Salt Lake Community College

Year One Self-Evaluation Report

Submitted to

Northwest Commission on Colleges and Universities

September, 2011

Salt Lake Community College Step Ahead.

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List of Acronyms

AAC&U   Association of American Colleges and Universities

CCSSE   Community College Survey of Student Engagement

CECCE   Carnegie Elective Classification for Community Engagement

CPC   Community Partnerships Council

CTE   Career and Technical Education

CWSLO   College-wide Student Learning Outcomes

ELIE   Electronic Library and Information Environment

EMSI   Economic Modeling Specialists Inc.

FIPSE   US Department of Education's Fund for the Improvement of Post-Secondary Education

GPA   Grade Point Average

GSS   Graduating Student Survey

IPEDS   Integrated Postsecondary Education Data System

IR   Institutional Research

NCCBP   National Community College Benchmark Project

NCR   National Career Readiness Certificate

NRS   Non-Returning Student Survey

NSS   New Student Survey

NWCCU   Northwest Commission on Colleges and Universities

PAC   Program Advisory Committee

PACE   Personal Assessment of the College Environment

QHE   Quality Higher Education Council

SAS   Student Access and Success Council

SAT   School of Applied Technology

SCH   Student Credit Hour

SLCC   Salt Lake Community College

SLOA   Student Learning Outcome Assessment

STIT   Short Term Intensive Training

USHE   Utah System of Higher Education

VFA   Voluntary Framework of Accountability

Institutional Context

Salt Lake Community College (SLCC) is celebrating its sixty-third year of educational service to the greater Salt Lake City region. Originally named the Salt Lake Area Vocational School, SLCC began its long history of positively changing the lives of area residents through vocational technical training in 1948. Today SLCC provides quality career and technical training, transfer and general education, developmental education, and lifelong learning opportunities to people of diverse cultures, abilities, and ages, with an emphasis on flexibly serving the ever-changing educational and workforce needs of the broader community. SLCC is proud of its roots within the Salt Lake Valley and values the community relationships it has forged. With 13 locations, offering traditional, distance, and hybrid credit and non-credit flexibly scheduled instruction, SLCC is distinguished by its national ranking as fourth in the number of associate degrees conferred by a two-year institution. The College serves more than 60,000 students annually (credit and non-credit), and is the largest institution of higher education in Utah. It is the fifteenth-fastest growing two-year college in the nation.

The College confers the following: Associate of Arts (AA), Associate of Applied Science (AAS), Associate of Science (AS), Associate of Pre-Engineering (APE), Certificates, and Diplomas. SLCC remains an accessible educational option for students by maintaining a competitive tuition rate and extensive financial aid and scholarship opportunities. SLCC provides educational programming and student support services that afford opportunities to acquire knowledge, apply critical thinking skills, develop self-confidence, experience personal growth, and value cultural enrichment. The SLCC community maintains an institutional culture that emphasizes a commitment to teaching and learning, collegiality, and the respectful and vigorous dialogue that promotes active participation and service in a democratic society.

The College has established reciprocal partnerships with more than 500 local businesses to provide skills training, professional development, and academic programs for current and future employees. SLCC plays a pivotal role in building the state's economy by anticipating future business and industry needs, and by preparing a highly-skilled workforce necessary to continue strengthening Utah's economy. SLCC is one of this state's significant economic engines. The earnings of SLCC students and associated increases in state income expand Utah's tax base by $153.7 million dollars annually (reported by Economic Modeling Systems Inc., 2010).

The College's tradition and commitment to academic and professional excellence is demonstrated every day. However, SLCC has felt the impact caused by the combination of a weakened national economy, reduced legislative funding, and a significant spike in student demand and enrollment. Because the SLCC community takes tremendous pride in being the community's college, and has a genuine passion for helping students succeed, the College has used this time of economic uncertainty to better internally align itself, and leverage existing resources.   In spite of the economic challenges, SLCC remains an affordable, innovative, open-access, comprehensive community college. *Step Ahead* is not merely SLCC's tagline; it is precisely what the College enables students to achieve; to step ahead in their educations, their careers, and their lives.

Preface

Institutional Changes Since Fall 2009 Regular Interim Report:

Nationwide, since Fall 2009, institutions of higher education have felt the pressure of the economic downturn. During this time, SLCC has managed the challenge of balancing reduced funding with unprecedented growth in student demand. From 2008/2009 to 2011/2012, SLCC faced a decrease in tax funds from $70,530,500 to $62,662,500, while over the same time period, budget-related annualized FTE increased 19% and budget-related headcount increased 13%. During the 2010/2011 academic year, SLCC had an annualized FTE of 19,179 and a headcount of 40,348 students in budget-related enrollments. The College approached these challenges as an opportunity to improve its efficiency and productivity, and to restructure in order to better align internal organizational structures to meet the needs of the community it serves. Changes and initiatives include:

Site and Facility Changes Impacting Instruction: SLCC has consciously made strategic decisions regarding the physical location of building-based offerings, in order to leverage resources, and to more suitably meet evolving regional demographics:

- Closed the Sandy Campus (a leased facility), and moved programming to other College-owned facilities;
- Terminated training programs at the Utah State Prison, due to budget reductions and Legislative action in 2009;
- Opened the Highland and Rose Park teaching centers through legislated merger with Salt lake Tooele Utah College of Applied Technology;
- Through legislative funding began the construction of two new buildings: Digital Media (in the construction phase at the South City Campus), and the Instruction and Administration Building (in the design phase at the Taylorsville-Redwood Campus), and
- Purchased land (with donation, legislative funding and institutional funds) in Herriman, Utah (a high- growth area of Salt Lake Valley), for a future campus focused on housing energy sector training programs.

Organizational Development and Restructuring: SLCC has deliberately restructured its administrative infrastructure to better serve the interests and needs of students and internal constituents:

- Restructured senior academic administration from two Instructional Vice Presidents to the Provost/Associate Provost model;
- Administratively positioned the School of Applied Technology with the School of Professional and Economic Development, to strengthen the non-credit training aspect of the College's mission;
- Through the Human Resources division, the College instituted a Career Ladder/Job Families talent management model to provide employees with avenues for professional advancement and succession planning. This system also allows for the review and updating of job classifications (in the initial stage of implementation);
- Created a Center for Innovation, to support the professional development of employees and inspire and support innovative ideas, projects, and programming across the College, and
- Established College-wide Strategic Priority Councils as integral components of shared governance to facilitate collaborative planning and action on strategic initiatives.

Instructional and Student Support Services Enhancements: SLCC continues to refine credit and non-credit programming to meet the needs of students:

- Eliminated 10 low productivity programs, and developed 25 new programs to better meet changing workforce and industry needs for education and training, and
- Instituted a wide array of comprehensive student success measures, including mandatory testing, mandatory orientation, application deadlines, and the mandatory creation and use of ePortfolios in all General Education courses.

Fiscal Management and Diversified Funding: SLCC proactively seeks to support new and existing initiatives through diversified funding sources including grants, contracts, and in-kind contributions from business and community partners:

- In the last two years, SLCC has been awarded over $25 million dollars in grants and contracts. Major grants and contracts included: Biotechnology pipeline grants, an eleven state Rocky Mountain Solar Training Consortium, a Department of Workforce Services Child Care Professional Development Institute, Energy Sector grants, and a Community Based Job Training for the Digital Arts grant;
- SLCC has received over $590,000 from business and community partners as in-kind donations of equipment and services over the past two years. Significant equipment contributions were made by local industries to support the Biotechnology, Welding, and Engineering programs, and
- The College's Informed Budget Process was used to help address budget reductions and reallocate existing dollars to support advancement of Core Themes and strategic objectives.

Response to Topics Requested by the Commission

SLCC received one recommendation from the Commission in the Fall 2009 Regular Interim Report:

Recommendation 1

Full implementation of Salt Lake Community College's (assessment) plan will be challenging, but significant work is necessary to address the Standing Recommendation regarding Standard 2.B and policy 2.2.

> Standing Recommendation: Salt Lake Community College should continue to develop applications of learning outcomes assessment throughout its instructional areas, to achieve uniform rigor in outcomes statements, to develop a variety of tools for assessment, and to use data for the improvement of student learning.

NWCCU noted in a February 5, 2010 letter to SLCC that regarding Recommendation 1 above, this is an area in which the institution **meets** the criteria of the Commission and **SLCC is in compliance** with Standard 2.b and Policy 2.2. In this letter, the Commission asked that SLCC report on continued progress in its Year One Report 2011.

SLCC's response to Recommendation 1 is fully addressed in the Addendum to this Year One Report.

Chapter 1: Mission, Core Themes, and Expectations

Eligibility Requirements

ER2 – SLCC is one of 8 institutions of Higher Education in Utah operating under the authority of the Utah System of Higher Education (USHE) Board of Regents. Regent's policy R312 classifies SLCC as a public, urban-serving, multi-campus comprehensive community college. Salt Lake County is SLCC's defined service area in Utah.

ER3 – SLCC's Mission Statement was approved by the Salt Lake Community College Board of Trustees December 14, 2005 and the Utah State Board of Regents March 10, 2006. The Mission Statement was more recently reviewed and ratified by community partners and College personnel during Strategic Planning Day in November 2008.

The SLCC Core Themes were originally crafted by a College-wide task force during summer 2009, vetted by College personnel, and approved by the Executive Cabinet in November 2009. Subsequent work of developing outcomes and performance indicators for the Core Theme objectives led to revisions of the original draft. These changes, recommended by Strategic Priority Councils, were incorporated into the final version of Core Themes that were approved by the SLCC Board of Trustees in June 2011.

Standard 1.A Mission

Salt Lake Community College's Mission Statement

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 working environment.*

SLCC's mission is not only descriptive of the overall purpose of the College (i.e. what), but also the means used to fulfill that purpose (i.e. how). The Mission Statement is pragmatic, defining the **ends** we strive to meet, the **means** we employ, and the **environment** in which we work. It is fitting that the College define Mission fulfillment using a construct that encompasses three aspects: Overall Purpose, Core Theme Objectives and Outcomes (means and ends), and Institutional Environment.

SLCC Mission fulfillment is defined as:

Providing quality higher education through the achievement of Core Theme objectives and outcomes in a climate conducive to learning, teaching, and working.

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│                      Overall Purpose                         │
│     Provide Quality Higher Education to the Broader Community │
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│              Core Theme Objectives and Outcomes             │
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│  │Access and │  │ Transfer  │  │ Workforce │  │ Community │ │
│  │  Success  │  │ Education │  │ Education │  │Engagement │ │
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│                 Institutional Environment                    │
│         Conducive to Learning, Teaching and Working          │
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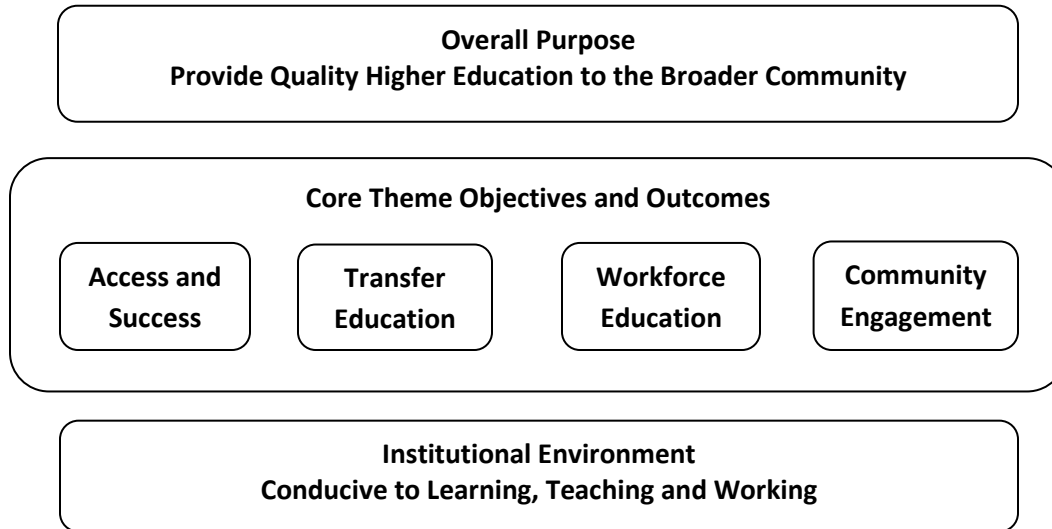
Mission fulfillment is not an abstract, aspirational concept at SLCC; it is an operational heuristic that guides ongoing work and development. Every three years, during a Strategic Planning Day, the College invites external stakeholders to inform the institution as to how well the College is fulfilling its Mission. The input provided helps set strategic directions and shape action objectives. College personnel consistently consider mission fulfillment at College-wide events, employee training workshops, department functions and institutional planning meetings. Videos in the accompanying evidence matrix (and on flash drives sent to peer reviewers) give the reader a virtual look at SLCC and provide documentary evidence of the prominent role Mission plays in the College environment.

 At the College there is a very strong sense of Mission ownership as evidenced by annual Climate Survey results. On the Personal Assessment of the College Environment (PACE) Survey 2010, the top mean score for SLCC was the response to the item, *The extent to which I feel my job is relevant to this institution's Mission*. Mission fulfillment as expressed through qualitative means (student success stories, employee testaments, and community recognition) provides a human element linking inputs and outcomes at SLCC. The personal sense of connection between SLCC employees and students makes Mission fulfillment a motivational force and a defining strength of the institution. However, qualitative measures and personal narrative, though powerful aspects of "*telling our story*", are not sufficient to assess SLCC Mission fulfillment. The College defines an acceptable extent of Mission fulfillment using quantitative measures of achievement related to the three aspects of mission fulfillment. Refer to Appendix A for Mission, Vision, Strategic Priorities, and Core Theme documents.

An **acceptable extent of Mission fulfillment** is defined as:

Meeting benchmark targets on performance indicators for the three aspects of SLCC's Mission fulfillment construct: 1) The overall purpose of providing quality higher education to the broader community, 2) The Core Theme objectives and outcomes, and 3) The institutional environment.

The benchmark targets, indicated in the following chart, were established through the consideration of SLCC trend data and national best practice benchmarks. In Appendix B the reader will find the supporting data and analysis used to establish benchmark target ranges.

Overall Purpose & Quality Performance Indicators

- Number of Associates Degrees and Certificates Awarded (3200 to 3360 awards annually, based on average of last 5 years)
- Quality Indicators
  - ✓ New Student and Graduating Student Survey Responses (85-90% of students are *Very Satisfied* or *Satisfied* with *Overall SLCC Experience*).
  - ✓ CCSSE Student Survey Response (85-90% of students rate their *Entire Educational Experience* as *Good* or *Excellent.*
  - ✓ New Student and Graduating Student Survey Responses (85-90% of students are *Very Satisfied* or *Satisfied with the Quality of Instruction*)

Core Theme Performance Indicators

Access and Success	Transfer Education	Workforce Education	Community Engagement
(75-80% of dashboard indicators met)	(75-80% of dashboard indicators met)	(75-80% of dashboard indicators met)	(75-80% of dashboard indicators met)

Institutional Climate Indicators

PACE Model Climate Factors: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus
(The four factors will be above midline (3.5) in the *Consultative* category for Faculty, Staff and Administration on the annual SLCC Climate Survey)

Standard 1.B Core Themes

In April 2009, SLCC embarked on the process of defining the Core Themes of its Mission. A College-wide taskforce worked to define Core Themes focused on what the College provides, as an open-access, comprehensive community college. The group sought to define Core Themes that cut across organizational lines, purposely not reinforcing functional silos. For example, SLCC has an instructional division called Developmental Education so *Developmental Education* would not be a Core Theme, but *Providing access to students underprepared for higher education* would be a Core Theme objective. Core Themes were crafted as invitations for shared ownership of the key components of the SLCC Mission. Deliberately, SLCC focused Core Theme objectives on what the institution provides to students and the community for two reasons: 1) To establish parity with our Mission Statement, and 2) To develop objectives that could be more readily translated into deliberate planning and action. The taskforce framed Core Theme objectives with verbs describing institutional inputs, knowing that the difficult work of translating those actions into intended outcomes would need to be addressed by other groups from across the College.

The original draft of Core Themes with defining objectives was distributed to the entire College community, for review and consideration during Fall 2009. The taskforce made revisions based on input from College personnel, and the Executive Cabinet ratified the SLCC Core Themes (version 1) in November 2009. This initial version of SLCC's Core Themes provided the framework for Strategic Priority Councils' work of articulating outcomes and performance indicators in 2010/2011.
(**Note**: Strategic Priority Councils were formed beginning in 2008/2009 to facilitate and coordinate cross-College planning to advance strategic priority initiatives. They are important components of SLCC's process of shared decision making with responsibility to oversee institutional planning and assessment of strategic and Core Theme initiatives.) Additional information on Strategic Priority Councils is available in Appendix C, and Councils' minutes are available in the evidence matrix.

Just as NWCCU's conceptual language about Core Themes was refined when pilot institutions began implementing the revised standards, SLCC's Core Themes have evolved through the process of articulating Core Theme objective outcomes and performance indicators over the past year. Strategic Priority Councils went through several iterations, with assistance from Institutional Research (IR) and the Institutional Effectiveness Council (consisting of data, assessment, and technical experts at the College), to craft a set of Core Theme outcomes with measurable, verifiable, and meaningful performance indicators. While SLCC's Core Themes are defined by objectives that describe institutional inputs (what the College provides to its constituents), the objectives have clearly aligned intended outcomes. The Board of Trustees approved the final version of SLCC Core Themes and objectives (listed below) in June 2011.

Salt Lake Community College Core Themes

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, and 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*

Core Theme Performance Indicators

Each Core Theme is fully articulated by objectives with outcomes, dashboard indicators, and performance indicators. Strategic Priority Councils sought a balance of direct and indirect measures to gauge SLCC's performance in achieving Core Theme outcomes. The Strategic Priority Councils worked to define performance indicators that meaningfully inform the College regarding outcomes achievement.

Over the past few years, the College has done significant foundational work in regard to creating clear data definitions, testing the validity and reliability of measures, and benchmarking metrics against external and internal standards for SLCC's participation in IPEDS, the National Community College Benchmark Project (NCCPB, 3 years), the Community College Survey of Student Engagement (CCSSE, 3 biennial cycles) and the Voluntary Framework of Accountability (VFA, 1 year national pilot). Many of the institutional effectiveness measures from IPEDS, NCCBP, VFA, and CCSSE have been incorporated into Core Theme metrics. Additionally, data gathered from SLCC internal student surveys: New Student Survey (NSS), Non Returning Student Survey (NRS), and Graduating Student Survey (GSS), provide a source of indirect measures of student satisfaction and learning that are aligned with Core Theme outcomes. At the request of the Strategic Priority Councils, other performance metrics have been developed (or are under development) by IR to measure achievement of Core Theme objectives.

Recently, SLCC has implemented a business intelligence reporting system, Cognos that in conjunction with data warehousing capabilities, provides ongoing data about the status of performance indicators aligned with Core Theme objectives. For each Core Theme a balanced scorecard is built through the aggregation of individual performance indicators into dashboard-level indicators that show performance in key areas of Core Theme achievement. IR worked with the Student Access and Success Council (SAS), the Quality Higher Education Council (QHE) and the Community Partnerships Council (CPC) to help them define specific performance indicators, and the weighted aggregates of those measures into meaningful dashboard indicators. Through drilldown capability, specific areas of performance outcomes can be pinpointed and addressed. At the time of this report, the Access and Success scorecard has been built in Cognos and initial reports are currently available. Balanced scorecards with dashboards will be built for the other Core Themes and implemented in the coming year. These reporting and management tools will be refined over time as the Strategic Priority Councils assess their heuristic value for informing decisions to advance Core Theme objectives. See Appendix D for the Access and Success scorecard and sample dashboard drilldown reports.

Core Theme: Access and Success		

Objective 1: Provide students accessible instructional programs and student services		
Outcome	**Dashboard Indicator**	**Performance Indicators**
A) All students in SLCC's service area will have access to affordable instruction and student services	Affordability	• Rank order tuition in Utah System of Higher Education (USHE) • Net Price Indicator compared to peers
	Access to personnel	• Student to faculty ratio (NCCBP) • Student to Student Services ratio (counseling and advising) (NCCBP) • Student to Student Services ratio (average) (NCCBP)
	Access to services	• Instructional Sites Services Index (*under development*) • Student use of Support Services (CCSSE)
	Access to instructional programs	• Percentage of sections not offered in traditional 15 week schedule • Distance Learning Student Credit Hours (SCH) (NCCBP) • Number of Distance Learning programs offered • Percentage of Student Credit Hours in CTE courses
	Service area accountability	• Market penetration rate, credit (NCCBP) • Market penetration rate, non-credit (NCCBP) • Enrollment by zip code (*under development*)

Objective 2: Provide access for students underrepresented in higher education		
Outcome	**Dashboard Indicator**	**Performance Indicator**
A) SLCC's student body demographics will reflect the demographics of SLCC's service area	Service area accountability/ ethnicity	• Percentage of ethnic students, compared to service area ethnic population (NCCBP)
B) Minority students have equal access to programs, personnel and services	Ethnic student persistence rates	• Ethnic student persistence rates, as compared to Caucasian students o (Fall to Spring) o (Fall to Fall)
	Minority student access to instructional programs	• Minority student headcount in credit, non-credit and concurrent enrollment (by ethnicity) • Headcount of underrepresented student groups in credit and non-credit programs (gender and age) (*under development*)
	Minority student access to personnel/services	• Student use of student support services disaggregated by ethnicity (CCSSE)

Objective 3: Provide access for students underprepared for higher education		
Outcome	**Dashboard Indicator**	**Performance Indicator**
A) Developmental Education students will successfully transition to college-level courses	Developmental Education course success rates	• Enrollee success in Developmental Education courses (NCCBP)
	Developmental Education transition to college-level course success	• Enrollee success, Developmental Education transition to college-level courses (NCCBP) • Percentage of Developmental Education courses in modular or accelerated format • Time it takes for Developmental Education students to transition to transferable college-level courses (VFA)

Objective 4: Provide support for students to become successful and engaged learners		
Outcome	**Dashboard Indicator**	**Performance Indicator**
A) Students will persist in their educational goals	Persistence	• Fall to Spring Persistence (NCCBP) • Fall to Fall Persistence (NCCBP)
	Successful completion of "gate keeper" courses	• ENGL 1010 enrollee success rate (NCCBP) • Math 1010 enrollee success rate (NCCBP) • Math 1050 enrollee success rate (NCCBP)
	Goal attainment on Graduating Student Survey (GSS)	• Percentage of students reporting goal attainment on GSS (NCCBP)
B) Students will use and be satisfied with learning support services	Use of learning support services	• Percentage of students using learning support services (CCSSE) • Usage statistics for Supplemental Instruction, Focused Tutoring, and Learning Center participation
	Satisfaction with learning support services	• Percentage of students satisfied with learning support services (CCSSE) • Percentage of students satisfied with support services (SLCC Surveys: GSS, NRS)
C) Students will be engaged with their learning	Student Engagement	• SLCC students' response on four CCSSE benchmarks: (Active & Collaborative Learning, Student-Faculty Interaction, Student Effort, and Academic Challenge) • Library use statistics • Number of Electronic Library Information Environment (ELIE) research sessions

Rationale for Access and Success Performance Indicators: As the only comprehensive, urban community college in Utah, it is imperative that SLCC carefully examine its efficacy as the main access point to higher education for all Salt Lake Valley residents, specifically for underrepresented and underprepared students. Performance indicators were carefully selected to measure access provided by

the College, the student support services provided, and most importantly, the subsequent success of SLCC students, as evidenced by successful progression through key milestones in goal achievement. SLCC's student engagement performance indicators provide concrete measures of institutional practice and student behaviors that research indicates are directly linked to student success.

Core Theme: Transfer Education		
Objective 1: Prepare students with a foundation for success in continued studies		
Outcome	**Dashboard Indicator**	**Performance Indicator**
A) SLCC students perform at levels commensurate with native students at USHE 4-year transfer institutions	Success at transfer institutions	• First year GPA of SLCC transfer students at 4-year Utah System of Higher Education (USHE) as compared with native students. (NCCBP) • *(SLCC transfer student performance in core 3000 level courses under development)*

B) Students are successful in SLCC transfer courses and degree programs	Success in SLCC transfer programs	• Transfer program Student Learning Outcomes Assessment (SLOA) results
		• Transfer degrees completion rates
		    o 3 yr completion rate (IPEDS)
		    o 6 yr completion rate (VFA)

	Success in core academic degree courses	• Student enrollee success rates in ENGL 1010, ENGL 2010 (NCCBP) • Student enrollee success rates in MATH 1050, 1030, 1040, 1090 (NCCBP, IR) • Student enrollee success rates in the three American Institutions courses (IR)
	Satisfaction with Preparation on Graduating Student Survey (GSS)	• *How well did the SLCC courses you have completed prepare you for continuing your education*? (GSS)
Objective 2: Provide the first two years of articulated major courses in transfer degrees		
Outcome	**Dashboard Indicator**	**Performance Indicator**
A) Students completing AA, AS, APE degrees transfer to Bachelor programs at 4-year institutions	Transfer rates	• Transfer rates (IPEDS)
	Articulation	• Percentage of SLCC transfer degrees converted to Bachelor degrees in three years • Number of articulation agreements (courses and programs) • Course alignment with USHE transfer institutions (number of academic departments participating in USHE Majors Meetings)

Objective 3: Provide students a comprehensive and integrated General Education experience		
Outcome	**Dashboard Indicator**	**Performance Indicator**
A) Students completing transfer degrees or General Education Letters of Completion attain College-wide Student Learning Outcomes (CWSLO)	General Education learning	• Direct assessment of graduating students' General Education ePortfolios • Direct assessment of CWSLO by departments • Student reported attainment of CWSLO (GSS) • Student self-assessment of General Education learning (CCSSE)

Rationale for Transfer Education Performance Indicators: Approximately ¾ of SLCC students enroll with the intent to transfer to a 4-year college, and many of these students will intentionally transfer without completing a 2-year degree. A degree completion rate does not give the full measure of this Core Theme. Transfer Education performance indicators were selected to track transfer student performance while at SLCC, and transfer student subsequent success at 4-year institutions. Utah has a Common General Education Core spanning across all USHE institutions. Therefore, SLCC is accountable for its students' performance in key common core courses. It is also important that SLCC maintain and expand articulation (course and program level) with transfer institutions to allow for seamless transfer and efficient degree conversion; some performance indicators directly measure the strength of these articulation agreements. Finally, the College appeals to direct and indirect measures of student learning in transfer programs and General Education to inform ongoing improvement of teaching and learning at SLCC.

Core Theme: Workforce Education		
Objective 1: Prepare students with knowledge and skills meeting current industry needs		
Outcome	**Dashboard Indicator**	**Performance Indicator**
A) Students completing CTE programs are work-ready	Licensure and certification pass rates	• CTE student pass rates on technical skill tests (state licensure exams) • Certification and Board Exam pass rates (Nursing, Allied Health)
	Student learning	• CTE program SLOA results • Direct assessment of CTE completers' General Education ePortfolios • CTE student self-reported attainment of CWSLO (GSS)
	National Career Readiness (NCR) Certificate	• CTE and School of Applied Technology (SAT) students' performance on NCR Certificate
B) CTE completers and *leavers* are gainfully employed	Employment	• Percentage of CTE completers employed in related field (NCCBP) • SAT completers' placement rates

	Wages	• Percentage of CTE completers and *leavers* employed with a livable wage (VFA) • CTE completers and *leavers* demonstrating growth in median wage (VFA)
	Employer satisfaction	• *Needs development*
C) CTE students persist to program completion	Completion	• Number of CTE awards (AAS, certificates) (VFA) • Percentage of CTE concentrators completing awards, remaining enrolled, or transferring to other educational institutions (VFA) • SAT completion rates

Objective 2: Provide specialized training for business and industry		
Outcome	**Dashboard Indicator**	**Performance Indicator**
A) Local industries choose SLCC to provide industry training	Business and industry training programs	• Number of enrollments in Custom Fit and Short Term Intensive Training (STIT) (NCCBP) • Number of companies served by School of Professional and Economic Development (NCCBP)
B) Local businesses grow through SLCC support	Local business development	• Number of businesses incubated at SLCC; • Expansion of existing business sales growth, after partnering with SLCC • Amount of business capital acquisition dollars

Objective 3: Provide integrated pathways for academic and career mobility/advancement		
Outcome	**Dashboard Indicator**	**Performance Indicator**
A) Degree and certificate pathways are industry aligned	Industry alignment	• Percentage of CTE programs with active Program Advisory Committees (evidenced in annual PAC reports) • Specialty accreditation status of CTE programs • SAT Board Report
B) Students use Stackable Credentials model to advance in CTE programs	Integrated pathways	• Number of students applying work experience to CTE program completion • Number of students applying non-credit training to CTE program completion • Number of students applying Concurrent Enrollment credits to CTE program completion

Rationale for Workforce Education Performance Indicators: In order to inform timely CTE program improvements, and to measure the value-added impact that CTE programs have on students, SLCC has elected to examine both short-term and long-term goals to measure its efficacy in Workforce Education. Short-term success metrics include: student competency attainment, program completion rates, and certification/licensure success rates. Long-term, value-added metrics include job placement rates, attainment of living wage status, and increases in median wage. The impact of business and industry training programs is measured by nationally established NCCBP metrics. The business development

work of the SLCC Miller Business Center is assessed through the application of business-model growth metrics. Utilizing industry experts, SLCC attains meaningful feedback on industry alignment from Program Advisory Committees (PACs) in annual reports.

Core Theme: Community Engagement		
Objective 1: Contribute to economic and community development		
Outcome	**Dashboard Indicator**	**Performance Indicator**
A) State economic development clusters are supported through SLCC skills-based training.	Economic Development programs	• Number of programs requested and developed in response to economic development clusters • Number and placement rates of graduates of these programs
B) SLCC is a partner and resource for business, community, and government initiatives	Partnerships	• Number of *recognized* collaborative external partnerships (business and industry, community, and government) (*partnership index needs development*)
	Diversified funding	• Institutional funding through grants • Institutional funding through contracts • Institutional funding through donations
C) SLCC contributes to the economic growth of Salt Lake County	Economic impact	• Taxpayers rate of return on investment in SLCC (Economic Modeling Systems Inc. (EMSI)) • Student rate of return on SLCC education (EMSI) • Total added annual income to Salt Lake County due to SLCC (EMSI)
Objective 2: Champion diversity and cultural enrichment in the community and the College		
Outcome	**Dashboard Indicator**	**Performance Indicator**

A) Community and College members attend cultural and diversity programs sponsored by SLCC	Cultural programming	• Number of SLCC community events and programs that support arts, culture, or diversity
		   o Number events
		   o Community participation rates (NCCBP)

B) SLCC employees represent diversity of Salt Lake County	Employee diversity	• Minority employee counts (percentage of minority employees, in relation to the percentage of service area minorities) (NCCBP) • Number faculty and staff representing different ethnic groups (IPEDS)
C) SLCC graduates are prepared to work productively with diverse groups	Student learning - Diversity	• Percentage of who students feel prepared to work productively with people from various cultures and backgrounds (GSS)

Objective 3: Provide Community Service and Engagement Opportunities		
Outcome	**Dashboard Indicator**	**Performance Indicator**
A) SLCC integrates community engagement, service, and civic leadership into curriculum, instructional learning outcomes, and programming for College personnel	Participation • Community Service • Service Learning	• Total number of SLCC volunteers • Total number of hours of community service • Rates of student and faculty participation in service learning courses • Number of service learning classes • Number of Civically-Engaged Scholars (Thayne Center Impact Study)
	Assessment of engagement outcomes	• Achievement of community engagement outcomes measures as identified in the *Carnegie Elective Classification for Community Engagement* (CECCE) framework • Assessment of Civic Engagement as a College-wide Student Learning Outcome (CWSLO) through student ePortfolios
B) The community positively views, and has a voice in shaping SLCC's engagement practices	Community input and validation	• Achievement of community involvement outcomes measures as identified in the CCECE framework • SLCC meets benchmark criteria for President's Honor Roll of the Corporation for National and Community Service (annual award)
C) SLCC contributes value to the community through service	Community development	• Quantification of volunteer community service contributed by SLCC (calculated by Independent Sector, Thayne Center Impact Study) • Achievement of community development outcomes measures as identified in the CCECE framework

Rationale for Community Engagement Performance Indicators: SLCC contracts with Economic Modeling Systems Incorporated (EMSI) to provide direct measures of the economic impact of SLCC on its service area. These tangible metrics are valuable in discussions with legislators and other external stakeholders when Mission-based funding for higher education is considered. Recognizing that community engagement is based on reciprocal partnerships, SLCC believes that the amount of external funding earned or donated to the College is an achievement indicator of this Core Theme. It is difficult to quantitatively measure, directly, an institution's impact as a champion of diversity and culture in the community; however, the College has chosen cultural programming participation rates, minority participation rates, and student self-assessment of diversity learning as indirect measures of desired outcomes. Civic Engagement is one of SLCC's College-wide Student Learning Outcomes and is measured directly in student ePortfolios through SLCC's Assessment Plan (see Addendum). SLCC's Thayne Center for Service and Learning measures the impact of College service and civic engagement endeavors annually. While the Thayne Center Impact Study reports primarily on inputs, SLCC is preparing to measure the outcomes of its community engagement practices using criteria as identified in the *Carnegie Elective Classification for Community Engagement* framework. The *Carnegie Classification* document with delineated outcome measures is available in the evidence matrix.

Conclusion

SLCC's Year One Report with Addendum addresses the requirements of Standard 1, Eligibility Requirements 2 and 3, and the institutional response to Recommendation 1. Through the Report, SLCC provides reviewers an overview of the College's Mission, a clear statement of how it identifies and measures Mission fulfillment, and an acceptable extent of Mission fulfillment that ties together institutional purpose, Core Theme objectives and outcomes, and institutional environment. Strategic Priority Council members selected meaningful, verifiable, and measurable Core Theme performance indicators from existing measures of institutional effectiveness (where applicable), and identified other metrics to be further developed by Institutional Research. Performance indicators will likely evolve as their heuristic value is tested over time.

SLCC has taken a systemic and integrated approach to embracing the new accreditation standards, putting into place an institutional framework that directly supports Mission-focused work. With a strong sense of its Mission, the College approached the rigorous work of defining Core Theme outcomes and performance indicators, as an opportunity to articulate meaningful quantitative metrics to affirm success and inform the sometimes needed redirection of efforts and resources. Through broad-based participation over two years, employees have been learning about the new accreditation standards and participating in discussions, presentations, and meetings in which the Core Themes of SLCC's Mission have taken shape, acquired meaning, and gained ownership by members of the College community. The Core Themes are well aligned with the Strategic Priorities of the College that were developed in 2008. Strategic Priority Councils will continue to facilitate and integrate institutional and Core Theme planning, assessment, and continuous quality improvement practices at SLCC. Looking ahead, the College has built a strong foundation of conceptual understanding, shared practice, and supportive infrastructure to address Standards 2-5 in the future.

Addendum: Response to Topics Requested by the Commission

SLCC received one recommendation from the Commission in the Fall 2009 Regular Interim Report:

> **Recommendation 1**
> Full implementation of Salt lake Community College's (assessment) plan will be challenging, but significant work is necessary to address the Standing Recommendation regarding Standard 2.B and policy 2.2.
>
> > *Standing Recommendation*: Salt Lake Community College should continue to develop applications of learning outcomes assessment throughout its instructional areas, to achieve uniform rigor in outcomes statements, to develop a variety of tools for assessment, and to use data for the improvement of student learning.

Response to Recommendation 1

SLCC's response to Recommendation 1 is organized into three areas: Assessment Resources, Assessment Improvements, and an Update on Implementation of SLCC's Assessment Plan.

<u>Assessment Resources</u>

SLCC took the Standing Recommendation from NWCCU seriously, directing significant resources to support ongoing outcomes assessment in instructional programs for the improvement of teaching and learning throughout the College. Steps taken include:

- **Hiring a full-time Outcomes Assessment Coordinator** (November 2010) with the responsibility to:
  - Advance compliance with SLCC's assessment expectations by requiring and supporting all academic programs to plan and implement assessment activities aligned with their program student learning outcomes and with the College-wide student learning outcomes (CWSLO);
  - Help faculty improve the rigor of their assessment efforts through the better planning of what to measure, how to measure it, and requiring the use of multiple measures within (and across) programs;
  - Holistically assist faculty by training and supporting their reporting, decision-making, and resulting activities in an effort to improve student learning and success.

- **Hiring a full-time ePortfolio Coordinator** (August 2010) to develop and provide training on the use of ePortfolios as tools to improve student learning and the assessment of that learning in General Education courses.

- **Providing professional development for faculty:** Between December 2010 and April 2011 the Outcomes Assessment Coordinator supported 138 programs with one-on-one training and follow-up consulting to help them conceptualize more fully developed assessment plans that address student learning, program effectiveness, and quality improvement. Current and future training is focused on rubric development and use, and improved rigor in analysis and reporting for closing the informational and assessment loop. The ePortfolio Coordinator conducts individual and group training for faculty on how to best integrate the ePortfolio into General Education courses. As of August 2011, all new faculty receive training regarding the construction and application of the

ePortfolio in the classroom. Multiple cohorts of adjunct and full-time faculty attend workshops, available in SLCC Libraries, designed to help them become ePortfolio experts.

- **Developing information technology infrastructure:** The Assessment Office built a Web-based center to support assessment activities across the College. The Website provides assessment resources, a centralized location for reporting of departmental plans and assessment results, assessment progress tracking, training materials, and assessment activity timelines for departments and other key stakeholders. SLCC's ePortfolio system is based on student ownership of ePortfolios grounded in the practices of Web 2.0, but is also seamlessly integrated into Banner, SLCC's student information management system. Student ePortfolio URLs are input into Banner, thereby allowing faculty to quickly and easily access an ePortfolio, through class rosters. The College also developed a reporting system that can aggregate the ePortfolio URLs of students who fit any broad or narrow combination of variables stored in Banner. This integration of technologies enables the selective assessment of students in different programs and stages of their education. The reporting system ensures the anonymity of individual students.

Assessment Improvements

The results of SLCC's comprehensive and ongoing work to improve assessment in instructional programs are readily available for peer review on the SLCC *Instructional Programs Assessment* Website
http://www.slcc.edu/aap/instructionaldeptlevelassessment.asp

Within the *Instructional Programs Assessment* Website are two pages of particular interest to reviewers evaluating progress on Recommendation 1:

1) *Assessment Information* providing centralized access to all academic programs' *Mission Statements*, program-level *Student Learning Outcomes*, *Curriculum Grids,* and *Assessment Plans*.
   http://www.slcc.edu/aap/inst-prod/instructionprogramsindex.asp

2) *Assessment Results* providing password-protected access to closing-the-loop assessment information, assessment data, and assessment results.
   http://sasbot.slcc.edu/iraapdocs/assessment/index.htm

(**Note**: Content submitted for the last two columns (Data/Results and Use of Results) on the five-column Assessment Plans is available in the password protected *Assessment Results* documents. Data and results for 2010/2011 are due from departments by September 30, 2011. For login protocol to access *Assessment Results* refer to the evidence matrix or Report Users Guide.)

Examples of Improvements in Assessment Activities

Several departments, most notably, Biology, Business, English, and Nursing have been exemplary practitioners of assessment/improvement cycles for many years. Since Fall 2009, other programs across the College have made significant advancements in their assessment practices, leading to improved teaching and learning. Examples of improvement include:

> **College-wide Participation***:* As compared to the assessment activities of two years ago, when some programs were not fully engaged in SLOA, regular and documented assessment is occurring across the institution as evidenced in the Program Assessment Plans and Results

Tracking Sheet at http://sasbot.slcc.edu/iraapdocs/assessment/tracking.htm . This document is produced by the SLCC Assessment Coordinator each semester and shared with academic administrators. It has proved valuable in engaging Deans and Chairs with assessment activities in their respective Schools and Departments. Of particular note, the School of Arts, Communication and New Media has made great strides forward in assessment activity. During the 2009-10 academic year, only nine of the fourteen programs were performing regular assessment. Today, all fourteen programs are performing regular and meaningful assessment activities.

Attention to Rigor: In addition to articulating more rigorous program-level student learning outcomes, programs have improved the scope and nature of their assessment activities. Faculty are making more informed decisions about which performance indicators to assess for greatest positive impact on their students' learning, and how to best assess these indicators. For example, in the Continuing Education Division, the Library and Information Science program used an indirect survey measure of student learning during the 2009/2010 academic year. They improved their 2010/2011 assessment plan by switching to direct measures of learning. In a different example, the Psychology Department faculty learned valuable information from their first application of a standardized exam across multiple sections. They found that the exam did not provide actionable information and was not well aligned with their curriculum. They plan to rework the standardized exam and develop better secondary analyses methods that will yield useful information on student learning in the future. Additionally, Surgical Technology faculty found they needed stronger indicators that their students were fully prepared for the rigors of clinical rotations. To address the need for stronger indicators, they now require that their students pass two newly revised competency-based skills evaluations before being cleared for clinical rotations.

Closing the Assessment Loop: Faculty members are closing the assessment loop by using assessment data for making curriculum and other student-centered decisions, as illustrated by the following examples. The Photography faculty report they have used portfolio assessments over two years to inform curriculum changes that have improved the print skills of students. In a different example, faculty from the Humanities program performed a significant "critical thinking" assessment across their Department, and learned that the level of their students' critical thinking skills was lower than what they had anticipated. After studying the underlying causes, a faculty committee recommended: "…the scoring rubric should be used both as an assessment tool as well as a teaching device that could help students learn better…" (Humanities Critical Thinking Assessment, 2011). The Biology Department offers an exemplary model of faculty using assessment to improve student learning over time. Yearly, the Department uses an item analysis of standardized final exams from multiple sections of their courses to base adjunct instructor training, focused on improving the teaching of concepts with low student comprehension.

Links to the assessment documents of the programs cited above are provided for the reader in the accompanying evidence matrix.

Update on Implementation of SLCC's Assessment Plan

As noted by peer evaluators in the 2009 Five-Year Interim Report, SLCC has an ambitious plan to assess student learning of the College-wide Student Learning Outcomes (CWSLO): Communication, Critical Thinking, Quantitative Reasoning and Civic Engagement across the institution. SLCC has developed an integrated process to assess CWSLO in all disciplines and to assess the comprehensive General Education learning of students. The current General Education course criteria are intentionally aligned with the College-wide learning outcomes; it is this intentional alignment that allowed SLCC to develop the integrated assessment program.

The key to SLCC's assessment program is grounded in the fact that the ongoing program-level assessment by academic departments is integrated with CWSLO assessment. All instructional department assessment efforts are placed on a set schedule to ensure that programs across the College are assessing one of the College-wide learning outcomes at the same time. This year, all programs will assess "effective communication" as it pertains to student work and performance in each program. They do so directly, by applying semi-standard "effective communication" rubrics to samples of student work. The rubrics are semi-standard in that they are based on the American Association of Colleges and Universities VALUE rubrics, which contain a common set of criteria in each rubric. Each program tailors the performance levels for each criterion to appropriately address the discipline specific student artifacts. The Assessment Coordinator works with faculty on the development of rubrics that allow for the meaningful aggregation of data. After program faculty implement their various assessments of "effective communication," the Assessment Coordinator collects the data and conducts a meta-analysis of assessment results. The findings of this meta-analysis will be used broadly across the College, and will inform faculty professional development, and possibly curricular changes.

Another feature of this assessment program is the manner in which SLCC has incorporated the new General Education ePortfolio requirement. Beginning in May of 2010, it is now a course-level General Education requirement for students to create an ePortfolio and systematically archive within it "signature assignments" and reflections, which help students draw meaningful connections between their General Education courses. The ePortfolio is a key methodology for programs to collect student artifacts for program-level assessment. The ePortfolio Director conducts an annual review of graduating student ePortfolios, using a holistic assessment rubric. In this assessment, the College looks specifically at the nature and prevalence of student artifacts that pertain to a specific College-wide learning outcome. Through this process, faculty ensure the College requires that its students complete enough appropriate assignments that could reasonably be expected to help them attain the College-wide learning outcomes, and find more than a surface connection between their General Education courses.

The groundwork for SLCC's integrated assessment model has been done both in the adoption of ePortfolios as a student learning tool, and in the development and testing of rubrics. Over the past year the number of student ePortfolios entered into SLCC's Banner system has increased from 1,787 to over 17,000. Departments are currently working to craft rubrics for the assessment of "effective communication" to be conducted spring 2012.

The assessment plan is available for review at
http://www.slcc.edu/aap/docs/collegewide_assess_plan.pdf.

SLCC has received national recognition for initial implementation of its plan to assess College-wide and General Education learning outcomes through student ePortfolios. Examples of this recognition include:

- AAC&U *Student Roadmap Grant* (2010). SLCC is in a select group of 12 community colleges working to create national models of robust, integrated, and proactive programs of academic support services and student engagement practices, tied to expected learning outcomes, that if met, ultimately lead to student success.
- FIPSE supported *Connect to Learning (C2L) ePortfolio Grant* (2010). Through a competitive process, SLCC was selected as one of 22 colleges and universities to implement and assess campus-based curriculum and ePortfolio innovations that advance a system of ongoing faculty development, in the hope of cultivating the student body into lifelong learners.

The College is proud of the progress it has made in instituting a systematic and integrated student learning outcomes assessment model that leads to program improvement and enhanced student learning. Through the innovative use of technology, the support of assessment experts, faculty training, and clear institutional direction and expectation, the SLCC community has embraced student learning outcomes assessment as a defining element of its institutional culture.

Evidence Matrix

Supporting Evidence	Links
Preface—Institutional Changes	
To access the documents that have *http://sasbot* **click on the appropriate links and enter User Name=slcci\accredslcc and Password=032mission.**	
Close Sandy Campus	Letter http://sasbot.slcc.edu/iraapdocs/Accred 2011\Sandy_Close.pdf
Prison Training Programs	Prison Teachout Letter http://sasbot.slcc.edu/iraapdocs/Accred 2011\Prison Close.pdf
Highland and Rosepark Teaching Centers	Prospectus http://sasbot.slcc.edu/iraapdocs/Accred 2011\HH_Roseprk.pdf
Sites and Facilities Funding 2009-10, 2010-11	Building and Land Acquisitions from the Legislature http://sasbot.slcc.edu/iraapdocs/Accred 2011\BldgLnd.pdf
Restructure • Senior Academic Administration 2009, 2010 • School of Applied Technology 2011	• SLCC Organization Chart September 2009, 2010 http://sasbot.slcc.edu/iraapdocs/Accred 2011\Org 9&10.pdf • SLCC Organization Chart--August 2011 http://sasbot.slcc.edu/iraapdocs/Accred 2011\Org 11.pdf
Career Ladder/Job Families Talent Management Model	• Website http://www.slcc.edu/hr/talentmanagement.asp
Center for Innovation and Professional Development (Video is a large file and may take a long time to download)	• Website www.slcc.edu/innovation • Announcement—Obits Spring 2010 http://sasbot.slcc.edu/iraapdocs/Accred 2011\Orbits Spr11.pdf • Center for Innovation and Professional Development Video http://www.slcc.edu/webmedia/video/CFI_Video1.wmv
Strategic Priority Councils (SLCC *MyPage*) Go to the SLCC homepage http://www.slcc.edu/. Click on the MyPage Login in the upper right-hand corner. Enter User name: accredslcc and password: 032mission. Click on the Employee tab and scroll down to the Strategic Priority Councils portal.	• Strategic Priorities Council Handbook http://sasbot.slcc.edu/iraapdocs/Accred 2011\SPhndbk10.pdf • Minutes and Other Documents (SLCC *MyPage*) https://mypage.slcc.edu/cp/home/displaylogin
Academic Program Changes	Annual Reports--Terminated and New Programs http://sasbot.slcc.edu/iraapdocs/Accred 2011\annual rpt 09-11.pdf
Comprehensive Student Success Measures	• Mandatory Reading Placement http://www.slcc.edu/policies/docs/Policy_c4s02.01.pdf • Mandatory Orientation http://www.slcc.edu/orientation/ • Application Deadlines http://www.slcc.edu/academiccalendar/ • General Education E-Portfolio http://www.slcc.edu/gened/eportfolio/Students.asp

Supporting Evidence	Links
	• Early Alert http://www.slcc.edu/academicstandards/facultyalert.asp
Major Grants and Contracts	Since 2009 the College has received $27,382,354 in grants and contract, excluding ARRA funds. Grants totaling over $1,000,000 included: • Carl D. Perkins Vocational & Ed Dept. (2) • Eleven State Rocky Mnt Solar Training Consortium • DWS Child Care Professional Dev Institute • National Science Foundation--Science, Technology, Engineering, Math, Talent Expansion Program (STEP)--Biotechnology • Recruit/Retention in UT Biotechnology Pipeline • State Energy Sector Partnership • Smart Grid Technologies and Job Placement • Community Based Job Training--Digital Arts • Health & Human Services--Child Care Professional Development Institute • TRIO Student Support Services & Talent Search (2)
SLCC Informed Budget Process	Informed Budget Site http://www.slcc.edu/aap/inf_budg.asp
Chapter 1—Mission, Core Themes and Expectations	
Standard 1.A Mission and Mission Fulfillment	
Eligibility Requirement 2 Authority	State Board of Regents R312 http://higheredutah.org/sbr/policy/pdf/R312.pdf
Eligibility Requirement 3 Ratification	• SLCC Board of Trustees and Board of Regents Mission Ratification http://sasbot.slcc.edu/iraapdocs/Accred 2011\mission reg.pdf • Mission Review: Strategic Planning Day 2008 http://www.slcc.edu/aap/planning.asp • Mission and Vision Statement Online http://www.slcc.edu/about/VisionMission.asp
Mission Fulfillment (Video is a large file and may take a long time to download) Peer Reviewers see Flash Drive	Mission Fulfillment From the Perspective of: • The Community (Video available on flash drive) • The Students (Video) http://www.slcc.edu/webmedia/video/GradsofExcellencefinal_captioned.wmv • President's Leadership Council August 2010 Retreat http://sasbot.slcc.edu/iraapdocs/Accred 2011\Mission Fulf.pdf
Institutional Climate Indicator (Use SLCC *MyPage*: Login protocal)	SLCC Climate Survey--Pace Model Climate Factors (SLCC *MyPage*) https://mypage.slcc.edu/cp/home/displaylogin

Supporting Evidence	Links
Core Themes	
SLCC Core Themes	• 2009 Core Themes and Work Group http://www.slcc.edu/aap/CoreThemesWorkGroup.asp • All-Personnel Memo asking for feedback http://sasbot.slcc.edu/iraapdocs/Accred 2011\CT all sub.pdf • SLCC Cabinet Ratification of Core Themes 2009 http://sasbot.slcc.edu/iraapdocs/Accred 2011\CT Cab.pdf • Core Themes—Strategic Priority Council Minutes (SLCC MyPage) https://mypage.slcc.edu/cp/home/displaylogin • Board of Trustees Approval 2011 http://sasbot.slcc.edu/iraapdocs/Accred 2011\CT Brd.pdf • 2011 Core Themes http://www.slcc.edu/aap/docs/Core_Themes_May_2011.pdf
SLCC's Participation in National Benchmarking Surveys	• National Community College Benchmark Project (NCCBP) http://www.nccbp.org • Community College Survey of Student Engagement (CCSSE) http://www.slcc.edu/ir/surveys.asp • Voluntary Framework of Accountability (VFA)--Pilot Institution; AACC Press Release http://www.aacc.nche.edu/Resources/aaccprograms/vfa/Documents/VFA%20Pilot%20Selection%20National%20Press%20Release.pdf • Economic Modeling Specialists, Inc. (EMSI) http://www.slcc.edu/ir/econimpact.asp • Institutional Research--SLCC Internal Surveys http://www.slcc.edu/ir/documentspubs.asp
Carnegie Elective Classification for Community Engagement	*Carnegie Elective Classification for Community Engagement* http://classifications.carnegiefoundation.org/downloads/2010-Documentation-Reporting-Form-PREVIEW-v2.pdf
Addendum	
Instructional Programs Assessment WebPage	Instructional Programs Assessment WebPage http://www.slcc.edu/aap/instructionalDeptLevelAssessment.asp
Assessment Information including Program Student Learning Outcomes, Curriculum Grids and Assessment Plans	Assessment Information http://www.slcc.edu/aap/inst-prod/instructionprogramsindex.asp
Program Assessment Results Go to Instructional Program Assessment WebPage http://www.slcc.edu/aap/instructionalDeptLevelAssessment.asp Click on the desired link. Enter the following user name: slcci\accredslcc and password: 032mission.	Assessment Results http://sasbot.slcc.edu/iraapdocs/assessment/index.htm

Supporting Evidence	Links
Examples of Improvement in Assessment Activities	**College-wide Participation** • Program Assessment Plans and Results Tracking Sheet http://sasbot.slcc.edu/iraapdocs/assessment/tracking.htm **Rigor** • Library and Information Science Program Assessment Plans http://www.slcc.edu/aap/inst-prod/ip-conted.asp • Psychology Department Assessment Plan and Results 2010-11 http://www.slcc.edu/aap/inst-prod/plans-results/re_psy_all_9-10.pdf • Surgical Technology Assessment Results 10-11 http://www.slcc.edu/aap/inst-prod/plans-results/re_surg_tech_5-10.pdf
Examples of Improvement in Assessment Activities Continued	**Closing the Assessment Loop** • Photography Assessment Results 2010-11 http://sasbot.slcc.edu/iraapdocs/assessment/results%2010-11/re_vad_photo_10-11.pdf • Humanities Assessment Results 2010-11 http://sasbot.slcc.edu/iraapdocs/assessment/results%2010-11/re_humanities_10-11.pdf • Biology Assessment Page http://rwdacad01.slcc.edu/academics/dept/biol/tbeagley/assessment.html
Update on Implementation of SLCC's Assessment Plan for College-wide Student Learning Outcomes and General Education	• College-wide Student Learning Outcomes http://www.slcc.edu/aap/docs/learning_outcomes_david.pdf • ePortfolio Website http://www.slcc.edu/gened/eportfolio/index.asp • Assessment Plan for College-wide Learning Outcomes; Adopted Feb 8, 2011 http://www.slcc.edu/aap/docs/collegewide_assess_plan.pdf
ePortfolio National Recognition	• AAC&U *Student Roadmap Grant* http://www.aacu.org/roadmap/index.cfm • *Connect to Learning (C2L) ePortfolio Grant* http://www.aaeebl.org/connecttolearning