MID-CYCLE REPORT

FALL 2024

Salt Lake Community College

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Salt Lake Community College
Salt Lake City, UT

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INSTITUTIONAL OVERVIEW

Salt Lake Community College (SLCC) is a large, student-focused, comprehensive, urban, and suburban college meeting the diverse needs of the Salt Lake County community. SLCC is one of 16 public and technical colleges and universities operating under the auspices of the Utah System of Higher Education (USHE). As Utah's only comprehensive community college, SLCC is the largest supplier of transfer students to the state's four-year institutions. It is home to nearly 50,000 students annually (credit and non-credit), with an annualized FTE enrollment of nearly 15,000. As an emerging Hispanic Serving Institution, SLCC is the most diverse institution of higher education in the state.

High quality instruction and support services for students are paramount at the college, which maintains an average class size of less than 20. An active faculty development office supports faculty in continuing to grow as instructors throughout their careers. Continuing education for faculty members includes robust offerings in the scholarship of teaching and learning such as civic literacy, faculty engagement, service learning, and assessment practices.

Students may select from over 100 programs of study to earn Associate of Arts (AA), Science (AS), Applied Science (AAS), Pre-Engineering (APE), and Pre-Science (APS) degrees in addition to certificates of completion (CC) and proficiency (CP). These programs are designed to give students the ability to 1) transfer and complete a four-year degree, 2) lead directly into the workforce, or 3) stack to provide students with additional skillsets.

The college is Utah's leading provider of workforce development programs and the sole public provider of post-secondary applied technology courses in the Salt Lake metropolitan area. With access as a cornerstone of the college's mission, SLCC has robust online offerings and eight locations throughout the county, including one newly opened in Fall 2023.

SLCC's vision is to be a model for inclusive and transformative education, strengthening the community it serves through the success of its students. It is committed to achieving this vision through reciprocal partnerships with community groups, businesses and industry, P-20 education providers, and government agencies. As the only open-access, comprehensive community college in the state, SLCC is vital to its community.

INTRODUCTION

Salt Lake Community College has undergone significant leadership changes in the past year, appointing Dr. Gregory Peterson as president when Dr. Deneece Huftalin retired after serving for a decade. Two other Cabinet positions have also been recently vacated and are currently being filled in interim capacities. Staff and faculty have largely welcomed these transitions with excitement for new ideas and positive changes.

Salt Lake Community College completed its last Evaluation of Institutional Effectiveness and Policies, Regulations, and Financial Review in Fall 2021. At that time, members of the NWCCU peer evaluation team conducted a remote visit and prepared their report comprising three commendations and five recommendations. The report and its conclusions were adopted by the Commission in February 2022, with a timeline for upcoming evaluations. The recommendations address two broad areas: learning outcomes (recommendations #1 and #2) and Human Resources and People and Workplace Culture (recommendations #3, #4, and #5).

SLCC prepared an ad hoc report and hosted an in-person peer evaluation team in Fall 2023 to address the three recommendations regarding Human Resources and People Workplace Culture. While the evaluators noted that SLCC had made great strides, they observed that the changes still needed to be fully systematized. The commission elected not to lift these three recommendations. They will be addressed in the addenda of this midcycle report, along with the two recommendations dealing with learning outcomes.

MISSION FULFILLMENT

Salt Lake Community College's mission fulfillment assessment process is grounded in the mission of the institution, which defines its broad educational purpose and commitment to accessibility, student learning, and achievement:

Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment.

SLCC and its Board of Trustees operationalized this mission into three goals and six associated objectives centered on accessibility, student support, and student success outcomes.

Figure 1: Goals and objectives

GOAL	OBJECTIVE
Access & Success	A Provide accessible instructional programs and student services B Provide access to students underserved in higher education C Support students to become successful and engaged learners
Transfer Education	D Prepare students with a foundation for success in continued studies
Workforce Education	E Prepare students with the knowledge and skills that meet current industry needs F Provide specialized training for business and industry

OVERVIEW OF PROCESS

SLCC engaged in mission fulfillment assessment in a cyclical fashion, beginning with a holistic review of each goal and then providing deeper context for each over the following months before engaging in a holistic assessment again. This process was led by the Board of Trustees and facilitated by the Division of Institutional Effectiveness (IE).

The SLCC Board of Trustees operationalized the mission into goals (formerly core themes), objectives, and indicators used in the assessment of mission fulfillment. These are discussed in the most recent holistic Mission Fulfillment Report, published in 2020. At that time, based on evidence presented

over 18 months, the Board of Trustees affirmed that SLCC is fulfilling its mission. As seen in Figure 2, trustees found SLCC was particularly successful in its workforce mission (Objectives E and F). Because they saw the most room for improvement in our Access & Success and Transfer Education missions, they directed IE staff to engage in what it termed a "deep dive" into how inequitable access to higher education impacts student success. This resulted in four research briefs focused on credit accumulation, access to resources, program of study choice, and workforce outcomes for students from diverse backgrounds.

Figure 2: Board Scoring of Objectives
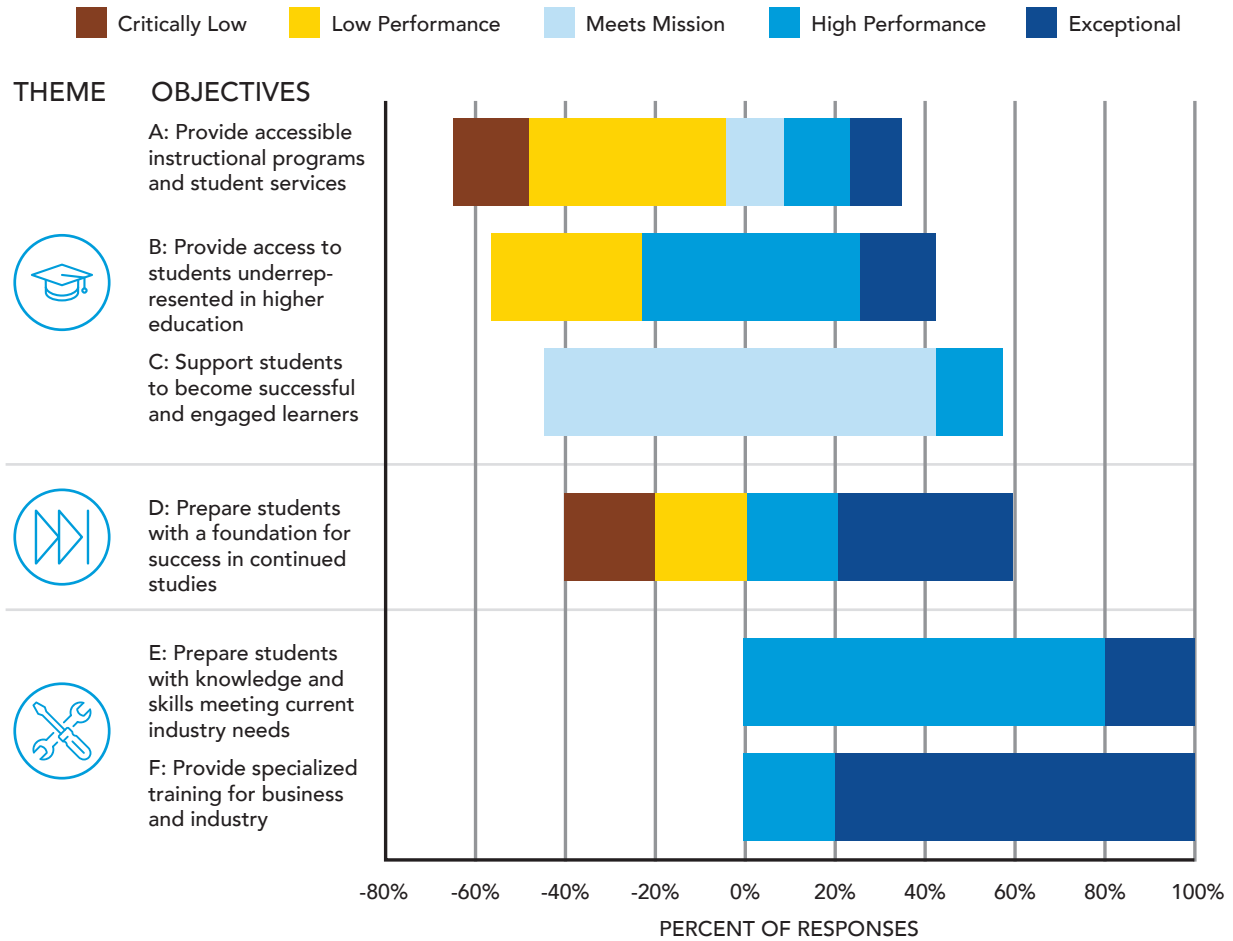
The next deep dive explored SLCC's transfer mission. During the holistic review, the Board directed us to work with our transfer partners to ease pathways for students. While Academic Affairs engaged in this work with their colleagues at the program level, IE worked with peers at our primary transfer partner, the University of Utah, to develop metrics and share data on our collective students. This culminated in a joint meeting of the two boards and a commitment by both institutions' presidents to prioritize transfer student success.

The framework we jointly created with the University of Utah represented a novel way of approaching transfer metrics, which we felt would benefit other institutions. Members of the IE team shared their work at the NWCCU annual conference in 2022 and the 2023 Association for Community College Trustees (ACCT) annual conference.

More recently, IE has worked with the Board of Trustees on a new holistic assessment, reviewing each goal area in turn, with the plan to complete the assessment cycle within 18-24 months. For the past several months[1], IE staff have provided trustees with a primary indicator for each objective and then contextualized that figure with supplementary data. Staff answered trustee questions and provided additional materials as requested. Trustees then voted on the extent to which SLCC has fulfilled its mission with regard to that objective. Trustees have completed an evaluation of the transfer goal, determining that SLCC is successful in its transfer mission.

[1] Recent examples include February, March, and June 2024

Transfer Education

Utilizing SLCC's Transfer Dashboard, IE provided trustees with data on the volume of transfer and transfer patterns such as transfer-with-award. As part of the data sharing agreement with the University of Utah, we demonstrated SLCC student success at this institution after transfer. In addition, we showed SLCC's transfer performance is on par with its peers using data from the Voluntary Framework of Accountability (VFA). As a result, trustees were unanimous in determining SLCC meets its transfer education mission, with half of trustees describing our performance as "exceptionally high" and another third describing it as "high" (see Figure 3). This information was summarized in the Transfer Assessment Report produced by IE in March 2024.

Figure 3: 2024 board assessment of transfer education mission
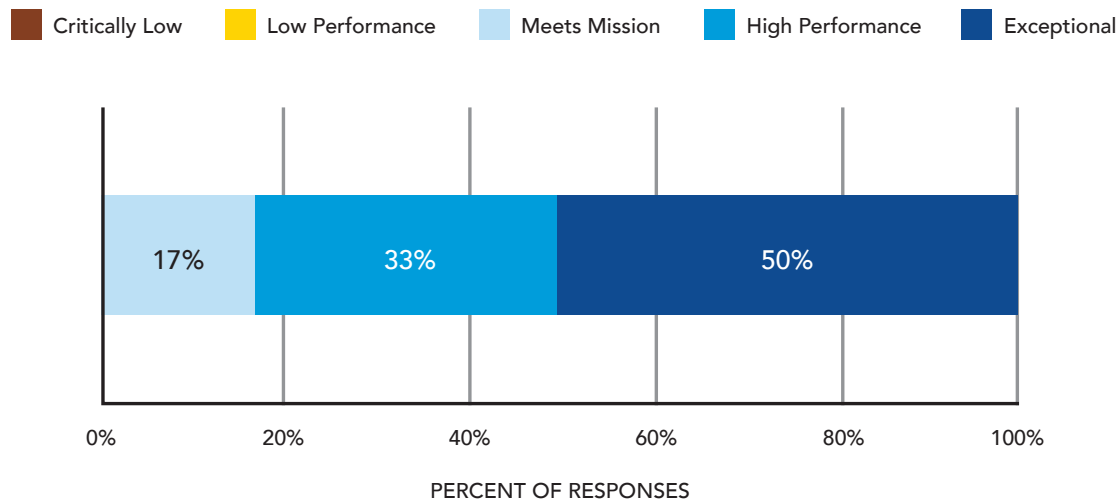
LOOKING AHEAD

Dr. Gregory Peterson, our newly appointed president, has initiated a comprehensive review and revision of the college's mission fulfillment assessment process. The college is embarking on a transformative journey to enhance student engagement, completion, and post-completion success. The centerpiece of this effort is an 18-month Vision Matrix focused on core strategic initiatives, which will inform the development of a new strategic plan, implementation roadmap, and assessment framework. This comprehensive approach will enable SLCC to reimagine its priorities and establish itself as a leader in student success and community impact. Dr. Peterson's vision will initiate a significant evolution in our mission fulfillment process as we transition from high-level metrics to more granular, actionable measures. This shift is necessitated by the need to evaluate the efficacy of high-impact initiatives central to Dr. Peterson's vision. By adopting this data-driven approach, we aim to create a more dynamic and responsive assessment system that accurately reflects the college's evolving goals and priorities. While details are still under development, we anticipate a more integrated approach that directly ties assessment to the three core objectives of enrollment, completion/transfer, and post-completion outcomes. The Vision Matrix is discussed further in the Student Achievement section.

STUDENT ACHIEVEMENT

At SLCC, we use data to inform decisions related to courses and programs by tracking enrollment, course success, and students' use of services. This data helps us identify areas for improvement, adjust curriculum, and enhance student support services. While these insights guide program-level decisions, we have not systematically relied on benchmarked student outcomes data to drive larger institutional changes. Instead, broader institutional strategies are shaped by a combination of factors, including long-term goals, community needs, and strategic planning initiatives.

VISION MATRIX

The Vision Matrix is our strategic response to our state system office's directive to increase enrollment. Though still in development, it is grounded in both our mission and data, serving as a tool to assess current initiatives' effectiveness and prioritize future projects. By aligning our student outcomes with the Vision Matrix, we ensure decisions are geared toward advancing the college's long-term vision. This approach will help us identify where to allocate resources most effectively, enhance student success and drive innovation across the institution.

Strategic objectives, major targets, goals, and strategies are all carefully integrated within this model to create a cohesive framework for decision-making and strategic planning. At its core, the Vision Matrix defines Strategic Objectives as broad areas of focus where the work occurs, directly tied to the college's mission. To track our progress, we established Major Targets—high-level, measurable benchmarks that set clear expectations and indicators of progress in the direction identified by the Strategic Objectives. Goals (1-2 per Strategic Objective) within the Vision Matrix represent a more targeted, measurable area of focus in which actual work will occur. Finally, Strategies (1-2 per Strategic Objective) are specific, time-bound, measurable actions completed by SLCC faculty and staff. Designed to be flexible and focused, these strategies allow for necessary adjustments while keeping the college on track toward its long-term vision. The Board of Trustees has approved Strategic Objectives and Major Targets. The college's Strategic Advisory Council is currently developing Goals and Strategies.

As seen in the table below, each of our Strategic Objectives is supported by a Major Target. Note that Goals and Strategies are still under development. Derived from our mission, we have compiled data briefs to guide our thinking for each of the Strategic Objectives: Engage, Complete, and Thrive.

Strategic Objective	Definition	Major Target	Goal	Strategy
Engage	Enroll and retain more Salt Lake County residents in higher education	Enrollment: 55,400	Ex: Increase enrollment in SLTC to 4,000	Ex: Deploy marketing strategy targeting adult learners and the ability to complete quickly
Complete	Increase timely completion and transfer	Timely Completion: 54%	Ex: Increase financial support	Ex: Better resource Financial Aid Office to support FAFSA completion
Thrive	All students achieve meaningful employment	Earnings: $65,000	Ex: Expand Health Sciences program	Ex: Build more cohorts throughout the semester to reduce waitlist time

While the development of this framework is still in its early stages, it promises to be a powerful tool for guiding our future decision-making processes. Once fully implemented, this framework will enable us to make data-informed decisions in alignment with our mission to enhance student success.

PROGRAM-LEVEL DECISION-MAKING

SLCC leadership and faculty utilize the Faculty Insights dashboard to analyze course outcomes and make informed decisions about teaching strategies. For example, BIOL 1610, a high-enrollment gateway course, traditionally had a high DEW (Drop, Fail, Withdraw) rate and significant equity gaps. The course was taught using outdated methods, leading to inconsistent rigor and coverage across sections, especially during the pandemic. In response, the dean of the College of Science, Mathematics, and Engineering asked a faculty member to redesign the course, offering significant support and reassign time. The redesign involved aligning the course with clear learning objectives, flipping the classroom, incorporating interactive and active learning techniques, and adjusting the grading scheme.

After piloting the redesigned course, the faculty member observed improved student outcomes, particularly for Hispanic students, whose rate of achieving an "A" doubled, while DEW rate dropped significantly. These positive results, tracked through the Faculty Insights dashboard, led to full faculty buy-in and the decision to implement the redesign across all sections of BIOL 1610. Faculty engagement and satisfaction increased, and preliminary anecdotal evidence, including feedback solicited from students, suggested better student outcomes and reduced attrition. The Faculty Insights dashboard played a crucial role in monitoring these changes and ensuring that the redesign effectively addressed the course's challenges.

COMPARISON INSTITUTIONS

SLCC does not maintain a consistent list of national and regional peers against which to benchmark each student outcome measure. SLCC is unique in our region as one of only three[2] community colleges of its size in the Intermountain West (Utah, Colorado, Idaho, Wyoming, Nevada, and Arizona) and the only comprehensive community college in Utah.

Most measures useful for our purposes come from the Voluntary Framework of Accountability (VFA), whose benchmarking capacity is limited to broad, defined categories rather than specific institutions. When using VFA data, we limit the comparison group to large (we typically use an annual unduplicated headcount of over 10,000) urban/suburban two-year institutions. The specific list resulting from these criteria varies each year based on which institutions choose to participate. In addition, the data is averaged across all comparators rather than provided individually. For the 2023 VFA submission, our criteria yielded 18 institutions across the United States (see Figure 4).

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[2] The other two large community college in the intermountain west are the College of Southern Nevada and Pima Community College, which we do consider peers whenever possible.

Figure 4: VFA comparators

Institution Name	Location	Annual unduplicated headcount
Salt Lake Community College	Salt Lake City, UT	38,140
Bluegrass Community and Technical College	Lexington, KY	13,257
Community College of Allegheny County	Pittsburgh, PA	18,819
Community College of Baltimore County	Baltimore, MD	22,984
Community College of Philadelphia	Philadelphia, PA	16,568
Des Moines Area Community College	Des Moines, IA	33,205
Guilford Technical Community College	Jamestown, NC	14,441
Harrisburg Area Community College	Harrisburg, PA	20,214
Henry Ford College	Dearborn, MI	16,307
Jefferson Community and Technical College	Louisville, KY	16,102
Joliet Junior College	Joliet, IL	20,068
Kirkwood Community College	Cedar Rapids, IA	17,005
Macomb Community College	Warren, MI	23,559
Metropolitan Community College Area	Omaha, NE	20,852
Metropolitan Community College-Kansas City	Kansas City, MO	18,284
Oakland Community College	Oakland, MI	22,047
Pima Community College	Tucson, AZ	32,415
Portland Community College	Portland, OR	37,041
Prince George's Community College	Largo, MD	14,778
Washtenaw Community College	Ann Arbor, MI	19,343

The outcome metrics we monitor through VFA are retention, credit milestones, transfer, and completion rates. For each metric below, the color of the cell indicates our performance relative to our peers: green signifies we are above or within 5%[3] of our peers, yellow indicates we are 5-10% below our peers, and red indicates we are more than 10% below our peers. We consistently compare favorably with our peers across each metric, though we observe achievement gaps for some students from diverse backgrounds.

We disaggregate these metrics by race, ethnicity, gender, Pell status, and age. It is important to note that while we observe some differences between student groups in terms of gender and ethnicity, SLCC is limited in our ability to ameliorate them directly due to recent changes to state law. As a result, SLCC is restricted to focusing our attention and services on addressing socioeconomic barriers.

STUDENT ACHIEVEMENT INDICATORS

Student achievement measures are publicly available on page 3 of our Student Achievement Dashboard, located on the SLCC Performance website. Users can access the most recent data and disaggregate it by various factors. Based on our mission to provide accessible programs and

services in support of completion and transfer, we monitor student progress through their program of study and success outcomes such as completion and transfer. Progress is measured by examining retention and credit milestones; success is measured by transfer and completion.

Retention

Figure 5: Fall-to-spring retention

		SLCC	Peers
	Overall	65%	68%
Race/ Ethnicity	American Indian/Alaska Native	63%	62%
	Asian	73%	72%
	Black	62%	61%
	Hawaiian/Pacific Islander	47%	71%
	Hispanic	61%	67%
	White	67%	70%
	2+ Races	65%	65%
Gender	Male	65%	66%
	Female	66%	69%
Age	Under 25	65%	69%
	25 and over	67%	64%
Pell status	Pell	67%	74%
	Non-Pell	64%	64%

[3] Note we use percent difference, not percentage point difference; percent difference is calculated as $\frac{(peer\ \%-SLCC\ \%)}{peer\ \%}$

SLCC's Fall-to-Spring retention rate provides a nuanced picture of student persistence, reflecting our student body's strengths and challenges. Overall, SLCC retains 65% of first-time students from the fall to the spring semester, only slightly below our peer institutions' 68% retention rate. This comparison highlights areas where SLCC is performing well and opportunities for improvement.

When examining retention rates by race and ethnicity, SLCC generally compares favorably with peers. For example, our Asian students have a retention rate of 73%, slightly higher than the 72% observed at peer institutions. Similarly, our Black/African American students retain at a rate of 62%, just above the 61% rate seen among our peers. However, disparities exist in other areas. Notably, the retention rate for Hawaiian/Pacific Islander students at SLCC is 47%, significantly lower than the 71% retention rate for the same group at peer institutions. Additionally, Hispanic students at SLCC retain at a rate of 61%, compared to 67% at peer institutions.

Gender-based retention rates also reveal interesting patterns. Female students at SLCC retain at a rate of 66%, which is slightly below the 69% rate of our peers. Male students, meanwhile, retain at a rate of 65%, just one percentage point below the 66% retention rate at peer institutions. These figures suggest that while there is some room for improvement, SLCC's retention efforts are relatively on par with peer institutions in terms of gender.

Age and Pell status provide additional insights. Younger students under the age of 25 have a retention rate of 65%, which is below the 69% rate seen at peer institutions. However, students aged 25 and over retain at a rate of 67%, outperforming their peers' 64% retention rate, indicating that older students at SLCC are more likely to persist. When looking at Pell status, there is a notable divergence: Pell Grant recipients at SLCC have a retention rate of 67%, which is significantly lower than their peers' 74% retention rate. In contrast, non-Pell students at SLCC retain at 64%, matching the rate of peer institutions.

These retention rates suggest that while SLCC is doing well in certain areas, particularly with older students and some minority groups, there are specific populations, such as Pell recipients, where we observe gaps. SLCC must ensure that all students receive adequate support and resources to succeed.

Momentum

Figure 6: Credit milestone indicators

		Credit threshold rate		Credit success rate	
		SLCC	Peers	SLCC	Peers
	Overall	69%	68%	74%	73%
Race/ Ethnicity	American Indian/Alaska Native	54%	63%	70%	67%
	Asian	66%	75%	72%	78%
	Black	58%	53%	60%	60%
	Hawaiian/Pacific Islander	48%	72%	53%	72%
	Hispanic	60%	65%	66%	69%
	White	74%	74%	78%	78%
	2+ Races	64%	63%	67%	68%
Gender	Male	68%	66%	73%	72%
	Female	70%	70%	75%	74%
Age	Under 25	40%	36%	72%	72%
	25 and over	47%	40%	81%	78%
Pell status	Pell	67%	64%	72%	69%
	Non-Pell	71%	71%	76%	76%

SLCC monitors student momentum through two key measures: the credit threshold rate and the credit success rate. These metrics offer insights into how well students progress through their academic programs, which is critical for understanding and improving student outcomes.

The credit threshold rate represents the proportion of first-time students who achieve a specific number of credit hours by the end of their second academic year—24 credits for part-time students and 42 credits for full-time students. SLCC performs slightly better than peer institutions, with 69% of students meeting the credit threshold compared to 68% at peer institutions. This favorable comparison suggests that SLCC effectively supports students in accumulating the credits necessary for timely progress toward their degrees.

However, when disaggregated by race and ethnicity, the data reveals areas for both commendation and concern. White students at SLCC, for example, achieve the credit threshold at a rate of 74%, which is on par with their peers. Black/African American students at SLCC have a credit threshold rate of 58%, exceeding the 53% rate at peer institutions. On the other hand, Asian and Hawaiian/Pacific Islander students at SLCC are less likely to meet the credit threshold, with rates of 66% and 48%, respectively, compared to 75% and 72% at peer institutions.

The credit success rate, which measures the percentage of credit hours attempted that were completed during the first two academic years, also shows SLCC in a positive light. SLCC students have a credit success rate of 74%, slightly above the 73% rate of peer institutions. This metric underscores SLCC's effectiveness in helping students complete their courses and earn credits, which is crucial for retention and graduation.

As with the credit threshold rate, disaggregated data for the credit success rate reveals varying outcomes across different student populations. SLCC's White students have a success rate of 78%, equal to that of their peers. However, some groups, such as Asian students (72% at SLCC vs. 78% at peers) and Hawaiian/Pacific Islander students (53% at SLCC vs. 72% at peers), have lower success rates, indicating potential challenges that may hinder their academic progress. Conversely, Black/African American students at SLCC have a success rate of 60%, which is on par with their peers, and American Indian/Alaska Native students have a success rate of 70%, surpassing the 67% rate of their peers.

When examining momentum by age and Pell status, SLCC's strengths become more apparent. Students aged 25 and over at SLCC outperform their peers with a credit success rate of 81% compared to 78% and a credit threshold rate of 47% compared to 40%. Similarly, Pell Grant recipients at SLCC demonstrate stronger momentum than their peers, with a 67% credit threshold rate and a 72% credit success rate, both exceeding the corresponding rates at peer institutions.

Overall, SLCC's favorable comparison to peer institutions in both credit threshold and credit success rates reflects the college's commitment to fostering student momentum. However, the variation in outcomes across different demographic groups highlights the need for continued efforts to ensure that all students have the support and resources they need to succeed.

Transfer

Figure 7: Transfer indicators

		Transfer-Out Rate		Transfer-with-Award rate	
		SLCC	Peers	SLCC	Peers
	Overall	41%	39%	25%	16%
Race/Ethnicity	American Indian/Alaska Native	17%	25%	9%	8%
	Asian	43%	47%	28%	22%
	Black	39%	39%	24%	14%
	Hawaiian/Pacific Islander	39%	37%	18%	11%
	Hispanic	33%	36%	22%	14%
	White	43%	40%	25%	17%
	2+ Races	50%	42%	29%	16%
Gender	Male	40%	37%	23%	14%
	Female	42%	41%	26%	18%
Age	Under 25	40%	39%	26%	17%
	25 and over	42%	41%	23%	16%
Pell status	Pell	19%	13%	18%	11%
	Non-Pell	19%	16%	12%	7%

SLCC monitors two key indicators of transfer success: the transfer-out rate and the transfer-with-award rate. These metrics provide valuable insights into how well our students are transitioning to other institutions, both with and without completing a credential at SLCC. Overall, SLCC performs well compared to peer institutions, exceeding the peer average in nearly every student category for both measures.

The transfer-out rate represents the proportion of each cohort who transferred to another institution within six years of beginning at SLCC. With an overall transfer-out rate of 41%, SLCC outperforms the peer average of 39%, indicating that our students successfully continue their education at other institutions at a slightly higher rate than those at comparable colleges. This positive outcome reflects SLCC's robust transfer pathways and the strong academic preparation that students receive here.

When the transfer-out rate is broken down by demographic categories, SLCC's performance is particularly notable in several areas. For instance, students identifying as Two or More Races have a transfer-out rate of 50%, significantly higher than the 42% rate seen among peers. White students at SLCC also transfer out at a higher rate (43%) compared to their peers (40%). However, there are a few areas where SLCC lags slightly behind, such as Asian students, who have a transfer-out rate of 43% compared to 47% at peer institutions, and Hispanic students, who transfer out at a rate of 33%, below the 36% seen at peer institutions. These variations suggest that while SLCC is generally successful in facilitating student transfers, there may be opportunities to ensure all students receive the support they need to be successful.

The transfer-with-award rate, which measures the proportion of students who both completed a credential at SLCC and transferred to another institution within six years, is another area where SLCC excels. The overall transfer-with-award rate at SLCC is 25%, significantly higher than the peer average of 16%. This suggests that a larger percentage of SLCC students not only continue their education elsewhere but do so after successfully earning a credential, reflecting the effectiveness of our academic programs in preparing students for further study.

Disaggregated data further highlights SLCC's strengths. For example, Black students at SLCC have a transfer-with-award rate of 24%, well above the 14% rate at peer institutions. Similarly, students identifying as Two or More Races have a transfer-with-award rate of 29%, compared to 16% at peer institutions. These outcomes indicate SLCC's commitment to supporting all students in achieving their educational goals before transferring.

Gender and Pell status also reveal encouraging trends. Women at SLCC transfer with an award at a rate of 26%, compared to 18% at peer institutions, and men at 23%, compared to 14% among peers. Similarly, Pell Grant recipients at SLCC have a transfer-with-award rate of 26%, outperforming the 17% rate seen at peer institutions. These figures underscore SLCC's ability to support all students to complete their credentials before transferring.

Age-based comparisons show that younger students (under 25) at SLCC have a transfer-out rate of 19%, higher than the 13% seen at peer institutions, and a transfer-with-award rate of 18%, compared to 11% at peers. Students aged 25 and over also perform well, with a transfer-out rate of 19% (versus 16% among peers) and a transfer-with-award rate of 12% (versus 7% among peers). These results highlight the effectiveness of SLCC's programs in supporting both traditional and non-traditional students in achieving transfer success.

Overall, SLCC's strong performance in transfer-out and transfer-with-award rates, particularly in comparison to peer institutions, demonstrates the college's success in preparing students for continued academic achievement. While there are areas for improvement, the overall trend is positive, reflecting SLCC's commitment to fostering successful student transfer outcomes.

Completion

Figure 8: Six-Year Completion

		SLCC	Peers
	Overall	29%	23%
Race/ Ethnicity	American Indian/Alaska Native	10%	15%
	Asian	35%	30%
	Black	20%	14%
	Hawaiian/Pacific Islander	12%	21%
	Hispanic	25%	21%
	White	31%	27%
	2+ Races	28%	18%
Gender	Male	26%	21%
	Female	32%	24%
Age	Under 25	31%	23%
	25 and over	27%	23%
Pell status	Pell	30%	23%
	Non-Pell	15%	16%

Salt Lake Community College (SLCC) demonstrates stronger overall completion rates compared to peer institutions across several demographic categories. Specifically, SLCC's overall completion rate is 29%, notably higher than the 23% rate observed among its peers.

When examining completion rates by race and ethnicity, SLCC students consistently perform better than their peers in several categories. Asian students at SLCC have a completion rate of 35%, compared to 30% among their peers. Black students at SLCC complete at a rate of 20%, outperforming the 14% rate at peer institutions. Hispanic and White students at SLCC also show stronger completion rates, at 25% and 31%, respectively, compared to 21% and 27% among their peers. Additionally, students identifying as two or more races have a completion rate of 28%, significantly higher than the 18% rate at peer institutions. However, there are areas for improvement: American Indian/Alaska Native and Hawaiian/Pacific Islander students at SLCC have lower completion rates (10% and 12%, respectively) compared to their peers (15% and 21%).

Gender-based data indicates that male and female students at SLCC achieve higher completion rates than peer institutions. Males at SLCC have a completion rate of 26%, compared to 21% among peers, while females complete at a rate of 32%, surpassing the 24% rate of peer institutions.

Financial status, as indicated by Pell Grant receipt, also shows a positive trend at SLCC. Pell recipients at SLCC have a completion rate of 31%, significantly higher than the 23% rate among peers. Non-Pell recipients at SLCC complete at a rate of 27%, which aligns with the 23% rate of peer institutions.

Finally, age-related data reveals that younger students (under 25) at SLCC have a higher completion rate of 30%, compared to 23% among their peers. However, for students aged 25 and over, the completion rate at SLCC is slightly lower at 15%, compared to 16% at peer institutions.

Overall, SLCC demonstrates strong performance in student completion rates, particularly among certain racial and ethnic groups, genders, and Pell recipients. However, there are some areas where improvements could be made, especially for older students and certain minority groups.

PROGRAMMATIC ASSESSMENT

SLCC has three distinct processes for assessment: student learning outcomes, instructional program review, and non-instructional program review. Learning outcomes assessment occurs annually, with different processes for general education and program-level learning outcomes. Instructional program review occurs cyclically, with programs conducting a holistic review every five years.[4] Non-instructional program review is also cyclical, on a seven-year timeline.

STUDENT LEARNING

General Education Learning Outcomes

The college employs a robust and continuous process to evaluate the effectiveness of student learning within its general education program. This process is integral to ensuring that the program meets its learning outcomes and fosters student success. Each year, a group of general education faculty members thoroughly reviews a random sample of ePortfolios from students who have completed the program. These ePortfolios serve as a comprehensive showcase of student work, reflecting the depth and breadth of their learning experiences throughout their general education courses.

To ensure a rigorous and fair assessment, faculty members utilize a combination of custom-designed rubrics tailored to SLCC's specific learning outcomes and nationally recognized AAC&U VALUE rubrics, which provide a standardized framework for evaluating student achievement. These rubrics cover a range of competencies, from critical thinking and communication skills to quantitative literacy and ethical reasoning, allowing for a holistic evaluation of student learning. The careful application of these rubrics ensures that the assessment process is consistent and aligned with national standards of educational excellence.

The results of this extensive evaluation are compiled into an annual General Education Assessment Report. This report provides a detailed analysis of how well students meet the established learning outcomes and identifies areas where improvements may be needed. The report is not just a summary of data but a vital tool for informing the ongoing development of the general education program.

It serves as a foundation for discussions among faculty, administrators, and other stakeholders about enhancing the quality of education and better supporting student success.

The Associate Dean of General Education leads the organization of the assessment of General Education Learning Outcomes each spring. This planning phase includes selecting the specific general education designations to be assessed, such as communication, scientific literacy, or social responsibility. Rather than assessing each learning outcome every year, this method provides a more targeted and efficient assessment of student learning within the General Education program. Once the designations are chosen, a representative sample of ePortfolios is selected for review, ensuring that the assessment covers a broad spectrum of student experiences and achievements.

To conduct the assessment, the Associate Dean recruits a team of faculty, staff, and administrators who bring diverse perspectives to the evaluation process. Before the review begins, participants undergo a brief yet comprehensive training session to familiarize themselves with the assessment rubrics and evaluation criteria. This training ensures consistency and accuracy in the assessments, providing reliable data that informs decision-making across the institution.

The assessment process is typically completed by late summer, after which the findings are compiled into a detailed report. This report not only presents the results but also offers recommendations for improving the general education program. Once

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[4] This will soon move to a seven-year cycle, as addressed in a subsequent section of this report.

finalized, the report is published on the General Education website and presented to SLCC curriculum committees, where it is used to guide curriculum development and instructional practices. Through this continuous process of assessment and reflection, SLCC ensures that its general education program remains dynamic, responsive, and aligned with the needs of its students.

Last year, the assessment focused on priority learning outcomes identified by faculty from

American Institutions (AI) and Written Composition (EN) courses. A stratified sample of 112 graduating students who completed all their General Education coursework at SLCC was selected, ensuring diverse representation by race and gender. Faculty reviewers used a holistic rubric to assess the ePortfolios, working in pairs to score selected artifacts related to the learning outcomes on a scale of 1-4.

Program-Level Learning Outcomes

In response to Recommendation #2 from our 2021 Evaluation of Institutional Effectiveness, SLCC redesigned our program-level learning outcomes assessment processes. This led to administrative

changes and modifications to the overall approach and process. Please refer to our response to Recommendation #2 for a detailed description of these changes.

INSTRUCTIONAL PROGRAM REVIEW

Instructional program review at SLCC is currently suspended pending legislative and system office changes. During the 2023 Spring legislative session, the Utah State Legislature passed Senate Bill 146, which amended the higher education periodic review of programs. The Utah Board of Higher Education, with support from the Office of the Commissioner of Higher Education, is working at

this time to update Board policies and procedures to guide instructional program review at all degree-granting institutions in the Utah System of Higher Education (USHE). We anticipate implementing new timelines and review structures to comply with new state statute in October when we receive guidance from these governing bodies.

Process Overview

Prior to suspension, SLCC faculty, academic administrators, and staff engaged in regular, cyclical program assessment for all instructional programs at the college. Individual credentials (certificates and degrees) within the program were packaged together for a holistic review. Program quality was maintained by 1) ensuring faculty offered relevant and robust curricula, 2) assessing student learning, 3) reviewing cost and resource allocation, and 4) improving instructional programs. Each program was originally assessed three years after initial approval and then on a five-year cycle. The review process occurred in six main stages:

1. Internal review

Faculty members and the associate dean/chair worked together to complete the Instructional Program Review Report. This report included data on faculty and enrollment as well as a self-study.

2. External review

An external review team from workforce or transfer partners examined the self-study and visited SLCC to provide additional assessment and recommendations. Faculty and the AD/chair had an opportunity to respond to the external team's assessment.

3. Dean

The associate dean/chair submitted the completed report to the program's dean who responded to the report and worked with program stakeholders to address concerns, shape recommendations, and add comments.

4. Provost

The dean submitted the report with their written response to the provost, who reviewed it in collaboration with the dean. They completed

the Review and Action Plan together, identifying specific actions for program improvement and a timeline for completion. The reporting cycle aligned with the institution's Informed Budget Process to allow for recommendations requiring additional budget or resources time.

5. Executive Cabinet

The provost submitted the report and recommendations to the Executive Cabinet, made up of the president, provost, and division vice presidents, to review the materials and recommendations. They might have required additional analysis or information to determine program status. When applicable, Cabinet created action recommendations to maintain, support, or discontinue each program.

6. Board of Trustees

The Cabinet sent its recommendations to the Board of Trustees for their final decision.

Internal Review

The internal review takes the form of a self-study made up of a data report and a program assessment. In the data section, program leads were asked to enter information on faculty, student enrollment and completion. A budget was also included based on previous assessments going back 3-5 years.

In the assessment portion, faculty and AD/chairs reflected on the impact, strengths, and weaknesses of their program using the following prompts:

- What learning outcomes assessments were completed over the past five years? What did the results tell you about your students' learning and what changes were made based on the assessments?
- To what extent does the program directly meet workplace needs? How do you know?

- What changes need to be made to better prepare students for employment related to the program?
- To what extent is the program preparing students to transfer and complete a bachelor's degree efficiently and in a timely manner? What alignment issues are identified and how are they being addressed?
- What evidence do you have that the program is meeting student needs? How can the program better recruit, retain, and graduate students?
- How does prior learning assessment (PLA) function in your program? In what ways are students awarded credit for prior learning?
- What additional resources are needed to support the program?

External Review

External reviewers are selected from workforce and/or transfer partners. They review the self-study and provide their own assessment of the program's strengths and weaknesses, as well as providing recommendations for improvement. Program faculty and AD/chairs then have the opportunity to respond to the external reviewers' findings.

The Review Committee will consist of at least two external reviewers with expertise in the discipline and one internal reviewer not affiliated with the program. The Associate Dean will forward recommendations of review committee members to the Dean for approval. Review committee members will not have close personal or working ties to department faculty members.

Review Committee Responsibilities

1. Read and evaluate the department self-study.

2. Spend at least two days on campus meeting with department faculty, students, staff, administration, the dean, and others deemed necessary to make a thorough assessment of the department.

3. Make comparative judgments between SLCC and peer institutions relating to the department's curriculum, faculty, students, administration, and program resources,

4. Submit a report to the department within six weeks of the campus visit.

Review Committee members will analyze the department self-study and additional data gathered and create a report with program improvement and continuation recommendations. The Review Committee will submit their report to the department and Dean.

The department is responsible for formulating a plan of action to address the Review Committee's assessment, including necessary actions to take before the next 5-year review. This plan of action is submitted to the Dean for their formal response.

Future Processes

Moving forward, SLCC will reengage in two distinct, yet related, methods of program review, as directed by USHE. The first is a quantitative, discipline-level review of credentials within CIP families occurring simultaneously across the Utah System of Higher Education. For example, all certificates and degrees with a CIP prefix of 13 are Education programs and will be reviewed together at all USHE institutions. These reviews will be conducted by the system office on a seven-year cycle. Once the data and recommendations are complete, institutions will have the opportunity to respond prior to submission to the Utah Board of Higher Education. The Board of Higher Education will make decisions impacting programs system-wide.

The second method will occur at the institution level, with each institution continuing its own instructional program review processes. At SLCC, the process will remain essentially the same, particularly the response and action plan elements. The primary change is the cycle will move to a review three years following the adoption of a program and then every seven years thereafter. We will modify the reporting schedule so that each program's internal assessment will precede their system-wide discipline-level review to better inform SLCC's response.

Assessment Samples

We have included examples of three recent program assessments representing a variety of outcomes. Each document includes the entire assessment process, input from all stakeholders, and an action plan.

- Accounting: This instructional program review and action plan were submitted through the process and included Cabinet's response.

- Engineering: This review contains an assessment of engineering instruction at the college across 13 individual Associate of Pre-Engineering degrees. The recommended action from this review was to consolidate these into two degrees, each with an emphasis on different areas of engineering.

- Surveying: This review was initiated by the School of Science, Mathematics, and Engineering which resulted in the decision to discontinue the certificate and Associate of Applied Science degree for the reasons cited in the report.

NON-INSTRUCTIONAL PROGRAM REVIEW

The non-instructional program review process is designed to evaluate and enhance the effectiveness of offices that do not serve in an instructional capacity. It involves a thorough evaluation of all non-instructional programs and services every seven years. This process, overseen by the relevant Vice President or Provost, follows a detailed, year-long timeline with specific milestones. It begins with a kickoff in January, followed by data gathering, writing a self-study, and scheduling an external review. The external review involves an assessment by a team of reviewers, culminating in a site visit and a detailed report on the program's effectiveness, efficiency, and alignment with SLCC's mission.

The department under review then creates an action plan based on these findings, which is submitted with the self-study and external review report to the Vice President. The comprehensive review is subsequently presented to leadership at the institution, highlighting key achievements, challenges, and resource needs. The process does not end with the review; it includes follow-ups at the Cabinet level at years three and five to track progress on the action plan and to ensure continuous improvement. The findings and requests from the review feed into the Informed Budget Process (IBP) to secure necessary resources, with the ultimate goal of enhancing alignment with the college's strategic objectives.

Assessment Samples

The non-instructional program review process was recently applied in the reviews of Open SLCC[5], which promotes and enhances access to open educational resources, and the Office of Information Technology.[6] Other program review documentation is available upon request.

[5] Open SLCC Self-Study, External Review, and Action Plan

[6] Office of Information Technology Self-Study and External Report/Action Plan

MOVING FORWARD

As we look to the future under the dynamic leadership of Dr. Gregory Peterson, our college stands at the cusp of transformative change. The modifications to the mission fulfillment assessment process are just one example of broader shifts as we embrace new ideas and strategies. Dr. Peterson's forward-thinking approach, embodied in the Vision Matrix, brings a renewed sense of purpose and direction. These changes are not merely adjustments; they represent a fundamental reimagining of how we assess our progress, measure success, and ultimately fulfill our mission.

One of the most exciting aspects of this new era is the emphasis on innovation and responsiveness. Dr. Peterson's leadership encourages us to think beyond traditional boundaries, explore new methodologies, and embrace data-informed decision-making in ways that directly impact student outcomes and institutional effectiveness. The move towards assessing high-impact initiatives rather than solely relying on high-level metrics exemplifies this shift. It allows us to be more agile and intentional in our efforts, ensuring that every initiative we undertake is aligned with our strategic goals and makes a tangible difference in the lives of our students.

The broader changes we are experiencing are equally significant. Dr. Peterson's vision for the college involves not just a refinement of existing processes but also the introduction of fresh perspectives that challenge us to rethink our approach to education and community engagement. This transition period is an opportunity for all of us to contribute to the evolving narrative of our institution, bring our ideas to the table, and be active participants in shaping our future. As we align ourselves with the ambitious goals of Vision Matrix 2025, we do so with a sense of excitement and anticipation for what lies ahead.

The changes underway are a testament to the college's commitment to continuous improvement and excellence. With Dr. Peterson at the helm, we are poised to exceed the expectations set forth in our strategic plan. As we adapt to new leadership and embrace these exciting developments, we do so with confidence that the college is on a path to greater success, resilience, and impact in the years to come.

ADDENDUM A: RECOMMENDATION #1

The evaluation team recommends that the institution consistently provide course-level learning outcomes for all enrolled students. (Standard 1.C.3)

Standard 1.C.3

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

EXECUTIVE SUMMARY

Academic administrators led the implementation of two primary changes to address this recommendation:

- Communicated the importance of consistently including learning outcomes in course syllabi with key stakeholders

- Adopted the Simple Syllabus platform to automatically populate course-level learning outcomes into syllabi, and syllabi into the LMS

BACKGROUND

During the Fall 2021 EIE visit, the evaluation committee found the General Catalog included program-level learning outcomes for all programs, as stated by SLCC. SLCC also reported course-level learning outcomes are communicated to students through course syllabi. However, the evaluation committee examined 100 randomly sampled course syllabi and found roughly 25% lacked clearly labeled learning outcomes. This finding resulted in Recommendation #1.

ACTIONS TAKEN

Following the EIE visit and this recommendation, SLCC faculty, staff, and academic administrators discussed how to provide course-level learning outcomes more consistently to students in our course syllabi. SLCC took the following concrete actions to address this recommendation:

- Communicated to Deans, Associate Deans, and faculty (through email, Faculty Senate, and Discussion Team) the importance of consistently including learning outcomes in course syllabi

- Adopted a syllabus management platform to ensure consistency across all courses

In 2018, SLCC made Canvas the default learning management system (LMS) for all courses and required faculty teaching both in-person and online courses to use at least three main functions: the

communication tool, the grade book, and the syllabus tool.

Learning outcomes are created as part of the SLCC Curriculum process. Qualified faculty members are responsible for submitting course learning outcomes and content within a Course Curriculum Outline (CCO). The CCO is then reviewed by the Analysis & Implementation Council, the school curriculum committee, and, if necessary, the General Education Committee. All course proposals are presented to the Faculty Senate Curriculum Committee as approval or consent items. Once the Senate Curriculum Committee passes the course proposal, it is presented to the Faculty Senate. After approval by the Faculty Senate, the course is programmed in SLCC's student information system (SIS) Banner according to the details provided on the CCO.

Following the recommendation, we realized that the syllabus tool was being used in varied ways, hindering the college's ability to satisfy this recommendation. Therefore, the decision was made to adopt a syllabus management system that could assist the college in publishing the faculty and department-approved learning outcomes to all courses in Canvas. In 2023, SLCC adopted the syllabus management software Simple Syllabus, a centralized, template-driven platform enabling administrators and faculty to quickly personalize and publish interactive syllabi directly to Canvas. Simple Syllabus can pre-populate critical approved syllabus information stored within Banner directly to the syllabus, preventing errors or deviations from the approved learning outcomes and course description. While some areas of the syllabus are optional and editable by instructors, the course-level learning outcomes field is required and populated directly from the college's curriculum data system.

The 2023-2024 academic year saw a soft rollout of Simple Syllabus. This enabled us to work through the inevitable glitches that occur when a college adopts a new platform, while also giving faculty and academic administrators time to adjust to the new tool. This process involved migrating our approved learning outcomes from our former storage archive in Curriculog to Banner.

After discussing the transition in Associate Dean (AD) Council meetings, the ADs shared the requirement for faculty to enter syllabi into Simple Syllabus by Fall 2024 through various channels, such as emails and department meetings. Feedback from faculty leadership suggests that the rollout of Simple Syllabus could have been more effective, with some expressing concerns about the adequacy of the training provided. While faculty are adjusting to the new tool, some have found it challenging to use, mainly due to the absence of a feature that allows information to be populated across all sections of a course. This has created additional work, as faculty must manually enter the same information for each section. Additionally, the tool brought to light challenges for cross-listed courses that we were unaware of prior to implementation. These challenges have led some faculty to develop alternative approaches to better meet the needs of their student, including creating multiple versions of their syllabi. As a result, there is a sense among some faculty that the implementation of Simple Syllabus has not fully met their expectations.

In Fall 2024, all departments transitioned from the former native Canvas syllabus tool to Simple Syllabus. Course-level learning outcomes are presently stored in the SIS and are automatically pre-populated into the syllabus for each course within Canvas, aiming to reduce human error or omission. However, despite the request for faculty to enter their syllabi into Simple Syllabus by fall semester, full compliance has not yet been achieved. Currently, 60% of sections are utilizing Simple Syllabus. Notably, 98% of the syllabi in Simple Syllabus include the required learning outcomes, indicating progress toward full compliance with this standard.

ADDENDUM B: 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)

Standard 1.C.5

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

EXECUTIVE SUMMARY

In response to this recommendation, SLCC has made substantial changes to the administration and governance of assessment work over the past three years to build a systematic, organized, and rule-governed approach:

Administration and Governance

- Moved the LOA Office from the Institutional Effectiveness division to Academic Affairs, reporting directly to the Associate Provost for Learning Advancement

- Elevated the position of Coordinator of Learning Outcomes Assessment to a Director-level role with updated responsibilities emphasizing expertise in teaching and learning

- Created two new positions to support the LOA Director: a faculty fellow serving as associate director and a coordinator for essential office functions

- Established the College Assessment Advisory Committee to represent faculty interests in assessment practices

Assessment approach and processes

- Implemented a mixed-methods and evidence-based storytelling approach

- Required programs to conduct assessment activities annually and to assess each Program Learning Outcome within a five-year timeline

- Revised curriculum process to provide more direct feedback earlier and to ensure greater consistency across programs

- Developed robust support services for faculty and administrators through individual consultations, professional development, and asynchronous resources

Outcomes

- High program report submission rates (85% and 89%) indicate compliance and cultural uptake

- Next steps include 1) developing a full transparency framework for assessment information, 2) providing more detailed feedback on annual reports, and 3) developing an Assessment 101 professional development credential

BACKGROUND

In the three years since receiving NWCCU's recommendation about establishing an effective assessment system to evaluate the quality of learning in its programs, the College has made numerous changes to the administration and governance of assessment work to create a systematic approach to program-level assessment. This system is organized, consistent, and rule-governed without being normative or infringing on faculty agency. Such changes contribute to a "culture of curiosity," encouraging assessment as a pedagogical practice rather than compliance. Through the support of the Learning Outcomes Assessment Office (LOA), new resources, professional development, and changes to the curricular process, we have seen an improved attitude towards assessment work through faculty participation and the percentage of programs submitting annual reports. Though there are still goals to be achieved, such as creating micro-credentials for faculty training and providing more universal feedback on assessment reports, Salt Lake Community College has made significant progress in addressing the evaluation committee's recommendation around Standard 1.C.5.

ADMINISTRATION AND GOVERNANCE

Office of Learning Outcomes Assessment

Following the NWCCU peer evaluation in AY 2020-21 and Recommendation #2 from the resulting report, College leadership decided to change the organization and administration of learning outcomes assessment in three significant ways:

1. The office was moved from the division of Institutional Effectiveness into Academic Affairs, reporting directly to the Associate Provost for Learning Advancement.

2. The Coordinator of Learning Outcomes Assessment position, which was solely responsible for the administration of learning outcomes assessment at the College, was elevated to a Director-level position and its job requirements and responsibilities were updated to foreground expertise with teaching and learning rather than educational testing and psychometrics. Dr. Chris Blankenship was appointed to this role.

3. The new office was given increased capacity, creating two new positions reporting to the director of LOA: a faculty fellow providing 50% reassigned time for an existing SLCC faculty member to serve as associate director; and a coordinator to support the essential functions of the office.

Faculty Governance

In Fall 2023, the Faculty Senate approved changes to LOA governance. The new model removes Student Learning Outcomes Assessment (SLOA) as a Faculty Senate committee and creates a new, college-level committee to represent faculty interests in assessment practices. The LOA director and associate director co-chairs this new committee. The committee is comprised mostly of faculty but includes many non-faculty stakeholder representatives. The committee must report to the Faculty Senate at least once a semester, and any significant changes in policy or practice must be brought to the Senate for approval. In Spring 2024, this new group, the College Assessment Advisory Committee, was called for their first meetings. In these meetings, members discussed the scope of the committee's responsibilities, the anticipated work to be done in the next academic year, and the necessary professional development members needed to effectively fulfill their roles. In particular, the committee wished to establish a unified policy statement regarding how learning outcomes assessment functions at the College and to resume SLOA's work of assessing the assessment practices for programs throughout the College.

PROGRAM LEARNING OUTCOMES ASSESSMENT

Creating an Effective System

As the NWCCU evaluation team noted, although the 2018 Department Assessment Plan and Report Template provided "an outline for an effective system of course, program, and college-wide student learning outcomes assessment" (p. 11), a significant number of the 2019-20 plans themselves "demonstrated a misunderstanding of program level learning outcomes." Moreover, the evaluation team took issue with the narrative approach replacing this template, seeing it as an ineffective framework for directly assessing student learning.

Upon beginning his work as director, Dr. Blankenship took an overview of the previous assessment plans and data and found that many of the programs at the college already had robust assessment practices, particularly those in applied fields with external professional accreditation requirements, that were not being utilized under the previous system. Dr. Blankenship implemented a mixed methods and evidence-based storytelling approach, which allows for an adaptive process that can be systematic without normativity and unified without uniformity. Each program is required to submit a detailed annual report. However, the reporting form does not prescribe a single methodology or paradigm. Instead, faculty are given the agency to investigate teaching and learning in ways that are most valuable to them.

Despite not having a uniform method or evaluation instrument, this approach nevertheless provides the college with program assessments that are systematic in the following ways:

1. All systems share the central objective of investigating student learning to provide information for faculty and administration to improve student learning. In Spring 2023, a set of Assessment Principles supporting this central objective was sponsored by SLOA and ratified by the full Faculty Senate.

2. There is a set of simple rules to facilitate the focus on this principle:

a. Each program must conduct some kind of assessment activity each year. This activity can be at any stage of the SLCC assessment lifecycle, (re)design, map, develop, assess,

and/or evaluate. Which of these elements to focus on is determined by individual associate deans and faculty and will differ by program. Still, some demonstrable attention must be paid to assessment each year.

b. Each program must report on these assessment activities annually to the LOA Office. The annual reporting form also includes questions about assessment plans for the following year to encourage faculty and administration to plan ahead.

c. Each program must assess each Program Learning Outcome (PLO) in their approved Program Curriculum Outline (PCO) within a five-year timeline[7]. This timeline was chosen to align with the Utah System of Higher Education Program Review process.

3. The annual reporting form provides a single, consistent structure by which programs explain their assessment activities for the year. This structure allows for direct comparison of certain questions across departments, schools, and types of credentials, making results qualitatively aligned in some cases and fully aggregable in others.

4. Collecting annual reports into a central office with experts in assessment, teaching, and faculty development, who work closely with faculty and administration, creates a cohesive, college-wide approach to assessment practices, reporting, and training.

A system of this type is flexible and, more importantly, emphasizes faculty agency in ways that a more normative system does not. By encouraging faculty to design program learning outcomes assessments that respect their disciplinary methodologies and epistemologies, they then produce data about student learning that is more meaningful to them and directly applicable to their courses. Respecting faculty expertise and their agency to make decisions about curriculum also creates a great deal more faculty buy-in for the process than a generalized, discipline-agnostic method or instrument.

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[7] As discussed in the Program Review section, we will soon be moving to a seven-year cycle to align with our system office requirements.

Curriculum Process Revision

While SLCC's curriculum process is robust, some practices required revision to facilitate this shift in program-level assessments. First, we now provide more direct feedback earlier in the process. Second, beginning AY 2024-25, the PCO form was modified for greater consistency across programs to:

- Provide clear and consistent definitions of Course Learning Outcomes (CLO), Program Learning Outcomes (PLO), and Institution Learning Outcomes (ILO), and eliminate legacy definitions and documentation from the previous narrative assessment approach.

- For college-wide mapping, each PLO must be mapped to no more than two ILOs.[8]
- Include direct links to assessment training resources on the SLCC Assessment website and a concise document about composing course learning outcomes developed by eLearning in consultation with the LOA Office.

SUPPORT

Faculty and academic administrators are not alone in adapting to new processes. The LOA Office provides support in three primary ways: individual consultation, professional development, and resources.

Consultation

The first new resource provided to faculty in the program assessment transition was a more active consultation process with the LOA Office. LOA began sending regular assessment update emails first to all academic administrators and later to all full-time faculty. This resulted in an immediate shift, with three program consultations in the first month (despite starting in July) and over 50 more over the past two years. These consultations have included faculty and administration and have covered topics at every stage of the assessment cycle.

Professional Development

In addition to direct consultation, the LOA Office partnered with Faculty Development and Institutional Effectiveness to host workshops about assessment topics, emphasizing the assessment cycle itself. These workshops were offered independently and during the annual college-wide event SLCC 360, with more than 80 participants among faculty, staff, and administration. These more generalized workshops will be repeated in Fall 2024, and more specific workshops that directly address issues from the AY 2023-24 annual assessment reports will be held in Spring 2025.

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[8] Note this did not remove faculty agency in the process, as only mapping for the purpose of the PCO was restricted. PLOs could still conceptually align with more than two ILOs; faculty filling out the form were simplify required to identify the two most important.

[9] Stage 1, Stages 2 & 3, Stages 4 & 5

Resources

Many asynchronous resources have also been created to facilitate these changes to assessment. The most expansive of these resources are the updated Assessment webpage and the SLCC Assessment Canvas site. The Canvas site includes resources about assessment in higher education more broadly and SLCC-specific assessment policies and processes. Currently, this site functions as a repository of information available to any SLCC employee requesting access.

More focused resources are also available, such as a flow chart created for faculty who weren't sure where to start in the program assessment process, a document detailing the SLCC assessment lifecycle, and a curriculum mapping template.

CHALLENGES

The primary challenges in implementing a college-wide program assessment system are cultural and logistical. Over the last several years, faculty have experienced numerous changes in assessment practices at all levels, from shifts in how the General Education program conducts its annual assessment to switching methods from courses to programs, from rubric to narrative, and from top-down to hands-off approaches. These shifts in assessment practice come on top of changes in curriculum policy due to COVID-19, changes in state-wide higher education leadership, and even new state laws targeting equity and diversity programs, impacting the resources some programs are authorized to use. Beyond the burnout from so many changes, the culture around large-scale assessment at SLCC has been primarily driven by accountability and compliance rather than teaching and learning. The current model strives to reconnect assessment to day-to-day teaching and provide practical, actionable data for instructors.

On the practical side, SLCC is a large, complex institution with dual technical and transfer missions. SLCC offers associate degrees, designed to move students into junior status at a university; applied associate degrees, designed to stand alone as a workforce credential; and certificate programs, designed to provide workforce-ready training for students in the trades. Although each of these credentials centers student learning, the diversity of competencies, pedagogical training, and student assessment practices requires a flexible and adaptive system with extensive resources to support it.

CURRENT RESULTS

Uptake of Assessment Culture

Although difficult to quantify, it is important to highlight the uptake of assessment culture: a "culture of curiosity" rather than the "culture of assessment," a paradigm promoted in much of contemporary assessment scholarship. We've sought to encourage faculty and administrators to be curious about what their students are learning, how they are learning it, what factors impact this learning, and what changes can be made to improve it. Certainly, effective assessment allows us to comply with the requirements of NWCCU. Still, the ultimate point is to consistently consider the efficacy of our programs and to reflect upon what our students gain from that work. We have observed an increase in the number of faculty engaging directly in assessment work by attending workshops, consulting with the LOA Office, and participating in program-level assessment design and implementation.

Program Reporting Compliance

We can see an indirect measure of both the cultural uptake and the system itself through the compliance metrics of our annual reports, showing a high program report submission rate across the college (85% and 89%, respectively). As a result of the improved feedback on learning outcomes, many of our programs have found themselves in the early stages of (re)design and mapping as part of program revisions and the curricular process. While programs in these stages don't provide direct data on student learning, they do set a new groundwork for future assessments that are specific, measurable, useful, and sustainable. Faculty are putting in significant efforts to ensure the PLOs in their curricular documents are clear and measurable, that courses mapped to these outcomes are aligned effectively, and that instruments used to measure each outcome are appropriate and sustainable.

FUTURE GOALS

Full Transparency Framework

Currently, the SLCC assessment webpage draws inspiration from NILOA's Transparency Framework; however, in this transitional period, we felt that it was premature to make all reports publicly available. Until the majority of program faculty feel comfortable with how they describe their assessment work for a public-facing audience, the website itself functions as a repository of resources and generalized reporting on assessment work at the College. We hope to eventually make as much assessment information available on the website as possible, and easily accessible to all stakeholders in student learning.

Improved Feedback

With existing personnel capacity and training, it is not feasible to provide detailed feedback on every annual assessment report. The LOA Office has adopted a triage approach, addressing areas of clearest need first, then direct requests second, often with meetings rather than written reporting. The newly formed College Assessment Advisory Committee (CAAC) requested an assessment boot camp for early Fall 2024, and we plan to tap into this new faculty expertise in each school to provide individualized feedback on each report within the next academic year. Over time, as programs build effective outcomes, instruments, and methods of analysis, less direct feedback will be necessary. Still, in the current transitional state, the level of feedback needed exceeds the LOA Office's capacity.

Advanced Professional Development

The LOA Canvas course currently functions as a repository of resources and information about assessment practices. With additional scaffolding and sequencing, we plan to make this Canvas site into a full micro-credential like the SLCC Canvas User Credential and Online Teacher Credential. An SLCC Assessment 101 professional development credential will provide a base of knowledge for any faculty member seeking to participate in program assessment work or for those wishing to serve on School, General Education, and Senate Curriculum Committees. Ultimately, the goal of the LOA Office is to broadly distribute assessment expertise across the college so it is not the sole location of assessment knowledge. Instead, it will function as curator of resources, the aggregator and analyst of data, and a locus for assessment training.

ADDENDUM C: RECOMMENDATION #3

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)

Standard 2.D.2

The institution advocates, subscribes to and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

EXECUTIVE SUMMARY

SLCC implemented the following changes in the past year to address this recommendation:

- Increased focused trainings (college wide, departmental, individual through outreach, by request, in response to hot spots)
- Updated Employee Relations, EEO, and Title IX websites
- Increased outreach through engagement, AMAs, PWC Advisory Council input

- Greater visibility of reporting through the EEO tracker, Maxient reporting, the President's Quarterly Report and the online published Annual Report
- Restructured the ER/EO/Title IX department and strategy

BACKGROUND

In response to Recommendation #3, our college undertook significant changes to address and improve the employee concern process. As detailed in the Ad Hoc Report submitted in August 2023, we conducted an internal audit to evaluate the existing processes. Despite identifying areas for improvement, the audit concluded positively, stating that concerns were reviewed and handled by trained and qualified personnel. The auditors recommended three key changes: 1) Assign data

roles for EEO and ER, 2) Ensure accurate EEO/ER web presence, and 3) Align investigation timelines with SLCC policies. We have worked diligently to implement these recommendations, as outlined in the Ad Hoc report and further addressed later in this section.

Recognizing the need for additional resources, we directed more support toward the offices of Employee Relations and EEO/Title IX. This

allowed us to hire additional staff, aiming to reduce the duration of investigations. Furthermore, we expanded our existing technology solutions to better monitor changes and track complaints, thereby improving the timeliness and transparency of investigations. The PWC team now has the capability to produce a detailed report on the frequency, types, and outcomes of grievances and has simplified the complaint filing process to make it more accessible.

To gain deeper insights into our work environment, faculty and staff leadership hired an external consultant to conduct a qualitative study of SLCC's work culture. The study broadly indicated employees feel welcome at SLCC, especially within their departments and among colleagues. However, several recommendations were provided to further enhance the employee experience. Through our continuous efforts, we have adopted recommendations that best meet the goals and objectives of PWC and SLCC.

EVALUATOR RESPONSE

Our progress on Recommendation #3 received positive feedback from evaluators. They commended us for conducting the internal audit and implementing necessary changes, allocating additional resources to key offices, expanding technology use for monitoring grievances, hiring an external consultant to study work culture, updating our Anti-Discrimination and Harassment Policy, creating a Workplace Bullying Policy, and developing effective employee training on policy changes and unconscious bias.

However, evaluators also highlighted areas needing improvement. These included: 1) the need for better systemization and integration of changes across all SLCC levels; 2) continued distrust of grievance, complaint, and EEO/Title IX policies and processes, including fears that complaints might be used against employees in promotion or tenure decisions and hesitancy among employees to raise concerns; 3) inconsistent adherence to established complaint processes and timelines; and 4) a lack of awareness among employees on how to file complaints.

CHANGES SINCE 2023

To address these concerns, we have made substantial updates and provided evidence of our progress:

Systemization and Integration

Taking a structured approach to enhance the leadership skills of our supervisors, we revamped the monthly Supervisor Guidance Meeting to include targeted training on difficult conversations, change management, Growth, Planning and Support (GPS) processes, and related topics. These meetings, involving over 400 functional managers across the college, are recorded and shared online and in emails following each session to reinforce consistency and ensure the information is accessible. Changes in systems, processes, and policies are communicated in various ways, including leadership meetings, supervisor meetings, and department trainings. Additionally, we introduced the PWC Post, a quarterly HR newsletter,

to ensure college-wide dissemination of updates. The recent restructuring of the Employee Relations and Equal Opportunity/Title IX teams under the Senior Director of PWC increased alignment and improved case management. This restructuring included hiring two Employee Relations Managers and two attorneys certified by the Association of Title IX Administrators (ATIXA). Title IX hearings have been re-established with officers and advisors in coordination with the Legal Advisory team, and revisions to the investigation procedures for Title IX and Equal Opportunity were completed to ensure a documented process is followed for every case.

Employee Distrust of Complaint Processes

To combat distrust of EEO/Title IX processes, the EEO and Title IX team now meets bi-monthly with Vice President Chris Martin to review case progress and timelines. This ensures that the President is kept informed and that cases are resolved within the required time limits. During these meetings, leadership provides guidance and addresses inquiries to lend additional support to the Title IX Coordinator. Additionally, we published the FY24 Title IX/Equal Opportunity Annual Report, updated the Investigation Procedure Guide online, and hired an additional EEO/Title IX investigator. Our policies underwent in-depth reviews by Legal, Staff and Faculty Associations, and the Cabinet for updates and changes, ensuring decisions and progress were not isolated within the department. The team conducted 29 information sessions and training meetings to address gaps, concerns, and explain departmental changes. To close the loop, we introduced an After Action Review process to allow complainants and respondents to discuss decisions and debrief cases with Legal, EEO, Title IX, and the Associate Vice President of PWC. In addition to the EEO/Title IX efforts to engage the college community, Employee Relations enhanced visibility, outreach, and training for student, staff, and faculty groups, including 30+ events such as Popcorn Fridays, quarterly "Ask Me Anything" open forums, a career development series, and other employee appreciation and development events. Faculty leadership reported that representatives from Employee Relations have been meeting with faculty monthly to discuss hot spots. These efforts have helped build trust and address issues as they come up.

Increased visits to PWC following restructuring and outreach efforts indicate improved engagement and greater trust, as shown in the President's Report, with unique visits (one person, one case) consistently rising from July 2023 to March 2024 (see Figure 9).

Figure 9: Number of employees visiting PWC grievance and complaint teams, July 2023-March 2024
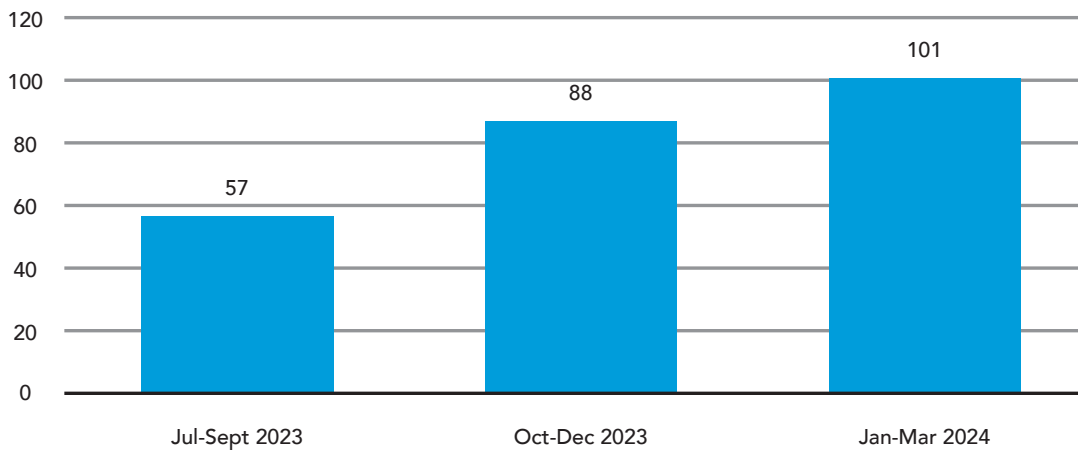
Lastly, to address the fear of retaliation in promotion and tenure decisions, we investigated two cases of alleged retaliation and found no evidence to support such claims[10]. We also clarified the promotion and tenure process in After Action training sessions to provide guidance and alleviate concerns of those involved in cases related to tenure and promotions.

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[10] These files are available for review upon request

Inconsistency in Following Complaint Processes and Policies

Regarding inconsistent complaint processes and timelines within the EEO/Title IX office, as reported in the annual report, only four cases exceeded the 120-day timeline as of December 2023. These cases received approval for extensions from the AVP of PWC. The response time for complaints is now 3-5 business days, and the average time to case resolution has decreased from 197 days to 15 days. Leveraging the Maxient system, we implemented 30/60/90-day notifications to keep involved parties informed of the investigation's progress, thereby promoting transparency and clarity. Notifications include everything from response to the initial complaint, as well as notices about progress, investigation, extension, hearing, closure, litigation, appeal, and appeal decision. They are delivered by email to employees or by certified mail for non-college-affiliated parties.

Employee Training

We revamped our EEO, Title IX, Employee Relations, #SLCCSAFE and PWC websites. Among other improvements, each site now features clearly labeled descriptions and buttons linking visitors to the appropriate forms to meet their needs. Following those updates, as mentioned previously, we conducted 29 targeted training sessions for various groups, departments, and individual employees to demonstrate how to file a complaint and what to expect afterward. From October 2023 through May 2024, attendance at these trainings reached hundreds of supervisors and their employees.

Building on our recent improvements, we will continue to demonstrate our commitment to enhancing the employee concern process and fostering a more transparent, supportive, and responsive work environment at SLCC. Our efforts will include ongoing training, continuous policy reviews and updates, establishing a pool of mediators, advisors, and hearing officers, and adding online training, resources, and FAQs to our EEO and Title IX websites.

ADDENDUM D: 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)

Standard 2.F.1

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

EXECUTIVE SUMMARY

SLCC implemented the following changes in the past year to address this recommendation:

- Revising Faculty Handbook to standardize tenure evaluation and add mentoring for tenure-track faculty.

- Continuing to follow interim assignment procedures, posting five positions in 2023 and filling four.

- Bruin Beginnings became mandatory starting January 1, 2024, with 65% attendance thus far. An onboarding path was also added that takes place throughout the year.

- Improvements to monthly guidance meetings and a year-long training series for new supervisors.

- Wage study and pay increases; 39.6% of full-time staff received pay increases; new pay schedules and job classifications fully implemented across SLCC systems by 2025.

EFFORTS REFLECTED IN THE 2023 AD HOC REPORT

In response to Recommendation #4, the college made several changes to improve the communication and implementation of procedures for evaluation, retention, and promotion. We updated and created new supervisor and faculty orientations to ensure supervisors are well-versed in college policies and procedures. Monthly supervisor meetings also recommenced, providing a platform for supervisors to thoroughly understand these policies and effectively communicate them to their team members.

Additionally, the interim appointment process was revised to be more transparent and equitable, resulting in its successful application to fill several administrative positions. Significant changes were also made to systematize the staff and administrator evaluation process. The Associate Dean and Chairs Council dedicated time at monthly meetings to discuss and establish best practices for faculty evaluations.

EVALUATOR RESPONSE

Evaluators at the ad hoc visit in 2023 recognized our progress in implementing and communicating standardized practices for employment conditions, evaluation, retention, promotion, and termination. Key initiatives contributing to this progress included the Bruin Beginnings, which is an onboarding program, the Full-Time Faculty Handbook for Compensation and Workload, the implementation of Supervisor Essentials, which is a monthly supervisor training, a new supervisor training plan, a formalized interim appointment process, and a compensation market comparison and equity study.

Employees have expressed appreciation for the clear and consistent implementation of the new interim appointment process, resulting in a stronger applicant pool than the previous process.

However, there are areas for improvement. Evaluators noted the application of policies regarding faculty level, rank, and tenure may vary across academic units. In addition, while training on these topics was considered valuable, it has only been offered once and is not yet systematically integrated across the institution.

CHANGES SINCE 2023

Based on feedback from faculty regarding the consistency in application of faculty rank, promotion and tenure policies, the Full-Time Faculty Handbook for Compensation and Workload is undergoing another revision to update the faculty rank and tenure process. The current approach is a continuous process where changes are tested and improved before being implemented at various stages throughout the year. Specific updates include standardizing the tenure evaluation process, beta testing an online shared file in SharePoint instead of using the ePortfolio platform, additional sitting committee guidance, and adding a mentoring option to support faculty interested in obtaining tenure.

A further development is the formation of The Tenure Group, a committee organized to promote fairness, transparency, and consistency in the tenure process across different academic units. Their charge is as follows: The Office of the Provost will appoint one tenured faculty member from each school, preferably at the rank of full professor, to assist in standardizing tenure evaluations across schools. These appointed faculty members will form a group that will assist deans in addressing issues across different schools regarding tenure. The Associate Provost for Academic Operations will facilitate the work of this group, ensuring smooth coordination and communication between the faculty representatives and the administration.

The appointed group will engage with all faculty members to clarify the meaning of tenure and the criteria for evaluating tenure and rank advancement. They will also gather best practices from across the institution to assist deans in implementing consistent practices within their respective schools. The term is three years, with a rotation of two people every three years and shadowing. Meetings should be minimal and take place during the academic year. These changes are described in the revised Appendix 4 of the Faculty Handbook, which we anticipate will be approved and formally integrated by the end of Fall 2024. While faculty appreciate the attempts to improve the faculty rank and tenure process, leadership reports that as the tenure process changes each year, faculty are dealing with change fatigue, making it harder for them to engage.

Building upon strengths acknowledged by the evaluators, SLCC has continued to follow the interim appointment process as outlined in the SLCC Interim Assignment Procedures Guide. Since the ad hoc report we submitted in August 2023, five[11] interim positions have been posted, four of which were filled.

Bruin Beginnings: New Staff Orientation is offered twice monthly, exclusively for staff and administrators. Faculty and adjuncts are not included in this orientation, as they are onboarded separately through the Faculty Development

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[11] Interim Vice President, Institutional Effectiveness 9/2023, Interim Director, Career Services 9/2023, Interim Director, Data Science and Analytics 10/2023, Interim Director, Financial Aid & Scholarships 11/2023, Interim Director, Faculty Development 5/16/2023

office. As of January 1, 2024, it is mandatory for new employees to attend. The onboarding team is responsible for tracking attendance and currently reports a 65% completion rate. Although supervisors are notified of the requirement and encouraged to support their staff's participation, the onboarding team faces challenges in reaching new staff who work outside of regular business hours or hold other jobs during the day. A year-long onboarding path has been established, including New Staff Essentials events, workshops and celebrations to encourage all new employees to participate in campus-wide activities.

As mentioned in our response to Recommendation #3, supervisor development has remained a central focus. Monthly Supervisor Guidance Meetings have offered training on key topics such as conducting effective employee reviews and the critical role of regular staff check-ins. These sessions emphasize the value of proactive engagement in fostering strong relationships and addressing potential issues before they escalate. Staff Development created a Supervisor Essentials training series to support new supervisors with a training plan spanning the first year in their new role.

In our ad hoc report, we noted that SLCC engaged CBIZ Compensation Consulting to conduct a comprehensive wage study across all levels of the institution. Based on recommendations, 39.6% of full-time faculty and staff, totaling 596 employees, received pay increases between May 16 – June 30,

2024, to achieve market-competitive compensation. Additionally, new pay schedules for faculty, full-time staff, and part-time and adjunct employees were implemented on July 1, 2024. Job classification standards and titles have also been revised and are expected to be fully approved and updated across HRIS systems by 2025. Once everything is updated, employees will receive salary notification letters including their new grade and classification. Faculty and staff leadership have reported concerns from their constituents regarding compression issues arising from the process of aligning all employees with market rates. Senior leadership acknowledged these concerns during an open forum on August 19, 2024, and stated that they are actively working to address them.

In conclusion, Salt Lake Community College continues to effectively communicate and sustain standardized practices for employment conditions, evaluation, retention, promotion, and termination through comprehensive policy development and adherence, ongoing supervisor training programs, transparent evaluation processes that are published online and referenced in emails, regular communication, dedicated HR support, and consistent retention and termination practices. These efforts ensure that all employees are managed fairly and consistently in alignment with the college's commitment to fostering a supportive and equitable work environment.

ADDENDUM E: RECOMMENDATION #5

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)

Standard 2.F.4

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

EXECUTIVE SUMMARY

Over the past year, SLCC made several modifications to the Growth, Planning, and Support (GPS) program—an employee evaluation process—to address this recommendation:

- Added required trainings for managers

- Built a tracking and reporting structure to ensure GPS meetings are occurring
- Created opportunities for employees to provide feedback on their GPS meetings

EFFORTS REFLECTED IN 2023 AD HOC REPORT

In response to Recommendation #5, our college implemented significant changes to enhance the performance evaluation and goal-setting processes for staff and administrators. A key initiative was updating the Growth, Planning, and Support (GPS) program, which facilitates performance evaluations and goal-setting sessions between employees and supervisors. The college began requiring a minimum of two GPS meetings per year, and both parties were to complete an acknowledgment form through the online etrieve system, enabling effective compliance tracking.

Beginning in 2023, members of the executive cabinet and administrators who report directly to a cabinet member, including deans and associate deans, were subject to an additional "360" evaluation. This comprehensive evaluation involved feedback from direct reports, colleagues, and peers, providing senior leaders with detailed insights into their performance and effectiveness. This initiative aimed to increase accountability among those in leadership positions.

EVALUATOR RESPONSE

Evaluators provided positive feedback on our progress. They noted our successful implementation of a systematic, standardized, and equitable performance evaluation process increased training and awareness about the GPS program. We also received positive feedback on the development of an evaluation instrument for associate deans and chairs and the introduction of the 360 evaluation and coaching process for leadership. Additionally, they appreciated the process we developed to track employee participation in evaluations and our inclusion of equity, diversity, and inclusion goals and support questions. The 360 evaluation and coaching process received particularly positive impressions.

Despite these advancements, evaluators identified areas for improvement. They observed varying levels of engagement with the GPS instrument by supervisors, with some merely signing the evaluation while others engaged in in-depth conversations, a few using outdated versions of the GPS form, and some not conducting evaluations at all. Furthermore, only 65% of employees completed the GPS evaluation. Evaluators also noted opportunities to better align and integrate the 360 process, GPS process, and the Way We Lead practices consistently across the institution.

CHANGES SINCE 2023

Increasing Engagement

To address these concerns, we have made several updates and demonstrated progress. We now require supervisors to discuss GPS with all team members, including full- and part-time staff. Beginning in January, we increased training and communication efforts, conducting 23 college-wide communications and 37 team/individual/department training sessions, improving preparedness for the GPS cycle. Based on need, we granted only 13 exceptions to the mandatory requirement.

To address specific engagement issues, access to outdated GPS forms has been removed, and the current form is customizable, enabling employees to provide a rating and commentary on GPS meetings without fear of repercussions. Only Human Resources has access to this feedback,

which will be used to guide future supervisor training. This change has reduced the "top-down" feel and encouraged honest input. Supervisors receiving poor ratings and feedback are contacted by Employee Relations, where they are offered training, mentoring, and other support. Policy violations are also addressed promptly. Preliminary results indicate increased use of the updated GPS form, including modified versions for part-time employees. The finalized GPS Report for Cabinet shows completion rates and additional metrics demonstrating improved compliance. Specifically, the report shows a reduction in incomplete submissions from 127 out of 997 reports in October 2023 to 62 out of 1,427 reports in April 2024. Note that more reports were completed in 2024, with the addition of part-time employees.

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[12] We no longer include this section on GPS due to recent legislation.

[13] This information is available upon request.

Alignment and Integration of Processes

Efforts to align and integrate the 360 and GPS evaluation processes with The Way We Lead practices are ongoing to ensure consistency across the institution. PWC is preparing to implement a new HRIS system, NEOED, which includes the NEOED Perform module that may be used to track and standardize performance metrics and conversations, including goal setting. We are also developing supervisor training and support to effectively link performance discussions to merit pay. Additionally, offering The Way We Lead workshops will further enhance leadership development, fostering more successful performance conversations. Through these initiatives, we are committed to creating a robust and equitable performance evaluation system that strengthens accountability, transparency, and engagement among our staff and administrators.