

Salt Lake Community College

2015-16 Accountability Report for IBP Funded Projects

Salt Lake Community College utilizes a financial planning and budgeting cycle referred to as the **Informed Budget Process** (IBP). This process helps align the use of College financial resources with its vision, mission, and core themes and increases accountability and transparency of the budget process through collegial dialog.

The IBP is designed so that all members of the College community share the responsibility for creating informed budget requests. Opportunities for participation by constituencies in the budget process are provided through a series of department and divisional budget meetings. Budget requests flow from departments and divisions to deans, directors, assistant/associate provosts/vice presidents, who then work with the respective provost/vice presidents to coordinate and prioritize both operational needs and strategic initiatives at the division level. All strategic initiative budget requests are required to demonstrate need, provide an implementation plan, and identify outcomes that directly support college core themes and strategic priorities.

Accountability Report

The IBP specifies that departments receiving new funding to support strategic initiatives are responsible for “closing the loop” in the budget process by providing a year-end accountability report that documents progress on intended project outcomes. The following items funded in 14-15 are included in this accountability report:

2014-15 Projects

- Business Student Resource Center
- Student Experience Connection Through Entry
- Bridge Program
- STEM Resource Center
- Special Assistant to the President
- Government and Community Relations Database
- Community Engagement Awards

In addition, for the 2015-16 budget cycle several projects were approved. These will be reported on in the following year. These are as follows:

2015-16 Projects

- Inclusivity and Diversity Projects
- Classroom Technology Replacement
- Hourly Support for ePortfolio Labs at South City and Redwood Campuses
- Health Information Technology Coordinator
- Desktop Hourly Support for West Valley Center
- Public Image Campaign
- Faculty Development Director
- Universal Access Coordinator
- Applied Analytics Course

- **Student Services Specialist**
- **Veterans Specialist**

Salt Lake Community College

Informed Budget Process Project Strategic Priority Accountability Report

Fiscal Year 2015

Year 1 Accountability Report

Project Title: Business Student Resource Center

What efforts have been made to implement your project?

Phase I: Design, Construction, FF&E, Soft-Costs have been completed (\$98,441.92)

Phase II: Design is partially complete (\$2,628.10)

The bid that was submitted for the project put the total cost at \$590,000, or \$390,000 higher than the IBP-approved amount of \$200,000 necessitating a value engineering modification to the design completed in Phase I and Phase II. Additional funding sources were identified but the project was delayed and therefore was not completed by the anticipated date: June 30, 2015.

If your request was for a position(s), when did you hire the position(s)?

N/A

Please provide specific examples for FY 15 of how your project has:

- 1) Improved Quality and Efficiency at the Institution?

The completion of the project has been delayed by 1 year. Therefore, the response to this question will come upon completion, implementation, and the gathering of feedback from students. Anticipated implementation is Fall 2016 with assessment data gathered during the Fall 2016 and Spring 2017 terms.

- 2) Improved Student Learning, Program Goal Attainment, and/or Met Expected Outcomes/Milestones?

The completion of the project has been delayed by 1 year. Anticipated implementation is Fall 2016 with assessment data gathered during the Fall 2016 and Spring 2017 terms.

- 3) Specifically Supported the Institution's Mission, Core Themes, Strategic Priorities, and Core Imperatives?

The completion of the project has been delayed by 1 year. Anticipated implementation is Fall 2016 with assessment data gathered during the Fall 2016 and Spring 2017 terms.

If applicable, Year 2 Goals – Outcomes

What are your specific goals or expected outcomes for year 2 for this budget request?

With the delay presented above, the year 2 goal is to complete the remodel project in order to have a fully functional Business Student Resource Center beginning Fall 2016.

Salt Lake Community College

Informed Budget Process Project Strategic Priority Accountability Report

Fiscal Year 2015

Year 1 Accountability Report

Project Title: Student Experience Connection through Entry

What efforts have been made to implement your project?

This project is a partnership between School Relations, Institutional Marketing and the Contact Center. The funding that went to School Relations was to hire two new admissions advisors and to purchase and implement Ellucian Recruiter, a new customer relationship management system that includes a new online application for admission. The funds for Institutional Marketing were allocated for a Latino Marketing Manager and advertising to the Latino market. The Contact Center funds were used to purchase outbound calling software and hire part-time employees to assist with outbound calling efforts for recruitment and enrollment purposes.

Ellucian Recruiter was purchased in July 2014. An implementation team was formed in the fall and has been developing the online application with the goal is to go live this fall. Implementation will continue with the development of communication plans that will be loaded into the CRM. We anticipated the implementation would take 6 – 12 months. Full implementation including the communication plans may take closer to 18 months.

Latino advertising and outreach has increased and been active since last summer.

Call Center software was purchased last fall. The Call Center has been highly engaged with Student Services departments and very supportive of calling new and returning students about registering for classes.

If your request was for a position(s), when did you hire the position(s)?

This proposal included two positions for School Relations, an Adult Recruiter and a Latino Recruiter. The Adult Recruiter was hired October 1, 2014 and the Latino Recruiter began work on January 1, 2015.

Funds were also provided for the Contact Center. Hiring is based on outbound call volume and is a mix of temporary and permanent positions. Below are the details:

June 2014: 5 temporary outbound callers hired (positions terminated September 2014)

September 3, 2014: A permanent part-time outbound caller was hired.

September 17, 2014: An additional permanent part-time outbound caller was hired but quit in January 2015.

June 29, 2015: A temporary part-time outbound caller was hired. (Possible move to permanent depending on call volumes after Fall rush)

Enrique Soto was appointed the Marketing Manager for Underrepresented Student Outreach as of July 1, 2014.

Please provide specific examples for FY 15 of how your project has:

- 1) Improved Quality and Efficiency at the Institution?

Outbound Calling:

May 2015 – Fall semester calling started. Students who attended previous Fall or Spring but had not yet registered were called totally 18000 students.

July 2015 – Pride in Academics Calling List. About 700 students of color with 50 or more credits that had not registered for fall were called.

July 2015 – 1300 students who completed orientation, but had not registered for fall were called to see if they needed assistance with registration.

- 2) Improved Student Learning, Program Goal Attainment, and/or Met Expected Outcomes/Milestones?

Latino enrollment increased from 13.6% in Fall 2013 to 14.81% in Fall 2014.

- 3) Specifically Supported the Institution's Mission, Core Themes, Strategic Priorities, and Core Imperatives?

All three of the initiatives support the College's core theme of Student Access and Success and the core theme objective of improving connection and entry into SLCC for Latino and adult students.

Some, not all, of the Latino marketing efforts have focused on the West Valley Center.

If applicable, Year 2 Goals – Outcomes

What are your specific goals or expected outcomes for year 2 for this budget request?

Outbound calling campaigns and Latino marketing and outreach will continue in year 2. The specific goal for year two is to complete Recruiter implementation and get it fully operational. The goal is to increase conversation rates from Inquiry to Applicant and yield rates from Admit to Enrollee, hence increasing new student enrollment.

Salt Lake Community College

Informed Budget Process Project Strategic Priority Accountability Report

Fiscal Year 2015

Year 1 Accountability Report

Project Title: First Year Experience Bridge Program

What efforts have been made to implement your project?

The first SLCC Bridge to Success program was offered during the summer of 2014. 102 students successfully completed the program. A very small Bridge to Success program was offered at the start of the spring 2015. New students are currently participating in the second annual Bridget to Success program that was offered this summer.

If your request was for a position(s), when did you hire the position(s)?

A full-time administrative assistant was included in the proposal. The Administrative Assistant was hired as of August 16, 2014.

Please provide specific examples for FY 15 of how your project has:

- 1) Improved Quality and Efficiency at the Institution?

For years SLCC has sponsored a summer bridge program through TRiO that has supported 15 – 20 students. We have scaled up the program by using a hybrid format to serve 200 students a year. 102 students successfully completed the summer 2014 program. Over 100 students are enrolled this summer.

- 2) Improved Student Learning, Program Goal Attainment, and/or Met Expected Outcomes/Milestones?

69% of the Bridge participants registered for fall semester classes. 69% of those who registered were full-time students. 67% of the students earned 2.0 GPA or higher. 70% of the students completed 70% or more of the credits they attempted. 83% of students persisted to their second semester. 77% of students took English their first semester. 64% of students took math their first semester.

- 3) Specifically Supported the Institution's Mission, Core Themes, Strategic Priorities, and Core Imperatives?

“Summer melt” is the common term used to identify the phenomenon where students who have been preparing themselves to start college do not enroll in college. SLCC is heavily impacted by this phenomenon. The Bridge to Success seeks to provide students, the majority who are first generation students, with a pathway into higher education by creating support services to assist in the transition of students into SLCC and by delivering a curriculum designed to prepare students for success in higher education.

If applicable, Year 2 Goals – Outcomes

What are your specific goals or expected outcomes for year 2 for this budget request?

- Continue to monitor student progress
- Lesson development and revisions
- Revise and grow spring Bridge program.

Salt Lake Community College

Informed Budget Process Project Strategic Priority Accountability Report

Fiscal Year 2015

Year 1 Accountability Report

Project Title: Math, Science, and Technology Resource Center (MSTRC)

What efforts have been made to implement your project?

The project was proposed with the understanding that the atrium of the SI building was immediately available for implementation of the project. Although cabinet approved the request with this understanding, we subsequently discovered that the atrium could not be modified as per the request until October of 2015. This is due to a pre-existing contract with Union Pacific that gives Union Pacific joint rights to the space.

In the interim, we have engaged in several extensive fund raising efforts to add to our ability to make a functional center. We have been successful in raising several hundred thousand dollars to supplement the existing funds awarded through the informed budget process. We currently have a major grant application pending with Department of Education that will provide significant funds if awarded.

We have also completed architectural plans.

At this point, further action is pending the expiration of the contract with Union Pacific. Once that occurs in October, we will be able to execute our plan.

If your request was for a position(s), when did you hire the position(s)?

The request provided 3 positions. The outcome is as follows:

Tutoring and Learning Coordinator: This position was posted and filled in Fall 2014.

Writing Coordinator: this position was posted and filled in Spring 2015.

Center Director: This position was posted in Spring 2015 and applicants were screened. None of the candidates met minimum criteria. We worked with HR over the summer to realign funds that would allow us to supplement the salary of the Center Director. The position will reopen for applicants Fall 2015.

Please provide specific examples for FY 15 of how your project has:

- 1) Improved Quality and Efficiency at the Institution?

This is pending opening of the center once we can access the space in Oct 2015

- 2) Improved Student Learning, Program Goal Attainment, and/or Met Expected Outcomes/Milestones?

This is pending opening of the center once we can access the space in Oct 2015

3) Specifically Supported the Institution's Mission, Core Themes, Strategic Priorities, and Core Imperatives?

This is pending opening of the center once we can access the space in Oct 2015

If applicable, Year 2 Goals – Outcomes

What are your specific goals or expected outcomes for year 2 for this budget request?

The center will be remodeled and opened on a larger scale than originally proposed due to the success of our external fundraising. We expect remodel to begin in November 2015 as October will be used to finalize bidding and other prep work in the atrium space.

The new director will be hired to coincide with the remodel project and have input into the project.

The tutoring coordinator will collaborate with the departments to schedule tutoring and a new co-curricular workshop approach for student support. This will be cross disciplinary and include math and the sciences.

The writing coordinator is actively working with faculty members to integrate writing into science and math curriculum.

Salt Lake Community College

Informed Budget Process Project Strategic Priority Accountability Report

Fiscal Year 2015

Year 1 Accountability Report

Project Title: Special Asst. to the President

What efforts have been made to implement your project?

Job description created and posted; national search conducted; hired Dr. Roderic Land.

If your request was for a position(s), when did you hire the position(s)?

Late November 2014. Dr. Land started his position January 1, 2015.

Please provide specific examples for FY 15 of how your project has:

- 1) Improved Quality and Efficiency at the Institution?

Dr. Land will be in charge of implementing the President's Leadership Institute which is a professional development training program designed to improve leadership capacity and succession planning at the College. Although this has not been implemented yet, we will create learning outcomes to measure the quality improvement of supervision and leadership behaviors at the College.

- 2) Improved Student Learning, Program Goal Attainment, and/or Met Expected Outcomes/Milestones?

- 3) Specifically Supported the Institution's Mission, Core Themes, Strategic Priorities, and Core Imperatives?

Core Imperative: Inclusivity: Dr. Land has taken the leadership of the President's Committee on Inclusivity and Equity and has begun creating a strategic plan related to equity issues in hiring, curriculum, professional development. He is also working directly with Deans and Associate Deans to strengthen hiring practices in faculty as a result of data that showed faculty diversity was in most need of adjustment.

Core Theme: Access and Success: Dr. Land has represented the College with United Way and Mayor Becker's Capital City Education project to identify partnerships SLCC can engage in to improve access numbers from underrepresented groups.

If applicable, Year 2 Goals – Outcomes

What are your specific goals or expected outcomes for year 2 for this budget request?

Specific goals created and necessary training implemented to diversify hiring where we are not representative of county population.

Inclusivity and Equity strategic plan that is embedded within the overall College planning process.

Conduct a successful PLI program with measurable improvement in participants' leadership capacity.

Salt Lake Community College

Informed Budget Process Project Strategic Priority Accountability Report

Fiscal Year 2015

Year 1 Accountability Report

Project Title: Gov. & Com Relations Database

What efforts have been made to implement your project?

Jennifer Seltzer Stitt convened a data working group within the CPC to discuss data needs specific to SLCC's community engagement and commitments we made to the Carnegie Foundation in our successful application for the Carnegie Community Engagement award. Jennifer also met with stakeholders across the College -- including associate deans, program directors, and program coordinators -- to discuss the type of data collected, the frequency programs collect data, and how data is analyzed and reported. Finally, Jennifer met with members of institutional research to discuss what a systematic, institutional level data system might look like.

Based on these discussions, we determined not to build a new database at this time.

If your request was for a position(s), when did you hire the position(s)?

We did not hire staff to create a database.

Please provide specific examples for FY 15 of how your project has:

1) Improved Quality and Efficiency at the Institution?

The process thus far has engaged multiple stakeholders in a discussion about institutional priorities as they are reflected in potential data collection, assessment strategies, and data collection systems. For example, we discussed the importance of measuring inputs (i.e., number of students/ faculty participating in a geographic or issue area, hours served) as opposed to/in addition to measuring outcomes (i.e., impact on community, impact on student success) and how to collect uniform data. Part of the underlying assumption in these discussions is that if engagement is measured on an institutional level, we can increase program accountability and quality, and better tell our story to internal and external communities.

2) Improved Student Learning, Program Goal Attainment, and/or Met Expected Outcomes/Milestones?

Collection of uniform data would demonstrate if programs meet an institutional standard of engagement, either/both inputs or impact.

3) Specifically Supported the Institution's Mission, Core Themes, Strategic Priorities, and Core Imperatives?

The process thus far has engaged multiple stakeholders in a discussion about institutional priorities as they are reflected in potential data collection, assessment strategies, and data collection systems. For example, we discussed the importance of measuring inputs (i.e., number of students/ faculty participating in a geographic or issue area, hours served) as opposed to/in addition to measuring outcomes (i.e., impact on community, impact on student success) and how to collect uniform data.

If applicable, Year 2 Goals – Outcomes

What are your specific goals or expected outcomes for year 2 for this budget request?

Given the strategic planning process and reevaluation of community engagement and a metric used to determine mission fulfillment, the year 2 goal is to clarify institutional community engagement assessment goals.

Salt Lake Community College

Informed Budget Process Project Strategic Priority Accountability Report

Fiscal Year 2015

Year 1 Accountability Report

Project Title: Community Engagement Awards Program (CEAP)

What efforts have been made to implement your project?

The Office of Government and Community Relations received funding to award up to \$60,000 in support of community engagement activities. There is a total of \$15,000 available for the Service Learning Grant and Designation program and \$45,000 available in amounts of \$250 to \$20,000 to support successful faculty and staff community engagement applications.

The program's goals are to –

- Advance SLCC's mission and core theme to promote engaged learning and outreach
- Strengthen SLCC's relationships with the community at-large
- Provide a positive learning experience for SLCC students and/or community learners
- Foster a culture of community engagement by involving staff or faculty in the initiative

The Faculty and Staff Community Engagement Awards program supports and encourages community-college partnerships that creatively address community-identified needs.

The program began July 1, 2014. Between July 2014 and July 2015, ten grants were awarded for a total of \$49,536. The following lists the 2014-2015 Community Engagement Award recipients, the amount granted, and the initiative. Final reports for all programs are due on September 30, 2015. Four of the ten programs have submitted a final report.

Project Name: Critical Service Learning: A Partnership between Salt Lake Community College and Mana Academy Charter School

SLCC Department: First Year Experience

Community Partner: Mana Academy Charter School

Grant Award: \$5,700

Date of Award: October 2014

CEAP funding supports development of a mentorship program between Latinos in Action and Mana Academy Charter School. SLCC students will be trained in critical service learning methodologies by faculty and staff from SLCC and the University of Utah as well as community leaders. Students will work with Mana Academy faculty to set weekly visits with students, three field trips (one to SLCC and two to local museums), and an end of the year celebration. The initiative is designed to close the opportunity gap between Latino, Pacific Islander, and other ethnic groups, to educate life-long learners and community leaders, and to help SLCC students develop the knowledge and skills they need to become a community engaged leader through critical service learning.

Project Name: Service & Learning Grant & Designation (SLG&D) program

SLCC Department: Thayne Center

Grant Award: \$15,000

Date of Award: September 2014

The Service-Learning Office manages the Service & Learning Grant & Designation (SLG&D) program. For the first 10 years of the program, funds were dedicated to individual faculty members and courses. While the SLG&D program continues to support individual service-learning course designations as a primary focus, it has expanded to now include engaged department work. In the Engaged Department designation initiative, the Service Learning Office collaborates with Associate Deans and lead faculty members to create Civically Engaged Scholar pathways and helps to create additional structure and intentionality behind service-learning and community engagement efforts on a department and/or program level.

Project Name: Special Olympics of Utah Sports Classic

SLCC Department: Medical Assisting, Allied Health

Community Partner: Special Olympics of Utah

Grant Award: \$1,000

Date of award: October 2014

CEAP funding supports participation in the fall Special Olympics of Utah Sports Classic. SLCC Medical Assisting and Nursing faculty and students will staff the Health Promotion exhibit. SLCC volunteers will measure Special Olympic participants' blood pressure and BMI and provide participants with information on proper nutrition to support healthy and active lifestyles. The Community Engagement Award provides Allied Health with equipment, healthy snacks, prizes, and a digital camera and photo paper. The digital camera will be used to send each participant home with a reminder of their participation and of the commitment to making healthy decisions. While funding was awarded specifically for the Fall Classic, the division intends to use materials purchased with the fund to work with the Special Olympics of Utah twice yearly.

Project Name: Expect the Great, Leadership Night

SLCC Department: Diversity and Multicultural Affairs

Community Partner: Expect the Great

Grant Award: \$6,900

Date of Award: October 2014

Expect the Great is a college and career readiness fair targeting members of the African, African American, and Black communities in high school and USHE institutions with the purpose of providing information, resources and support to prepare for postsecondary education and careers. The conference, first held at SLCC in 2011, is returning to the campus in 2014. CEAP funding supports a nighttime leadership retreat, a new component to the conference. The leadership retreat helps create relationships that serve as retention strategies for African and African American students as well as develops information and skills on how to network, track progress, and identify career opportunities.

Project Name: SLCC Students Writing for Community: Creating and Installing Bilingual Signage for TreeUtah's Rose Park EcoGarden

SLCC Department: English

Community Partner: Tree Utah

Grant Award: \$1730.00

Date of Award: December 2014

In this initiative, 40 SLCC Writing 990 students and TreeUtah staff and volunteers will design and install bilingual signage at TreeUtah's EcoGarden, located in the Rose Park neighborhood of

Salt Lake City. The project will help students see the connection between writing and civic engagement by providing students with an opportunity to use everyday textual practices to impact an inclusive community space. The project responds to a community identified need for signs that will allow community members will be able to enjoy and learn from the EcoGarden.

Project Name: Ronald McDonald House

SLCC Department: Culinary

Community Partner: Ronald McDonald House

Grant Award: 1000.00

Date of Award: March 2015

The Ronald McDonald House aims to be a home-away-from-home for families so that they can stay near their child at little or no cost while their child is receiving medical care. As part of their effort to help families focus on the health of their child, rather than grocery shopping, cleaning, or cooking meals, Ronald McDonald House provides private bedrooms, playrooms for children, and home cooked meals. In support of this mission, SLCC students in the Advanced Food Preparation class and Beginning Food Preparation courses will prepare and serve 90 meals to families who travel far from home to get medical care for seriously ill or injured children. CEAP funding will support the necessary culinary equipment to allow for the transportation and preparation of cold and hot foods in off-campus locations.

Project Name: Community Engagement and Education of Historic Fashion Conservation and Documentation

SLCC Department: Department of Communication

Community Partner: Utah Museum of Fine Arts, Bingham Young University, and the Utah Historical Society

Grant Award: \$13,986

Date of Award: December 2015

In partnership with Utah Museum of Fine Arts, Bingham Young University, and the Utah Historical Society, SLCC students, faculty and staff will document SLCC's Fashion Institute historic clothing collection, create an educational video and online archival documentary film, and create a collaborative community historic fashion exhibit with public lectures or tours to be showcased at SLCC South City Campus George S. and Dolores Dore Eccles Art Gallery.

Project Name: Ecosystems, Climate Change, and Conservation in Costa Rica

SLCC Department: Anthropology

Community Partner: Organization for Tropical Studies

Grant Award: \$1,942

Date of Award: December 2014

This initiative supports student participation in a Climate Change Legacy workshop at La Selva Biological Station and Native Ecosystems workshop at Centro Científico Tropical, both in Costa Rica. As a result of this award, students already in Costa Rica as part of the Spring 2015 field course Anthropology 2083: Primate Ecosystems, Ecology, and Conservation, will engage in hands-on data collection and reforestation projects along side scientists and students from the North and South America. Data will provide much-needed ecological and meteorological data to the community partner and reforestation projects will directly improve the Costa Rican forests and community ecosystem.

Project Name: Utah High School Film Festival/Center for Arts and Media

SLCC Department: Film Department

Community Partner: Utah High School Film Festival

Grant Award: \$1513.00

Date of Award: April 2015

The Utah High School Film Festival is an annual event that allows high school students from across Utah enter short films and broadcast pieces into the contest. In 2015, SLCC hosted the event for the first time in five years, with the hopes of making this an annual event at the College. In addition to the festival, SLCC hosted workshops for film and broadcast skill areas including camera cranes, ENG, AfterEffects, DSLR cameras, motion control dollies. The conference both supports youth artistic aspirations while promoting an environment of learning and the benefits of college. Funding provided technical support to make the film festival a success.

Project Name: Energy Management Program Reunion and Open House

SLCC Department: Continuing Education

Community Partner: Energy Management Corporation

Grant Award: \$765.00

Date of Award: June 2015

The Energy Management Program Reunion and Open House is designed to give graduates, current students, and potential students access to employers, industry leaders, and policy makers. Students had an opportunity to learn about the industry and share their ideas on potential internships. Employers will learn more about the individual students and the program, with an opportunity to have input on program growth. Government partners from the Governor's Office of Energy Development will have an opportunity to share information about their role in industry and community. The Community Engagement Program Award supported food for this event.

If your request was for a position(s), when did you hire the position(s)?

N/A

Please provide specific examples for FY 15 of how your project has:

- 1) Improved Quality and Efficiency at the Institution?

The CEAP identifies programs that improve the quality of student, faculty or staff and community experiences with Salt Lake Community College. Each application is assessed on a series of areas including:

- Advancing the Community Engagement core theme
- Potential impact on SLCC
- Potential impact on the target community

Based on the tenet that a clear understanding of community engagement and cross-College communication enhances the quality of our engagement, initiatives are also rated on embodiment of the CPC-adpoted definition of Community Engagement and cross-college collaboration.

Successful applications must have clear objectives, implementation plans, and assessment strategies in applications, with the goal ensuring quality and efficient programs.

To help track effectiveness of the award, all award recipients are required to submit a final report. Grants lasting longer than six months are required to submit a mid-grant report.

2) Improved Student Learning, Program Goal Attainment, and/or Met Expected Outcomes/Milestones?

Successful applicants must clearly state:

- the purpose of the initiative;
- the intended impact the initiative will have on the College and the community;
- how the project advances economic and community development, champions diversity and cultural enrichment, or provides community service and involvement opportunities;
- the contributions of each participant group (faculty, students, community);
- a timeline; and
- an evaluation and dissemination plan.

In addition, all award recipients are required to submit a final report. Awards lasting longer than six months are required to submit a mid-grant report. To date, four recipients have completed a final report and one recipient completed a mid-award report.

3) Specifically Supported the Institution's Mission, Core Themes, Strategic Priorities, and Core Imperatives?

Funded initiatives align with one or more of SLCC community engagement goals: contributing to economic and community development, championing diversity and cultural enrichment in the community and College, and providing community service and involvement opportunities. Initiatives engage faculty, staff, and or students through the three categories of community engagement practiced at Salt Lake Community College – academic, co curricular, or community outreach and partnerships.

If applicable, Year 2 Goals – Outcomes

What are your specific goals or expected outcomes for year 2 for this budget request?

Lessons to be applied to 2015-2016 funding:

Ideas to increase access to award funding include removing deadlines for awards of \$2,000 or less. Ideas to increase visibility of award recipients in the College and community include increased publicity around award recipients. Future rounds may give extra points to projects that focus on key geographic areas, including the City of South Salt Lake, West Valley City, and Glendale.

2015-16 Projects

Salt Lake Community College
Informed Budget Process Accountability Report
Fiscal Year 2016

Strategic Initiative Title: Inclusivity & Equity (Original Request)

Awarded: *Inclusivity and Diversity Projects*

Partner Strategic Council:

N/A

Core Theme:

Student Access & Success

Strategic Priority:

Improve Student Access & Success
Enhance Quality Higher Education

Imperative:

Inclusive Communities
Inclusive Communities

Legislative Request:

N/A

Project will be fully implemented in:

3 Years

Brief Initiative Description:

The Special Faculty Fund is designed to assist and incentivize departments with financial resources through the Special Assistant to the President's budget with the recruitment, hiring, and retention efforts of diverse faculty at SLCC.

Implementation Team/Steering Committee Members:

Roderic R. Land Denece Huftalin Clifton Sanders

What additional college support will you need to fully implement your project?

An institutional/organizational shift towards valuing diversity on campus in which this initiative will assist in doing.

Core Theme Objective(s) Supported:

Support students to become successful and engaged learners
Champion diversity and cultural enrichment in the community and the College
Prepare students with knowledge and skills meeting current industry needs

Why is it important to pursue this course of action or direction? How will your project improve quality and efficiency at the institution?

Relative to the rapid changes in diversity of undergraduates, the racial diversity of college faculty has changed little over the last few decades. As Salt Lake County demographics are swiftly changing, so shall Salt Lake Community College's student enrollment, faculty and staff. Research suggests that a diverse faculty and student enrollment enhances the educational experience of all students and better prepares students to work and live in an increasingly diverse world. Faculty diversity is especially critical for students from underrepresented groups. Studies show that a racially diverse faculty has many benefits for colleges and for society. One of the most compelling arguments for diversification of college faculty relates to the important contributions made by faculty of color in the education of undergraduates. Diversification of faculty increases the variation of perspectives and approaches creating a richer learning environment for students (Smith, 1989). Hurtado (2001) argues that institutions with higher proportion of faculty of color are more likely to incorporate a wider range of pedagogical techniques. Studies show that the presence of students and faculty/staff from various ethnic groups is "very important" in the decision of underrepresented students to stay in school. However, the current status of minority representation at the

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Fiscal Year 2016

faculty level finds that the average student attending a public college or university is unlikely to have more than one course with an African American faculty member and unlikely to have even one course with a Latino faculty member during his or her college years. Claiming the rights to having the most diverse student body of any institution of higher education in the state, SLCC must take seriously the effort to diversify our faculty.

How will the project help advance the core themes, strategic priorities, and college imperatives identified above?

Research suggests that a diverse faculty and student enrollment enhances the educational experience of all students and better prepares students to work and live in an increasingly diverse world. Faculty diversity is especially critical for students from underrepresented groups. Studies show that a racially diverse faculty has many benefits for colleges and for society. One of the most compelling arguments for diversification of college faculty relates to the important contributions made by faculty of color in the education of undergraduates. Diversification of faculty increases the variation of perspectives and approaches creating a richer learning environment for students (Smith, 1989). Hurtado (2001) argues that institutions with higher proportion of faculty of color are more likely to incorporate a wider range of pedagogical techniques.

What are your year 1 expected outcomes/milestones?

Recruit and hire a more diverse faculty. Expand the scope of where we place job announcements. Assisting Faculty to attend academic conferences, symposia, and other professional association meetings where opportunities for recruiting faculty that would increase the diversity of their department or school are particularly promising. Diversify the applicant pools.

How will you measure success in achieving your outcomes?

Within 3 years, we will see a net gain in diverse full/part-time faculty at SLCC

Salt Lake Community College
Informed Budget Process Accountability Report
Fiscal Year 2016

Strategic Initiative Title: Classroom Technology (Original Request)

Awarded: *Classroom Technology Replacement (One-time)*

Partner Strategic Council:

N/A

Core Theme:

Transfer Education
Workforce Education

Strategic Priority:

Enhance Quality Higher Education

Imperative:

Student Goal Attainment

Legislative Request:

Mission Based Funding Request

Project will be fully implemented in:

1 Year

Brief Initiative Description:

SLCC is requesting an ongoing dedicated source of funding to support technology in the classrooms and learning spaces across all of its campuses. SLCC has worked diligently over the last several years to identify both ongoing and one-time resources to help maintain existing classroom technology, but the costs of maintaining and enhancing equipment continues to grow beyond current resource levels. Updated teaching and learning technologies are critical to implementing the high-impact teaching and learning practices that research has tied explicitly to student engagement and success.

Implementation Team/Steering Committee Members:

Nate Southerland Ryan Hobbs Kurt Shirkey Katrina Green Malin Francis James Wilkinson

What additional college support will you need to fully implement your project?

Assistance from IT and Facilities where electrical or data cabling needs to be upgraded to support upgraded classroom a/v. Support from the Scheduling Office to shuffle classes to accommodate room upgrades.

Core Theme Objective(s) Supported:

- Prepare students with a foundation for success in continued studies
- Provide the first two years of articulated major courses (AA, APE, & AS degrees)
- Provide students a comprehensive and integrated General Education experience
- Prepare students with knowledge and skills meeting current industry needs
- Provide specialized training for business and industry

Why is it important to pursue this course of action or direction? How will your project improve quality and efficiency at the institution?

The 20th century classroom with the professor in front of a chalkboard is no longer the standard in learning environments for today's students. Technology has permeated the walls of higher education classrooms and enhanced the learning experience for students today by creating smart classrooms. Smart classrooms are critical to help implement high-impact teaching and learning practices which lead to increased student engagement and ultimately higher completion rates. This initiative is targeted specifically to student engagement and success. SLCC has 558 total classrooms and learning spaces that need to be routinely updated and replaced with advanced technology and furnishings. Funding would allow for a five-year

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replacement cycle. Total annual cost for routine replacement is \$505,000 and full classroom upgrades (four per year) total \$253,800. Additional staffing (2 FTE) will be needed to install upgrades and provide support for teaching and learning technology (\$140,000).

How will the project help advance the core themes, strategic priorities, and college imperatives identified above?

High impact teaching practices increasingly rely on high-quality classroom teaching and learning technology to access electronic and internet-based teaching tools. These teaching practices are critical to SLCC carrying out its core themes of transfer and workforce education.

What are your year 1 expected outcomes/milestones?

112 learning spaces will be upgraded each year and four classrooms will be overhauled with new furnishings and instructional technology for flexible delivery.

How will you measure success in achieving your outcomes?

In addition to measuring inputs (completion of work detailed above), teacher behavior will be monitored over time to determine if instructors are increasing the magnitude and complexity of their technology use in the classroom. Use of flexible classroom spaces will be studied to determine how teaching practices have been impacted by the redesigned spaces.

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Strategic Initiative Title: Faculty ePortfolio Awards (Original Request)

Awarded: *Hourly Support for ePortfolio Labs at SCC & Redwood (One-time)*

Partner Strategic Council:

Quality Higher Ed

Core Theme:

Transfer Education

Strategic Priority:

Enhance Quality Higher Education
Advance a Culture of Evidence & Accountability

Imperative:

N/A

Legislative Request:

N/A

Project will be fully implemented in:

1 Year

Brief Initiative Description:

Establish an annual award for one full-time and one adjunct faculty to honor and showcase their work integrating ePortfolios into their courses.

Implementation Team/Steering Committee Members:

Gen Ed/ePortfolio Office

What additional college support will you need to fully implement your project?

N/A

Core Theme Objective(s) Supported:

Support students to become successful and engaged learners
Provide students a comprehensive and integrated General Education experience

Why is it important to pursue this course of action or direction? How will your project improve quality and efficiency at the institution?

ePortfolio pedagogy is becoming a signature cultural norm in General Education. This pedagogy puts demands on faculty, and we want to honor and showcase good faculty work.

How will the project help advance the core themes, strategic priorities, and college imperatives identified above?

This project will create an incentive for faculty to better integrate ePortfolios into their courses, and over the years provide a growing pool of good examples to inspire other faculty.

What are your year 1 expected outcomes/milestones?

N/A

How will you measure success in achieving your outcomes?

N/A

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Strategic Initiative Title: Health Information Tech Program Coordinator and Base (Original Request)

Awarded: *Health Information Tech Program Coordinator (One-time)*

Partner Strategic Council:

N/A

Core Theme:

Workforce Education
Student Access & Success

Strategic Priority:

Improve Student Access & Success
Strengthen Institutional Support

Imperative:

N/A

Legislative Request:

N/A

Project will be fully implemented in:

1 Year

Brief Initiative Description:

Currently the Director of the Health Information Technology (HIT) program is being paid by grant money through the Department of Labor. This grant will end September 30, 2015. Funds are being requested to hire a director for the HIT program to ensure that we have someone in place to run the program on October 1, 2015 thus avoiding a lapse of time between directors. The person hired will also serve as a full time tenure track faculty. Operating funds are also being requested. Operational funds are also being requested to replace the funding that is ending that was provided by the Department of Labor

Implementation Team/Steering Committee Members:

Associate Dean of Health Sciences; Dean of Health Sciences, HIT faculty member

What additional college support will you need to fully implement your project?

Because of the DOL grant space has been allocated. No additional College support needed at this time.

Core Theme Objective(s) Supported:

Contribute to economic and community development
Prepare students with knowledge and skills meeting current industry needs
Provide specialized training for business and industry

Why is it important to pursue this course of action or direction? How will your project improve quality and efficiency at the institution?

There is currently an explosion of health information technology opportunities. These opportunities will only increase as more and more health care entities move to the electronic medical record and all these systems are linked together. The Affordable Care Act as well as HOPPA are significant driving forces in this expansion. There is a high work force demand that can be met through the Certificate and Associate Degree programs that have been developed and are being provided at this time. This request will assist in continuing the momentum gained to date and will provide SLCC students an affordable way to enter and work in this fast growing area.

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How will the project help advance the core themes, strategic priorities, and college imperatives identified above?

By educating students to fill the current and future workforce needs SLCC will be providing an affordable, accredited way of entering a high demand area of the health care workforce.

What are your year 1 expected outcomes/milestones?

Increased number of students aware of the program and an increase in the number of students in the program.

How will you measure success in achieving your outcomes?

Enrollment numbers as well as achievement of accreditation.

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Strategic Initiative Title: Site Support - Business Services (Original Request)

Awarded: *Desktop Hourly Support for West Valley Center*

Partner Strategic Council:

N/A

Core Theme:

N/A

Strategic Priority:

Strengthen Institutional Support

Imperative:

N/A

Legislative Request:

Mission Based Funding Request

Project will be fully implemented in:

1 Year

Brief Initiative Description:

To expand desktop computer support to growing satellite campuses.

Implementation Team/Steering Committee Members:

N/A

What additional college support will you need to fully implement your project?

N/A

Core Theme Objective(s) Supported:

Support students to become successful and engaged learners

Why is it important to pursue this course of action or direction? How will your project improve quality and efficiency at the institution?

As these satellite campuses continue to grow and have an increased personnel presence, there is a direct need for dedicated desktop computer support to quickly address issues.

How will the project help advance the core themes, strategic priorities, and college imperatives identified above?

This additional support will help strengthen institutional support and address issues in a much quicker fashion that ultimately will help people be more productive.

What are your year 1 expected outcomes/milestones?

Dedicated desktop computer support will better address end user needs and help resolve their issues in a timely manner.

How will you measure success in achieving your outcomes?

The Helpdesk ticketing system will increase due to the growth of the campuses, but with the additional support the day-to-day issues will be resolved much quicker.

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Strategic Initiative Title: SLCC Image Assessment Research (Original Request)

Awarded: *Public Image Campaign (One-time)*

Partner Strategic Council:

Student Access & Enrollment

Core Theme:

Transfer Education
Workforce Education
Student Access & Success
Community Engagement

Strategic Priority:

Improve Student Access & Success
Enhance Quality Higher Education
Advance Partnerships with Business & Community
Advance a Culture of Evidence & Accountability

Imperative:

N/A

Legislative Request:

N/A

Project will be fully implemented in:

1 Year

Brief Initiative Description:

Assess how SLCC is perceived amongst key audiences; prospective students, students, community partners, business leaders, government and legislative leaders, donors. Identify the gaps between that perception and our desired image. This assessment was last done in 2008 with an update amongst only one audience segment, potential students, in 2012. Create and implement a plan to improve the image in the areas identified in the study to boost enrollment, create greater community engagement and partnerships with business, better serve under represented demographic groups.

Implementation Team/Steering Committee Members:

Alison McFarlane, Barbara Grover, Nancy Singer, Jeff Aird, Kent Frogley

What additional college support will you need to fully implement your project?

N/A

Core Theme Objective(s) Supported:

Prepare students with a foundation for success in continued studies
Support students to become successful and engaged learners
Champion diversity and cultural enrichment in the community and the College
Provide community service and involvement opportunities
Provide the first two years of articulated major courses (AA, APE, & AS degrees)
Prepare students with knowledge and skills meeting current industry needs
Provide specialized training for business and industry
Provide integrated pathways for academic and career mobility/advancement
Provide access to students underrepresented in higher education

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Provide access to students underprepared for higher education

Why is it important to pursue this course of action or direction? How will your project improve quality and efficiency at the institution?

Understanding how we are perceived amongst key stakeholders will identify areas of potential focus as we create strategies to improve and strengthen SLCC's public image and perception in the community. Quality and efficiency will be improved by better understanding the current public perception of the college and how stakeholders want to interface with the college.

How will the project help advance the core themes, strategic priorities, and college imperatives identified above?

The project will provide necessary research to begin planning public awareness tactics based on stakeholders needs as they relate to the college's strategic priorities.

What are your year 1 expected outcomes/milestones?

Identification of public image with key stakeholders and potential students and partners to use as a baseline for study and strategic planning.

How will you measure success in achieving your outcomes?

N/A

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Strategic Initiative Title: Faculty Teaching & Learning Director (Original Request)

Awarded: *Faculty Development Director*

Partner Strategic Council:

N/A

Core Theme:

Student Access & Success

Strategic Priority:

N/A

Imperative:

N/A

Legislative Request:

N/A

Project will be fully implemented in:

2 Years

Brief Initiative Description:

Under nominal direction of the Vice President Institutional Effectiveness, this position develops, coordinates, administers, and assesses a comprehensive professional faculty development program at Salt Lake Community College. This position requires working closely with the FTLC Advisory Board, Faculty Senate, academic administrators and other departments (eLearning, Assessment, Ed Initiatives, General Ed and ePortfolio, Service Learning...) to provide a coherent and relevant framework of workshops, trainings, events and informal professional development programming for faculty designed to advance teaching and learning at SLCC.

Implementation Team/Steering Committee Members:

The Vice President of Institutional Effectiveness and other members of the hiring committee will be the implementation team. Other Key players include: Faculty Senate Leadership, Faculty Senate, Associate Deans, Faculty, and other department directors on campus--eLearning, ePortfolio, etc).

What additional college support will you need to fully implement your project?

The college is supporting Professional Development through a TB redesign and remodel. The academic areas of the college support professional development because they are currently attempting to link professional development with rank. A full time director of Faculty Professional Development can help to better meet the development needs of faculty as they move through the rank advancement and tenure process.

Core Theme Objective(s) Supported:

- Prepare students with a foundation for success in continued studies
- Support students to become successful and engaged learners
- Champion diversity and cultural enrichment in the community and the College
- Provide the first two years of articulated major courses (AA, APE, & AS degrees)
- Provide students a comprehensive and integrated General Education experience
- Prepare students with knowledge and skills meeting current industry needs
- Provide integrated pathways for academic and career mobility/advancement

Why is it important to pursue this course of action or direction? How will your project improve quality and efficiency at the institution?

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Currently, this position is filled by a faculty member who receives release time for three years. There is a steep learning curve, and it is also the case, that affecting professional development for faculty at an institution of this size is a full time job. The current director supervises five staff and they would benefit from a full time manager. This alone would increase the quality and efficiency in the current FTLC. In addition, a Full Time Faculty Professional Development Director will improve quality and efficiency at the institution by working closely with associate deans and providing and implementing programming that will meet the needs of faculty moving through rank advancement and tenure processes. This director will advance high impact practices, and innovative pedagogies and delivery methods among full and part time faculty. He/She will also support academic departments with development and delivery of discipline-specific training. Lastly, a full time director can foster informal networking and sharing of best practices among faculty across the college. In order to facilitate this work, and produce quality opportunities and professional developed faculty, this position requires more than a part-time employee.

How will the project help advance the core themes, strategic priorities, and college imperatives identified above?

Faculty who embrace professional development and work to improve their practice, will be better instructors in the classroom. This will result in higher student engagement, retention, and completion. Faculty who know how to engage and work with students--especially our unique underrepresented student population-- can support students as they become successful and engaged learners. Professionally developed faculty will be able to better prepare students for success in continued studies or with the skills they need to meet industry needs and be successful in their careers.

What are your year 1 expected outcomes/milestones?

Within one year I expect that the Full Time Director will have begun collaborative conversations with Associate Deans, and faculty and started to determine the connection between professional development and rank and tenure advancement in each of the following areas: Instructional Delivery, Instructional Design and Assessment, Field Discipline Knowledge as it applies to Teaching, Course Management, Developing Field Knowledge/Credentials, and College/Community Service.

How will you measure success in achieving your outcomes?

This can be measured quantitatively by looking at student retention and completion for students in full and part time faculty classes, faculty who receive merit, etc., and qualitatively through student evaluations and peer to peer interactions with regard to professional development.

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Strategic Initiative Title: Universal Access Initiative (Original Request)

Awarded: *Universal Access Coordinator*

Partner Strategic Council:

Student Access & Enrollment

Core Theme:

N/A

Strategic Priority:

Strengthen Institutional Support

Imperative:

Inclusive Communities
Inclusive Communities

Legislative Request:

N/A

Project will be fully implemented in:

1 Year

Brief Initiative Description:

The goal of this project is to build SLCC's awareness of how people with disabilities access all environments and build the capacity of the College to help us be more inclusive for people with disabilities by promoting principles of universal design. Two positions will be essential: a new Director of Universal Access Initiatives, and Electronic and Information Technology (EIT) Accessibility Coordinator. These resources are essential in helping the College become more open and inclusive for students, faculty, and staff with disabilities. In collaboration with the Universal Access Committee, the proposed Director will lead college-wide discussions and will help College leadership identify and address accessibility barriers within their divisions or departments. They will also engage faculty and staff in conversations about reframing the way we think about disability from an individual problem requiring accommodations to an environmental issue integral in creating an inclusive community. The Electronic & Information Technology (EIT) Accessibility Coordinator will provide the essential task of testing all new software, e-texts, and OER for accessibility prior to purchase. They will also help assess existing EIT for accessibility and will address identified barriers. Both of these positions will strengthen the College's capacity to meet not only federal regulations, but also our newly implemented ADA Policy.

Implementation Team/Steering Committee Members:

Barbara Grover, VP of Institutional Advancement; Bill Zoumadakis, CIO; Candida Darling, DRC Director; Mikel Birch, ADA Coordinator; Universal Access Committee Members

What additional college support will you need to fully implement your project?

• Office Space • Funding for specialized training/conferences and assistive technology software (\$10,000 for each position to be housed under their Budget Center Managers) • Ongoing support of the Universal Access Committee • Director of Universal Access Initiatives should be the Budget Center Manager for the universal access budget • Support from College leadership as changes are implemented

Core Theme Objective(s) Supported:

Champion diversity and cultural enrichment in the community and the College
Provide accessible instructional programs and student services
Provide access to students underrepresented in higher education
Provide access to students underprepared for higher education

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Why is it important to pursue this course of action or direction? How will your project improve quality and efficiency at the institution?

The Universal Access Committee has identified various accessibility needs and opportunities, but additional leadership and support is needed to connect those threads and support direct action. College wide, we need increased awareness of how people with disabilities access college resources to eliminate employees creating or purchasing resources that are not accessible to everyone. These positions will help SLCC address recent Office for Civil Rights (OCR) cases and lawsuits which highlight the importance of ensuring all environments (both physical and electronic) are usable for people with disabilities. As a result of these OCR agreements, the approach to accessibility nationally is transforming with a greater emphasis placed on universal design. Due to the work of the Universal Access Committee, and with support of this strategic initiative, SLCC will be uniquely positioned to demonstrate continued leadership at the state level and for community colleges nationwide. We have a distinctive opportunity to shape the broader conversation about accessibility/universal access and inclusivity not only at SLCC, but in higher education in general.

How will the project help advance the core themes, strategic priorities, and college imperatives identified above?

Access & Success: It has been demonstrated nationally that more students with disabilities attend community colleges than 4-year institutions, so better accessibility is integral to our mission as a community college. Too often, we see in the DRC that students have to withdraw from a course because they cannot access the electronic information. This initiative will work to ensure that students with disabilities have the access they need, without having to retrofit, or have students fall behind while they wait for materials to be made accessible which can sometimes be time consuming. Universal design principles encourage flexible delivery, which will positively impact not only the success of students with disabilities, but all underrepresented student populations. **Community Engagement:** This initiative will provide leadership for the community conversation about disability. There are many opportunities for these positions to partner with disability organizations. This should help strengthen SLCC's relationship with the disability community. **Enhance Quality Higher Education:** This initiative will build a universal design infrastructure and support for faculty and staff. This was an identified need from the Universal Access Study in 2012 and subsequent focus groups. By increasing the College's capacity to create and procure accessible materials, we will improve the quality of education students with disabilities receive.

What are your year 1 expected outcomes/milestones?

- Positions advertised and filled.
- Universal access capacity/attitudinal survey distributed to determine a baseline.
- Director of Universal Access Initiatives meets with all members of Cabinet to assess accessibility barriers within their divisions.
- College-wide Electronic Information Technology Audit completed.
- Define universal access standards for the College and create an implementation plan.
- Accessibility webpage with corresponding resources created.

How will you measure success in achieving your outcomes?

At the end of year two, a post-test of the Universal access capacity/attitudinal survey will be completed to determine effectiveness of implemented changes. We should see an increase in awareness and an understanding of resources available to help with accessibility. There should be a significant decrease noted in the number of accessibly errors identified by Site Improve web crawling software on all SLCC websites. EIT Items for procurement will be evaluated for accessibility and we should be able to show an increase in accessible platforms that are purchased at SLCC. Universal access standards developed and trainings offered to both faculty and staff. Evaluations of workshops will be assessed to determine effectiveness in addressing attitudinal and other barriers to accessibility. In partnership with the Director of Universal Access Initiatives, each division will be able to demonstrate the accessibility barriers that have been addressed within their areas of responsibility demonstrating progress in implementing universal

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design principles in all areas of the College.

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Strategic Initiative Title: Applied Analytics for Community Colleges (Original Request)

Awarded: *Applied Analytics Course*

Partner Strategic Council:

Quality Higher Ed
Student Access & Enrollment

Core Theme:

N/A

Strategic Priority:

Advance a Culture of Evidence & Accountability

Imperative:

Student Goal Attainment

Legislative Request:

N/A

Project will be fully implemented in:

1 Year

Brief Initiative Description:

As the college advances its student analytics initiative and dedicates more resources to improving its data and information systems, a necessary companion to the success of those projects is the development of the related competencies in staff and faculty to use the data and analytics they are provided. This request would fund the development of an applied analytics professional development course customized specifically for SLCC personnel. The course would be developed in partnership with leading public management professors at neighboring universities to meet the specific needs of SLCC. The course will provide managers, coordinators, directors, associate deans, deans, and other faculty and staff the knowledge and skills to properly gather and assess program and initiative data to determine program effectiveness. The course will be developed using the SLCC Udemy license and will subsequently be made available through that platform to the entire college a little to no ongoing cost.

Implementation Team/Steering Committee Members:

Jeff Aird, Anjali Pai, Jason Pickavance, Jessie Winitzky-Stephens, Clint Stoker

What additional college support will you need to fully implement your project?

The biggest obstacle to success will helping people find the time to complete the course. Initial discussions indicate a high level of interest, but we will need executive support to allow employees the time to attend and complete the course.

Core Theme Objective(s) Supported:

- Prepare students with a foundation for success in continued studies
- Provide students a comprehensive and integrated General Education experience
- Provide accessible instructional programs and student services

Why is it important to pursue this course of action or direction? How will your project improve quality and efficiency at the institution?

The course will be customized to SLCC. A primary component of the course will be helping faculty and staff think through what their program is attempting to achieve and how that aligns to larger institutional goals and objectives. In addition, the course will then provide them with the skills to be able to measure their effectiveness at accomplishing that objective.

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How will the project help advance the core themes, strategic priorities, and college imperatives identified above?

One of the larger difficulties in advancing the core themes is simply helping people understand how their work directly connects to and advances those core themes. This project will walk participants through this process and provide them with tools to assess how well they align the college priorities and core themes. A natural effect of this course will be the alignment of college initiatives to the key goals and outcomes.

What are your year 1 expected outcomes/milestones?

In one year I hope to have the initial course completed and fully developed in Udemy. We will have delivered to course to about 30 managers, coordinators, directors and will be preparing to launch a second round of courses delivered directly through Udemy.

How will you measure success in achieving your outcomes?

The course will provide a pre and post assessment to determine the efficacy of the course.

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Strategic Initiative Title: West Valley City Center Support - Student Services (Original Request)

Awarded: *Student Services Specialist & Veterans Specialist*

Partner Strategic Council:

Student Access & Enrollment

Core Theme:

Student Access & Success

Strategic Priority:

Improve Student Access & Success

Imperative:

Inclusive Communities
Inclusive Communities

Legislative Request:

N/A

Project will be fully implemented in:

2 Years

Brief Initiative Description:

In support of SLCC's commitment to increase student access and success, we must establish a comprehensive array of services for the new West Valley City Center that will open in August 2015. While some existing staff will rotate days at WVC, additional personnel are needed in several departments. The center will be open 5-6 days per week and the Student Services Specialists will be the primary contact for students and the community. Student Services' representation at the center will include Enrollment Services, School Relations, Financial Aid, Academic/Career Advising, First Year Experience, Disability Resource Center, Veterans Services, Career and Student Employment Services, Student Life and Leadership, Testing Services, Auxiliary Services and Diversity and Multicultural Affairs. The evaluation of services was determined in accordance with the SLCC Site Services Standards and it was decided that the best prospect for success is to open the new center as a "Limited Service" site.

Implementation Team/Steering Committee Members:

Director of Student Services, South Region Student Services Specialist, West Valley City Director of Disability Resource Center Director of Testing Services Director of Academic/Career Advising Manager of Veterans Services Director of Curriculum, Scheduling and Site Management

What additional college support will you need to fully implement your project?

Collaboration with Curriculum, Scheduling and Site Management, Facilities and School of Applied Technology and the Office of Information Technology.

Core Theme Objective(s) Supported:

Support students to become successful and engaged learners
Contribute to economic and community development
Champion diversity and cultural enrichment in the community and the College
Provide community service and involvement opportunities
Provide accessible instructional programs and student services
Provide access to students underrepresented in higher education
Provide access to students underprepared for higher education

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Why is it important to pursue this course of action or direction? How will your project improve quality and efficiency at the institution?

To support the College's mission and strategic plan for increased access and success, specifically for the community of West Valley City.

How will the project help advance the core themes, strategic priorities, and college imperatives identified above?

Having a comprehensive offering of services at the West Valley City Center will directly support our goal of increased access for underrepresented and underprepared students. The goal is for the facility to provide all services, on site, for freshman year education.

What are your year 1 expected outcomes/milestones?

1. Establish a range of services in accordance with the Site Service Standards. 2. Gain understanding of the student demographics, unique needs and culture of the site. 3. Identify areas of growth and additional needs at the site.

How will you measure success in achieving your outcomes?

1. Gather and monitor student contacts through Student Services (front desk) and individual departments according to their particular needs. 2. The Student Services, South Region department will provide the framework for determining and assessing needs for the site and will coordinate with individual departments regarding data collection. 3. Conduct Campus/Student Needs Assessment and compare to baseline data. 4. Conduct student focus groups.