

Salt Lake Community College

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### SLCC Strategic Plan 2016-2023: College Performance Update - Spring 2019

Salt Lake Community College

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# SLCC GOALS

College Performance Update – Spring 2019

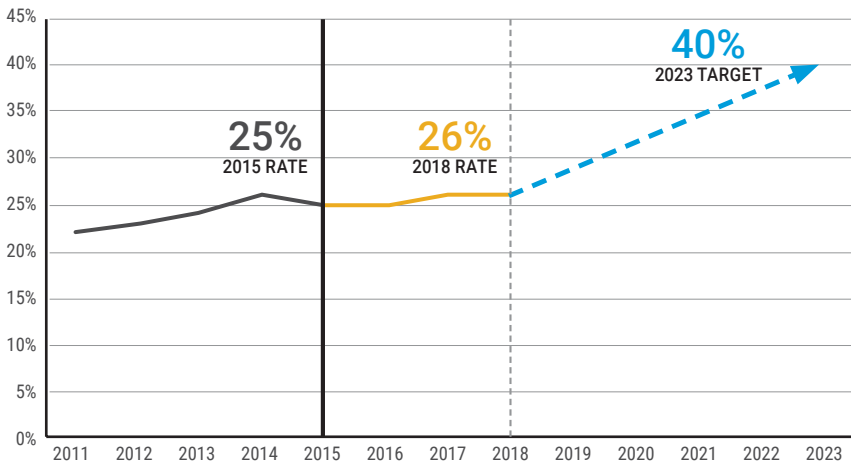


For the full Strategic Plan, visit [slcc.edu/plan](http://slcc.edu/plan).



# Increase Student Completion

Measure: Six-year Completion Rate



Trend since 2015: Flat

Distance to Target: 14% Points

## Completion Strategies:

### Integrate Student Support Systems

- Completed MySuccess platform
- Began case-management, intrusive advising model

### Deploy Strategic Enrollment Management

- Completed assessment and redesign of student intake process; made recommendations to improve intake for workforce areas

### Restructure Financial Awards

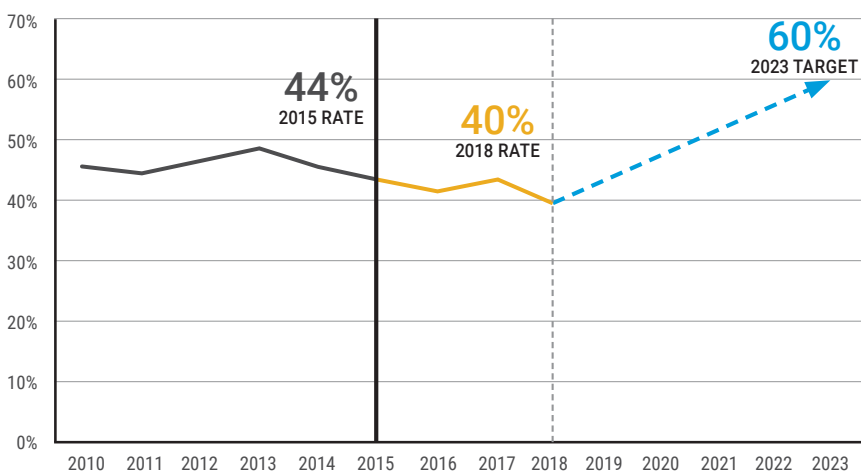
- Implemented SLCC Promise, providing \$2 million in aid to students
- Increased access to SLCC Foundation scholarships
- Implemented CampusLogic and AwardSpring, enhancing financial aid administration

Note: The college follows the American Association of Community Colleges (AACC) completion rate methodology. The rate represents the percentage of students who earn any board-approved education credential (degree or certificate) within six years of enrollment. The rate year represents the year the rate is calculated (e.g., the 2017 rate is based on the fall 2011 cohort). Transfer without an award is not included.



# Improve Transfer Preparation Pathways

Measure: Transfer Conversion Rate



TREND SINCE 2015: Flat

Distance to Target: 20% Points

## Transfer Strategies:

### Design Guided Pathways

- Organized programs into areas of study
- Designed principles to enhance learning and guide students to completion, transfer or employment

### Offer Open General Education Certificate

- The effort to offer an open general education certificate helped save students \$5 million, achieving our '5 in 5' goal
- Widespread adoption of open educational resources has saved students nearly \$8 million

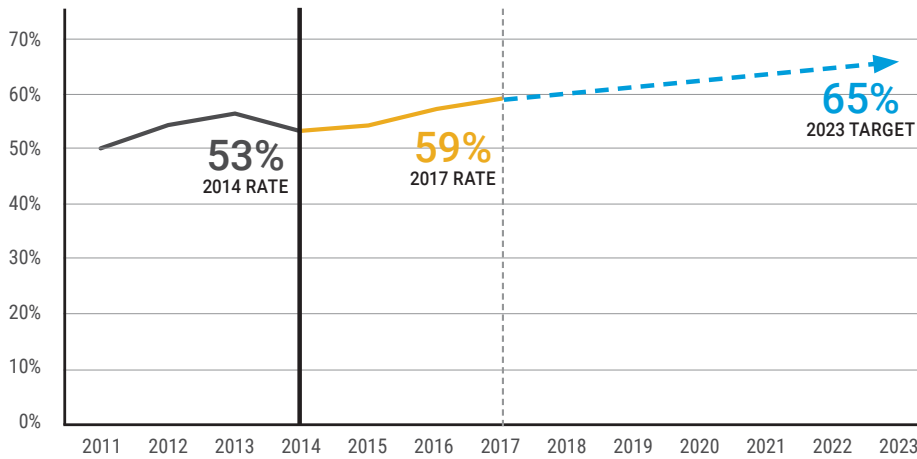
### Transform General Education

- Created a more coherent general education program, discontinued confusing requirements and focused more on liberal arts and sciences

Note: The Aspen Institute has pioneered the use of the transfer conversion measure as a community college performance metric. The majority of community college students (including SLCC) say their ultimate goal is a bachelors degree. High performing community colleges have well-designed curriculum to prepare students both academically and with transferable credits. The transfer conversion rate is a holistic measure of the college's ability to do this. It measures the percent of AA/AS students who convert their associate degree into a bachelors degree within four years.

# Align with and Respond to Workforce Needs

Measure: Percent of CTE Graduates Earning a Competitive Wage



**Note:** The competitive wage rate measures the percentage of CTE graduates (both certificate and degree) who earn a wage above the Salt Lake County median wage for those with some college or an associates degree (approximately \$35,000 in 2015) one year after graduation. The rate year is the year the wage was earned (e.g., the 2016 rate is for the 2015 CTE graduating cohort). The benchmark of 65% is set as a standard that SLCC CTE graduates will need to be highly sought after. We will know we have achieved our goal when employers seek out SLCC students above other candidates and are willing to pay them slightly more. Students who transfer or continue at SLCC after the CTE award are excluded from the calculations. Wage data is provided from the Utah Department of Workforce Services and had roughly 90% coverage. The 2016 rate is still partial because the full two years have not yet passed for portions of the 2015 CTE cohort.

Trend since 2015: Up

Distance to Target: 6% Points

## Workforce Strategies:

### Merge SLCC Workforce Organizations

- New structure has improved relations with local industry, effective internal non-credit to credit articulations and state-wide partnerships

### Formed Westpointe Workforce Education and Training Hub

- Opened a new education and training center with thirteen programs serving nearly 700 students
- Raised SLCC's workforce profile among key industry and governmental leaders

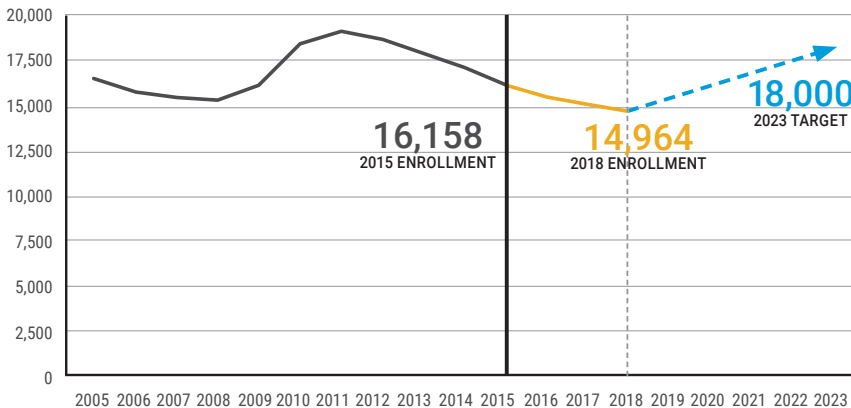
### Competency-based Education and Prior Learning Assessment

- Successfully developed twenty competency-based programs and served more than 1,000 students
- Expanded competency-based education into general education and several programs outside the School of Applied Technology



# Secure Institutional Sustainability and Capacity

Measure: Annualized Budget Related FTE Enrollment



**Note:** The annualized budget-related FTE count is a budgetary measure of college revenue from student enrollment. FTE is a credit hour measure, meaning "full-time equivalent." It is calculated by dividing the total number of credit hours by 15. Annualizing is the process of averaging the FTE across the academic year. This means that across fall and spring semesters in 2015, the college averaged an FTE enrollment of 16,158.

Trend since 2015: Down

Distance to Target: 3,000 FTE

## Sustainability and Capacity Strategies:

### Advance Technology and Systems Design

- Launched and integrated new software and technology-enhanced services
- Built a data warehouse to enhance reporting and performance dashboard capability

### Organize for Cross-college Collaboration

- Implemented collaborative work team structure to advance high-priority initiatives

### Respond to "Good Economy" Opportunities and Challenges

- Revised revenue and enrollment strategies to adjust for a strong economy
- 'Right-sized' the budget to accommodate lower enrollment
- Launched a comprehensive fundraising campaign on track to raise \$40 million by 2023
- Developed an enrollment strategy to leverage growth in online education and strengthen the P-20 pipeline

### Invest in Ourselves through Professional Development and Talent Recruitment

- Created a new internal organization focused on developing our people and workplace culture
- In process of designing a comprehensive approach for professional development and the overall employee experience

# Achieve Equity in Student Participation and Completion

## Equity Strategies:

### Deepen Culture of Equity and Inclusion

- Designed professional development program focused on equity-mindedness
- Awarded Lumina grant for racial and social justice
- Created divisional diversity plans

### Reflect Community Faculty and Staff Hiring

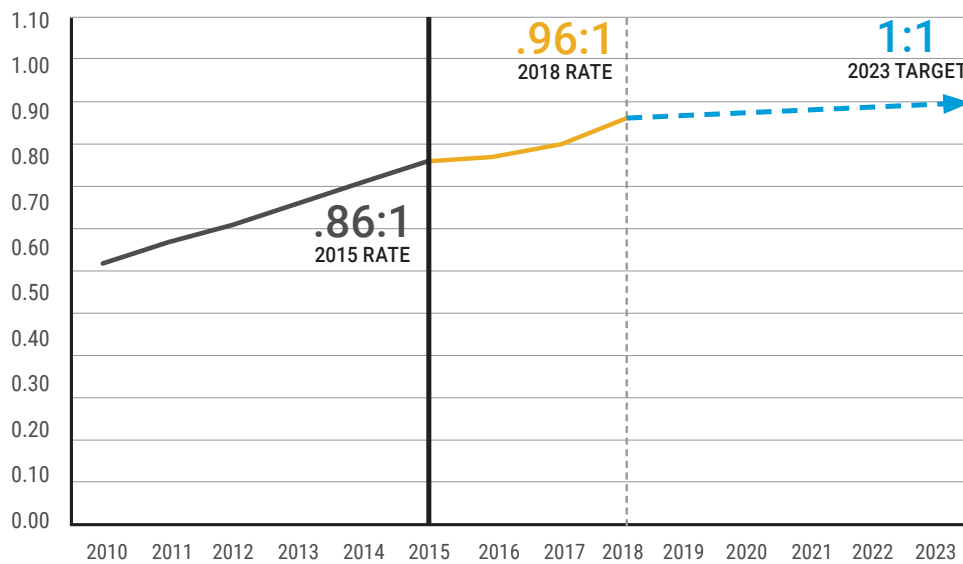
- Adopted search advocacy practice to reduce bias in hiring
- Added diverse faculty fellows to deepen hiring pools
- These and other efforts have increased the proportion of employees from underrepresented populations by 19%

### Reflect Community

- SLCC's Fall 2018 student body was the most diverse in school history



## Measure: Minority Student Participation Ratio

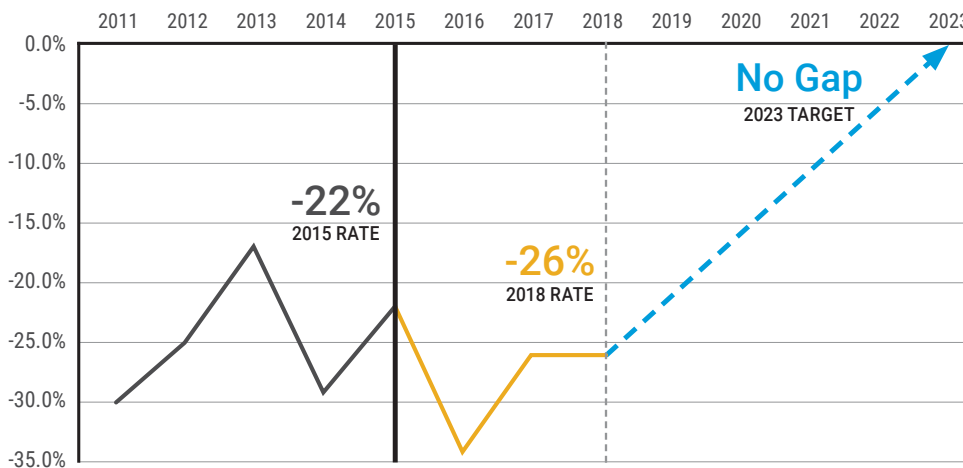


Trend since 2015: Up

Distance to Target: 0.04 Points

**Note:** SLCC measures enrollment equity through a minority student participation ratio. If the college has an equal proportion of minority populations as the surrounding community, the ratio equals 1:1. If the college student body is more diverse, the ratio rises above one and if the student body is less diverse the ratio falls below one. This allows the college to accurately measure how accessible it is to underrepresented populations. Data include Fall End of Term counts, School of Applied Technology and concurrent enrollment students.

## Measure: Achievement Gap



Trend since 2015: Down

Distance to Target: 26% Points

**Note:** The achievement gap measures the difference between completion rates for minority students and their white peers. At SLCC, minority students complete at a significantly lower rate than white students. While completion rates for both populations have been increasing (the minority completion rate has climbed from 15% in 2011 to 20% in 2017 and the white student completion rate climbed from 19% to 24% over the same period), the gap between the two populations has varied. In 2013 the rate was only a -6.5% difference, but then fell to below -20% in 2016. This past year saw the model rebound to -18%. This means that on average, minority students are about 15% less likely than their white peers to complete an award at SLCC.