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# Salt Lake Community College

## Year One Self-Evaluation Report

### Appendix

Submitted to  
Northwest Commission on Colleges and Universities  
September, 2011



Step Ahead.

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# Salt Lake Community College

## Vision

Salt Lake Community College will be the premier comprehensive community college in the nation.

## Mission

Salt Lake Community College is a public, open-access, comprehensive community college committed to serving the broader community. Its mission is to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers.

The College fulfills its mission by:

- offering associate degrees, certificate programs, career and technical education, developmental education, transfer education, and workforce training to prepare individuals for career opportunities and an enriched lifetime of learning and growing;
- offering programs and student support services that provide students opportunities to acquire knowledge and critical thinking skills, develop self-confidence, experience personal growth, and value cultural enrichment;
- maintaining an environment committed to teaching and learning, collegiality, and the respectful and vigorous dialogue that nourishes active participation and service in a healthy democracy.

# Strategic Priorities

2008 – 2011

- I. Enhance Quality Higher Education
- II. Improve Student Access and Success
- III. Advance a Culture of Evidence & Accountability
- IV. Strengthen Institutional Support
- V. Advance Partnership/Relationships with the Community & Business

# Core Themes

**The Core Themes of SLCC's Mission to Provide Quality Higher Education to the Broader Community are:**

## **Access and Success**

- Provide accessible instructional programs and student services
- Provide access to students underrepresented in higher education
- Provide access to students underprepared for higher education
- Support students to become successful and engaged learners

## **Transfer Education**

- Prepare students with a foundation for success in continued studies
- Provide the first two years of articulated major courses (AA, APE & AS degrees)
- Provide students a comprehensive and integrated General Education experience

## **Workforce Education**

- Prepare students with knowledge and skills meeting current industry needs
- Provide specialized training for business and industry
- Provide integrated pathways for academic and career mobility/advancement

## **Community Engagement**

- Contribute to economic and community development
- Champion diversity and cultural enrichment in the community and the College
- Provide community service and involvement opportunities

**We advance these Mission Core Themes within a climate conducive to learning, teaching and working.**

*May, 2011*

## Data and Analysis for Acceptable Extent of Mission Fulfillment Benchmark Targets

In August 2011, The President's Senior Leadership Council reviewed the work of Strategic Priority Councils and considered recommendations from the Institutional Research Director and Assistant Provost for Institutional Effectiveness in defining the following Acceptable Extent of Mission Fulfillment Benchmark Targets.

### Overall Purpose--Provide Quality Higher Education to the Broader Community

- **Degrees and Certificates**
    - 2005-06: 3007
    - 2006-07: 2910
    - 2007-08: 3110
    - 2008-09: 3215
    - 2009-10: 3642
- 5-yr Average: 3176  
5% Increase: 3335

Student success as manifested by completing a degree or certificate is an apt measure of the College's overall purpose. SLCC has been #3 and 4 in the nation for the past two years in the number of associates degrees awarded by a 2-yr college. We strive to maintain our historic high level of productivity and increase awards completion by 5%. This target level is in line with Utah State System of Higher Education completion goals.

- **New, Graduate and CCSSE Student Surveys--Overall SLCC Experience**

Overall SLCC Educational Experience											
Surveys		2006-07		2007-08		2008-09		2009-10		2010-11	
New Student Survey	Very Sat	27%	87%	34%	89%	34%	88%	48%	91%	43%	89%
	Satisfied	60%		55%		54%		43%		46%	
Graduate Survey	Very Sat	39%	91%	41%	91%	42%	91%	42%	92%	41%	90%
	Satisfied	52%		50%		49%		50%		49%	
CCSSEE	Excellent	27%	90%			31%	87%			31%	86%
	Good	63%				56%				55%	

- **New and Graduate Student Surveys--Satisfaction with Instruction**

Satisfaction with Quality of Instruction											
Surveys		2006-07		2007-08		2008-09		2009-10		2010-11	
New Student Survey	Very Sat	36%	<b>81%</b>	38%	<b>81%</b>	38%	<b>82%</b>	46%	<b>83%</b>	43%	<b>82%</b>
	Satisfied	45%		43%		44%		37%		39%	
Graduate Survey	Very Sat	40%	<b>84%</b>	36%	<b>83%</b>	40%	<b>80%</b>	38%	<b>78%</b>	27%	<b>78%</b>
	Satisfied	44%		47%		40%		40%		51%	

85-90% of SLCC students reporting being satisfied or very satisfied with their overall experience and with the quality of instruction is a realistic "acceptable" baseline for overall quality measures. This range provides for targeted areas of improvement, as indicated in the tables above. SLCC is committed to the improvement of student satisfaction with the quality of instruction.

## **Core Theme Objectives and Outcomes**

Preliminary analysis of performance on core theme dashboard level performance indicators reveals that meeting 75-80% of dashboard indicators for each core theme will be an acceptable level of mission based performance. A dashboard indicator is the aggregate of other finer grained performance indicators each with its own desired target and tolerance levels. These more detailed targets will be set by Councils to provide stretch goals for outcomes performance on core theme initiatives.

## **Institutional Environment Conducive to Learning, Teaching and Working--PACE Climate Survey**

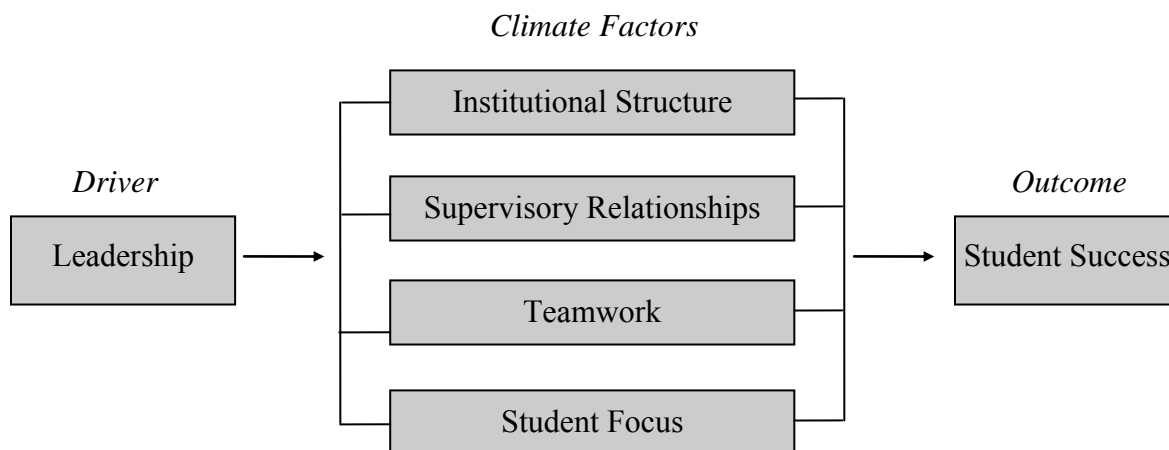
The PACE Model Climate Factors: institutional structure, supervisory relationships, teamwork and student focus, are those aspects of college culture that research has shown to be important components of effective institutions. SLCC has chosen acceptable benchmark levels of these factors based on the College's relation to the national norm and what are considered desirable levels for the most effective institutions. In the following pages, the reader will find excerpts for the 2010 SLCC PACE Survey that explain the Model and provide relevant data for SLCC's "acceptable" performance levels on the PACE Model Factors.

## EXECUTIVE SUMMARY

In December 2010, the Personal Assessment of the College Environment (PACE) survey was administered to 3077 employees at Salt Lake Community College (SLCC). Of those 3077 employees, 822 (26.7%) completed and returned the instrument for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist SLCC in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of SLCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

In the PACE model, the leadership of an institution motivates the Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus climate factors toward an outcome of student success and institutional effectiveness.

**Figure 1.** The PACE Model



NILIE has synthesized from the literature four leadership or organizational systems ranging from coercive to collaborative. According to Likert (1967), the Collaborative System, which he termed System 4, generally produced better results in terms of productivity, job satisfaction, communication, and overall organizational climate. The other systems were Consultative (System 3), Competitive (System 2) and Coercive (System 1). In agreement with Likert, NILIE has concluded that Collaborative (System 4) is the climate to be sought as opposed to existing naturally in the environment. Likert discovered that most of the organizations he studied functioned at the Competitive or Consultative levels. This has been NILIE's experience as well, with most college climates falling into the Consultative system across the four factors of the climate instrument.

Of the more than 120 studies completed by NILIE, few institutions have been found to achieve a fully Collaborative (System 4) environment, although scores in some categories may fall in this range for some classifications of employees. Thus, if the Collaborative System is the ideal, then this environment is the one to be sought through planning, collaboration, and organizational development.

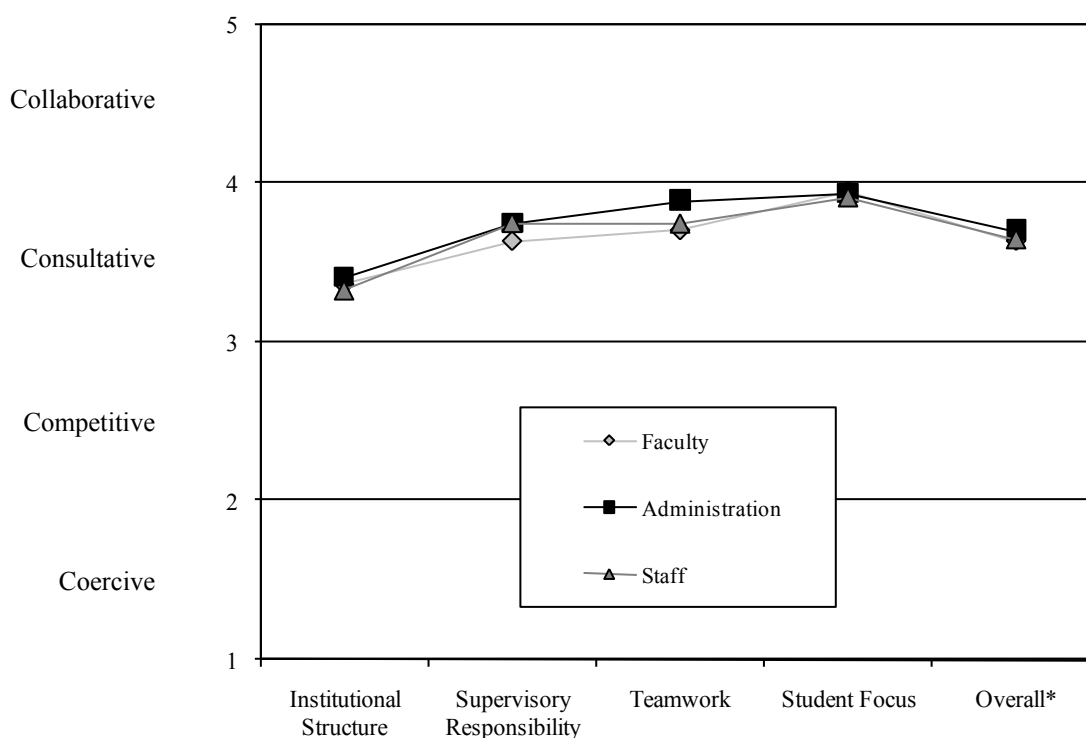


## Comparative Analysis: Personnel Classification

Figure 4 reports composite ratings according to the four climate factors in Personnel Classification. In general the Administrative employees rated the four normative factors most favorable (3.71), whereas the Faculty rated the four normative factors least favorable (3.64).

Figures 5 through 9 show the ratings of each employee group for each of the 46 climate items. The data summary for each figure precedes the corresponding figure. This information provides a closer look at the institutional climate ratings and should be examined carefully when prioritizing areas for change among the employee groups.

**Figure 4.** Mean Climate Scores as Rated by Personnel Classifications at Salt Lake Community College.



**Table 10.** Mean Climate Scores as Rated by Personnel Classifications

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Overall
Faculty	3.37	3.64	3.71	3.95	3.64
Administration	3.41	3.75	3.90	3.94	3.71
Staff	3.33	3.75	3.75	3.92	3.65

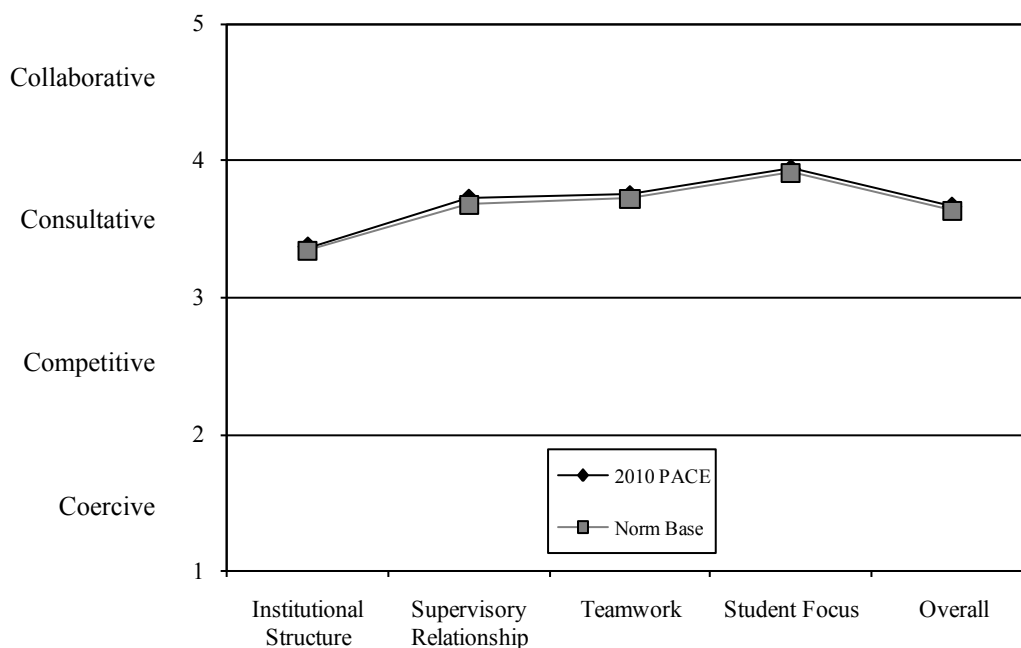
## Comparative Analysis: Norm Base

Table 15 shows how SLCC compares with the NILIE PACE Norm Base, which includes approximately 60 climate studies conducted at two-year institutions since 2007. These studies include small, medium, and large institutions. Institutions range in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. The Norm Base is updated each year to include the prior 2-year period. Figure 9 also shows how SLCC compares with data from the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

**Table 15.** Salt Lake Community College Climate compared with the NILIE PACE Norm Base

	SLCC	Norm Base
Institutional Structure	3.36	3.34
Supervisory Relationships	3.72	3.67
Teamwork	3.74	3.72
Student Focus	3.94	3.91
Overall	3.66	3.63

**Figure 9.** Salt Lake Community College Climate Compared with the NILIE PACE Norm Base



**QHE: Quality Higher Education Council**  
**SAS: Student Access and Success Council**  
**CPC: Community Partnerships Council**

### **Charge and Scope of Work**

**Purpose:** QHE, SAS, and CPC Strategic Priority Councils advance sustainable, effective cross-College efforts in achieving mission core theme objectives and strategic priority initiatives.

The work of Strategic Priority Councils is both strategic and tactical, data informed and reflective. Strategic Priority Councils are advisory bodies to the Executive Cabinet and recommend actions to be operationalized by functional units (divisions, departments, and committees). Strategic Priority Councils, by virtue of their membership and charge provide an interface between strategic and operational planning.

**Scope of the Work:** Identify and Engage *Communities of Interest* to:

- Advance SLCC Strategic Priority initiatives
- Plan, coordinate, assess and report cross-College work on core theme objectives, in alignment with revised NWCCU standards.
- Evaluate and make recommendations on emergent issues affecting SLCC and the community we serve

### **Council Alignment with Strategic Priorities and Core Themes:**

- **Quality Higher Education Council (QHE)**  
Strategic Priority 1: Enhance Quality Higher Education  
Core Themes: Transfer Education, Workforce Education
- **Student Access and Success Council (SAS)**  
Strategic Priority 2: Improve Student Access and Success  
Core Theme: Access and Success
- **Community Partnerships Council (CPC)**  
Strategic Priority 5: Advance Partnerships/Relationships with the Community and Business  
Core Theme: Community Engagement

### **Institutional Effectiveness Council (IEC)**

The Institutional Effectiveness Council advances Strategic Priority: Advance a Culture of Evidence and Accountability. IEC will develop and recommend reporting infrastructure to support and coordinate

- the collection and reporting of data to assist other councils, committees, functional units, and programs, with informed decision making, data analysis and assessment
- reporting requirements for revised accreditation process
- internal processes of planning/assessment/improvement cycles
- collection, communication and analysis of data around institutional effectiveness

## Membership 2010-11

**Quality Higher Education**--Chris Picard, Co-chair, Provost of Academic Affairs; Kim Cosby, Chair, Computer Sciences & Information Systems; John Fritz, Chair Council Representative; Barbara Grover, Assistant Provost, Institutional Effectiveness; David Hubert, Dean, School of General & Developmental Education; John Keck, Dean, School of Applied Technology/Apprenticeship, Aviation & Technologies; Peter Iles, Division Chair, Natural Sciences; Sonia Parker, Student Services Representative; Dwight Adams, Faculty, Sociology; Kyle Costello, Faculty, Mathematics; Ronald McKay, Faculty, Co-Chair of the Curriculum Committee; Melodee Lambert, Faculty, Business; Doug Miller, Faculty, Information Technology (SAT); Millie Sparks, Faculty, FTLC Director; Michael White, Faculty, Chair of the SLOA Committee; Gay Whetman, Administrative Assistant for Council

**Student Access and Success**--Deneece Huftalin, Co-chair, Vice President of Student Services; Clifton Sanders, Co-chair, Interim Vice Provost; Judy Braun, Associate Professor, Faculty Representative; Debbie Corsino-Moore, Director, Multicultural Initiatives, Student Services Representative; Janet Felker, Assistant Vice President for Student Planning & Support; Diana Harvey, Director, Testing Services, Member at Large; Ryan Hobbs, Director, Distance Education; Karen Killinger, Associate Professor, Faculty Leader; Ilaisaane Kinikini, Academic & Career Advisor, Student Services Representative; Sherrie Loewen, Division Chair, Allied Health, Academic Administrator Representative; Kathy McIntyre, Associate Professor, Faculty Representative; Douglas New, Division Chair, Developmental Education; Hector Cando, Advisor, SAT Student Affairs, Member at Large; Joanne Thomas, Assistant Director for Academic & Career Advising, Student Services Representative; Eric Weber, Assistant Vice President for Student Enrollment Services; Barbara Cederholm, Administrative Assistant for Council

**Community Partnerships Council**--Tim Sheehan, Chair, Vice President of Student Services; Anna Szabados, Dean, Arts & Communication, Academic Affairs Representative; Andrea Malouf, Director, Community Writing Center; Alison McFarlane, Executive Vice President, Institutional Marketing & Communications; Gail Jessen, Director, Thyne Center; Karen Gunn, Assistant Vice President and Dean, School of Professional and Economic Development; Loredana Haeger, Dean, Health Sciences, CTE Dean Representative; Nancy Brown, Executive Director, Development; Richard Scott, Executive Director, Grand Theater, Student Services Representative; Rick Bouillon, Director, Regional Administration; Gordon Wilson, Director, Auxiliary/Administrative Services, At Large Representative; Ana Archuleta, Coordinator, Multicultural, At Large Representative; Pending, Wasatch Front Consortium Representative; Pending, College Advisory Council Representative; Pending, Community Leader Representative; Karen Green, Administrative Assistant for Council

**Institutional Effectiveness Council**--Tiffany Evans, Dean Learning Resources, Co-Chair; Ray Emett, Director Institutional Research, Co-Chair; Chad Miller, Director Institutional Advancement, Communications Group; Georgenia Beams, Specialist, Staff Association, Communications Group; Janet Felker, Assistant Vice President Student Planning and Support, Measurement & Effectiveness; Jennifer Bauman, Associate Professor, Faculty Senate, Forms Group; Jim Pulliam, CIO/CISO Business Services, Measurements & Effectiveness; Jourdan McCall, Programmer/Analyst Information Technology, Measurement & Effectiveness; Kimberly Henrie, Assistant Vice President Budget Services, Measurements & Effectiveness; Maryetta Chase, Registrar Student Services, Communications Group; Nate Southerland, Director Assessment, Curriculum and Scheduling, Forms Group; Pending School of Applied Technology Representative; Pending Academic Affairs Representative

## Work In Progress

## Access and Success Scorecard List

**2010**

Metric	Status	Trend
AS Access and Success		
AS 1 Accessible Instruction and Services		
AS 1.a Affordability		
AS 1.a.1 USHE Tuition Rank Order		
AS 1.a.2 NPI Peer Comparison		
AS 1.b Access to Personnel		
AS 1.b.1 NCCBP Student Fac Ratio		
AS 1.b.2 NCCBP Stud/Stud Serv Ratio		
AS 1.b.3 NCCBP Stud/Stud Serv Ratio (W/out Advising)		
AS 1.c Access to Services		
AS 1.c.2 CCSSE Stud Use of Supp Serv		
AS 1.d Access to Instructional Programs		
AS 1.d.2 NCCBP Distance Learning SCH		
AS 1.d.3 # of Dist Prog Offered		
AS 1.d.4 Percent of SCH in CTE		
AS 1.e Service Area Accountability		
AS 1.e.1 NCCBP Market Penetration Credit		
AS 1.e.2 NCCBP Market Penetration Non-Credit		
AS 2 Access to Underrepresented Students		
AS 2.a Service Area Accountability		
AS 2.a.1 Ethnic Stud Compare to Serv Area		
AS 2.b Persistence		
AS 2.b.1 Ethnic Compare to Caucasian Fall to Spring		
AS 2.b.2 Ethnic Compare to Caucasian Fall to fall		
AS 3 Access for Academically Underprepared Students		
AS 3.a Dev Ed Success		
AS 3.a.1 Dev Ed Course Succ Rate		
AS 3.b Dev Ed Transition		
AS 3.b.1 Dev Ed Transition		
AS 4 Support to Become Successful and Engaged		
AS 4.a Persistence		
AS 4.a.1 Persis Fall to Spring		
AS 4.a.2 Persis Fall to Fall		
AS 4.b Core Course Success		
AS 4.b.1 Engl Course Success		
AS 4.b.2 Core Acad Succ Math		

## Work In Progress

## Access and Success Scorecard List

**2010**

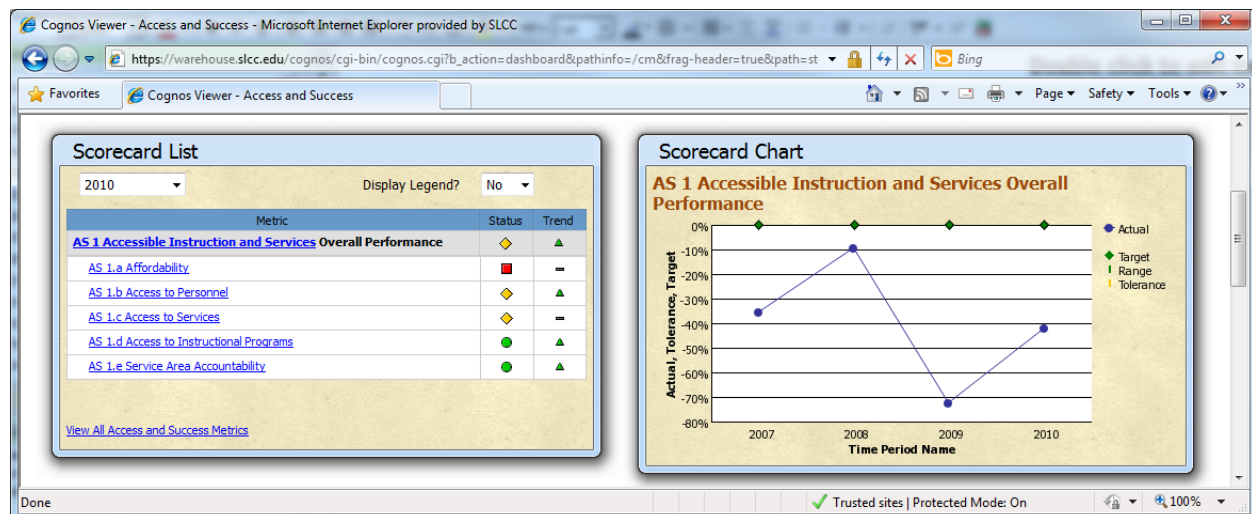
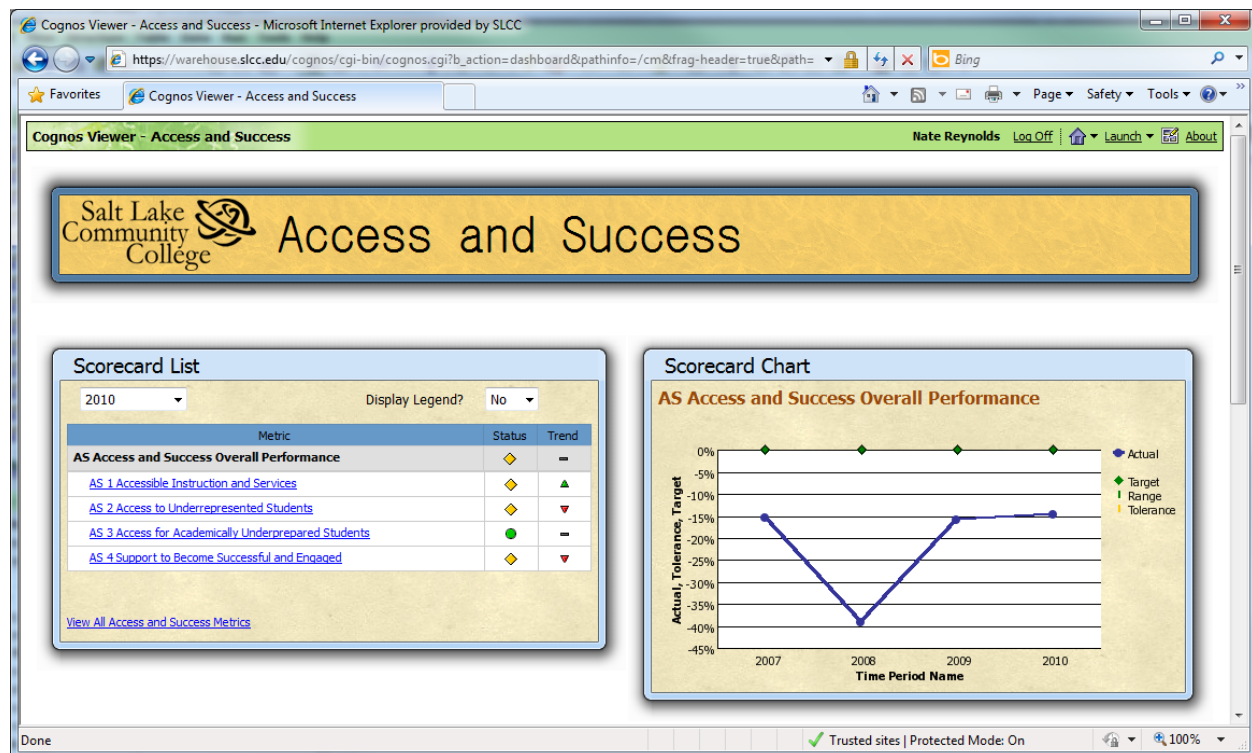
Metric	Status	Trend
AS 4.c Goal Attainment		
AS 4.c.1 Goal Attain Measure		
AS 4.d Intervention and Support Services		
AS 4.d.1 Benchmark Supp for Learn		
AS 4.d.2 Graduate Student Satis		
AS 4.d.3 Non-Return Surv Supp Satis		
AS 4.e Student Engagement		
AS 4.e.1 Bench Active Coll Learn		
AS 4.e.2 Benchmark Stud Eff		
AS 4.e.3 Bench Acad Challe		
AS 4.e.4 Bench Faculty Interaction		

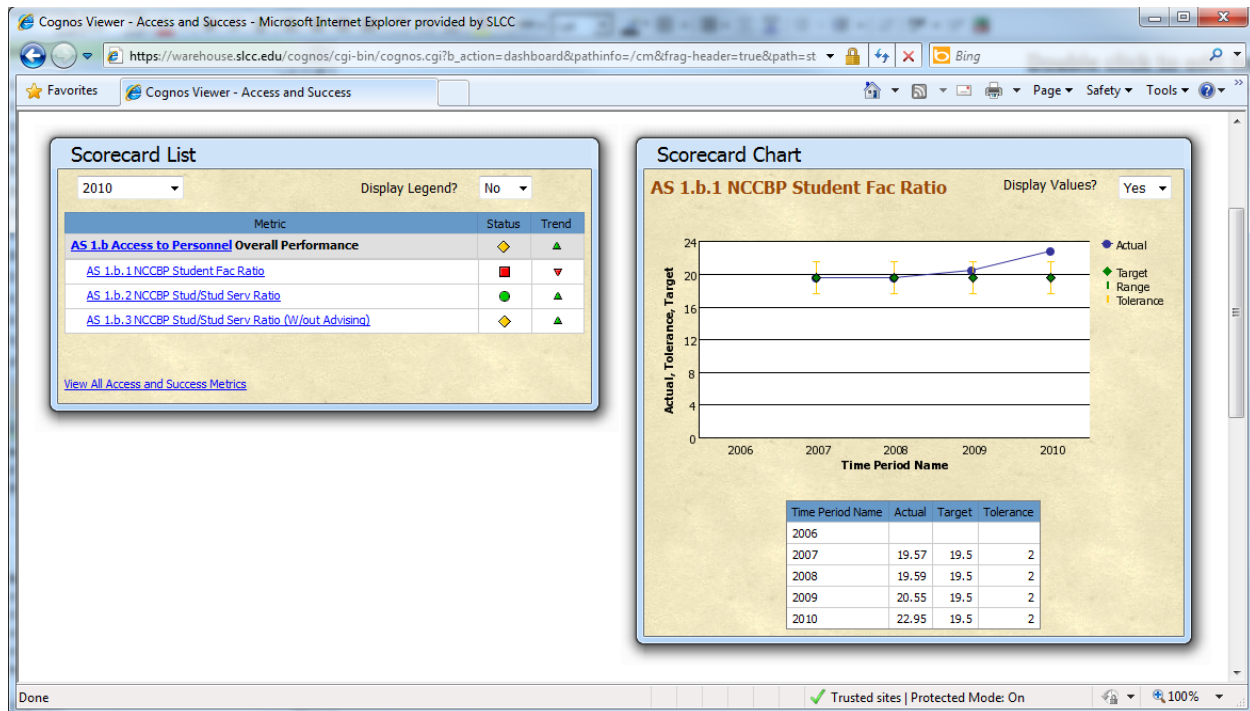
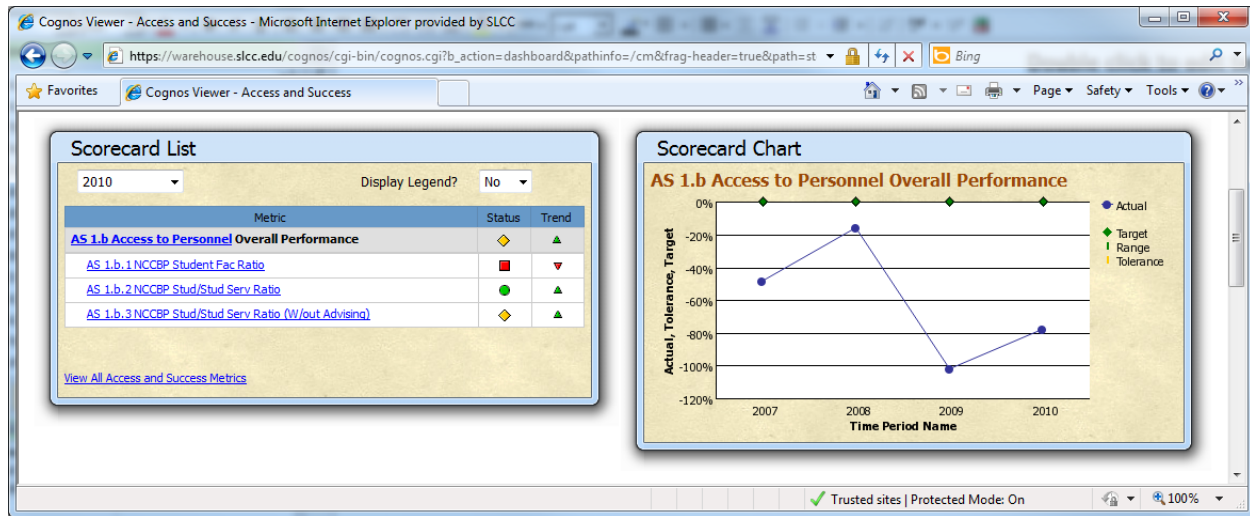
**Legend**

- Target has been achieved.
- Target has not been achieved but is within tolerance.
- Target has not been achieved and is not within tolerance.
- Not enough information provided.
- Trend is rising and is positive.
- Trend is rising and is neither positive nor negative.
- Trend is neutral and is neither positive nor negative.
- Trend is falling and is neither positive nor negative.
- Trend is falling and is negative.

# Access and Success Drill Down Screen Shots

## SAMPLES







Work In Progress							
Access and Success Data Dictionary--Sample							
Dashboard	Item	Indicator	Definition	Person Responsible	Update Cycle	Trend	Weight
Provide students accessible instructional programs and student services							
Affordability	AS 1.a.1	Rank order tuition compared to USHE (1=Highest Tuition)	USHE Databook Tab E Table 3 SLCC/resident tuition / order out of 9 institutions	IR	March (Yearly)	5 yr	40%
	AS 1.a.2	Net Price indicator compared to peers	IPEDS College Navigator (Data moved ahead)	IR	November (Yearly)	5 yr	60%
Access to Personnel	AS 1.b.1	NCCBP Student Faculty Ratio	NCCBP Form 16B: Credit Course Student/Faculty Ratio, (Data moved ahead)	IR	July (Yearly)	5 yr	50%
	AS 1.b.2	NCCBP Student/Student Services Staff Ratio	NCCBP Form 18: Student/Prof SS Staff Ratio, (Counseling and Advising) (Data moved ahead)	IR	July (Yearly)	5 yr	30%
	AS 1.b.3	NCCBP Student/Student Services Staff Ratio (Average of all except Advising)	NCCBP Form 18: Student/Prof SS Staff Ratio, Column 3 Career Serv; Recruitment, Admissions, Reg; Fin Aid; Stu Act; Test/Asses / 5 (Data moved ahead)	IR	July (Yearly)	5 yr	20%
Access to Services	AS 1.c.1	Student Services and Instructional Service Availability	Under Development	Rick			
	AS 1.c.2	CCSSE Student Use of Support Services (3=High)	Benchmarks Internal Scale 1-3; Support for Learners	IR	August (Bi-Annual)	5 yr	100%
Access to Instructional Programs	AS 1.d.1	Percent of sections offered outside of traditional schedule times (15 wk Semester/Fall-Spring)	Under Development				50%
	AS 1.d.2	NCCBP Distance Learning SCH (Student Credit Hours)	NCCBP Form 17A: Credit Distance Learning Sections and Credit Hours, (Does not include Concurrent Enrollment)	IR	July (Yearly)	5 yr	15%
	AS 1.d.3	Number of Distance Programs offered (Accred Report)	NWCCU Annual Reports	IR	May (Yearly)	5 yr	15%
	AS 1.d.4	Percent of SCH in CTE (based on all SCH)	Cost Study Report on CTE	IR	July (Yearly)	5 yr	20%
Service Area Accountability	AS 1.e.1	NCCBP Market Penetration rates, credit	NCCBP Form 14A: Market Penetration: Credit Students (Data moved forward)	IR	July (Yearly)	5 yr	50%
	AS 1.e.2	NCCBP Market Penetration rates, non-credit	NCCBP Form 14A: Market Penetration: Non-Credit Students (Data moved forward)	IR	July (Yearly)	5 yr	50%