

SALT LAKE COMMUNITY COLLEGE CONCURRENT ENROLLMENT

2019-2020 ANNUAL REPORT



Table of Contents

WHAT WE DO & WHY WE DO IT	5
OVERALL PROGRAM STATS	6
GENDER & ETHNICITY	8
2020-21 ACTION STEPS	10
ACTION STEPS REPORT	12
ENROLLMENT REPORT	16
Overall Enrollment Growth	16
Overall Unique Student Participation Growth	16
Overall SLCC CE Race & Ethnicity Trends	17
DISTRICT ENROLLMENT REPORTS: Canyons District	18
DISTRICT ENROLLMENT REPORTS: Granite District	20
DISTRICT ENROLLMENT REPORTS: Jordan District	23
DISTRICT ENROLLMENT REPORTS: Murray District	25
DISTRICT ENROLLMENT REPORTS: Salt Lake District	26
DISTRICT ENROLLMENT REPORTS: Tooele District	28
DISTRICT ENROLLMENT REPORTS: Charter Schools Offering CE Classes at Their Schools	30
DISTRICT ENROLLMENT REPORTS: Out of Service Region Districts	33
DISTRICT ENROLLMENT REPORTS:	34
Concurrent On-Campus Program	34
PROCESS IMPROVEMENT	37
Executive Summary	37
Key Words	37
Business Case	37
Root Cause Analysis	38
Solutions Implemented	38
Project Results	38
Project Charter	39
Problem Statement	39
Goal Statement	39
Scope In/Out	39
Business Case	40
Timeline	40
Team Members	40
Voice of the Customer	41

High Level Process Map	43
Process Walks	44
Data Collection Plan	46
Baseline Data.	47
Fishbone & 5-Why Analysis	52
Root Cause Confirmation & Hypothesis Test	53
Solution Matrix.	54
Implementation Plan	55
Failure Modes & Effects Analysis	56
Improved Process Map	57
Proof of Improvement	58
Monitoring & Response Plan	59
Project Closure	60

CONCURRENT ENROLLMENT

WHAT WE DO & WHY WE DO IT

The SLCC Concurrent Enrollment Department partners with high schools to deliver a college experience that prepares high school students with the skills and courses they need to navigate the challenges of higher education and complete a meaningful degree or certificate.

“ From taking concurrent enrollment its really started to get me ready for college courses. This is a college course but the teachers understand that we are high schoolers still. They treat us like college students and try to get any bad high school habits out before we head to our universities and work towards our major. I am really glad that I took concurrent enrollment this year. It will help me to be prepared for college. ”



OVERALL PROGRAM STATS

2019-20 TOTAL STUDENTS PARTICIPATING **9338**

8% INCREASE IN THE NUMBER OF STUDENTS PARTICIPATING BETWEEN 2018-19 AND 2019-20

2018-19 TOTAL ENROLLMENTS **21,253**

11.6% INCREASE IN NUMBER OF ENROLLMENTS BETWEEN 2018-19 AND 2019-20

64 PARTNERING HIGH SCHOOLS IN 2019-20

108 COURSES OFFERED IN 2019-20

321 HIGH SCHOOL INSTRUCTORS APPROVED TO TEACH SLCC CLASSES FOR 2019-20

1043 CONCURRENT ENROLLMENT SLCC CLASS SECTIONS TAUGHT IN THE HIGH SCHOOLS

186 TOTAL COVID-19 WITHDRAWAL GRADE CHANGES PROCESSED

72 TOTAL COVID-19 PASS GRADE CHANGES PROCESSED

“ I feel as if I am being treated more like an adult than a child which is quite refreshing. I also feel like I’m being better prepared for college and future careers. ”

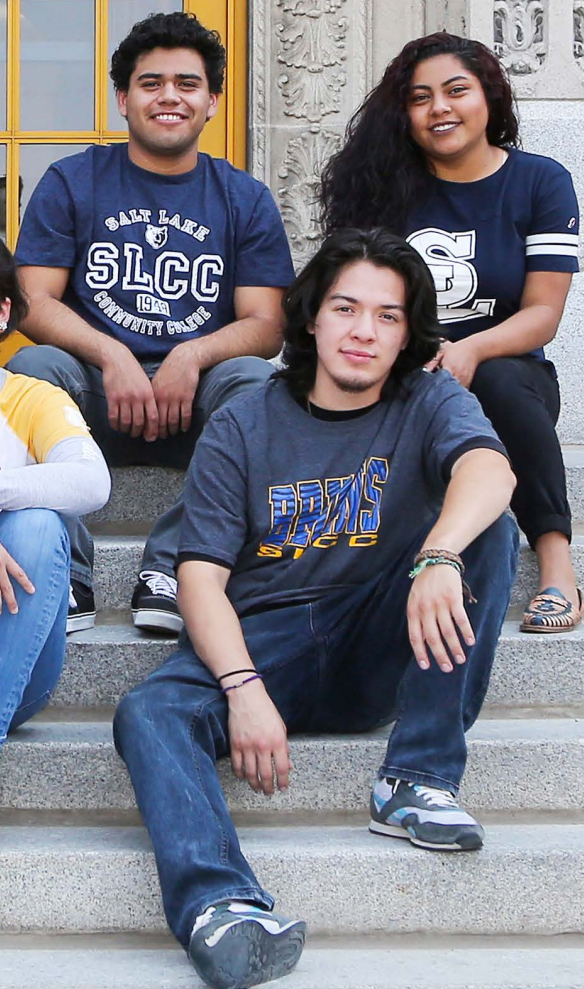


GENDER & ETHNICITY

“ This class has shown me that my way of studying is wrong. Everything that high school has tried to prepare me for was not even close to the work load and the way classes are held. CE is great and I am glad that as I work hard I will be alright. I know that the test is way more important than almost everything else because that is what really effects your grade. I have come to realize college is a lot harder and stressful than everyone makes it out to be. However I may be more prepared than I would have been before I took this class. ”



ETHNICITY	SLCC CE 2019-20 DATA	SALT LAKE COUNTY 2019-20 DATA
African American	1.44%	1.87%
Asian	3.41%	4.22%
Caucasian	70.38%	70.4%
Hispanic/Latino/Latina	15.89%	18.6%
More Than One Race	3.22%	2.68%
Native American	0.24%	0.49%
Pacific Islander	1.02%	1.49%
Undeclared	4.34%	0.27%



NO
SMOKING
WITHIN 25 FEET
OF THIS
ENTRANCE

2020-21 ACTION STEPS

- 1 Continue working on refining and implementing student process improvements for both the advising processes and the admission/registration processes.
- 2 Monitor instructor and liaison processes to ensure that the changes made continue to result in high levels of compliance and meet NACEP accreditation standards.
- 3 Finalize CE Transition Game (web-based, incentive game designed to help students strategically learn the soft skills they need to have a smooth transition to college) development and pilot the game at several participating high schools.
- 4 Launch SLCC Concurrent Enrollment “Under the Hood” YouTube Show to help other CE programs across the nation who are experiencing growing pains and/or looking for improvement ideas understand how an established program operates.

“ It really helps me prepare for college through experience as well as getting a lot of credit. It helps me know what to expect in college and what skills I should work on like studying, group work, and time management. ”



ACTION STEPS REPORT

FOR STEPS IDENTIFIED DURING 2018-19

COMPLETED Process map the teacher and liaisons processes from onboarding to entering final grades for teachers, and from onboarding to submitting all required work requests for content and college experience liaisons. Use those maps to identify waste and holes in the process, and then refine the process to ensure that both teachers and liaisons receive the information, resources, and support they need, to better fulfill their responsibilities.

See the process improvement section of this report.

IN PROGRESS Process map and then improve student processes from onboarding to matriculation in collaboration with the SLCC Admissions Office.

Due to the intensive nature of the liaison and teacher process maps, and because those were both areas that our NACEP accreditation peer-review team asked us to focus on, we did not get to process mapping student processes until March. As of today the process maps have been completed, and we are in the process of working with stakeholders to refine those and identify areas needing improvement. This will be a big focus for 2020-21.

COMPLETED Develop teacher best-practices video resources.

During 2019-20 David Kearl and Emron Martinez continued to work with instructors to develop some additional instructor best-practice videos. These videos are designed as a way to allow CE instructors to help other CE instructors learn not just how to teach college content but also deliver a college experience. These videos are available at the following website: <http://www.slcc.edu/concurrentenrollment/instructors/best-practice-videos.html>.

IN PROGRESS Introduce a registration hold on students who earn a GPA of 2.0 or lower and work with high schools to develop a process for removing that hold in order to reduce student consecutive failures.

The new policy is still pending. It not likely to be in place until 2021-22. Once we have confirmed that the hold has been placed, we will work with high schools to design and implement the process for removing the hold.

COMPLETED Improve our current liaison evaluation system to improve the quality of feedback for CE instructors.

During 2019-20 we used instructor feedback to refine our student course evaluation system, making the student evaluation an integral part of the liaison evaluation. Today, when college experience liaisons perform instructor evaluations, they use the student feedback received from a 21-question student evaluation, that is often administered prior to the liaison visit, to provide the instructor better feedback on how they can improve at delivering a college experience in their CE classroom. The student evaluation was designed to be administered at any point during the semester rather than as a summative evaluation delivered at the end.

Thank you for your willingness to share your feedback with us regarding your instructor and class experience. Your college experience is very important to us. Your evaluation will remain anonymous and the instructor will use your feedback improve this class for future students.

INSTRUCTOR ASSESSMENT

1. Overall, how would you rate your professor?

Excellent Good Neutral Poor Very Poor

2. Please list some specific reasons or examples to explain why you rated your professor the way you did above.

3. My instructor provided us a syllabus the first day of class and went over class expectations.

Yes
 No

4. My instructor gives me opportunities to communicate with them in person and through email.

Yes
 No

5. My instructor is positive and professional, treating students like adults and with respect.

Yes
 No

6. My instructor deals effectively with inappropriate or disruptive behaviors.

Yes
 No

7. My instructor makes good use of class time.

Yes
 No

8. My instructor's lessons are logical, engaging, and understandable.

Yes

Screen shot segment of the revised student course evaluation

IN PROGRESS Deliver improved counselor resources to high school counselors throughout the SLCC service region in collaboration with with CE/Admissions Advisors.

Over the past year, as we have focused primarily on instructor and liaison processes, we have not developed additional resources for counselors. Over the coming year, however, we will focus more heavily on the student processes, in particular on advising and in partnering better with high school counselors to ensure more intentional academic planning for a broader number of students.

IN PROGRESS Develop a series of training videos for students to better understand academic planning and learn how to use the MyCE academic planning tool.

While we developed a series of videos during 2019-20, which are posted here <http://www.slcc.edu/concurrentenrollment/Students/myce-tutorials.html>, only a small number of students (60-70) actually viewed these videos. This is partially due to the fact that the advising process from the point of new student onboarding to graduation has not been clearly articulated. During 2019-20 we mapped that process and will continue to refine and improve it during 2020-21. As part of this we will be not only creating new videos, but placing those videos within the advising process so that students are intentionally being directed towards those videos as part of the advising process.

IN PROGRESS Develop a gamified tracking system to help students log the demonstration of skills necessary to navigate the challenges of higher education and be successful in college.

The transition game took a backseat during 2019-20 to the instructor and liaison process improvement project. At this point however, the game has been developed, the template built, and the final step is to integrate the game into our MyCE system and pilot the game with a handful of high schools. Our plan is to launch the game broadly, pending a successful pilot, sometime during the 2020-21 academic year.

COMPLETED Improve advertising and notifications for students and for high schools to encourage students to apply for the CE Transition Tuition Waiver.

We have developed a timed email reminder system to notify high schools of CE Transition Waiver Deadlines. Additionally we improved the information regarding the waiver on our website, and included information about the waiver on our parent, student, and counselor one-sheets. Once the CE Transition Game is complete, as mentioned above, the Transition Waiver will be a core component of the game, acting as the dangling carrot at the end of the game.

COMPLETED Develop improved tutorials for navigating SLCC systems in various formats (video, webpages, and PDF).

As part of our process improvement projects for 2019-20 we made several updates to our MyCE system and did an analysis of the current instructional resources. As a result we revised our new instructor training, simplified our MyCE tutorials, and developed a new suite of PDF tutorials and checklists that can be emailed out. Additionally we added calendared reminders to update and distribute these new resources.

COMPLETED Improve reminder systems to help students and partners remember to complete certain tasks.

After completing our process improvement projects, we did a thorough update of our shared calendar, adding reminder prompts for nearly every concurrent enrollment process and system; reminders to send reminders, reminders to update MyCE, reminders to run reports, etc. We ensured that those reminders we scheduled reoccur in perpetuity and that all staff have access to the shared calendar. Additionally we now make sure to review the CE calendar on a weekly basis as an office staff.

TABLED Develop webinar training series for our concurrent enrollment partners.

This action item took a back seat this year to other more important items.

COMPLETED Expand use of support tickets to include other processes, making the support ticket system a one-stop shop for resolving issues.

During 2019-20 we revised our support ticket system in MyCE to include new categories and fields so that nearly every type of admission, registration, and issue resolution task can be accomplished through the support ticket system, as opposed to email. This saves hundreds of hours of back and forth emails between the CE Office and the high school coordinators and leads to faster resolutions.

“ Every single one of my friends that are now in college recommended I take concurrent enrollment classes and said their biggest regret was not taking more of these classes themselves. I feel that concurrent classes have helped me develop more independence and critical thinking skills. **”**

ENROLLMENT REPORT

FALL 2015 TO SPRING 2020

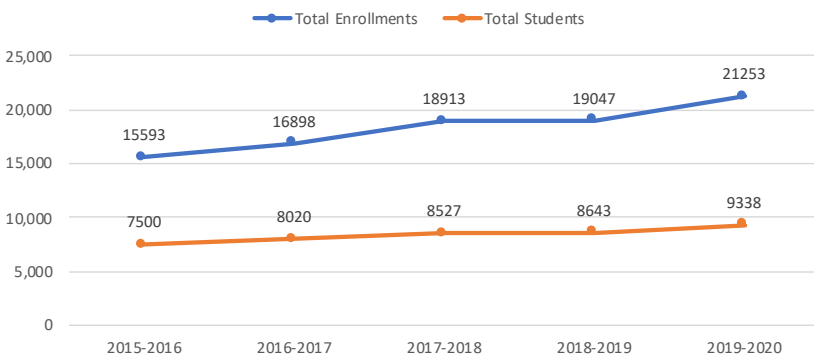
Overall Enrollment Growth

Overall the SLCC CE Program saw a 7.9% increase in enrollments from Fall 2018 to Fall 2019 and a 16.8% increase in enrollments from Spring 2019 to Spring 2020 and a **11.6% OVERALL INCREASE** in enrollments from 2018-19 to 2019-20. This represents a 2,206 enrollment increase.

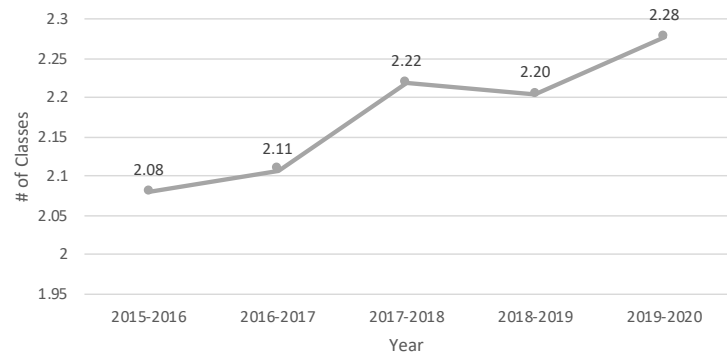
Overall Unique Student Participation Growth

Overall the SLCC CE Program saw an **8% INCREASE** in the number of students participating between 2018-19 and 2019-20, from 8643 to 9338. This represents a 695 student increase. Additionally those students seem to be taking more CE classes on average.

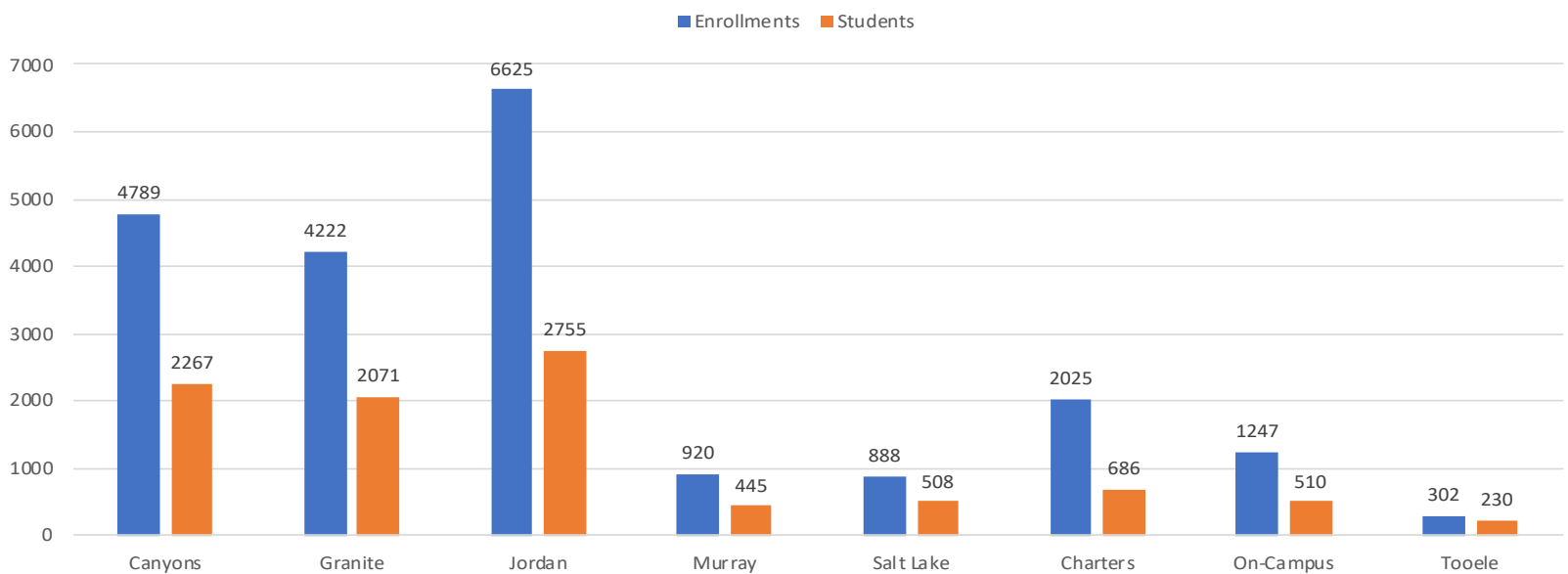
Total Enrollments and Unique Students Participating by Year



Average Number of Classes Taken per CE Student

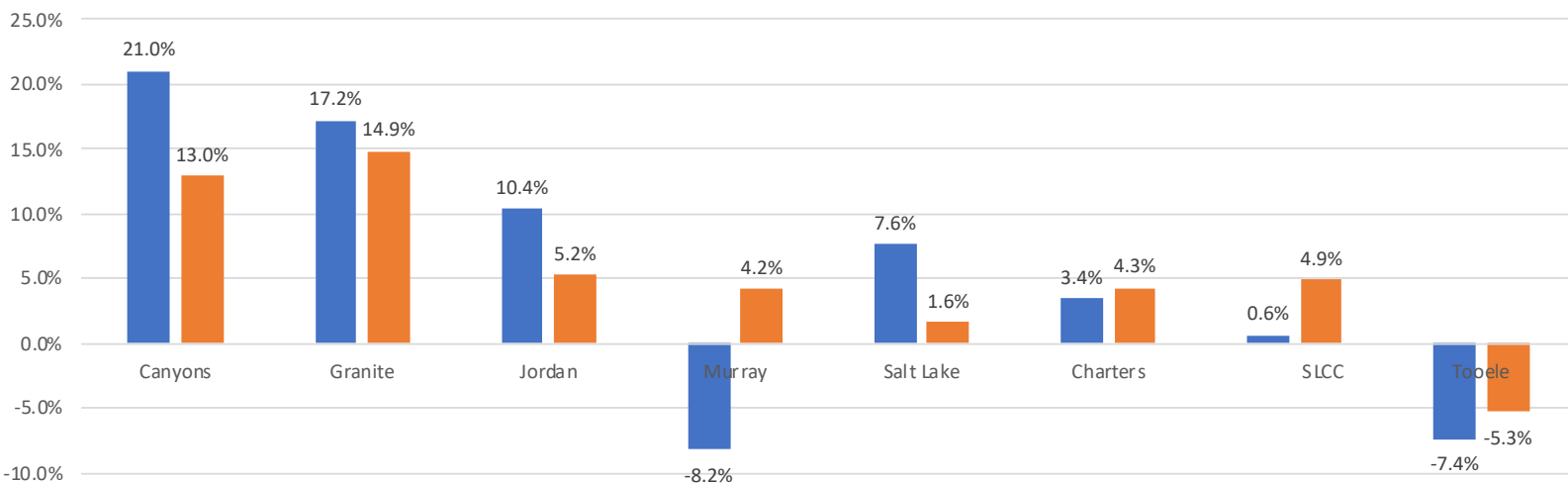


SLCC Service Region Program Size by District



SLCC Service Region Enrollment & Student Growth from 2018-19 to 2019-20 by District

■ Enrollments ■ Students

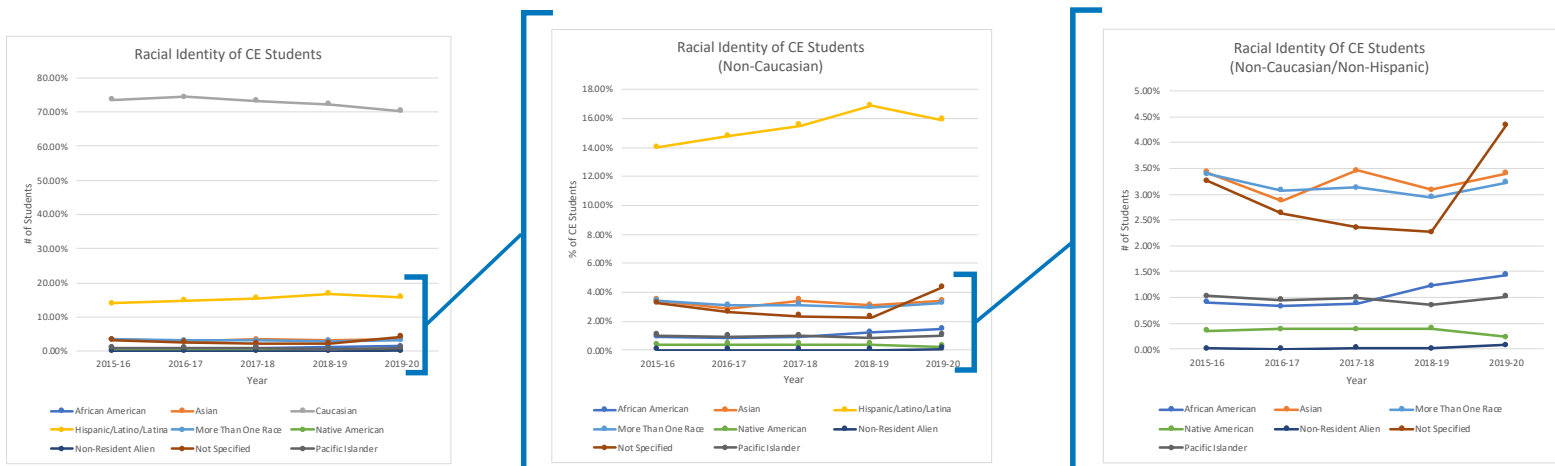


Overall SLCC CE Race & Ethnicity Trends

While the percentages of the various race/ethnicities participating in concurrent enrollment has remained relatively unchanged over the past 5 years, there has been a sharp rise in the number of students not declaring race/ethnicity when applying for admission, which could account for slight variations between SLCC data and Salt Lake County Data. Overall, however, the SLCC CE student population mirrors race/ethnicity makeup of the community SLCC serves.

RACE & ETHNICITY	SALT LAKE COUNTY 2020 DATA*	SLCC CE 2019-20 DATA
African American	1.87%	1.44%
Asian	4.22%	3.41%
Caucasian	70.40%	70.38%
Hispanic/Latino/Latina	18.60%	15.89%
More Than One Race	2.68%	3.22%
Native American	0.49%	0.24%
Pacific Islander	1.49%	1.02%
Other	0.27%	4.34%

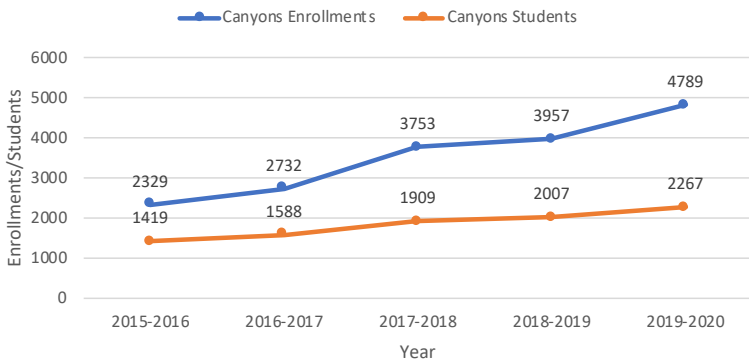
* Salt Lake County Data Dashboard: <https://bit.ly/3dt8nhd>



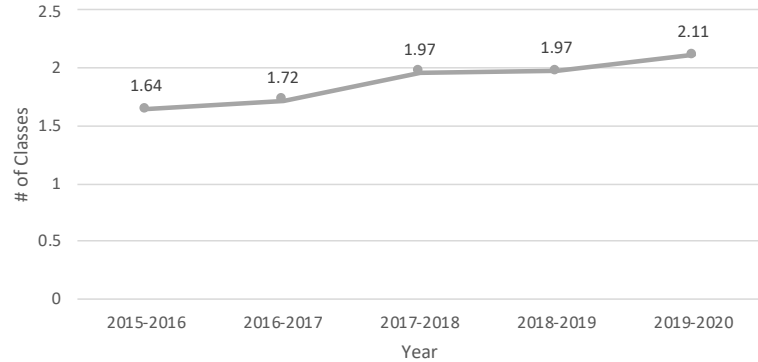
DISTRICT ENROLLMENT REPORTS: Canyons District

The Canyon's School District saw a **21% increase in total CE enrollments** and a **13% increase in the number of unique students participating** between 2018-19 and 2019-20, from **3,957 enrollments to 4,789** and from **2,007 students to 2,267**.

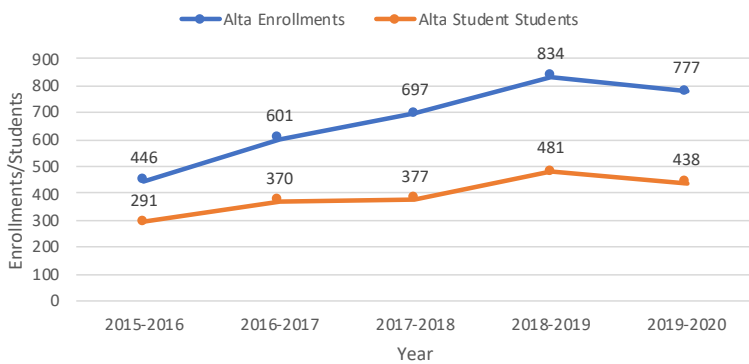
Canyons District Enrollments and Student Participation



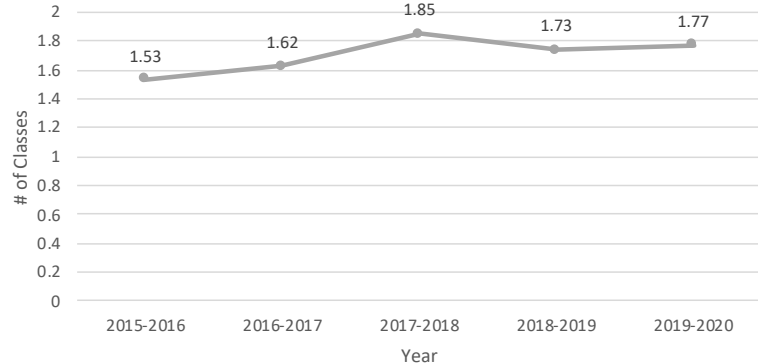
Canyons District Average Classes per CE Student



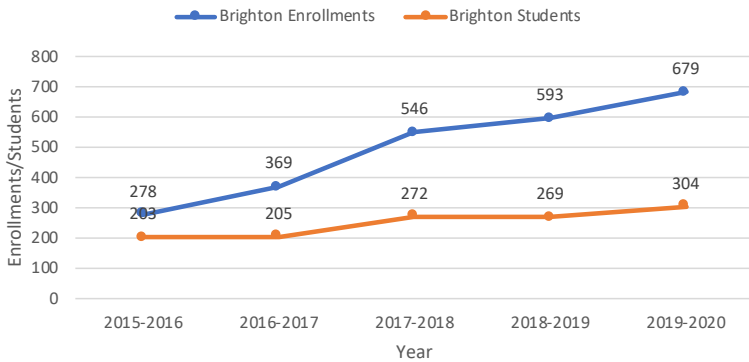
Alta Enrollments and Student Participation



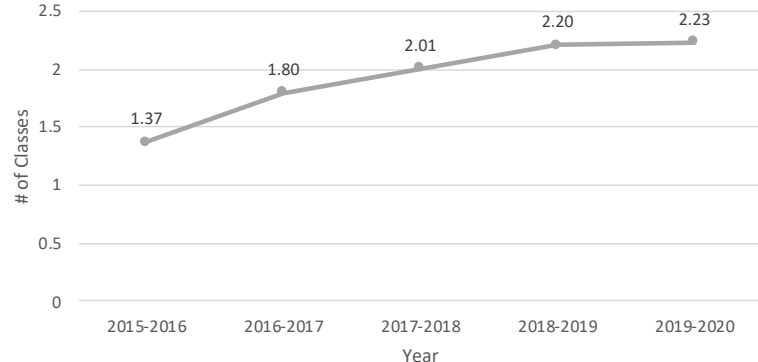
Alta Average Classes per CE Student



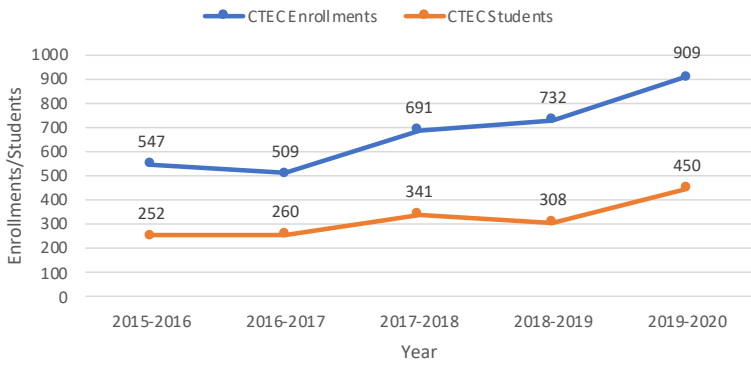
Brighton Enrollments and Student Participation



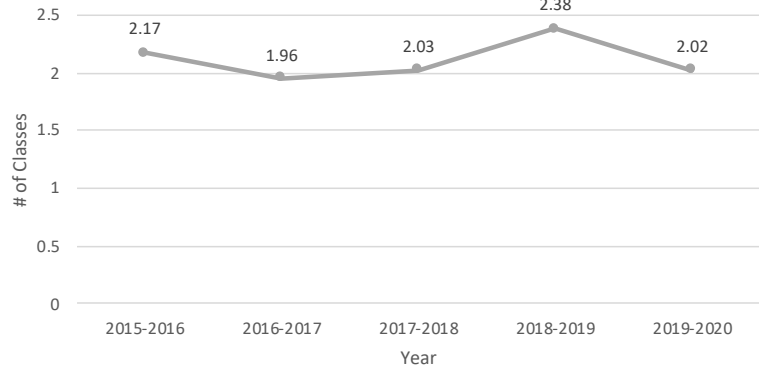
Brighton Average Classes per CE Student



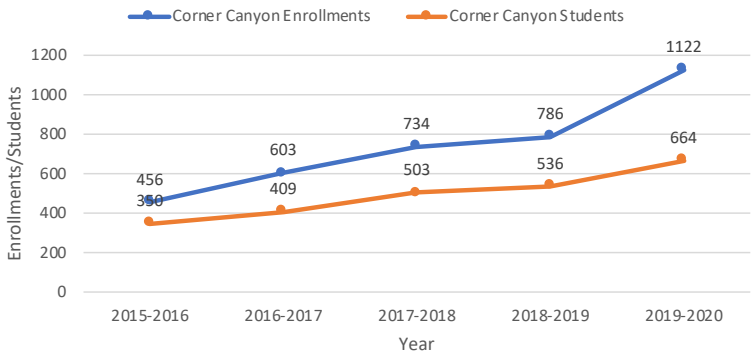
CTEC Enrollments and Student Participation



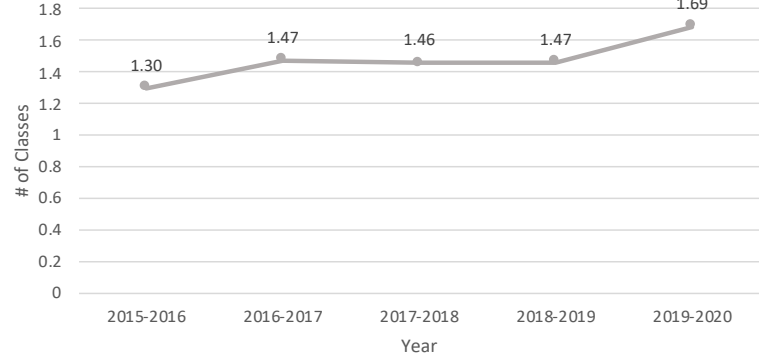
CTEC Average Classes per CE Student



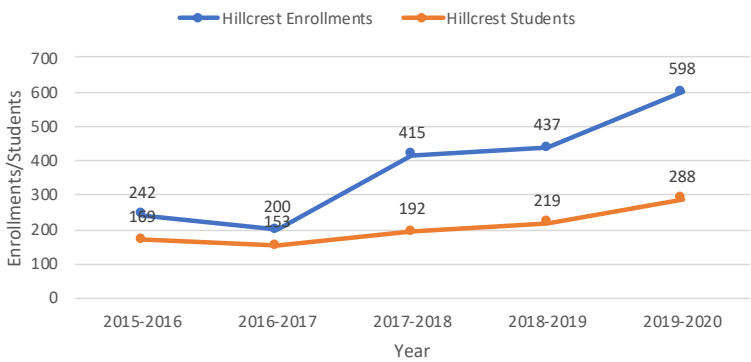
Corner Canyon Enrollments and Student Participation



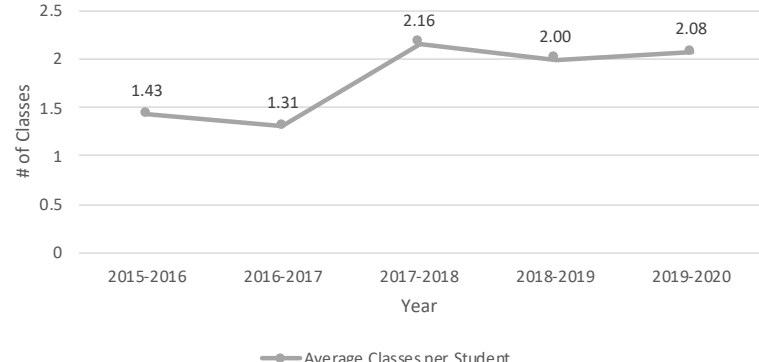
Corner Canyon Average Classes per CE Student



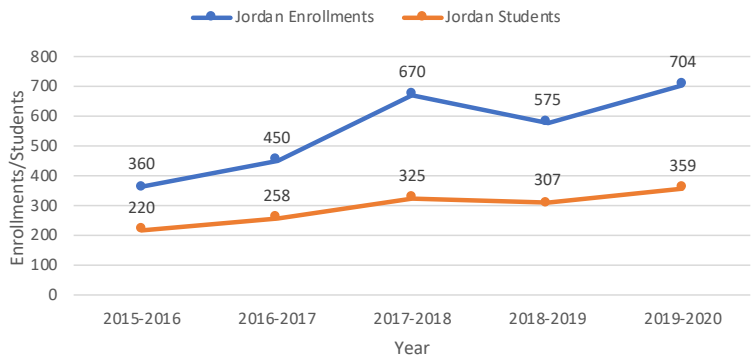
Hillcrest Enrollments and Student Participation



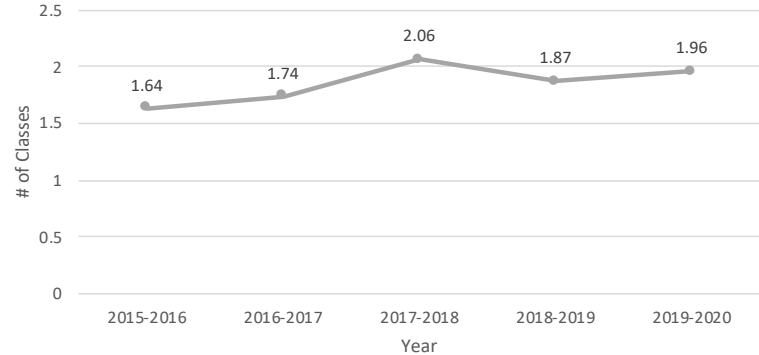
Hillcrest Average Classes per CE Student



Jordan Enrollments and Student Participation



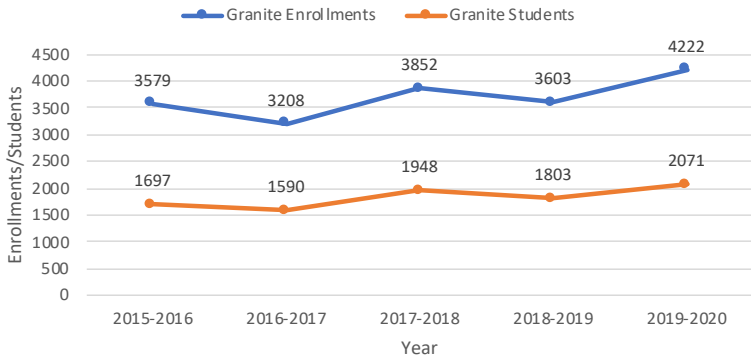
Jordan Average Classes per CE Student



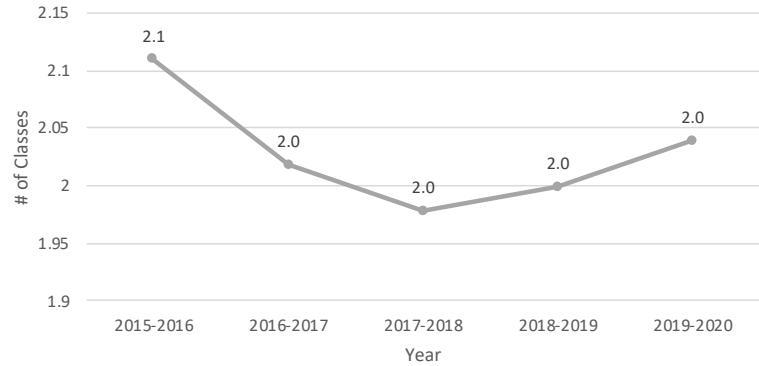
DISTRICT ENROLLMENT REPORTS: Granite District

The Granite School District saw a **17.2% increase in total CE enrollments** and a **14.9% increase in the number of unique students participating** between 2018-19 and 2019-20, from **3,603 enrollments to 4,222** and from **1,803 students to 2,071**.

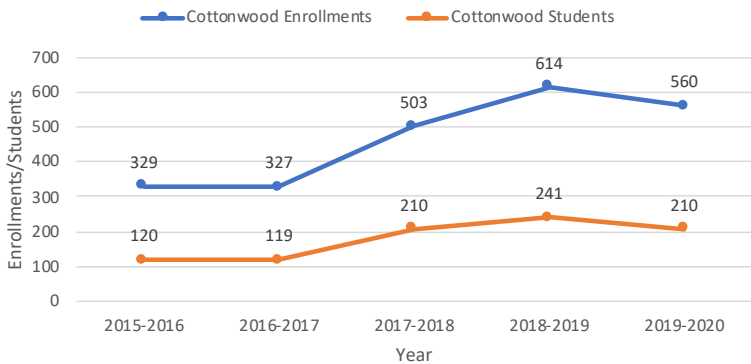
Granite District Enrollments and Student Participation



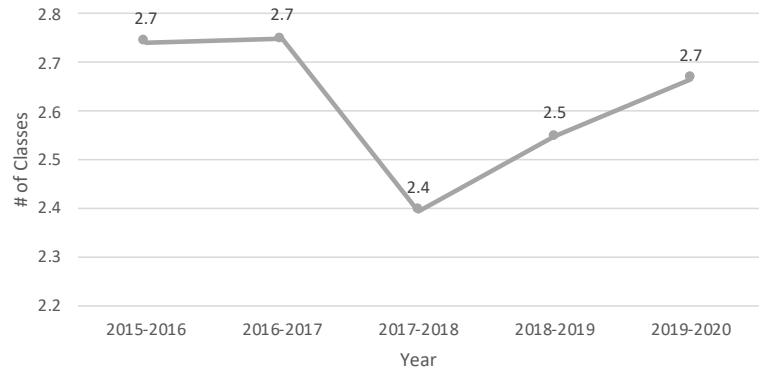
Granite District Average Class per CE Student



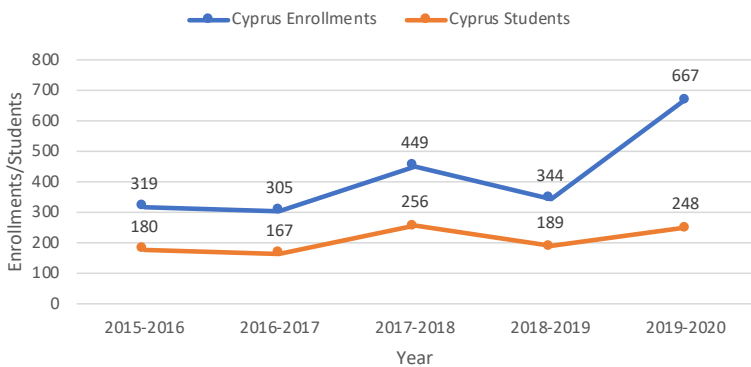
Cottonwood Enrollments and Student Participation



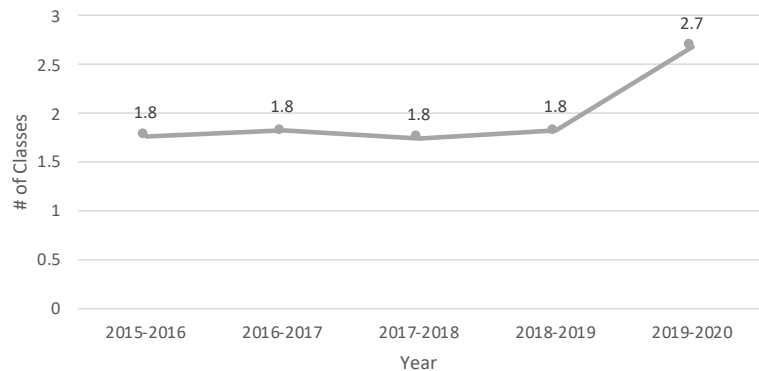
Cottonwood Average Classes per CE Student



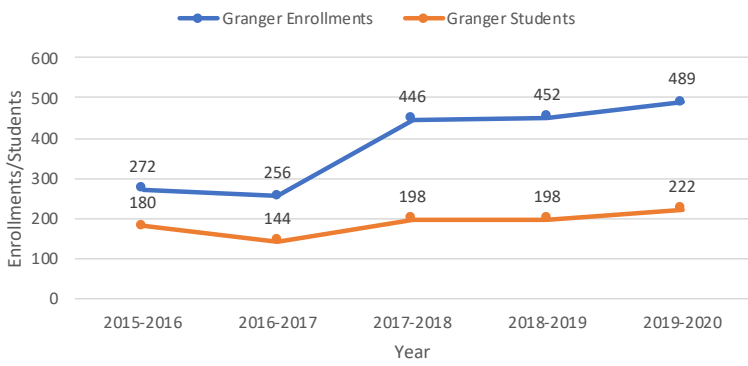
Cyprus Enrollments and Student Participation



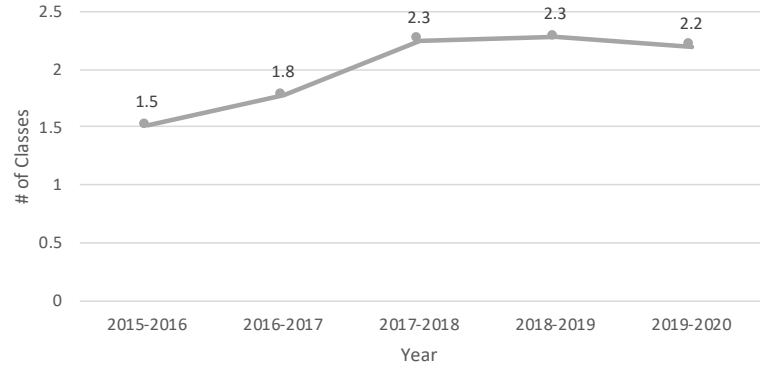
Cyprus Average Classes per CE Student



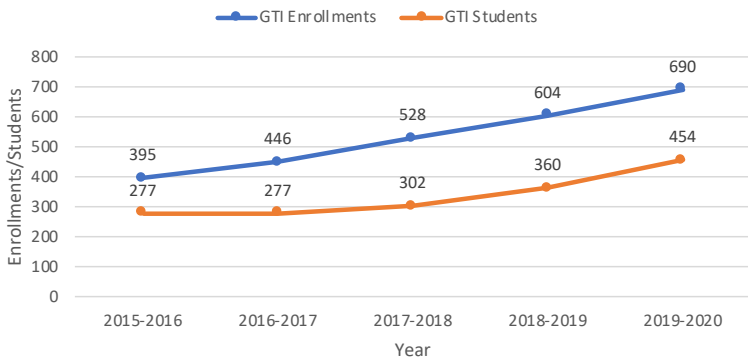
Granger Enrollments and Student Participation



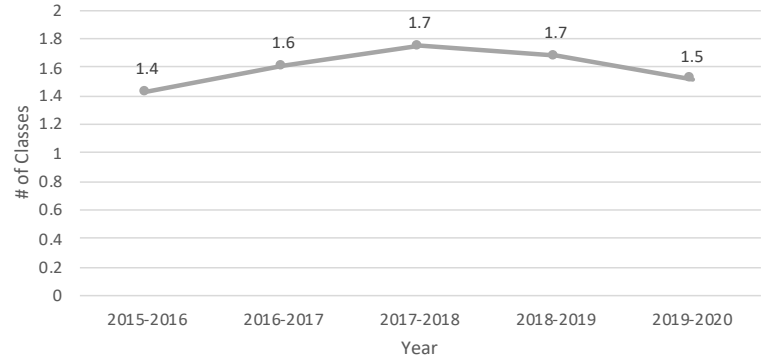
Granger Average Classes per CE Student



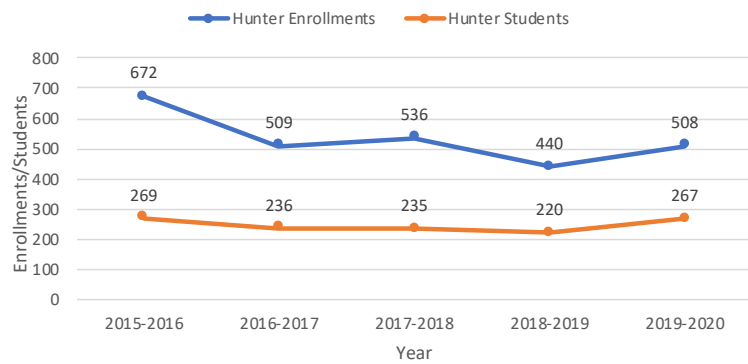
GTI Enrollments and Student Participation



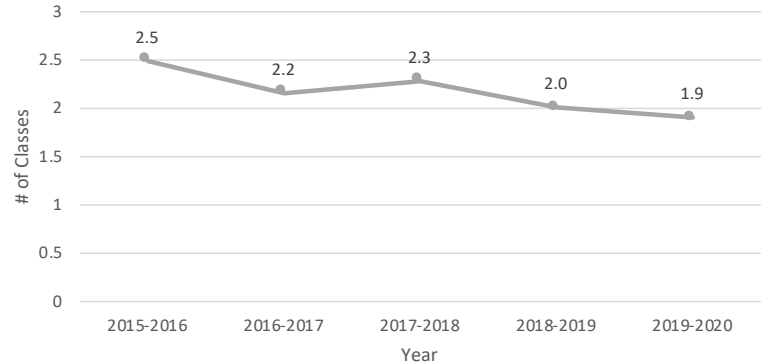
GTI Average Classes per CE Student



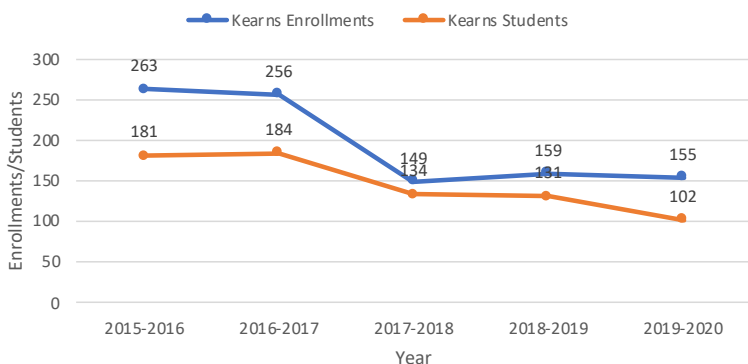
Hunter Enrollments and Student Participation



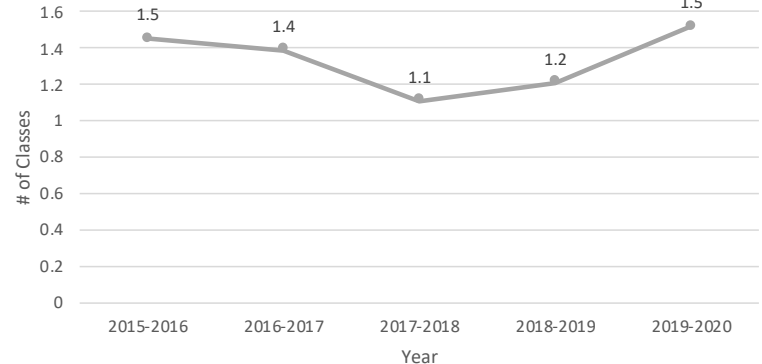
Hunter Average Classes per CE Student



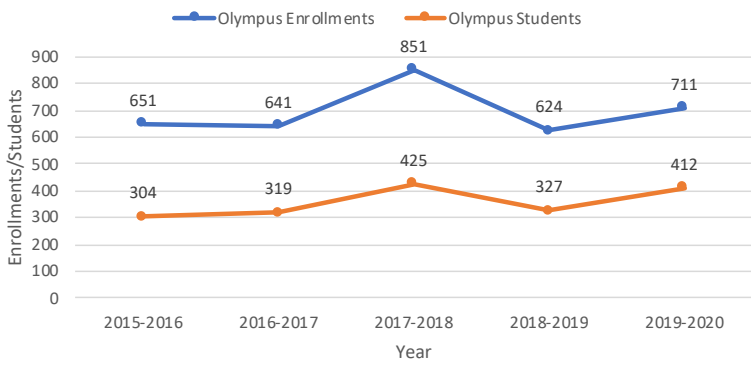
Kearns Enrollments and Student Participation



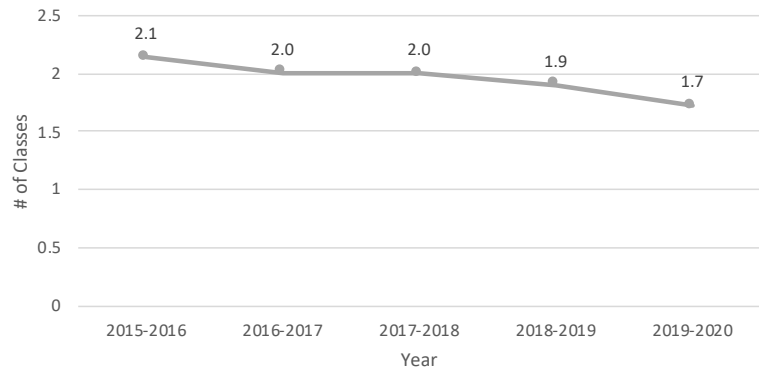
Kearns Average Classes per CE Student



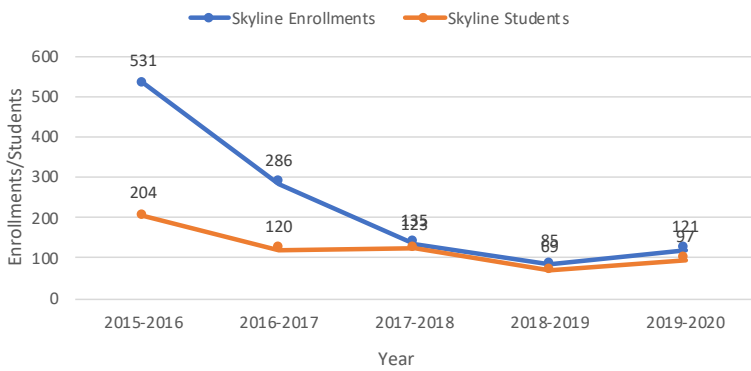
Olympus Enrollments and Student Participation



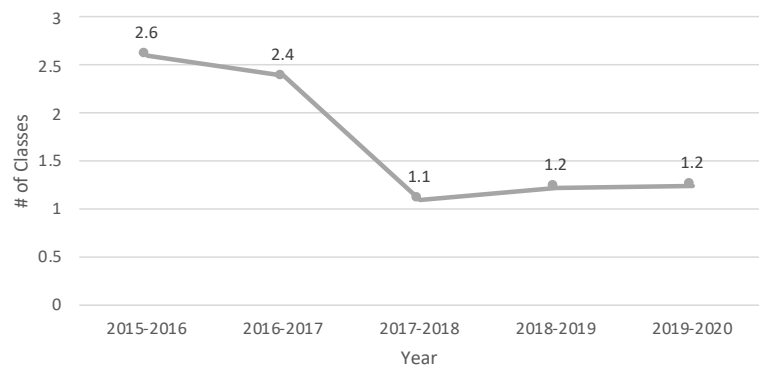
Olympus Average Classes per CE Student



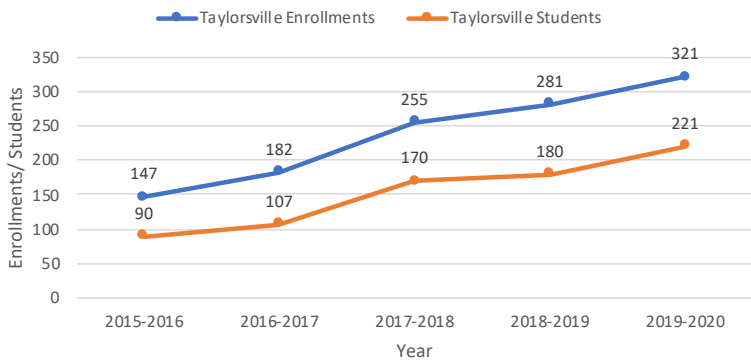
Skyline Enrollments and Student Participation



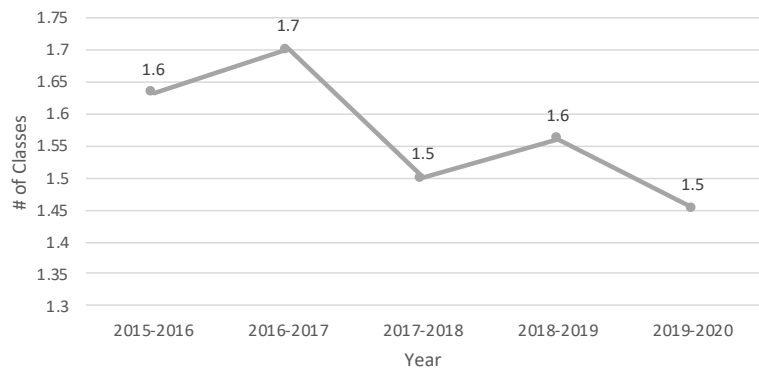
Skyline Average Classes per CE Student



Taylorville Enrollments and Student Participation



Taylorville Average Classes per CE Student

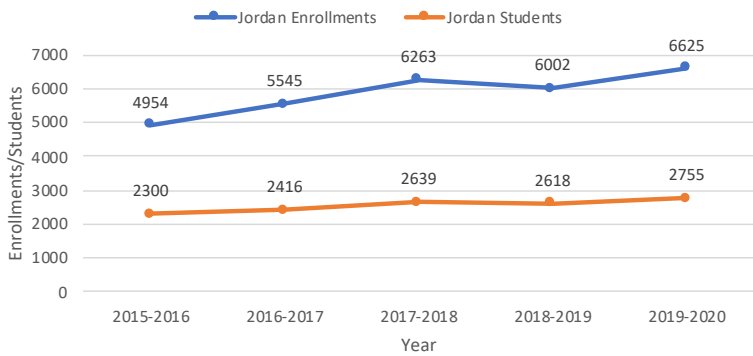


“ This class has helped a lot to prepare me for what to expect in my next couple years. Being an adult is hard and I don't know if I would know any of this without taking this class. ”

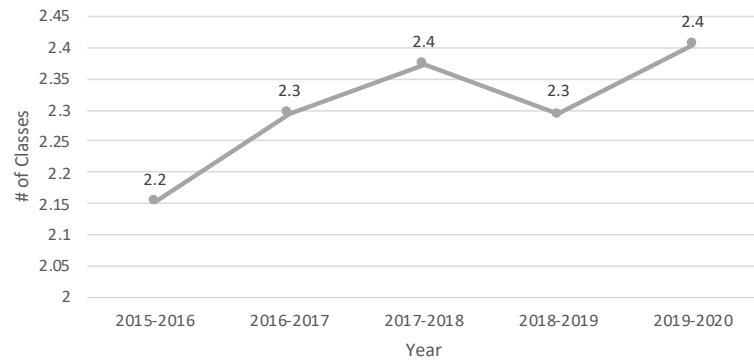
DISTRICT ENROLLMENT REPORTS: Jordan District

The Jordan School District saw a **10.4% increase in total CE enrollments** and a **5.2% increase in the number of unique students participating** between 2018-19 and 2019-20, from **6,002 enrollments to 6,625** and from **2,618 students to 2,755**.

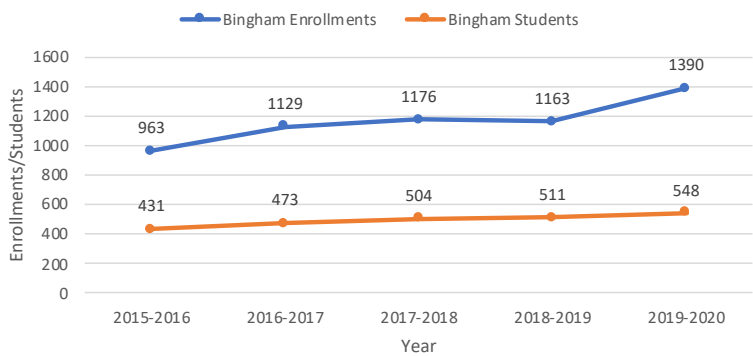
Jordan District Enrollments and Student Participation



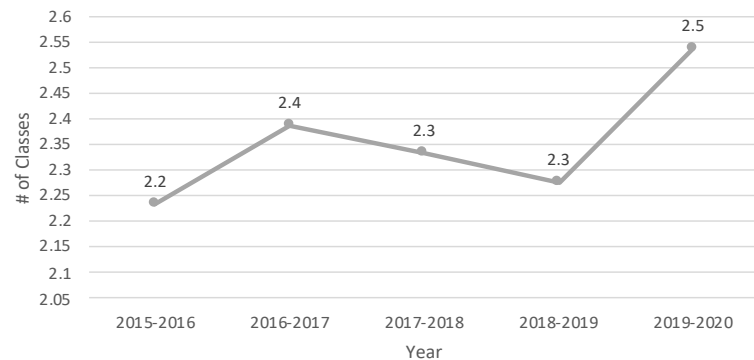
Jordan District Average Classes per CE Student



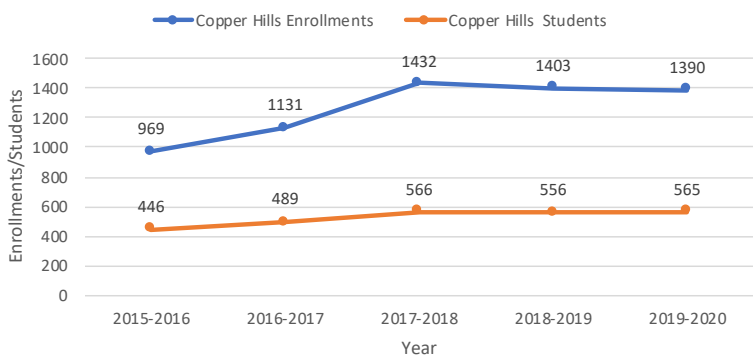
Bingham Enrollments and Student Participation



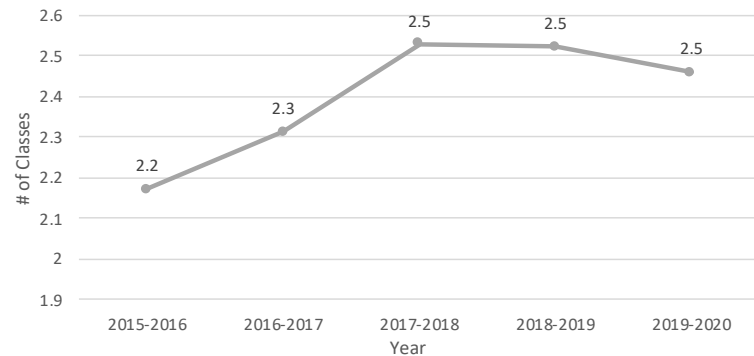
Bingham Average Classes per CE Student



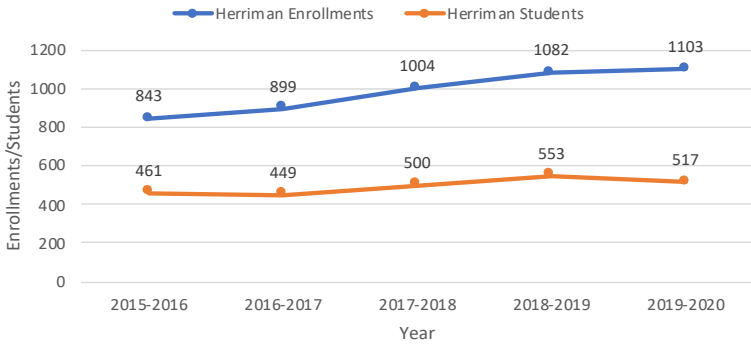
Copper Hills Enrollments and Student Participation



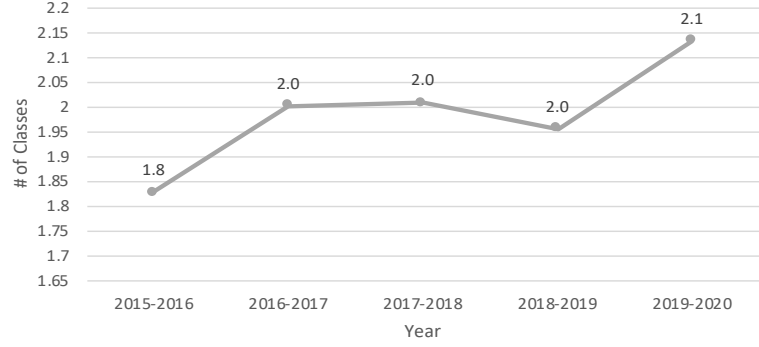
Copper Hills Average Classes per CE Student



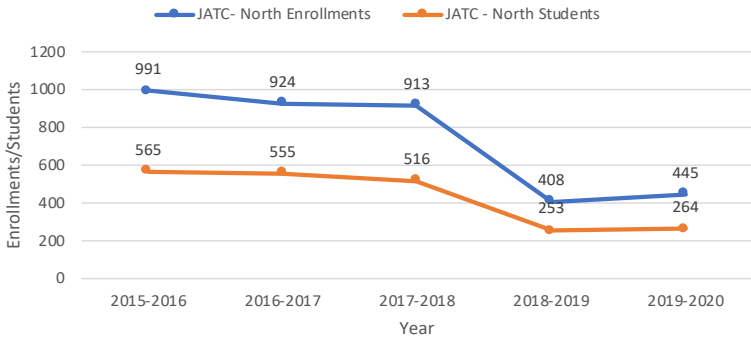
Herriman Enrollments and Student Participation



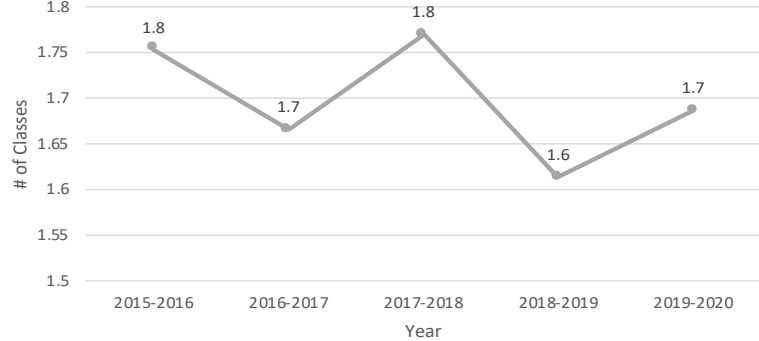
Herriman Average Classes per CE Student



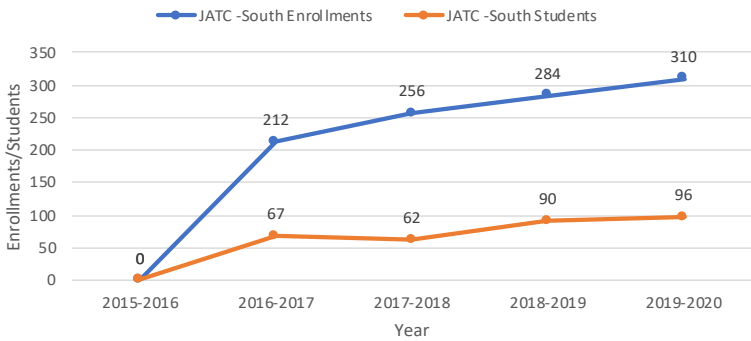
JATC - North Enrollments and Student Participation



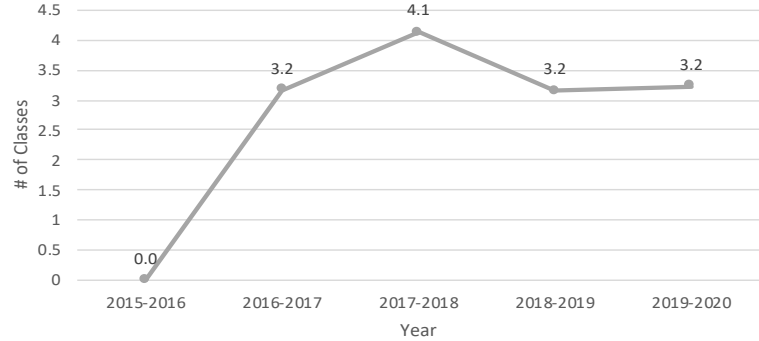
JATC - North Average Classes per CE Student



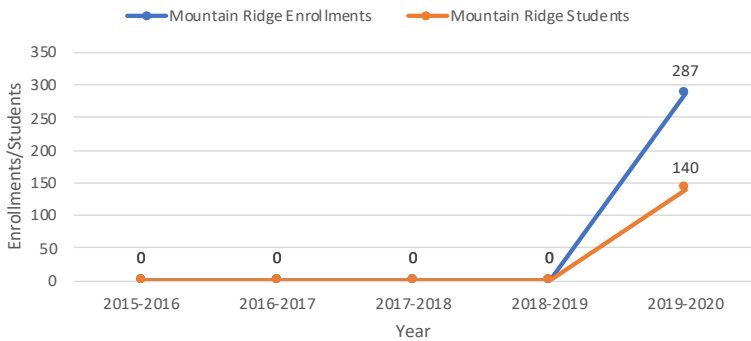
JATC - South Enrollments and Student Participation



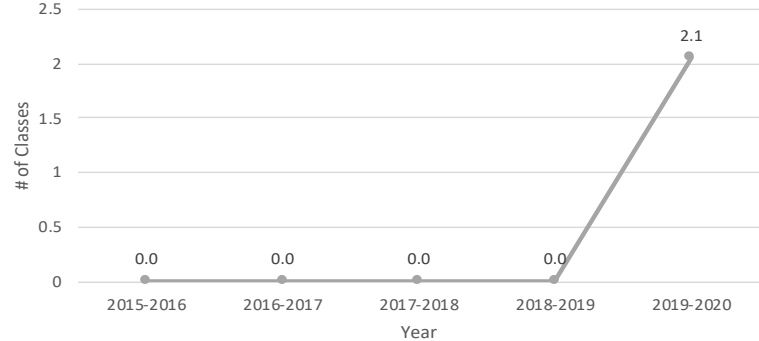
JATC - South Average Classes per CE Student



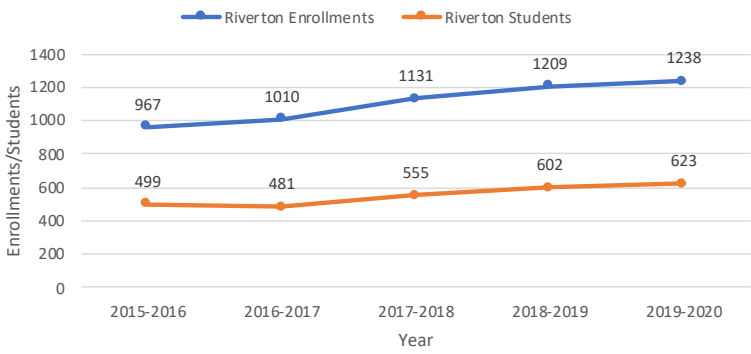
Mountain Ridge Enrollments and Student Participation



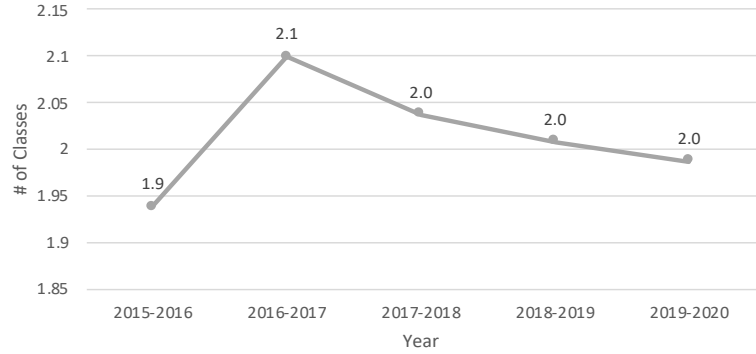
Mountain Ridge Average Classes per CE Student



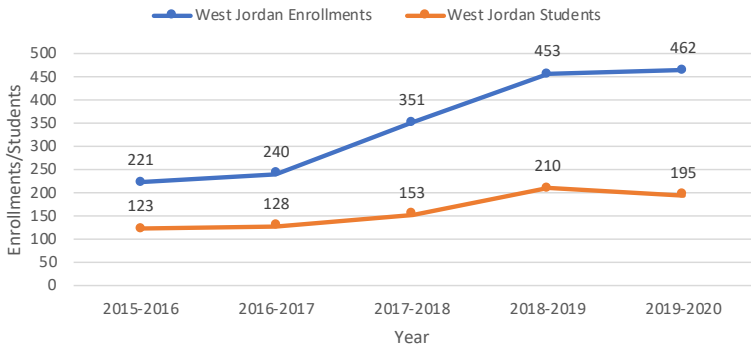
Riverton Enrollments and Student Participation



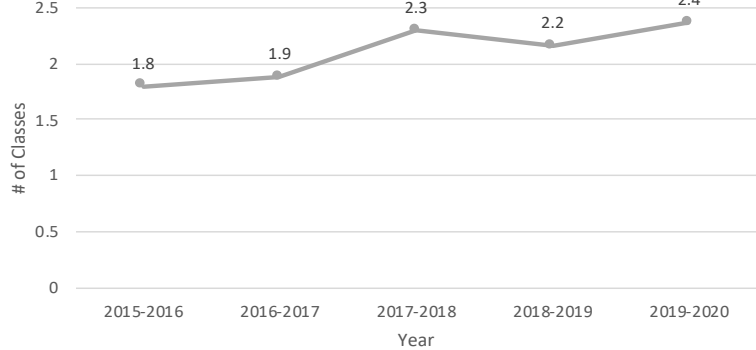
Riverton Average Classes per CE Student



West Jordan Enrollments and Student Participation



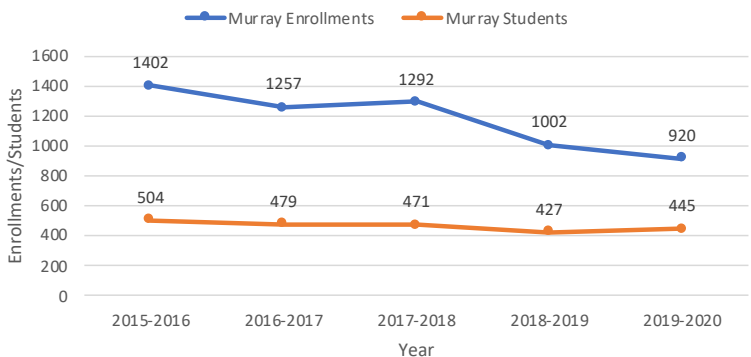
West Jordan Average Classes per CE Student



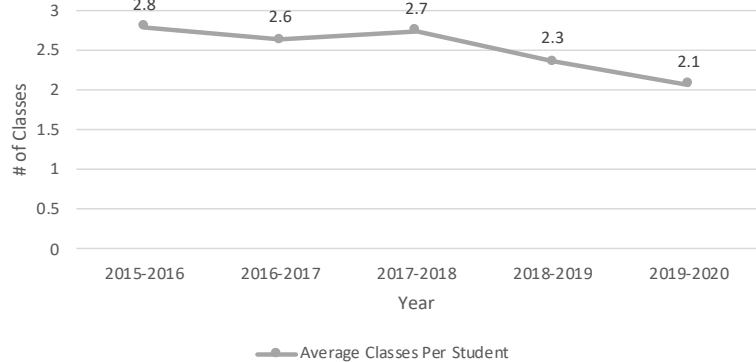
DISTRICT ENROLLMENT REPORTS: Murray District

The Murray School District saw a **-8.2% decline in total CE enrollments** and a **4.2% increase in the number of unique students participating** between 2018-19 and 2019-20, from **1,002 enrollments to 920** and from **427 students to 445**.

Murray Enrollments and Student Participation



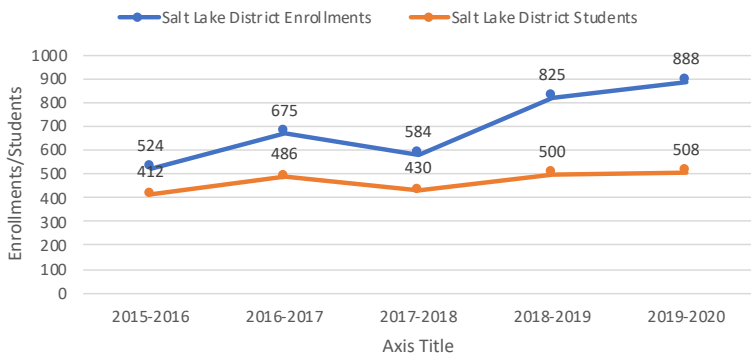
Murray Average Classes per CE Student



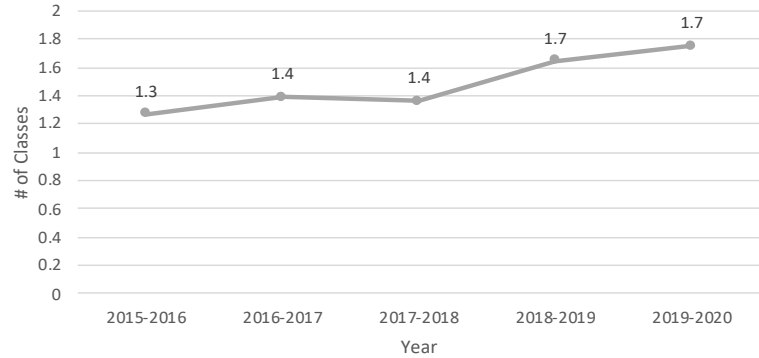
DISTRICT ENROLLMENT REPORTS: Salt Lake District

The Salt Lake School District saw a **7.6% increase in total CE enrollments** and a **1.6% increase in the number of unique students participating** between 2018-19 and 2019-20, from **825 enrollments to 888** and from **500 students to 508**. Because Innovations does not have its own in-house CE program, Innovation's CE enrollments are intermingled with other SLCC On-Campus Program enrollments.

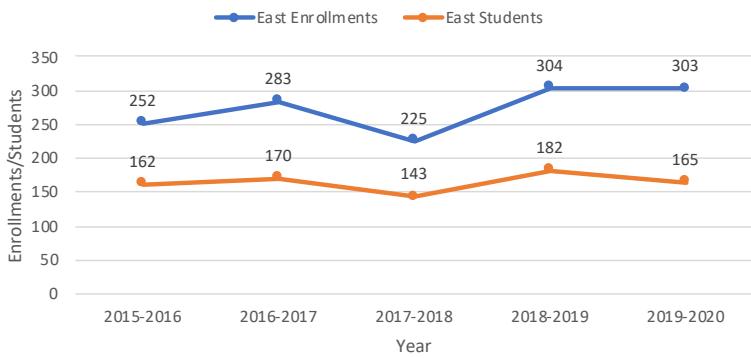
Salt Lake District Enrollments and Student Participation



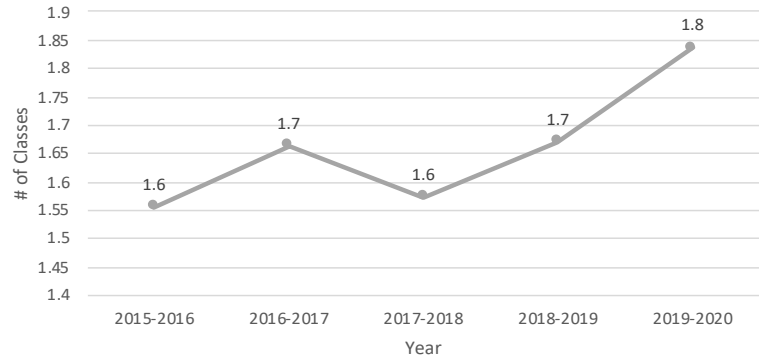
Salt Lake District Classes per CE Student



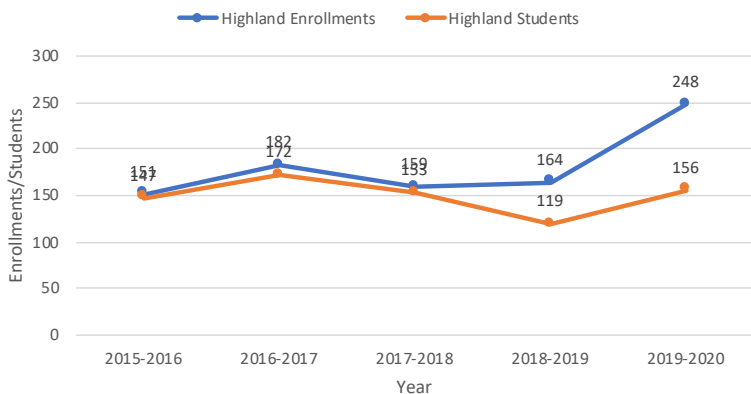
East Enrollments and Student Participation



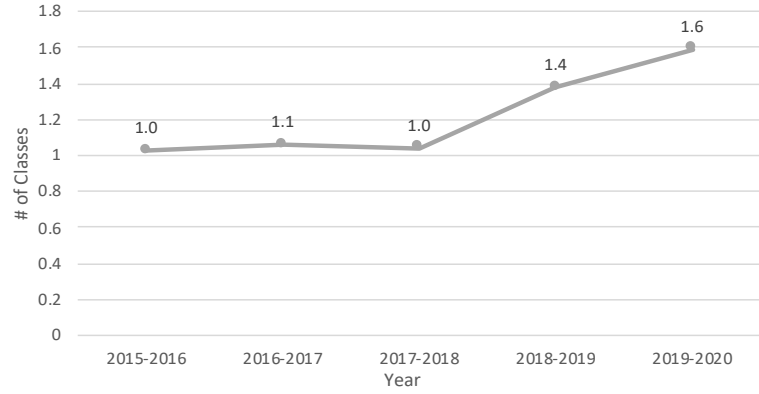
East Average Classes Per CE Student



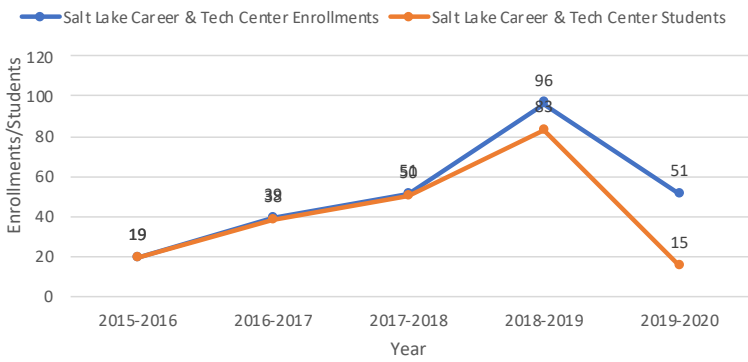
Highland Enrollments and Student Participation



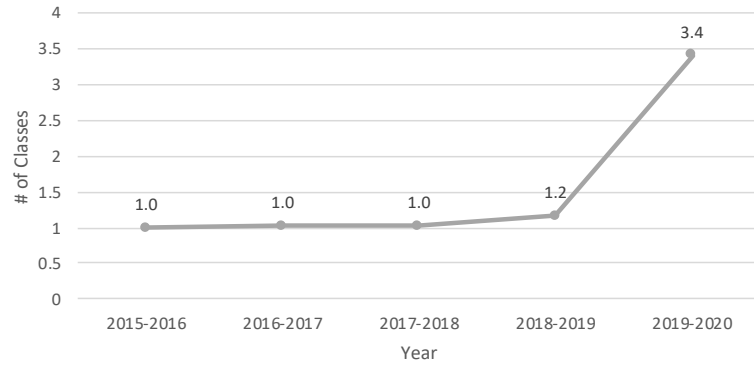
Highland Average Classes per CE Student



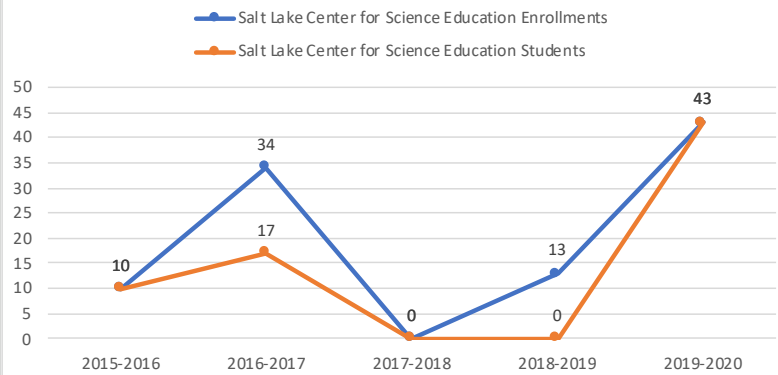
Salt Lake CTC Enrollments and Student Participation



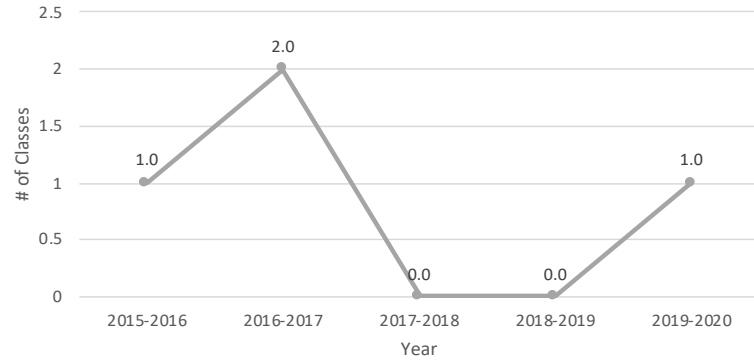
Salt Lake CTC Average Classes per CE Student



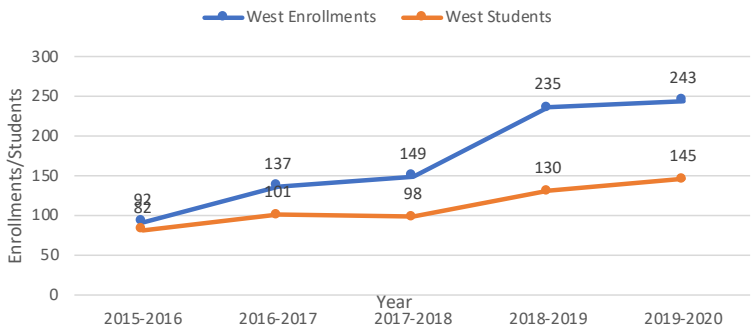
Salt Lake CSE Enrollments and Student Participation



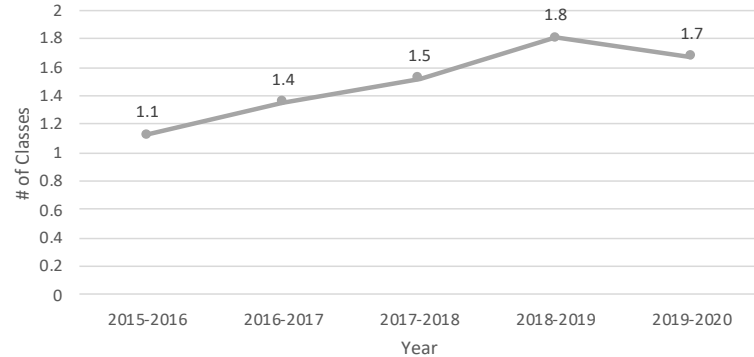
Salt Lake CSE Average Classes per CE Student



West Enrollments and Student Participation



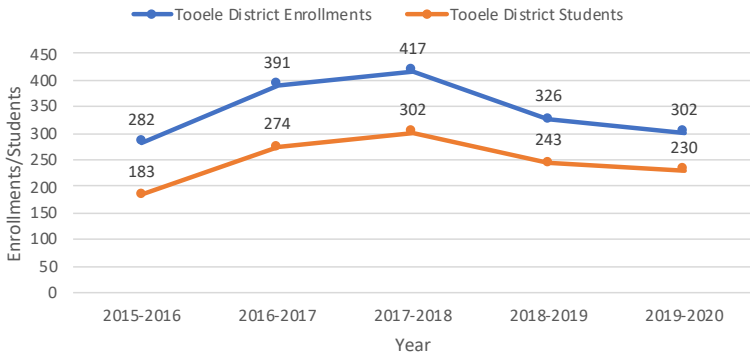
West Average Classes per CE Student



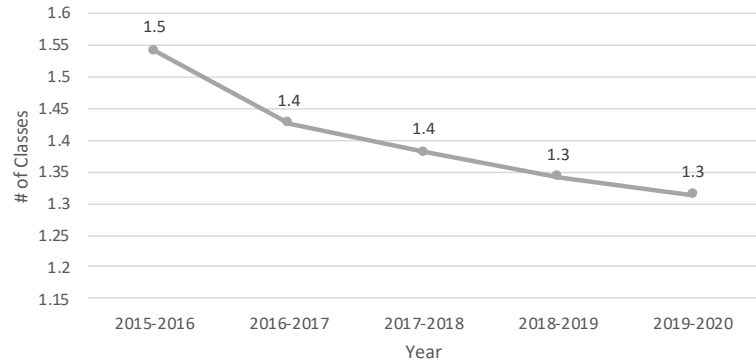
DISTRICT ENROLLMENT REPORTS: Tooele District

The Tooele School District saw a **-7.4% decrease in total CE enrollments** and a **-5.3% decrease in the number of unique students participating** between 2018-19 and 2019-20, from **326 enrollments to 302** and from **243 students to 230**.

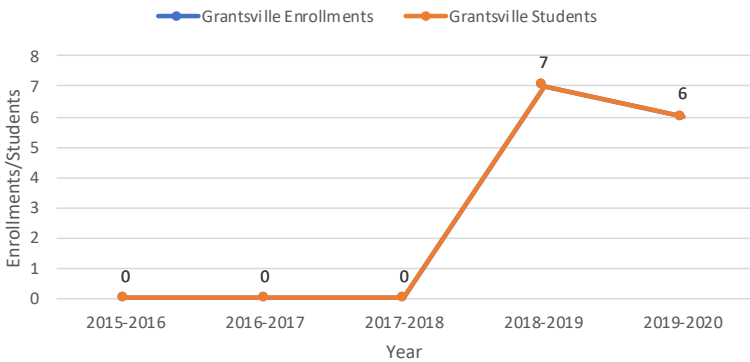
Tooele District Enrollments and Student Participation



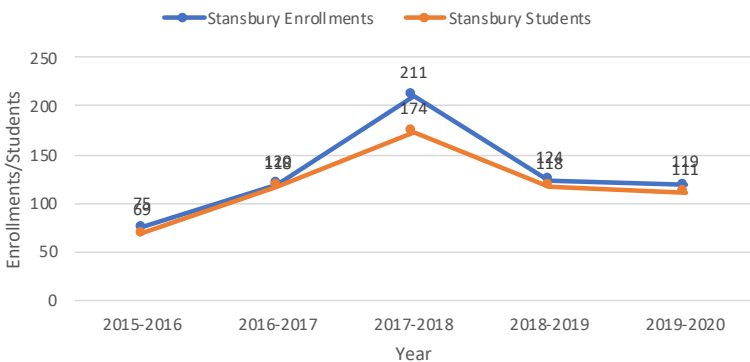
Tooele District Average Classes per CE Student



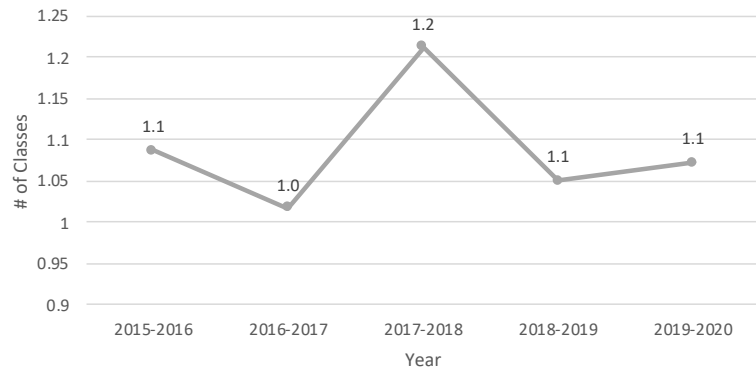
Grantsville Enrollments and Student Participation



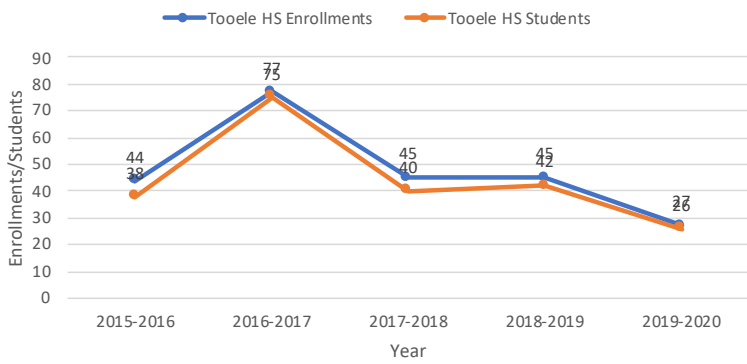
Stansbury Enrollments and Student Participation



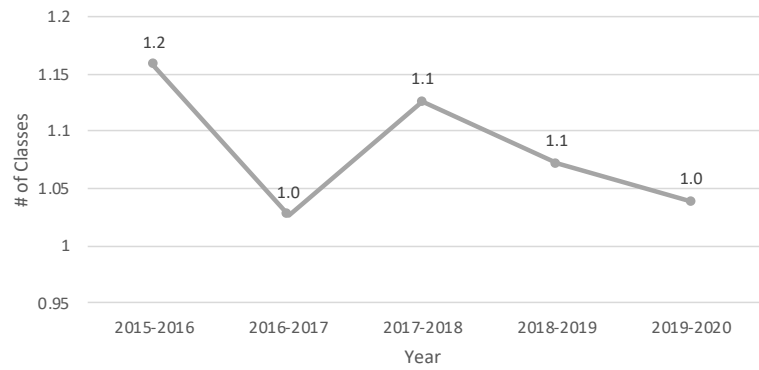
Stansbury Average Classes per CE Student



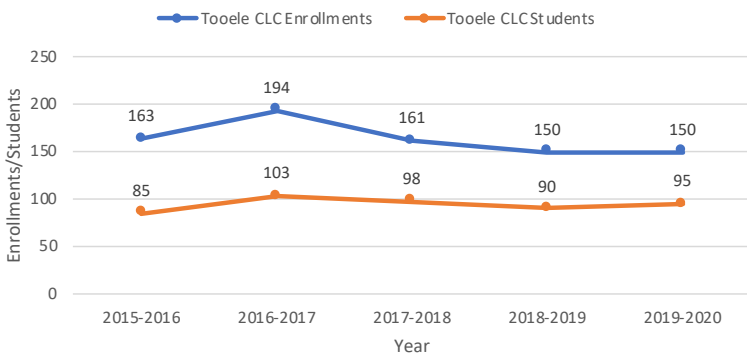
Tooele HS Enrollments and Student Participation



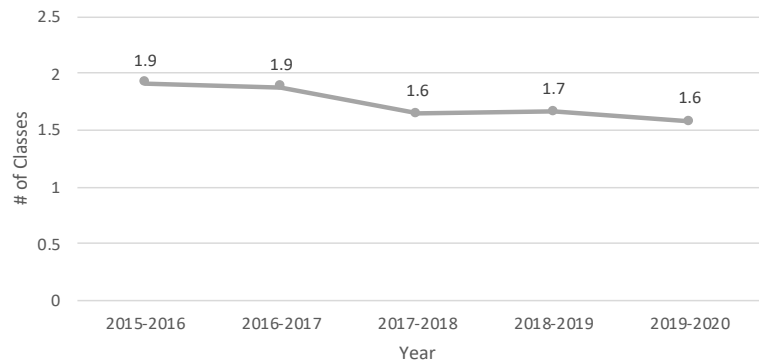
Tooele HS Average Classes per CE Student



Tooele CLC Enrollments and Student Participation



Tooele CLC Average Classes per CE Student



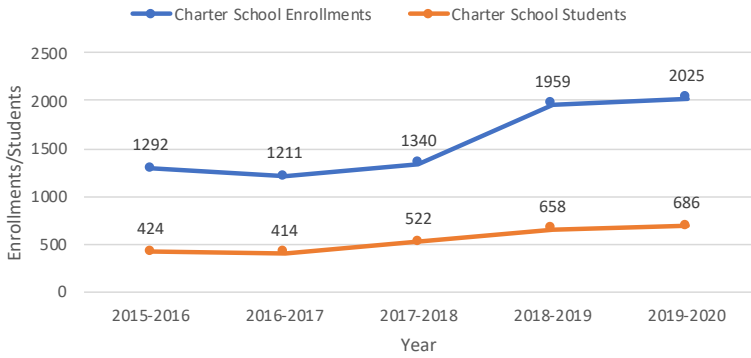
“ These classes have had me feel more grown up and I think has prepared me for college. College isn’t as intimidating because I’ve seen what some of these classes consist of. They were harder than I thought because there is that difference between high school and college but I’m happy I figured this out in a familiar place rather than a unfamiliar new place. I know what to expect and therefore I’m excited for college! ”

DISTRICT ENROLLMENT REPORTS:

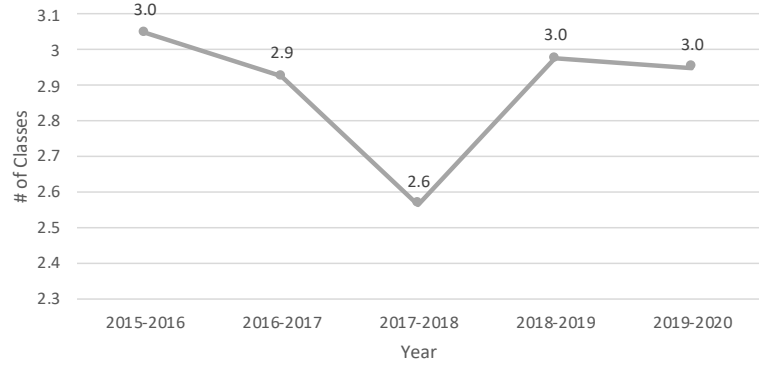
Charter Schools Offering CE Classes at Their Schools

Charter schools that offer concurrent enrollment at their schools saw a **3.4% increase in total CE enrollments** and a **4.3% increase in the number of unique students participating** between 2018-19 and 2019-20, from **1,959 enrollments to 2,025** and from **658 students to 686**.

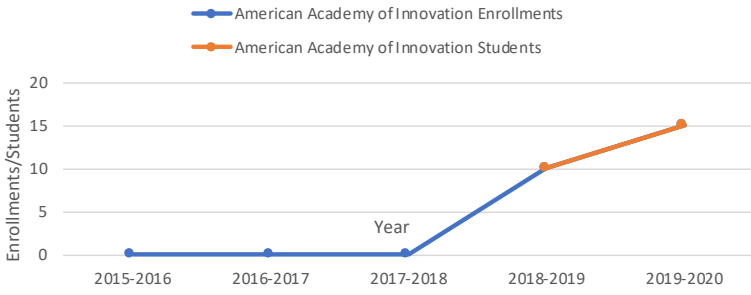
Charter School Enrollments and Student Participation



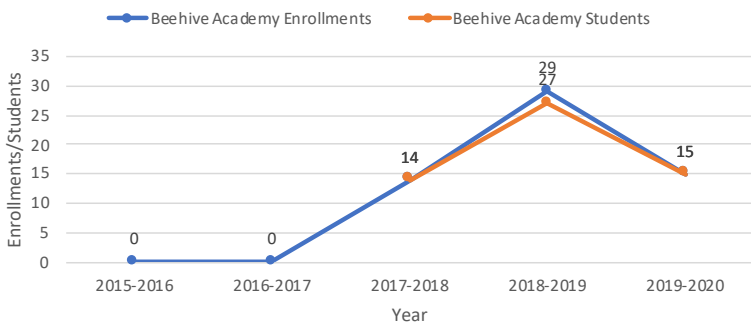
Charter School Average Classes Per CE Student



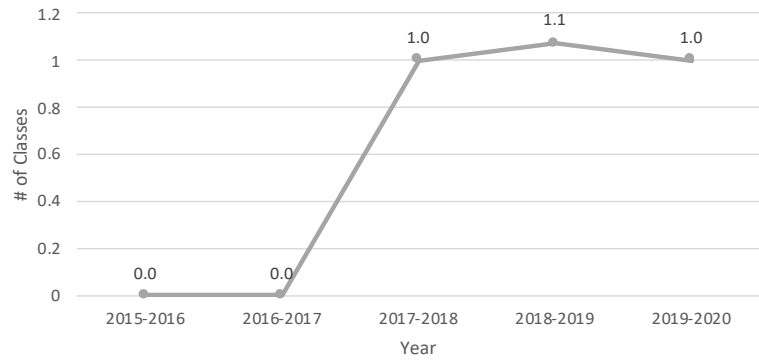
American Academy of Innovations Enrollments and Student Participation



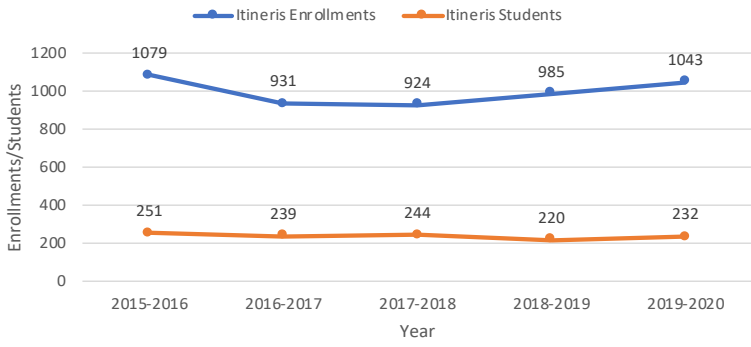
Beehive Academy Enrollments and Student Participation



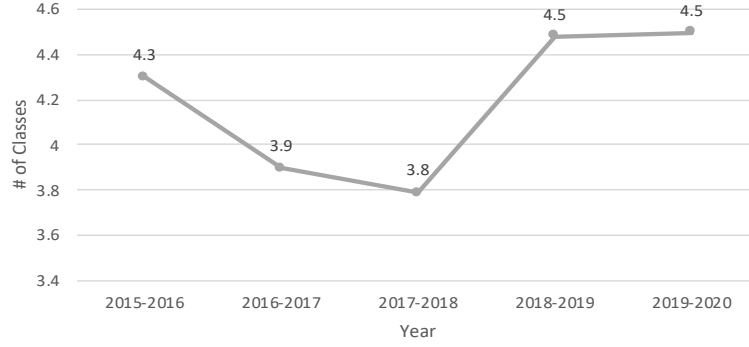
Beehive Academy Average Classes per CE Student



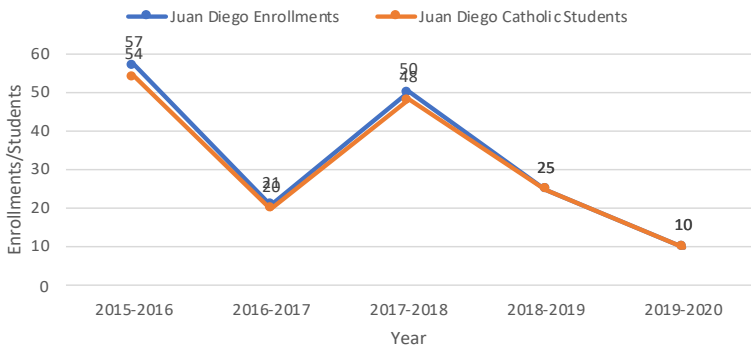
Itineris Enrollments and Student Participation



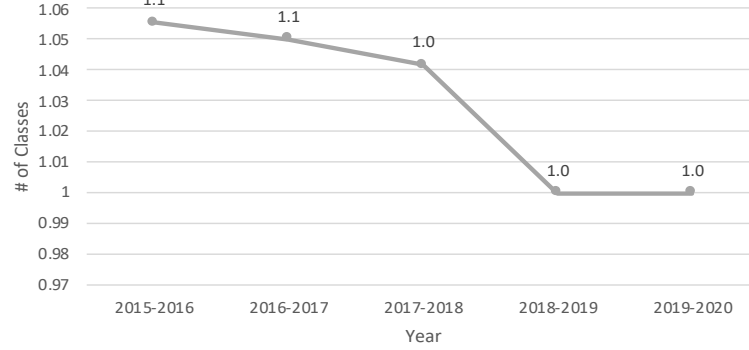
Itineris Average Classes per CE Student



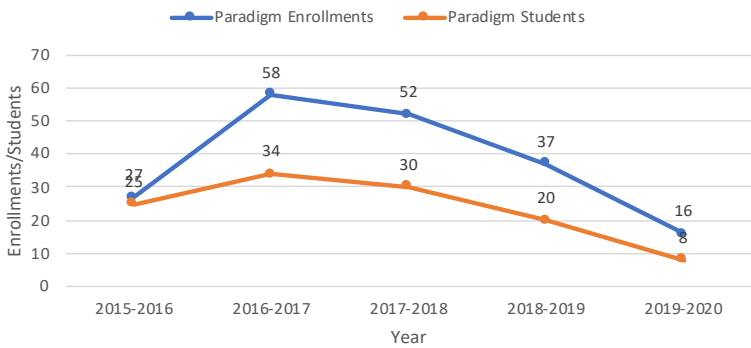
Juan Diego Enrollments and Student Participation



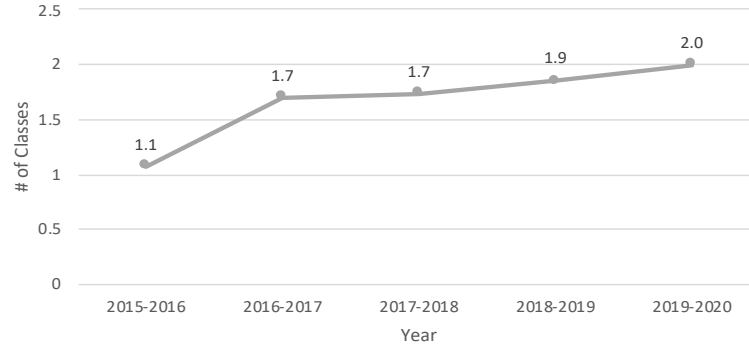
Juan Diego Average Classes per CE Student



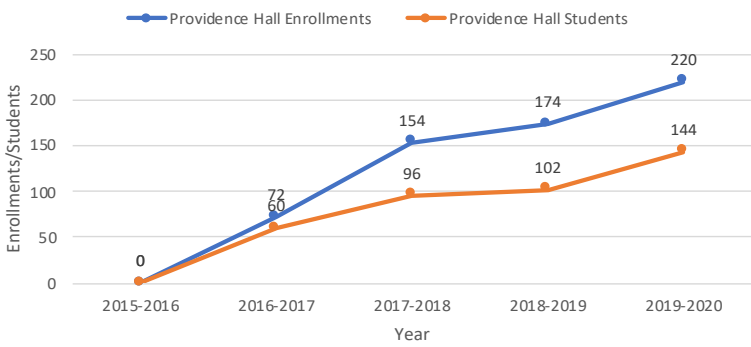
Paradigm Enrollments and Student Participation



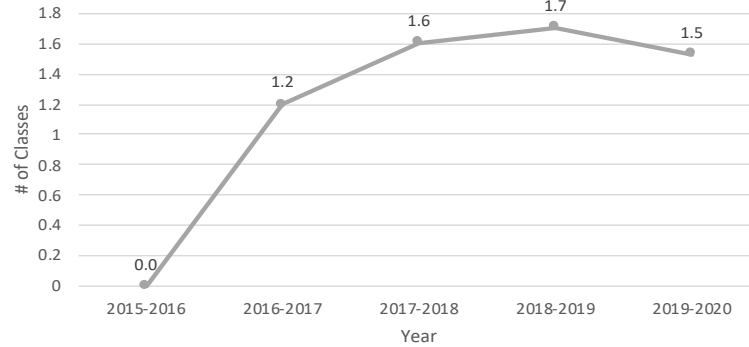
Paradigm Average Classes per CE Student



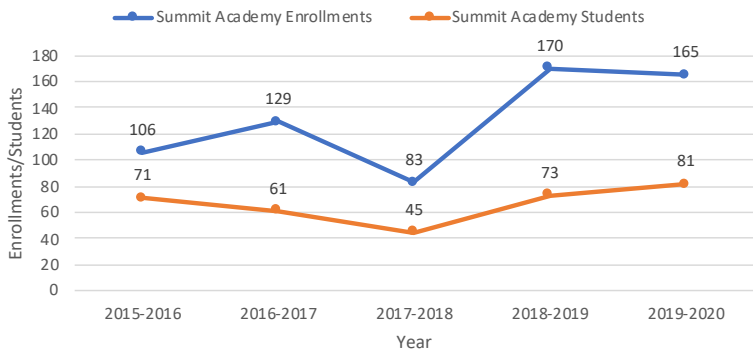
Providence Hall Enrollments and Student Participation



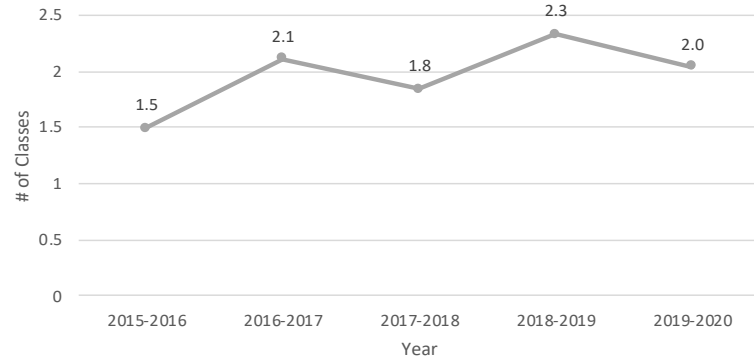
Providence Hall Average Classes per CE Student



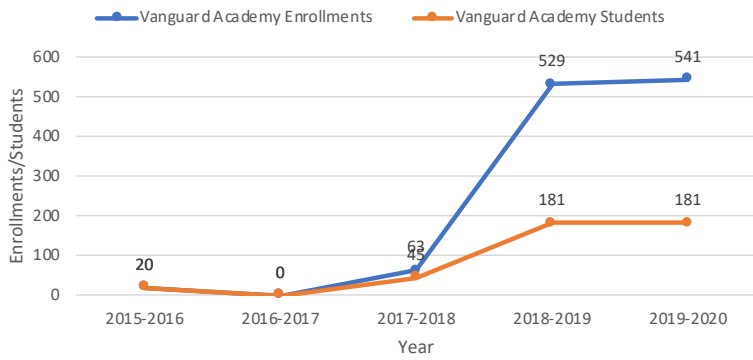
Summit Academy Enrollments and Student Participation



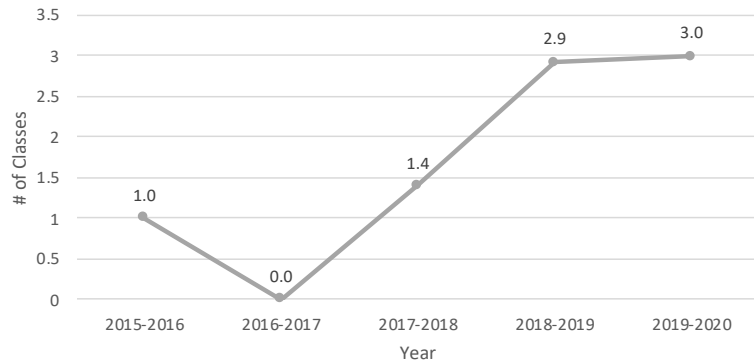
Summit Academy Average Classes per CE Student



Vanguard Enrollments and Student Participation



Vanguard Average Classes per CE Student

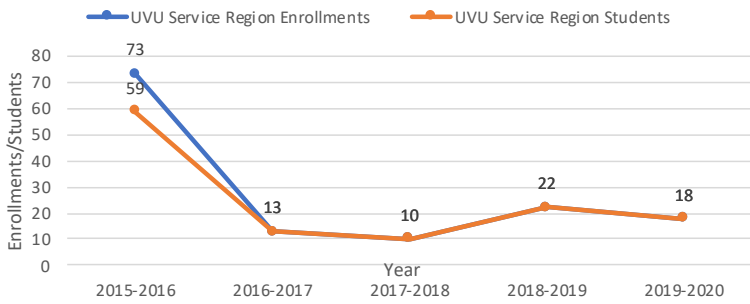


“ Taking concurrent enrollment courses has made a difference in my life because it has given me an opportunity to really start thinking about college and getting on the track to be college bound. Since taking concurrent courses I have really gotten excited for what college could be for me. And it has given me an opportunity to think about what I want to study later on. It has also taught me many valuable skills that I can use in the future. ”

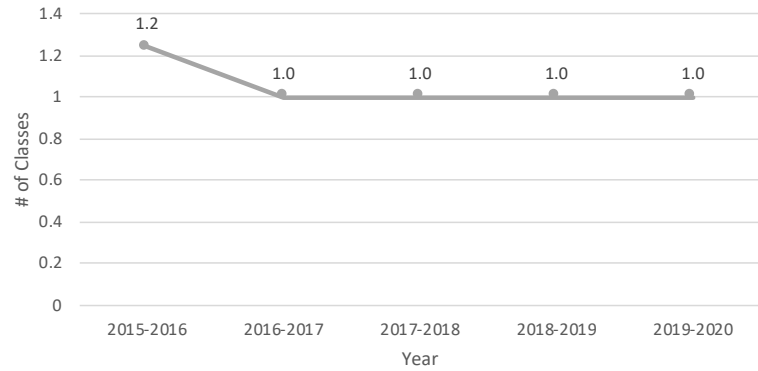
DISTRICT ENROLLMENT REPORTS: Out of Service Region Districts

While minor, the UVU service region saw a **-18.2% decrease in both CE enrollments and in the number of unique students participating** between 2018-19 and 2019-20, from **22 students and enrollments to 18**. WSU on the other hand saw a **89% increase in total CE enrollments** and a **45% increase in the number of unique students participating** between 2018-19 and 2019-20, from **112 enrollments to 217** and from **111 students to 161**.

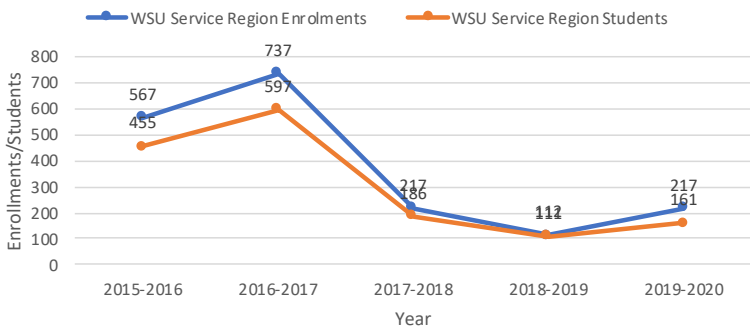
UVU Service Region Enrollments and Student Participation



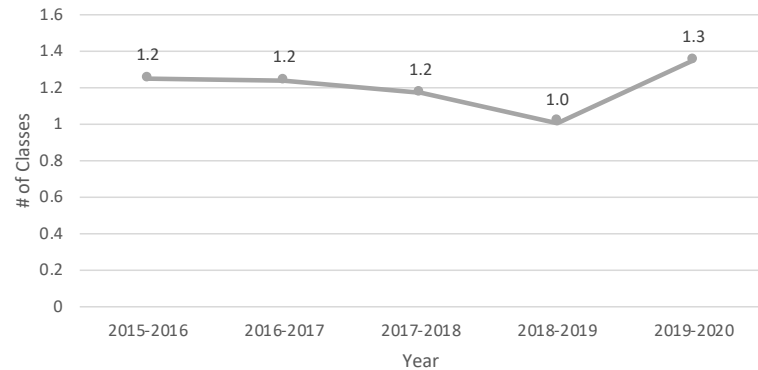
UVU Service Region Average Classes per Student



WSU Service Region Enrollments and Student Participation



WSU Service Region Average Class per CE Student

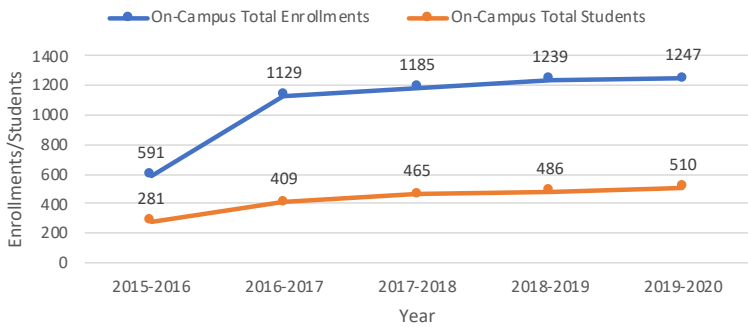


DISTRICT ENROLLMENT REPORTS:

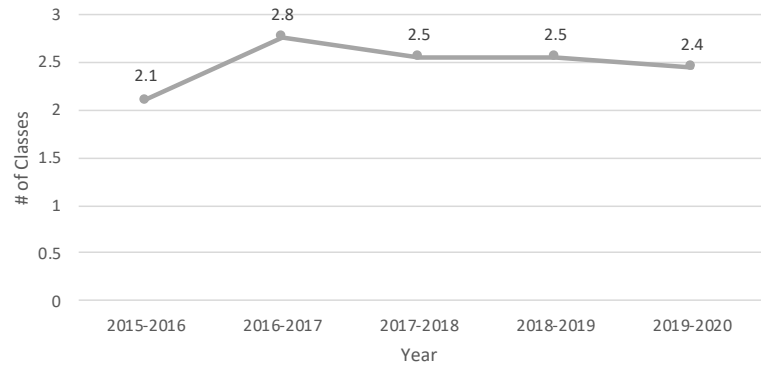
Concurrent On-Campus Program

The Concurrent On-Campus Program saw a slight **0.6% increase in total CE enrollments** and a **4.9% increase in the number of unique students participating** between 2018-19 and 2019-20, from **1,239 enrollments to 1,247** and from **486 students to 510**.

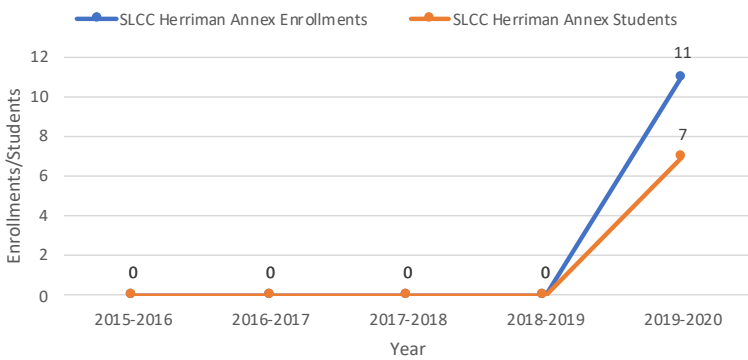
SLCC On-Campus Enrollments and Student Participations



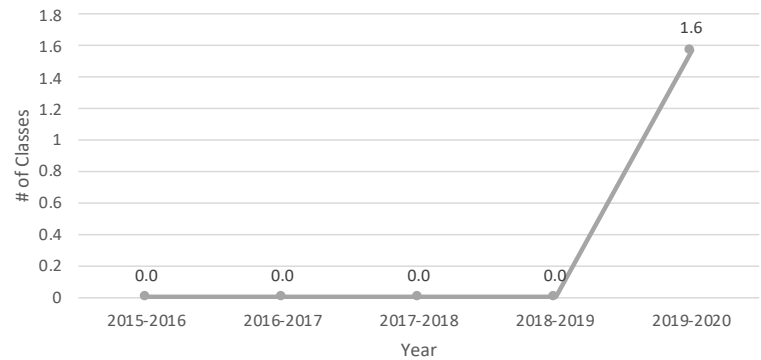
SLCC On-Campus Average Classes per CE Student



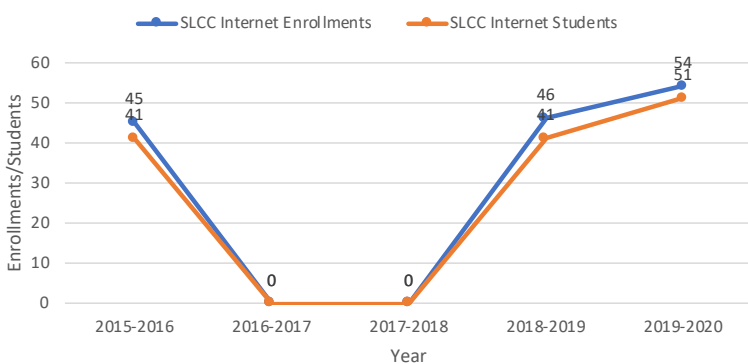
Herriman Annex Enrollments and Student Participation



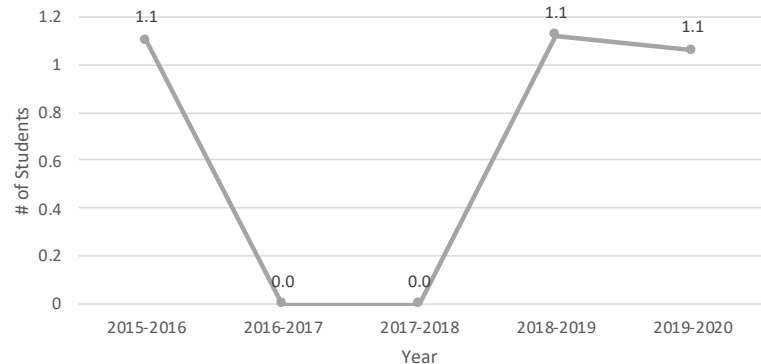
Herriman Annex Average Classes per CE Student



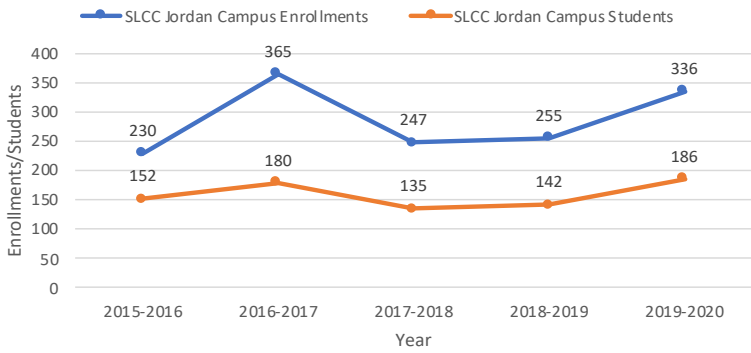
SLCC Online Enrollments and Student Participation



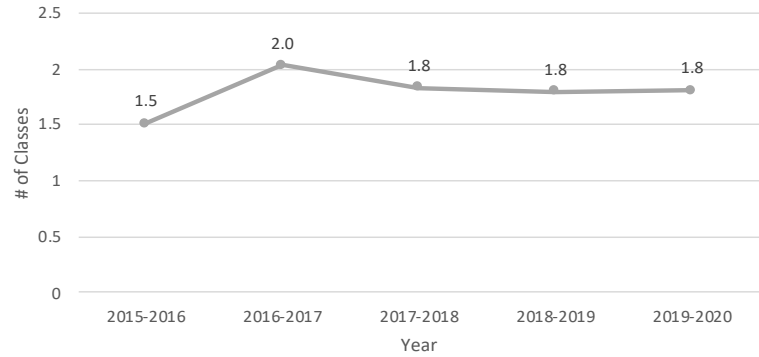
SLCC Online Average Class Per CE Student



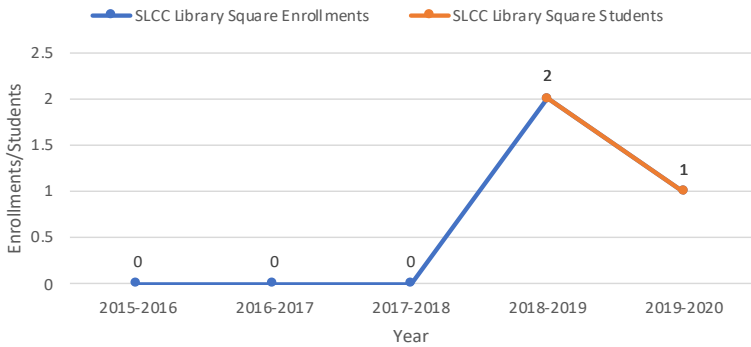
Jordan Campus Enrollments and Student Participation



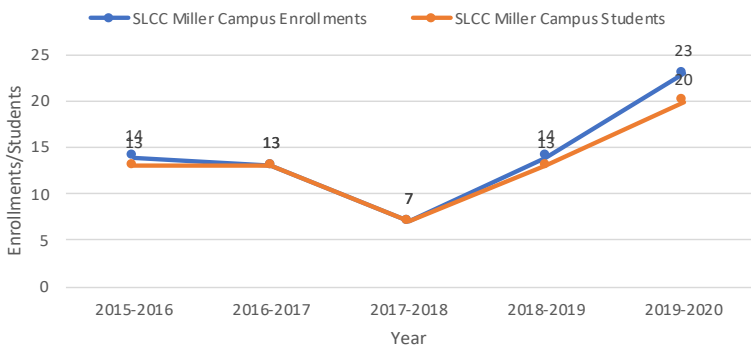
Jordan Campus Average Classes per CE Student



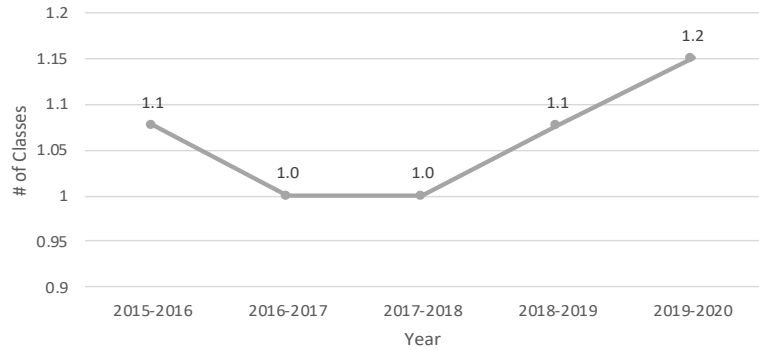
Library Square Enrollments and Student Participation



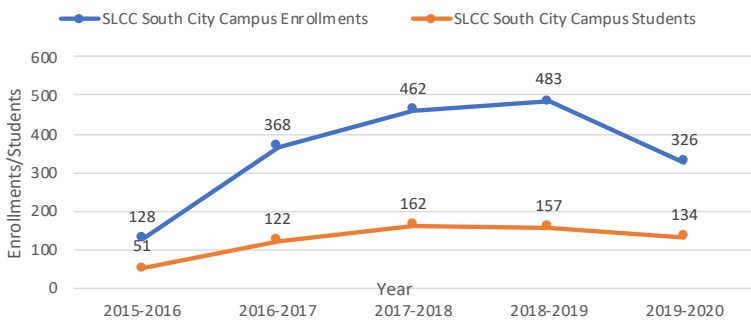
Miller Enrollments and Student Participation



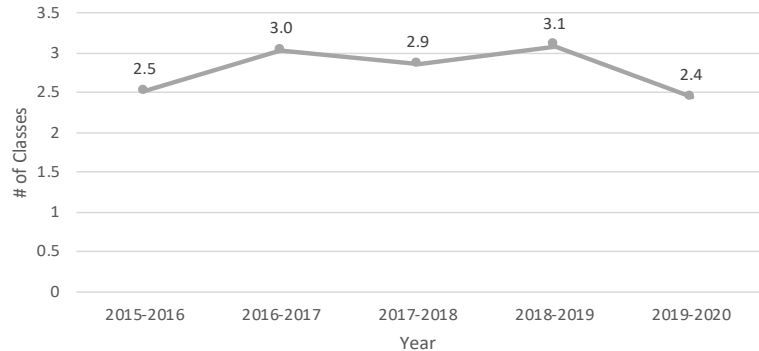
Miller Average Classes per CE Students



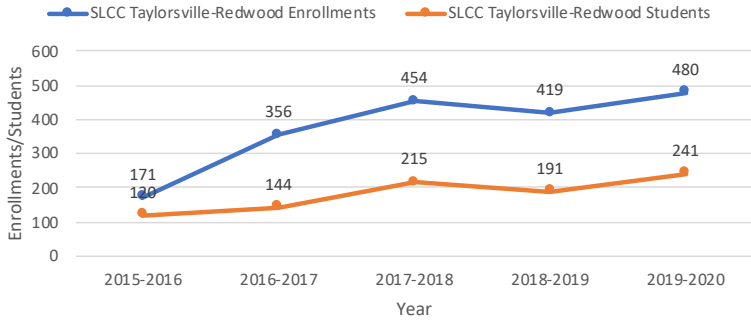
South City Enrollments and Student Participation



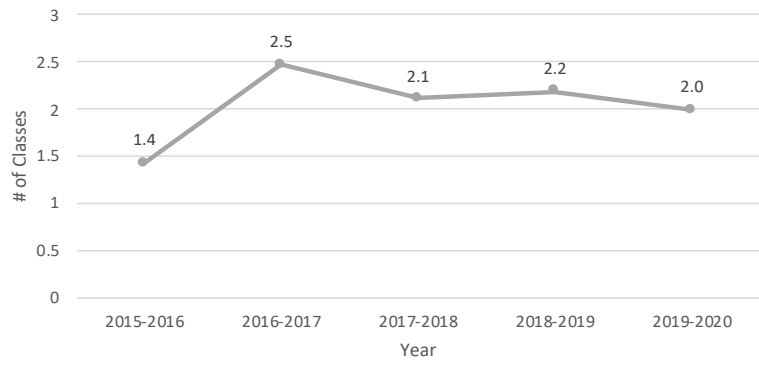
South City Average Classes per Student



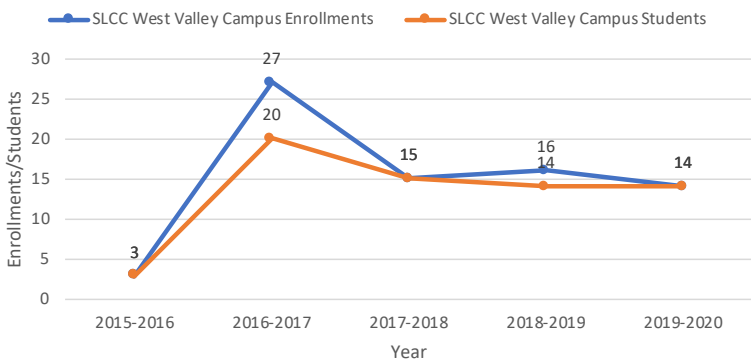
Taylorville-Redwood Enrollments and Student Participation



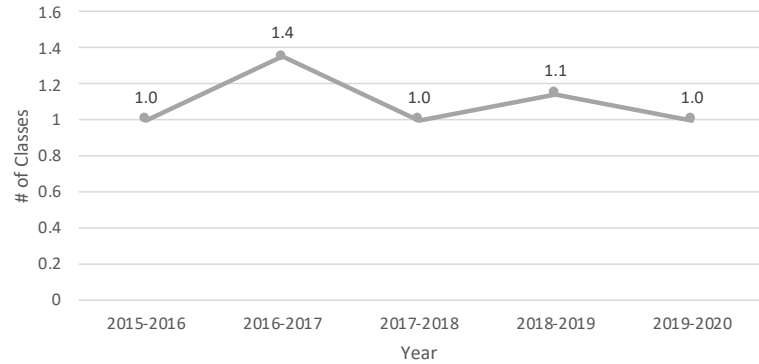
Taylorville-Redwood Average Classes per CE Student



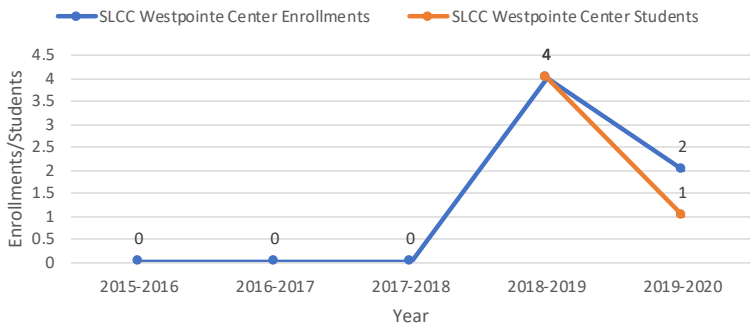
West Valley Enrollments and Student Participation



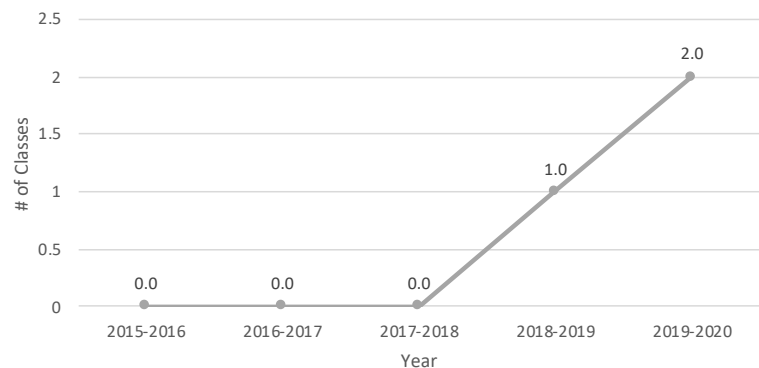
West Valley Average Class per CE Student



Westpointe Center Enrollments and Student Participation



Westpointe Center Average Classes per Student



PROCESS IMPROVEMENT

EXECUTIVE SUMMARY

Key Words

CONCURRENT ENROLLMENT (CE): A program where high school students take college classes in their high school from qualified high school instructors and earn both high school and college credit.

INSTRUCTOR ON-BOARDING: When a new high school teacher is approved to teach CE, they complete a process by which they are trained on SLCC CE policies and procedures and are set up on college computer systems.

LIAISON: A college faculty member who serves as a peer mentor and evaluator for high school instructors approved to teach CE.

MYCE: The Concurrent Enrollment Program management software.

NACEP ACCREDITATION: The National Alliance of Concurrent Enrollment Partnerships is a professional organization with an accreditation commission that reviews concurrent enrollment programs and provides peer-reviewed feedback for program improvement.

SYLLABUS REVIEW PROCESS: The process of instructors uploading their syllabi to our program management system, so that liaisons can review them to make sure all of the college curriculum is being covered in their CE classes.

LEAD TIME: The time between when work is available and the process is complete.

Business Case

The SLCC Concurrent Enrollment Office has struggled over the past few years with poor compliance with and reporting of critical instructor and liaison responsibilities, as we have focused on other higher priority tasks. Because of this, we lost our NACEP accreditation this year. (Note: NACEP accreditation is not like higher education regional accreditation, in that not being NACEP accredited does not impact, in any way, the transferability of our credit or the overall quality of our program. NACEP accreditation is simply a certification that we meet quality standards defined by NACEP.)

Even though NACEP accreditation is not necessary, the SLCC CE Program identified that improvements in processes surrounding those responsibilities would allow us to improve the instructor and liaison onboarding experience and improve cycle times in completing required work assignments. This would not only benefit our program overall, but would also help us in future attempts to accredit our program.

Root Cause Analysis

After interviewing stakeholders and performing process walks, we discovered the following suspect root causes to poor compliance and reporting.

- There are no incentives or consequences, so the work has no relevance
- The work is done so infrequently that it is difficult to remember how to do it.
- There are no clearly communicated deadlines and so liaisons and instructors are not sure when to complete the work.
- It is not clear who is responsible for each part of the processes.

Solutions Implemented

Solutions implemented include:

- Creating calendar reminders on our department shared calendars to send progressively aggressive email reminders to instructors and faculty liaisons to upload and review syllabi at key times of year leading up to deadlines and after deadlines have passed.
- Developing improved instructions on how to perform key tasks and processes.
- Assigning owners to each process and sub-process and noting those in the shared calendar item for each task.
- Brief, weekly office staff review meetings to review shared calendar and ensure that each calendared item is completed.

Project Results

Overall there was a 55% decrease in the amount of time it took faculty liaisons to review syllabi posted by high school instructors between Fall and Spring semesters. Individually, every liaison who reviewed syllabi both semesters improved in their review times. While we still haven't hit our target of having all syllabi reviewed within 14 days of the deadline, we are well on our way, and expect that next Fall semester, when all process changes are fully implemented, we will achieve our target.

PROJECT CHARTER

Problem Statement

During our NACEP re-accreditation review we identified two areas of major weakness: (1) concurrent enrollment (CE) instructor processes from the point of new instructor on-boarding until the new instructor enters final grades at the end of a semester AND (2) content liaison processes from the point of liaison on-boarding until the liaison delivers work requests to be paid for fulfilling their primary responsibilities. Because these processes from beginning to end have never been fully articulated, the development of the current processes has been an amalgamation of disparate processes patched together to address specific issues and needs that have arisen over the years. This has resulted in unnecessary complexity, redundancy, waste and holes, which has resulted in our inability to adequately ensure that (1) instructors are receiving and have access to the necessary information, resources, and support, and (2) that all the work that needs to be done by both CE instructors and liaisons is being done by the appropriate deadlines and (3) that the work is being adequately tracked. This project would seek to define more ideal processes from beginning to end and then roll-out leaner processes that (1) improve the CE instructor experience and ensure that all instructor responsibilities are being completed by the majority of CE instructors according to policy and NACEP accreditation standards and (2) ensure that all liaison work is completed according to policy and NACEP accreditation standards.

Goal Statement

This project will focus on one sub-process of the larger improvement project above which involves many sub-processes: reducing syllabus review lead times average from approximately 70 days to 21 days.

Syllabus Review Time Definition: The time it takes to review a syllabus from the time a syllabus is uploaded by an instructor until it is marked as reviewed by the faculty liaison.

Scope In/Out

SUB-PROCESS START: Instructor is reminded to upload their syllabus to MyCE

SUB-PROCESS END: Liaison marks syllabus as reviewed in MyCE

IN: Any part of the syllabus review process from the process start/end.

OUT: Any processes that may be dependent on or connected to the syllabus review process but are not necessary for the review to occur.

Business Case

- Many CE instructors have received little or no training or support when it comes to their particular content areas.
- Many CE instructors fail to perform some of their core responsibilities outlined in their agreement, such as uploading syllabi, conducting student evaluations, facilitating liaison visits, submitting final grades, and completing training.
- Our content liaison work completion rates have been historically very low, hovering around 50% for visits, with other work like syllabus review, new teacher training, and ongoing professional development equally low. This has an impact on the quality of the content being delivered in the high schools and on the instructor experience in receiving help and feedback.
- Improving the process could substantially reduce the complexity of the different processes encompassed in the content liaison lifecycle process, reducing workload and freeing up time to enhance the liaison experience.
- The SLCC Concurrent Enrollment Office has done a poor job of tracking the completion of CE instructor compliance with their primary responsibilities and is facing questions from NACEP.

Timeline

PHASE	PLANNED	ACTUAL
Define:	2/1/20	2/1/20
Measure:	3/15/20	3/1/20
Analyze:	4/1/20	3/5/20
Improve:	5/30/20	3/15/20
Control:	6/15/20	4/20/20

Team Members

POSITION	PERSON	TIME COMMITMENT
Team Lead	Brandon Kowallis	25%
Sponsor	Brandon Kowallis	25%
Team Member	CE Staff	10%

VOICE OF THE CUSTOMER

Key Take Away

Customers are clear that they want reminders and simple instructions on how to complete tasks that they don't do very often, as well as wanting deadlines for accomplishing those tasks.

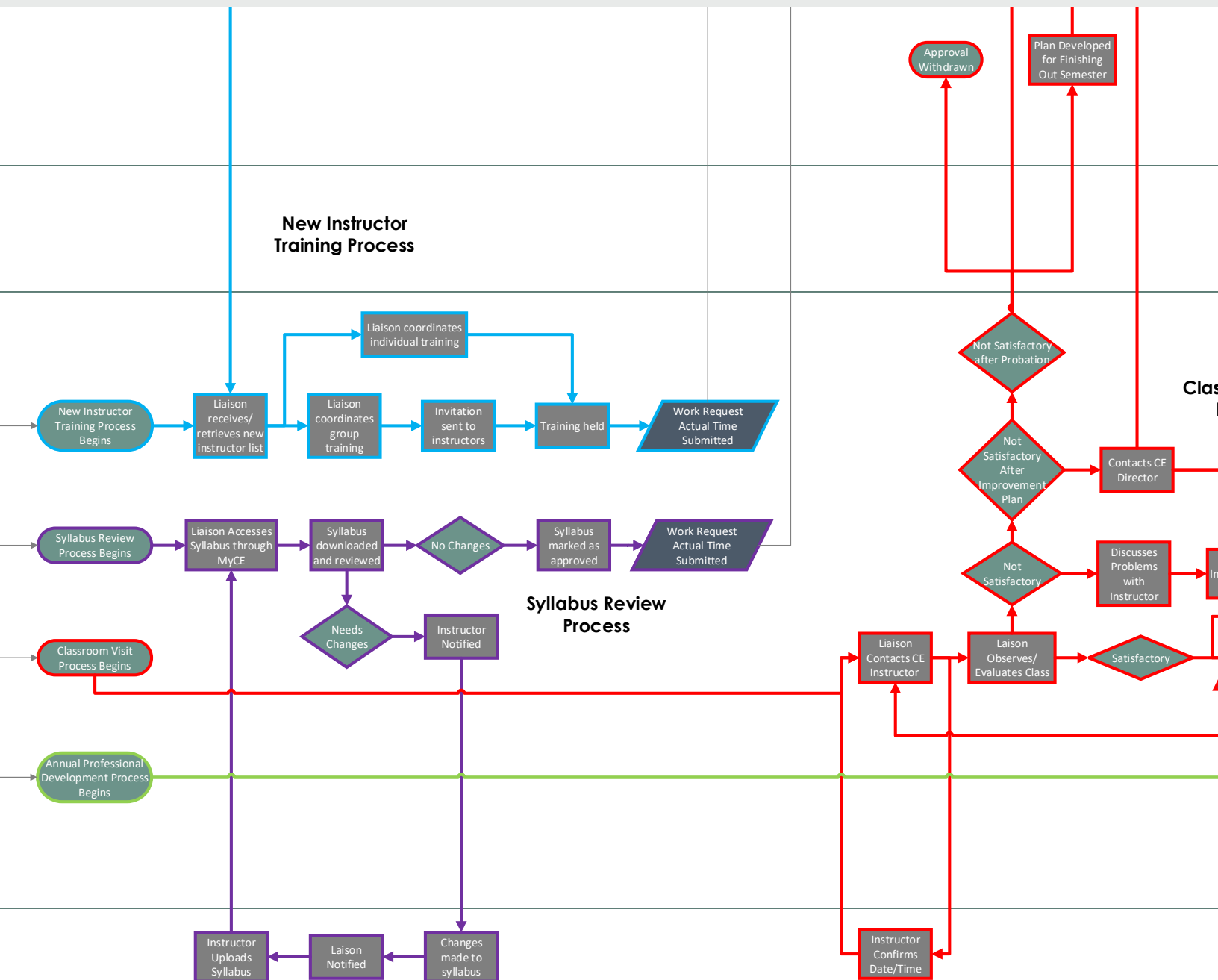
ISSUES CUSTOMERS ARE COMPLAINING ABOUT	ISSUE CATEGORY	CUSTOMER MEASURABLE REQUIREMENT/TARGET
<p>Liaisons & Instructors: We don't know when we need to complete certain tasks by.</p> <p>Liaisons: I don't know when the instructor is supposed to complete certain things, so that I can then do my part.</p>	Timeliness	<p>Receive timed emails with PDF instructions 2 weeks, 1 week, and 2 days prior to deadlines in May, August, and January.</p> <p>Receive a hard copy PDF checklist at beginning of year with deadlines.</p>
<p>Liaisons: It takes a long time to get paid after doing work and I'm not sure why I have to wait for the associate dean and director to sign off. I usually do the work anyway and then don't submit the work request until after the work is done.</p>	Timeliness	Liaison is paid by the next pay period provided the work request is submitted 5 days prior to the end of the current pay period.
<p>Liaisons & Instructors: I do the work so infrequently I forget what I am supposed to do and how to do it.</p>	Ease of Use	Receive timed emails with PDF instructions 2 weeks, 1 week, and 2 days prior to deadlines in May, August, and January.
<p>Liaisons & Instructors: I have too much on my plate and don't have time to complete the work assignment.</p>	Ease of Use	Receive timed emails that indicate how long the task takes along with with PDF instructions and/or short video tutorial links 2 weeks, 1 week, and 2 days prior to deadlines in May, August, and January.
<p>Content Liaisons: I'm not sure what the other liaison is doing, when, so that I don't overlap.</p>	Reliability	College experience liaisons CC or forward content liaisons on communications with instructors regarding visits and other important items that would be good for the content liaisons to know.
<p>Instructors: I can't get ahold of my liaison when I need him or her.</p>	Reliability	Receive a response within 48-72 hours.
<p>CE Liaisons: Scheduling visits takes forever sometimes.</p>	Timeliness	Instructor responds within one week. Visit scheduled within two weeks.

ISSUES CUSTOMERS ARE COMPLAINING ABOUT	ISSUE CATEGORY	CUSTOMER MEASURABLE REQUIREMENT/TARGET
Liaisons: I don't have access to the instructor class and contact information when I need it.	Accuracy	April 1 and December 1 contact information is up to date in MyCE - announcement sent. September 1 and February 1 class schedule finalized - announcement sent.
Instructors: I'm not sure what I'm supposed to teach because I haven't received any training or materials before the first day of class. I have no idea who I am supposed to contact for help with curriculum.	Timeliness	Two weeks before classes start all CE instructors have received content training and up-to-date curriculum information.
CE Liaisons: I'm not sure what to go over with new liaisons and am afraid I might miss something.	Reliability	Within three weeks of the faculty member receiving a content liaison assignment, the CE liaison has reviewed and demonstrated each item on the new liaison checklist and training is logged in MyCE.
CE Office Staff: We don't know who has completed what by when for reporting purposes.	Accuracy	Instructors and liaisons complete work within 1 week of receiving email reminders, and work is logged in MyCE within 1 day of completing it (with the exception of professional development which may take a few weeks/ months to prepare for).
Instructors: Professional development, especially at annual meetings, is redundant and not worth my time.	Reliability	Develop an evaluation and receive 90% positive reviews on professional development trainings. Instructors included on the planning committee for the events and events are extremely interactive.
Academic Departments: Documents are missing on the instructor applications making it difficult to review.	Accuracy	100% of required documents are included on instructor applications. Make required fields mandatory.
Liaisons: MyCE is confusing on how to file my reports, so I just don't do it.	Ease of Use	Simplify MyCE required features so that it only takes liaisons 5 minutes to complete any task.
Content Liaisons: I'm not sure which liaison is responsible for doing what and whether it has been done.	Reliability	Receive a hard copy PDF checklist at beginning of year with deadlines. Receive timed emails with PDF instructions 2 weeks, 1 week, and 2 days prior to deadlines in May, August, and January.
CE Office Staff: After multiple reminders instructors and liaisons are not completing or logging their work.	Timeliness	After three reminders 95% of the work is completed.

HIGH LEVEL PROCESS MAP

Key Take Away

After mapping out the instructor and liaisons processes globally from the point of onboarding to the completion of work and reviewing the VOC document, we realized there were three overlapping sub-processes where there were issues: Instructor account set-up and syllabus review, new instructor onboarding, new liaison onboarding.



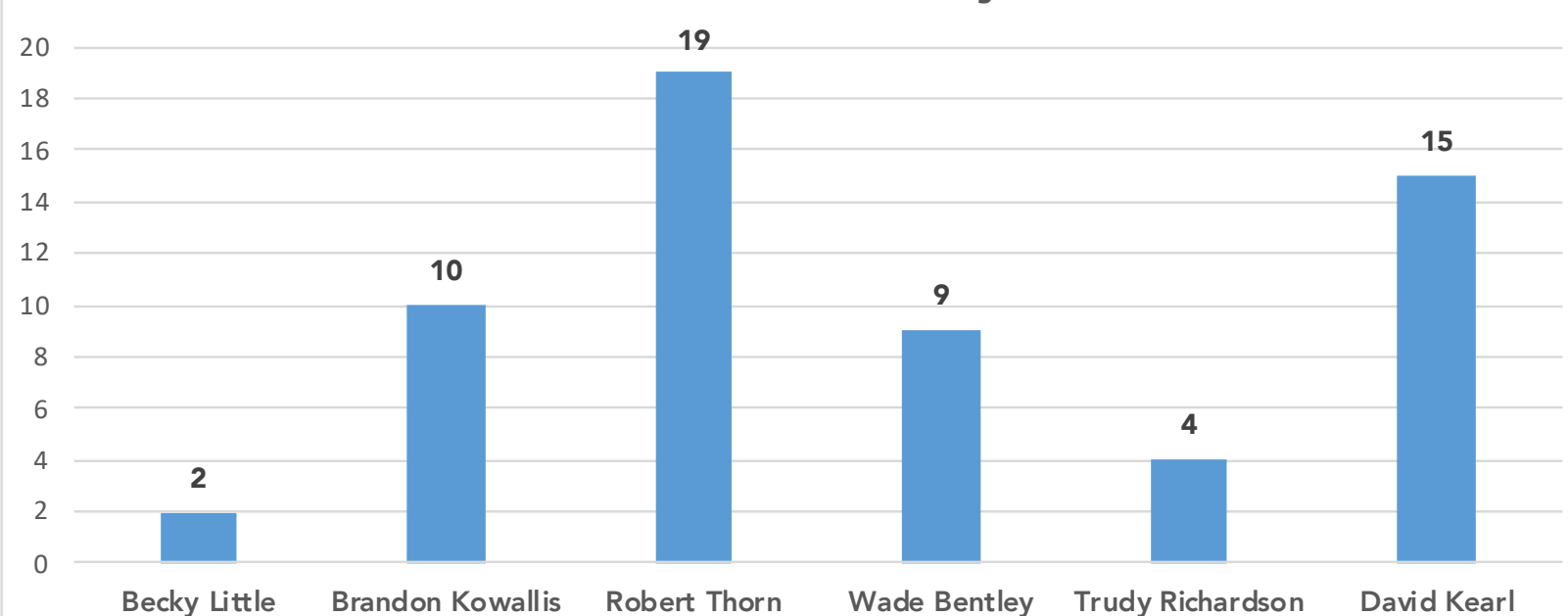
PROCESS WALKS

Key Take Away

Process walks are where staff physically observe processes being completed and make improvement notes. We performed 53 total process walks across each step of three sub-processes we chose to focus on: (1) instructor account set-up and syllabus review, (2) new instructor onboarding, (3) new liaison onboarding. The data was logged in a central database and the results used to help us narrow down the problem scope.

During process walks, the team observed that both instructors and liaisons were unsure of when tasks needed to be done, struggled to recall how to complete tasks they performed infrequently, and would forget to perform tasks with everything else on their plate. This helped us to further clarify our root cause hypothesis.

Total Process Walks Performed by Staff Member



PROCESS WALK INTERVIEW SHEET

Interviewer _____ Interviewee _____
 Date _____ Step # _____ Step Name _____

QUESTION	DATA	NOTES
How many people work on this step?		
What percent of the time does this person have to work on this step?		
How long does it take for this person to complete this step between the time the work is available until the step is complete, per unit? (Lead Time)		
How long would it take you to complete this step if you could work on it without being interrupted or having to wait for others? (Touch Time)		
What percent of units that you receive to complete this task are complete and accurate?		
How many units are waiting to be worked on right now? Is that normal? How long as the oldest unit been waiting? (Work in Progress)		
Do you have to set up anything before beginning this step? If so, how long does it take? (Set Up Time)		
What system do you use to complete this step?		
Do you batch process units for this step or do you complete them as they come in? If so how many units do you process at a time?		
What issues or barriers do you encounter when completing this step that are painful or time consuming?		

PROCESS OBSERVATIONS	IMPROVEMENT OPPORTUNITIES	POTENTIAL SOLUTIONS

DATA COLLECTION PLAN

Key Take Away

Since our project deals with improving compliance rates, we decided to focus on improving lead times to meet deadlines and percentages of work complete.

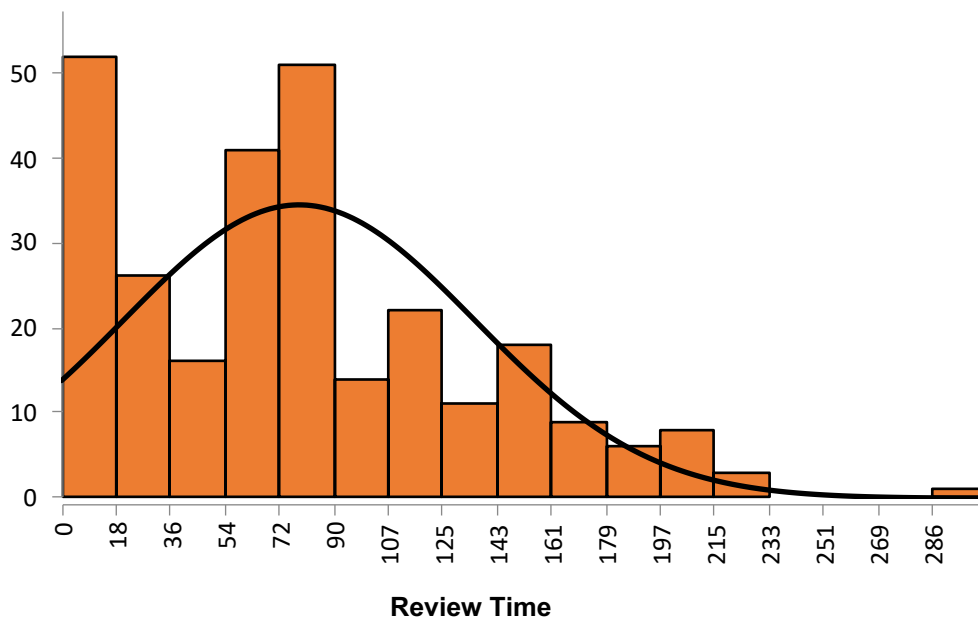
MEASURE TITLE	DATA TYPE (Continuous or Discrete)	OPERATIONAL DEFINITION	STRATIFICA- TION FACTORS (by who, what, when, where)	SAMPLING NOTES (time frame, etc.)	WHO & HOW (person responsi- ble and method)
Total syllabi uploaded before/after	Discrete	Total syllabi uploaded 2018-19 compared to total syllabi uploaded 2019-20 with total uploads required	None	Sampling Not Necessary	Brandon will run report from MyCE and process the data
Total syllabi reviewed before/after	Discrete	Total syllabi reviewed 2018-19 compared to total syllabi reviewed 2019-20 with total reviews required	None	Sampling Not Necessary	Brandon will run report from MyCE and process the data
Syllabi review lead time	Days - Continuous	The amount of time it takes from the point the instructor uploads the syllabus until the faculty reviews the syllabus.	By Liaison	Sampling Not Necessary	Brandon will run report from MyCE and process the data
Percent of syllabi uploaded after the deadline	Days - Continuous	The number of syllabi where the instructor uploaded after 2nd week in the semester	None	Sampling Not Necessary	Brandon will run report from MyCE and process the data
Percent of syllabi reviewed after the deadline	Days - Continuous	The number of syllabi where the liaison reviewed after 4th week in the semester	None	Sampling Not Necessary	Brandon will run report from MyCE and process the data
New Instructor general training completion lead time	Days - Continuous	The amount of time it takes from the point the approval letter is sent until we received the payment form.	None	Sampling Not Necessary	Becky will provide letter sent date and Brandon will run report from MyCE and process the data
Total New Instructor Content Trainings Complete	Discrete	Total new instructor trainings completed by the end of the 2019-20 academic year.	None	Sampling Not Necessary	Brandon will run report from MyCE and process the data
Total Annual Professional Development Complete	Discrete	Total professional development trainings completed by the end of the 2019-20 academic year.	None	Sampling Not Necessary	Brandon will run report from MyCE and process the data

BASELINE DATA

Key Take Away

P value is low. The null is that the data is normal, so the data is not normal. For syllabi that were uploaded for Fall semester classes, the average lead time hovered around 78 days. This means instructors are not receiving feedback regarding whether or not their course is in alignment with college standards until almost halfway through the semester! At that point it is extremely difficult to make course corrections. There is also a significant amount of variation in the lead time between the syllabus upload and the review.

ANDERSON-DARLING NORMALITY TEST RESULTS FOR SYLLABUS REVIEW LEAD TIMES FOR SYLLABI SUBMITTED FALL OF 2019



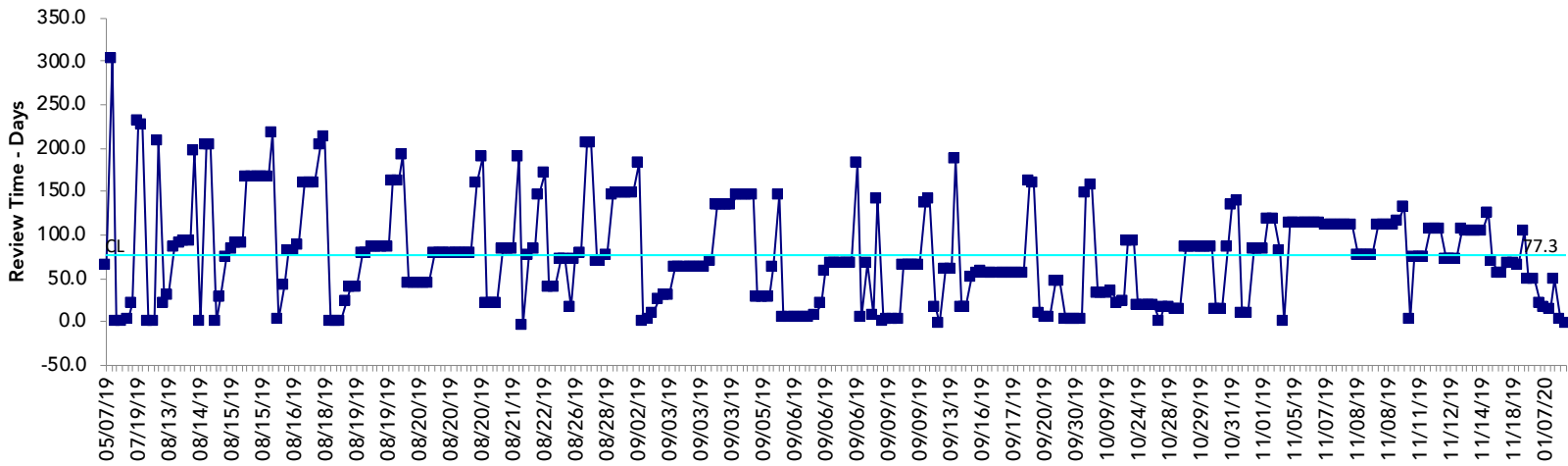
Count = 278
Mean = 78.104
StDev = 57.788
Range = 304.00

Minimum = 0.000
25th Percentile (Q1) = 28
50th Percentile (Median) = 73
75th Percentile (Q3) = 112
Maximum = 304

95% CI Mean = 71.28 to 84.93
95% CI Sigma = 53.35 to 63.04

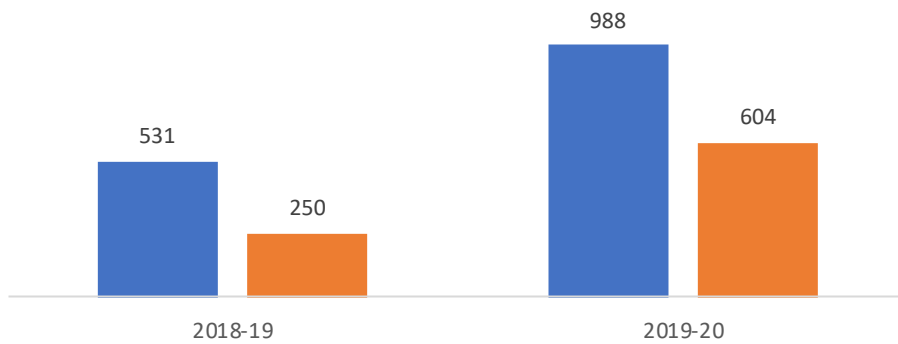
Anderson-Darling Normality Test:
A-Squared = 3.615; P-Value = 0

Fall 2019 Syllabus Review - Run Chart



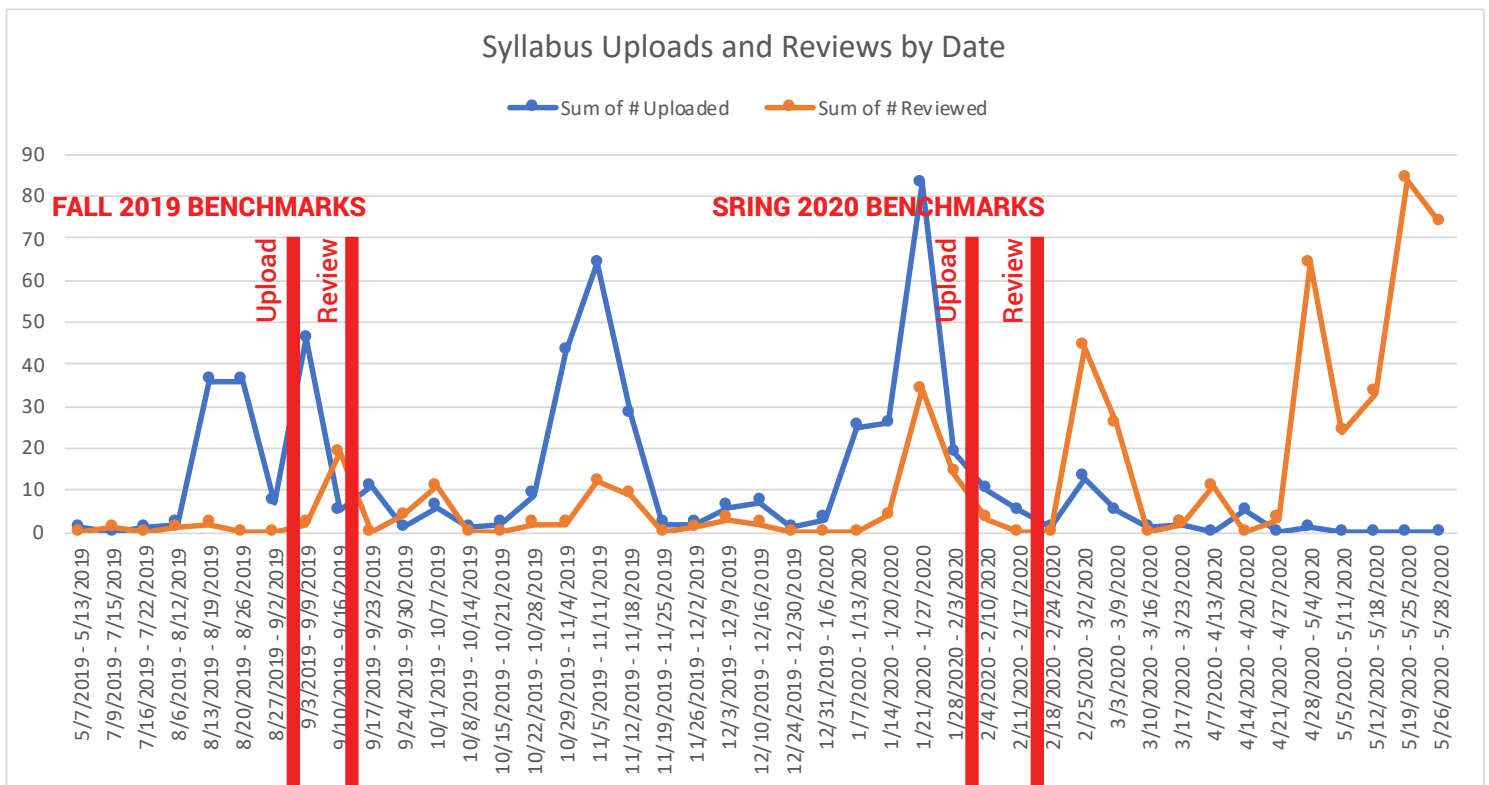
Total Syllabi Uploaded and Reviewed by Academic Year

■ Count of Syllabus Upload Date ■ Count of Syllabus Review Date



There was a **86%** increase in the number of syllabi uploaded from 2018-19 to 2019-20 and a **141%** increase in the number of syllabi re-viewed. Some uploads are duplicates, where the instructor submitted syllabi for multiple sections of the same course.

BASELINE DATA CONT'D



During the last run of our data there was a bug in the system that cause a reset on the review date for several syllabi for a few liaisons. The last three data points for reviews in the graph above should show a decline with a slight increase in previous review spikes.

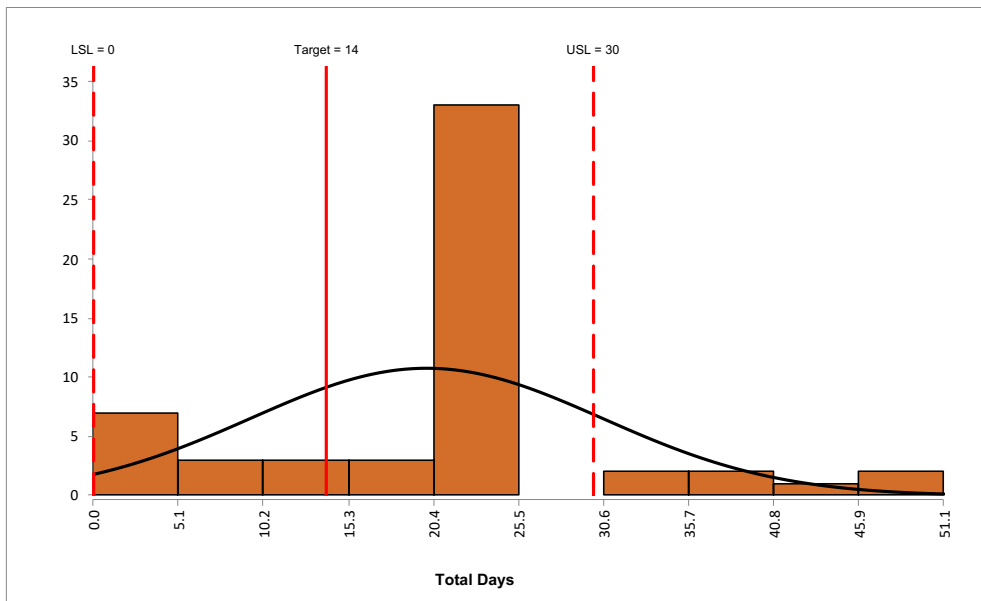
Because we did not have fixed deadlines or benchmark dates for syllabus upload and review prior to 2019-20, we do not have improvement data for this year in terms of the percentage of syllabi uploaded and reviewed after the the benchmark date. Our baseline data however, shows that 32% of Fall semester syllabi were uploaded prior to the 9/1/19 benchmarks date compared to 72% prior to the 2/1/20 Spring benchmark date. **A 125% improvement.** For syllabi reviews, however, only 8% of syllabi submitted were reviewed prior to the 9/15/20 benchmark date, and 20% prior to the Spring 2/15/20 date. While that is a **150% improvement**, it is obvious that we need to do some work on the syllabus review process.

BASELINE DATA CONT'D

Key Take Away

P value is low. The null is that the data is normal, so the data is not normal. The majority fall within the spec limit. We will investigate the outliers to find out why the slower response times in completing the training. Reminders have a significant impact on compliance.

ANDERSON-DARLING NORMALITY TEST RESULTS FOR NEW INSTRUCTOR TRAINING LEAD TIMES FOR 2020-21 NEW INSTRUCTORS

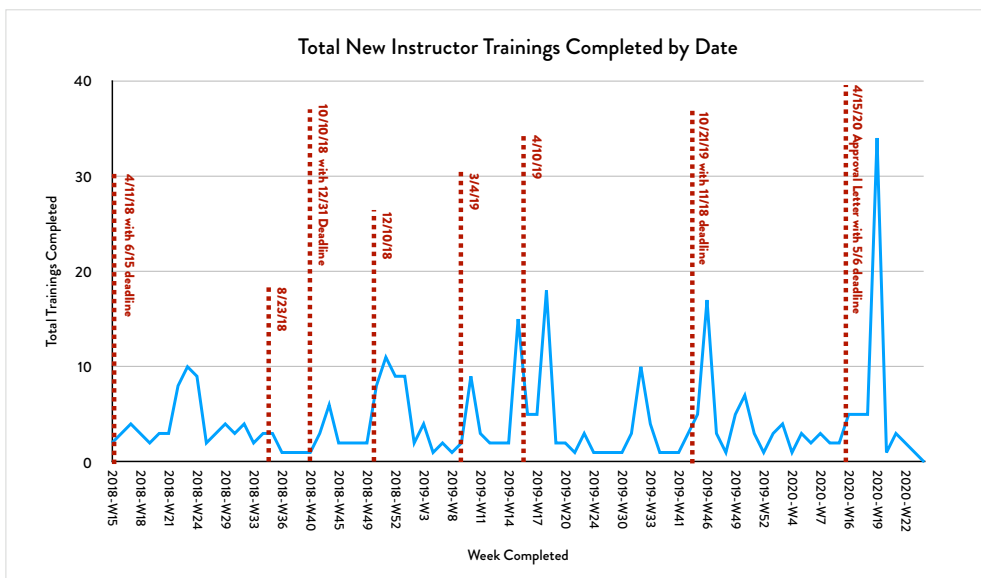


Count = 56
 Mean = 19.982
 StDev = 10.568
 Range = 51.00

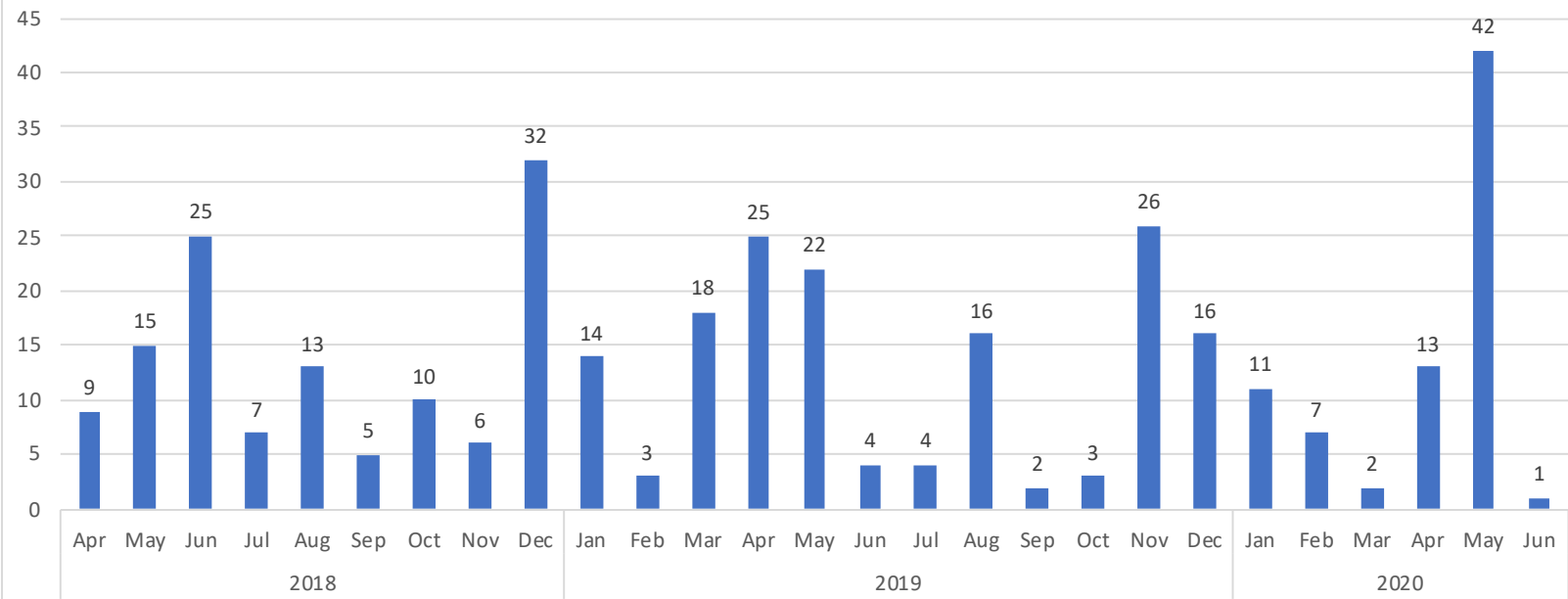
Minimum = 0.000
 25th Percentile (Q1) = 16.5
 50th Percentile (Median) = 21
 75th Percentile (Q3) = 22
 Maximum = 51

95% CI Mean = 17.152 to 22.812
 95% CI Sigma = 8.9099 to 12.991

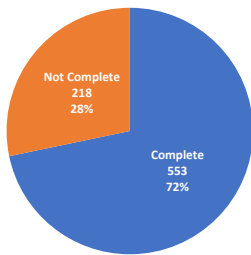
Anderson-Darling Normality Test:
 A-Squared = 4.001; P-Value = 0



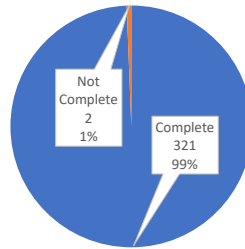
New Instructor General CE Trainings Completed by Month



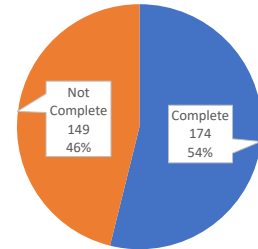
Total New Instructor Content Trainings Complete



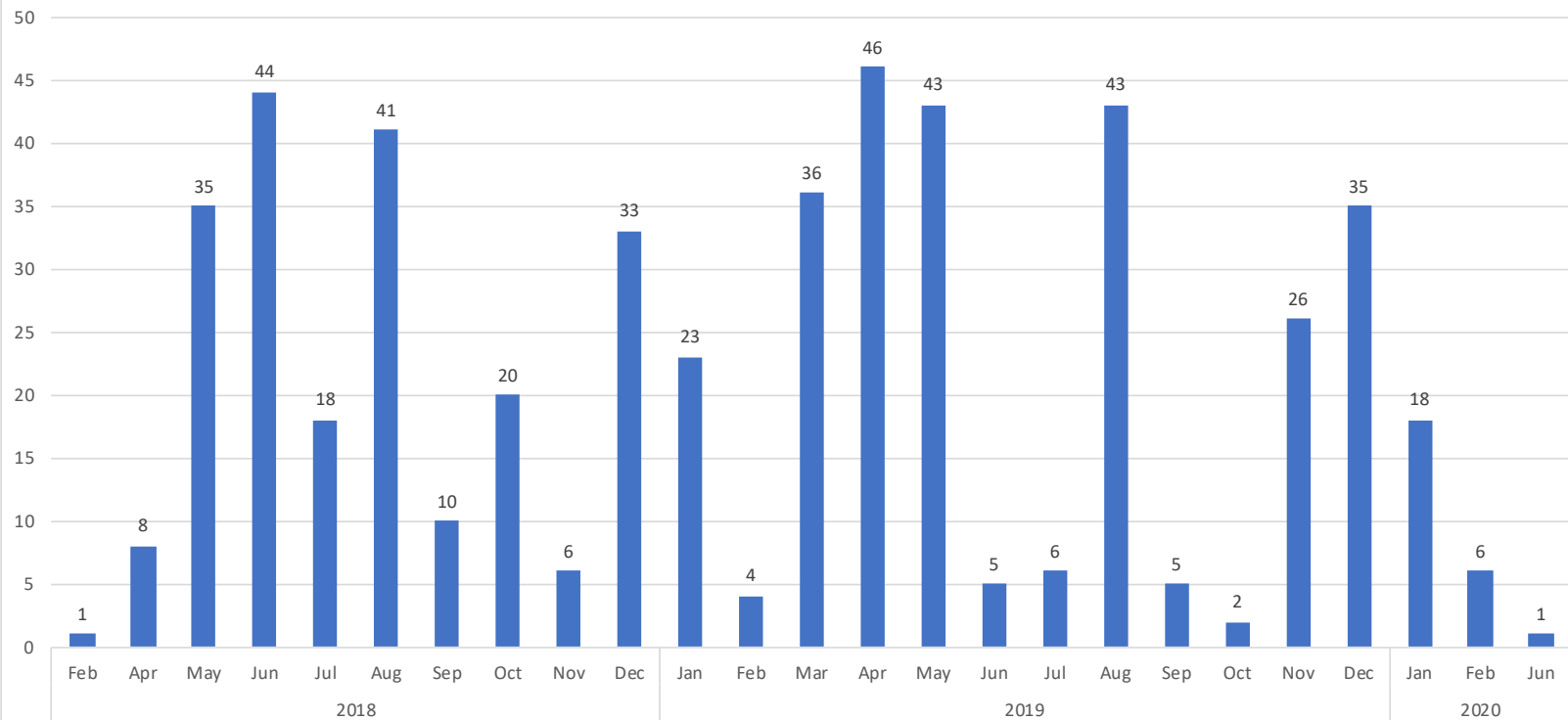
Instructors Who Have Completed New Teacher General CE Training



Instructors Who Have Completed Annual Discipline Specific Professional Development



New Instructor Content Trainings Completed by Month

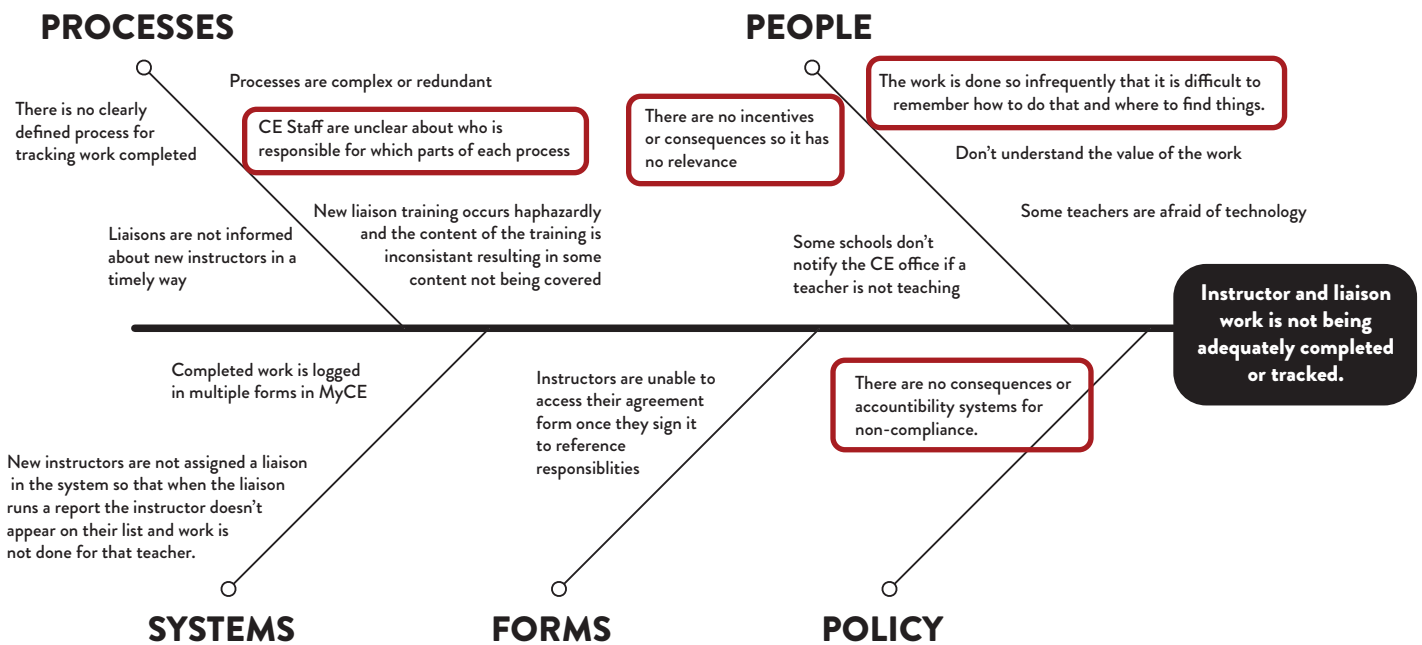


FISHBONE & 5-WHY ANALYSIS

Key Take Away

After running a fishbone diagram and 5-why analysis, we determined that the infrequency of performing tasks (occurs only twice per year), and lack of incentives or consequences, were two potential root causes for why work was not being completed.

Concurrent Enrollment Instructor/Liaison Processes Fishbone



Why	WHY 1	Why	WHY 2	WHY 3	
	Because		Because	Why	Because
Why is work completed but not recorded?	They don't know where to record it or can't find it.	Why don't they know where to record or find it?	Because they do it so infrequently that it is difficult to find.		
Why do liaisons and instructors forget to do the work they are expected to do?	Not a priority when compared to other responsibilities and there is no incentive. NOT RELEVANT.	Why is it not a priority? Why is it not relevant?	There are no incentives or consequences and they don't understand the impact.		
Why do teachers not complete or retain the new teacher training content?	Complexity and redundancy in the processes or tasks.				

ROOT CAUSE CONFIRMATION & HYPOTHESIS TEST

Key Take Away

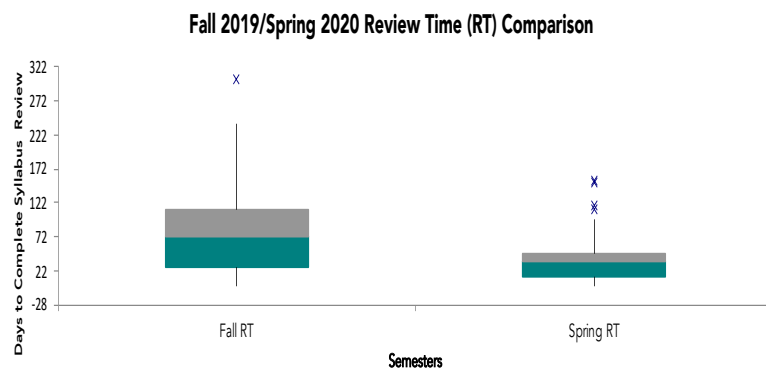
Because syllabus review only occurs twice per year, we decided to test our four suspect root causes in combination. Ideally, we would have tested each root cause separately; however, given that it would have taken years to test, we felt we had no choice but to proceed in combination. The most important thing is that we can show improvement to our accrediting body.

Because the data was continuous, non-normal, and the static of interest was center, we first used the Mann-Whitney test which returned a P-Value of 0 indicating that the alternative hypothesis was true, and lack of consequences, the infrequency of task performance, and the lack of clearly communicated deadlines had an impact on syllabus upload and review non-compliance. Additionally the median review time changed from 73 days to 36 days from Fall to Spring semester. A significant improvement.

POSSIBLE X (1-2 words)	NULL HYPOTHESIS	ALTERNATIVE HYPOTHESIS	HYPOTHESIS TEST	P-VALUE OR R-SQUARED	RESULTS (accept or reject the null)
Time period	Despite the lack of consequences, the infrequency of task performance, and the lack of clearly communicated deadlines, the syllabus review process cycle time median is not unacceptably long.	Because of the lack of consequences, the infrequency of task performance, and the lack of clearly communicated deadlines, the syllabus review process cycle time median is unacceptably long.	Mann-Whitney	P-Value 0.000	Reject the Null

2 SAMPLE MANN-WHITNEY RESULTS

Test Information		
H_0 : Median Difference = 0		
H_a : Median Difference \neq 0		
Results:	Fall RT	Spring RT
Count	278	145
Median	73	36
Mann-Whitney Statistic	68571.50	
P-Value (2-sided, adjusted for ties)	0.0000	



SOLUTION MATRIX

Key Take Away

Because most of the solutions were relatively easy to implement and because the process is only performed a couple of times per year, we decided to implement all solutions at once.

	Very Low (less good)		Moderate		Very High (best)		
	1	2	3	4	5		
Potential Solution (Provide Brief Description)	Potential to Meet Goal	Positive Customer Impact	Cost to Implement (1 = \$\$\$ & 5 = \$)	Stakeholder Buy-in	Time to Implement (1 = Long 5 = Quick)	Total Score	Implement? Yes/No
Weighted Criteria	10	9	8	7	5		
Create calendar reminders on the shared department calendar to send out email reminders to instructors and liaisons to upload and review syllabi	5	5	5	5	5	195	Yes
Clarify deadlines with each reminder	5	5	5	5	5	195	Yes
Establish consequences as a result of not completing syllabus uploads and reviews	5	3	5	2	5	156	Yes
Develop instructional resources to help instructors and liaisons remember how to perform tasks.	3	4	4	4	3	141	Yes
Improve reporting systems for tracking work complete	2	2	5	2	4	112	Yes
Assign owners for each part of the process	5	3	5	4	5	170	Yes
MyCE system updates to reduce confusion	3	5	5	4	3	158	Yes

IMPLEMENTATION PLAN

Key Take Away

Each solution was broken down into tasks which were assigned to staff members to complete. Tasks were organized in Microsoft Planner and were reviewed on a bi-monthly basis during our project status meeting.

CE Process Maps ☆
CE Process Improvement

Board | Charts | Schedule | ...

Brandon Kowallis

- MyCE Updates
To do
 - Add a note on the instructor application form
 - Simplify the Content Liason buttons in MyCE
 - Move Save button on syllabi approval from b
 - Revise Approval Letter Email Report to add b
 - Make sure that the instructor application has
 - Create a report or list in MyCE where the con
 - Develop a way in MyCE for content liaisons t

03/31 1/8
- Course Offerings website update
To do

Update course offerings page to include a list of documents that are required as part ... the instructor application process; resume, transcript, portfolio, etc.

06/15

Show completed 18

Becky Little

- Create Liaison Assignment List
To do

Create a list of all liaison assignments that can be relatively easily updated and sent to the associate deans that includes; liaison name, course, schools, work completed, and anything else that might be helpful at a

03/31

Completed by Brandon Kowallis ...
- Creation of Syllabus File Template
To do

Create a syllabus file template with important concurrent enrollment information like links to student registration instructions and processes, a place for the CRN, where to call for CE help, CE deadline

04/15

Completed by Brandon Kowallis ...
- Schedule Meeting to finalize Content Liaison Training Standardization
To do

Hide completed 6

David Kearl

- New Teacher Content Training
To do

Create a list of suggested items a co liaison may cover with a new teacher new teacher content training includ How to ensure that an instructor ha to the DEV course before the trainin

04/15

Completed by Brandon Kowallis ...
- Create Video/Printable Instructions for Instructors ex: syllabus
To do

Create PDF and video instructions f following tasks for instructors: (1) h upload a syllabus both the first tim any updates are requested - includ export a syllabus from Canvas for u

03/31

Completed by David Kearl or
- Create Duo Authentication Instructions
To do

Hide completed 11

FAILURE MODES & EFFECTS ANALYSIS

Key Take Away

Because there are so many processes occurring at once, the biggest problem we foresaw is that if calendar reminders are not set and if they do not contain all required information necessary to run the prompt - owner, email text, instructions, deadlines, etc. - then the process would not get triggered to run and we would likely end up in the same situation we were in prior to the project.

FMEA

Process/Product Name: Syllabus Review Calendar Reminders

Prepared By: Brandon Kowallis

Responsible: Director

FMEA Date (Orig.): 22-Apr

(Rev.): _____

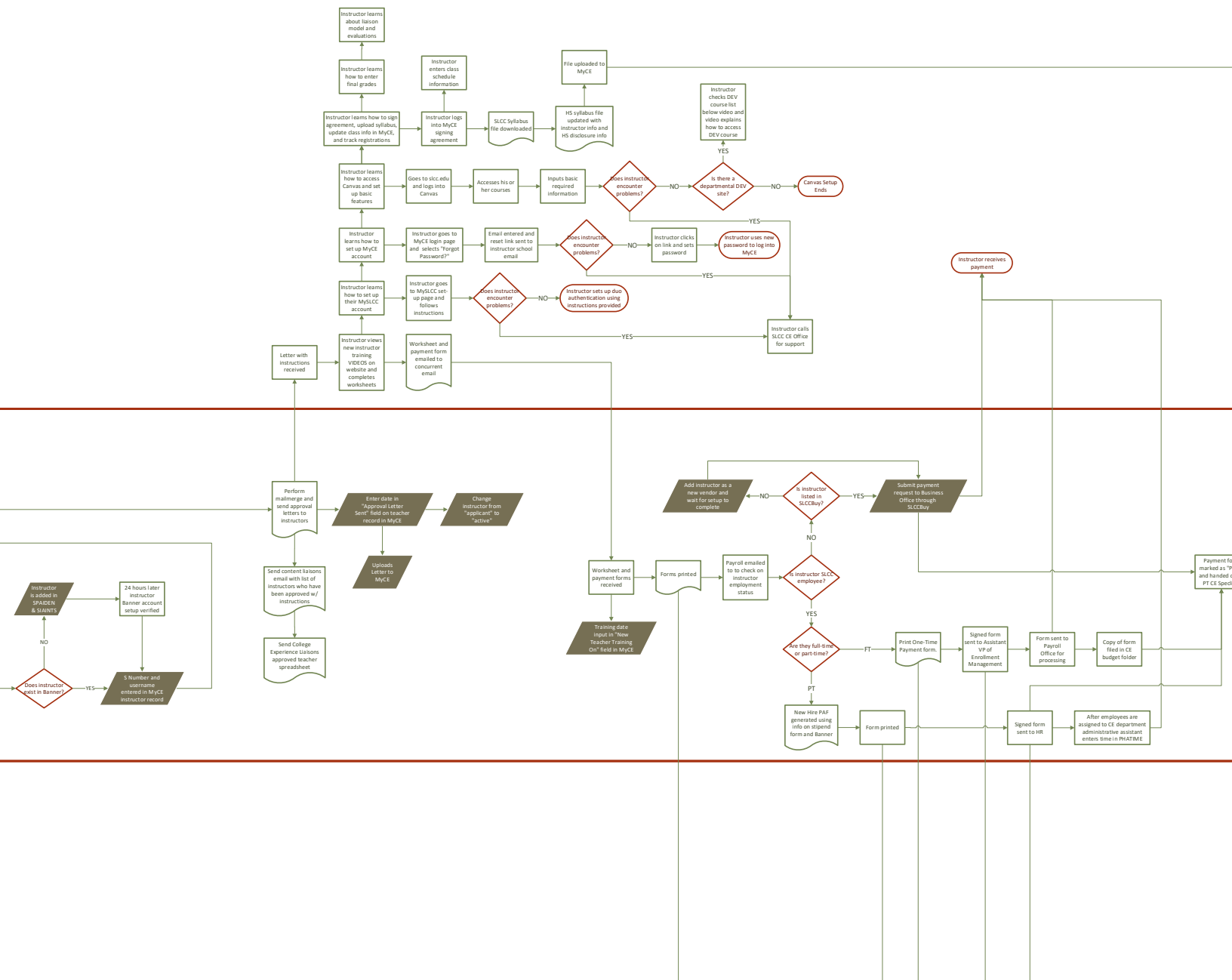
Process Step/Input	Potential Failure Mode	Potential Failure Effects	SEVERITY (1 - 10)	Potential Causes	OCCURRENCE (1 - 10)	Current Controls	DETECTION (1 - 10)	RPN	Action Recommended	Resp.	Actions Taken	SEVERITY (1 - 10)	OCCURRENCE (1 - 10)	DETECTION (1 - 10)	RPN
What is the process step, change or feature under investigation?	In what ways could the step, change or feature go wrong?	What is the impact on the customer if this failure is not prevented or corrected?		What causes the step, change or feature to go wrong? (how could it occur?)		What controls exist that either prevent or detect the failure?			What are the recommended actions for reducing the occurrence of the cause or improving detection?	Who is responsible for making sure the actions are completed?	What actions were completed (and when) with respect to the RPN?				
Calendar Reminders Set	Forget to set a reminder or use proper reminder settings	Forget to perform task	8	Overlooked	8	Multiple Inspections	6	384	Set standards for each calendar reminder and have two or three staff double check that all reminders are scheduled and contain standardized information	Brandon & Hollie	Together Brandon and Hollie identified all items that need to be scheduled in the shared calendar. Hollie scheduled those. Brandon then created a list of standards for each calendar item. Hollie and Brandon then reviewed each calendar reminder to ensure that the standards were met and that all items had been scheduled.	2	1	1	2

IMPROVED PROCESS MAP

Key Take Away

We used the improved process map to identify which calendar reminders need to be scheduled when, and what needed to be included on each reminder, such as deadlines, email text, instructions, owners, etc.

We suspect that properly setting calendar reminders and reviewing and executing those weekly likely has the biggest impact on overall process improvement.



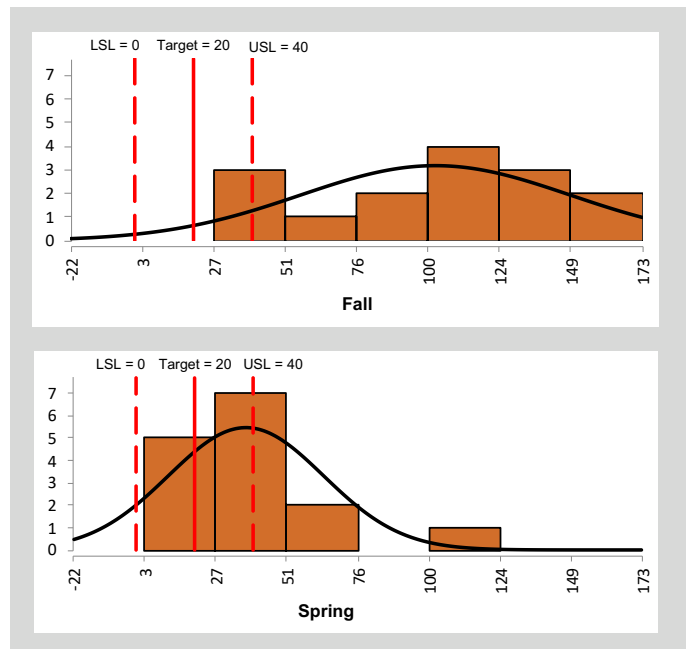
PROOF OF IMPROVEMENT

Key Take Away

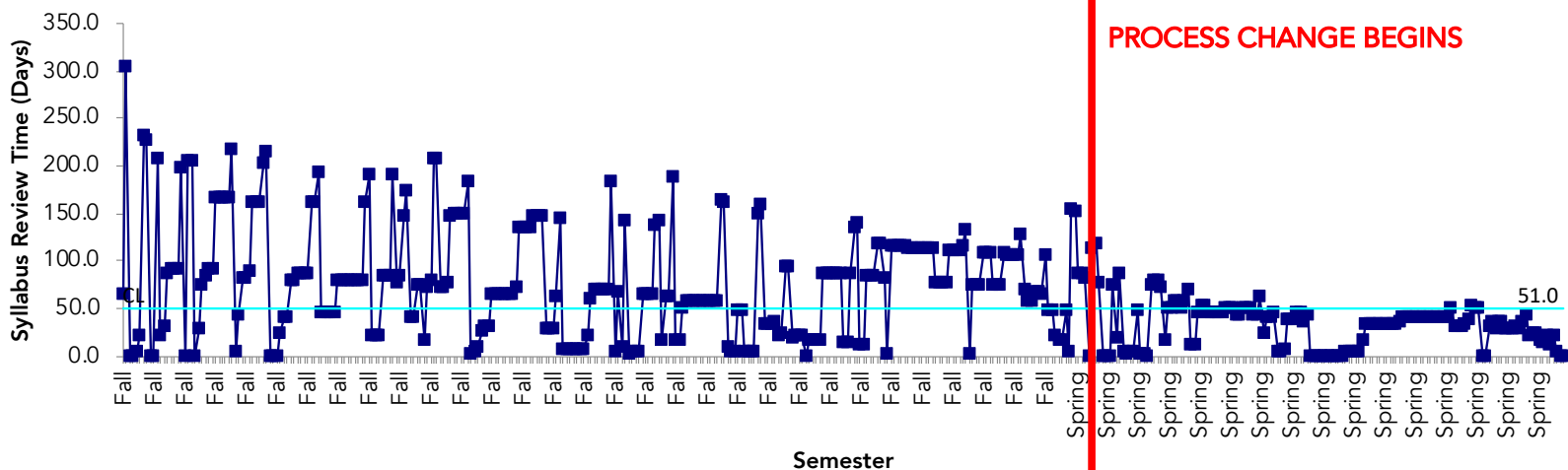
After the improvements were implemented we ran a report to compare syllabus review lead times and sub-grouped that by liaison, looking at those who reviewed syllabi both Fall and Spring semester. We found a 55% overall improvement in the average review time. Upon closer inspection we discovered that ALL liaisons had improved their review times.

Average Liaison Review Times (days)

Liaison	Fall	Spring	% Improve
Belnap, Angela	78.5	8.3	89%
Bentley, Wade	42.0	40.4	4%
Crapo, Wendy	172.9	52.5	70%
Eastman, Jeri	112.0	32.2	71%
Ellis, Julia	117.6	27.3	77%
Givens, Ashley	125.0	52.3	58%
Harmer, Maryln	134.0	42.5	68%
Holcomb, Ryan	28.5	17.0	40%
Johnson, Christopher	172.0	24.0	86%
Lowe, Channing	148.5	117.0	21%
Moore, Colin	32.8	2.6	92%
Paulsen, Paige	111.0	31.0	72%
Richardson, Trudy	80.5	23.8	70%
Thorn, Robert	74.5	46.2	38%
Wells, Lorna	109.0	42.3	61%
Grand Total	78.1	35.0	55%



Run Chart for Fall & Spring Semester Syllabus Review Cycle Times w/Average

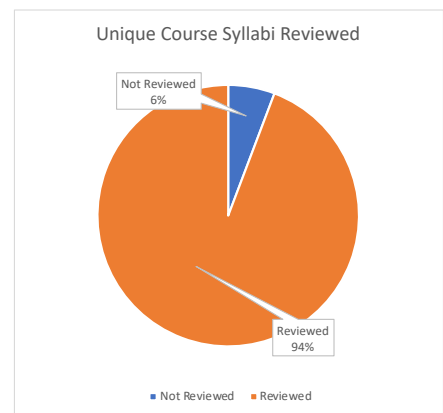
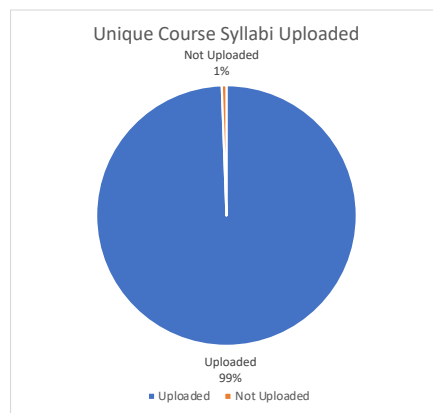
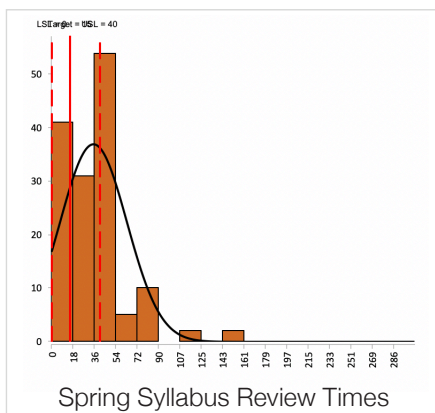


MONITORING & RESPONSE PLAN

Key Take Away

The monitoring plan will focus on leading indicators, monitoring the number of syllabi coming in and being reviewed on a weekly basis so we can get a sense of whether we will meet our target of having all syllabi uploaded and reviewed 14 days after the deadline. Data will be displayed on a shared data dashboard.

Monitoring Plan						Response Plan		
NAME OF THE MEASURE	INPUT, PROCESS OR OUTPUT?	WHAT IS THE TARGET?	METHOD OF DATA CAPTURE	CHECKING FREQUENCY	PERSON RESPONSIBLE	UPPER/ LOWER TRIGGER POINT	WHO WILL RESPOND?	REACTION PLAN
Syllabus Review Lead Time	Output	Less than 14 days after the deadline all syllabi have been reviewed	MyCE Syllabus Report	Weekly between two weeks prior to the semester start and 4 weeks after	Robert	7 days prior to the deadline/1 day after the deadline	Hollie	Once the deadline passes any instructors or liaisons that have failed to meet the deadline will receive an email from the director with a deadline 7 days after the first deadline. After that the director will notify principal and/or associate dean along with the instructor and/or liaison with a final deadline. After that the non-compliance process begins.



PROJECT CLOSURE

Key Take Away

Instructors are now getting faster response times on their syllabus review so that they can make necessary course corrections early on to better align their curriculum with the college curriculum and ensure students are prepared for subsequent courses.

We saw a significant increase in the number of instructors completing both new instructor general CE training and discipline specific professional development.

Many of these improvements occurred before our solutions were fully implemented, so we expect to see continued improvements over the next year and will continue to monitor those and make adjustments where necessary.

“Taking Concurrent Enrollment has been a huge help in preparing me for college. Without my Concurrent classes I think that transitioning into college would be more difficult. Through Concurrent I feel ready and prepared for college work and I know the expectations that will come with it. ”

“Taking Concurrent Enrollment courses has helped prepare me from higher education because I have better time management. Also I have learned that actions have consequences and if I don't try in the class I'll receive a lower grade than I am used to. Concurrent Enrollment in my opinion has better prepared me for college and I think I'm more ready for higher education than I would be if I hadn't taken these courses. ”

“I always had this mentality that everything will be given to me if I want/need it. But these college classes opened my eyes to reality. It's like I finally hear life telling me Wake up from your fantasy. I will push you to the limits and I will do so with no mercy. Show me what you're made of. ”



SLCC Jordan Campus, Room HTC 115U
3491 W. Wights Fort Rd., West Jordan, 84088
801-957-6344
slcc.edu/concurrentenrollment

AA/EO INSTITUTION • REV 08.02.17