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ABSTRACT

This document reviews July 2001 findings from a team of Salt Lake Community College administrators, faculty, and staff who were appointed by the college President to prepare a strategic plan that defines the strategic vision of Salt Lake Community College. The team utilized a planning process that began with an evaluation of the external and internal trends likely to impact the college and the needs of future learners in the greater community. The team considered demographic, economic, political, labor and workforce, education, and lifestyle trends and determined how each might impact the college. An analysis of institutional strengths, challenges, opportunities, and threats found that the college had numerous resources and capabilities that would enable it to pursue opportunities and address threats. Five qualities and capabilities that were determined to be of the greatest importance included a positive relationship with surrounding institutions; a well qualified faculty; high aspirations; a wide variety of curricula and courses; and attractive and conveniently located physical facilities. Five goals that define how the college will build on its strengths and overcome challenges in order to carry out its mission are also identified. Finally, objectives and strategies describing how the college will achieve each goal are listed. (JS)

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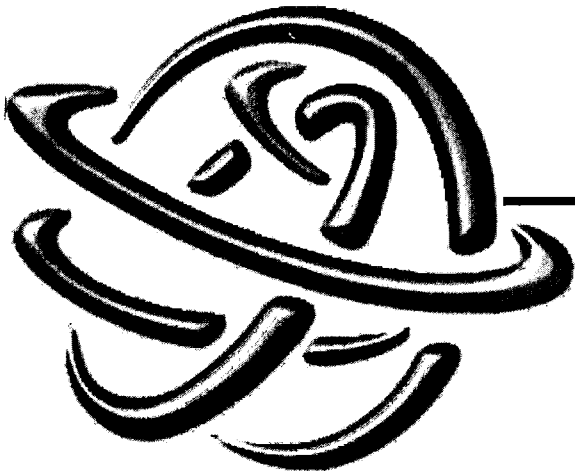

Salt Lake Community College

Strategic Vision

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Salt Lake Community College—Strategic Vision
Executive Summary

In July of 2001, a team of SLCC administrators, faculty, and staff were appointed by President H. Lynn Cundiff to review the findings of several planning initiatives and to use that information to prepare a cohesive strategic plan that defines the strategic vision of Salt Lake Community College. The team utilized an accepted planning process that began with an evaluation of the external and internal trends likely to impact the college and the needs of future learners in the greater Salt Lake and Tooele communities. The team considered demographic, economic, political, labor and workforce, education, and lifestyle trends and determined how each might impact the college.

An analysis of institutional strengths, challenges, opportunities, and threats found that the college had numerous resources and capabilities that would enable it to pursue opportunities and address threats. Five qualities and capabilities that were determined to be of the greatest importance included a positive relationship with business and industry, other public colleges, state and local government, and secondary schools; well-qualified, teaching-oriented faculty; high aspirations for the institution; a wide variety of curricula and courses; and attractive and conveniently located physical facilities. The team also identified opportunities for the college to expand its presence in the community, diversify learning opportunities for students, respond to the needs of employers and growth and emerging industries, and expand distance education.

The planning team identified five goals that define how the college will build on its strengths and overcome challenges in order to carry out its mission as the community's college in a manner that meets the anticipated needs of the Salt Lake and Tooele regions. Objectives and strategies describe how the college will achieve each goal.

- SLCC will be a dynamic, learning-centered college characterized by a diverse assortment of innovative learning experiences, instructional methods, and delivery systems designed to bring all members of the college community together in a culture of learning with a commitment to continuous improvement.

- SLCC will provide a contemporary assortment of career-oriented degree and certificate programs and credit and non-credit courses that are designed to ensure that graduates have the skills and knowledge needed to enter and advance in high demand occupations.

- SLCC will make optimum use of technology to enhance learning and maximize the effectiveness and efficiency of college operations.

- SLCC will foster a strong, positive, and consistent image as a vigorous, innovative organization that meets student, employer, community, and regional needs with an impressive assortment of contemporary programs and services.

- SLCC will enrich the educational experience of all learners by respecting diversity as a hallmark of the culture of a learning college.

- SLCC will be a leader in the economic, cultural, and educational life of the greater Salt Lake and Tooele communities and will partner with other organizations to share its resources and expertise in order to fulfill its mission as the community's college

Introduction

Founded in 1948 as Utah Technical College at Salt Lake, Salt Lake Community College enrolled 175 students in fourteen courses. During its first forty years, the college continued to emphasize vocational programs, although liberal arts courses were added in order to meet student needs. In 1987, the college's name was changed to Salt Lake Community College. The college experienced significant growth in enrollment during the 1990's, which was equaled by an investment in new facilities on the main campus and at other sites.

Today, Salt Lake Community College is a credited, comprehensive community college that provides associate degree, certificate, and diploma programs in vocational, technical, business, and general education. During the 2000-2001 academic year, approximately 54,000 students were enrolled in more than 100 different programs offered at four major campuses and numerous centers and satellite locations throughout Salt Lake and Tooele counties. In addition to its traditional campuses, the college also sponsors an e-campus. More than 200 credit and non-credit courses are offered in a distance education format. Articulation agreements with all major four-year colleges in the state facilitate the transfer process. As a community college, SLCC is also an active partner in the economic development of the area, particularly as it relates to training and retraining the workforce for private and public employers. As a part of its workforce education mission, the college maintains active partnerships with approximately 500 businesses and school districts.

Since the arrival of Dr. Lynn Cundiff as President in August of 2000, the college has decentralized its organizational structure. Four executive deans now direct and coordinate the operation of the four major campuses and associated satellite locations. A fifth executive dean is responsible for the Meadowbrook Center and its satellite sites. President Cundiff has also emphasized the potential of technology to facilitate the management of the college and enhance student learning. All of the campuses are moving towards a wireless-computing environment. This fall, every fulltime faculty member will have a laptop computer that will facilitate the use of instructional technology in all of the college's classrooms and laboratories.

The Planning Process

During the 2000-2001 academic year, the college engaged in a series of activities to develop a strategic vision that would guide the college for the next three to five years. A visioning session in October 2000 included information on national and local trends that could have implications for the college and the greater Salt Lake and Tooele communities. Early in the fall semester, President Cundiff invited each department/work area in the college to prepare and submit a list of strengths, weaknesses, threats, and opportunities (SWOT). This exercise identified several topics that merited further study. Consequently, the president established 16 taskforces to explore issues related to learning initiatives (6 taskforces), technology imperatives (6 taskforces), and urgent and global issues (4 taskforces). These groups completed their work and submitted reports in April 2001. Those reports were posted on the Faculty Senate web page so that all members of the college community could review the findings and recommendations.

In order to identify best practices, members of the college community also visited five exemplary community colleges to learn more about specific programs and capabilities of particular interest to Salt Lake Community College. Teams visited Maricopa County Community College District, Valencia Community College, Humber College, Kirkwood Community College, and the Dallas Community College District. Site-visit teams shared their findings with the college community through written reports and presentations.

In July 2001—at a two-day retreat for college administrators—President Cundiff reviewed local and national trends and charged the team to consider how those trends could create new opportunities for the college. Working in small groups, retreat participants then discussed potential initiatives and determined the future impact of each of the proposed initiatives on the institution. At the conclusion of the small group reports, participants identified four strategic initiatives that they considered most critical to the future of the college: (1) marketing and imaging, (2) strengthening vocational education, (3) technology, and (4) creating a college of learners.

Shortly after the retreat, the president appointed a planning team and charged this group with reviewing the results of all the planning initiatives conducted during the year and preparing a cohesive plan that defines the strategic vision of Salt Lake Community College. The team worked during the summer months to identify goals and objectives that would allow the college to achieve its mission. They reviewed major trends and selected those that would have the greatest impact on the college and future learners in the Salt Lake and Tooele areas. The group consolidated the SWOTs, submitted by divisions and departments earlier in the year, and identified a series of strategic goals that would guide the college over the next three to five years. The team then developed specific objectives that would enable the college to achieve the goals and major strategies were formulated to describe the manner in which the college would seek to accomplish the goals and objectives. Subsequently, another team of college leaders reviewed each goal in order to identify specific new initiatives that would contribute to one or more of the goals.

The Planning Environment

As a first step in the planning process, the planning team considered how the external environment was likely to change and how those changes might impact the institution. The team reviewed demographic, economic, and political trends as well as trends related to technology, labor and workforce, education, and social values/lifestyles. Four major external trends were projected to have the greatest impact on the college and the needs of future learners in the greater Salt Lake and Tooele communities. Each of these trends is complex and is likely to have multiple implications for the institution.

1. A more diverse population residing in the service area

Growth in the number of Native Americans, Hispanics, and Pacific Islanders relocating to the Salt Lake area as well as new immigrants from eastern Europe will add to the diversity of the labor force and future learners seeking services from the college. The potential implications of a more diverse population include:

- Cultural and social norms in the community and the college will change
- An increasing number of entering students in need of ESL courses and related transitional programs
- Employers will seek ESL training for employees
- A more diverse workforce at Salt Lake Community College
- A concerted college-wide effort to create a welcoming environment for a more diverse student population
- Privately funded scholarships will be important for new immigrants not eligible for federal financial aid
- An increasing need for all college employees to be more sensitive to people of different ethnic and cultural backgrounds
- Curricula and courses will be developed or revised to reflect a global perspective and value diversity
- A growing activist movement will continue to attract Americans to their respective causes thereby increasing discussion and diversity of ideas on key issues

2. **Advances in technology will impact the college and the community**

Advances in technology will create new opportunities for the college to develop new types of programs and courses as well as utilize new delivery methods. The internet will continue to change the world and the economy. It will impact how we are educated as well as where and when educational services are provided. In addition, there is a growing high-tech industry in the local area that may create new opportunities for graduates. The potential implications of advances in technology include:

- Faculty will need to regularly learn new skills in order to use technology-based instructional strategies
- Distance learning will be a popular and effective way to meet the learning needs of traditional and non-traditional students and employers
- Faculty in career-related disciplines will have to frequently update curriculum and courses to ensure that students are prepared to enter and advance in the workforce
- Advances in technology will require the college to frequently upgrade equipment and its technology infrastructure
- The "digital divide" will impact the skills of future learners—some students will enter the college with sophisticated skills while others will have had little or no exposure to computers
- Computer literacy is considered a basic skill
- Employers will look to the college to provide training and retraining for workers at all levels, who need to develop new technology-related skills

3. **Government and accrediting associations will demand greater accountability from educational institutions**

Public educational institutions at all levels are being asked to justify the investment of tax dollars. Degrees and certificates that indicate the completion of a program of study are no longer considered to be evidence of student learning. Many states have implemented competency testing as a requirement for a high school diploma. Several also test community college graduates seeking to transfer to four-year programs. The healthcare industry has long required licensure exams and various technology-based occupations also use certifications to determine competencies. The potential implications of a movement toward high levels of accountability include:

- A growing percentage of all degree and non-degree programs will be competency based
- Institutional effectiveness measures and standards may be determined by external groups
- Certification of skills will become a more important credential than a degree or diploma
- Employers will look to the college to develop or provide ways to evaluate skills
- Highly educated individuals will return to the college on a regular basis in order to acquire new certifications
- National testing may be mandated
- The college will be called upon to provide new types of programs and services for students who do not meet the competency standards for a high school diploma

4. **Limited growth in funding from traditional sources**

People are less confident that government intervention is a successful strategy for addressing social and economic issues. Consequently, they are less willing to accept tax increases and increased funding as a strategy for improving programs or services. Potential implications of a limited growth in funding include:

- Limited increases in state support for public colleges
- Little or no growth in national and state grant funded programs
- Increases in tuition will limit access for students with limited means
- Greater dependence on support from private and public employers for programs, services, and capabilities that are valued by constituent groups in the service area
- Regular evaluation of programs and services in order to reallocate scarce resources and determine more cost-effective ways to deliver services

- Partnerships and collaboration with employers, other state agencies, and secondary schools in order to enhance effectiveness and better use scarce resources

Internal Trends with Implications for the College

Two internal trends have significant implications for the college. Both will impact the demand for programs and services at SLCC. Significant growth in enrollment at a time when there is little likelihood of an increase in revenue from traditional sources also has implications for the way in which the college will allocate and reallocate its resources. Changing student demographics may impact the demand for programs and related services.

1. A high percentage of traditional age students with transfer-related goals

Unlike many community colleges that serve only a small percentage of traditional-age students, students under 25 years of age dominate the enrollment at SLCC. In the fall of 2001, two thirds of the students enrolled in credit courses at SLCC were under 25 years of age and 40 percent were 21 or younger. The average age of a student at SLCC is currently 25.48 as compared to 28.34 in 1990. Approximately 53 percent of all students were males. Typically, younger students are more likely to have entered directly from high school and are more interested in transfer-oriented programs. A survey of new students enrolled in the 1999-2000 academic year reported that 69 percent of the respondents indicated that they were likely or very likely to pursue a four-year degree. Two thirds (66%) of those responding to the survey (1999-2000) indicated that their primary reason for attending SLCC was to gain transfer or university credit and 76 percent said that they planned to transfer to a four-year college. Potential implications of this trend are:

- High demand for transfer-planning services
- Continued enrollment growth in traditional transfer-oriented curricula
- Retention rates that reflect students who transfer before completing associate degree programs
- Opportunities to develop articulated programs or collaborative programs with public and private colleges

2. Continued enrollment growth

Salt Lake Community College has experienced significant growth in student enrollment. Fall headcount increased nearly 60 percent from 1990 to 2000 while FTE count increased by 56.8 percent. Pre-registration for Fall 2001 shows an increase of more than 4,000 students over the same time last year. Minority and non-minority enrollment have had growth at about the same rate. Approximately

11 percent of students enrolled in the 1999-2000 academic year identified themselves as minorities and 1.6 percent indicated they were nonresidents or aliens. In 1994-1995, minority students were 10.2 percent of the college population and nonresidents and aliens were 1.57 percent. Potential implications of this trend include:

- High utilization rate for college facilities such as classrooms, computer facilities, library resources, and parking
- Possible enrollment caps on programs that require specialized facilities
- An increase in the share of the college's resources allocated to direct instruction at the expense of equipment, maintenance, and associated services
- Support for instructional strategies and support services that can be delivered at a reduced cost
- Greater emphasis on partnerships and collaboratives as strategies to maximize resources

The planning team also identified some significant changes in the characteristics of the student population enrolled at Salt Lake Community College. While enrollment was expected to continue to increase, the team anticipates that an increasing number of students will enter the college under prepared for college-level work and will need development courses in order to succeed. They also anticipate that a small but growing percentage of students will have been home-schooled. These students may need assistance in order to adjust to the dynamics of the traditional college environment.

These external and internal trends are expected to shape the environment over the next three to five years. However, they are only projections of what might occur. The planning process needs to include a periodic review of these trends and other emerging trends to ensure that the college is positioned to be proactive in its efforts to identify and respond to community needs.

Institutional Analysis

More than 150 divisions, departments, work areas, and individuals submitted their analysis of divisional, departmental, and institutional strengths, challenges, opportunities, and threats. While some of the capabilities mentioned were unique to that particular function, others appeared on many reports. The planning team considered a consolidated list of the most frequently mentioned strengths, challenges, opportunities, and threats and selected those most likely to have the greatest impact on the college's ability to respond to the external and internal trends predicted to impact the college in the next three to five years.

Strengths:

The planning team found the following capabilities and qualities to be of the greatest importance to the college as it seeks to develop and implement a strategic vision:

Salt Lake Community College enjoys a positive relationship with employers, other public colleges, state and local government, and secondary schools

> These relationships will allow the college to forge new partnerships to provide services and instructional programs, attract new clients for contract training, and secure additional resources from the private sector to expand and enhance programs. Good relationships with the business community may also help the college lobby effectively for additional state resources.

Well-qualified, fulltime and adjunct faculty who are teaching oriented

> The college has an experienced and dedicated faculty. Many members of the faculty have significant work-related experience, which enriches the classroom experience for their students. Faculty members are concerned about teaching and are receptive to new ideas to improve their effectiveness in the classroom.

Individuals and departments across the college have high aspirations for the institution

> The college community cited numerous examples of programs and services that have the potential to become model programs. High aspirations are reflected in the reports of the teams that visited exemplary colleges in search of best practices that can be replicated as well as the 16 taskforces that developed strategies for addressing a variety of classroom and non-classroom issues.

Institutional size enables the college to offer a wide variety of curricula and courses

The college offers an extensive assortment of courses and programs in order to meet the needs of the community. As a comprehensive institution, the college offers more than 35 career-oriented programs in applied technology, which include degree certificate and diploma programs in health, human services, and the trades; 15 associate degree programs in humanities and science; and 10 degree and certificate programs in business. In addition, the college also offers numerous non-credit courses. The skills center provides open entry/open exit, competency based, short-term training for disadvantaged students who seek to prepare for entry-level positions. Consequently, the college is not overly dependent on one type of program or one discipline. Students interested in transfer or career preparation should have no difficulty finding a program of study that meets their needs and the college is well positioned to launch new programs in related fields.

Attractive and conveniently located physical facilities are an institutional asset

The college has four major campuses as well as seven centers in the Salt Lake and Tooele counties. The new Larry H. Miller Entrepreneurship Training Center is the newest major location with a specialized mission. Facilities are attractive and well maintained. With multiple sites located through the greater Salt Lake region, the college is easily accessible to current and future students. However, distance education offers an alternative for students who are unable to come to a campus or who find computer/web-based instruction a convenient alternative to the traditional classroom.

Challenges:

Like all institutions, Salt Lake Community College is challenged to meet the changing needs of external and internal groups. As the college considers how to best carry out its mission in the future, there are several institutional capabilities that need to be developed or strengthened.

Low salary levels make it difficult to recruit and retain well-qualified staff

One of the college's strengths is well-qualified staff at all levels of the institution. However, non-competitive salary levels for some positions lead to above average turnover. Other departments or academic divisions are finding it increasingly difficult to attract qualified applicants for open positions, thus adding to the stress of overworked staff. Numerous academic departments expressed concerns about program quality if the college was forced to hire or retain faculty with marginal qualifications.

Communication across the institution needs to be improved

Communication across the institution is limited and not always timely. Consequently, individuals and departments may be unable to participate in key decisions. This leads to conflicts between decision-makers and those responsible for implementation.

Internal competition between divisions and departments impedes cooperation

A changing external environment, numerous planning initiatives, new leadership, and a reorganization of the administrative structure has created an uncertainty about the future direction of the college. The lack of a clear institutional agenda has made it difficult for individuals or work areas to agree on their unique mission as well as priorities for allocating scarce resources. Internal competition between divisions and departments leads to duplication of services, fragmentation of effort, and inefficient use of resources.

Policies, procedures, and administrative structure impede the college's ability to move quickly

Although the institution values innovation, policies and procedures make it difficult for individuals to obtain authorization to move forward with new ideas and to secure resources to support those ideas. Too often, the college's approach to problem solving does not encourage new types of solutions. Decision-makers relying on past practices do not lead to the insight and fresh ideas needed to overcome barriers. While size often impedes an organization's ability to respond in a timely manner, the college needs to review policies and procedures in order to be sure that they encourage the kind of entrepreneurial thinking needed to be proactive in response to changing student, employer and community needs. More timely decisions will encourage innovation and action.

Inadequate emphasis on informing the community about the college's capabilities and accomplishments

While student enrollment has grown significantly, large numbers of area residents are uniformed about the college. Although most know that the college exists, they know little or nothing about the college's offerings, its impact on the students (and other clients that it serves), or its role as a partner in community-enhancing activities. Consequently, many individuals and organizations that could benefit from an association with the college are unaware of the college's capabilities and accomplishments. Enhancing community awareness is essential to the development of new partnerships and efforts to secure support from the private sector.

Opportunities:

Every department's institutional analysis identified numerous opportunities for the college to develop new programs and services, respond to changing community needs, or capitalize on new ideas. Core trends identified in the planning process also helped the college envision new opportunities that the institution is well prepared to pursue.

Expand the college's presence in the community

There is a clear opportunity for the college to build on its reputation and existing partnerships in order to become more involved in local, regional, national, and global initiatives. Opportunities also exist for the college to join with school districts, state agencies, corporations, for-profit educational institutions, and other organizations in order to form new types of collaborative ventures. Efforts and activities that enhance the college's image—as a valued community resource—will attract new resources from public and private sources.

Expand and diversify learning opportunities for students

Groups and individuals across the college have implemented new and effective approaches to instruction. Service learning, instructional technology, international education, and learning communities are all exciting ways to engage students. Competency-based instruction, student portfolios, and other strategies for demonstrating student learning can also enrich classrooms and the quality of education at Salt Lake Community College. Innovative programs in almost every area have the potential to become national models. Developing new types of learning experiences for students will also require faculty to become active learners.

Respond to the needs of employers in emerging and growth industries by developing or strengthening related programs

Given the broad assortment of current offerings, the college is well positioned to launch new programs to support an emerging biotechnology industry and growth in other technology-related businesses. The college is also prepared to better meet the needs of other local employers that look to the college as a source of qualified employees. By expanding the scope and quality of vocational and technical programs, the college will attract and serve prospective students that are not attracted to traditional academic programs.

Distance education offers multiple opportunities

The college has already launched a successful distance education program. Distance education has the potential to remove time and place barriers so that students all over the world can enroll at Salt Lake Community College. Blended

courses, which combine some traditional class meetings with distance education strategies, offer the potential to effectively serve a growing student population without expanding college facilities. Two-and four-year colleges across the world as well as for-profit organizations are attempting to launch distance education programs. Salt Lake Community College is well positioned to take a leadership role in this emerging strategy.

Threats:

Although the college can and does seek to understand national and local trends that may have implications for the institution, it cannot control those trends or the actions of other organizations in the community. Threats are changes in the external environment that may impede the college's ability to carry out its mission. While the college may not be able to deter a "threat," it can implement strategies that will negate or lessen the impact of any or all of these threats. The planning team identified three major threats to the college.

Institutional quality may be adversely impacted by a declining pool of qualified applicants for positions at Salt Lake Community College

Low unemployment rates and below average salary levels will limit the number of well-qualified applicants for positions at Salt Lake Community College. The lack of qualified applicants may also limit the college's ability to respond to, launch, or expand programs and courses that require faculty with cutting-edge skills in emerging fields. If the college is forced to hire marginally-qualified applicants, steps must be taken to ensure that new employees are properly trained and mentored in order to maintain the quality of programs and services.

Funding formulas may not be compatible with institutional needs

Traditional funding formulas—based almost entirely on FTE's—are not responsive to the need to make investments in innovation and quality in order to ensure future capabilities. Current funding formulas also do not recognize the need for additional student support services that are driven by individuals, not FTE enrollment.

Salt Lake Community College faces increased competition for students from public, private, and for-profit organizations

The new college established by the Regents—in order to provide technical and other vocationally oriented programs—may compete with Salt Lake Community College for resources and students. Proprietary schools in the service area aggressively promote their programs and are quick to develop new programs in order to serve employers and attract new students. Distance education providers will certainly try to enroll students who might have attended the college. Since

funding is driven by growth, public four-year colleges may also become more aggressive in their efforts to recruit freshman and sophomore students who have traditionally enrolled at SLCC.

This analysis of institutional capabilities enables the college to consider how it can use its unique strengths to capitalize on meaningful opportunities. At the same time, it also prompts the development of strategies to enable to the college to prepare to address external threats. Challenges represent capabilities that need to be enhanced or strengthened. A thorough understanding of the current state of the college's capabilities along with an awareness of environmental changes that will impact community needs, will shape the college's strategic vision and the manner in which it will seek to achieve that vision.

Institutional Goals, Objectives, and Strategies

Six strategic goals have been identified for Salt Lake Community College. These goals encompass the four strategic initiatives identified at the management retreat and two additional goals considered to be of particular importance to the college. The goals are broad statements that describe how the college will carry out its mission as "the community's college." Objectives and strategies have been formulated for each goal. Objectives describe major initiatives the college will undertake in order to achieve each goal. Strategies describe how the college will go about achieving each goal and related objectives. The goals, objectives, and strategies reflect the changing needs of the community. They describe how the college will build on its strengths in order to pursue opportunities identified in the institutional analysis and the manner in which it plans to address challenges.

Goal I: A Learning College

Salt Lake Community College will be a dynamic, learning-centered college characterized by a diverse assortment of innovative learning experiences, instructional methods, and delivery systems designed to bring all members of the college community together in a culture of learning with a commitment to continuous improvement.

A learning college places student learning at the very center of the institution. This commitment to student learning permeates the college community. Alternative courses of action are evaluated in terms of their potential to have a positive or negative impact on learning. Everyone in the college community views their role as one that facilitates and enhances student learning. The college community recognizes that for student learning to flourish, everyone must be a learner. Administrators, faculty, and staff—at all levels—function as a team to create institutional capabilities, policies, and procedures that will result in new and more effective learning opportunities for students. A commitment to continuous improvement is assumed.

A dynamic environment characterizes a learning college. Everyone in the institution becomes a learner as learning replaces teaching as the focus of the college. Risk-taking and innovation are encouraged and rewarded as a learning-centered institution seeks out new and more effective practices in the classroom, student services, campus facilities, operating policies, and every facet of college operations.

Transforming a traditional institution into a learning college requires a college-wide effort. The practices and preferences of particular programs, departments, and individuals need to be replaced by a holistic perspective and a collaborative effort to identify and implement the strategies most likely to impact learning for all students. Support staff at all levels consider how they can individually and collectively redefine their functions to reflect an emphasis on student learning.

As a learning-centered institution, Salt Lake Community College will encourage and support a variety of classroom and field-based learning experiences for students. Faculty and staff development programs will provide the resources and encouragement needed to develop and implement more effective ways of organizing support services as well as new approaches to instruction. Classrooms and other college facilities may need to be revitalized to support new approaches to student learning. Innovative programs to ensure student access and academic and personal support services that are critical to student success are an essential component of a learning institution.

Transforming the institution will require individuals at all levels to develop new management and leadership skills. Vision, collaboration, and cooperation need to replace competition and complacency. Students, faculty, staff, and administrators need to develop the leadership skills that will enable them to practice the concept of

continuous personal and institutional improvement. Measures of institutional effectiveness will enable the college to set goals and measure progress. Scarce resources must be invested in strategies, services, and capabilities that produce or promise the greatest results. The college cannot afford to continue to support activities that do not meet expectations. Since it is unlikely that traditional sources of resources will provide the level of support needed to create and maintain a dynamic learning-centered institution, the college needs to seek support from the private sector to meet its immediate and future needs.

In order to achieve this goal, the college will pursue the following objectives:

- Establish standards to define college-wide learning outcomes for degree and certificate programs and encourage divisions and departments to develop curriculum specific learning outcomes
- Invest in academic programs, curricula, and support services with demonstrated or potential excellence that meet the learning needs of students and discontinue those that do not
- Support the efforts of academic divisions and departments to develop and provide alternative learning experiences such as collaborative learning, service learning, portfolio assessment, and learning communities
- Promote instructional and institutional excellence through a program of faculty and staff development activities and a climate that assumes continuous improvement
- Develop multiple measures of institutional effectiveness in a comprehensive system that links planning, budgeting, implementation, and evaluation in a cycle that emphasizes improvement
- Generate additional resources from external sources through the activities of the college foundation, grants, and partnerships with public and private organizations

Five major strategies define the manner in which the college will seek to achieve this goal and objectives:

- Recruit, develop, evaluate, and reward a highly qualified faculty and staff dedicated to institutional excellence and student learning
- Revitalize traditional classrooms and laboratories to ensure that college facilities support new instructional strategies such as learning communities and technology-based instruction
- Invest in student-support services that increase student retention and student success in a learning environment

- Adopt policies and practices that foster internal cooperation and collaboration in order to ensure the best use of all college resources

- Focus faculty development efforts on teaching improvement by providing training and mentoring that encourage the enhancement of pedagogical skills and recognizing outstanding classroom teaching

Goal II: Career Education

Salt Lake Community College will provide a contemporary assortment of career-oriented degree and certificate programs and credit and non-credit courses that are designed to ensure that graduates have the skills and knowledge needed to enter and advance in high-demand occupations.

As a comprehensive community college, Salt Lake Community College provides programs designed to prepare degree and non-degree seeking students to enter and advance in a variety of career fields. Career education encompasses all of the traditional vocational education programs and transfer-oriented programs with a career focus and new types of educational programs designed to train and retrain people for high demand, high skill occupations. High quality career programs that emphasize career preparation encompass more than the obvious job-related skills. Today's graduates must also master the cognitive skills and entrepreneurial skills that will enable them to succeed in the workplace of tomorrow.

Keeping pace with innovation in the workplace will challenge all areas of the college and require an annual investment of resources in order to maintain industry standard equipment and facilities that are essential to program quality. Faculty will also be challenged to maintain their skills and knowledge in those occupational areas that experience significant changes as a result of applications of emerging technologies.

Career programs need to be regularly evaluated in order to ensure that they represent a good use of resources. Institutional- and program-effectiveness measures, which are one of the hallmarks of a learning college, are particularly important in career-related areas since community and employer needs are constantly evolving. As the college seeks to respond to emerging needs, it must be equally sensitive to declining needs. In some cases, collaborative programs with other educational organizations might better serve the college and its students. Duplication of services, particularly in areas where there is only moderate growth, is generally not the best use of resources.

The college has identified three primary objectives that will enable the institution to achieve this goal:

- Maintain the highest standards of excellence by providing industry standard equipment and facilities for all career-oriented instructional programs, requiring periodic curriculum revitalization and ensuring that faculty have opportunities to maintain cutting-edge skills in their fields

- Respond to the emerging needs of growing employee segments by creating high demand, high skill associate degree and certificate programs which utilize industry standard equipment in a facility suited to the unique needs of this industry

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- Develop and implement review processes to ensure that existing degree and non-degree programs meet the standards of career preparation for high-demand occupations that require complex skills

In order to achieve this goal and related objectives, the college plans to implement the following major strategies:

- Maximize the use of college resources by consolidating related programs in order to eliminate duplication of services and make the most effective use of staff and physical facilities

- Establish thresholds for enrollment, completion, and related placement rates in order to identify programs that no longer meet student and community needs as well as high growth programs that merit expansion.

- Monitor changes in the economic base of the community in order to identify emerging high-skill industries and to initiate the new programs and services that will meet their needs and foster economic growth

- Seek accreditation from professional and academic organizations that set national standards for degree and certificate programs

- Partner with other educational and community-based organizations that may be better positioned to serve individuals seeking entry-level skills

- Establish industry partnerships that provide faculty and related staff with professional development opportunities to maintain cutting edge, industry-related skills

- Create collaborative programs with employers that ensure employer representatives are active partners in curriculum review and revision

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Goal III: Technology

Salt Lake Community College will make optimum use of technology to enhance learning and maximize the effectiveness and efficiency of college operations.

Technology offers the college an opportunity to enhance the effectiveness of instructional programs, utilize new delivery systems, improve management practices, and enhance communication at all levels. At the same time, it creates numerous challenges. Establishing the college's technology infrastructure at the level needed to support sophisticated instructional applications and contemporary management practices will require a significant annual investment. New applications of technology will also accelerate equipment needs in traditional disciplines such as the physical and biological sciences and virtually all career-related programs.

Preparing faculty to introduce various types of technology-based activities into the classroom will require ongoing training and mentoring programs as well as adequate facilities and ongoing technical support. Faculty in technology-rich disciplines will require intensive professional development experiences in order to maintain their skills at a leadership level. Perhaps the greatest challenge is recognizing those changes or advances that have sufficient merit to justify the required investment in equipment and training.

Training and support for faculty and staff will be an institutional priority. Typical users and college leaders need to be involved in decisions related to the adoption of new technology. Once made, these decisions need to be clearly communicated in a timely manner along with information on how the proposed changes will impact users. Mentor groups, "train the trainer strategies," and other efforts that go beyond training to provide the ongoing support needed to quickly and effectively implement new technology are the keys to innovation and advancement. General-purpose classrooms will need to be remodeled to accommodate the use of instructional technology. A technologically rich learning resource center will benefit the college and the community.

In order to realize the potential of technology to serve new groups of learners, the college will support the development and expansion of distance education courses and strategies that combine distance education and traditional classrooms. Distance education can enable students across the world to participate in classes hosted by Salt Lake Community College. It may also be a very cost-effective way of serving a growing enrollment at a time when it is unlikely that the college will be able to add new classroom space.

Salt Lake Community College will aggressively seek opportunities to provide technology leadership for the entire community. Innovative programs, technologically rich facilities, and, even more important, a cadre of highly trained professionals will enable the college to assist employers in their efforts to implement new technology by providing expertise for decision-making and training for employees. The college can also provide

individuals with basic access to technology through community based sites for our students and the community in order to reduce the digital divide for individuals living in the greater Salt Lake and Tooele counties.

In order to achieve this goal the college has established five objectives:

- Invest in the technology infrastructure of Salt Lake Community College so that all members of the college community have access to state-of-the-art facilities and capabilities

- Provide ongoing training and mentoring for faculty who seek to incorporate technology-based instructional strategies or materials into their classrooms

- Expand the number and scope of offerings available through distance education in order to effectively reach individuals who find this delivery system better suited to their needs and learning styles as well as a cost effective way to meet the needs of a rapidly growing student population

- Establish an endowed chair for technology leadership in order to provide a high level of expertise and leadership for the college and the community

- Utilize current and emerging technologies to provide all members of the community with immediate access to an extensive collection of learning resources

Five strategies define the manner in which the college will seek to achieve this goal and objectives:

- Implement policies and procedures to guide institutional decisions on the acquisition of new capabilities, equipment, and software to ensure compatibility with existing platforms and provide adequate support for users

- Establish technology innovation groups in order to test new ideas, disseminate results, and serve as mentors for others who wish to implement new applications of technology in both instruction and institutional management

- Invest in facilities and equipment that will enable faculty and staff to utilize technology as an instructional tool

- Seek new resources in order to ensure that all technology-based instructional equipment is comparable to that in use at transfer institutions and the workplace

- Actively seek partnerships and other collaborative opportunities that will position the college as a technology leader in higher education and in employee training

Goal IV: Diversity

Salt Lake Community College will enrich the educational experience of all learners by respecting and encouraging diversity.

As an educational institution, Salt Lake Community College has a special responsibility to nurture a culture characterized by a thoughtful understanding of differences and respect for human dignity. A campus community where there is diversity of thought, race, gender, sexuality, ethnicity, lifestyle and religious beliefs enhances the college's ability to prepare students to live and work in a global society. Different perceptions improve decision-making and enrich classroom discussions.

To achieve this goal the college will formulate and consistently reiterate an institutional policy that articulates its commitment to respect for all cultures. The successful implementation of this policy may require training for faculty and staff to help them develop meaningful learning experiences that encourage tolerance and lead to understanding. Partnerships with other community organizations can provide opportunities to bring to the campus educational programs designed to heighten awareness of various cultures.

In order to achieve this goal the college has identified two objectives that it will pursue in the next five years:

- Provide a safe and welcoming climate for a culturally- and ethnically-diverse college community where all individuals have the opportunity to achieve their educational goals

- Offer courses and other educational experiences that introduce students to the history, culture, and contributions of all cultures; encourage and support faculty efforts to integrate materials or activities that enhance understanding and respect for differences in new and existing courses and curricula

Three major strategies will influence the manner in which the college seeks to achieve this goal and objectives:

- Establish, maintain, and regularly review personnel polices to actively recruit and welcome applicants and employees who are ethnic and cultural minorities as well as mechanisms to support and value their contributions to the college

- Invest in innovative projects on the department and division level that enable the college to be proactive in its efforts to attract and serve a diverse student population

- Implement an international program that provides learning experiences for students and faculty on the Salt Lake and Tooele campuses as well as those participating in an exchange experience

Goal V: A Partner in the Community

Salt Lake Community College will be a leader in the economic, cultural, and educational life of the greater Salt Lake and Tooele communities and will partner with other organizations to share its resources and expertise in order to fulfill its mission as the community's college.

Salt Lake Community College will fulfill its mission as the community's college by actively participating in the economic, cultural, and educational life of the community. Partnerships offer the college a special opportunity to join with others to accomplish a common purpose of mutual benefit to the participating organizations and the community at large. While there are many opportunities for partnerships, the college will seek out those relationships directly related to its educational mission that will have the greatest benefit to the community.

The college will also seek a leadership role in bringing together organizations and community leaders to address issues of concern to the quality of life in the greater Salt Lake and Tooele communities. As a local public educational institution, the college is well positioned to anticipate community needs and bring together resources that will enable the community to meet those needs or respond to emerging opportunities. The college is also prepared to address the needs of local employers who wish to train and retrain their workforce by developing customized training programs that can be delivered at the college or at the workplace.

The college has identified several innovative community partnerships that it expects to pursue over the next two to five years. For example, the renovation of the Grand Theatre will provide new types of venues for activities that will enrich the cultural life of the community. An entrepreneurship academy on the Miller Campus will provide programs, services, expertise, and resources for individuals and businesses seeking to establish or expand businesses in the area. The Utah Academy of Teachers expects to provide training, mentoring, and other types of professional development experiences for teachers across the state.

A cable television station will create new opportunities for the college and other groups to reach out to the community with a wide variety of programs and services. Courses and other types of educational programs in marine science developed in conjunction with the Marine Science and Freshwater Institute will serve SLCC students, teachers, and secondary school students. These proposed initiatives address community needs, create new capabilities, and provide the leadership that enhances the economic, cultural, and educational life of the community.

College divisions and departments will be encouraged to develop partnerships that will provide opportunities for students and faculty to interact with the business community and community-based organizations in ways that expand educational opportunities and enhance program quality. In addition, the college will invite members of the community

to participate in college events and encourage them to take full advantage of the cultural and educational activities and resources on each campus.

In order to achieve this goal, the college will pursue the following objectives:

- Respond quickly to the workforce education needs of area employers with a variety of customized programs designed to train new entrants into the workforce and upgrade the skills of current employees

- Actively encourage community residents, employers, organizations and under represented groups to participate in college-sponsored events and to utilize the college resources to pursue their personal and organizational educational goals

- Pursue those opportunities that allow the college to make a major contribution to a project and, at the same time, develop new capabilities and relationships that will help the institution to better achieve its mission

Two major strategies define the manner in which the college will seek to achieve this goal and objectives:

- Emphasize partnerships as a strategy for improving the scope and quality of educational services in a cost-effective manner

- Encourage individuals as well as divisions and departments to seek out opportunities to be active participants in relevant community and professional organizations

Goal VI: Marketing and Public Relations

Salt Lake Community College will foster a strong, positive, and consistent image as a vigorous, innovative organization that meets student, employer, community, and regional needs with an impressive assortment of contemporary programs and services.

The college's marketing efforts will extend beyond the traditional student recruitment activities to include efforts to reach other key constituencies in the community. While it is important to encourage prospective students to enroll at SLCC, they are not the only group that will be well informed about the accomplishments, capabilities and services of the college and its vision for the future. Area business leaders will be aware that graduates of SLCC are well prepared for employment in the community. Area legislators will understand that the college uses its resources appropriately and effectively to meet community needs. The public will perceive the college as a resource with a mission that goes beyond serving the traditional college-age student. The positive and informed support of these groups will enable the college's ability to form partnerships, develop innovative new programs and services, maintain an adequate funding base, solicit support from the private sector, and increase enrollment.

Image describes how the college wishes to be perceived. It must be supported with facts. Although the college may emphasize certain aspects of the college's mission to particular constituent groups, the basic image should be consistent and clear. Department and division efforts to market particular programs and services will be carefully monitored to be sure that the information and visuals in brochures and presentations are consistent with the college's image. Efforts to promote individual programs and services can be enhanced when it is clear that they are affiliated with all of the services and programs available at Salt Lake Community College.

Employees are one of the very best marketing representatives for the college. They live in the community and in the course of their daily lives have numerous interactions with others that are interested in the college. If employees understand the image of the college and are able to discuss, with enthusiasm, the many accomplishments of the institution, they can be extremely effective in building strong community support.

Once the college has defined the desired image, that image should be conveyed repeatedly in on-campus publications and presentations as well as those intended for an external audience. Every publication needs to be reviewed to determine if it conveys the image. An annual public relations plan ensures that the college will actively seek coverage from off campus media for those events and accomplishments that reinforce the image.

Two objectives define how the college will achieve this goal:

- Determine the major institutional attributes or qualities that best define the image of Salt Lake Community College and the organizational vision, strengths, and accomplishments that reinforce the desired image

- Prepare and implement a marketing/public relations plan that defines key constituencies (prospective students, business leaders, employers, the legislature, and the community at large), establishes objectives, and identifies themes and strategies for communicating with each of these groups

Three major strategies describe how the college will achieve this goal and objectives:

- Develop a consistent graphic image and promotional themes that will be used to promote all aspects of the college and the services it provides

- Review current practices and budgets in order to define the relationship of department or division efforts to recruit students, promote programs, and promote the college's efforts to maintain a consistent and clear image in the community; develop and implement policies that ensure that marketing efforts are consistent and coordinated

- Prepare an annual implementation plan that defines how the college will communicate with all of its constituent groups and provides an institutional budget to support the implementation of the plan

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