation program was built to explain the offerings available in the Student Services division, as well as the history and mission of the college and an overview of its programs. Originally, the orientation was a live, but brief, 20-minute welcome by a member of SWATC’s administrative team or by faculty in the outlying counties we served. I developed a speaker outline and trained the administration team on the points contained on the outline that is included as Appendix 4. To be fair, many of the courses that a technical college offers are short, about six weeks in duration, and a day-long orientation in the tradition of a four-year school would not be appropriate. To maintain consistency, the orientation speaker outline mimicked the layout and wording in SWATC’s student handbook, student catalog, and website (formerly at www.swatc.org). Part of orientation included a sign-in sheet (Appendix 5) and presenters gave copies of the student handbook to the class members. Presenters returned the sign-in sheets to me. To show additional accountability to SWATC’s accreditation body and to the UCAT governing officers, I made note of total attendance during the academic year using a spreadsheet sorted by instructor, course name and date (Appendix 6). Eventually, the orientation was turned into a PowerPoint design and added
to the SWATC website (currently www.swatc.edu) and copied to a DVD for those instructors in outlying areas that lacked access to a computer lab. The PowerPoint is very basic, without audio or multimedia prompts. It is a series of slides that students read and click through that explain their rights and responsibilities. The web version also includes a sign-in prompt to note completion, attendance, and to also serve as an electronic signature confirming that they will comply with the college’s student policies and procedures.

To evaluate SWATC’s service model and meet COE accreditation purposes, students were given an end of course survey to note their overall satisfaction with SWATC academic programs and college services (Appendix 7). I based the survey on other surveys used by UCAT and COE peer schools. Initially the survey was a paper and pencil evaluation, but to ease recordkeeping requirements and minimize handling, it became a web-based survey. To specifically evaluate the student orientation model we used, the survey included two questions on the orientation process. After building the student orientation model, the student evaluations showed dismal results. A significant number of students noted that they were not aware of their student rights and responsibilities, or did not recall their student orientation session.

Though I am no longer affiliated with SWATC, part of this paper will recommend changes to the orientation model to include more rich content and make it more interactive and memorable to students. The suggestions could be implemented by any small trade or technical school which would like to utilize a web-based student orientation model to outline its policies and procedures and ensure that students have a basic understanding of their rights and responsibilities.
Best practices in student orientation among peer schools

To build the student services division and the resulting student orientation program at SWATC, I chose to look at other peer institutions for inspiration and successful models. These included fellow UCAT campuses, Bridgerland Applied Technology College of Logan, Utah, and Davis Applied Technology College of Kaysville, Utah. Within the COE-umbrella, I looked at Tennessee Technology Center at Dickson. Outside of the COE accreditation organization, I also chose South Central College of Mankato, Minnesota.

Bridgerland and Davis both began as technology training centers in the early 1970’s and grew into two-year colleges that offered associate degrees as part of UCAT, a member of Utah’s system of public higher education. Because of their length of service in education and their membership as peer campuses within UCAT, they offered good building blocks for both the SWATC student services division and a student orientation program.

Tennessee’s program was chosen because it was one of the first technical schools to offer an online version of student orientation. The early orientation was a link to a PowerPoint that was accompanied by an audio narrative.

South Central also offered a more polished online version of student orientation that was built using Adobe InDesign software and it included an audio narrative. Like SWATC, South Central began life as part of a public school district. South Central was a member of the K-14 educational model in Minnesota. It grew into an independent vocational technical college that offered technical and trade certification, and it is now a
four-year college that offers associate and bachelor degrees in the trades, health sciences and technical fields.

I looked at other colleges as well, but for the purposes of this paper, I narrowed the list to the ones that gave me permission to model my own programs, and resulting in a student handbook and orientation, on SWATC’s own student services offerings.

**Bridgerland Applied Technology College**

As one of the longest running, public technical and trade colleges in Utah, Bridgerland Applied Technology College, offered expertise and history in aiding SWATC’s own development of a student services division. Based in Logan, Utah, the college shared many economic similarities with SWATC which is based in Cedar City, as well as very similar trade and technical programs for SWATC’s academic division to emulate.

The orientation program at Bridgerland used two approaches (Bridgerland, 2006). Students received a very brief orientation during their first class session, if they were taking a single course toward their career. Those programs included nursing assistant, truck driving, and similar short, single course training opportunities. If the student was going into a full-time program lasting a few months to a year, they were required to attend a short, one-hour training with a student services representative. Those students received a longer overview that consisted of a live presentation with PowerPoint slides. Added information included federal financial aid information and more detailed information about student support services, academic intervention and other campus services.
**Influences on SWATC**

Because few of SWATC’s programs included financial aid at the time, and our student base for adults going into full-time programs was much smaller than Bridgerland, members of the administration team at SWATC decided to concentrate on shorter orientations. At the time we developed our student services division, the student body was composed of about 70 percent high school students doing concurrent enrollment and 30 percent adults interested in mostly short-term training programs like nursing assistant, phlebotomy or truck driving. SWATC adults in full-time programs such as automotive, business technology, information technology, or welding were granted one-on-one or small group orientations that contained some greater depth, but on an appointment only basis because adult student numbers were so small. Because of SWATC’s emphasis on job training, students might begin a year-long program but drop back into the job market sooner once they acquired necessary technical skills in one of the programs. As an example of student numbers, most SWATC adult programs cannot handle more than 20 or 30 students per year because of instructor and lab equipment limitations. Because of UCAT’s open enrollment policies, adult students were free to drop in or out of a program at any given week provided space was available to them to start. SWATC operated without the demands of semester or quarter schedules seen in traditional college settings.

**Davis Applied Technology College**

As one of the oldest and largest public trade schools in Utah, Davis Applied Technology College offered an abundance of resources and advice to SWATC in order to develop the student services division and to meet accreditation standards. Davis offered several templates for student policies, procedures and student services practices,
including student orientation. Davis offered the most comprehensive outline for both the orientation as well as the student policy documents that orientation is based on: catalog, website and student handbook. As the first of the UCAT member schools to pass COE accreditation, Davis also offered a unique prospective of the challenges to avoid in obtaining compliance.

Davis offered a formal, live orientation for all students to attend before they were allowed to register for any programs. The orientation included an overview of campus services, student policies and procedures, and concluded with a campus tour, a tour of program facilities and equipment.

Influences on SWATC

Again, because Davis had a much larger adult student body, the SWATC student services division chose to keep adult full-time program orientation on an appointment basis and other orientations to a brief, live presentation in the classroom.

Tennessee Technology Center, Dickson

President Dana Miller of SWATC was invited to attend a COE accreditation visit at Tennessee Technology Center in Spring 2006. The Dickson trade school is one of 26 technology centers in the Tennessee technology school system and shares a similar administrative philosophy with UCAT. Like UCAT, each technology center has independent administration and decides which programs and services it will offer to match its local economic and employer needs.

While President Miller was there to observe and participate in Tennessee’s accreditation renewal, he also met with the schools’ student services coordinator who
gave him a copy of the school’s orientation script and a disk that contained its orientation software. Miller was impressed with the fact that Tennessee had automated its orientation process.

The tech center converted its orientation from PowerPoint slides to a version that used an accompanying narrative audio track provided by their student services coordinator, Gary Fouts. Students receive the disk when they arrive on campus and meet briefly with Fouts or another student services representative. They are instructed to view the disk at home or on a school lab computer. Once students viewed it, they were to return a completed, signed and dated form to campus that simply stated they viewed the disk and would abide by student policies and procedures.

**Influences on SWATC**

SWATC ruled out a similar format because we lacked the time, funding or equipment to convert a student services orientation with audio narrative to a disk. We also viewed the format as “too static and impersonal.”

**South Central College**

Based in Mankato, Minnesota, South Central College was chosen because it began its life as part of Minnesota public school system, similar to the former technology centers that existed in Utah. Once part of a K-14 system, South Central College became independent and was renamed the Mankato Vocational Technical College. As the local economic need for more nurses and other technology-based degree programs became more pressing, the school grew into a four-year college with bachelor degrees, associate degrees and certification programs.
Like Davis, South Central requires that students complete an orientation program before they register. The school developed an online version for students to view from home or in a school computer lab. Like Tennessee, it was a multi-media PowerPoint converted into a web-version using Adobe InDesign software. The South Central version was about 90 minutes long and was timed in such a way that a student could not fast forward or skip slides. It introduced students to various student services and to financial aid. Narration duties were shared by a variety of department heads. Once students viewed the orientation they completed an online form indicating that they had “viewed and understood” their student rights and responsibilities.

Influences on SWATC

This orientation represented a very slick approach to the typical slideshow style of student orientations. However, because of time constraints related to SWATC’s need to meet accreditation requirements from COE, we went with a very simple, personal or group presentation style of orientation and worked on the simple slideshow version later.
**SWATC’s online orientation and student evaluation**

Because Southwest Applied Technology College covers a geographic service area that is larger than the states of Connecticut, Delaware and Rhode Island combined, many of its courses are taught in an outlying education center or in public spaces such as local high school classrooms. The college serves communities located in Beaver, Garfield, Iron and Kane counties. It is not always practical because of distance to send a student services representative or an administrator to the service centers or other instructional sites in these communities.

For this reason, SWATC student services developed an online web-version of orientation and a DVD version. Currently SWATC offers a PowerPoint slide version of the orientation that students can view from a link on its website, or an identical one on DVD disk (Appendix 1). I wrote the original PowerPoint version used for orientation based on the scripts used in personal and group orientations at SWATC. Another member of the SWATC student services team modified the layout and graphics and converted it to an online and DVD format. Since leaving employment at SWATC, the online artifact has since been modified to include different layout and graphics and additional information, and that is included as Appendix 1. The instructors can choose the format that is most practical for their outlying education center. Typically instructors will choose to show it from the DVD. If computer lab facilities exist at the center, they can send students there to complete it. Instructors also have the option of referring students to view the link on their own time from a home computer. The online version requires that the student enter a student identification name and number to monitor “attendance” at the end of the slide show. The DVD version requires that a faculty
person take an attendance roll and share that with a student services representative.

Though I am no longer employed at SWATC, I am informed that the school is moving to complete online orientation requirements for easier tracking and to reduce the need for staff data entry (Bujack).

Whether the student orientation is given to students by a presenter in the classroom setting or via the online version, it is quickly forgotten by the students. SWATC surveys students at the completion of their course or their program to assess student satisfaction of its programs, services and physical campus (Appendix 7). I developed the survey and chose an online provider, Survey Monkey, to gather data that was required by both COE accreditation standards and other agencies. During the course of the survey, students are asked two basic questions that are pertinent to student orientation. They are: Student Orientation gave me a good overview of campus services and students’ rights and responsibilities; and, I received Student Orientation in the following format. It then lists five choices: Internet or computer lab; DVD; instructor, student services representative, or “I do not remember student orientation.”

A journal was kept to determine which format was used in each course or program setting. Unfortunately, most of the students (54 percent, N=197) answered the format incorrectly or they selected “I do not remember” as their option. Surveys were culled primarily from the Cedar City campus programs in beginning welding and nursing assistant, as they were the largest programs and faculty consistently required students to take the final evaluation. Though I did not collect specific demographic data in the “End of Course” Student Survey,” I did correlate it to student registration data in the nursing assistant and beginning welding program. Students in the evening nursing assistant
program are primarily women ages 19 or older with only three men in the program of 75 students. Students in the beginning welding program were primarily young men ages 14 to 17 with only five young women in the program of 122 students.

Though the survey lacks many quantifiable details, such as specific demographic information typically required for better surveys, the results seem to indicate that the student orientation program needs to become more memorable for SWATC students to truly understand their rights and responsibilities at the campus. Students in both programs, though one skewed female and the other skewed male, were consistent in their lack of recall of a student orientation program or format. In the interest of full disclosure, more surveys were conducted across all programs and gender and age demographics were culled from separate student registration records for those programs. However, the data was lost when a personal hard drive failed. Because I am no longer employed at SWATC, I don’t have access to the survey collection software program (Survey Monkey) or the student records system to retrieve the richer data and correlations that I had collected.
Critique and recommendations for an online student orientation model

Though the survey lacks many quantifiable details, such as specific demographic information typically required for better surveys, the results indicate that the student orientation program needs to become more memorable for SWATC students to truly understand their rights and responsibilities at the campus.

Rather than a static, one-way presentation of student rights and responsibilities, the orientation could include an interactive mechanism so students can interact with college personnel and with each other. In SWATC’s case, it offers short-term training in the outlying communities and the courses are typically taught by local content experts that live in those communities. Though employed by the college as adjunct faculty, the instructor is not necessarily familiar with the details of the school’s registration processes, financial aid, or its student services offerings. The online student orientation fills in some of those knowledge gaps, but additional online resources bundled with student orientation can help answer more detailed student questions or needs.

Several software programs are available to develop a more robust online student orientation environment, however Blackboard Vista (formerly called WebCT), is the program available to Utah’s public higher education institutions, including Southwest Applied Technology College. In addition to offering an online link to a PowerPoint version of a student orientation presentation within the software’s orientation homepage, Blackboard offers an opportunity for student service representatives to maintain a central resource site for students to request more information, download college financial aid forms, and apply for accommodation waivers or a number of other student service offerings. It can also be used to maintain communication with students through
announcements, calendars, message boards, online journals or blogs, and more. In 2012, Utah’s public higher education and UCAT campuses will switch to Canvas, and I am told that Blackboard’s current curriculum will transfer well to it. It will continue to offer the same functions while offering a better menu system and richer audio/video content ability.

Ideally, an online student orientation can be viewed as a mechanism for creating a “community of learners” as practiced by many educators (Palloff and Pratt, 2007). As online curriculum developer Michele Smith and education professor Zane Berge (2009) write,

“Albert Bandura’s (1977) social learning theory is based on the idea that we learn from our interactions with others in a social context. Separately, by observing the behaviors of others, people develop similar behaviors. New concepts of social learning are being formed as new trends in distance education programs emerge. The rise in popularity of these programs increases the physical distance between educators and students. With this in mind, relying on in-person classroom and face-to-face interactions to provide all of social learning needs is a thing of the past. How can people learn by observation and interaction in a distance education environment where there is no in-person contact taking place?

Smith and Berge answer their rhetorical question by noting that content-rich multi-user online courses can fulfill the promises and needs of social learning theory. Students can learn from each other, model appropriate learning behaviors while observing one another, and gain social contacts with classmates in the virtual or online
learning environment. They specifically note that more than 400 colleges and universities use the multi-user platform of Second Life to offer distance learning courses to its 12,000,000-plus users.

Taking its cues from peer schools and Utah universities that successfully use online learning, the student services division could build a student orientation that allows students to gain an affinity to the course content, the college and their instructors. Student services can assign a member of its advisement team to fulfill the role of orientation instructor. Using the technology available, the instructor creates assignments and discussions that create a community online. Instead of simply viewing a simple orientation slideshow, the student services instructor can manage a multi-user, virtual platform. Curriculum can include the slideshow, but developers can also add so much more. For instance, a discussion board area can be used for students to address short answer essay items and to encourage replies to each other. Short quizzes can assess the student’s understanding of the orientation slideshow and college policies and privileges. Personal blogs and journals can document student discovery and allow for continued online conversations between students and also with orientation mentors. Students in a distant community such as Milford or Escalante can connect better with their classmates on course issues. They can also develop a mentoring relationship, and hence a social bond, to their online orientation instructor and indirectly develop an affinity for the college.

Though students at SWATC often meet for short periods of time for just one course or program, they can benefit from an online community facilitated by student orientation and the student services division of the college.
As more trade and technical schools embrace online learning and distance education, they will need to offer an online student orientation equivalent to explain their support services and advisement offerings.

The online student orientation model is already supported at one Utah school for the next academic year. Utah State University, based in Logan, will add an online student orientation and advisement system for its Regional Campuses and Distance Education division. Assistant Provost Robert Wagner said his division will offer more support to their remote students through an online orientation and Internet-based student services model (2011). Serving more than 3,000 students through three regional campuses and 25 remote learning centers, Wagner said his unit is committed to advising its students in the same online framework they now use for their academic coursework.

Even with budget limits, a school or college can choose an institutionally provided software package such as Blackboard (and soon Canvas in Utah colleges and trade schools), or choose a free program such as Second Life to teach its orientation. With both software programs, some basic web skills are required in order to succeed in an online orientation or distance education course. However, many students already use online software required for their academic courses and can apply the same skill set to an online student orientation model.

This approach to online student communities could be applied at any trade or technical school with remote, extended campuses. The same approach should also be applied at traditional colleges and universities with distance education courses or remote learning centers.
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Bridgerland Applied Technology College (February 6 and 7, 2006). Campus tour and interviews of BATC Student Services administrators and staff.


Council on Occupational Education (November 16 to November 19, 2005). National conference and training event: Kansas City, MO.


Wagner, Robert (March 18, 2011). Telephone interview, Assistant Provost for Utah State University Regional Campuses and Distance Education. Logan, Utah.
APPENDIX 1:

Student Orientation Web Presentation
get ready...
sit back
relax
enjoy
write down questions

Congratulations on your decision to attend Southwest Applied Technology College. Whether you are in college to gain new job skills, to upgrade your skills, or to obtain a certificate, we welcome you. This orientation will give you a brief overview of the college, services available for you, and tips for success.

STUDENT ORIENTATION

CLICK HERE TO BEGIN>
President Miller welcomes you...

Keeping up with technology and responding to the ever-changing demands of the workplace is what Southwest Applied Technology College is all about. Our main mission is to help people gain the technological knowledge and skills needed to gain or keep well-paying and meaningful employment. Another important element of our mission is to work closely with the business community to ensure that the training we offer helps them meet their need for qualified employees.

Our students include both adult and high school students. Adult students range in age from fresh out of high school to post retirement age. Some are looking for their first job and might, for example, be completing one of our Microsoft certification programs with the intent of beginning a career in information technology. Others are completing a Certified Nursing Assistant certificate with hopes of gaining valuable employment experience on their way to applying for admission in Southern Utah University’s registered nursing program. Lifelong learners may be keeping up with the latest version of Excel or Word.

We would be thrilled to help you achieve your career goals. Check out the programs and services we offer. Whether you’re looking for that first job or trying to upgrade your skills to get a promotion, I’m confident we can help. Please visit us in person, call, or explore our website.

Your future goals are important to us!

On behalf of Southwest Applied Technology College’s faculty and staff, I extend our support and express our eagerness to help you achieve your career dreams.

Dana L. Miller
4 counties
job services
financial aid
3,000 students
17 programs

We are a UCAT campus serving Cedar City, Beaver, Milford, Escalante, Panguitch, Tropic, Parowan, Kanab, and Orderville.

Our Mission: We provide education and job skill training through individualized competency based programs, in response to the needs of students, employers and the communities we serve.

endless opportunities...
Team Student Services
The team to turn to for all your needs...

“With diligent and creative preparation,
Team Student Services (TSS) will
attract, inform, enroll and retain
through actively engaging students.”

- Office Hours 8a – 7p
  - Counseling
  - Orientation
  - Student Records
  - Grievances
  - Academic Advisement
  - Ability Resources
  - Financial Assistance
  - Health & Safety
  - Placement Assistance

CONTINUE
Want to Succeed? Here’s how...

- **Attitude** – Remain positive, approach every challenge as an opportunity
- **Engage** – Be involved and interactive in your studies
- **Organized** – Write down appointments, deadlines and projects
- **Respect** – Respect other students, your instructor and your coursework
- **Competency** – Gain skills in your field
- **Communication** – Contact your instructor or Student Services for assistance
- **Achievement** – Your achievements, they are within your reach
- **Attendance** – Attend all classes on your schedule

CONTINUE
Your Program and Your Progress

- Programs vary on campus. You may be enrolled in an open entry/open exit program with a custom schedule or you may attend traditional classes on set days and times...
- It is important to note that your attendance and progress are important in both programs.
- You must maintain Satisfactory Academic Progress during your enrollment and you must maintain the attendance and progress requirements of any financial assistance programs, including sponsorship.
- Click here to review the Satisfactory Academic Progress policy

CONTINUE
Student Standards & Conduct

SWATC programs attempt to simulate, as closely as possible, on-the-job working conditions to help students prepare for employment. Students not complying with such conditions may be dismissed for the following reasons:

1. Not meeting the satisfactory progress requirements.
2. Failure to pay fees or to take responsibility for making arrangements for payment.
3. Not maintaining academic ethics of honesty, including but not limited to: cheating, plagiarism, giving, selling or receiving unauthorized course or test information, and infringing on copyright laws.
4. Additional infractions, including, but not necessarily limited to:
   - Excessive tardiness;
   - Annoying “dawdling around,” or otherwise disturbing other students or the instructor;
   - Lack of class materials or equipment, and chronic or repeated failure to make arrangements with the instructor in the case of student difficulty in obtaining these;
   - Lack of cooperation;
   - Rude, discourteous behavior including but not limited to: excessive or abuse profanity;
   - Blatant disregard for established safety guidelines;
   - Gross neglect of personal hygiene;
   - Physical harm to others or threat of personal harm to others including dangerous or abuse usage of tools and materials;
   - Destruction of school property;
   - Theft of property belonging to the school or others;
   - Violation of school’s computer/internet acceptable use policy;
   - Use of possession of, or trafficking of controlled substances or drug-related paraphernalia in class or on school property;
   - Possessing, using, selling or attempting to sell any firearms, firearm of a firearm, knife, explosive device or firework, chemical weapons, flammable materials, martial arts weapons, or other instruments including those that eject anything, or any other dangerous object which, when used as a weapon, can inflict bodily harm on or around school property, school activities or functions;
   - Frequent or flagrant wilful disobedience of proper and legal authority by word or action.

Any secondary student who engages in behavior that violates public education’s Safe School policies will be referred to his/her home high school for appropriate action.
You CAN Do It!

Attendance – Attitude – Achievement - Communication - Competency

Everyone has the ability and opportunity to be a successful student at SWATC. Your consistent attendance and positive attitude will assist you in meeting all competencies and completing your course work with success.

Your instructor(s) are available to guide you through your program and will share tools for success.

Instructor = Instant Access Assistance

CONTINUE
Available Financial Assistance

- Federal Student Aid
- Pell Grants
- Grants
- Scholarships
- Sponsorships
- Veterans Affairs
- Employer Sponsored Training
- Tuition Reimbursement
- Student Loans

Employed? See your Human Resources Department for Reimbursement or Custom Fit Options
Additional Information

If you need additional information about the campus, our policies and procedures, or student services, please refer to the College’s website at www.swatc.edu.

- www.swatc.edu
- SWATC Catalog
- SWATC Student Handbook

Congratulations on your new journey!
APPENDIX 2:

Council on Occupational Education:

Required self-study report on Student Services and Activities to meet COE Accreditation
STUDENT ORIENTATION

STUDENT SERVICES AND ACTIVITIES

INTRODUCTION

The College provides career and technical education to students in the Southwest Utah region, which consists of Beaver, Garfield, Iron, and Kane Counties. Southwest Applied Technology College seeks to supply a trained workforce for business and industry.

Student Services interacts with students through activities ranging from recruiting, assessment, and registration to orientation, advisement, financial aid, and placement. Student Services facilitates the needs of Southwest Applied Technology College’s more than 1,800 students, and ensures they experience a smooth transition from initial contact to training and to eventual employment. Any adult or high school student, who states a technical training objective, and can benefit from training, is eligible to enroll in a Southwest Applied Technology College program. A high school diploma or General Educational Development (GED) is not an entrance requirement for all programs. Some programs at Southwest Applied Technology College operate on an open-entry/open-exit enrollment basis where students may enroll at any time during the year. Southwest Applied Technology College also provides short-term, occupational upgrade training which are defined-entry/defined-exit and are scheduled throughout the year.

Student Services assists students in accessing appropriate and available support services that will help them in personal and career development and culminate in their eventual employment. Services include advisement, assessment, Americans with Disabilities Act compliance, disability support services, financial
aid, orientation, placement assistance, recruitment, registration and student records, and student recognition. Services are provided to students before, during, and after enrollment in a supportive environment that guarantees equal opportunity and access to services.

**Analysis**

1. *Tests and other means of assessing the achievement and aptitudes of students for various occupations are appropriate and are used to provide personalized counseling and program placement services to students. (Objective 10-1-a)*

Southwest Applied Technology College has an open enrollment policy. Southwest Applied Technology College programs do not require an assessment before a student is admitted to the course. However, if a student does not meet course performance standards while enrolled, faculty or student services personnel may refer the student to the Testing Center for academic assessment testing. Southwest Applied Technology College’s educational partner, Iron County School District, operates the Testing Center in the College’s main campus building. To assess student achievement/aptitude, Southwest Applied Technology College uses Accuplacer, a nationally-normed test published by The College Board. When necessary, we use the testing modules for reading comprehension, sentence skills/grammar, and basic arithmetic.

If the Accuplacer results suggest that significant basic academic skill deficits exist that would limit the student’s ability to succeed in the classroom, the student is referred to Iron County School District’s Adult Educational Program Services (AEPS). Co-located in Southwest Applied Technology College’s main campus
building, this remedial academic support program provides individualized assistance for students in strengthening their math, reading and writing skills to the level where they can be successful in the appropriate training program.

Personalized counseling and program placement assistance are also available to students through career counseling, vocational interest inventories, and aptitude assessment. Student Services offers the Choices program via the Internet. Published by Bridges Transitions, Inc., the Choices software allows students to assess their own skills and interests in order to explore matching career and educational options. Secondary students at all locations are placed in courses using the recommendations of the appropriate high school guidance department. If an outside agency requests additional testing, such as Myers-Briggs or the Career Occupational Preference System, it can be arranged through the Testing Center and an independent contractor who administers these tests.

2. There is a student orientation program to acquaint new students with policies, functions, and personnel of the institution. (Objective 10-1-b)

Student orientation is conducted for all students by Student Services staff or by instructors at the beginning of each defined-entry/defined-exit program or for each student as they are admitted into an open-entry/open-exit program. Students receive a Student Handbook during the orientation.

The orientation and handbook include information on:

- admission and registration
- disability services
- assessment services
- computer use policy
- record confidentiality
- financial aid
3. **A designated staff member is responsible for maintaining official files and records of students. (Objective 10-1-c)**

The maintenance of official student files and records is the responsibility of the Data Specialist, under the supervision of the Vice President for Student Programs. The Data Specialist maintains records related to student enrollment, tuition and fees, competency, certification and completion. The Student Services Coordinator is responsible for maintaining student files and records related to assessment, counseling, financial aid, and student support services.

4. **Written procedures for access to student records are established to protect their confidentiality, limiting access to authorized personnel only. (Objective 10-1-c)**

Southwest Applied Technology College has written policy and procedures to limit the access of student records to authorized personnel only. This policy and procedure is to ensure the confidentiality and privacy of student records in compliance with the Family Educational Rights and Privacy Act (FERPA).
Before an authorized person is allowed to take a student record, he or she must sign the record out with the Data Specialist or the Student Services Coordinator in compliance with the Southwest Applied Technology College Student and Financial Aid Storage and Security Procedures. Using the procedure, the record is returned and signed back in.

Instructors and staff members have been trained in Southwest Applied Technology College procedures regarding Family Educational Rights and Privacy Act (FERPA) and access to student records.

5. **The institution, upon request by students, provides transcripts containing as a minimum the following information: program of study, courses or units of study completed with corresponding grades, and period of enrollment. (Objective 10-1-c)**

Student Services provides official transcripts to students, or to an authorized person or agency, upon written request from the student. The transcript includes student’s name, social security number, the date of transcript request, listing of program competencies completed including hours, ending date, location, clock hours, and transferred credit from other institutions. Students must request the release of records in writing.

6. **All period of enrollment, financial, academic and current educational progress records are available at the institution. (Objective 10-1-c)**

Student Services maintains a record system which contains the period of enrollment, financial, and academic records of students. Academic and financial records are stored electronically in the student information system (VSR4).
Individual student enrollment information is also maintained in a hard copy format, by course, for all active post-secondary students. This includes demographic data, financial assistance information and date enrolled. Progress records are stored in hard copy format in a fireproof, locked file cabinet, and include information on student competency, certification and completion. The hard copies of current and recent student records are available at the main campus. Older hard copy student records are stored in locked filing cabinets in the locked fireproof vault at Cedar High School, adjacent to the main campus.

7. **Preserving and protecting student records is provided by the use of storage devices, duplicate physical or computer records, security files, or other measures that ensure both the preservation and security of the records from fire, theft, vandalism, and other adverse actions. (Objective 10-1-c)**

Electronic student records are maintained and preserved within the password-protected VSR4 student information system. The system is protected by a hardware firewall. Twice daily, the VSR4 student records are automatically backed up on the College’s Linux Redhat server and a redundant backup is created on the Lacie server.

To preserve and protect records from fire, theft, vandalism and other adverse actions, the VSR4 student records are automatically backed up weekly to two external hard drives. One hard drive backup is placed in the locked fireproof filing cabinet in the main office by the Data Specialist. The second hard drive backup is deposited in the Southwest Applied Technology College’s safe deposit box at State Bank of Southern Utah in Cedar City by the Finance Manager.
All hard copy student records for current and recent students are stored in locked fireproof filing cabinets at the main campus. Older hard copy student records are stored in locked filing cabinets in the locked fireproof vault at Cedar High School, adjacent to the main campus. Southwest Applied Technology College recently acquired an electronic imaging system and is in the process of converting hard copy student files to an electronic format. This process is supervised by the Data Specialist.

8. The institution provides and has implemented appropriate grievance policies for handling complaints from students, as described in the institution’s catalog and/or the student handbook. The Commission’s mailing address and telephone number are included to provide for cases where the grievance is not settled at the institutional level. (Objective 10-1-d)

Southwest Applied Technology College’s grievance procedure is described in the Catalog, the Student Handbook, and on the Southwest Applied Technology College website. While attending Southwest Applied Technology College all students have the opportunity of informally or formally contesting any action, grading, or evaluation made by administration, faculty, or staff of Southwest Applied Technology College. Students who feel their grievance has not been satisfactorily resolved may appeal to the Council on Occupational Education. The address and telephone number of Council on Occupational Education are provided in the Catalog, the Student Handbook, on the Southwest Applied Technology College website, and in the Student Grievance Policy.
9. The institution maintains records on student complaints that are filed in accordance with the institution’s grievance policy to ensure acceptable quality in the educational programs offered by the institution. (Objective 10-1-d)

The College is firmly committed to collaboratively working with students to find solutions to any complaints. Through comprehensive communication strategies and focused attention on conflict management, Southwest Applied Technology College consistently satisfies complainants at the institutional level. Since Southwest Applied Technology College was granted accreditation candidacy status, there have been no formal grievances filed with the Council on Occupational Education.

Records of student complaints are maintained by the Program Director. To date, there have been no formal student complaints filed with the Southwest Applied Technology College.

10. The institution provides academic advisement services to assist students in planning and completing the occupational education programs that they pursue. (Objective 10-1-e)

Academic advisement is provided through the Student Services Coordinator or the Program Director. At orientation, students are advised of the educational, financial and support services provided by Student Services. Program information is provided prior to enrollment. Technical and program-specific advisement is referred to Program Coordinators and faculty. Faculty may refer struggling students to the Student Services Coordinator for advisement and
individualized assistance to help the student complete his/her educational program.

11. If the institution has processed Title IV loans or is currently processing Title IV loans, it has a default management plan that meets the requirements of the Commission for as long as required by the U.S. Department of Education to maintain a plan (Objective 10-1-f)

Not applicable. The college does not offer Title IV loans.

12. The institution has adopted and implemented a written plan for the health and safety of students in cases of sickness, accidents, or emergency health care needs on campus, and the plan is evaluated regularly. (Objective 10-1-g)

Southwest Applied Technology College has a written plan for the health and safety of students in cases of sickness, accidents, or emergency health care needs on campus. Each item is addressed separately in the plan. Copies of the Emergency Operation Plan are available in each classroom and office. The Emergency Operation Plan is evaluated annually by the Campus Safety Committee.

13. A system is in effect for reporting and investigating all incidents affecting health and safety. (Objective 10-1-g)
The College has a reporting and investigating system in effect to deal with all incidents affecting health and safety. Any incident related to health or safety is reported in writing to the Building Supervisor on a Campus Safety Concerns Report or Student Injury Report Form. The information is reviewed by the Campus Safety Committee to determine appropriate action. Incident reporting procedures are outlined in the Emergency Operation Plan.

14. The institution is responsible for any reasonable accommodation of students identified to have special needs. (Objective 10-1-h)

Any qualified student may apply for special accommodations as defined by the Rehabilitation Act of 1973 and the Americans with Disabilities Act which provide comprehensive civil rights and protections for persons with disabilities. Southwest Applied Technology College complies with Americans with Disabilities Act guidelines and will accommodate requests from qualified students with a diagnosed disability if the request is reasonable and properly documented. Submission of an accommodation request does not guarantee that the accommodations will be made. The Program Director is Southwest Applied Technology College’s designated Americans with Disabilities Act Coordinator. The Program Director reviews the request to determine whether the accommodation is reasonable and appropriate to Southwest Applied Technology College’s educational environment.

Faculty and staff are provided with instruction regarding the Americans with Disabilities Act and accommodations in the Employee Orientation Manual and faculty and staff meetings.
15. The institution has a written plan for determining the effectiveness of student personnel services, for documenting an annual evaluation of these services, and for disseminating the results to the staff so that pertinent information can be used to improve the student personnel services. (Objective 10-1-a through h)

Southwest Applied Technology College follows a written plan to determine the effectiveness of student personnel services and to document annual evaluation of the services. The plan consists of multiple elements: student surveys, coworker interactions, and employee performance evaluations. The collected data is reviewed by the Vice President for Student Programs and shared with Student Services personnel so that continuous improvement may be made in the services provided.

16. The institution provides placement services for all completers. (Objective 10-2)

The primary objective of Southwest Applied Technology College is to prepare each student for employment. Responsibility for placement of students is a collaborative effort between the individual students, instructional staff, Student Services personnel, and administration as outlined in the Southwest Applied Technology College Placement Plan.

Southwest Applied Technology College provides placement referral services for all program completers. The Student Services Coordinator provides job listings to students on the Southwest Applied Technology College web site and in emails to appropriate faculty. Copies of the listings are maintained in Student Services office. Students may also receive leads from instructors who have developed
relationships with local employers. Also, advisement services and other interventions are available as needed through the Student Services Coordinator.

Faculty members and Program Coordinators work closely with advisory committee members and various industry partners to ensure employment demands are met and to potentially place students.

Additionally, Skills for Workplace Success instruction is implemented into most program curricula or available to all students on an as needed basis. Competencies include how to successfully apply and interview for employment, human relations, problem solving, personal ethics, and interpersonal skills.

17. The institution demonstrates that it is following a written plan for placement services, including the following elements:

a. identification of responsibility for coordination of services. (Objective 10-2)

The Student Services Coordinator and each program coordinator or instructor share responsibility for the coordination of placement activities. These activities assist students in achieving career goals and assist prospective employers in contacting interested students.

b. communication network between the placement coordinator, the staff, the faculty, and various business and industries of the service area.
The Program Coordinator manages the communications network between the Student Services Coordinator, the staff, the faculty, and various business and industries. Southwest Applied Technology College programs and their employer advisory committees have developed a process that leads from training to related occupational placement. The Student Services Coordinator works closely with the Program Coordinators and the Vice President for Student Programs to facilitate program placement practices of trained students to local business and industry. A list of program employer advisory committee members is maintained by the Southwest Applied Technology College Administrative Assistant.

c. file/listing of employers and employment opportunities.

Student Services maintains an Access database of area employer contact information, which is shared with faculty and students. Student Services also posts job listings on the Southwest Applied Technology College website. Hard copies of the job listings are also kept in the Student Services Coordinator’s office for students or others to peruse. These efforts assist students in their search for employment, labor market information, and related services.

d. counseling of students.

Students may access counseling at the program level through faculty, or through Student Services personnel. The counseling program at Southwest Applied Technology College is available on an “as needed” basis. Services are designed to ensure that all students have sufficient contact with an advisor necessary to progress through the instructional program as easily as possible.

e. maintenance of placement records for completers as a means of measuring the success of the institution in achieving its mission.

(Objective 10-2)
Placement records for student completers are maintained by Data Specialist for the Vice President of Student Programs. Student completer files consist of Training Outcome Reports for each student.

**CHALLENGES AND PROPOSED SOLUTIONS**

Student Services faces a significant challenge to meet the needs of an increasing number of students desiring enrollment, financial aid, academic advisement, assessment, counseling, and other services germane to this department. A majority of the personnel within Student Services maintain multiple job descriptions, which contributes to this challenge. The number of students and potential students accessing Student Services has increased consistently from year to year. Adequately staffing Student Services to meet the expanded growth and the expectation for quality customer service, increased production, and efficient processing of student information is difficult due to budget constraints.

A solution to this increasing “gap” in providing quality services to student needs can be met by creating more pragmatic staffing patterns. The current plan and future solution to meet the needs of students is continually assessed and adjusted through the office of the Vice President for Student Programs. Our goal is to provide quality service despite budget limitations to meet the needs of current and future Southwest Applied Technology College students.

Challenges also exist in managing and storing student records. The student information system, VSR4, will be replaced by UCAT system-wide software called “Northstar” within the next six months. Southwest Applied Technology College personnel were involved with the development of the software. The transfer of data may present challenges, but the system will be more integrated and improve data management abilities Southwest Applied Technology College is
developing a paperless storage system for student data that will allow for scanning and storage of student documents for registration, accounting and training outcomes.

**SUMMARY**

Southwest Applied Technology College meets the Student Services and Activities requirements of the Council on Occupational Education. Student Services personnel provide the foundation for students to be successfully placed in technical training programs. Students experience an open and helpful environment within Student Services including, but not limited to advisement, assessment, Americans with Disabilities Act compliance, disability support services, financial aid, orientation, placement, recruitment, registration and student records, and student recognition. Southwest Applied Technology College and Student Services continue to deliver exceptional technology training for the communities we serve.
APPENDIX 3:

Southwest Applied Technology College Handbook
OUR MISSION

Southwest Applied Technology College provides education and job skill training through individualized competency-based programs in response to the needs of students, employers and the communities we serve.
Welcome
We plan to serve you by assisting you to accomplish your educational goals in an efficient, flexible and friendly manner. We offer a wide range of programs designed to give you the competitive edge needed for job opportunities. Our classes are individualized and offer you competency-based training in both open-entry/open-exit and scheduled formats. You are able to enroll at any time.

This handbook provides you with quick access to information that can be helpful to you in understanding how your training programs work, what services and activities are available, what your rights and responsibilities are, and other useful information. By registering in a Southwest Applied Technology College (SWATC) program, you have agreed to abide by the policies of the SWATC. This handbook will give you information about SWATC policies and will guide you toward resources for more information and details about them. This includes information about services and areas of student interest. This handbook is designed as a supplement to the SWATC catalog. Please refer to the SWATC Catalog for complete information about our policies, procedures or programs. Supplementary information may also be found at our website, www.swatc.org.

Accreditation
Southwest Applied Technology College is accredited by the Commission of the Council on Occupational Education.

Council on Occupational Education
41 Perimeter Center East, NE, Suite 640
Atlanta, GA 30346
770-396-3898

Academic Calendar
To provide flexibility for its students, SWATC operates on an open-entry/open-exit and block calendar system (fall, spring and summer). The fall block starts in mid-August and runs until mid-January. The spring block begins in mid-January and ends in late May. The summer block starts in early June and extends until early August. Exact start and end dates vary by program.

Secondary students participating in SWATC programs generally attend following the schedules of their respective high schools.

Admission & Registration
Any high school or adult student, who states a technical training objective, and can benefit from training is eligible to enroll in a program. A high school diploma or General Educational Development (GED) is not an entrance requirement for all programs. Additional requirements may be necessary for admission into a specific program. For more information contact Student Services at 435-586-2899.

Southwest Applied Technology College
www.swatc.org
Admission Procedure: To be admitted to one of the SWATC programs a student must:
- Complete a registration form for admission. A registration form can be obtained directly from the College or by logging onto the SWATC website at http://www.swtc.org/student-services/SWATC.Registration.pdf.
- Pay tuition and fees or make arrangements for payment. Students receiving State or private financial assistance will need to provide evidence of sponsorship at the time of registration. For information regarding the requirements of students who are receiving federal financial assistance please refer to the student catalog.

Transfer Students: Due to the competency-based nature of the Utah College of Applied Technology (UCAT), student transfers within the institution are subject to the instructor’s approval. SWATC coursework completed will be evaluated to determine if it meets any of the competency requirements of the new program in which the student plans to enroll.

Due to the competency-based nature of the Utah College of Applied Technology (UCAT), student transfers within the UCAT system will occur seamlessly as long as the student meets the admission requirements of the new program or SWATC. Students who transfer and request course credit must provide official transcripts and any other required reports, records or evaluation of the credit to the new program’s instructor. For students transferring from outside the UCAT system, credit transfer is subject to the instructor’s approval.

Americans with Disabilities Act

The Americans with Disabilities Act and the Rehabilitation Act of 1973 guarantee equal access, equal opportunity and non-discrimination for qualified students with disabilities. A "qualified student" is defined as a student "who meets the academic and technical standards required to admission or participation in the education program or activity" (Rehabilitation Act of 1973, Section 504).

Students must voluntarily disclose that they have a disability, request accommodation, and provide documentation of their disability. Students with disabilities may apply for accommodations based on an eligible disability, through Student Services. No diagnostic services are currently available through SWATC.

Assessment Services

Assessment services are available through the Testing Center located on the main campus. Some instructors may require that students take a brief skills assessment before entering their programs. If this is the case, students will be notified when they register for the program.

Attendance

Students shall notify the instructor when they are going to be absent. Ten consecutive days of unexcused absences will result in automatic termination. Individual programs may have their own attendance requirements. Regular attendance is as important as showing up for work every day.

Southwest Applied Technology College www.swtc.org
Campus Security

The Iron County School District maintenance department maintains SWATC’s main campus buildings and grounds with a concern for safety and security. These facilities are inspected regularly. They respond promptly to reports of potential safety and security hazards, such as broken windows and locks, and make prompt repairs to any other safety challenges when needed. Students as well as employees are encouraged to immediately report all accidents, injuries and hazards to the SWATC Building Supervisor at the main office or by calling 435-586-2899. The Cedar City Police respond to direct phone calls (435-586-2955) requesting assistance in safety and security matters.

SWATC’s Instructional Service Centers are maintained by and follow the policies of their respective partnering education entities. The local police, sheriff or fire departments respond promptly to phone calls and alarms.

SWATC has developed and follows a comprehensive Emergency Operations Plan to facilitate appropriate responses to emergency situations. Copies of the Emergency Operation Plan and the Plan for Operation, Maintenance and Improvement of the Physical Plant are available in the office at the main campus and in Instructional Service Centers.

Certificates

SWATC offers two types of certification. Please refer to the SWATC website at www.swatc.org for individual program completion requirements, including number of hours and course requirements to obtain certification.

Certificate of Proficiency

This certificate is awarded for completion of a training program that includes a set of competencies to prepare a student for employment in or upgrade to an identified occupation.

Certificate of Completion

This state-level Utah College of Applied Technology certificate is awarded for programs offering a sequence of technical courses or skill completion directly related to preparing individuals for entry-level employment in current or emerging occupations. These certificates are offered in Automotive Technology, Bricklaying, Business Technology, Information Technology, and Welding.

Computer Acceptable Use Policy

All computers at SWATC are for the primary use of professional staff and for student access. The use of an individual student account is a privilege and use is permitted to the extent that available resources allow. Classroom and Media Center computer settings must remain constant to provide a quality training environment for all users. Therefore, any user found modifying, adding, or deleting the settings or software will be subject to appropriate disciplinary action.

Students and staff may not use the computer or the Internet for illegal or inappropriate purposes, or to access materials that may be objectionable.
Some prohibited uses are: commercial or financial gain, product advertisement, political lobbying, and downloading materials that do not support a classroom or program purpose. As necessary, SWATC will determine whether specific uses of the Internet or the computers are consistent with its acceptable use policy. SWATC will be the final authority on the use of the network and issuance of user accounts. For the full policy, please refer to our website at http://www.swatc.org/studentservices/swatcinetnpolicy.pdf.

Daily Schedule

Regular daytime courses for post-secondary students are scheduled from 9 a.m. - 3 p.m. daily. Students are advised regarding specific program daily schedules when they register. Instructors schedule periodic breaks. In most cases, high school students follow the same bell schedule as their home high school.

Financial Aid

SWATC offers a need-based scholarship program sponsored by the Utah Higher Education Assistance Authority. The number of scholarships awarded will depend on the number of qualified applicants and the amount of scholarship money available. For information, contact Lisa Jane Laird at 435-586-2899.

Funding may be available to currently-employed students through the Custom Fit Training Program when their respective employer sponsors them for additional vocational or technical training. For more information, contact Kristie McMullin at 435-586-2899.

SWATC maintains excellent working relationships with several state and federal agencies. If you have pre-qualified for services with any of the following agencies you may also qualify for other forms of financial assistance. Questions regarding specific qualifications for funding should be directed to the sponsoring agency. The agencies are:

- Bureau of Indian Affairs
- Department of Workforce Services
- Deseret Industries
- Utah Department of Rehabilitation Services
- Veterans Administration

SWATC offers Federal Financial Aid programs to qualifying students. The following eligible programs include: Accounting Clerk, Automotive Technology, Bricklaying, Business Administrative Support I and II, Computer Applications, Information Technology, Medical Office Assistant, Welding—Basic and Advanced. Application instructions are available in the SWATC Administration Office. For questions, please call Lisa Jane Laird in Student Services at 435-586-2899.

Once financial aid is awarded, students must maintain satisfactory academic progress in their program. Students who fail to meet these requirements will lose their financial aid eligibility for the remainder of the term and for the next school term. Once they re-establish satisfactory progress, they may regain their financial aid eligibility and receive funds again. Also, if the student’s enrollment exceeds 150 percent of the approved program length, financial aid will be terminated.
GED Test Center

The SWATC is an official GED testing center. All adult applicants must register and pay the testing fee at least five days before the testing date. Tests are given on the second Saturday of each month and cost $66. For more information, please contact the SWATC Administration Office at 435-586-2988.

Grievance Procedures

College instructors and staff are encouraged to engage students in constructive problem solving to resolve conduct or program issues. In the course of technical training at SWATC, students have the opportunity to contest any action, grade or evaluation made by the administration, instructors, or staff. The College encourages students to first attempt to resolve grievances through informal processes. If these informal attempts to resolve the grievance are unsuccessful, students may follow a formal grievance procedure. Both procedures are outlined in the SWATC Catalog. In the event that the grievance cannot be resolved through the above measures, students may contact the school’s accrediting commission: The Council on Occupational Education, 41 Perimeter Center East, NE, Suite 640, Atlanta, GA 30346, (800) 917-2081 or (770) 396-3898.

Holidays

Because SWATC provides open-entry, open-exit training to the communities it serves, many programs and courses are held year-round. SWATC closes during the following holidays: New Year’s Day, Civil Rights Day (Martin Luther King, Jr. Day), President’s Day, Memorial Day, Independence Day, Pioneer Day, Labor Day, Harvest Holiday, Thanksgiving Day and the day after, and Christmas Day. It also offers two more “floating” holidays which are announced annually in September. Your instructors will inform you of any additional breaks in their individual program schedules.

Injuries

Please report all accidents, illness and injuries to your instructor or to the Administration Office. First aid kits are available in the Administration Office and in classrooms for minor injuries and cuts. In the case of an emergency, SWATC instructors or staff will contact emergency services to care for you. Your instructor or a college administrator will need your assistance in reporting and/or investigating the incident.

Media Services

As part of your student orientation, your instructor will discuss the location and availability of media services and provide information on the College’s media equipment, software, online resources, and your use of these media resources.

Nondiscrimination

SWATC does not discriminate on the basis of race, gender, religion, disability, age, veteran status, national origin, sexual orientation, or ethnicity in the administration of
or access to its educational, admissions, and employment policies; scholarship and loan programs; and other college administered programs, activities and services. Inquiries concerning SWATC’s policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to Student Services c/o SWATC, 510 West 800 South, Cedar City, Utah 84720. Inquiries about the laws and about compliance may also be directed to the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C.

Parking
Students may park on the far west end of the parking lot, near the Cedar High School football field. They may also park on the street in front of the school. Students may not park behind the gated areas. Instructors will guide you on the parking regulations at the Instructional Service Centers.

Orientation
Students are welcomed and receive an orientation during the first week of each program from either SWATC administrators or their instructor. Students are given this handbook and an overview of their rights and responsibilities while on campus.

Refund Policy
SWATC follows the UCAT policy regarding refunds and withdrawals from programs. To withdraw from class, the student should fill out a Program Withdrawal Form. Students who have 10 consecutive absences will automatically be dropped from class. Tuition will be charged up until the 10th day. For students who officially withdraw, the remaining tuition balance will be refunded, prorated from the date of request. Students who complete a class early will be issued a refund for any remaining tuition balance.

For defined-entry, defined-exit programs: 100% tuition refund prior to the first day of class; 50% refund after the beginning of the class up to the point that the first third of course instruction has occurred; and 0% thereafter. To download the UCAT Refund Policy see http://www.swatc.org/studentservices/ucatrefundpolicy.pdf.

Satisfactory Progress
Students must maintain satisfactory progress toward the successful completion of their stated technical goal by monthly progress at a rate that will allow the student to complete the program in no more than 1.5 times the total hours of the program.
Sexual Harassment Policy

It is a violation of policy for any member of the Southwest Applied Technology College community to engage in sexual harassment. It is a violation of policy for any member of the SWATC community to retaliate against an individual for reporting sexual harassment. Students who believe they have experienced any form of sexual harassment may report it to Student Services staff.

Smoking/Alcohol Policy

Smoking is not permitted in the building nor on the campus grounds because of our physical proximity to Cedar High School, or to other public schools near our Instructional Service Centers. The SWATC does not permit the illegal use of drugs by its students. Violators will be subject to disciplinary action and to prosecution by local law enforcement authorities. The possession and consumption of alcohol is also prohibited.

In addition, SWATC has adopted and enforces a drug and alcohol free workplace policy. The SWATC shall provide a safe, a productive work and educational environment that is free from the effects of the possession, use, and distribution of illicit drugs and alcohol. A copy of this policy is available in Student Services.

Student Advisement

Student Services staff members are available to assist students individually with information about their class choices, financial aid, job search or other questions. We will also help students understand how those choices match the local labor market and southwest Utah employers. We also serve as a resource to instructors when assisting students in their job search, or advising students on professional conduct in the workplace.

Student Recognition Programs

We will honor your hard work and effort with graduation ceremonies and awarding of certificates when you complete our programs. Ceremonies will be held twice per year in January and in late May. In addition to recognizing program completers, we will also honor academic achievement during these ceremonies or other appropriate venues. Students completing a community class or a single course leading to a one-time certificate will typically receive it on the last day of class.

Student Records: Confidentiality & Right to Privacy

SWATC will make every effort to maintain student academic records in confidence. Our policy is in compliance with the provisions of the Family Education Rights and Privacy Act of 1974 (FERPA). For information about the policy, please see Student Services or the “Legal” link on our website at http://www.swatc.org/info/.

Student Services

Student Services provides registration and payment services, maintains student records and access, provides advisement, course information, student orientation, and placement information, offers financial aid information and applications, and provides supportive services in compliance with ADA standards.
Student Standards & Conduct

Southwest Applied Technology College (SWATC) is committed to maintaining a learning environment conducive to its mission of preparing students for success in the workplace. To achieve this goal, instructors emphasize and teach the workplace readiness skills and safety expected by employers. Students, both adult and secondary, are expected to behave in ways that enhance their ability, and the ability of other students, to learn. In all cases, students must respect the rights and privileges of others.

Students shall notify the instructor when they are going to be absent. Ten consecutive days of unexcused absences will result in automatic termination. Individual programs may have their own attendance requirements. Regular attendance in class is as important as showing up for work every day. SWATC expects the same performance from its students as employers do from their employees.

SWATC programs attempt to simulate, as closely as possible, on-the-job working conditions to help students prepare for employment. Students not complying with such conditions may be dismissed for the following reasons:

1. Not meeting the satisfactory progress requirements.
2. Failure to pay fees or to take responsibility for making arrangements for payment.
3. Not maintaining academic ethics of honesty, including but not limited to: cheating, plagiarism, giving, selling or receiving unauthorized course or test information, and infringing on copyright laws.
4. Additional infractions, including, but not necessarily limited to:
   a. Excessive tardiness;
   b. Annoying "clowning around", or otherwise disturbing other students or the instructor;
   c. Lack of class materials or equipment, and chronic or repeated failure to make arrangements with the instructor in the case of student difficulty in obtaining these;
   d. Lack of cooperation;
   e. Rude, discourteous behavior including but not limited to, excessive or abuse profanity;
   f. Blatant disregard for established safety guidelines;
   g. Gross neglect of personal hygiene;
   h. Physical harm to others or threat of personal harm to others, including dangerous or abuse usage of tools and materials;
   i. Destruction of school property;
   j. Theft of property belonging to the school or others;
   k. Violation of school's computer/Internet acceptable use policy;
L. Use of, possession of, or trafficking of controlled substances or drug related paraphernalia in class or on school property;

m. Possessing, using, selling or attempting to sell any firearm, facsimile of a firearm, knife, explosive device or firework, chemical weapons, flammable materials, martial arts weapons, or other instruments including those that eject anything, or any other dangerous object which, when used as a weapon, can inflict bodily harm on or around school property, school activities or functions;

n. Frequent or flagrant willful disobedience of proper and legal authority by word or action.

o. Any secondary student who engages in behavior that violates public education's Safe School policies will be referred to his/her home high school for appropriate action.

Students who fail to maintain acceptable behavior will be subject to corrective actions by the instructor and/or College staff.

**Suspension / Probation / Dismissal**

The instructor and student are encouraged to engage in constructive problem solving to resolve their concerns. The instructor has the responsibility to advise students on any issues that may lead to a change in their student status. As a result of this conference, students may be placed on probation or suspension, or be dismissed from the program according to the terms of SWATC's student conduct policy. The student may have to sign a probationary contract with the instructor and Vice President of Student Services. For questions or a copy of the policy, please see Student Services.

**Tuition & Fees**

Tuition is based on $1.30 per enrolled hour as established by the Utah College of Applied Technology Board of Trustees. Eligible high school students do not pay tuition. Fees are established and determined by the materials and/or lab usage for the program. Some programs require students to purchase textbooks, additional equipment or materials. Information regarding the requirements for textbooks, additional equipment or materials is available from Student Services or by calling 435-586-2899.

Additional fees include:
- Registration fee: $40 ($20 re-enrollment fee if not enrolled for extended period of time)
- Course change fee: $5
- UCAT Certificate of Completion fee: $15
- Transcript Request fee: $3

Payment in full for all tuition and fees is required prior to the first day of class unless other arrangements have been made. Non-resident tuition is three and one-half times (3.5) the amount of resident tuition.

_Southwest Applied Technology College_  
[www.swatc.org](http://www.swatc.org)
Instructors & Staff Contacts
Phone 435-586-2899, unless noted

Instructors
Apprenticeships
Matt VanDenBerghe, Electrical Instructor
Lonnie Olsen, Electrical Instructor
Jon Voepel, Plumbing Instructor

American Sign Language
Larry Laskowski, Program Coordinator/Instructor

Automotive
Richard Wittwer, Program Coordinator/Instructor
435-586-7986

Wade Esplin, Instructor
435-865-8378

Building Technology
Wayne Decker, Instructor
435-590-1714

Business Technology
Peggy Green, Program Coordinator/Instructor

Computer Aided Drafting (CAD)
Lyman Munford, Instructor

CNC
Roger Greener, Instructor
435-586-7987

Health Sciences & Technology
Grace Vlasich, Program Coordinator/Instructor

Anne P. Curtis, Instructor
Lori Nickerson, Instructor
Kathy Reedy Williams, Instructor

Information Technology
Isabella Borisova, Program Coordinator/Instructor

Dale Wallace, Instructor

Masonry
Mike Liebhardt, Program Coordinator/Instructor

Professional Truck Driving
Dave Terry, Program Coordinator/Instructor
Richard Grainger, Instructor

Welding
Jim Riley, Program Coordinator/Instructor
Carl Johnson, Instructor

Corporate Training & Marketing
Kristie McMullin, Director
Kelli Cripps, Assistant

Administration
Dana Miller, Campus President
Lynette Bujack, Vice President of Academics
Cynthia Collins, Vice President of Student Services
Lisa Jane Laird, Coordinator Student Services
Kathy Valdez, Finance Manager
JaVi Sherratt, Data Specialist
Ron Wood, Information Technology Specialist
Trisha Eves, Administrative Assistant

Southwest Applied Technology College www.swato.org
APPENDIX 4:

Student Orientation Speaker Outline
Student Orientation Speaker Outline

Welcome to our campus. It is our plan to help you accomplish your educational goals in an efficient, flexible and friendly manner as we offer you a wide range of programs to help you succeed in the workplace. This brief presentation and the accompanying handbook outline some of the responsibilities and rights you have as students. It will also provide you with quick access to the information that will be helpful to you in understanding how your training programs work. The handbook outlines many of the services and activities that are available to you on our Campus.

1. Welcome to campus
   a. History (member of Utah College of Applied Technology with 7 sister campuses)
   b. Mission (on page one of handbook)
   c. Building Hours (After Labor Day: Monday to Thursday 8 a.m. to 8 p.m.; Friday 8 to 5)
   d. Location of restrooms and drinking fountain
   e. Campus Security (Your safety is important. Please report injuries to instructor. Also, we work with Cedar City Police Department and have an officer assigned to us; also see p. 4)

2. Explanation of Services
   a. Main Office: Student Registration, Payments, Student Records/Confidentiality (High school students can register for night classes, too and tuition is free for them; any course fees are paid there; students may ask for copies of transcripts after they complete their ATC program.)
   b. Media Center: Computer Lab, Library, and Assessment Center (They may use the media center anytime it is open and available. Academic assessment testing is available for students who need it)
   c. Student Services: Advising, Disability Support Services, Financial Aid, Placement, Student Success/Graduation (Students may see student services for ADA assistance and supportive services to help them succeed in the classroom. They can also see student services for help with these and other topics. Please see handbook for more details.)

3. Policies – We will treat all of our students, even high school age, like college students, but with these rights also come responsibilities. All of these policies will be enforced.
   a. Student Conduct (Students must follow the Student Standards of Conduct. All standards are applied equally to both high school and adult age students, p.9-10)
   b. Probation / Suspension / Dismissal (If standards are broken, there are remedies. These are listed on page 10)
c. No Smoking / Drug Free Campus (Smoking and drugs are not allowed on the campus, p.8)
d. Computer Access/Acceptable Use Policy (Computers are for classroom use only – no personal use, p 4)
e. Non-Discrimination & Harassment Policies (p. 6, 7)
f. Grievance Procedures (If students have a concern about their coursework, instructor or classmates, they can visit with student services p. 6)

In conclusion, welcome to the campus. (Emphasize friendly front office)
APPENDIX 5:

Student Orientation Sign-in Sheet
Student Orientation

Instructor Name______________________________________________

Course Name__________________________________________________

Date__________________________________________________________

YES, I attended SWATC’s student orientation & received a handbook.

Please sign:

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Please return completed form to Student Services
APPENDIX 6:

2007-08 Student Orientation Summary of Attendance
### 2007-2008 Student Orientation Summary of Attendance

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APPENDIX 7:

End of Course Student Survey
Welding Course Evaluation Survey

1. Instructor and Course Evaluation

Please take a moment to fill out the following survey regarding your program.

1. My instructor is:
   - John Doe
   - Jane Smith

2. My program is:
   - Adult Program
   - HS intro to Welding
   - HS Advanced Welding

3. I received quality instruction in this program:
   - N/A
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

4. The instructor(s) showed respect to students:
   - N/A
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

5. The instructor(s) was/were organized, prepared and knowledgeable:
   - N/A
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

6. The instructor(s) dressed appropriately for the subject taught:
   - N/A
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

7. The instructor(s) demonstrated enthusiastic attitude:
   - N/A
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

8. The instructor(s) provided appropriate feedback on progress:
   - N/A
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

9. My questions were answered clearly and understandably:
   - N/A
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

10. The program met my educational needs and expectations:
    - N/A
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree

11. The program text and materials were appropriate:
    - N/A
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree

12. The program objectives were well defined and followed:
    - N/A
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree

13. Student Orientation gave me a good overview of campus services and student rights and responsibilities:
    - N/A
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree

14. I received my Student Orientation in the following format:
    - Viewed on the Internet or in a computer lab
    - Viewed a DVD in the classroom
    - Instructor presented orientation
    - Student Services Rep presented orientation
    - I did not remember student orientation

15. I am satisfied with the training I received at SWTC:
    - N/A
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree
VITA

Lisa Jane Laird teaches part-time at Dixie State College of Utah in St. George. In addition to teaching 15 credits per year in Human Communication, she also advised students in the Department of Communication. Previously, Lisa served four years on the management team at Southwest Applied Technology College. She directed the successful development, implementation, and national accreditation of the college’s new student services division.

While working for Southern Utah University’s Career Services office, Lisa supervised employer relations, employer recruitment activities, a campus-wide internship program, and provided career advisement to more than 300 students per year during her eight-year tenure as assistant director. Previously, she worked for five years for Cedar City Corporation in the economic development office as a business development assistant. There she recruited more than 34 new companies, which brought more than 2,000 new jobs, $2-million in new property tax revenue, and more than 2-million square feet of new industrial or manufacturing space.

Lisa also has four years of journalism experience as a staff writer and photographer for the Daily Spectrum, Lake Powell Chronicle, and Moapa Valley Progress.

She holds Bachelor of Arts degrees in Communication and in Political Science and a Secondary Education certification from Southern Utah University. Her professional affiliations include the Society for Human Resource Management, and the American Economic Development Council.