

Evaluation of Institutional Effectiveness (Y7)

Peer-Evaluation Report

Salt Lake Community College

Salt Lake City, Utah

October 11 to October 13, 2021

*A confidential report of findings prepared for the
Northwest Commission on Colleges and Universities*

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I. Evaluation Committee - REDACTED

Name	Role in Committee	Academic Title	Campus
	Chair		
	Evaluator		

NWCCU Liaison to the Committee:

REDACTED

Northwest Commission on Colleges and Universities

II. Introduction

A five-person evaluation team conducted a virtual Year Seven Evaluation of Institutional Effectiveness (EIE) visit to Salt Lake Community College from October 11 to October 13, 2021. The visit covered Standards One and Two in response to the *Evaluation of Institutional Effectiveness Report and Policy, Regulations, and Financial Review* submitted by Salt Lake Community College to the Commission on August 13, 2021.

III. Assessment of Self-Evaluation and Support Materials

The institution's *Evaluation of Institutional Effectiveness Report and Policy, Regulations, and Financial Review* provided thorough, well-evidenced responses to each of the accreditation standards. Extensive supporting materials were included, along with hyperlinks to relevant institutional web sites. Overall, the reports and supporting materials were informative and helpful to the committee.

IV. Visit Summary

The evaluation committee conducted 33 interviews with roughly 100 participants broadly representative of the operational areas and constituent groups at the college, including the Board of Trustees. In addition, the committee gathered input at faculty-only, staff-only, and student-only forums. Participants in the meetings and forums provided forthright and substantive feedback on college operations, policies, and practices. College representatives responded to requests for clarifying information in a collaborative and timely manner.

V. Standard 1: Student Success and Institutional Mission and Effectiveness

a. Standard 1.A: Institutional Mission

i. 1.A.1

Salt Lake Community College's (SLCC) mission statement is the following: "Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment." This statement is visible on the college website under the "About" section and in many of its documents. The statement defines the broad educational purpose of the institution, which is somewhat unique to the state of Utah because SLCC is the only comprehensive community college. Because the statement addresses "transfer" and "employment" it supports overall student achievement.

b. Standard 1.B: Improving Institutional Effectiveness

i. 1.B.1

SLCC has developed an outline for assessing its institutional effectiveness. The primary elements of this process are defined as: 1) ongoing and dynamic strategic planning; 2) learning outcomes assessment systems; 3) a comprehensive program review process; and 4) a participatory and informed budget development process. In the report, SLCC states it uses the "plan, act, assess and revise" method. Strategic planning and program review are led by Institutional Effectiveness, the budget process is led by the budget office, and oversight of learning assessment systems is shared between the provost's office and Institutional Effectiveness.

Evidence was found that this process is continuous (ongoing and cyclical) through a variety of methods including college forums, the SLCC 360 mid-year event, and other opportunities to share feedback.

Strategic planning is led by college leadership. The Board of Trustees assesses the effectiveness of the strategic plan indicators through the mission fulfillment process describe in Standard 1.A.1. The strategic goals defined in 2016 are still relevant (SLCC EIE Report, p. 18). Coupled with the mission statement, these goals form the foundation of the strategic planning and institutional effectiveness process. The College Planning Council oversees the direction of the strategic plan with participation of the college's shared governance groups. Collaborative Work Teams (CWTs) are an effective way to collaboratively guide specific work elements that need to be completed.

Concern: Lower levels in the college's organizational structure may feel disconnected from the higher-level strategic planning elements. SLCC should continue to provide information and opportunities for feedback by all college personnel.

Student learning is supported by a continuous process that assesses quality and effectiveness. The Learning Assessment Documentation database of reports is found on the Annual Program Assessment website. The Student Learning Outcomes Assessment Committee (SLOA) compiles findings into an overall institutional report. SLCC has recently implemented two data dashboards – the Teaching Insights Faculty Dashboard and the Academic Insights Administrator Dashboard – that provide substantial data to be used in planning and evaluation, and ultimately the improvement of student learning. These items are new in the last year, so their use is still being consistently implemented. However, based on interviews with faculty members, assessment of student learning at the program and course levels appears to be done more at a grassroots level, which may not lend itself to a systematic process across the college.

Concern: It is unclear how broadly systematic assessment is taking place in all academic programs, which ultimately drives improvements in student learning. This topic is more discussed in Standard 1.C.

SLCC has implemented instructional and non-instructional program review processes. The instructional review process follows the Utah System of Higher Education policy requirements for review every five years. Non-instructional reviews follow a self-study format.

SLCC uses an informed budget process that is outlined on its website (<https://i.slcc.edu/budget/docs/slcc-informed-budget-process.pdf>). This process is designed to encourage participation by all college constituent groups. In several interviews evaluators heard from faculty and staff that they are familiar with the process and have used it to request resources.

ii. 1.B.2

SLCC reinvented its mission fulfillment process by positioning this process with its Board of Trustees. Mission fulfillment is separate from the strategic planning process. The mission fulfillment and strategic planning processes, as separated, present a unique structure that allows for future planning and past performance review as a shared responsibility of the Trustees and college leadership. The Board of Trustees oversee the process through the newly formed Mission Fulfillment Committee and this functionally serves as an external review process of the college (by its Board). This committee created a schedule and process by which the Board assessed data on multiple indicators.

The differences between the two processes are outlined in the report. Trustees noted that the college executive group defines the strategic direction, and the Board assesses the indicators to determine mission fulfillment in a “retrospective” manner. Strategic planning is completed each year while the fulfillment process is less periodic and allows for data collection and results to emerge. The process of both were discussed and understood by the Trustees and college leadership.

The SLCC Mission Fulfillment Report was developed to assess mission fulfillment. This report – 20 pages in length – is user friendly and provides the opportunity for any constituent group to review college performance. The Board stated that by publishing this report, there is accountability not only to the Board by the college leadership, but by the college to the public. The core themes, objectives and indicators established are appropriate for the college and its measurement of mission fulfillment. (Table 1: SLCC Core Themes, Objectives, and Indicators. SLCC EIE Report, p. 9)

The Board affirmed that SLCC is fulfilling its mission in a 2019 report and identified areas for improvement with certain objectives. It appears the Board of Trustees is leading this effort and conversing with the college leadership.

In addition, the college’s most recent strategic planning information is available online (<http://www.slcc.edu/plan>) and clearly outlines the goals, objectives and strategies. This document is available for all to access (internal and external). In addition, the college has created a mid-year (January) event, SLCC 360, that provides college updates including the strategic plan and its indicators.

Compliment: SLCC and its Board of Trustees are complimented on their work on the systematic assessment of mission fulfillment and the acknowledgement that operational elements of the strategic plan are the responsibility of the college leadership.

iii. 1.B.3

Evidence was found that SLCC’s planning process offers opportunities for various constituencies to participate. The event SLCC 360 is an opportunity for leadership to share progress in the middle of the academic year. Videos of the presentation are available online for those who cannot attend to view later. Resources have been allocated using the Informed Budget Process (IBP) that is available to all institutional departments.

While some faculty members stated that there are opportunities to provide

feedback and share ideas in the planning process, other stated they were not as familiar. In addition, examples were cited when an operational decision may have been made without adequate discussion (change in e-mail platform was cited as an example). The evaluation team realizes these statements are anecdotal and subjective.

Although evidence was found that opportunities are available for inclusion in the planning process by college constituent groups, and that the IBP is being used for resource allocation, SLCC should continue to share information about these processes on a regular basis to ensure awareness by current and new college personnel.

iv. 1.B.4

SLCC regularly monitors its internal environment through program reviews, audits, and open forums. College leadership including trustees reach out to community leaders and other stakeholders to garner information externally. This information and data are used to chart the future direction. The report provides three examples of how data is gathered to help make adjustments to issues that have arisen such as declines in participation rates and best practices for developmental education.

Program Advisory Councils (PACs) are made up of members from the business community as related to specific disciplines, including pharmacy tech, electronics, computer information technology and law enforcement. Members of the PACs provided examples of how the college is responsive to their needs and affirmed there is a process in place to provide feedback, including regular meetings and one-on-one conversations with college personnel. Interns who work in any given sector also support assessment of skills learned in programs. The evaluation committee also found that the SLCC deans often make adjustments based on this feedback and other feedback, and data on the Academic Insights Administrator Dashboard.

c. Standard 1.C: Student Learning

i. 1.C.1

SLCC offers over 260 programs of study to earn AA and AS transfer degrees, two specialized associate degrees (APE and APS), career technical degrees (AAS), and career technical certificate programs of completion, proficiency, and achievement. SLCC's programs of study lead to collegiate-level degrees and certificates with designators consistent with program content in recognized fields of study. The degree and certificate programs are appropriate for a community college and consistent with SLCC's mission.

SLCC ensures appropriate content and rigor through (a) a well-defined program development and approval process outlined in the SLCC Curriculum Handbook and (b) adherence to Utah Board of Higher Education policy. Internal review of proposed programs and curriculum changes is extensive and relies on faculty expertise as well as institutional goals. External review of proposed programs includes stakeholders such as the local workforce and transfer institutions, as well as a peer review by the Utah System of Higher Education (USHE). Final approval of program offerings is made by the SLCC Board of Trustees and reviewed by NWCCU or DOE as needed.

Proposed general education curriculum offerings are further overseen by the SLCC General Education Committee in accordance with the SLCC General Education Handbook to ensure appropriate content and rigor for general education courses. General education classes are grouped into nine types: American Institutions (AI), Communication (CM), Diversity (DV), Composition (EN), Fine Arts (FA), Human Relations (HR), Humanities (HU), International and Global Learning (IG), Lifelong Wellness (LW), Life Sciences (LS), Physical Sciences (PS), Quantitative Literacy (QL), Quantitative Studies (QS), and Social Sciences (SS) with outcomes for each grouping. The outcomes and associated pedagogical guidelines allow the college to ascertain appropriate content and rigor in general education courses when the courses are developed. Common course numbering has gone through a state-wide process to ensure transferability and appropriate college-level rigor.

Articulation agreements for transfer degrees and active Program Advisory Committees (PACs) for career-technical programs contribute to the relevancy of student learning outcomes. Several programs maintain specialized or programmatic accreditation further assuring quality and relevance of curriculum.

Faculty exercise a major role in design, approval, implementation, and revision of curriculum as defined in established procedures for degree, certificate and course approval.

ii. 1.C.2

Policies and procedures regarding the awarding of credit and degrees is communicated through multiple sources including the SLCC website, catalog, program faculty members, and academic advisors. The program approval assures appropriate breadth, depth, and sequencing of courses. The newly established SLCC Pathways program is also informing appropriate scope and sequence. Scope and sequence for certificate and degree programs are published in the catalog. Individualized program

requirements can be found by an active student through DegreeWorks. Credit and completed degrees and certificates are awarded based on established policy and procedure.

iii. 1.C.3

Program and degree learning outcomes are published in the SLCC catalog. The evaluation committee found that all programs have published program and degree learning outcomes.

According to the self-study, course level learning outcomes are provided to students via syllabi. An effective way to ensure learning outcomes are provided to enrolled students are through course syllabi. The evaluation committee reviewed 75 randomly selected syllabi from spring 21 and fall 21 and found that approximately 25% of them did not provide expected student learning outcomes to enrolled students through syllabi. Those that did provide course learning outcomes often did so under the heading of “course objectives.” HS 2050, RADS 1010, and PSY 1010 syllabi provide good models for course learning outcomes.

Concern: The evaluation committee is concerned that course learning outcomes are not provided to all enrolled students.

iv. 1.C.4

Admission and graduation requirements are defined through applicable policy, and published in the catalog and on the website. They are clearly defined, and accessible through many outward-facing avenues. Additionally, the catalog and website provide contact information for specific offices and staff within the college that students and potential students can access for individualized help.

v. 1.C.5

The evaluation committee found that the 2018 Department Assessment Plan and Report Template provides an outline for an effective system of course, program, and college-wide student learning outcomes assessment.

2019-20 Assessment plans: The evaluation committee reviewed a large sample of assessment plans, which used the 2018 template, and found many plans were not submitted or significantly incomplete. The 19-20 plans demonstrated frequent misunderstanding of course-level learning outcomes (CLLOs). For example, many were blank, appeared to be course

goals, not learning outcomes, or were a listing of courses. When CLLOs were listed, it was often unclear what course contained that outcome since assessment plans are made on a department level.

The 2019-20 assessment plans also demonstrated a misunderstanding of program level learning outcomes (PLLOs). For example, many discussed program goals rather than learning outcomes published in the catalog. Because these were assessment plans, actual results of assessment were not required to be included but were present in some cases. Assessment results were not provided for the 2019-20 academic year.

The evaluation committee notes that those plans that did include CLLOs generally did have criteria for direct assessment of those outcomes. In the same manner, many of those who listed PLLOs that were listed in the catalog showed evidence of a direct assessment plan.

The Student Learning Outcomes Assessment committee (SLOA) provides training and other professional development to assist faculty with effective assessment practices. The training materials the evaluation committee reviewed are complete and relevant. SLOA also sponsors an annual formative review of outcomes assessment and generates a report assessing the quality of the departmental assessment efforts. These efforts have identified areas to be improved in student learning outcomes assessment, which should lead to improved instruction and achievement of student learning outcomes. The most recent SLOA sponsored formative review used the 2018-19 outcomes reports.

2020-21 Assessment plans: The college no longer requires assessment plans to be turned in. Instead, the college requires a narrative report of what was assessed, what the faculty learned, and how the faculty use that assessment data to improve student learning (see 1.C.7. for a discussion on the use of assessment results). The narrative assessment approach is reflective rather than proactive in considering what students need to know (PLLOs) and how to best measure student learning in regard to specific program learning outcomes. The evaluation committee found that answers to program-level questions often did not address specific program-level learning outcomes, present direct assessment data of student learning, nor provide plans for improvement of student learning based on data collected and analyzed.

Discussions with department chairs and faculty found that within some departments, courses and programs are assessed in a decentralized fashion within department groups and faculty who teach the same class or within a course sequence. However, these results are not passed through any systemic or centralized system. Nevertheless, program assessment is happening within several departments resulting in improved assessment at

the course and program levels.

Faculty confirm the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

Compliment: The evaluation committee compliments the Student Learning Outcomes Assessment Committee (SLOA), which provides professional development on best practices regarding student learning outcomes. Additionally, the evaluation committee compliments the college for creating a process to assess the assessments through the peer formative process sponsored by the Student Learning Outcomes Assessment (SLOA) committee.

Concern: The evaluation committee is concerned that the narrative approach of program assessment is not an effective instrument to systematically evaluate the quality of learning in its programs. There is no indication that the system is an effective framework for directly assessing student learning.

vi. 1.C.6

SLCC has both General Education Student Learning Outcomes (GESLOs) and College-Wide Student Learning Outcomes (CWSLOs) They are similar to each other but serve unique purposes.

SLCC GESLOs These apply to the general education program and assessed through ePortfolio	SLCC CWSLOs These are mapped to program learning outcomes
	Acquire substantive knowledge in the intended major and throughout General Education
Students communicate effectively.	Communicate effectively
Students develop quantitative literacies necessary for their chosen field of study.	Develop quantitative literacies necessary for the chosen field of study
Students think critically.	Think critically and creatively
Students express themselves creatively.	
Students develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners.	Develop the knowledge and skills to be a community engaged learner and scholar
Students develop the knowledge and skills to work with others in a	Develop the knowledge and skills to work with others in a

professional and constructive manner.	professional and constructive manner
Students develop information literacy.	Develop computer and information literacy
Students develop computer literacy.	
	Develop attitude and skills for lifelong wellness

General Education assessment is conducted through a unique ePortfolio assessment, where students upload and reflect upon a signature assignment in each general education course. The portfolio contributions are tied to the eight GESLOs, which differ slightly from the CWSLOs. A review of sample ePortfolios on the SLCC website found several outstanding examples of ePortfolios. Of note, some examples use a combination of CWSLOs and GESLOs by combining computer and information literacy and adding life-long wellness. Both the *2021 Gen Ed Assessment Report* and the *Final 2020 Gen Ed Assessment Report* include life-long wellness, suggesting some confusion between the General Education outcomes and the College-Wide Student Learning Outcomes at the institutional level. Some students stated they do not mind completing the ePortfolios, but were not certain where this project fits in overall with their course of study.

The annual General Education Learning Outcomes report is the assessment report on General Education Curriculum. The evaluation committee reviewed the annual reports for the previous three years. General education assessment through the ePortfolio project is system-wide, carried out as described, and results in actionable items, which lead to improvement in instruction and student learning (see 1.C.7 for a discussion on using the results of the assessment).

The evaluators note that the sample for general education assessment consists of AA and AS graduates. AAS students are not part of the sample group, nor are non-completers. If the goal of general education assessment is to improve student learning throughout the general education curriculum, then exploring other sampling methods may be helpful to ensure representation of active students across all associate level programs.

Concern: The evaluation committee is concerned that assessment of institutional learning outcomes is not representative of those students who take general education courses or participate in general education programs.

vii. 1.C.7

2018-19 Assessment Results: Because no assessment results were available for the 2019-20 academic year, the evaluation committee reviewed a sample of assessment plans with results from 2018-19. Most of those reviewed used the 2018 learning outcomes template. The evaluation committee found that approximately one-half of those reviewed did not assess any CLLOs. Other plans had direct assessment information and evidence of using the results of the assessment to improve student learning. Several reports had no program level assessment, some had what appeared to be a CLLO rather than a program-learning outcome in the PLLOs section, and there were some with good evidence of direct assessment of PLLOs and a plan to use the results to improve student learning. The 2018-19 results for the Business Management program provide a good model for effective use of assessment data to improve instruction that leads to increased student learning.

2020-21 Assessment results: The college no longer requires assessment plans or results to be turned in. Instead, the college requires a narrative report of what was assessed, what the faculty learned, and how the faculty use that assessment data to improve student learning. The evaluation committee reviewed several narratives within each department and found that generally faculty response to the first section focused on pedagogy (specifically changes to instructional delivery during the pandemic). The evaluation committee found that answers to program-level questions did not address specific program-level learning outcomes, present direct assessment data of student learning, nor provide plans for improvement of student learning based on data collected and analyzed. In most cases, the narrative was short or sections were left blank, relied on student achievement (course pass rates and program completion rates) as a proxy for student learning, or focused on program improvement in progress with little presented evidence that assessment results of learning outcomes led to the proposed improvement.

Concern: The evaluation committee is concerned that results of its department-based assessment efforts, under the narrative approach, are not sufficiently robust to inform academic and learning-support planning and practices to improve student learning outcomes.

General education assessment results: Several initiatives have come from ePortfolio assessment, including an initiative to help students understand the purpose and value of the general education program, improving outcomes in information literacy, and a two-year process aimed at

improving the signature assignments used to assess Effective Writing. Faculty report that general education assessment sparks rich conversations about the role of general education within disciplines. In addition, general education assessment led to a 13 page “crowd-sourcing” document of ideas to better teach general education courses.

Students report that ePortfolio is an opportunity to showcase their work and see progress over their educational program. Students also report ePortfolio provides an opportunity for students to engage in project management, and ePortfolio is a source of pride for students. Students generally understand how this project fits into their program of study.

Effective Communication (written) was assessed differently in both the 2020 and 2021 report. Rather than assess the ePortfolios of AA/AS graduates, the quality of the signature-assignments in 1000-level courses from a variety of disciplines were assessed. The assessment information and subsequent analysis showed actionable items that were used to improve signature assignments in writing. Improving assessment instruments is an important step toward improving student learning.

Faculty who participated in the Effective Communication signature assignment assessment process gave their revised signature assignments to students the following term. Results from that student learning-assessment, which drew from existing students in 1000-level courses, showed improved results when compared to students who took the pre-revised signature assessment from the same instructor.

Overall use of assessment results: Departments and faculty report there is student-learning assessment happening outside of the two-system approach described by the college in the self-study. In addition to specific examples cited in the self-study, department chairs and faculty were able to provide additional examples of noteworthy outcomes assessment and improvements based on the results of the assessment throughout the college.

For example, the Biology Department works with the Math Department on quantitative literacy necessary for success in the gateway biology course by facilitating workshops to address student learning gaps. The History Department assesses critical thinking by evaluating students' use of primary documents and applies the results of that assessment to improve student learning. Human anatomy and physiology courses use a national exam to assess student understanding and creates instructional strategies to improve student learning. The English Department works with Open

Educational Resources (OER) feedback and the faculty dashboard to understand learning in early English classes and uses that information to inform development of Canvas shells and train adjunct faculty. Many other examples were shared with the evaluation team by Department Chairs and faculty.

The college is encouraged to capitalize on these pockets of effective assessment and provide professional development on best practices in student learning outcomes assessment to refine the learning outcomes assessment process and to ensure faculty understand student achievement as opposed to student learning when assessing student learning outcomes.

Compliment: The evaluation committee compliments the college on the ePortfolio project. These provide all students with the opportunity to showcase authentic artifacts of their learning in a professional and comprehensive manner.

Compliment: The evaluation committee compliments the faculty work groups and departments who have created decentralized student learning assessment approaches to assess student learning and ensure use of the results of that assessment to improve student learning outcomes.

Compliment: The evaluation committee compliments the effective communication assessment project for creating a cross-discipline assessment plan that yielded positive results across current students.

viii. 1.C.8

Transfer credit is awarded through transcript evaluation according to clearly defined, widely published, and easily accessible policies published in the SLCC catalog and on the SLCC website. Integrity of transcript evaluation is safeguarded through adherence to USHE policy.

The Utah Transfer Guide and common course numbering within Utah provide information to students who are investigating how credits may transfer. Students have the right, through policy, to seek clarification regarding their transfer evaluation and request re-evaluation according to established processes. Faculty in the appropriate discipline are consulted for evaluation of like-courses when needed (e.g., course from a non-regionally-accredited college, course not already in the SLCC transfer database). Common course numbering was created through a state-wide process that included faculty in the appropriate disciplines, and ensures transferability with other Utah Colleges and Universities.

Credit for Prior Learning (CPL) is awarded through a clearly defined, widely published, and easily accessible policy. Students can be awarded credit for prior learning from educational experiences in the military or POST Academy, credit by examination (AP, CLEP, IB) work experience, challenge exams, ACT/SAT test scores, and other means. Integrity of Prior Learning Assessment is safeguarded through adherence to Utah Board of Higher Education Policy.

Appropriate faculty are consulted to determine the appropriateness of awarding credit for prior experiential and noncredit learning through a clearly defined process. The college has articulation agreements in place for technical colleges in the USHE system as well as other agreements with CTE technical educators. In addition, SLCC has an internal procedure to award CTE credit for clock hour certificates completed in its own School of Applied Technology.

ix. 1.C.9

SLCC does not offer graduate programs.

d. Standard 1.D: Student Achievement

i. 1.D.1

SLCC has worked to recreate its enrollment offices since 2016 to create a more focused effort on recruitment and advising teams targeting different groups (high school cohorts and adult learners). Prospective students are communicated to in a variety of ways, including events, tours and live chats. Targeted communications go out using a customer relations management (CRM) tool. Recruitment efforts support the college's strategy "Increase College Participation" through different means including supporting a P-20 pipeline and a summer bridge program for high school students. SLCC requires orientation for all first-time students.

The offices that oversee enrollment processes (admissions, orientation, advisement) have developed and implemented several programs to ensure access by various populations in the SLCC service area, including underrepresented groups. To increase participation, SLCC has implemented SLCC Days, a two-day orientation program for high school seniors; a Summer Bridge Program; a TRIO Education Talent Search College Bound (ETS); and Welcome Days. Due to the pandemic-related events of the last year, many of these programs have had to be "reinvented" to be continued in a remote environment as possible. The college has updated its virtual (online) campus tours as well.

The Advising Office has worked to help students navigate program

selection effectively after they apply to SLCC. These efforts include limited entry points to avoid self-advising and taking classes not applicable to the student's program of study, participation of advising staff in college orientations, developing and using online format for advising and orientation, using DegreeWorks in the student information system to help students track their progress, and implementing lead advisors tied to the new academic pathways to provide effective advisement. Students reinforced the use of DegreeWorks to stay on track with their programs of study.

Student Affairs offices, including admissions, orientation, and advisement, also work with the scheduling office now located in Academic Affairs to determine class section needs and availability.

The evaluation team found that various office within the SLCC Student Affairs and Enrollment Management division work collaboratively with each other and other departments across the college.

Compliment: The SLCC Division of Student Affairs and Enrollment Management are commended for their work to creatively recruit, admit, orient and advise prospective and continuing students despite the pandemic-related disruptions over the past eighteen months.

Compliment: The SLCC Marketing and Communications Office, part of the Institutional Advancement Division, is commended for working collaboratively with the Student Affairs and Enrollment Management Division to support students through effective communications.

ii. 1.D.2

SLCC shares its set of student achievement indicators through a variety of formats including the "Outcomes" dashboard and Strategic Plan website. These indicators are primarily the six strategic plan metrics that measure student and institutional achievement. Also, SLCC tracks other metrics through its data portal. Data reports and portals disaggregate data on student achievement by a variety of demographic indicators as required by Standard 1.D.2.

SLCC has several dashboards to support students and their achievement that are available to faculty and staff, notably the Academic Insights Administrator Dashboard and Teaching Insights Faculty Dashboard. These home-grown, newly released dashboards provide very granular data on student performance in the classroom and allow faculty to determine how their curriculum is being received by students.

The college uses different indicators to benchmark its performance

nationally, including the Integrated Post-Secondary Data System (IPEDS), the Voluntary Framework of Accountability (VFA), and the National Student Clearinghouse (NSC). However, SLCC has not identified a set of regional or national peer institutions for all of its student achievement metrics.

Concern: Although the various data sources noted in the report offer important comparison data, the college should work to clarify a set of regional and national peer institutions for ongoing benchmarking.

iii. 1.D.3

The indicators of student achievement are available on the SLCC Strategic Plan website, and the Strategic Goal Metrics and Outcomes dashboards. In addition, the newly formed Faculty and Administrator Dashboards allow members of each of these groups access to granular data related to their classes, student outcomes and programs. This availability makes it widely accessible by faculty, staff and students as well as the general public. SLCC uses several comparison datasets including the Voluntary Framework of Accountability (VFA) and IPEDS.

As noted in the evaluating team's response to Standard 1.D.2, SLCC should define a set of peer institutions for benchmarking going forward.

iv. 1.D.4

SLCC uses transparent and informative processes and methodologies to collect student achievement data and share this data with the college community. Information gathering is completed using the college application and is monitored and segmented using the Customer Relationship Management (CRM) software that ties with the Banner student information system. Once this data is collected from students, a variety of dashboards are developed and maintained by the Data Science and Analytics Office. To mitigate gaps in achievement and equity overall, SLCC calls out three of their strategic plan strategies to address this issue: Close the Opportunity Gap through Targeted Supports; Increase Diversity in Hiring; and Embrace Equity-Minded Culture and Inclusive Practices. This focus allows for initiatives to be focused to support each goal.

In addition, the SLCC Program Advisory Committees (PACs) assist college programs by meeting regularly with faculty and administrators to provide feedback on industry needs (skills in the workplace) and performance of graduates and student interns. Members of PACs for law enforcement, electronics, pharmacy technology, computer information technology and others confirmed that the college is very responsive to their input and that they have seen program modifications as a result of this information. The college has begun to offer certain classes in other

languages, including Biology 1010 in Spanish.

Compliment: The PAC members are involved in program development and speak highly of SLCC and its faculty, administration, staff and students.

VI. Standard 2: Governance, Resources, and Capacity

a. Standard 2.A: Governance

i. 2.A.1

The governance structure of the institution is a bipartite system that consists of a local Board of Trustees and the state-level Utah Board of Higher Education (UBHE). Policy documents clearly delineate the roles and responsibilities of each board (e.g., the hiring of the President is the responsibility of the UBHE). Interviews with the Board of Trustees and college leadership corroborated that the roles of the two governing bodies are clearly distinguished and that the UBHE has given appropriate autonomy to the local Board to conduct its assigned duties. In addition, the policy documents clearly specify that local Board members and UBHE Board members will have no financial interest in or employment relationship with the institution.

Concern. Although the policy documents as a whole clearly distinguished the roles and authority of the governing bodies, the evaluation committee's review revealed that the local Board of Trustees' bylaws are in need of revision. First, the bylaws contain obsolete references to the Board of Regents (the previous state-level governing entity). Second, and more importantly, the bylaws do not include specific, important tasks and responsibilities that the local Board of Trustees is currently carrying out (e.g., the assessment of mission fulfillment) nor do the bylaws include some specific responsibilities mandated by state statute (e.g., approval and monitoring of the institution's strategic plan). A thorough review and revision of the bylaws should further clarify the duties of the local Board and improve the alignment of the bylaws with other governance documents.

ii. 2.A.2

Interviews with college leadership and a review of the institution's organizational structure confirmed that the college administrators in the institution's functional units have appropriate levels of authority, responsibility, and accountability requisite with the size of the institution and its mission. For instance, the Academic Affairs unit of the institution is overseen by the Provost of Academic Affairs and consists of six distinct

schools, each managed by an instructional dean with the assistance of associate deans. Given the relatively large size of the institution, this academic structure is well designed to facilitate the management of academic operations. In addition, a review of the executive leadership team's curriculum vitae corroborated that the leadership team is highly qualified to manage their specific units in the institution. For example, the Vice President for Student Success and Enrollment Management has eight years of executive experience leading Student Affairs units at community colleges and an extensive background in student service operations in both community college and university settings.

One recent innovation in the organizational structure of the institution is noteworthy: A department chair pilot model has recently been implemented in the School of Humanities and Social Sciences. This department chair model allows faculty to carry out some of the responsibilities that were previously assigned to the associate deans. In interviews, college leadership noted that the goal of this new model is to engage faculty leadership in the management of instructional operations and provide interested faculty with an appropriate pathway into administrative positions at the college. The evaluation committee concurs with college leadership that this is a promising strategy to appropriately involve faculty in the management of the Academic Affairs unit.

iii. 2.A.3

The president of the institution, Dr. Denece Huftalin, is a highly qualified community college administrator with seven years of experience in her current executive position and extensive relevant administrative experience in various areas of college operations (most notably, student services). She reports to the institution's Board of Trustees and the Utah Board of Higher Education but does not serve as an ex officio member of either governing body.

iv. 2.A.4

The institution's decision-making processes are well-designed to facilitate input and engagement from the college community before important decisions are made. Interviews with faculty, staff, administrators, and students confirmed that the following strategies for inclusive input have been implemented at the institution:

- The Salt Lake Community College Student Association's Executive Council informs Executive Cabinet and the Board of Trustees about student concerns and priorities, and the Student Body President serves on the Board of Trustees
- The staff and faculty associations engage in regular discussions with college leadership to improve working conditions, and staff and

faculty association leadership provide regular reports to the Board of Trustees

- The Informed Budget Process (IBP) allows the college community to submit annual budget requests for formal consideration by college leadership
- The Faculty Senate oversees educational policies and practices
- The Senior Leadership Team includes faculty, staff, and student representatives and advises Executive Cabinet on a wide variety of operational and strategic matters
- Collaborative work teams (CWTs) that include relevant faculty and staff participants are convened to implement important college initiatives (e.g., the SLCC Pathways strategy in the Strategic Plan)

Taken together, these various strategies provide the college community with ample opportunities for input and engagement in the institution's decision-making processes.

Concern. Although there are many substantive opportunities for the college community to participate in college decision-making processes as noted above, a number of participants in the faculty and staff forums reported that they felt marginalized or left out of decision-making and perceive that decisions are, as one respondent noted, "top-heavy." The evaluation committee encourages the institution to (a) explore further strategies for engaging the college community in institutional decision-making processes and (b) augment communication practices both within the faculty and staff constituent groups and across the institution as whole so that the involvement of faculty and staff in decision-making processes is broadly recognized and validated.

b. Standard 2.B: Academic Freedom

i. 2.B.1

SLCC has a strong set of policies on academic freedom and related commitments to protection from inappropriate pressures on free expression that are current and inclusive of faculty, students, and guidance for speech on campus. Faculty, students, and staff indicated that these protections are healthy and fostered dialog on important matters in the classroom and in the public sphere. Students are afforded support and resources to engage in various forms of expression in a manner consistent with the educational mission of SLCC.

ii. 2.B.2

Forums with faculty and students indicated that there is wide confidence

in the ability of all members of the SLCC community to share diverse ways of pursuing knowledge and perspectives on truth. College leadership is clearly committed to fostering independent thought at SLCC.

c. Standard 2.C: Policies and Procedures

i. 2.C.1

There are both the policies and the procedures needed for efficient and effective transfer of credit, as well as the personnel in place to see that the policies operate in support of students. In addition to a particular focus on transfer of students to the University of Utah, Weber State University, and Utah State University, the college, consistent with state expectations, participates in WICHE (Western Interstate Commission on Higher Education) Passport, that affords students the ability to apply SLCC credits to out of state requirements systematically. The college's work on prior learning assessment is also incorporated into transfer operations.

ii. 2.C.2

SLCC policies are clear and comprehensive on student rights and responsibilities, student conduct and appeals processes, as well as for academic honesty. Students and faculty reported that means to uphold academic honesty are widely understood and effective. Students indicated that there is some variability in knowledge of and hence requests for accommodations. However, it is also evident that SLCC has gone to considerable lengths to communicate and provide multiple avenues for students to be apprised of their rights and responsibilities and the services available to them through the Disability Resource Center. As noted by one student in a meeting with the team conducting the visit, students share in the accountability to be informed about the myriad of ways the college supports their success.

iii. 2.C.3

Considerable resources are committed by SLCC to ensure effective admission practices, inclusive of placement, that are provided to prospective students in innovative ways. Through active outreach by the college into neighboring communities and school districts, prospective students and high school counselors are provided with current, online, and in-person information and assistance with admission and placement. SLCC has a wide range of instructional offerings, including programs with selective admissions that are tailored to promote student readiness to be successful. SLCC has within the last year adopted a revised academic standards policy for when students have academic difficulty. It seems

well-suited to advance retention and completion and to complement existing policies on readmission and re-enrollment.

iv. 2.C.4

Secure retention of student records follows statewide policy that is managed at SLCC by the Office of Risk Management. This is supplemented by college guidance on records retention. Ellucian Banner, the enterprise student records system, is actively managed to provide access to college personnel based on security controls related to employee function and responsibilities. Student records are backed up daily and there is also remote backup to insure redundancy. Archived hard copy materials can be readily retrieved from state-maintained records. Personnel receive training on Family Educational Rights and Privacy Act (FERPA) requirements that are well-publicized to all members of the college community. FERPA is conscientiously followed across all student groups, including concurrent enrollment.

d. Standard 2.D: Institutional Integrity

i. 2.D.1

SLCC strives to be accurate in its public and internal facing communications. The college catalog and websites provide ample information about its programs and time to completion. Marketing and Communications provides oversight and coordination for most of the units at the college, with dotted line support to areas such as Athletics and the Library. Marketing and Communication is also the lead on maintaining some 7,000 web pages at SLCC and serves as a clearinghouse for college units when creating, revising, publishing, and updating SLCC's large and dynamic web presence. The college conscientiously engages in program review to help ensure the integrity and currency of all communications. Collaboration with and between units on publications was evident from discussions with varied stakeholders. Messaging is a point of pride for the college, and there are positive and productive working relationships, ongoing strategic planning, and sufficient resources to effectively build and sustain materials used across college operations.

On occasion, gaps were found in the consistency of information provided to the team, and there are some inaccurate, out-of-date, or dead links on the college website. The college Clery Report and supplemental communications provided at the request of the team met the reporting requirements; however, thorough adherence to the checklist provided by NWCCU would strengthen that document.

ii. 2.D.2

SLCC represents itself in an ethical manner in development of policies, regulations, actions and processes. The college community engages in policy development through a comprehensive process which includes a review cycle for new or revised policies prior to the Executive Cabinet submittal to the Board of Trustees.

Grievances and complaints are guided by SLCC policy and administered through appropriate channels, the Dean of Student coordinates and/or participates in student related grievances and complaints, and the Office of People & Workplace Culture addresses faculty and staff issues. The student grievance and complaint process is monitored and tracked using the Maxient System in a timely manner.

Concern: In forums and interviews, faculty and staff expressed the view that grievances and complaints are not resolved in a fair, equitable and timely manner. Some employees also expressed concerns about retaliation for reporting complaints and grievances. The opportunity for a transparent environment for employees to communicate and address complaints and grievances could benefit SLCC.

iii. 2.D.3

SLCC Board members, administration, faculty and staff adhere to the State of Utah rules of conduct which includes the Conflict of Interest, External Employment and Consultation Policy. All employees sign and documents acknowledgement of the policy upon hire. Additional opportunities for training is provided through events and professional development opportunities. Members of the SLCC Board of Trustees also adhere to the Utah Code 63.G-24-301, which requires disclosure of any financial interest associated with their duties.

e. Standard 2.E: Financial Resources

i. 2.E.1

SLCC has established financial policies and practices that provide for regular reporting of fiscal matters to the Executive Cabinet and Board of Trustees. SLCC financial resources are provided from state appropriations, student tuition/fee revenue, grants and contracts, and auxiliary services. The evaluation team noted a strong relationship between the SLCC Executive Cabinet and Board of Trustees that supports audit, investment and fiscal oversight.

The Board of Trustees noted effective communication and structure of the governing board in oversight of financial matters that reflect the financial stability, cash flow and fluctuations that may occur. SLCC reported that consistent with community colleges nationally, a decline in enrollment has occurred. Expenditures are adjusted accordingly to address revenue changes which have occurred due to the impact of the COVID-19 pandemic. SLCC has also received financial support for students and operations from Federal Coronavirus Aid Relief and Economic Security Act (CARES) and Higher Education Emergency Relief (HEERF) funding in support of students and operations as a result of the pandemic environment. The Board of Trustees, Executive Cabinet, and in particular the Finance Department ensure these funds are expended in accordance with restrictions as set forth and plan for audit processes.

ii. 2.E.2

SLCC's operating budget development, oversight and reporting is guided by institutional policy. Opportunities for stakeholders across the institution is provided by SLCC through multiple means. The Informed Budget Process provides for all institutional employees to submit budget requests. The process includes the requester to advise if and how the budget requests supports institutional goals and objectives. Requests are processed through the supervisory chain, reviewed and prioritized by the respective Executive Cabinet member and submitted to the Budget Office for compilation. Communication to the individual requestor is provided at multiple levels of the process for tracking and monitoring. It was noted that as a result of effective resource oversight, several requests have been authorized through supplemental funds supporting a wide range of requests.

Decision-making processes about SLCC fees/tuition and student fees provide inclusive opportunities for student involvement. This process includes open forums and discussion and is consistent with Utah Board of Higher Education policy. Oversight of student fees is administered by the SLCC Student Fee Board. SLCC student fee/tuition changes must be approved by the Executive Cabinet, SLCC Board of Trustees and the Utah Board of Higher Education.

Annual operating budget development includes projected tuition and fee revenue and is developed consistent with anticipated enrollment levels. Expenditure budgets are consistent with anticipated revenue projections and account for fluctuations in enrollment levels as appropriate. The Utah Board of Higher Education policy allows for institutions to keep unspent funds. Institutions are encouraged to have a carry forward budget of 4-7%

of appropriated funds in reserve to address fiscal challenges. SLCC has effectively managed resources and has been able to address budget reductions through actual resources maintaining reserve levels.

SLCC maintains a low debt obligation and healthy funds including in the college plant fund. The Board of Trustees and Executive Cabinet assess fiscal risk analysis on an ongoing basis and ensure financial health of SLCC.

iii. 2.E.3

SLCC manages financial resources in accordance with established policies as administered by the Board of Trustees, governing board and federal and state laws. Budgets are reviewed and approved annually by the SLCC Board of Trustees and reporting and reviewed by the Utah System of Higher Education and reporting to the Utah Legislative Fiscal Department.

SLCC policies and procedures, including those governing fiscal operations, are developed by the policy sponsor and then sent out for 15-day public review by the college community prior to submission to the Executive Cabinet and Board of Trustees. These policies and procedures ensure adherence and compliance to all state and federal laws. SLCC also utilizes the Committee of Sponsoring Organizations of the Treadway Commission (COSO) framework for internal controls and risk management.

SLCC completes an annual audit of financial statements provided to the Board of Trustees. The Utah State Auditor performs additional audits and reviews including the Government Auditing Standards Report and Statewide Federal Compliance Audit further ensuring compliance with federal and state laws.

f. Standard 2.F: Human Resources

i. 2.F.1

SLCC has a comprehensive process for onboarding employees called Bruin Beginnings. The onboarding informs employees of conditions of employment, work assignment, rights and responsibilities, and policies and procedures. However, some faculty and staff in forums and interviews reported that the criteria and procedures for evaluation, retention, promotion, and termination were not clear, and there is concern that these processes are not being applied consistently.

Concern: The criteria and procedures for employee evaluation, retention,

promotion, and termination are not clear to all college constituents, and some college employees perceive that decisions related to promotion in particular are not fair and equitable. Clarification of these criteria and procedures would address concerns raised by the college community about bias and preferential treatment.

ii. 2.F.2

SLCC provides faculty, staff and administrators with broad based opportunities for professional development including: 1) institutional centers that promote and facilitate professional development, 2) institutional support for continuing educational advancement, and 3) institution wide activities. Administrators, faculty and staff shared examples including the Faculty Fellows program focused on professional development, broad-based programming for faculty and staff, and Workplace Culture programming that is provided in support of faculty, staff and student specific needs. An example includes a program developed during the COVID-19 pandemic for care takers, remote working and support.

Faculty and staff also participate in conferences and workshops both internal and external to SLCC. Departmental and institutional funding is available through the supervisory chain to support employee development.

iii. 2.F.3

SLCC employs sufficient staff and faculty to accomplish its mission, programs and services. Full-time faculty, staff and administrators represent approximately 1,300 employees with an additional 2,500 part-time staff and adjunct faculty. The Informed Budget Process is utilized by departments that deem additional staffing support is needed to support operations.

iv. 2.F.4.

SLCC has documented policies and procedures pertaining to faculty and staff employee evaluations. Employees noted that evaluations are maintained at the department/school level and are not submitted to People & Workplace Culture.

College policy prescribes for staff evaluations to be completed through an instrument called Growth, Planning and Support (GPS). Employees reported that the GPS evaluation process is being done in some areas but not others, and college leadership corroborated that the GPS evaluation

process has not yet been universally deployed. Additionally, employees noted that in lieu of a formal evaluation meeting, discussions were more of a “chit chat” and feedback on performance; opportunities for growth or improvement were lacking. A general concern noted was that supervisors and employees were not fully trained on the deployment of GPS. SLCC noted that the GPS program will be updated in 2021-22 in follow-up to an employee survey from 2019.

Concern: Given the absence of regular and systematic evaluations for all employees, the institution does not ensure that employees are consistently provided with meaningful feedback about performance and strategies for improvement.

g. Standard 2.G: Student Support Resources

i. 2.G.1

The array of student services and the staff in the associated offices is impressive. As outlined in the self-study, the span of offices providing holistic supports for SLCC students includes, and is not limited to, tutoring, writing, and presentation skills, as well as a food bank, counseling, and funds for students in crisis. Students attested to the value and importance of these offerings, particularly during COVID. The collective commitment to equity, as a central tenant of college mission, is an evident strength of student affairs personnel and programs. Discussions with staff from these offices indicated their deep, thoughtful, and collaborative approach to student wellbeing and success. Among many notable features of SLCC student services is the grass-roots initiative that resulted in the establishment of the Dream Center for undocumented students. There is a strong vision and palpable drive to accomplish the ambitious goal of closing equity gaps by creatively applying and innovating resources to that purpose.

Compliment: The evaluation committee compliments SLCC for striving to make the college a place where students of all backgrounds are able to realize their educational aspirations through its varied student support programs and services, in partnership with academic programs and services.

ii. 2.G.2

The SLCC catalog is well designed, highly usable, and inclusive of the necessary information on mission, programs, degrees, faculty, tuition, financial aid, calendar, etc. Key personnel in the Registrar’s Office, from Academic Affairs, and from Marketing and Communication collaborate to

use tools (Curriculog, principally) to maintain current information and integrate the curricular approval process into catalog production.

iii. 2.G.3

e-Learning, the Registrar, and academic programs ensure that information on professional licensure and requirements for employment in professions students may choose to pursue is visible via the web and in the SLCC catalog. The Division of Continuing Education also provides tools to assist those seeking programs in that area of SLCC offerings with licensing requirements.

iv. 2.G.4

The Office of Financial Aid and Scholarships responded immediately and effectively to an audit finding to ensure internal oversight and verify student eligibility to receive designated funds. This was accomplished as the unit had transitions in leadership and speaks to the college's commitment to compliance in a dynamic environment. The redesign and simplification of the scholarship application process has resulted in higher use of those resources that under the previous process. Consequently, more students are afforded assistance to help them achieve their educational goals. The self-study, conversations with students, and with supervisors in Financial Aid indicates that SLCC students do benefit from state, federal, and institutional programs for college and related, eligible costs. A notable part of these efforts is the SLCC Promise that assists students in covering the gap between federal aid and their total cost of attendance.

v. 2.G.5

Both through its website and through existing federal resources, SLCC provides and tracks student's completion of required repayment obligations when taking loans. The college default rate is clearly published.

vi. 2.G.6

Advising is robust and well-structured to align with SLCC's Pathways initiative, which draws on recent research and practices for advancing student retention and completion. Pathways is a significant, comprehensive undertaking, and one that is heavily dependent on effective advising. The program at SLCC has lead advisors associated with each of the eight areas of study for SLCC Pathways. These leads oversee preparation, training, and when needed, remediation of front-line advisors, under the general supervision of a director.

Assignment of an advisor is made at the start of a student's SLCC career and is designed to be sustained throughout a student's chosen area and program until completion, or to be seamlessly reassigned as needed when students change their program of study. Students reported feeling well-supported by SLCC advisors and a vital resource for them not only in academic matters and scheduling, but in other realms such as how to access needed services and opportunities that are vital to overall success. Given the size of the student population and multiple campus locations of SLCC, advisors are distributed in a fashion that helps meet students where they are, physically and developmentally.

A feature of this support is use of a degree audit and planning resource (Degree Works) that helps students visualize and anticipate next steps in their education. Advisors use Starfish as a primary means to communicate with students and promote student engagement. In addition, a case management team has been established in collaboration with the Office of Data Science and Analytics to provide assistance to over 1,200 first-generation Students of Color. These commendable efforts are further validation of how the college has committed its people and resources to transform the lives of SLCC students.

There is a consistent approach to professional development for advisors centered around a recognized national and a statewide association for advising.

Advising and supervisors for advising reported having an effective working relationship with academic affairs to help build and adapt the course schedule in a student-centered fashion.

vii. 2.G.7

Students who are remote users of SLCC services and programs must have a college assigned student number that validates their identity and SLCC requires a government issued ID or college issued ID for in-person student services. Users with special needs, such as those requiring accommodations for testing or placement, are coordinated through the Disability Resource Center. Access to the college intranet, My SLCC, is actively managed and controlled. Students must first have a college issued ID number to be able to log-in. College personnel are required to regularly change their passwords on their access to college systems, and to provide a layer of integrity protection, two-factor identity verification is used. The fees associated with all online/distance courses supports the costs of identity verification.

g. Standard 2.H: Library and Information Resources

i. 2.H.1

SLCC's Library has a staff well prepared and aligned with the needs of its various programs in support of the college mission. Liaisons are assigned to each of the six schools at SLCC (Applied Technologies and Technical Specialties; Arts, Communication, and Media; Business; Health Sciences; Humanities and Social Sciences; and Science Mathematics, and Engineering) and are available to provide a wide range of services to increase utilization of the impressive resources provided by the library. Instructional support for the college-wide goal to advance information literacy is a centerpiece of the work of library staff.

The presence of library facilities across SLCC's campuses is a strength and the development of library guides by each of the liaisons are critical resources for students and faculty. Students reported finding library staff and services meaningful and available in their studies.

To assess its work, the library has engaged in data collection, such as longitudinal reports descriptive of its patrons and trends for use of library resources. Data indicate declines in usage, likely exacerbated by COVID. The data collection efforts provide a foundation for furthering assessment and invite deeper collaboration across the college to gain insight and provide direction to campus wide efforts on closing equity gaps and overall student success.

SLCC's membership in a consortium of other Utah higher education institutions, including flagship universities, leverages the impressive and expansive collections across the state, effectively reducing or eliminating what would be cost prohibitive additions to SLCC's libraries, and affording all users, students, staff, and faculty, with highly advanced resources. This kind of partnership is especially vital to the fundamental importance of preparing students in the information age to be wise consumers and ethical users of media in all forms, online and hard copy.

h. Standard 2.I: Physical and Technology Infrastructure

i. 2.I.1

SLCC has in place emergency management, safety, and security in support of the College environment and faculty, staff, and students. The evaluation committee found in evidence through review of documents, the website, and student and employee forums that the campus community feels safe and secure at SLCC.

Facilities at SLCC were noted to be sufficient and adequate to support the institution's mission, academic programs, and services. SLCC is engaged in a comprehensive update regarding facility locations and ensuring that placement of college operations is consistent with the needs of the community and changing needs of the Salt Lake City region. Efforts were noted by the Board of Trustees, Executive Cabinet, and Finance & Administration leadership. These efforts included leasing of existing underutilized facilities to diverse revenue streams and new locations including the new Herriman Campus.

The facilities team has been on campus throughout the COVID-19 pandemic providing support of the institution's infrastructure (buildings and grounds). Staff and operations have maintained building maintenance (preventive and deferred) in sustaining facilities. The priority of maintaining healthy and safe facilities during this unprecedented time has been at the forefront of the custodial team and facilities technical team and are prepared for the resumption of campus operations when appropriate. Additional efforts in support of the SLCC safety during the COVID-19 pandemic includes: 6' social distancing marking in all public areas; placement of signage for pertinent information such as masking; restricted access to remote shut down buildings permitting only authorized personnel; COVID response team for deep cleaning of spaces; preparation of kits/boxes for placement of essential cleaning supplies, microfiber towels, disinfectant liquid packets, gloves and sanitization instructions; fabricated and installed over 200 Plexiglas shields for public facing areas for various departments and locations; increased cleaning frequency; changing of HVAC filters as possible to MERV 13 rated; increased airflow; and placement of automatic hand sanitizing stations in all buildings in use.

The Office of Information Technology (OIT) at SLCC has developed appropriate and adequate information technology infrastructure support to support management and operations functions, academic programs and student support services. OIT has developed a comprehensive governance structure which includes human resources, finance, academics and students for priority and support of enterprise applications including Banner and Canvas. SLCC OIT has developed lifecycle replacement and equipment, software, and services. Replacement of equipment has occurred in a timely manner in support of students, academic programs, and services.

As SLCC transitioned to a remote environment in March 2020, the IT department engaged comprehensively in support of faculty, staff, and students. Support included procuring laptops, hotspots, assisting in transition of pedagogy and deployment of curriculum in the virtual

environment, and securing additional remote access tools. SLCC had established security protocols in advance which worked effectively in the transition and beyond.

Beginning in October 2021, a mandatory Cyber Security training is being deployed and implemented for all faculty and staff. It was noted during the staff forum that security breaches had occurred in a few departmental events. OIT staff have provided training sessions and established helpful information for users to reduce access to non SLCC participants and/or to restrict inappropriate access.

VII. Summary

The evidence provided in SLCC's Evaluation of Institutional Effectiveness report, the supporting documentation, and the discussions with college stakeholders all corroborate that SLCC's institutional structure, strategic planning processes, and budget management practices are thoughtfully aligned to fulfill the college mission and support student success. Moreover, interviews with college constituent groups reflected a shared commitment to help all SLCC students achieve their educational goals. Given these substantial institutional strengths, SLCC is well positioned to build on its accomplishments and further improve college operations as recommended in this peer-evaluation report to generate equitable student outcomes.

VIII. Commendations and Recommendations

a. Commendations

- i. Commendation 1:**
The evaluation team commends the institution for a strong relationship between the Board and the college executive leadership that supports assessment of mission fulfillment and fiscal oversight.
- ii. Commendation 2:**
The evaluation team commends the institution for their commitment to faculty, staff, and students in continuity of student learning, employee support, and health and safety in response to the ongoing COVID-19 pandemic.
- iii. Commendation 3:**
The evaluation team commends the institution for their commitment to systematically implement academic and student services to generate equitable outcomes for all students.

b. Recommendations

- i. Recommendation 1:
The evaluation team recommends that the institution consistently provide course-level learning outcomes for all enrolled students. (Standard 1.C.3)
- ii. Recommendation 2:
The evaluation team recommends that the institution implement an effective system of assessment to evaluate the quality of learning in its programs. (Standard 1.C.5)
- iii. Recommendation 3:
The evaluation team recommends that the institution demonstrate that faculty and staff complaints are reviewed and responded to in a fair, equitable, and timely manner by trained and qualified personnel. (Standard 2.D.2)
- iv. Recommendation 4:
The evaluation team recommends that the institution implement, clearly communicate, and sustain standardized practices for conditions of employment, evaluation, retention, promotion, and termination of employees. (Standard 2.F.1)
- v. Recommendation 5:
The evaluation team recommends that the institution implement systematic and standardized evaluation practices based on written criteria that are published, easily accessible, and clearly communicated; applied equitably and consistently; and provide meaningful feedback on performance. (Standard 2.F.4)