



Strategy #5: Align and Expand Technical Education and Occupational Trainings

To: Dr. Clifton Sanders, Provost for Academic Affairs

From: Dr. Jennifer Saunders, Dean, School of Applied Technology and Technical Specialties

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Executive Summary

The alignment of technical education within Salt Lake Community is largely driven by the Utah System of Higher Education (USHE) and Utah Board of Higher Education (UBHE) strategic plan and directives. Yet, while working to keep informed and pace with the centralized initiative, SLCC and Salt Lake Technical College specifically has engaged in Strategy #5 work that positions the institution to better serve students, employers, and our community.

Charge and Background

While this strategy represents a continuation of the 2020-21 Strategy #7: Expand Enrollments and Industry Partnerships in Non-Credit Specialized Training, the landscape of technical education in the state had significantly changed with the merging of the degree-granting and technical college systems. It became critical to align with USHE directives and attune to the practices of other technical colleges. As a result, some of the recommendations from 2020-21 were not carried forward into the current academic year. There were seven (7) activities identified in the 2021-22 charge of Strategy #5, issued in December 2021. These included:

1. Continue work established in the previous iteration of this strategy:
 - a. Build out revised PAC/CTE advisory model.
 - b. Collaborate with the Workforce Data Analyst to develop a tracking and reporting strategy
2. Under the direction of USHE, work to align with other technical colleges, including:
 - a. Continuing curriculum alignment of like programs
 - b. Mapping out internal curricular updates necessary to reflect USHE curriculum alignment results
 - c. Aligning with USHE branding and marketing strategies for technical education
 - d. Solidifying internal and external technical education program articulation
3. Develop plans for easing access for students, including:
 - a. Streamlining admissions for technical education
 - b. Identifying and implementing a technical education registration and payment tool
 - c. Outlining strategic plans for updating advising for technical education
4. Work with stakeholders at the college to ensure budget requests to legislature include technical education needs
5. Work with Institutional Marketing to develop and deploy a comprehensive marketing and communication plan; communicate with a range of audiences about these changes and promote SLCC's leadership role in the technical college space.

6. Engage internal and external stakeholders to ensure participation, collaboration, and clear communication.
7. Maintain internal communication with regular SharePoint updates on the work accomplished. This should include a minimum of three written updates per academic year.

Approach

Using the System's approach to defining terms, Technical education is primarily offered through the School of Applied Technology (SAT), now Salt Lake Technical College (SLTC). Occupational Trainings are primarily developed and offered through the division of Workforce and Economic Development (WED), including Continuing Education. While SLCC bifurcates these programs, all this functionality is co-located within other technical colleges. Therefore, it has been important to confer with WED to be consistent with USHE alignment work. Finally, the activities identified within the 2021-22 charge do cross disciplines outside of Academic Affairs. This report acknowledges the participation and collegial collaboration of internal stakeholders. Descriptions of this work is outlined below.

1) Work was continued and completed, establishing a revised PAC/CTE advisory model. A list of guiding principles for what will be known as Education and Career Pathways Program Advisory Committees has been established. The tenets are as follows:

- An Education and Career Pathways Program Advisory Committee (**ECPAC**) is a group of employees and employers who advise educators on the design, development, implementation, evaluation, maintenance, and revision of professional, career and technical programs within their field.
- The ECPAC model is an iteration of the College's PAC structure, informed by the elements considered to be strengths of the Business & Industry Leadership Team (BiLT) model. The ECPAC model offers a stronger curriculum/program/education advisory structure than found in the BiLT model. The connection to industry, with an enhanced focus on resource development and employer engagement, which was a strength of the BiLT model, has been integrated into the ECPAC structure.
- Each advisory committee is made up of individuals with expertise and experience in the occupational field that the program serves. Program advisory committees can be formed for a single program, a group or cluster or related programs within the institution. Each Dean within Salt Lake Community College will determine how best to configure ECPACs to serve their School as with as institutional Pathways. Committees may be formed to serve one or more programs.
- No advisory committee shall serve in an administrative or policy-making capacity. The administrative and policy-making powers of the college rest with the institution. However, advice given to the college by the committee can be used to initiate changes in program policies and procedures.

- ECPAC curricular and instructional modality recommendations are to be given serious consideration and carefully evaluated by academic administrators and faculty as appropriate. Final curricular decisions are made by the institution, in line with college curricular processes.
- Members are selected to serve on a ECPAC based on their knowledge, expertise and understanding in their area of specialization. Areas of specialization to be represented are strategically determined by Associate Deans and Deans, in consultation with faculty and input from employers.
- Expertise and service on the Committee may include fundraising for scholarships or other program needs. ECPAC Chairs, committee members, or College administrators may suggest a new member at any time.
- An appropriate College administrator will send a letter of appointment requesting acceptance to serve as a ECPAC member. Term limits are determined by the Dean.
- An ECPAC consists of several members representing various aspects of a particular industry or business, and at least one non-voting member from the program discipline or administration. It is suggested that members represent large and small businesses, government agencies, and various related industries, and should include diversity where possible.
- An ECPAC is flexible enough in the structure to allow for the varying differences between programs, schools, and areas of study, while simultaneously providing support and guidance needed for the institution to enact changes that are appropriate.

ECPAC will continue to be part of both Technical Education and CTE programs, which tend to be degree programs. Cabinet approved this implementation. Resources have been developed for use by academic administrators, including a handbook, report templates, and guidelines for managing volunteers. The Deans' Council reviewed and provided feedback, which was included. Feedback was also received from the Associate Vice President of Workforce and Economic Development. Associate Deans will be oriented to this revised model summer of 2022, with implementation fall of 2022.

A second part to this activity was to collaborate with the Workforce Data Analyst to develop a tracking and reporting strategy. Significant progress was made under the leadership of Michelle Hardwick. This work was stalled with her departure from the institution. Leonel Nieto, Mark Officer, and Matt Meers are resuming this work. Mirroring the reporting of the other technical colleges within the Utah system has been the approach to building a data reporting strategy.

2) Under the direction of USHE, working to achieve program alignment with other technical colleges has represented significant commitment of resources and effort. The process was dictated by the Associate and Assistant Commissioners of Technical Education.

Like other technical colleges, SLTC identified a faculty member to represent each College program identified by USHE for alignment. This system-level alignment work is moving forward but has not been finalized. Results will impact SLCC programs, requiring curricular updates including moving through the College curriculum processes.

Aligning with USHE branding and marketing strategies for technical education is in progress. Roll out of the SLTC webpages and a marketing campaign awaits funding and is expected to occur in July 2022. Updating of collateral materials including printed one-page program information sheets and SAT now SLTC Viewbook are in development. Express Registration for SLTC, similar to the highly successful Express Registration for ESL, are planned for June and July 2022 at multiple campuses. Integration of the new SLTC logo is occurring with business cards, letterhead, and “swag.”

Solidifying internal and external technical education program articulation has been effectively facilitated by the Director of University Transfer Center appointed in April 2021. USHE has announced that following the program alignment of technical education programs, program articulations will be largely centralized. It is anticipated this reference was concerning between technical colleges but would still require internal articulation agreement between technical education and degree programs. This is an evolving topic.

- 3) Develop plans for easing access for students into technical education, specifically SLTC programs** is a critical area of focus, requiring cross-the-college collaboration. The Express Registration model which brings Admissions, Testing Services, Enrollment Services, Academic Advising, and Academic Affairs together at an event to serve students is highly effective. These events will continue. Additionally, business processes are being evaluated with the intent of streamlining admissions for technical education. The Business Process Analyst agreed to facilitate this review and re-design work. While this project was paused in February as the Division of Finance and Administration experienced a change in executive leadership, it is again underway. WED has contracted for the software solution “Enrole” for registration and payment of occupational trainings and Custom Fit training for employers. This tool does not integrate with Banner, therefore is not viewed as a software solution for technical education. All this work has significant impact on student advising for technical education. There is close communication with Assistant Director of Advising assigned to supervise academic advisors of technical education programs. Inter-disciplinary meetings are held to troubleshoot specific challenges that arise during this fast-paced and ever-evolving program alignment and credit to technical education transitions.
- 4) Work with stakeholders at the college to ensure budget requests to legislature include technical education needs** has included regular conversations with the Associate Vice President for Budget and Planning as well as the Provost. The Budget Director, two Budget Analysts, and Director of HR Faculty Services have all been instrumental in operationalizing approved allocations and creating budget projections. Federal and state allocations for scholarships through the Learn & Work initiative have significantly increased enrollments in the Occupational Trainings and Technical Education programs offered through Workforce and Economic Development. Learn & Work as well as Educational Reengagement funds

have been utilized to support students in technical education programs in other parts of the College, however the number of programs identified as eligible for these funds was more limited. The process for awarding the funds has not been without challenges. Where Associate Deans and Program Managers have overseen outreach to potential or past students and carefully monitored an applicant's progress toward being award funds, scholarships have been effective incentives for students to enroll and complete technical education programs.

5) Work with Institutional Marketing to develop and deploy a comprehensive marketing and communication plan; communicate with a range of audiences about these changes and promote SLCC's leadership role in the technical college space.

- Website – Beta testing for SLTC landing page first part of March 2022, with separation of Technical Specialties programs and SLTC as part of work (essential component of campaign). Will go live before July 1, 2022.
- Campaigns – social media & text messages, both SLTC generally & program specific (Michael Navarre making IBP request to support effort).
- Marketing Manager position for SLTC, similar to one serving Workforce & Continuing Education (SATTS making IBP request, in collaboration with IM & Michael). This has been approved.
- Collateral materials – Updating One Sheets for individual programs as well as select brochures, such as one for Westpointe, reflecting technical education & SLTC.
- Community Outreach – Engaging workforce partners, such as DWS, & K-12 partners, reviewing tech ed and SLTC updates with them.
- Email blasts – re-institute these, as our demographic does utilize email for information.
- SLTC View Book update – important resource, moving up reprint date to include re-branding & changes in technical education offerings.
- Investigating possibility with Facilities to have SLTC “Storefronts” at campuses – initially goal is for Taylorsville Redwood, Jordan, and South with West Valley Center, Westpointe, and Miller being considered after evaluating effectiveness of first three. Objectives: Centralized, place-based location for SLTC program information as well as information and support with admission, placement testing, enrollment. Plan to pilot staffing with employees who are cross-trained, i.e., faculty, administrative assistants, CBE Success Coaches, and others.
- Express SLTC events (previously described) will be part of the implementation of the marketing and outreach campaign, expected to launch in late July or early August 2022.

6) Engaging internal and external stakeholders to ensure participation, collaboration, and clear communication has been intentional work.

It was immediately clear that the complex nature of Strategy #5, particularly with the evolving directives and input from USHE regarding statewide technical education program alignment, necessitated focused communication within the institution. Real-time information was provided when substantive information was received. Periodic updates to stakeholders were unfortunately more general. Until details and logistics were known, regular check-ins regarding what appeared to be imminent changes were shared in the form of general “spoiler alerts” as part of SATTS

communication channels. These included School Leadership team meetings (Associate Deans and direct reports to the Dean), Faculty Coordinator meetings, and School meetings. Updates were communicated in Provost Staff and Deans' Council meetings. Briefing during regularly scheduled Enrollment Management meetings included Student Affairs personnel. Once USHE announced its process to achieve alignment, academic administrators facilitated the identification of faculty who were subject matter experts. These faculty mostly yet not exclusively from SAT now SLTC programs.

While not an exhaustive list, examples of targeted communication include the following:

Staff & Faculty messaging

May 4, 2022 – SLTC Faculty Meeting (In attendance, Provost Clifton Sanders, Associate Provost Faculty Services Director James Broadbent, Employee Relations Interim Director Brandi Mair, Dean Jennifer Saunders, all SAT/SLTC Associate Deans, CBE Success Coaches, Faculty Senate President, Faculty Association representative)

April 29, 2022 – SLTC Faculty Meeting - SLTC Faculty Meeting (In attendance, Provost Clifton Sanders, Associate Provost Faculty Services Director James Broadbent, Employee Relations Interim Director Brandi Mair, Dean Jennifer Saunders, all SAT/SLTC Associate Deans, Faculty Senate President)

April 27, 2022 – Discussion Team

February 11, 2022 – Mandatory SAT/SLTC faculty and staff meeting to affirm changes as well as answer any questions. (In attendance, Provost Clifton Sanders, Associate Provost Jason Pickavance, Faculty Services Director James Broadbent, Dean Jennifer Saunders, all SAT/SLTC Associate Deans)

January 28, 2022 – School meeting

January 14, 2022 – Meeting with SAT/SLTC faculty coordinators

August 23, 2021 -- School meeting – introduced changes to SAT, emphasis on fact that these changes were unfolding and were influenced by Cabinet; USHE Commissioner; Utah's Board of Higher Education, Technical Education Committee; and, community stakeholder, including employers.

SATTS Leadership Meetings (direct reports to Dean) in which SLTC discussed, including on-going communication with faculty & staff

March 14, 2022

January 27, 2022

November 29, 2021

Meetings with internal stakeholders:

May 6, 2022 – Enrollment Management update

May 3, 2022 - Deans' Council update

May 3, 2022 – TechEd and ESL

April 27, 2022 – Admissions Director & Registrar

April 18, 2022 - Facilities

April 11, 2022 – Provost & Faculty Senate President

April 5, 2022 – Testing Services Director

April 4, 2022 – USHE Associate & Assistant Commissioner of TechEd, SLCC representatives including Jason Pickavance, Rachel Lewis, Jennifer Saunders, Darren Marshall, Adam Dastrup

Contact Center (Scheduled for March 23, 2022)

April 1, 2022 – Tech credit – Rachel Lewis

March 24, 2022 – Admissions Director

March 21, 2022 – Faculty impact discussion (budget) Rachel Lewis, Arlene Ray, Jillana AhLoe

March 15, 2022 – Deans' Council

March 15, 2022 – Human Resources
 March 15, 2022 – Institutional Marketing (VP & AVP) w/Provost
 March 9, 2022 – Human Resources, Academic Affairs, Budget
 March 8, 2022 – Academic Advising, Associate Deans & Dean
 February 29, 2022 – SLTC Express Registration Planning meeting
 February 22, 2022 – Institutional Marketing
 February 15, 2022 – SATTs Leadership Team – SLTC program info collateral materials
 February 11, 2022 – Human Resources
 February 9, 2022 – Financial Aid Director
 February 9, 2022 – TechEd programs in catalog (Scheduling, Curriculum, & Catalog)
 February 8, 2022 – Academic Advising
 February 1, 2022 – Legal regarding copyrighting SLTC name
 January 25, 2022 – Institutional Marketing
 January 18, 2022 – Deans’ Council
 January 11, 2022 – CBE Success Coaches
 January 7, 2022 – Human Resources
 January 5, 2022 – Michael, Clifton & Jennifer
 December 21, 2021 – TechEd data reporting – DSA
 December 21, 2021 – Student tracking
 November 16, 2021 – Deans’ Council
 November 12, 2021 – SATTs Curriculum meeting
 November 8, 2021 – Area of Study (Manufacturing, Construction & Applied Technologies)
 November 4, 2021- Institutional Marketing (website & SLTC branding)
 November 1, 2021 – Kelsey Pesta re: SLTC business processes mapping

External stakeholders

February 18, 2022 – Presentation to Utah Board of Education – Technical Education Committee
 February 15, 2022 – Presentation to Workforce & Economic Development Board (WEDAB)
 November 11, 2021 – Presentation to Instructional Officers – Technical Colleges
 *Technical College Instructional Officers have met every other month since January 2022

7) Maintain internal communication with regular SharePoint updates on the work accomplished. This should include a minimum of three written updates per academic year.

Information was provided to the Associate and Assistant Commissioners of Technical Education, as requested. No status reports were uploaded to SharePoint due to nearly weekly iterations from the Commissioner’s Office that directed the work. Much effort was expended attempting to keep internal stakeholders briefed, yet still was not always adequate or successful.

Challenges and Limitations

Within the last six weeks, the System approach to statewide technical education program alignment work has stabilized. Internal stakeholders have been briefed and engaged. Having a level of clarity has addressed a significant challenge. Here are ones that are currently being managed and are part of the Strategy 5 work:

- Faculty work in the process is resource intensive. The College has expended resources for faculty to travel to meetings, scheduling adjunct faculty to cover classes in their

absence. The Commissioner's Office has declined requests for funds to off-set these costs. Until the first round of program alignment is complete, these costs will continue.

- The now centralized approach to programs has taken a toll on faculty who have operated largely with autonomy. This is most pronounced in situations where curriculum updates were completed in the last year, bringing SAT programs current with industry demand, creating a SLCC pathway from technical education to a certificate or degree. These faculty early Pathway adopters are facing another round of immediate curriculum changes. (This is before even being able to implement what they so carefully designed in the past 12 months.) Faculty are disheartened and frustrated. Managing morale is a priority.
- Historic scheduling and faculty contracting practices within SAT are a limiting factor for student and employer access.
- Lack of real-time data for SAT enrollment and student progress, including completion continues to be a serious limiting factor.
- Student admissions and enrollment processes are cumbersome, particularly for vulnerable populations. College employee familiarity with these processes and related resources are limiting, too. There are multiple sources of scholarships for students yet navigating the steps to securing this support is sometimes a barrier for potential students.
- All technical education course and program content needs to be regularly validated by industry with timely updates as needed, as is the practice for occupational training in Workforce and Continuing Education.
- SLTC does not benefit from a research and development team similar to those of the other technical colleges. SLCC's Division of Workforce and Economic Development has such a team and can develop and pilot new content expeditiously.

Recommendations

The work identified in this strategy is essential to successfully serve our community, including students and employers. It is critical that efforts to reduce barriers to access be continued and even accelerated. This section outlines progress as well as pending solutions to some of the challenges identified above. The remainder of the section addresses recommendations for next steps.

In progress

- In collaboration with academic administrators and faculty, Assistant Provost of Curriculum and Faculty Senate President are facilitating accelerated and streamlined

approvals for technical education. This supports technical education program alignment and will position SLTC to implement program changes more quickly.

- Associate Deans are debriefing with faculty participating in the USHE program alignment meetings. Concerns are communicated to Dean, who discusses them with the Associate Commissioner of Technical Education. (In some instances, we have informed a change in process, but we are clear that the direction has been identified by the Board of Higher Education.)
- With the support of Human Resources and PWC, SLTC faculty are moving to a 12-month contract effective July 1, 2022. This provides for more strategic scheduling of technical education programs, increasing access for the community.
- DSA is working on a report for SLTC that mirrors reports generated by other technical colleges.
- The Division of Workforce and Economic Development has elected to implement a software solution called Enrole. This registration and course management system is intended to provide online registration and payment as well as tracking of students and employer trainings. (This is not an appropriate solution for SLTC, as it does not interface with Banner.)
- The application for the third round of Learn & Work funding for student tuition has been released. Continued institutional support for securing and administering these funds is critical to expanding technical education and occupational trainings

Resources and Investments

- Priority must be to implement recommendation from Business Process Review to establish a student-friendly enrollment process for technical education.
- Marketing campaigns must immediately follow implementation of improved enrollment processes.
- Significant number of dedicated DSA and IT staff time to concentrate on the long-standing tracking and reporting challenges of formerly SAT and now SLTC. Understanding there are numerous competing projects, also of significant import. Yet, this work has started and stalled for what appears to be a number of years. Uninterrupted attention to see the work to completion is essential.

Additionally, with moving to 12-month faculty contracts, programming updates are needed for tracking student progress, creating education plans, and monitoring leaves of absences taken by students.

- The capacity to be responsive to industry with timely course and program development or updates must also be established for SLTC if we are to consistently operate as other TCs. The pattern for other Technical Colleges (TCs) is to develop a new course or program, offering it as self-support. If after a year there is successful proof of concept, there is a request made for legislative funding for that program. There is a pattern of success in terms of having these requests funded. Our inability to do this is a serious limitation.
- Continued support from the college community, which is already a huge asset in moving this work forward:
 - 1) **Academic Affairs** - Leading work in program alignment within USHE TCs, including learning outcomes, course descriptions, and numbering. Expeditiously work through institutional curricular approval processes to implement program changes. Ensure technical education supports employer needs, prepares students for employment, and taught by highly qualified faculty. Incorporate Credit for Prior Learning (CPL) as an on-ramp option into technical education programs. Efforts of strategic scheduling underway, including refinement of faculty load sheets. Faculty, administrators, and staff are making curricular and scheduling changes to better serve students and our community. Refreshing Program Advisory Committees, communicating expectation of new members to assist with promotion of SLTC programs in addition to informing curricular changes.
 - 2) **Finance and Administration** – Leading business process mapping, addressing Banner programming needs, advising on complex budget decisions, supporting Human Resources/PWC efforts as faculty and staff move schedules that better align with community needs and position descriptions are updated to reflect current responsibilities. Facilities is formulating a plan for “storefronts” within the institution for SLTC. Cost-effective strategies for immediate implementation are being developed, with a long-term plan being the objective.
 - 3) **Institutional Effectiveness** – Leading work to match data collection with other technical colleges, position institution to have accurate, real-time data snapshots. Improved tracking of membership hours, certificates awarded, & completion of certificate or licensure exams (industry/third-party certificates) through efforts of SLTC Associate Deans, faculty, & staff will inform the Dashboard. Based on conversations with several TCs, their enrollment numbers include what SLCC bifurcates in its reporting, SLTC and Workforce & Continuing Education. Continue to intentionally capture all relevant technical education enrollment of SLCC.

- 4) **Institutional Advancement** – Leading work to “tell the SLTC” story, updating collateral materials, developing campaigns that connect with the populations SLTC is charged with serving. An IBP approved position for a SLTC Marketing Manager will work with IM. Funds are needed for marketing campaigns.
- 5) **Student Affairs and Enrollment Management** – Admissions, Academic Advising, and the Registrar are partners in streamlining the on-boarding of new SLTC students as well as support students transition from technical education to degree programs. This requires multiple “high-touch” interactions with SLTC student populations. The online systems and other efficiencies are not user-friendly for SLTC populations. Alternative methods need to be developed. SLTC and Career Services are collaborating on tracking student employment outcomes.
- 6) **Community Relations** – Community engagement of this Division informs the SLTC work, resulting in better understanding of barriers that exist to accessing technical education for underserved groups.
- 7) **Institutional Equity, Inclusion and Transformation** – Supporting strategic thinking in creating new pathways to technical education. Challenging stereotypes. Building spaces and programs that support differently abled students. Pairing ESL programs with technical education to support access and completion.

Conclusion

What must happen in the coming year is not necessarily realistic, yet critical to our students and community. (The pace is similar to that of industry.) There continues to be an urgency to this very inter-disciplinary work as change is managed. As was outlined in the recommendations, the engagement is institutional. The vision within the College for technical education to degree pathways remains intact and in focus. The commitment to serve employers in a timely, responsive manner, also is on point. Embedding the System direction for technical education has been a consuming progress. SLCC is positioned to continue the Strategy 5 work meeting both USHE expectations and institutional strategic goals