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COMPREHENSIVE SELF-EVALUATION

Self-Evaluation Report



Salt Lake Community College

Salt Lake City, Utah

Submitted September 8, 2014

Prepared for the Northwest Commission on Colleges and Universities

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Accreditation Team

2013-2014

A special thanks to the Institutional Effectiveness Council which served as the Institutional Accreditation Team throughout AY2014. This council guided the institution through the self-study process. The members of the council included:

Jeff Aird <i>Co-Chair</i>	Institutional Inquiry and Analysis
Barbara Grover <i>Co-Chair</i>	Institutional Effectiveness
Kevin Brockbank	Academic Affairs
Rolayne Day	Professor, Business
Kimberly Henrie	Business Services
Dave Jones	Institutional Advancement
Rachel Lewis	Curriculum/General Education
Clifton Sanders	Academic Affairs
Jennifer Seltzer-Stitt	Government & Community Relations
Nancy Singer	Student Services
Nate Southerland	Academic Support
Deidre Tyler	Professor, Sociology
Tom Zane	Learning Assessment

The following groups and organizations facilitated broad participation in the self-study process

President's Office

Dr. Deneece Huftalin, *Interim President*

Janice Schmidt, *Administrative Assistant to the President*

Executive Cabinet

Dr. Clifton Sanders, *Provost*

Dr. Nancy Singer, *Interim Vice President of Student Services*

Dennis Klaus, *Vice President of Business Services*

Alison McFarlane, *Vice President of Institutional*

Advancement

Tim Sheehan, *Vice President of Government and Community Relations*

Senior Leadership Council

Karen Gunn; *Associate Provost, Professional and Economic Development*

Barbara Grover; *Assistant Provost, Institutional Effectiveness*

Nate Southerland; *Assistant Provost, Academic Support*

Bob Askerland; *Assistant Vice President, Facilities Services*

Marlin Clark, *Dean of Students*

Kent Frogley; *Assistant Vice President, Institutional Marketing & Communication*

Craig Gardner; *Assistant Vice President, Human Resources*

Kimberly Henrie; *Assistant Vice President, Budget Services*

Curtis Larsen; *Interim Assistant Vice President, Student Planning & Support*

Eric Weber; *Assistant Vice President, Student Enrollment Services*

Bill Zoumadakis, *Chief Information & Security Officer*

Lois Oestreich, *Faculty Senate President*

Joe Gallegos, *Faculty Association President*

Mike Blain, *Staff Association President*

Carlos Moreno, *Student Body President*

Faculty Senate Leadership (AY 2014)

Jane Drexler, *President*

Brent Green, *Vice President*

Roger Johnson; *Chair, Curriculum Committee*

Johnathan Barnes; *Chair, General Education Committee*

Alena Balmforth; *Chair, Admissions, Standard and Student Affairs Committee*

Deb Smith; *Chair, Academic Calendar Committee*

Lois Oestreich; *Chair, Adjunct Faculty Issues Committee*

Louise Bown; *Chair, Professional Growth & Faculty Development Committee*

Katerina Salini; *Chair, Appointment, Promotion, Academic Freedom and Tenure Committee*

Adam Dastrup; *Chair, eLearning and Education Technologies Committee*

Richard Hemmingway; *Chair, Student Learning Outcomes and Assessment Committee*

Quality Higher Education Council (AY 2014)

Chris Picard, *Provost of Academic Affairs*

Brent Green, *Faculty Senate Vice President*

Rick Boullion; *Dean, School of Technical Specialties*

John McCormick; *Dean, Humanities & Social Sciences*

Dale Smith; *Associate Dean, Education*

Jason Pickavance; *Director, Educational Initiatives*

Ryan Hobbs; *Senior Director, eLearning and Support*

Nancy Singer; *Interim Vice President of Student Services*

Jude Higgins; *Faculty/FTLC Director*

Rodger Johnson; *Faculty, Chair of Curriculum Committee*

Bob Burdette; *Faculty, Chair of Analytics Advisory Group*

Mark Davis; *Faculty,*

Celeste Skinner; *Faculty, School of Applied Technology*

Student Access and Strategic Enrollment Council (AY 2014)

Eric Weber; *Assistant Vice President, Student Enrollment Services*

Kent Frogley; *Assistant Vice President, Institutional Marketing & Communication*

Kevin Brockbank; *Dean, School of Applied Technology*

Nate Southerland; *Assistant Provost, Academic Support*

Richard Diaz; *Director, First Year Experience*

Tyler Hall; *Director, Call Center*

Jill Kemerer; *Director, School Relations*

Shannon McWilliams; *Director, Student Services South Region*

Joseph Diaz; *Director, Institutional Research*

Jade Lauder; *Student Association*

Alena Balmforth; *Faculty*

Community Partnerships Council (AY 2014)

Tim Sheehan, *Vice President of Government and Community Relations*

Jennifer Seltzer-Stitt; *Director, Community Relations*

Adam Dastrup, *Faculty*

Rick Boullion; *Dean, Technical Specialties*

Karen Gunn, *Associate Provost, Professional and Economic Development*

Jack Hesleph; *Director, Career and Employment Services*

Gail Jessen; *Director, Thayne Center for Service & Learning*

Curtis Larsen; *Interim Assistant Vice President, Student Planning & Support*

Alex Lefkowitz, *Student Association*

Andrea Malouf; *Director, Community Writing Center*

Richard Scott; *Director, Grand Theatre*

Institutional Overview

Salt Lake Community College (“SLCC”) is a student-focused, comprehensive, urban college meeting the diverse needs of the Salt Lake community. SLCC is one of eight institutions in the Utah System of Higher Education and is the largest supplier of transfer students to Utah’s four-year institutions. SLCC is home to more than 60,000 (credit and noncredit) students each year with an annualized FTE enrollment over 17,000.

In recent years, Community College Week has consistently ranked SLCC in the top 10 nationally for total associate degrees awarded. The College offers over 120 programs of study and confers associate of arts (AA), associate of science (AS), applied associate of science (AAS), and associate of pre-engineering (APE) degrees as well as certificates of completion and proficiency.

The College is Utah’s leading provider of workforce development programs and is the sole public provider of applied technology courses in the Salt Lake area. With *access* as a cornerstone of the College’s mission, SLCC has ten locations, an eCampus, and multiple continuing education sites located throughout the county.

SLCC is the most diverse public institution of higher education in Utah. A snapshot of credit-seeking students for the 2013/14 academic year shows the following demographics: 49% male, 51% female; 19.4% minorities; 74% enrolled part-time; average age of 25; approximately 1/3 CTE majors and 2/3 transfer students.

High quality instruction and support services for students are paramount at the College, which maintains an average class size of twenty. At SLCC, over 340 full-time faculty members develop programs and curriculum, and provide 40% of the direct instruction for students. SLCC has an appropriated operating budget of close to \$130 million dollars and employs over 800 full-time staff and administrators.

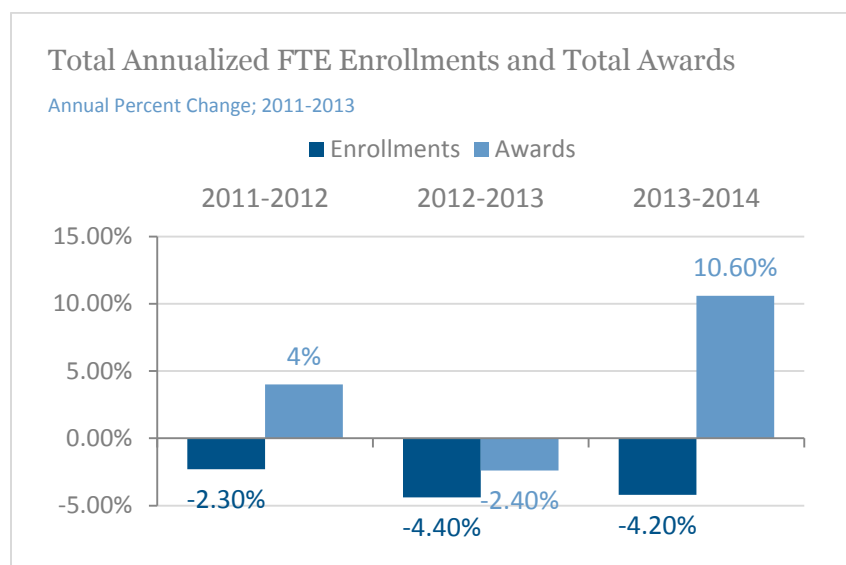
Through reciprocal partnerships with community groups, business and industry, K-16 education providers, and government agencies, SLCC is an integral part of the community it serves. As the only open-access, comprehensive community college in Utah, SLCC is committed to sustaining its mission and role in the state. For six decades SLCC has been the place for young students to take their first steps into higher education and for Utah adults to take next steps to advance their careers and improve their lives. *Step Ahead* is not merely a tagline; it is precisely what the College enables students to achieve.

Changes Since Last Report

Salt Lake Community College has actively improved its operations since the Fall 2011 Year One Report. This section will provide a brief overview of the following areas: (1) enrollments and awards, (2) organizational changes, (3) site and facility changes, (4) instructional and program changes, (5) new and revised policies, and (6) major grants.

Enrollments and Awards Granted

With the rebound of Utah's economy (current unemployment rate is one of the lowest in the country), SLCC has seen declining enrollments since 2011. However, the College has maintained an increase in the number of awards granted. In 2014, SLCC had the largest graduating class in its history, granting over 4000 associates degrees and certificates.



Organizational Changes

SLCC has deliberately restructured its administrative organization to better serve the interests and needs of students, internal constituents, and external stakeholders.

In Fall 2012, the President added a fifth cabinet-level position, the Vice President of Government and Community Relations, to strengthen executive-level focus on external partnerships and the College's relationship with government organizations.

Other administrative positions have been added to advance strategic student success initiatives including: Associate Provost for Workforce and Economic Development to lead college efforts to provide small business development and industry training programs; Director of First-Year Experience to improve first-year success of students; Director of Educational Initiatives to champion innovation in educational delivery; and Director of Institutional Inquiry and Analysis to advance data-informed core theme strategies.

To address the challenge of successful transition from developmental to college-level studies, a significant organizational change was implemented in 2011/12. Developmental math and developmental English faculty and curricula were integrated into the Math and English academic departments. With this reorganization, the School of Developmental Education and Learning Resources was disbanded. Oversight of learning resources and library services is provided by the Assistant Provost of Academic Support.

Recent personnel changes in executive leadership positions have impacted the College. President Cynthia Bioteau left SLCC, after eight years, in January 2014; and Provost Chris Picard retired in July 2014. Considering these changes the Executive Cabinet currently includes the following: Dr. Deneece Huftalin, Interim President; Dr. Clifton Sanders, Interim Provost; Dr. Nancy Singer, Interim Vice President of Student Services; Dennis Klaus, Vice President of Business Services; Alison McFarlane, Vice President of Institutional Advancement; and Tim Sheehan, Vice President of Government and Community Relations. The College anticipates the naming of the next president by the Board of Regents in September 2014.

Site and Facility Changes

The College has made strategic decisions regarding the physical location of building-based offerings to meet the evolving regional demographics and industry needs.

- The Westpointe Center was opened to better support the training needs of industry partners by consolidating aviation, electronics, nondestructive testing and other Career and Technical Education (“CTE”) programs.
- After a detailed study of enrollment patterns, the College closed the Highland Center in June 2014 to make resources available to develop a community-based teaching center in a highly underserved community. Preliminary discussions with local community leaders in West Valley City have begun to develop what such a center would contain and how instruction and services could be delivered.

Two significant building projects mentioned in the 2011 Year One Report have been completed in the last year: the Center for Arts and Media on the South City Campus, and the Academics and Administration Building on the Taylorsville Redwood Campus.

Instructional and Program Changes

SLCC continues to refine credit and non-credit programming to meet the needs of students. In response to the regional overproduction and the relatively low wages of cosmetology graduates, SLCC discontinued the barbering and cosmetology program in 2011/12; the teach-out concluded in Spring 2014. A stackable credential model has been deployed in CTE curriculum programs resulting in new certificates of proficiency in business, graphic arts, engineering, nondestructive testing and computer science and information systems.

New and Revised Policies

Policy revisions and additions reflect the responsive focus of the College on changes in federal policy, NWCCU standards, and institutional imperatives including inclusive communities and student goal attainment:

- *SLCC Policy 4-2.10 Curriculum and Graduation Standards.* This policy includes the credit hour definition consistent with the U.S Department of Education definition and Commission expectations.
- *SLCC Policy 4-2.20 Credit for Prior Experiential and Noncredit Learning.* This policy was adopted to better support students with substantial experiential or noncredit learning backgrounds.
- *SLCC Policy 3-1.01 Admissions Policy.* The admissions policy was revised in 2011/12 to link mandatory placement testing with general admissions for matriculating students and to institute selective admissions to the nursing program. With declining enrollments, the Board of Trustees temporarily rescinded the requirement for mandatory placement with admissions allowing students to enroll in classes that do not have placement prerequisites.
- *SLCC Policy 2-13.01 Emergency Management.* Provides a framework to protect the lives and property of students, employees, and guests in the event of a major disruption, large scale emergency, or disaster.
- *SLCC Policy 2-4.13 Family and Medical Leave.* Domestic partner benefits are now included in employee benefit packages.
- *SLCC Policy 2-4.18 Community Engagement Leave.* This policy, created to help foster community engagement by employees, allows staff to volunteer with recognized organizations.

Major Grants

SLCC proactively seeks to support strategic initiatives through diversified funding sources.

- SLCC participates in regional and national consortia concerned with increasing the number of students prepared in STEM fields and with improving science education through innovative technologies. Over the past three years SLCC has been awarded more than \$5,000,000 in grants from the National Science Foundation, Department of Labor, Department of Energy, and the National Aeronautics and Space Administration.
- Announced July 2012, SLCC is a lead educational partner in the Goldman Sachs 10,000 Small Businesses initiative. As the Utah training partner in the program, SLCC will receive \$5,000,000 over five years to develop and mentor local small businesses.
- SLCC is a member of Utah WERKS, a consortium of six colleges and universities in Utah, which received funding (\$2,701,202) in 2011 from the U.S. Department of Labor (DOL) under the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants program. Through the project, SLCC developed the Health Information Technology program designed for workers who have lost their jobs or are threatened with job loss as a result of foreign trade.



Northwest Commission On Colleges and Universities

Basic Institutional Data Form

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Salt Lake Community College

Address: 4600 South Redwood Road

City, State, ZIP: Taylorsville, UT 84123

Degree Levels Offered: ☐ Doctorate ☐ Masters ☐ Baccalaureate ☒ Associate ☒ Other

If part of a multi-institution system, name of system: Utah System of Higher Education

Type of Institution: ☒ Comprehensive ☐ Specialized ☐ Health-centered ☐ Religious-based

☐ Native/Tribal ☐ Other (specify) _____

Institutional control: ☐ Public ☐ City ☐ County ☒ State ☐ Federal ☐ Tribal

☐ Private/Independent (☐ Non-profit ☐ For Profit)

Institutional calendar: ☐ Quarter ☒ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term

☐ Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
School of Applied Technologies and Professional Development			
Skills Center Certified Nurse Assistant	Certificate	Utah Nursing Assistant Registry (UNAR)	2013
Law Enforcement Police Academy	Certificate	Peace Officer Standards and Training (POST) (Reviewed Yearly)	2013
Emergency Medical Technician (EMT)	Certificate (Basic and Advanced)	Utah Dept. of Health - Bureau of Emergency Medical Services (UDH/BEMS) (Reviewed Yearly)	2014
PV Installation Professional	Certificate	Interstate Renewable Energy Council - Accredited Training Provider	2014
PV Technical Sales	Certificate	Interstate Renewable Energy Council - Accredited Training Provider	2014
School of Business			
Accounting	AA, AS, AAS, AAS with Emphasis, Cert of Completion	Accreditation Council for Business Schools & Programs Association of Collegiate Business Schools and Programs (ACBSP)	2007
Business (Transfer Programs)	AA, AS, AAS, AAS with Emphasis, Cert of Completion	Accreditation Council for Business Schools & Programs Association of Collegiate Business Schools and Programs (ACBSP)	2007
Business Management	AA, AS, AAS, AAS with Emphasis, Cert of Completion	Accreditation Council for Business Schools & Programs Association of Collegiate Business Schools and Programs (ACBSP)	2007
Computer Information Systems	AA, AS, AAS, AAS with Emphasis, Cert of Completion	Accreditation Council for Business Schools & Programs Association of Collegiate Business Schools and Programs (ACBSP)	2007
Finance and Credit	AA, AS, AAS, AAS with Emphasis, Cert of Completion	Accreditation Council for Business Schools & Programs Association of Collegiate Business Schools and Programs (ACBSP)	2007
Marketing Management	AA, AS, AAS, AAS with Emphasis, Cert of Completion	Accreditation Council for Business Schools & Programs Association of Collegiate Business Schools and Programs (ACBSP)	2007
Economics	AS	Accreditation Council for Business Schools & Programs Association of Collegiate Business Schools and Programs (ACBSP)	2009
Paralegal	AAS	American Bar Association (ABA)	2009
Culinary Arts	AAS	American Culinary Federation (7 yr) National Restaurant Association (Faculty Annually)	2010
School of Health Sciences			
Dental Hygiene	AAS	American Dental Association (ADA)	2011
Medical Assistant	Cert of Completion	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2006
Mortuary Science	AAS	American Board of Funeral Service Education	2013
Nursing	AAS	National League for Nursing Accrediting Commission (NLNAC)	2010
Occupational Therapy Assistant	AAS	Accreditation Council for Occupational Therapy Education (ACOTE)	2006
Physical Therapist Assistant	AAS	Commission on Accreditation in Physical Therapy Education/American Physical Therapy Association (APTA)	2009
Radiologic Technology	AAS	Joint Review Committee on Education in Radiologic Technology (JRCERT)	2009
Surgical Technology	Cert of Completion	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2005

School of Technical Specialties			
Automotive and Related Technologies	AAS, Cert of Completion	National Automotive Technician Education Foundation (NATEF)	2011
Aviation Technology/Aviation Maintenance	AAS, Diploma	Federal Aviation Administration (FAA)	2013
Aerospace/Aviation Technology/Professional Pilot FW	AS	Federal Aviation Administration (FAA)	2013
Aerospace/Aviation Technology/Professional Pilot RW	AS	Federal Aviation Administration (FAA)	2012
Aerospace/Aviation Technology/Professional Pilot Dispatch	AS	Federal Aviation Administration (FAA)	2014
Aerospace/Aviation Technology RW	AAS	Federal Aviation Administration (FAA)	2012
Aerospace/Aviation Technology FW	AAS	Federal Aviation Administration (FAA)	2013
Business Operations FW	Cert of Completion	Federal Aviation Administration (FAA)	2013
Business Operations RW	Cert of Completion	Federal Aviation Administration (FAA)	2012
Commercial Operations FW	Cert of Completion	Federal Aviation Administration (FAA)	2013
Commercial Operations RW	Cert of Completion	Federal Aviation Administration (FAA)	2012
Aircraft Dispatch	Cert of Completion	Federal Aviation Administration (FAA)	2014

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: $\frac{1 \text{ FTE (Full-Time Equivalent)}}{15 \text{ credit hours}}$)

Official Fall 2013 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 2013-2014	One Year Prior Dates: 2012-2013	Two Years Prior Dates: 2011-2012
Undergraduate	17,112	16,735	17,947
Graduate			
Professional			
Unclassified			
Total all levels	17,112	16,735	17,947

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2013 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 2013-2014	One Year Prior Dates: 2012-2013	Two Years Prior Dates: 2011-2012
Undergraduate	32,003	29,997	33,420
Graduate			
Professional			
Unclassified			
Total all levels	32,003	29,997	33,420

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	51					30		21
Associate Professor	112				13	83		15
Assistant Professor	89		1	14	9	53		12
Instructor	86		12	7	12	46		9
Lecturer and Teaching Assistant	3					3		
Research Staff and Research Assistant								
Undesignated Rank		1527						

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	\$60,764.00	23.20
Associate Professor	\$53,718.00	15.34
Assistant Professor	\$48,847.00	10.51
Instructor	\$42,195.00	4.48
Lecturer and Teaching Assistant	\$30,200.00	0.3
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July 1 thru June 30

Reporting of income:	Accrual Basis	Yes	Accrual Basis
Reporting of expenses:	Accrual Basis	Yes	Accrual Basis

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates: FY- 13 7/1/12- 6/30/13	One Year Prior to Last Completed FY Dates: FY-12 7/1/11 - 6/30/12	Two Years Prior to Last Completed FY Dates: FY-11 7/1/10 - 6/30/11
CURRENT FUNDS			
Unrestricted			
Cash	25,243,176	30,752,946	35,097,923
Investments	25,166,281	15,382,958	15,268,489
Accounts receivable gross	7,206,080	6,577,982	6,273,062
Less allowance for bad debts	(1,768,867)	(1,369,904)	(1,365,821)
Inventories	2,959,931	2,741,949	3,318,609
Prepaid expenses and deferred charges			
Other (identify) - Postage	10,321	16,555	13,999
Due from	0	0	0
Total Unrestricted	58,816,922	54,102,486	58,606,261
Restricted			
Cash	0	0	0
Investments	5,563,295	5,626,328	2,049,399
Other (identify) - A/R & Student Loans A/R	8,062,922	7,501,608	10,302,934
Due from	0	0	0
Total Restricted	13,626,217	13,127,936	12,352,333
TOTAL CURRENT FUNDS	72,443,139	67,230,422	70,958,594
ENDOWMENT AND SIMILAR FUNDS			
Cash	826,533	826,231	823,915
Investments	5,639,557	5,596,338	5,606,417
Other (identify)	0	0	0
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	6,466,090	6,422,569	6,430,332
PLANT FUND			
Unexpended			
Cash	0	0	0
Investments	41,436,246	45,182,458	49,515,058
Other (identify) -A/R from Interest & St of UT	1,209,567	28	48
Total unexpended	42,645,813	45,182,486	49,515,106
Investment in Plant			
Land	31,511,118	31,106,180	16,118,265
Land improvements	15,757,667	13,945,859	14,584,924
Buildings	111,861,760	117,672,886	123,396,416
Equipment	7,607,762	7,343,852	7,944,557
Library resources	2,346,013	2,455,821	2,778,071

Other (identify)-Const in Progress & Intangibles	16,676,588	8,701,589	3,970,980
Total investments in plant	185,760,908	181,226,187	168,793,213
Due from			
Other plant funds (identify)	0	0	0
TOTAL PLANT FUNDS	228,406,721	226,408,673	218,308,319
OTHER ASSETS (IDENTIFY)	0	0	0
TOTAL OTHER ASSETS	0	0	0
TOTAL ASSETS	307,315,950	300,061,664	295,697,245

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates: FY- 13 7/1/12- 6/30/13	One Year Prior to Last Completed FY Dates: FY-12 7/1/11 - 6/30/12	Two Years Prior to Last Completed FY Dates: FY-11 7/1/10 - 6/30/11
CURRENT FUNDS			
Unrestricted			
Accounts payable	1,989,948	1,854,625	3,367,775
Accrued liabilities	6,743,562	6,765,616	6,934,901
Students' deposits	0	0	0
Deferred credits	8,761,796	7,554,968	7,308,863
Other liabilities - Compensated Absences	4,151,515	4,133,898	3,779,482
Other liabilities - Termination Benefits	2,517,072	2,174,849	2,485,201
Due to	0	0	0
Fund balance	34,653,029	31,618,530	34,730,039
Total Unrestricted	58,816,922	54,102,486	58,606,261
Restricted			
Accounts payable	786,717	1,022,486	833,861
Other (identify) -Def Rev & \$ Held for Others	3,157,509	2,321,482	1,958,656
Due to	0	0	0
Fund balance	8,760,229	8,819,203	8,789,574
Total Restricted	13,626,217	13,127,936	12,352,333
TOTAL CURRENT FUNDS	72,443,139	67,230,422	70,958,594
ENDOWMENT AND SIMILAR FUNDS			
Restricted	826,533	826,231	823,915
Quasi-endowed	5,639,557	5,596,338	5,606,417
Due to	0	0	0
Fund balance	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	6,466,090	6,422,569	6,430,332
PLANT FUND			
Unexpended			
Accounts payable	4,220,657	1,117,828	2,676,433
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Fund balance	38,425,156	44,064,658	46,838,673
Total unexpended	42,645,813	45,182,486	49,515,106
Investment in Plant			
Notes payable	3,644,463	4,000,000	0
Bonds payable	3,619,260	4,771,292	5,938,324

Mortgage payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Fund balance	178,497,185	172,454,895	162,854,889
Other plant fund liabilities (identify)	0	0	0
TOTAL INVESTMENTS IN PLANT FUND	185,760,908	181,226,187	168,793,213
OTHER LIABILITIES (IDENTIFY)	0	0	0
TOTAL OTHER LIABILITIES	0	0	0
TOTAL LIABILITIES	40,514,261	36,681,809	36,053,738
FUND BALANCE	266,801,689	263,379,855	259,643,507

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates: FY-13 7/1/12-6/30/13	One Year Prior to Last Completed FY Dates: FY-12 7/1/11 - 6/30/12	Two Years Prior to Last Completed FY Dates: FY-11 7/1/10 - 6/30/11
Tuition and fees	65,197,297	57,926,892	58,713,692
Federal appropriations	0	0	0
State appropriations	69,417,368	64,714,457	63,953,141
Local appropriations	0	0	0
Grants and contracts	53,377,867	53,169,451	56,660,477
Endowment income	122,662	67,556	118,853
Auxiliary enterprises	12,935,888	13,910,413	14,129,128
Other-Edu Activity Sales, Interest on Std Loans, etc	4,231,009	5,456,736	6,060,105
Other (identify) - Non-operating Gifts, etc	2,468,407	9,431,968	1,231,460
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	83,984,521	78,699,619	72,973,190
Research	0	0	0
Public services	1,751,393	2,163,217	3,204,485
Academic support	8,873,616	8,600,076	8,669,901
Student services	20,040,323	18,929,232	18,232,993
Institutional support	24,791,817	23,726,459	25,425,143
Operation and maintenance of plant	16,141,614	17,141,852	15,958,624
Scholarships and fellowships	25,601,729	25,846,102	29,553,306
Other (identify) - Depreciation	9,778,287	10,173,294	9,884,671
Mandatory transfers for:			
Principal and interest	0	0	0
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	0	0	0
Total Educational and General	190,963,300	185,279,851	183,902,313
Auxiliary Enterprises			
Expenditures	13,379,558	15,249,002	14,863,978
Mandatory transfers for:			
Principal and interest	15,000	15,000	15,000
Renewals and replacements	792,936	193,300	774,066
Total Auxiliary Enterprises	14,187,494	15,457,302	15,653,044
TOTAL EXPENDITURE & MANDATORY TRANSFERS	205,150,794	200,737,153	199,555,357
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)	(561,297)	(1,002,266)	(475,907)
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	3,421,834	3,736,348	2,024,132

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates: FY-13 7/1/12-6/30/13	One Year Prior to Last Completed FY Dates: FY-12 7/1/11 - 6/30/12	Two Years Prior to Last Completed FY Dates: FY-11 7/1/10 - 6/30/11
For Capital Outlay	1,152,032	1,167,032	1,127,032
For Operations	355,537	0	0

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
See attachment on next page				

Domestic Certificates and/or Degree Programs where 50% or more of the credits are offered at Off-Campus Locations or through Distance Education. If NONE, so indicate. Accurate information about off-campus programs is critical to the Commission in responding to inquiries and verifying program locations to the U.S. Department of Education relative to Title IV eligibility.

Location	Address	Degree/Certificate Name/Level	Program	Student Enrollment (Unduplicated Headcount)*2013	On-Site Administrator YES or NO	Co-Sponsoring Organization (If Applicable)
*Student Enrollment (Unduplicated Headcount) gives the unduplicated headcount of students who took classes Fall Semester 2013 at a specific site or campus location. These numbers are based on students' declared major. There may be students who are completing the coursework for another major, but who are listed as a General Studies major because they have not declared otherwise. Also, many students take courses at multiple campuses during the same semester. A student was included in the student enrollment at a specific site if they had taken at least one course there during the semester and were a declared major in the program of interest. Because Concurrent Enrollment students rarely declare a major, many Concurrent Enrollment student headcounts are underrepresented. Nursing headcounts at Jordan Campus include contracted courses with IHC and IASIS health care companies. Programs were included if at least 50% of majors classes are offered at the site.						
a) Certificate and/or Degree Programs offered within the United States at any off-campus location including branch, satellite or secondary campus site in or out of the institution's service area.						
Alta High School	11055 S 1000 E, Sandy, UT 84070	AS	General Studies	10	Yes	Concurrent Enrollment
Bingham High School	2160 W. Miners Mile (10400 S.) South Jordan, UT 84095	AS	General Studies	10	Yes	Concurrent Enrollment
Copper Hills High School	5445 New Bingham Highway, West Jordan, UT 84081	AS	General Studies	21	Yes	Concurrent Enrollment
Cottonwood High School	5715 S 1300 East, Salt Lake City, UT 84121	AS	General Studies	4	Yes	Concurrent Enrollment
Granger High School	3690 South 3600 West, West Valley City, UT 84119	AS	General Studies	2	Yes	Concurrent Enrollment
Highland Center	3760 S Highland Dr, Salt Lake City, UT 84110	AS	General Studies	227	Yes	
Hunter High School	4200 South 5600 West, West Valley City, UT 84120	AS	General Studies	5	Yes	Concurrent Enrollment
International Airport Center	551 North 2200 West, Salt Lake City, UT 84116	AAS, Diploma	Aviation Technology / Aviation Maintenance Technician	86	Yes	
Itineris Charter High School	9301 S Wights Fort Road, West Jordan, UT 84088	AS	General Studies	95	Yes	Itineris Charter High School
Jordan Campus	3491 West Wights Fort Road, West Jordan, UT 84088	AS	Biology	131	Yes	
Jordan Campus	3491 West Wights Fort Road, West Jordan, UT 84088	AAS, Diploma, Certificate	Biomanufacturing	7	Yes	
Jordan Campus	3491 West Wights Fort Road, West Jordan, UT 84088	AAS	Biotechnology	68	Yes	
Jordan Campus	3491 West Wights Fort Road, West Jordan, UT 84088	AS	Business	195	Yes	
Jordan Campus	3491 West Wights Fort Road, West	AS, AAS	Business	72	Yes	

	Jordan, UT 84088		Management		
Jordan Campus	3491 West Wights Fort Road, West Jordan, UT 84088	AS	Chemistry	41	Yes
Jordan Campus	3491 West Wights Fort Road, West Jordan, UT 84088	AAS	Dental Hygiene	28	Yes
Jordan Campus	3491 West Wights Fort Road, West Jordan, UT 84088	AS	General Studies	455	Yes
Jordan Campus	3491 West Wights Fort Road, West Jordan, UT 84088	AS	Health Sciences	939	Yes
Jordan Campus	3491 West Wights Fort Road, West Jordan, UT 84088	AAS	Health Information Technology	11	
Jordan Campus	3491 West Wights Fort Road, West Jordan, UT 84088	Certificate	Medical Assistant	53	Yes
Jordan Campus	3491 West Wights Fort Road, West Jordan, UT 84088	AAS	Mortuary Science	16	
Jordan Campus	3491 West Wights Fort Road, West Jordan, UT 84088	AAS	Nursing	483	Yes
Jordan Campus	3491 West Wights Fort Road, West Jordan, UT 84088	AAS	Occupational Therapy Assistant	45	Yes
Jordan Campus	3491 West Wights Fort Road, West Jordan, UT 84088	AAS	Physical Therapy Assistant	45	Yes
Jordan Campus	3491 West Wights Fort Road, West Jordan, UT 84088	AAS	Radiologic Technology	53	Yes
Jordan Campus	3491 West Wights Fort Road, West Jordan, UT 84088	Certificate	Surgical Technology	10	Yes
Library Square Center	231 East 400 South, Salt Lake City, UT 84111	AS	Business	119	
Library Square Center	231 East 400 South, Salt Lake City, UT 84111	Certificate	Fashion Institute	54	Yes
Library Square Center	231 East 400 South, Salt Lake City, UT 84111	AS	General Studies	323	Yes
Library Square Center	231 East 400 South, Salt Lake City, UT 84111	Certificate	Interior Design	19	Yes
Library Square Center	231 East 400 South, Salt Lake City, UT 84111	AAS	Paralegal Studies	130	Yes
Meadowbrook Campus	250 West 3900 South, Salt Lake City, UT 84107	AAS, Certificate	Apprenticeship - Heating, Ventilation, and Air Conditioning	12	Yes
Meadowbrook Campus	250 West 3900 South, Salt Lake City, UT 84107	AAS, Diploma	Diesel Systems Technology	58	Yes
Miller Campus	9750 South 300 West, Sandy, UT 84070	AAS	Automotive and Related Technologies	99	Yes
Miller Campus	9750 South 300 West, Sandy, UT 84070	AAS, Certificate	Automotive Collision Repair and Refinishing	25	Yes

Miller Campus	9750 South 300 West, Sandy, UT 84070	AS	Business	153	Yes	
Miller Campus	9750 South 300 West, Sandy, UT 84070	AS, AAS	Criminal Justice	208	Yes	
Miller Campus	9750 South 300 West, Sandy, UT 84070	AAS	Cullinary Arts	143	Yes	
Miller Campus	9750 South 300 West, Sandy, UT 84070	AAS	Energy Management	9	Yes	
Miller Campus	9750 South 300 West, Sandy, UT 84070	AS	General Studies	476	Yes	
Miller Campus	9750 South 300 West, Sandy, UT 84070	Certificate	Motorcycle and Power Equip. Tech	5	Yes	
Murray High School	5440 South State Street, Murray, UT 84107	AS	General Studies	14	Yes	Concurrent Enrollment
Off Campus		AAS	Apprenticeship Refrigeration JATC Tech	8	Yes	
Off Campus		AAS	Electrical Independent Tech Apprenticeship	23	Yes	
Off Campus		AAS	Plumber/Pipefitter JATC Apprenticeship	121	Yes	
Off Campus		AAS	Plumbing Independent Tech	29	Yes	
Off Campus		AAS	Stagehand Apprenticeship	19	Yes	
Riverton High School	12476 S. Silverwolf Way (2700 W.), Riverton, UT 84065	AS	General Studies	7	Yes	Concurrent Enrollment
South City Campus	1575 South State Street, Salt Lake City, UT 84115	AA, AS	Business	307	Yes	
South City Campus	1575 South State Street, Salt Lake City, UT 84115	AS	Chemistry	39	Yes	
South City Campus	1575 South State Street, Salt Lake City, UT 84115	AA/AS	English	76	Yes	
South City Campus	1575 South State Street, Salt Lake City, UT 84115	AAS	Film Production Tech	94	Yes	
South City Campus	1575 South State Street, Salt Lake City, UT 84115	AS	General Studies	1542	Yes	
South City Campus	1575 South State Street, Salt Lake City, UT 84115	AA, AS	History/Anthropology	29	Yes	
South City Campus	1575 South State Street, Salt Lake City, UT 84115	AA	Humanities	21	Yes	
South City Campus	1575 South State Street, Salt Lake City, UT 84115	AS	Music	80	Yes	
South City Campus	1575 South State Street, Salt Lake City, UT 84115	AS	Political Science	18	Yes	
South City Campus	1575 South State Street, Salt Lake City, UT 84115	AS	Psychology	137	Yes	

South City Campus	1575 South State Street, Salt Lake City, UT 84115	AS	Social Work	126	Yes	
South City Campus	1575 South State Street, Salt Lake City, UT 84115	AS, AAS	Visual Art and Design (all)	501	Yes	
Taylorsville High School	5225 South Redwood Road, Salt Lake City, UT 84123	AS	General Studies	1	Yes	Concurrent Enrollment
Westpointe Center	2150 West Dauntless Avenue, Salt Lake City, UT 84116	AS	Aviation Technology / Professional Pilot	163	Yes	
Westpointe Center	2150 West Dauntless Avenue, Salt Lake City, UT 84116	AAS	Non-destructive Testing Technology	22	Yes	
b) Degree and certificate Programs of 30 semester or 45 quarter credits or more offered by Distance Education.						
Distance Education	www.slcc.edu/online	AAS, Certificate	Accounting	141		
Distance Education	www.slcc.edu/online	AA, AS	Business	647		
Distance Education	www.slcc.edu/online	AAS	Business Management	131		
Distance Education	www.slcc.edu/online	AAS, AS	Computer Science & Info Systems	288		
Distance Education	www.slcc.edu/online	AAS, AS	Criminal Justice	224		
Distance Education	www.slcc.edu/online	AS	Economics	30		
Distance Education	www.slcc.edu/online	AS	General Studies	2096		
Distance Education	www.slcc.edu/online	AS	Geography	5		
Distance Education	www.slcc.edu/online	AAS, Certificate	Geographic Information Systems	10		
Distance Education	www.slcc.edu/online	Certificate	Health Information Technology	14		
Distance Education	www.slcc.edu/online	AA, AS	History/Anthropology	51		
Distance Education	www.slcc.edu/online	Certificate	Paraeducation	2		
Distance Education	www.slcc.edu/online	AS	Political Science	20		
Distance Education	www.slcc.edu/online	AS	Sociology	63		

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Shitennoji University Osaka, Japan 3-2-1 Gakuenmae, Habikino Osaka 583-8501 Japan Astor Quest Hostel; 45	Associate, Japan Study Abroad	INTL 2990 (3 credits)	8	1
N/A London, England Queensborough Terrace, London; Greater London W235Y, UK	Associate, England Study Abroad	INTL 2980 (3 credits)	6	1

Chapter 1: Mission, Core Themes, and Expectations

Eligibility Requirements #2 and #3

ER #2 AUTHORITY

Salt Lake Community College (“SLCC”) is one of eight legislatively authorized institutions of higher education in Utah operating under the authority of the Utah System of Higher Education (USHE) and the Utah State Board of Regents (See [Utah Code 53B-2-101](#)). [Regents’ Policy R312](#) classifies SLCC as a public, urban-serving, multicampus comprehensive community college. Salt Lake County is the College’s defined service area in Utah.

ER #3 MISSION AND CORE THEMES

The Salt Lake Community College mission statement was approved by the Board of Trustees on December 14, 2005, and the Utah State Board of Regents March 10, 2006. The mission statement was more recently reviewed and ratified by community partners and college personnel during strategic planning day in 2011.

Core themes were originally crafted by a college-wide task force during summer 2009, vetted by college personnel, and approved by the Executive Cabinet in November 2009. Subsequent work of developing outcomes and performance indicators for the core theme objectives led to revisions of the original draft. These changes, recommended by strategic priority councils, were incorporated into the final version of core themes that were approved by the Board of Trustees in June 2011. They have remained unchanged since then.

Mission (1.A)

Salt Lake Community College Mission Statement

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

The College fulfills its mission by:

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

The mission is not only descriptive of the overall purpose of the College (i.e. what), but also the means used to fulfill that purpose (i.e. how). The mission statement is pragmatic, defining the **ends** the College strives to meet, the **means** it employs, and the **environment** in which College personnel work. The mission fulfillment definition aligns to these aspects of the mission. The College defines mission fulfillment using a construct that encompasses three aspects: overall purpose, core theme objectives and outcomes (means and ends), and institutional environment.

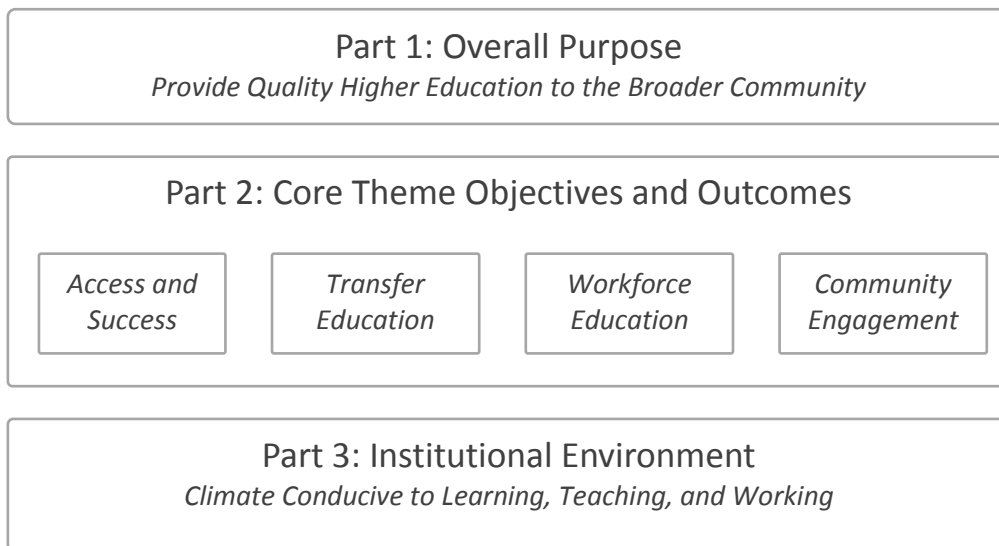
The College has developed a three-part mission fulfillment framework. Mission fulfillment is defined as follows:

SLCC Mission Fulfillment Definition

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

This definition provides a three-part framework which emphasis overall institutional outcomes (part 1), core theme objectives and outcomes (part 2), and the institutional climate (part 3).

SLCC Mission Fulfillment Framework



Guided by this definition, college leadership has articulated institutional outcomes that represent an acceptable threshold of mission fulfillment. Following a general academic approach, each outcome within the three parts of mission fulfillment framework is scored using the basic academic decile grading levels. The scores reflect the percentage achieved toward the superior benchmark (e.g., a score of 8 is generally understood to mean that the indicator has reached 80% of the superior performance benchmark). Each performance indicator is aggregated into composite scores for each part of the mission fulfillment framework. The result is a composite mission-fulfillment score which has “drill-down” capacity to identify institutional strengths and weaknesses. The definition for each level of performance is provided below.

Institutional Performance Levels Definitions

Underperforming Score 0–7.9	Good Score 8–9.9	Superior Score: 10
Based on indicator data, performance falls below a minimum threshold of acceptable performance.	Based on indicator data, performance meets the minimum threshold of acceptable performance. The target could be determined by absolute measures or by relative comparisons.	Based on indicator data, performance significantly exceeds the minimum threshold of acceptable performance. This represents a competitive advantage or strength of the institution.

Using the above methodology, SLCC has developed the following description of an acceptable extent of mission fulfillment:

Acceptable Extent of Mission Fulfillment

Achieving a composite mission fulfillment score of equal to or greater than eight.

While the definition is worded differently from that provided in the Year One Report, the actual definition has not substantively changed. In the Year One Report, SLCC defined the acceptable extent of mission fulfillment as “meeting benchmark targets” for each of the three parts of the mission-fulfillment framework. This is still the case, but SLCC has developed a quantitative framework for expressing this achievement in a single composite score. This single score provides a clear expression of mission fulfillment which incorporates all benchmark scores.

Core Themes (1.B)

In April 2009, SLCC embarked on the process of defining the mission core themes. A college-wide task force defined core themes focused on what the College provides, as an open-access, comprehensive community college. Core themes were crafted as invitations for shared ownership of the key mission components. SLCC deliberately focused core theme objectives on what the institution provides to students and the community for two reasons: 1) to establish parity with our mission statement and 2) to develop objectives that could be more readily translated into deliberate planning and action. The taskforce framed core theme objectives with verbs describing institutional inputs, knowing that the difficult work of translating those actions into intended outcomes would need to be addressed by other groups from across the College.

The original draft of core themes with defining objectives was distributed to the entire college community for review and consideration during Fall 2009. The taskforce made revisions based on input from college personnel, and the Executive Cabinet ratified the SLCC Core Themes in November 2009. The core themes provided the framework for strategic priority councils' work of articulating outcomes and performance indicators.¹

The core themes have evolved through a process of articulating objectives and performance indicators. Strategic priority councils went through several iterations to craft a set of outcomes with measurable, verifiable, and meaningful performance indicators. While the core themes are defined by objectives that describe institutional inputs (what the College provides to its constituents), the objectives have clearly aligned intended outcomes expressed through core theme indicators. The Board of Trustees approved the final version of SLCC Core Themes and objectives (listed below) in June 2011.

¹ Strategic priority councils were formed beginning in 2008 to facilitate and coordinate cross-college planning to advance strategic priority initiatives. They are important components of the process of shared decision making with responsibility to oversee institutional planning and assessment of strategic and core theme initiatives. The role of strategic priority councils is extensively covered in chapters 3 and 4.

Salt Lake Community College Core Themes



Access and Success

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



Transfer Education

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



Workforce Education

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



Community Engagement

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

Core Theme Performance Indicators

The College has defined twenty-five core theme performance indicators that meaningfully inform the College regarding core theme achievement. The College has done significant work to create clear data definitions, testing the validity and reliability of measures, and benchmarking metrics against external and internal standards. Many of the institutional effectiveness measures from national benchmarks (IPEDS, NCCBP, VFA, and CCSSE) have been incorporated into core theme indicators. Additionally, data gathered from internal student surveys (new student survey (NSS), non-returning student survey (NRS), and graduating student survey (GSS)) provide a source of indirect measures of student satisfaction and learning that are aligned with core theme objectives. At the request of the strategic priority councils, other performance metrics have been developed (or are under development). Analysis of core theme performance is provided in Chapter 4. The rationale for each core theme performance indicator is provided below.

The self-study process gave rise to an internal conversation regarding the role of business and administrative services (i.e., budgeting, accounting, facilities, etc) in accomplishing specific core theme objectives. Clearly these functions are critical to institutional success but their contribution is not directly captured through the core theme objectives. This has led to conversations about developing institutional administrative objectives and indicators which would parallel the core theme objectives and provide a more clear articulation of the essential work of business and administrative services.



Core Theme: Access and Success

SLCC is an open-access community college. The access and success core theme has been organized around four objectives to: (A) provide accessible instructional programs and student services, (B) provide access to students underrepresented in higher education, (C) provide access to students underprepared for higher education, and (D) support students to become successful and engaged learners. Each of these objectives have associated performance indicators described below.

Objective #A: Provide Accessible Instructional Programs and Student Services

Core Theme Indicator #1: SLCC General Participation Rate

To improve access is both the removal of barriers and the active encouragement to enroll. The College removes barriers by keeping costs low, providing flexible class schedules, assisting students to navigate the enrollment process, and developing more accessible course delivery models. But in addition to barrier removal, the college actively seeks to increase participation in higher education. Through both marketing and student outreach efforts, the College actively attempts to increase college participation. Efforts to improve general accessibility must not only open the doors but also optimize the flow through them.

While generally speaking, to maintain access, the college should grow at the same rate as the county population, during periods of high labor market volatility, the measurements become distorted. Understanding the problem of labor market volatility, perhaps an imperfect, but a good approach to measuring accessibility is the participation rate. This general access indicator expresses total enrollment as a percentage of the Salt Lake County college-aged population. The measure allows college leadership to set both a baseline and goals for performance to guide institutional efforts to maintain and improve access. The College considers long-term business cycle data when evaluating this indicator. This allows a longer-term perspective which can smooth out the labor market volatility to determine if population growth is being captured in higher enrollments.

Objective #B: Provide Access to Students Underrepresented in Higher Education

Core Theme Indicator #2: Minority Participation Ratio

Student underrepresentation occurs when the composition of both the student body and the graduating class do not reflect the general racial and ethnic composition of the community. SLCC actively seeks to proportionally represent all populations in enrollment and graduation. Minority underrepresentation indicates an opportunity to better understand why underrepresented populations do not proportionally enroll and/or complete awards.

SLCC measures enrollment representation through a minority participation ratio. If the College has an equal proportion of minority populations as the surrounding community, the ratio equals 1. If the College student body is more diverse the ratio rises above 1 and if the student body is

less diverse the ratio falls below 1. This allows the College to accurately measure how accessible it is by underrepresented populations.

Objective #C: Provide Access to Students Underprepared for Higher Education

This objective has two indicators; each is listed individually below with its rationale.

Core Theme Indicator #3: Percent of New Students who are College Ready

While the college has many outreach programs with various goals, a consistent and overarching goal of these services is to improve college readiness (i.e., reduce the number of students who arrive at SLCC underprepared). SLCC college preparation programs and services are cross-college efforts as they found throughout academic departments and support services, institutional advancement, community and government relations, and student services. The college readiness of incoming new students is a holistic college outcome.

SLCC cannot improve college readiness alone but it does contribute. Advocating for policy changes, working to better align curriculum, and providing rigorous concurrent enrollment options and incentives can all contribute to improve student college readiness.

SLCC tracks the success of college outreach through the percentage of new students who are college ready. Generally, this means students are prepared to succeed in the two gateway courses of English 1010 and Math 1010. SLCC gathers this data through placement testing required for enrollment in any English or math course. Beginning this year, Utah made ACT testing mandatory for high school students which will provide additional data to use in making this determination.

Core Theme Indicator #4: Underprepared Student Transition Rate

Once students arrive at SLCC, they are assessed for college readiness. Students who do not test at college level are referred to various programs and services designed to assist them to prepare for and to pass college-level math and/or English courses. College performance under this objective is measured as the introductory college-level course success rate for underprepared students. This means tracking the percentage of underprepared students that complete English 1010 or Math 1010 within two years of enrollment.

Objective #D: Support Students to Become Successful and Engaged Learners

This objective has two indicators. Each is listed individually below with its rationale.

Core Theme Indicator #5: CCSSE Support for Learners

SLCC strives to provide personal and effective support to all students. Students succeed when colleges are committed to their success and cultivate positive working and social relationships among different groups on campus. Students also benefit from services targeted to assist them with academic planning, career planning, and academic skill development.

To measure performance under this objective SLCC administers the Community College Survey of Student Engagement (CCSSE) every two years. This survey is a nationally vetted research tool which provides a composite score on the college's "support for learners." Using the CCSSE score allows for a holistic measurement which cuts across all institutional divisions to measure if students feel supported.

Core Theme Indicator #6 & #7: Fall to Fall Student Persistence (Full-time and Part-time Students)

Providing access means that the College supports students to become "successful and engaged learners." The primary outcome of this is that students continue their studies beyond initial enrollment. To measure this outcome, the College uses the Fall to Fall persistence rates for both full-time and part-time students. Each cohort (full-time and part-time) is compared to national peers to determine performance.



Core Theme: Transfer Education

Approximately two-thirds of SLCC students enroll with the intent to transfer to a four-year college. The transfer education mission has been organized around three overarching objectives to (E) prepare students with a foundation for success in continued studies, (F) provide the first two years of articulated major courses, and (G) provide students a comprehensive and integrated general education experience. Each of these objectives have associated performance indicators described below.

Objective #E: Prepare Students with a Foundation for Success in Continued Studies

This objective has three indicators. Each is listed individually below with its rationale.

Core Theme Indicator #8: Student Performance after Transfer

If SLCC is successful in preparing students with a foundation for success in continued studies, SLCC students will perform equally with or better than other sophomore and junior students at transfer institutions. The College uses the following indicator to measure this outcome: first-year GPA at the transfer institution.

The College tracks the post-transfer performance for students who have completed a minimum of thirty SLCC credit hours prior to transfer. Once students pass the thirty credit threshold, the College considers to have contributed to their foundation for success in continued studies. The thirty credit-hour threshold also gives a nice benchmark to compare to other sophomore- and junior-level students at the transfer institution.

Core Theme Indicator #9: General Education Competency (under development)

The hallmark of an associate transfer degree is the general education experience. Students who complete an A.A. or an A.S. degree should have a general education foundation ready to carry them into further study.

The College continues to make significant strides in assessing student learning across all programs and particularly in general education (see 2.C.3. and the transfer education section of Chapter 4). This work has been used to advance learning outcome improvements. Within the last year the College began developing a method to track the percentage of sampled eportfolios demonstrating general education competency. The College implemented a new ePortfolio assessment rubric which will allow for a comprehensive assessment each year. Using this data, the College will develop definitions for general education competency and begin tracking data over time to measure progress.

Core Theme Indicator #10: Transfer Education Completion Efficiency

Salt Lake Community College focuses on helping students complete a transfer-based associate's degree prior to transfer. There are many advantages to earning a degree before transferring to a four-year university. A recent study by the Community College Research Center found that

“students who transferred with a transfer associate degree were 77% more likely to complete a bachelor’s degree within four years, and 52% more likely to earn one within six years.” In Utah this effect may be augmented because under Regents’ policy an AA or AS degree fulfills all the general education requirements for any four-year degree within the Utah System of Higher Education (see 2.C.). Internal research also shows that completing lower-division work at SLCC improves student performance after transfer. Additionally, if life or career get in the way of completing the four-year degree, the student has already earned a credential to bolster a resume and self-image (they are not a college dropout). Completion prior to transfer is in the best interest of most students.

Ideally, SLCC would track transfer completions through a transfer-degree completion rate; but because students move between workforce and transfer programs, tracking the requisite “transfer cohort” is practically impossible. The College needed an alternative measurement which prioritized completion but did not rely on student cohorts.

An alternative to cohort-based indicator is an annual total completion rate. The College uses the indicator of total transfer awards per 100 transfer FTE. This indicator tracks various beneficial institutional behaviors. First, to improve this number requires the college to focus on completions. The institution must first help students finish an award. If there are departments or programs where that is not in the student’s best interest, the institution would need to restructure those programs to make it better aligned. It also encourages the development of clearer academic pathways. The institution must help students decide on their educational goals. This number focuses on accelerating a student’s pathway and encouraging students to complete more quickly. Future management reports under this indicator will identify the students who “could” graduate this year thereby funneling institutional services to them to be sure they get all the support they need.

Objective #F: Provide the First Two Years of Articulated Major Courses

Core Theme Indicator #11: SLCC Degree Conversion Rate

The aim of articulation is the completion of lower-division coursework in a way that improves the likelihood of bachelor degree completion. Successful articulation reduces the need to repeat or redo similar coursework that could be completed in the first two years. Smooth articulation improves student bachelor degree completion rates by reducing student confusion and repeated course taking. The College uses the best currently available data for articulation outcomes until a more perfect indicator can be developed.

The transfer degree conversion rate is the percentage of SLCC transfer degree graduates who enroll in a four-year institution that earn a bachelor degree within three years of SLCC graduation. While this indicator does not measure precisely how well SLCC articulates it does measure the desired outcome. If successful articulation reduces repeated course taking and improves time to bachelor degree completion, the rate of degree conversions over three years provides a reasonable indicator if students are able to articulate their AS/AA degrees into BA/BS degrees with reasonable success.

Further work is needed to fully develop an indicator that more directly measures articulation outcomes. The ideal goal would be to measure the percentage of students who transfer with junior standing in a major rather than with credits that transfer as electives. While not currently available, SLCC may have capacity, with assistance from partner institutions within the Utah System of Higher Education, to develop these indicators as far as it relates to in-state transfers.

Objective #G: Provide Students a Comprehensive and Integrated General Education Experience

Core Theme Indicator #12: General Education Integration (Under Development)

Working with the Faculty Senate General Education Committee and the recently hired Director of General Education the College is developing a measure of integrated learning in the SLCC general education program. The data necessary to build this indicator will be gathered as part of the regular ePortfolio process and summarized for council and institutional work. The indicator would track whether students in general education courses attain learning outcomes in an appropriately integrated process and if they are able to make connections between courses and assignments.



Core Theme: Workforce Education

Workforce education continues to be an important component of the SLCC mission. Workforce education programs include those which lead to AAS degrees or certificates of proficiency (both credit and clock hour) as well as specialized non-credit trainings. The workforce education core theme has been organized around three overarching objectives to (H) prepare students with the knowledge and skills meeting current industry needs, (I) provide specialized training for business and industry, and (J) provide integrated pathways for academic and career mobility/advancement. Each of these objectives have associated performance indicators described below.

Objective #H: Prepare Students with Knowledge and Skills Meeting Current Industry Needs

This objective has three indicators. Each is listed individually below with its rationale.

Core Theme Indicator #13: State Licensure Passage Rate

If SLCC is successful in preparing students with the knowledge and skills meeting current industry needs, SLCC students will maintain high passage rates on state licensure exams. SLCC is currently exploring the necessary partnerships to systematically gather and report on graduate performance on state licensure exams. Passage rate data is anticipated to be available by Fall 2014.

Core Theme Indicator #14: CTE Graduate Employment

Workforce education prepares students for gainful employment. SLCC takes serious the need to align workforce education programs with the industry needs. This is best for the student, the College, and the economy. If SLCC is successful in aligning its workforce programs the CTE graduates will be highly recruited and relatively well compensated. The goal is to make SLCC workforce graduates highly competitive in the labor market and the preferred source of labor for Utah's employers.

The primary outcome of workforce education is what SLCC has defined as gainful employment. While there is significant disagreement on how to measure "gainful employment" at the federal level, SLCC has pushed forward with its own home-grown definition. At SLCC gainful employment is achieved if the workforce graduate is employed with a wage of 200% of the federal poverty level for a family of two. This definition was decided upon for two reasons: (1) aligns with the median inexperienced wage for occupations in Salt Lake County which require an associate's degree, a certificate, or some post-secondary education, and (2) it allows for an easy articulation into the measure used by the Voluntary Framework of Accountability (of which SLCC is a member) which uses 200% of the poverty level for a family of four. To avoid confusion with the federal debate around gainful employment, SLCC simply refers to its definition as "employed above the wage target."

Core Theme Indicator #15: Workforce Education Completion Efficiency

While some students come only to take a course or two, Salt Lake Community College has increasingly focused on helping students complete a formal workforce education award. There are many advantages to earning a degree or certificate before leaving to enter the workforce. Over the long term a formal award will produce stability and greater financial returns. Students who drop out to pursue the immediate opportunity often find themselves stuck in dead-end jobs with few options for advancement. SLCC works to help students complete an award to help them throughout their career.

Ideally, SLCC would track transfer completions through a workforce-award completion rate; but because students move between workforce and transfer programs, tracking the requisite “workforce cohort” is practically impossible. The College needed an alternative measurement which prioritized completion but did not rely on student cohorts.

An alternative to a cohort-based indicator is an annual total completion rate. The College uses the indicator of total workforce awards per 100 workforce FTE. This indicator tracks various beneficial institutional behaviors. First, to improve this number requires the college to focus on completions. The institution must help students finish. If there are departments or programs where that is not in the student’s best interest, the institution would need to restructure those programs to make it better aligned. It also encourages the development of clearer academic pathways. The institution must help students decide on their educational goals. This number focuses on accelerating a student’s pathway and encouraging students to complete more quickly. Management reports under this indicator would identify the students who “could” graduate this year thereby funneling institutional services to them to be sure they get all the support they need.

Obviously, diluting quality (simply granting more awards without merited accomplishment) is a risk of measuring success based on an efficiency indicator. The first two indicators (#’s 13 and 14), however, measure educational quality and should prevent that from happening. Should the academic quality decrease, it would be shown in the first two indicators. An increase in this indicator and a corresponding drop in the first two would suggest a problem in the institution’s workforce mission.

Objective #1: Provide Specialized Training for Business and Industry

Core Theme Indicator #16: Specialized Training Market Penetration

SLCC works directly with business and working professionals in non-credit specialized training. The programs are shorter than traditional college-level programs (most only a single course) and are designed to train students in a specific skill. The College measures the success of these programs through non-credit enrollment as represented through a market penetration rate.

The demand-driven characteristics of these programs makes enrollment a meaningful indicator. Because the programs are self-supported they must respond to the expectations of employers and students. If the customer (whether that’s the student or the company) is not pleased with

the training, enrollments will drop. This is perhaps less true in the traditional college environment where students are seeking formal college awards and not paying the full-cost of the education. Using a market penetration rate also provides a control for general population growth. Increase in market penetration reflects actual growth as opposed to growth from natural population increases.

Objective #J: Provide Integrated Pathways for Academic and Career Mobility

This objective has two indicators. Each is listed individually below with its rationale.

Core Theme Indicator #17: Non-credit to credit transition (Under Development)

This metric has been proposed as part of the [Voluntary Framework of Accountability](#). This measure considers the percent of non-credit students that transition from non-credit to credit courses. SLCC will continue to develop the capacity to measure and track this metric.

Core Theme Indicator #18: Stackable Credential Utilization (Under Development)

SLCC has developed considerable infrastructure to support stackable degree pathways. This indicator would measure the percentage of students who use those pathways – i.e., earn a certificate as part of an associate’s degree. SLCC will continue to develop the capacity to measure and track this metric.



Core Theme: Community Engagement

SLCC plays a significant role in developing and sustaining a community's quality of life. Salt Lake Community College engages directly with the community to enhance both the learning experience and to improve the community. The community engagement core theme has been organized around three overarching objectives to (K) contribute to economic and community development, (L) champion diversity and cultural enrichment in the community and the College, and (M) provide community service and involvement opportunities. Community engagement outcomes focus, at least in part, on community priorities larger than the College. The College contributes to these social outcomes such as reducing poverty and incarceration, improving educational attainment and healthy living, sustaining the environment and developing a welcoming and inclusive community. But because these outcomes are large global outcomes it is difficult to define meaningful indicators of achievement. The community partnerships council has worked to develop indicators which recognize the social nature of the goals and outcomes but at the same time develop something to which the College can be directly accountable.

Objective #K: Contribute to Economic and Community Development

SLCC plays a significant role in developing and sustaining a community's quality of life. Many studies have linked the prosperity of a city or region to the presence of highly engaged institution of higher education. The desired outcomes under this objective are (1) that college and community members collaborate to address community-identified needs and (2) SLCC creates jobs improve the local economy.

Core Theme Indicator #19: Community Development (Under Development)

The indicator for this outcome is still under development. It will need to demonstrate a rational link to social outcomes such as poverty, education, and health. Measuring the College's contribution and the efficiency of that contribution to these outcomes is difficult. Often community development is done in an appropriately decentralized manner as the individual departments or divisions contribute to the efforts mostly closely linked to their areas. The community partnerships council is developing a community engagement database which will provide an improved mechanism for data regarding efforts in the community to champion diversity and cultural enrichment. The College will continue to review possible measures and adopt them as it becomes meaningful, assessable, and verifiable.

Core Theme Indicator #20: Job Creation

SLCC is deliberate in its efforts to contribute to economic development and job creation. While most programs and services indirectly contribute to developing the economy, the efforts of the Miller Business Resource Center focus specifically on helping companies grow. This means creating jobs. The College uses the indicator of jobs created and retained through the Miller Business Resource Center to measure performance on this objective.

Objective #L: Champion Diversity and Cultural Enrichment in the Community and the College

To champion diversity and cultural enrichment is to foster and promote the necessary cross-cultural competencies to advance social justice, equity, and inclusionary practices. Towards this aim SLCC works to achieve the following outcomes:

- SLCC personnel (students, faculty, staff, and administration) will interact competently across cultures, understand and appreciate human differences, and be able to engage with a diverse set of people to produce professional work.
- Salt Lake County is a place where people welcome, respect, and support the uniqueness, individuality, and success of all people.

The College monitors performance under this objective with three indicators: (21) internal assessment of cross-cultural competencies of faculty, staff, and administration; (22) student achievement of the diversity learning outcome; and (23) community equity and social justice.

Core Theme Indicator #21: Cross-cultural Competencies of College Personnel

This indicator asks whether the College, as an organization, possesses the necessary competencies to recognize, serve, and support the uniqueness, individuality, and success of all people. The College currently uses the Personal Assessment of the College Environment (PACE) survey to assess this outcome. The survey contains six questions related to personnel cross-cultural competency which are used to develop an institutional cross-cultural competency composite score.

Core Theme Indicator #22: Cross-cultural Competencies of Students (Under Development)

The College is exploring the possibility of using the ePortfolio assessments of the diversity student learning outcome as an institutional measure under this objective. This would provide a reasonable measurement for students' ability to interact competently across cultures. The process was piloted in Summer 2014.

Core Theme Indicator #23: Community Equity and Social Justice (Under Development)

In addition to developing the ability to interact competently across cultures internally, the College works with community organizations to collaboratively develop those same competencies in the community. The intended outcome of these efforts are much larger than anything SLCC can accomplish alone. To continue to make Salt Lake County a place of welcome, respect, and support for the success of all people will require a larger effort led by public and community leaders. The College recognizes that its mission is not necessarily to lead, but to champion these efforts by intentionally aiding and supporting the development of cross-cultural competencies of all Salt Lake County residents.

The indicator for this outcome is still under development. It will obviously need to demonstrate a rational link to making social outcomes more equitable. Measuring the College's contribution and the efficiency of that contribution to these outcomes is difficult. Often individual departments or divisions contribute to the efforts they feel most strongly about, but thus done in

an appropriately decentralized manner. The Community Partnerships Council is developing a community engagement database which will provide an improved mechanism for data regarding efforts in the community to champion diversity and cultural enrichment.

Objective #M: Provide Community Service and Involvement Opportunities

An essential part of the College's mission is to provide students an opportunity to actively contribute to the community through the learning process. This practice, known as service-learning, is an academic pedagogy, a hands-on method of teaching and learning. Research has repeatedly shown the high impact service-learning has on learning and program completion. The College describes success under this objective as follows: Students participate in a wide breadth of curricular service-learning and co-curricular community-engaged courses and programs.

The college monitors performance under this objective with two indicators: (1) curricular service learning participation, and (2) co-curricular community engaged learning participation.

Core Theme Indicator #21: Curricular Service Learning Participation

SLCC has a curricular service-learning program designed to integrate service-learning opportunities into course curriculum. The College measures the extent of those opportunities through measuring the percent of full-time equivalent (FTE) enrollments which are service learning credits. As opposed to simply monitoring the number of approved courses or even duplicated headcounts, this allows for a direct comparison of total FTE to service-learning FTE to determine the level of enrollment and its reach across the student experience.

Core Theme Indicator #22: Co-curricular Community Engaged Learning Participation (Under Development)

The College engages in a qualitative assessment of its co-curricular community engaged learning programs. This assures appropriate breadth and quality. But creating quality opportunities in a breadth of areas is meaningless unless students take advantage of them. Participation can be divided into formal co-curricular programs (e.g., alternative spring break, Student Leaders in Civic Engagement, and Civically Engaged Scholars), and into the less formal general opportunities (e.g., community gardens, or volunteering at a community partner organization). To fully understand student demand for co-curricular opportunities, the institution must develop a method to better monitor participation in the less-formal opportunities. The College is exploring the development of an annual student survey (perhaps as part of the graduating student survey) to measure participation in the less formal co-curricular programs.

Conclusion

This chapter addresses the requirements of Standard 1 and Eligibility Requirements 2 and 3. Through the chapter, SLCC provides reviewers an overview of the College's mission, a clear

statement of how it identifies and measures mission fulfillment, and an acceptable extent of mission fulfillment that ties together institutional purpose, core theme objectives and outcomes, and institutional environment. Strategic priority council members selected meaningful, verifiable, and measurable core theme performance indicators from existing measures of institutional effectiveness (where applicable), and identified other metrics to be further developed by Institutional Research. Performance indicators have and will likely continue evolve as their heuristic value is tested over time.

SLCC has taken a systematic and integrated approach to embracing the new accreditation standards, putting into place an institutional framework that directly supports mission-focused work. With a strong sense of its mission, the College approached the rigorous work of defining core theme outcomes and performance indicators, as an opportunity to articulate meaningful quantitative metrics to affirm success and inform the sometimes needed redirection of efforts and resources. Through broad-based participation over six years, employees have been learning about the new accreditation standards and participating in discussions, presentations, and meetings in which the core themes of the mission have taken shape, acquired meaning, and gained ownership by members of the college community. The core themes are well aligned with the strategic priorities of the College that were developed in 2008. Strategic priority councils will continue to facilitate and integrate institutional and core theme planning, assessment, and continuous quality improvement practices. Looking ahead, the College has built a strong foundation of conceptual understanding, shared practice, and supportive infrastructure to fulfill its mission.

Chapter 2: Resources and Capacity

Eligibility Requirements #4 - #21

ER #4 OPERATIONAL FOCUS AND INDEPENDENCE

Salt Lake Community College programs and services are predominantly concerned with higher education (see 2.C). As a public community college, the College is governed by the [Utah State Board of Regents](#), and operates under the oversight of the [SLCC Board of Trustees](#). Utah law and Board of Regents' policy has delegated sufficient organizational and operational independence to be held accountable for responsible for meeting the Commission's' standards and eligibility requirements (see 2.A.1.; 2.A.2.).

ER #5 NON-DISCRIMINATION

The College is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its mission and core themes (see 2.A.21-26).

ER #6 INSTITUTIONAL INTEGRITY

The College establishes and adheres to ethical standards in all of its operations and relationships (see 2.A.21-26).

ER #7 GOVERNING BOARD

The College has a functioning Board of Trustees which have no contractual or employment relationship or personal financial interest with the College (see 2.A.4-8).

ER #8 CHIEF EXECUTIVE OFFICER

The President of Salt Lake Community College is the CEO and reports directly to the State Board of Regents with full-time responsibility for the College. The President is also a liaison to the Board of Trustees, but does not serve as its chair (see 2.A.10).

ER #9 ADMINISTRATION

The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes (see 2.A.11).

ER #10 FACULTY

Salt Lake Community College employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic politics, and ensure the integrity and continuity of its academic programs wherever offered and however delivered (see 2.B.4-6).

ER #11 EDUCATIONAL PROGRAM

Salt Lake Community College provides programs with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees and certificates with designators consistent with program content in recognized fields of study (see 2.C.1).

ER #12 GENERAL EDUCATION AND RELATED INSTRUCTION

Salt Lake Community College transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered (see 2.C.9). All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of thirty semester credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes (see 2.C.9-11). The College does not offer bachelor or graduate degree programs.

ER #13 LIBRARY AND INFORMATION RESOURCES

Consistent with its mission and core themes, Salt Lake Community College maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered (see 2.E).

ER #14 PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

The College provides the physical and technological infrastructure necessary to achieve its mission and core themes (see 2.G).

ER #15 ACADEMIC FREEDOM

Salt Lake Community College maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general (see 2.A.27-29).

ER #16 ADMISSIONS

Salt Lake Community College publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices (see 2.A.16).

ER #17 PUBLIC INFORMATION

Salt Lake Community College publishes in its catalog and on its website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct ; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar (see 2.D.5).

ER #18 FINANCIAL RESOURCES

Salt Lake Community College demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability (see 2.F.1-6).

ER #19 FINANCIAL ACCOUNTABILITY

For each year of operation, Salt Lake Community College undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and Board of Trustees (See 2.F.7).

ER #20 DISCLOSURE

Salt Lake Community College accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions. The College values the self-evaluation process and affirms its commitment to continuous improvement through adhering to Commission's standards and policies as evidenced in this report (see 2.A.3).

ER #21 RELATIONSHIP WITH THE ACCREDITATION COMMISSION

Salt Lake Community College accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the College agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information (see 2.A.3).

Governance (2.A)

2.A.1 *The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.*

The Salt Lake Community College system of governance is clearly defined and widely understood. The governance system is explained in the [decision making structure document](#). This document clearly delineates the roles, responsibilities and relationships of various institutional organizations.

The governance structure has three levels: (1) boards, (2) executive leadership, and (3) councils, committees, and Faculty Senate. At each level appropriate provision is made for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

(1) Boards

SLCC is a member institution of the Utah System of Higher Education ([USHE](#)) a network of public colleges and universities throughout the state of Utah. As established in [Utah law](#), the College is governed by the [Utah State Board of Regents](#), and operates under the oversight of the [SLCC Board of Trustees](#). The SLCC Student Body President is a member of the SLCC Board of Trustees. Other faculty, administrators, and staff are invited to directly address the boards concerning matters in which they have a direct and reasonable interest. The two boards approve policies, programs, and coordinate state-level initiatives. A detailed description of the roles and responsibilities of each board is included in sections 2.A.4 through 2.A.8.

(2) Executive Leadership

The primary responsibility for operational and strategic decisions resides with the Executive Cabinet that is comprised of executive-level representatives from each area of the institution: the Provost of Academic Affairs and all vice presidents (i.e., business services, institutional advancement, student services). A more detailed description of the role and responsibility of leadership and management is included in sections 2.A.9 through 2.A.11.

(3) Councils, Committees, and Faculty Senate

The College has various [councils and committees](#) which contribute to the decision-making process. Each year the President invites all staff, faculty, and administration to participate in councils and committees. Through committees, SLCC makes sufficient provision for the consideration of the views of faculty, staff, administration, and students. A few key councils and committees are described below:

- The Faculty Senate has the authority to legislate on matters of educational policy (pedagogy and curriculum) subject to the approval of the President, Board of Trustees, and Board of Regents. The Faculty Senate also acts as an advisory body on broader issues and as a forum for faculty dialog on a range of issues for which faculty perspective and input is needed.
- The Senior Leadership Council meets regularly and provides a forum for problem solving, consideration of new ideas, coordination of events, voting on policy, and is a vehicle for college-wide communication.
- Strategic priority councils recommend and facilitate strategic initiatives to advance institutional and core theme planning and assessment. These councils are an important and evolving part of the College's shared governance.
- The Salt Lake Community College Student Association (SLCCSA) includes all SLCC students. The SLCCSA Executive Council directs the work of the association. The executive council serves as the voice of the student body by funneling information to the Executive Cabinet and Board of Trustees.

In addition to formal structures, the administration works with faculty and staff on budgets and resource planning, policy formulation, and hiring for administrative positions. SLCC regularly seeks to assess faculty, staff, and student opinion for use in planning and decision-making. For example, in 2010, the College administered a PACE survey of Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus to assess the college climate. SLCC has hosted institution-wide forums for the last two years on important issues such as inclusivity, technology-enhanced learning, access to higher education for underrepresented populations, and many others.

2.A.2 *In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.*

Salt Lake Community College is one of eight institutions in the Utah System of Higher Education operating under the authority of the Utah State Board of Regents. The division of authority and responsibility between the system and the institution is clearly delineated in state statute (Utah Code 53B-1-103; 53B-2-102, 105, 106) and Regents' Policies (See R220 Supplement, References to Responsibilities).

2.A.3 *The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.*

The Assistant Provost for Institutional Effectiveness serves as accreditation liaison officer for the College; she is responsible for monitoring Salt Lake Community College's compliance with the commission's standards, submitting accountability reports, and keeping the College informed of

NWCCU policies and expectations. Regents' Policy [R817](#) and [Utah Code 34-20-1](#) prohibit SLCC from engaging in collective bargaining. The President and the Vice President of Government and Community Relations serve as the primary liaisons to the state legislature; they monitor legislative actions and external mandates and their possible impact on compliance with NWCCU standards. Cabinet members participate in regular meetings held by the Board of Regents and Office of the Commissioner of Higher Education and monitor the potential impact of USHE policy decisions on the institution's compliance with NWCCU Standards.

Governing Board

2.A.4 *The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.*

By [statute](#), each Utah public higher educational institution is under the [Utah System of Higher Education](#) and is governed by the Utah State Board of Regents. Also by [statute](#), each member institution has a board of trustees to assist the regents.

The Utah State Board of Regents consists of [twenty members](#) (sixteen voting). Regents' Policy [R120-3.9.1](#) prohibits any board member from being “pecuniary interested directly, or indirectly, in any contracts made in behalf of any institutions of higher education in the State of Utah.” Pursuant to this policy, no board member has a majority contractual, employment, or financial interest in SLCC. The [SLCC Board of Trustees](#) consists of eight members who have no contractual or financial interest in the institution.

The roles, responsibilities, and authority of each board are clearly defined, widely communicated, and broadly understood. Each year the roles, responsibilities, and authority of the Board of Regents are reviewed in [statewide orientation](#) sessions for new appointees. The roles and responsibilities are further delineated in [state statute](#), [Regents' Policy](#), [Regents' Bylaws](#), and [SLCC Board of Trustees Bylaws](#).

2.A.5 *The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.*

Under Utah state statute both the State Board of Regents and the SLCC Board of Trustees must address all matters “in a properly convened meeting of the board or its executive committee” [Utah Code 53B-1-104\(7\)\(c\)](#). The only time a subcommittee of either board authorizes action would be through a duly authorized executive committee.

The State Board of Regents and SLCC Board of Trustees have established executive committees. These committees have the full authority of their respective boards to act upon routine matters during the interim between board meetings, and on non-routine matters only under extraordinary and emergency circumstances. The committee reports its activities at the board's next meeting. For more information on executive committees see Regents' Bylaws [R120-3.6.2](#) and SLCC Board of Trustees [Bylaws Article VII](#).

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

The Board of Trustees approves all new institutional policies and revisions to existing policies. Policy review originates in the divisions and departments and all revisions are forwarded to the trustees for final approval. Proposals for new and discontinued programs at Salt Lake Community College are also reviewed by the trustees before moving on to the Board of Regents for final approval.

The President and the Board of Trustees engage in self-evaluations on a regular basis. (See 2.A.8). During the self-study year under an interim president, the annual trustee meeting was postponed until a new president is in place.

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

The State Board of Regents selects and regularly evaluates the Salt Lake Community College President who is the CEO of the institution. Regents' Policy establishes the [presidential selection](#) and [evaluation](#) processes. The president reports and is directly accountable to the State Board of Regents for operation of the institution. Regents' Policy [R220](#) delegates the responsibility to the CEO to carry out approved policies and manage the affairs and business of the College.

Although the Board of Trustees does not hire or formally evaluate the chief executive officer, trustees are involved in presidential selection and evaluation. Regent's Policy [R203-3.3](#) provides that trustees are adequately represented on presidential search committees and [R203-4.6](#) provides that trustee leadership "fully participate" in the regents' interview of each finalist. The trustee chair and vice chair also participate in annual presidential reviews as members of the resource and review team (see Regent's Policy [R208-3.6](#)).

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

The Board of Regents conducts an annual evaluation of its performance as a governing and policy-making body. The process of evaluation is established in Regents' Policy [R123](#).

At the discretion of the College President, the Board of Trustees conducts formal and informal self-evaluations of its performance. During the past two years, the President elected not to conduct an evaluation.

Leadership and Management

2.A.9 *The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.*

Salt Lake Community College has an organizational structure consisting of five institutional areas: business services, student services, community and government relations, institutional advancement, and academic affairs. The Executive Cabinet consists of the Institutional President, Provost of Academic Affairs, and division vice presidents. Through assistant vice presidents and other managerial and supervisory administrative positions, the Executive Cabinet members engage their areas in planning, implementing, and assessing activities to support strategic priorities, core themes and division/department goals.

2.A.10 *The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex-officio member of the governing board, but may not serve as its chair.*

The President of Salt Lake Community College is the CEO and reports directly to the State Board of Regents with full-time responsibility for the College. The President is also a liaison to the Board of Trustees, but does not serve as its chair.

2.A.11 *The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.*

The institution employs structured leadership chain leading directly to the Executive Cabinet. Through an assistant vice president structure, each cabinet member has qualified personnel who directly manage functional groupings within the College. The deans, as first reports to the Provost, provide leadership for the academic schools. Institutional leaders work collaboratively across institutional functions and units; each serve on many councils and committees to foster mission fulfillment. Senior Leadership Council, comprised of academic, staff, and administrative leadership, meets monthly to coordinate cross-college efforts.

Within the last five years, the following positions at this first report level have been added to ensure effective leadership and management for the institution's major support and operational functions:

- Associate Provost for Professional and Economic Development
- Assistant Provost for Institutional Effectiveness
- Assistant Provost for Academic Support
- Assistant Vice President for Budget Services and Financial Planning

Policies and Procedures

Academics

2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Salt Lake Community College academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff through the following websites:

- Students:
 - [Academic Standards Policy](#)
- Faculty, Staff and Administration:
 - [Faculty and Staff Resources](#)
 - [Policies and Procedures \(Chapter 4 Academic Affairs\)](#)
 - [Provost of Academic Affairs documents](#)

In addition, new policies require a forty-five day review. Notification of a [new policy](#) is distributed via e-mail to all employees with a link to the new policy so that comments and/or suggestions can be given.

2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

Salt Lake Community College Libraries (the division which oversees library and information resources and is referred to as "[SLCC Libraries](#)") has developed policies for access to and use of library and information resources. The Libraries website publishes circulation, access, use and renewal policies online. A policy manual is also located at each library branch and service point. Standard procedures are established and followed for policy violations.

SLCC Libraries has worked diligently to ensure access and use of library and information resources across the College's many campuses. The Taylorsville Redwood campus houses the main library with several physically located service points, such as circulation desk, reference

desk, etc., which distinguish different library services. Library branches at the South City, Jordan, and Miller campuses are single-service points that provide all services to patrons at those locations. Students from any location may also access e-books and other electronic resources through the online verification. Student may additionally request books or other items be sent to the nearest campus library using the online catalog. If a book is not in the system, a student may make an interlibrary loan request.

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Transfer credit policies are designed to facilitate efficient transfer for students to and from Salt Lake Community College. Transfer policies include parameters set by the [State Board of Regents](#). Information regarding transfer policies is available in the [General Catalog](#) and through the [TransferUtah.org](#) website maintained by the Utah System of Higher Education. Procedures governing the transfer of credit are detailed through [additional links](#) on the College website specific to incoming and outgoing transfer credit.

Students

2.A.15 Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

Salt Lake Community College policy and procedures regarding students' rights and responsibilities are published online in the [Student Code of Conduct](#). The [Dean of Students](#) has been delegated the authority and responsibility to administer these policies. Areas of the dean's governance include, but are not limited to: students' rights and responsibilities, student misconduct, academic honesty, appeals, grievances, and accommodations for persons with disabilities.

The [Faculty Prerogatives policy](#) charges faculty, instructional administrators, campus security personnel, and Student Services officers in a collaborative effort to uphold a safe and effective learning environment for everyone. Faculty members exercise defined prerogative when dealing with students behaviors that distract others from learning. Disruptive behavior outside faculty purview is handled in accordance with the Student Code.

The [Disability Resource Center](#) assures proper accommodations are made for persons with disabilities. Students requesting accommodations, academic adjustments, auxiliary aids, or other services provide information from appropriate professionals, who have documented their underlying disabling condition, outlined current functional limitations and make recommendations for accommodations based upon those limitations. [College Policy](#) requires

that all requests for services be made through the Disability Resource Center rather than by direct requests to faculty members.

2.A.16 *The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and re-admission policy—are clearly defined, widely published, and administered in a fair and timely manner.*

The Salt Lake Community College admission policy is clearly outlined in [*SLCC Policy 3-1.01*](#). SLCC requires applicants to have earned a high school diploma or stated equivalent for entry into college-level courses. [Alternative and college preparatory programs](#) for applicants who do not have an earned high school diploma/equivalent are available. Placement testing advises students into appropriate skill level coursework and describes admission policies for special status student populations and health sciences programs.

The procedure section outlines the general re-admittance procedure for students who have been away from the institution for more than three years. Given the generous period of admission granted to applicants and the College's open-access philosophy, an appeals process for admission is not required; however, students may appeal to withdraw or drop from specific coursework as outlined in the General Catalog. In addition, on the [future students](#) portion of the SLCC website where nearly all students apply for admission, an "Application FAQ" clearly outlines the admission application validity period for students who do and do not attend classes during their term of admission.

College placement policies are outlined in [*SLCC Policy 4-2.01*](#), and in the General Catalog [Academic Policies and Procedures](#), [Testing and Placement Assessment](#) sections. Information regarding the Accuplacer placement test, student preparatory materials, and other placement information are available to students on the [Student Testing Services](#) webpage.

2.A.17 *The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.*

Most co-curricular activities at Salt Lake Community College are coordinated through [Student Life & Leadership](#), the [Thayne Center for Service and Learning](#), [Arts & Cultural Events \(ACE\)](#), and the [Mass Communication Center](#). Additionally, students have opportunities to participate in symposiums, conferences, internships, and the performing arts that are housed within and coordinated through academic departments. Athletics is addressed in 2.D.13.

Student Life & Leadership provides hand-on experiences and opportunities for students to have a voice, get involved, and find their place through the Student Association, StrengthsQuest,

leadership classes, and/or campus clubs and organizations. Student Life & Leadership has an extensive [website](#) with information on professional staff responsibilities, mission statements of the student boards and councils, forms to be used by students and campus organizations, and connections to [OrgSync](#), a web-hosted platform used to create an online community for clubs and organizations to improve communication, information sharing, collaboration and reporting.

In addition to coordinating academic service-learning program, the Thayne Center for Service and Learning coordinates five programs related to co-curricular student leadership development: [Alternative Breaks](#), [Civically Engaged Scholars](#), [Community Partner Outreach](#), community work-study ([America Reads Tutoring](#)), and [SLICE: Student Leaders in Civic Engagement](#). The Thayne Center revises their applications and contracts annually and on cycles that best serve program needs. The roles and responsibilities of students and the institution are outlined within the applications and contract documents (see supporting evidence).

Arts & Cultural Events (ACE) facilitates the development of cultural programming across the College and supports a wide variety of cultural activities such as lectures, musical concerts, multicultural celebrations, live performances, and conferences. ACE publishes their event guidelines and forms on their [webpage](#).

The [Mass Communication Center \(MCC\)](#) is based on a practicum model that is designed to provide students with quality mass communication instruction with supervised practical applications of theory, which lead to career advancing opportunities. The MCC provides students with hands on practicum in television, journalism, radio, film, and the Internet. In addition to the course instruction and assessments outlined in the syllabus, ten hours of hands-on practicum plus a written reflection on the practicum is required. All practicum hours must be recorded on a practicum hours sheet and the project supervisor, course instructor, or MCC Coordinator must sign the sheet to verify each hour reported within forty-eight hours of participating or completing the work. The roles and responsibilities of students are outlined in the [MCC Model handbook](#).

Human Resources

2.A.18 *The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.*

Human Resources (HR) policies and procedures are regularly reviewed. The regular review process consists of two types of policy and procedure review—internal HR review and a more formal college-wide review. Annually, HR reviews several of its policies internally and makes a determination if the policy is consistent, fair, and current as written, or if it is in need of revision and college-wide review. HR will initiate the formal college-wide review of a policy in the event of changes in state and federal regulations, institutional updates, and/or changes from the Board of Regents. A few policies and procedures are selected each year, regardless of status, to do a college-wide review to help promote awareness and application of the policy and procedure.

All policies and procedures related to HR are published on the [policy and procedures webpage](#). Policies and procedures related to HR are in Chapter 2 Business, sections 1 through 5. In addition, individual procedures and process for human resources functions (employee benefits, employment, applicant process, etc.) are located on the [Human Resource webpage](#). These web pages are accessible to all employees and students through the website.

2.A.19 *Employees are apprised of their conditions of employment, work assignments, rights, and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.*

At the time of hire, all employees have an orientation interview with their immediate supervisor regarding conditions of employment, work assignments, rights, and responsibilities. The employee signs the orientation forms provided by human resources and acknowledges they are aware of Salt Lake Community College policies and procedures.

The new hire forms are located on the [Human Resources Forms web page](#) and include:

1. [Condition of Employment Form](#)
2. [Ethical Duties of Officers & Employees Form](#)
3. [New Employee Online Orientation Checklist Form](#)

All full-time employees receive an annual performance review. [Yearly performance review forms](#) are sent to supervisors in February. In addition to the supervisor's evaluation, employees evaluate themselves and then supervisors meet with each employee to review the evaluations and set goals for the coming year. Performance evaluations are then submitted to the Human Resources department and included in the employee's files.

Employees and supervisors are apprised of the conditions for retention and employment through the [talent management project](#). Through this project, Human Resources is able to assist supervisors in job evaluation and employee placement. The talent management project is a holistic approach to optimizing human capital, which enables an organization to drive short- and long-term results by building culture, engagement, capability, and capacity through integrated talent acquisition, development, and deployment processes that are aligned to goals.

In the event of employee relation issues, the employee has the right to a review of the issue(s) with his or her immediate supervisor and then a review with the second-level supervisor. If the employee is not satisfied with the results of the reviews, the Employee Relations Manager is notified. Pending the issue, the conflict may be resolved through mediation and, finally, through a grievance committee.

Salt Lake Community College—and the employee relations industry in general—are moving away from progressive discipline because it implies that each step must be taken regardless of the seriousness of the concern. Employees have the right to address concerns with their immediate supervisors and their second level supervisor when appropriate. Serious concerns may be brought to the attention of the Employee Relations Manager in Human Resources. When an employee concern requires a supervisor to issue corrective action, the least adverse

action that appropriately addresses the employee concern will be issued. Employees who have received formal corrective action are afforded due process rights through the grievance procedure. Employees may file an informal grievance, request for mediation, and/or request to go to a grievance hearing if they disagree with the corrective action they have received, are experiencing unfavorable working conditions, or have been subject to policy violations. Policies regarding employee rights can be found at the following Webpages: [Ethical Conduct](#) (faculty and staff), [Employee Grievance Procedure](#) (staff), and [Disciplinary Sanctions and Terminations](#) (staff).

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

Human Resources has established internal procedures to ensure the security of records. Any personal requests for item from the employee's file are verified through positive identification and any requests from the supervisor are made in writing. In both instances, a short form is completed with the identification of documents copied, date, and signature. This form is then kept in a binder in the human resources office.

All areas of the Human Resources office require either an electronic card swipe or keys for secure entry; the director's office, the main office, and archive storage require an electronic swipe card. All other offices require an office key.

Other established procedures:

1. Human Resources employees are required to sign a statement of confidentiality agreement at the time of hire.
2. Internal office procedures are posted on the department network for all internal employees to review and follow.
3. Any documents with confidential information being discarded are to be shredded before taking to waste. For larger files, a professional shredding service is used.
4. All employees that work with personnel information in the Banner system are required to attend training before receiving access and are expected to follow all GRAMA and FERPA procedures.

Institutional Integrity

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

The Institutional Marketing and Communication department operates with a marketing plan to determine the institution's primary messages and to ensure that those messages are clear,

accurate, and consistent across all media. The department is especially concerned with delivering messaging that addresses the accessibility of course offerings. [Messages](#) are strategically crafted and delivered in print publications, broadcast (primarily via radio underwriting), website, social media, email, advertising, press releases, and in public interviews, remarks, and speeches made by institutional administrators and leaders.

The [General Catalog](#) is the main publication of academic intentions, programs, and services. The General Catalog is reviewed on an annual basis and is currently published only in an online format. Other publications are reviewed annually and, as necessary, quarterly or semi-annually. Website and social media messages are reviewed on a constant basis to ensure that information and posts are accurate, timely, and representative of the College's mission and services.

Sample course schedule for each program/degree are published in the General Catalog to guide students to graduation in a timely fashion ([Marketing Management sample schedule](#)). Academic advisors also have copies of these examples for students.

2.A.22 *The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.*

Salt Lake Community College subscribes to high ethical standards in its policies and regulations and exemplifies these standards through its actions and processes. SLCC strives to respond quickly and thoroughly to inquiries and information requests from the media, legislators, and the general public. Processes for resolving grievances and complaints are defined and accessible.

SLCC is governed and administered with respect for the individual in a nondiscriminatory manner as prescribed by State of Utah ethics rules and the following SLCC policies:

- [Policy Development](#)
- [Official College Spokesperson and Media Policy](#) (Governs dealings with the public and external organizations. Additionally, [requests for information](#) from SLCC records and databases are governed by policy.)
- [Affirmative Action/Equal Opportunity](#)
- [Academic Freedom, Professional Responsibility and Tenure](#)
- [Sexual Harassment Avoidance](#)
- [Employment Discrimination](#)
- [Employee Grievance Policy](#)
- [Ethical Conduct](#)
- [Student Code of Conduct](#) (includes grievance policies)

Grievance policies and processes are in place for faculty, staff and students. The employee grievance procedure policy applies to all employees, regardless of funding source, including

administrators, faculty and staff, full-time, contract and probationary employees, including adjunct faculty and all other instructional support employees.

- [Employee Grievance Procedure](#)
- [Student Grievance Procedure](#)

The policy addresses grievance steps from initiation through final appeal. Procedural requirements and prohibitions, including time limits, composition of appeal committees, are defined under these policies. Faculty have available avenues of appeal through boards constituted to hear grievances related to promotion, tenure and retention ([Academic Freedom](#), [Professional Responsibility](#), and [Tenure](#), [Sexual Harassment Avoidance](#), [Employment Discrimination](#), just cause, and other grievable decisions. *SLCC Policy 2-3.15* also references Title IX.

Ethics rules and grievance policies are referenced in new employee packets, at new faculty and staff orientation, and on the College website. All new employees and officers agree to and sign a form explaining their affirmative duty to comply with various standards governing the ethical conduct of employees, officers, and board members.

The College provides students College Policy, the Student Code of Conduct, the Fair and Equitable Disciplinary Process, and the Campus Policy on Drugs and Alcohol in the General Catalog. The Student Code of Conduct is also referenced in multiple places on the website and in program manuals.

2.A.23 *The institution adheres to a clearly defined policy that prohibits conflicts of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.*

Salt Lake Community College vigorously adheres to a clearly defined [policy](#) that prohibits conflicts of interest on the part of members of the governing board, administration, faculty, and staff. The College is subject to the [State of Utah rules of employee conduct](#). *SLCC Policy 2-3.03*, [Conflict of Interest](#) is made known to every new employee through a signed acknowledgement of the policy upon employment. Further, reference and discussion to the policy and its meaning are given visibility through employee training events, including ethics training, whistleblower training, and other opportunities.

SLCC requires its employees to conform to the specific conduct and expectations of professional employment through prior notice of clearly stated policies (see [SLCC Policy 2-3.00](#)), new employee orientation checklists, job descriptions, and evaluation instruments. Moreover, the College posts all of its employment policies, procedures and guidelines on its [website](#). New employees are required to participate in [training](#) covering anti-discrimination and harassment

avoidance, workplace violence, emergency procedures, fire extinguishers, the Americans with Disabilities Act, and FERPA within thirty days of hire. Ongoing employees are required to participate in additional training based on liability and safety concerns for the institution on these same topics.

SLCC clearly advertises its Student Code of Conduct by posting it on the website and publishing it in the General Catalog. In addition and by College Policy, the internal audit department conducts independent, objective assurance and appraisal activities including department audits and reviews and gathers information on operations.

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

The Copyright Ownership Policy and Procedure addresses issues of copyright ownership, protected works, and the circumstances under which they are 1) considered the intellectual property of the College, or 2) considered the intellectual property of the employee. A standard contractual agreement is in place to identify issues of ownership, compensation, and revenue from commercialization.

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

Salt Lake Community College accurately represents its accreditation status online and in the General Catalog. In both places the following language is used:

Salt Lake Community College is accredited by the Northwest Commission on Colleges and Universities.

Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact:

Northwest Commission on Colleges and Universities
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052
(425) 558-4224
www.nwccu.org

Note: There may be documents and publications created prior to the 2014 that have an abbreviated version of the above statement.

2.A.26 *If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.*

College [policy on contract signatory authority](#) directs both who has authority to sign contracts and also the specific processes for contract review. If a contract is drafted that does not use one of the approved contract templates, it is reviewed by both the Office of Risk Management, the College attorney who is also an assistant attorney general of the State of Utah. The legal/risk review ensures that provisions are appropriate to the goals of the contract and the College. Following incorporation of recommendations from legal/risk and prior to execution of the contract, the vice president/Provost has final approval of whether policies and procedures regarding the subject of the agreement have been followed.

Academic Freedom

2.A.27 *The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

Definitions, expectations, and responsibilities for faculty and the institution relative to academic freedom are published in [SLCC Policy 4-1.01](#). Academic freedom is defined as:

The right of scholars in institutions of higher education freely to study, discuss, investigate, teach and publish without restriction due to religious, political, or economic pressures.

SLCC Policy 4-1.01(III)(A.1)–(A.6) outlines the rights and responsibilities of faculty members under the academic freedom policy.

2.A.28 *Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.*

Salt Lake Community College repeatedly affirms the freedom of faculty, staff, administrators, and students to engage in rigorous academic scholarship and to share their thoughts and reasoned conclusions with others. The mission statement includes the value that the College "maintain an environment committed to teaching and learning, collegiality and respectful and vigorous dialogue that nourishes active participation and service in a healthy democracy." The core themes are published with the tenant that "we advance the core themes of our mission in a climate conducive to learning, teaching and working." Policy documents also purport the strong adherence to the principles of academic freedom and professionalism as outlined in SLCC Policy 4-1.01, Academic Freedom, Professional Responsibility and Tenure:

Membership in the Salt Lake Community College community implies the responsibility to share in the creation and maintenance of the environment of that community, and to respect students, peers and other colleagues engaged in the larger mission of achieving and maintaining excellence in teaching and learning. The College affirms that:

- A. Academic freedom is fundamental to the rights of faculty members in teaching and the rights of students in learning. The College protects these rights.
- B. Academic freedom carries with it professional responsibilities and duties correlative with rights.
- C. Tenure is a commitment to defend faculty members' academic freedom. Likewise, faculty members who are granted tenure have an equally strong commitment to serve their students, their colleagues, their discipline, and the College in a professional manner.

2.A.29 *Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.*

The fair, accurate and objective presentation of scholarship is an expectation of faculty. This standard of professionalism is published in the SLCC Policy 4-1.01 (III)(B.1.7)(B.1.8) and quoted below:

B.1.7 A faculty member prepares appropriately and provides competent instruction for the course being taught and teaches in an open, fair, and humane manner.

B.1.8 A faculty member avoids misusing the classroom by presenting personal views on topics unrelated to the course subject matter. If the faculty member finds it pedagogically useful to advocate a position on controversial matters, he/she exercises care to assure that opportunities exist for students to express and consider other views. A faculty member encourages students to remain open to new ideas by example and does not reward agreement or penalize disagreement with his or her views.

Additionally, guidelines for the appropriate acknowledgment of sources of intellectual property are fully delineated in the SLCC Policy [4-1.01 \(III\)\(B.2.1\)–\(B.2.6\)](#) and quoted below:

B.2.1 A faculty member's primary responsibility to his or her discipline is to seek to state the truth as he or she sees it, consistent with Sections A.2 and B.1.7 of this document.

B.2.2 A faculty member keeps informed and knowledgeable about current developments in his or her field.

B.2.3 When engaged in professional activities with others, a faculty member exercises reasonable care in meeting obligations to those associates.

B.2.4 A faculty member avoids plagiarism by taking credit only for his or her own work and by giving credit to others for their contributions.

B.2.5 When serving as supervisor of the professional work of others, a faculty member is responsible to see that personal advantage or profit accrue to the person or persons doing the work.

B.2.6 When reporting the results of research or professional activities, a faculty member describes the work and presents the conclusions honestly.

SLCC Policy [2-12.01](#) and [2-12.02](#) covers the acknowledgement of intellectual property.

Finance

2.A.30 *The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.*

Financial oversight and management of Salt Lake Community College financial resources is governed by approved policies and procedures from the State of Utah, the Utah System of Higher Education (USHE) and the College. For certain financial activities identified above, the

College follows applicable state law and USHE policies and procedures and may not have established similar policies except as deemed necessary. An exhaustive list of relevant policies that govern how the College oversees and manages its various financial resources and activities is provided in the endnotes.

Human Resources (2.B)

2.B.1 *The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.*

Salt Lake Community College employs approximately 1100 employees on a full-time basis and 2500 employees who are part-time staff or adjunct faculty. Annually, each department assesses its current workload and the number of full-time and part-time existing employees. If all the required tasks are being accomplished during the course of the year, the department determines that it has a sufficient number of qualified employees available to accomplish its mission and role at the institution. If the department feels that it is not able to adequately meet all required tasks and objectives, the department utilizes the Informed Budget Process (see 2.F.3) process to request new employees. The department provides justification for the new position, such as industry benchmarks, caseload statistics, and a list of tasks and responsibilities that are currently being unmet that the new position will help support.

All hiring procedures are posted on the policy webpage as [*SLCC Policy 2-2.02 Personnel Hiring*](#). The personnel hiring policy includes procedures for hiring full-time faculty, staff, and administrators and part-time employees and adjunct instructors. New full-time positions and job descriptions are submitted through all levels of supervisor approval using the Human Resources Portal before posting on the [applicant website](#).

Current job descriptions are the primary responsibility of supervisors. Human Resources collects information from job descriptions and additional job information as necessary. The job description and data for all non-faculty employee positions is evaluated—and desk audits performed as necessary—in the evaluation process. All full-time staff position upgrades or new budgeted positions are reviewed through a job evaluation procedure with the immediate supervisor; the Human Resources Manager for Compensation; the Director of Employment, and the Assistant Vice President for Human Resources. Faculty job descriptions are reviewed by the department faculty, associate dean, and dean. Qualifications for full-time faculty are based upon academic accreditation standards.

2.B.2 *Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.*

Supervisors conduct annual staff [performance appraisals](#) regarding previously agreed upon written goals and objectives. The performance appraisal is used as a management tool to assist, motivate, strengthen and improve the staff members performance in their work duties and responsibilities. Supervisors also use the performance appraisal to help determine compensation increases, employee professional development plans, and promotion opportunities.

Administrator evaluations are also conducted on an annual basis. The administrator evaluation involves a 360 degree evaluation process where the supervisor and the administrator select

peers to submit evaluations regarding the administrator's performance on key leadership skills. The supervisor and administrator then complete the formal evaluation document and review the results. Similar to staff evaluations, administrator's performance appraisals are also used to help determine compensation increases, employee professional development plans, and promotion opportunities.

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

Salt Lake Community College provides personnel with appropriate opportunities for professional growth and development through three pathways (1) designated institutional centers charged with promoting and facilitating professional development, (2) institutional support for continued educational advancement, and (3) dedicated institution-wide activities.

(1) Institutional Centers

SLCC maintains a Center for Innovation to promote lifelong learning and innovative thought and action through relevant, well-charted and transformational professional development for all employees. Additionally, College faculty lead the Faculty Teaching and Learning Center ("FTLC") which promotes and provides faculty development in pedagogy. It serves all full-time and adjunct faculty from every campus. The FTLC also sponsors an annual conference for adjunct faculty which provides professional development.

(2) Educational and Skill Advancement

Salt Lake Community College recognizes the value of college degrees and encourages its employees to seek them. A 2% base increase is awarded to a staff employee who earns a degree. Employees are also eligible for up to \$2,000 per year in education reimbursement for completing educational classes.

As faculty growth and professional development occurs, knowledge, skills and abilities increase. The faculty salary system was developed to encourage and reward faculty members who demonstrate a willingness to progress to the top of their profession. Faculty are encouraged to track and submit approved professional development activities to earn professional development units (PDUs) toward advancement on the faculty salary schedule. Three types of professional development experiences are accepted for advancement in salary: (1) academic course work, (2) PDUs—which include continuing professional education, and (3) fieldwork experience.

(3) Institution-Wide Activities

To support the professional growth and development objectives, Salt Lake Community College holds two institution-wide events each year. Convocation is held at the beginning of every fall semester, and "Professional Development Day" is held in the spring semester. These events highlight college achievements and provide professional development opportunities. Motivational speakers are invited to address the staff and faculty along with professional development workshops.

2.B.4 *Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.*

Salt Lake Community College Employs Appropriately Qualified Faculty

Qualifications for full-time and adjunct faculty are based upon commonly acknowledged professional credentials for academic, technical and professional programs and disciplines. Faculty job descriptions are reviewed by department faculty members, associate deans, deans, and approved by the Provost. Faculty credentials are [published](#) in the General Catalog.

Most full-time faculty recruiting occurs through nationwide searches. Faculty members participate in screening and interviewing of qualified candidates. Teaching demonstrations are required for full time instructional positions. The search committee then recommends three finalists for final interviews to the dean. Prior to selecting the final candidate, the dean consults with the faculty search committee. Adjunct faculty positions are posted on the Human Resources website. Adjunct faculty applicants are interviewed and hired by associate deans.

Salt Lake Community College has a Sufficient Number of Faculty

Academic programs are reviewed regularly to ensure sufficient faculty to achieve the College's educational objectives, establish and oversee academic policies, and assure the integrity and continuity of academic programs. The faculty is comprised of over 1,500 full and part time members. This large number allows SLCC to maintain small class sizes with an average of twenty students per class. The faculty also administer and govern a robust curriculum process (see 2.C.3) assuring the continuity and integrity of academic programs. The Faculty Senate and Faculty Association work directly with the Provost in establishing and overseeing academic policies ([SLCC Policy 4-1.00](#)) and the [Academic Guide](#).

2.B.5 *Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.*

The President has established a standing committee known as the Discussion Team to help advise and make recommendations to the President regarding issues involving faculty responsibilities, workload expectations, and compensation. The Discussion Team consists of senior faculty leadership, Executive Cabinet members, and other key College leaders. The Discussion Team maintains and updates the [Academic Guide](#), a document that describes the terms and conditions of instructional work, including such issues as the faculty salary system, the calculation of faculty workload, and particulars of faculty responsibilities and remuneration. For detailed information regarding faculty responsibilities and institutional expectations, see section 2 of the [Academic Guide](#).

2.B.6 *All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.*

All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service.

Faculty members with a tenure-track status are reviewed by tenured faculty peers and academic administration every spring semester for seven years. The program or department tenure sitting committee makes recommendations for the tenure-track faculty member in a letter of progress or concern. After six letters of progress, the faculty member is recommended for tenure. Tenured faculty are reviewed every three years.

The tenure review policy and procedures is found in the [Academic Freedom, Responsibility, and Tenure policy](#). Specific procedures and components of the [faculty evaluation](#) are accessible to all faculty and academic administration on the [Provost's webpage](#). The documents include evaluation forms, instructions, and the [tenure process flow chart](#).

The [Academic Guide](#) also provides an outline of the [faculty evaluation process](#) and elements of the faculty evaluation and establishes the faculty plan and performance review report. The Academic Guide establishes that faculty members may be evaluated during any year either by their own supervisor or another academic administrator.

The areas of faculty evaluation are established in [SLCC Policy 4-1.01 Academic Freedom, Professional Responsibility, and Tenure](#). They include the following:

- a. Feedback from students, peers, and the chair/director of the faculty member, enabling the faculty member to improve performance and enhance student learning. Faculty members balance commitment to teaching, professional development and activity, and service. Faculty are expected to adhere to the [Standards of Professional Responsibility](#).
- b. Student evaluations are conducted each semester for all courses. Review teams for tenured faculty take student evaluations into account during the third year review.
- c. Peer evaluators review and confirm that the quality of the faculty member's teaching, service, and professional development activity meets the level of professionalism established by the department and by relevant governing documents.
- d. Associate deans/chairs/directors review and confirm that the quality of the faculty member's teaching, service, and professional development activity meet the level of

professionalism established by the department and by relevant governing documents.

- e. Evaluation sections are weighted as teaching (60-75%), professional activity (10-20%), and service (15-30%).
 - i. Teaching evaluation includes: course management, field/discipline knowledge, and instructional design and assessment.
 - ii. Professional activity includes: maintaining current field knowledge and credentials and participation in professional organizations.

If faculty members receive a letter of concern, the [Faculty Services Office](#) develops and implements a plan to address identified areas of concern for the faculty.

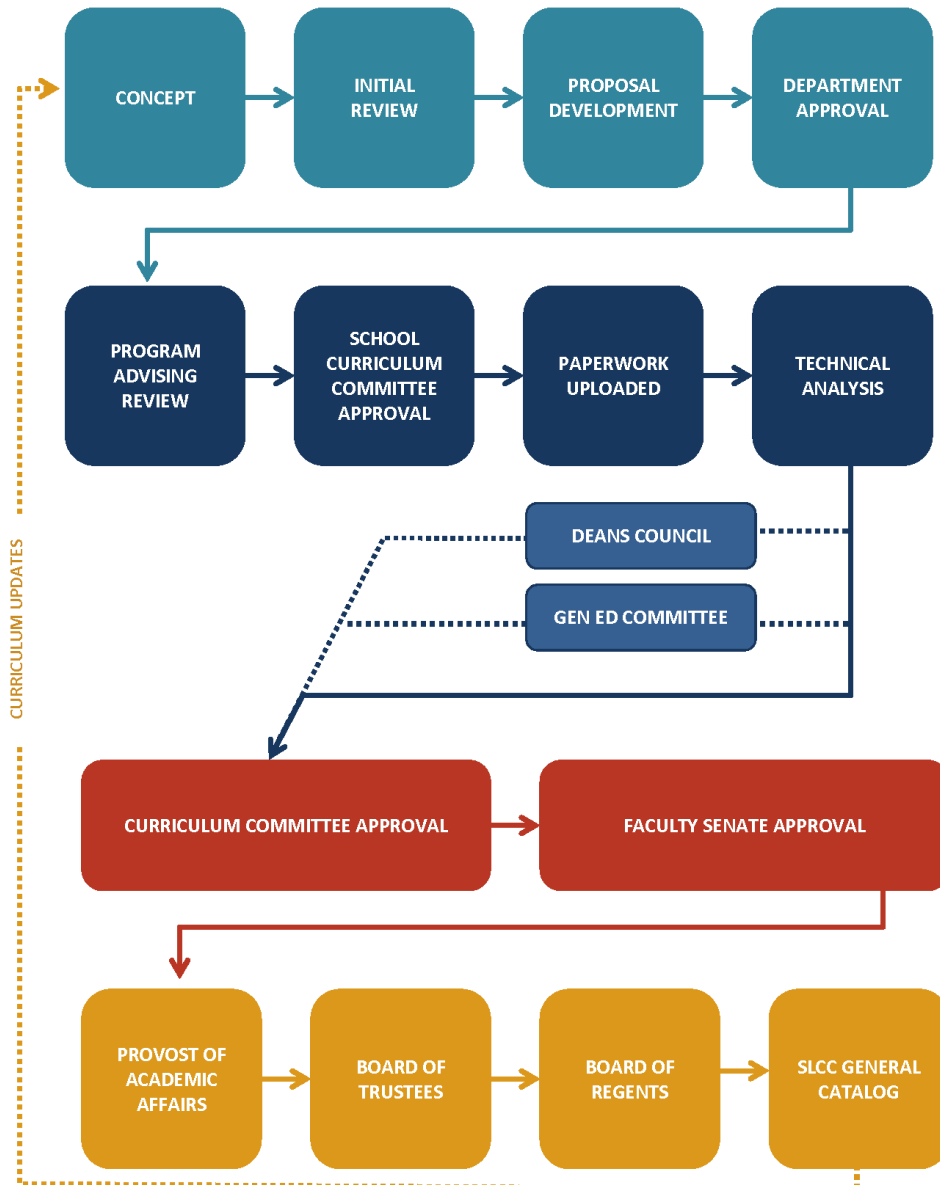
Adjunct faculty members are evaluated by academic departments based on teaching quality and performance as a college employee. The primary mechanism for evaluations is a standardized online course evaluation tool conducted every semester. This tool measures student reporting of (1) instructional delivery, (2) instructional design and assessment, (3) field/discipline knowledge applied to teaching, and (4) course management. Departments may also use evaluation forms provided by the College as well as additional tools or methods as determined by the departments including reviewing learning outcomes and conducting formative evaluations through adjunct trainings. The College forms are found on pages 18 and 19 of the [Instructions for Faculty Evaluation System](#) and, like the evaluations for full-time faculty, provide for an evaluation by peers and department administration (chair, associate dean, director) in each of the four areas outlined above.

Education Resources (2.C)

The SLCC Curriculum Process

The graphic below of the College curriculum process provides a frame of reference throughout this section.

The Curriculum Process



http://www.slcc.edu/curriculum/Docs/CC_Handbook_Revised_April15.pdf

2.C.1 *The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.*

Salt Lake Community College provides programs with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees and certificates with designators consistent with program content in recognized fields of study.

Content and Rigor

SLCC assures appropriate content and rigor in program creation and through regular program reviews.

Program Creation

Faculty are the primary shepherds of educational quality. When faculty propose a new program, it is vetted through the department and school curriculum committees, the Dean's Council, Faculty Senate, the Provost of Academic Affairs, and depending on the program, required state-level approvals such as the State Board of Regents and the Commissioner's Office of Higher Education. Each organization in this approval process reviews the content and validates the appropriate rigor for the College.

While each step of the process reviews the content and rigor of the proposed program, the process appropriately relies on the proposing faculty member and the departmental curriculum committee to recommend program content and rigor. The institution has processes to support the faculty and department in making this recommendation. The institutional [curriculum and scheduling office](#) assists faculty in consulting with external parties (i.e., industry representatives and qualified faculty from neighboring institutions) to guide the creation of appropriate curriculum. Subsequent reviewers assure the proposal was guided and is supported through input of these external parties.

The Faculty Senate has approved an [online course review checklist](#) which is used by faculty in developing online/distance education courses. The checklist is part of a larger online course development and review process administered by the eLearning division. This seven-step process walks faculty and departments through the process of internal and external course reviews ensuring that the courses have clear objectives and learning outcomes, align with institutional mission and goal, and that it uses technology appropriately to enhance the learning experience. [eLearning](#) is working with faculty and administration to better integrate the online/distance course development and review process into the general institutional curriculum process to increase faculty participation.

Appropriate content and rigor are also determined through DACUMs (Develop A Curriculum forums with business/industry leaders), PACs (Program Advisory Councils), business and industry partnerships, and faculty/administrator/industry networking.

Program Review

After a program is approved, the College has a standardized review process to ensure that the originally approved content and rigor have been sustained. Approved programs undergo a thorough review three years after approval and every five years thereafter (*see Regents' Policy R401-5.6*). During program review, the department must demonstrate that the program continues to comply with institutional and state guidelines and that students are achieving the stated learning outcomes at the level specified in program documents. The three- and five-year program review results are reported to the State Board of Regents through the provost's office.

Just as new online/distance courses have an additional review process, online courses are also reviewed regularly (approximately every three years depending on resources) to ensure that appropriate content and rigor are realized.

Culminate in achievement of clearly identified student learning outcomes

SLCC has eight college-wide student learning outcomes ("CWSLO"). All programs demonstrate through the program curriculum outline ("PCO" - a standardized template submitted to the curriculum and scheduling offices) how program student learning outcomes relate to and fulfill the CWSLO. Program student learning outcomes are reviewed and approved by school and college curriculum committees. For more information on assessment of student learning outcomes (see 2.C.3).

Lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study

SLCC is authorized by the State Board of Regents, the Northwest Commission on Colleges and Universities, and the United State Department of Education to offer the following college-level degrees and certificates. Each of these awards are defined by Regents' Policy R401 and are consistent with program content in recognized fields of study.

- Associate of Applied Science (*Regents' Policy R401-4.1.1*)
- Associate of Arts (*Regents' Policy R401-4.1.2*)
- Associate of Science (*Regents' Policy R401-4.1.2*)
- Associate of Pre-engineering (*Regents' Policy R401-4.1.3*)
- Certificate of Proficiency (*Regents' Policy R401-3.10*)
- Certificate of Completion (*Regents' Policy R401-3.11*)

2.C.2 The institution identifies and publishes expected course, program and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Salt Lake Community College identifies and publishes expected course, program and degree learning outcomes. Expected student learning outcomes for courses are provided in written form to enrolled students.

Program and Degree Learning Outcomes

The Faculty Senate has approved the following eight outcomes as the program and degree learning outcomes ([College-wide Learning Outcomes](#)²): (1) substantive knowledge in a given field, (2) effective communication, (3) quantitative literacy, (4) critical thinking, (5) community and civic engagement, (6) working professionally, (7) information literacy, and (8) lifelong wellness.

Using these eight areas, faculty use a [program curriculum outline \(“PCO”\) template](#) to identify how the program-specific outcomes link to the college-approved learning outcomes. PCO templates align to the current college-wide learning outcomes when PCOs are created. Program outcomes are published in the [General College Catalog](#).

Course Learning Outcomes

All course learning outcomes (including online/distance courses) are identified in course curriculum outlines (CCOs, a standardized template submitted to the curriculum and scheduling office). Expected course learning outcomes are distributed to enrolled students through a written course syllabus and/or online on the class Web page in Canvas (the learning management system used at SLCC). Syllabi are also available internally through the [curriculum intranet site](#).

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Credit and degrees are awarded based on documented student achievement in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

² The Faculty Senate has approved both college-wide student outcomes which apply to all degree programs and general education learning outcomes which are slightly broader but apply only to A.S. and A.A. degrees ([College-wide Learning Outcomes](#)). The two differences are (1) the general education outcomes diffuse the substantive area knowledge throughout general education core and distribution areas, and (2) lifelong wellness is only a general education outcome; i.e., applies only to A.A. and A.S. degrees.

The award of credit occurs after a student completes a course. The college curriculum committee, made up of institutional faculty, reviews and approves each course curriculum outline detailing how student performance is documented through course assignments, projects, examinations, performance evaluations, etc. Department/division associate deans ensure that course performance and the awarding of credit (regardless of delivery method) is based on documented student achievement.³ Online/distance courses follow the same process, but have additional support from the eLearning division. To enhance assessment of student learning in online courses, the Assessment Coordinator regularly participates as a member of the online course development team.

Degrees are awarded once all program course requirements have been successfully completed and, in some cases, culminating projects or examinations (including professional licensure examinations) have been submitted. Program learning outcomes, plans for assessing student achievement relative to these outcomes, and assessment results are published and updated annually.

SLCC has instituted an electronic portfolio (ePortfolio) requirement for students taking a general education course. Students post at least one "signature assignment" to an online portfolio. The student work contained in eportfolios is used for course-level assessment, and random samples of student work are used for assessment of performance in general education program-level learning outcomes and college-wide learning outcomes (see ePortfolio Assessment Reports).

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Salt Lake Community College degree programs demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Program admission and graduation requirements are clearly defined and widely published.

Program breadth, depth, sequencing of courses, and synthesis of learning

SLCC follows a detailed institutional and state-level process to assure coherent program design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Please see the curriculum process map at the beginning of section 2C for reference.

Degree and certificate programs (including online/distance courses) originate within academic departments and divisions through the creation of a program curriculum outline ("PCO"—a standardized template submitted to the curriculum and scheduling office). PCOs detail the

³ In cases where many sections of a course are offered, a lead teacher or team is responsible for designing course content and deliverables and monitoring to ensure that all faculty members are complying with standard procedures for collecting and evaluating student work [Five Year Review Process and Documents].

breadth, depth, and sequencing of courses as well as the transfer and articulation options upon completion. Departmental faculty must concur on course number, prerequisites, level appropriateness (1000 or 2000 level), method(s) of instruction, methods of assessment, and general education requirements (if applicable). Division or department advisors review the PCO for possible impacts on all departments, divisions and/or schools (e.g. the impact of the proposed number of credit hours, the impact on frequency of course offerings, and other applicable impacts.)

Program parameters (length, general education requirements, etc.) are specified in the [Curriculum Handbook](#) and are governed by [Regents' Policy R401](#) (see specifically [R401-4.1](#) for definitions of programs of study and [R401-5.2](#) for information regarding certificate programs). Program courses and sequencing and learning outcomes are overseen by the originating department in cooperation with the individual school curriculum committee. The General Education Committee and Curriculum Committee are responsible for ensuring compliance with institutional policies and overall fit within the institution. The Board of Trustees and the State Board of Regents ensure that new and restructured programs are consistent with statewide policies and guidelines before making final approval. Program curriculum outlines and minutes of the various curriculum committees can be found on the [College curriculum website](#).

Admission and graduation requirements

Program descriptions, course requirements and sequencing, admission requirements, learning outcomes, and other relevant information are published annually in the [Academic Policies and Procedures](#) section of the General Catalog and are available to students on the [College website](#).

2.C.5 *Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.*

Faculty Role in Curriculum Development

Curriculum design, approval, implementation, and revision is overseen by the Faculty Senate Curriculum Committee. The [Curriculum Handbook](#) describes this process and the role of faculty. Curriculum proposals are sponsored by full-time teaching faculty and pass through a series of reviews at the school, college, and, where necessary, state level. Course and program content is primarily screened by the school curriculum committee, which is chaired by the dean and consists of full-time faculty and academic administrators from within the school. The General Education Committee and the Senate Curriculum Committee primarily check for compliance with internal and external standards and guidelines. Cyclical reviews for both courses and programs encourage course and program refinements and are conducted by full-

time teaching faculty in cooperation with department/division administrators and program advisory committees.

Faculty Role in Hiring Faculty

Full-time faculty have an active role in the selection and hiring of both full-time and adjunct faculty. Working with their department or division chair and other members of a selection committee, faculty are responsible for drafting position descriptions, screening candidates, and recommending new faculty hires. The process is fully detailed in both the [full-time faculty hiring handbook](#) and the [adjunct faculty hiring process](#).

Fostering and assessing student achievement

Faculty have primacy over assessment in all departments and programs across campus. They are supported by the Faculty Senate, via the [Student Learning Outcomes Assessment \(SLOA\)](#) committee with mentoring, training, and other leadership throughout each academic year. The committee consists of a mix of teaching faculty and assessment staff from across the college. A new [assessment plan](#) for instructional programs and college-wide learning outcomes was adopted in February 2011 as the next step in the ongoing efforts of the College to focus on learning outcomes assessment.

2.C.6. Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

The [library liaison program](#) connects library and information resources staff with faculty to ensure that the use of the library and information resources is integrated into the learning process. Each [academic department](#) has a [library liaison](#) (qualified library personnel) who regularly meets with faculty to improve alignment and usage of library resources in the curriculum.

Library liaisons also assist faculty to ensure any library resources needed to offer new programs are secured. The [program proposal template](#) used by the institution and the State Board of Regents requires the institution to demonstrate that library resources are sufficient to offer the proposed program.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The

institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

SLCC Policy 4-2.20 Credit for Prior Learning Experiential and Non-credit Learning along with Regents' Policy R473 guide institutional practice concerning credit for prior experiential learning.

a) Guided by approved policies and procedures

The College recently approved SLCC Policy 4-2.20 which directs college process for the granting of credit for prior experiential learning.

b) Awarded only at the undergraduate level to enrolled students

The College will only award credit for lower division undergraduate level courses offered at SLCC (See SLCC Policy 4-2.20(III)(B1)). Students must be enrolled and pursuing a credential at the time they seek credit for experimental or non-credit learning. Students are eligible to apply for awarded credit beginning the fourth week of the term they were enrolled at SLCC (See SLCC Policy 4-2.20(III)(B13)).

c) Limited to a maximum of 25% of the credits needed for a degree

SLCC Policy 4-2.20(III)(B7), (B8) makes clear that the amount of credit awarded for prior learning must be consistent with the standards articulated by the Northwest Commission on Colleges and Universities. In accordance with this standard, the College restricts credit awarded for extra-institutional experiential and non-credit learning to not more than 25% of the credits needed for a degree or certificate.

SLCC also offers clock-hour programs through its School of Applied Technology (SAT). These SAT programs provide college-level instruction, are developed through the college curriculum process, and lead to college-level certificates of completion.

Anticipating the need to articulate clock hour programs to its own credit programs, the credit for prior learning policy has an explicit exception to the 25% limitation for "non-credit programs" conducted by institutions within the Utah System of Higher Education (See SLCC Policy 4-2.20(III)(B8)). While this exception has not yet been used, it is anticipated that it would only apply to non-credit programs of study which lead to a recognized college credential. In such cases, the non-credit programs have been vetted through the college curriculum processes to assure appropriate rigor and content. The only such programs existing within the Utah System of Higher Education are those currently offered at SLCC.

d) Awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings

The College only provides credit for prior learning experience if the student can demonstrate learning outcomes and/or competencies comparable in nature, content, and extent to those that

successful students achieve by participation in approved non-developmental courses and programs. Comparability is based on the officially approved learning outcomes and competencies articulated in the course curriculum outcomes ([*SLCC Policy 2-2.20\(III\)\(B5\)*](#)). Credit is only provided for regular curricular offerings of the institution ([*SLCC Policy 2.20\(III\)\(B1\)*](#)). Faculty may use a variety of methods to assess students' mastery of program learning objectives and competencies. A sample of available methods are listed in [*SLCC Policy 2.20\(III\)\(C\)-\(D\)*](#).

e) Granted only upon the recommendation of appropriately qualified teaching faculty

When a student requests credit for prior learning, the student is referred to the appropriate associate dean to oversee the assessment and credit-awarding process. The associate dean works with appropriately qualified teaching faculty to evaluate the request for credit according to pre-established criteria ([*SLCC Policy 4-2.20\(III\)\(A\)\(3\), \(B\)\(2\)*](#)).

Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

After faculty make the recommendation to award credit, the transfer evaluation office records the awarded credit on the transcript ([*SLCC Policy 4-2.0\(III\)\(A5\)*](#)). The student transcript identifies the source of the awarded credit ([*SLCC Policy 4-2.0\(III\)\(B\)\(9\)*](#)).

The College makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

All credits, including those awarded for prior learning, may not duplicate other credit awarded in fulfillment of degree requirements. Credit is only awarded once for a non-repeatable course (a course that can only be taken for grade replacement). The student information system prevents non-repeatable courses from being recorded more than once without grade replacement. Credit awarded for repeatable courses can be used toward a degree within the repeat guidelines for the specific course.

2.C.8 *The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.*

The [Transcript Evaluation Office](#) determines how transfer credit is accepted according to institutional and [Regents' Policy R470](#).

SLCC operates under the following transfer credit evaluation guidelines:

1. Classes were taken for credit at a regionally accredited college or university (exceptions to this rule are sometimes made by specific academic programs for credit applied to a major related course requirement).
2. Grades in individual classes were C- or higher, except in cases where a grade of C is required at SLCC as a prerequisite.
3. Classes were college level (rather than remedial or developmental; at Utah institutions this usually means numbered 1000 or above).
4. Classes are designated as “general education” by the issuing institution or by SLCC, or meet a requirement for graduation in the student’s SLCC program.
5. Courses taken more than 10 years ago may only transfer as elective credit, rather than specific course credit.

These guidelines, as well as instruction on how to transfer credit, may be found on the transcript evaluation office website. The same information is posted in the current General Catalog under Academic Policies and Procedures.

In conjunction with academic department evaluation, the acceptability of coursework is also guided by Regents’ Policy R470. The purpose of R470 is to assure reciprocity and consistency in the structure and core requirements for general education programs in the Utah System of Higher Education (USHE); to provide a lower- and upper-division course numbering code for the system, to establish common lower-division pre-major requirements and support timely progress toward student graduation; to provide policies and principles for the transfer of credit among system institutions; and to establish the credit by examination policy.

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Applied undergraduate degree and certificate programs of thirty (30) semester credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

Salt Lake Community College has an established and published general education core and institutional and distribution requirements (see Regents’ Policy R470-3.1).

Transfer associate degrees (A.A./A.S.) require a minimum of thirty-four credit hours of general education, including instruction in composition, quantitative literacy, American institutions, lifelong wellness, and six distribution areas. Students must also take at least one course labeled as a diversity course (see 2.C.10).

Terminal associate degrees (A.A.S.) require a minimum of 14 credit hours of general education, including instruction in composition, quantitative studies, communication, human relations,

and an additional one to two courses from among the six general education distribution areas (see 2.C.11).

Certificates of completion that are thirty credits (900 clock hours) or more in length require a minimum of eight credit hours of general education; including courses in composition, quantitative studies, and human relations. The [General Education Handbook](#) (section H) allows programs to embed these general education components within required course work rather than using standalone courses (see 2.C.11).

The Faculty Senate General Education Committee reviews proposed programs and courses for compliance with College general education requirements. During cyclical program reviews ([five year review process and documents](#)), the general education requirements are again reviewed for compliance and alignment with the program's intended learning outcomes.

SLCC General Education Requirements

Required Credits by Award and Content Area

GE Area	Content Area	AA/AS	AAS	Cert of Completion
Core	Composition	6	3	
	Quantitative Literacy	3-4	3	Course or embedded
	American Institutions	3		
	Communication		3	Course or embedded
	Human Relations		3-4	Course or embedded
Institutional	Lifelong Wellness	1		
	Student Choice	3		
Distribution	Biological Science	3-4	3-6 Across all distribution areas	
	Fine Arts	3-4		
	Humanities	3		
	Interdisciplinary	3		
	Physical Science	3		
	Social Science	3		
	Diversity Requirement	Yes	No	No
	Total Minimum GE Credits	34	14	8

2.C.10 *The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.*

Salt Lake Community College has identified eight general education learning outcomes ([College-wide Learning Outcomes](#)) related to the college's mission and core themes:

1. Acquire substantive knowledge throughout the general education requirements.
2. Communicate effectively.
3. Develop quantitative literacies necessary for their chosen field of study.
4. Think critically and creatively.
5. Develop the knowledge and skills to be civically engaged.
6. Develop the knowledge and skills to work with others in a professional constructive manner.
7. Develop computer and information literacy.
8. Develop the attitudes and skills for lifelong wellness.

These learning outcomes have subcomponents that are assessable and measurable. The College uses an electronic portfolio (ePortfolio) process to assess general education learning outcomes. Each general education course is required to have a “signature assignment” given by the instructor to demonstrate student cumulative knowledge toward the end of the course. Students post their signature assignments and an accompanying reflection in an eportfolio. Students own and design their own eportfolio, but they can be accessed through the College student information system. Signature assignments are assessed individually by the course instructor and collectively through a team of independent faculty evaluators. Faculty evaluators score a random sample of eportfolios using standard scoring rubrics for the general education learning outcomes and produces a report (see 2.C.10 evidence folder) of findings to inform the ongoing refinement of general education courses and learning outcomes.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

Applied associate degree and certificate programs— both credit and non-credit—are organized into a series of courses with identified and assessable learning outcomes.

In the case of credit-bearing certificates of a year or more in length (certificates of completion), the related instruction component consists of one general education designated course in each of the three required areas: communication, computation (quantitative studies), and human relations (see 2.C.9). Associate of applied science degrees also require that students take one written composition course (English) and two courses from the general education distribution areas (biological science, fine arts, humanities, physical science, social science, and interdisciplinary).

In just a few cases, such as several of the applied health science degrees, the related instruction components are embedded within major-specific courses. However, in every instance where this has been done, the General Education Committee has scrutinized the course objectives and ensured that the related instruction components have been clearly identified and are being appropriately assessed.

In the School of Applied Technology, certificates of completion (one year or more in length/over 900 clock hours), the related instruction components are covered in a variety of ways based on suggestions from program advisory committees and the history of program development. In some cases, specific courses have been created to address these components, such as KWRK 0515 and the use of WorkKeys, while in other cases the related instruction components are embedded within program courses.

Standards 2.C.12 through 2.C.15 have been omitted because they concern graduate programs and do not apply to community colleges.

2.C.16 *Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.*

The Division of Continuing Education works collaboratively with business, academic, government, and community leaders to develop, launch, and incubate credit and non-credit programs that align with the College mission and core themes. In working to meet the needs of this diverse constituency, the Continuing Education is an integrated member of the academic community and works within the expectations, policies, and processes of all academic programming. Curriculum is approved through the curriculum committee using the standard rules and procedures, as well as being a strong component of the development and implementation of a college model for collaboratively addressing workforce development and training needs.

2.C.17 *The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.*

A primary role for continuing education is to quickly and responsively develop, launch, and maintain quality programs. Processes and procedures ensure program development is done with input from subject matter experts from industry, academic faculty, students, and administrators. All credit programs and most noncredit courses go through the same curriculum committee process that academic departments follow (see 2.C.4-5).

Approval of curriculum in Continuing Education follows the institutional criteria set forth by the college curriculum committee. This assures that non-credit programming is held to the same standard and quality as credit programming and that the institution maintains direct and sole responsibility for that activity. Continuing Education maintains an internal approach to curriculum development that is based on a prescriptive and thorough process. Details of this approach can be viewed in the new program and curriculum development website. Development of new curriculum in this Continuing Education includes consultation with faculty members in those fields of work and a collaborative approach to planning through the deans and Provost.

2.C.18 *The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b)*

based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

Granting continuing education units (CEUs) for continuing education courses is guided by the generally accepted norms across the state. The College works closely with other state agencies where appropriate. Continuing education is an important part of both workforce and community engagement core themes.

Occupational and professional licensing curriculum is developed using Division of Occupational and Professional Licensing (DOPL) standards. Each course is created to fulfill necessary code and/or professional requirements for a variety of professions. Courses are presented by industry experts, reviewed, and approved by DOPL. Individuals in professions that are licensed through DOPL must regularly complete continuing education to renew and maintain their professional license.

In addition to criteria established by DOPL, the College also refers to guidelines recommended by the [International Association for Continuing Education and Training](#) including the following:

- Each learning activity has clear and concise written statements of intended learning outcomes.
- Qualified instructional personnel are involved in planning and conducting each activity.
- Content and instructional materials are appropriate for intended learning outcomes.
- Participants must demonstrate attainment of learning outcomes.
- Learning activities are evaluated by participants.
- The sponsor has a review process that ensures the CEU criteria are met.
- The sponsor maintains a complete record of each individual's participation and can provide a copy of that record upon request for a period of at least seven years.
- The sponsor provides an appropriate learning environment and support services.

CEU courses are developed following the standardized curriculum development procedures set forth by the Continuing Education. Curriculum is approved by the division curriculum committee as well as by state agency partners to ensure continuing education standards are met for each profession. Courses are generally presented in various accepted formats, including: traditional face-to-face instruction, online classes, and audio lectures via the internet or on CD.

CEU courses developed and delivered to students award credit—college and/or CEU credit—that meets professional standards. In addition, courses are developed to offer students meaningful instruction that can be used in direct relation to their profession. Surveys are sent to all participants, giving them the opportunity to submit feedback about the quality of courses and to request other subjects they feel would be integral to their business and/or occupation.

CEU credit is determined by student achievement and course completion. Grade and certificate information for each individual completing a CEU course is kept on file. Course completion

information is also uploaded directly to the DOPL. Continuing education is continually identifying new CEU course topics to engage returning students each renewal cycle.

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Non-credit course information as well as student records are stored in the Banner student system database and are managed through the Professional Development Student Record Management Office. Course and enrollment information is reported annually in the Tab H of the Fact Book.

General information about programs is available in the Continuing Education Catalog and on the Continuing Education website. In addition, program information can be obtained in the General Catalog.

Student Support Resources (2.D)

2.D.1 *Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.*

Salt Lake Community College supports student learning needs through a wide range of programs and services. These include: the Learning Center, Learning Commons, the Math Lab, Science Resource Center Student Writing Center, Academic Literacy Center, and TRiO programs.

In collaboration with academic departments, the [Learning Center \(LC\)](#) provides [tutoring services](#) including traditional tutoring, and services as such as test reviews, college success workshops, supplemental instruction, and peer-led tutoring services. Focused tutoring serves students who are struggling and/or repeating classes by matching students with dedicated tutors for up to two hours a week (based upon eligibility). The LC currently provides tutoring services at five campuses/sites (with plans in the near future to offer services at two additional locations), as well as a virtual learning center (online tutoring). The LC participates in the [CRLA Tutor Certification Program](#) and recommends that all of its tutors receive at least level I certification.

New flexible learning spaces, known as “Learning Commons,” are being organized where faculty, tutors and other support personnel interact with students in ways the traditional classroom delivery model may not allow. Currently, two initial instructional models are in place. First, where students interact with online learning materials and activities, with required “meet-ups” (in-person) around certain course topics or assessments, according to what works best for their schedule (Online +). Secondly, an emporium model where students attend and participate in online learning activities at the Learning Commons every week (structure), with the ability to move to the next module in the course sequence after the student has successfully met the required competencies. Tutoring and other learning support resources are intentionally integrated into the both of these models, fostering a vibrant, engaging learning environment and support system for students.

Services and resources available in each learning commons may include the following:

- Individual computer workstations and/or laptops for checkout
- Small group work areas and study rooms
- Whiteboards and other electronic displays designed for group work and tutoring
- Instructor consultation spaces
- Terminals to library resources
- Testing space

The [Math Lab](#) is an open lab run by the Math department; it is a place for both quiet study and group work. Students receive individual help for any math problems and math intensive science

coursework such as physics, chemistry, and engineering. The Math Lab is located in the new learning commons, in the lower level of the Markosian Library on the Taylorsville Redwood campus.

The [Science Resource Center](#) provides science tutoring, group study space, adjunct/student meeting space, a text library, and computer resources, including online tutorials and language resources. Tutors are available for chemistry, biology, engineering, physics, geology, geography, GIS, meteorology, and the accompanying math classes.

The [Student Writing Center](#) supports students with everything from drafting papers for classes to résumés. Writing support is provided by appointment, drop-in service, and online. Additionally, the [Academic Literacy Center](#) provides further support for ESL and developmental reading students. Sessions are appointment based, and tutors help ESL students with reading, writing, grammar, conversation, listening, pronunciation, and preparing for oral presentations.

[Student Support Services](#) is a TRiO program federally funded by the U.S. Department of Education to increase the persistence, graduation, and transfer of first generation and low income participants. TRiO support services include tutoring, success strategy workshops, assistance with federal financial aid and scholarship applications, academic advising, and referrals to campus and community resources.

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

The safety and well-being of students, visitors, and employees is a high. While College campuses and centers are relatively safe places, they are subject to many of the same problems experienced in the communities where they are located. [Annual crime statistics](#), campus security policies, and other campus safety disclosures are posted on the College website. Campus security reports and disclosures are made available in accordance with all of the appropriate federal and state regulations.

SLCC has made several provisions to address safety and security at its multiple locations, including:

- requiring the posting of emergency procedures in all classrooms and conference rooms ([see 2.D.2 evidence folder](#))
- updating classroom doors to allow instructors the ability to lock down their classrooms in the case of an emergency
- installing emergency phones and public announcements systems in all buildings
- creating a mass notification system

Campus safety officers (CSOs) patrol the Taylorsville Redwood, South City, Jordan, Miller, Library Square, Highland and Meadowbrook campuses between the hours of 6:00 p.m. and 2:00 a.m. CSOs are uniformed, but are not sworn peace officers. The CSOs assure building and equipment security and mitigate physical hazards. Additionally, CSOs provide parking lot escorts, help retrieve keys locked in cars, and manage the lost and found. In addition to the campus safety officers, the College contracts with the Utah Highway Patrol and other local police agencies to provide 24-hour police coverage for each college location.

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Consistent with its access and success core theme, Salt Lake Community College recruits and admits students with the potential to benefit from its educational offering.

The School Relations Office recruits and assists students to apply to the College. A prospective student database is used to communicate recruitment events. Recruitment events include scholarship and financial aid nights and “step-ahead” college nights. Communication is sent to prospective students regarding programs of study, time lines for applying, scholarship due dates, and financial aid priority dates. Efforts are also made to communicate with high school counselors regarding the application process and upcoming activities that affect their high school seniors and college enrollment.

As an open access institution the only admission requirement is an earned state-recognized high school diploma, a state-issued general education diploma (GED), or an associate degree or higher from a regionally accredited institution. Applicants who have not earned one of these credentials may only be admitted to credit programs if the accuplacer, ACT, or SAT exams place the student into college-level coursework (ENGL 1010 or higher and MATH 1010 or higher). Applicants without a high school credential or college-level test scores may participate in noncredit programs through the School of Applied Technology (SAT) or Continuing Education with no restrictions.

Salt Lake Community College orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

New student orientation programs are designed to help students get started and take advantage of the available services, facilities, and opportunities. Orientation is offered in three formats: 1) CampusConnect, 2) QuickConnect, and 3) NetConnect. All three types of orientation provide students with an overview of academic degree and program options, how to use the catalog and class schedule, and how to access the online system to register for classes. CampusConnect and QuickConnect orientations meet in a group setting with a first-year academic and career advisor who teaches strategies for planning first term class schedules. NetConnect is an online

orientation and is an option for students who live at a distance or for transfer students who are already familiar with the college experience. A follow-up academic advising session is strongly recommended when a student completes NetConnect.

The College also recently launched a program called Bridge to Success. This six-week program orients new students to the expectations and culture of a college campus.

SLCC also offers targeted orientations for international students and students with disabilities. International student orientations promote understanding and information about maintaining both academic and immigration status. Orientations for students with disabilities are conducted on a regular basis and are required in order to receive services from the Disability Resources Center.

In addition to new student orientations, the Office of Academic and Career Advising provides advising for all students (see 2.D.10).

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

Program elimination is done in accordance with Commission and Regents' Policy. Regents' Policy R401-5.5.4 specifies that programs can only be discontinued after current students have an opportunity to complete the program. The practice is a teach-out period equal in length to the estimated time to completion of the degree (two years for an associate's degree and one year for most certificates) beginning at the time students are notified of the program discontinuation. Students are given schedules allowing them to complete necessary coursework before the end of the teach-out period. The last programs discontinued were Barbering/Cosmetology (teach-out concluded Spring 2014), and the Electronics and Instrumentation Technology and the Environmental Technology programs (teach-outs concluded Spring 2011).

SLCC follows a catalog year philosophy under which a student who has been continuously enrolled since applying for admission and declaring a program of study can either complete the requirements listed in the current catalog at the time they matriculated or those listed in the current catalog at the time he or she applies for graduation. Thus, the impact of changing program requirements is ameliorated. Students whose enrollment has lapsed and who must reapply for admission are no longer eligible to graduate under program requirements found in previous catalog years.

2.D.5 *The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:*

- a) Institutional mission and core themes*
- b) Entrance requirements and procedures*
- c) Grading policy*
- d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequencing, and projected timelines to completion based on normal student progress and the frequency of course offerings*
- e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty*
- f) Rules, regulations for conduct, rights, and responsibilities*
- g) Tuition, fees, and other program costs*
- h) Refund policies and procedures for students who withdraw from enrollment*
- i) Opportunities and requirements for financial aid*
- j) Academic Calendar*

Salt Lake Community College publishes the General Catalog each academic year. It is published online and formatted so that it can be readily printed to hard copy from the College website. Hard copies will be available for inspection during the October site visit.

The catalog is easily accessed through both the A-Z index and the quick links sections on the [College homepage](#).

The [General Catalog](#) includes all of the following information:

- a) Institutional mission and core themes, [page 4](#)
- b) Entrance requirements and procedures, [page 5](#)
- c) Grading policy, [page 11](#)
- d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequencing, and projected timelines to completion based on normal student progress and the frequency of course offerings, beginning on [page 50](#)
- e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty, beginning on [page 1243](#)
- f) Rules, regulations for conduct, rights, and responsibilities, [pages 22–28](#)
- g) Tuition, fees, and other program costs, [pages 14–16](#) (program fees are included with each program description)
- h) Refund policies and procedures for students who withdraw from enrollment, [page 16](#)
- i) Opportunities and requirements for financial aid, [pages 16–19](#)
- j) [Academic calendar](#), links to the academic calendar appear on relevant pages throughout the online catalog.

2.D.6 *Publications describing educational programs include accurate information on:*

- a) *National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered*
- b) *Descriptions of unique requirements for employment and advancement in the occupation or profession*

Salt Lake Community College publishes information on national and state licensure and legal eligibility for such licensure in several ways.

Program descriptions published in the annual General Catalog include professional licensure and unique employment/advancement requirements. The College also publishes biannual catalogs for the Continuing Education Division and for the School of Applied Technology that include requirements for licensure or entry into the occupations or professions served by these units.

SLCC has developed career and technical education (CTE) flyers (which are interactive pdfs) using a common template to provide accurate information on occupations and professions for which education and training is offered. In addition to listing program requirements for individual CTE programs, these flyers communicate requirements for employment and career advancement. To provide current information for national and/or state legal eligibility requirements, links to appropriate agencies are included within the program information. Additionally, the College has an employee dedicated to coordinate and maintain CTE marketing material in a timely and accurate manner.

An online tool called Career Coach provides students employment and advancement information for occupations and professions. Students search by occupation or by program and results show both programs offered and occupational requirements in the corresponding field.

2.D.7 *The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.*

The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form.

The College has adopted policy and procedures regarding the secure retention of student records in paper, electronic, and other media. Access to student records is progressive through several levels. Employees only receive the level of authority necessary to access the portions of student records necessary to perform their job requirements. Students' access to their own education records is provided electronically and is also password protected.

Electronic records are housed on mainframes and servers using an enterprise resource planning system by Sungard called Banner. Access is password protected, and employee access is limited

as described above. Records are backed up daily and backups are kept off-site in secured locations. Reliability of electronic records is safeguarded during system and hardware upgrades. During upgrades, new systems are activated and validated while the old system is in place.

Physical records are housed in locked files in restricted access areas on campus. SLCC also stores hard copy student records at a climate controlled State of Utah facility. The determination of when records are moved from on-site to off-site storage is made by referring to [state retention schedules](#). Again, employee access is limited as described above. Records requested from state facility can normally be retrieved in twenty-four hours.

Retention of student records is controlled by the requirements of the [Family Educational Rights and Privacy Act \(“FERPA”\)](#), the [Utah State General Retention Schedule](#), the [Utah State Board of Regents records retention guidelines](#), and the [SLCC retention schedule](#).

The institution publishes and follows established policies for confidentiality and release of student records.

SLCC publishes policy for confidential records on its [webpage](#) and sends an [annual reminder](#) to all Outlook subscribers. All requests for student information are handled in compliance with FERPA and other federal and state laws. Any request for student records made by the student or an eligible parent/guardian is routed through the [Registrar](#), who serves as one of two records officers. All other [requests for student records](#), including requests for directory information, are routed to the second records officer, the Director of Risk Management, whose office serves as the clearinghouse for all third party requests for College records. Each request is tailored to be compliant with FERPA, [Utah’s Government Records Access & Management Act \(GRAMA\)](#), the [Health Insurance Portability and Accountability Act \(“HIPAA”\)](#), and any other pertinent laws and regulations.

2.D.8 *The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources.

The [Financial Aid Office \(FAO\)](#) administers an effective and accountable program of financial aid to students through the multiple federal, state, and institutional financial aid programs.

The financial aid program is effective. It serves almost 20,000 students per year with Title IV (Federal), state and institutional aid as well as disbursing private scholarship funds. The FAO works diligently to be sure that the program effectively helps students get the aid they need in a timely manner. These efforts include getting the appropriate information to students through web and print materials. Once funds have been awarded, the FAO works with students to help them know how to maintain eligibility.

The financial aid program is accountable. The FAO undergoes a state audit every year. In addition, an operations report is sent to the United States Department of Education to show how campus-based funds are used each year. The office also completes verification on information reported for financial aid eligibility based upon a selection of students by the U.S. Department of Education.

Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

All information concerning financial aid is available on the [FAO webpage](#). Students can access information to non-institutional scholarships, office policies, required and optional forms, consumer information, general information, and requirements to remain eligible for financial aid.

2.D.9 *Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.*

Students receiving financial assistance are informed of any repayment obligations

Repayment obligations differ depending upon whether the student receives a loan or grant.

Students receiving a subsidized or unsubsidized federal loans must complete [online loan entrance counseling](#) prior to the first disbursement of the loan. This counseling ensures that students understand the terms of the loan, repayment options, accrual of interest, and any items tied to the receipt of a student loan. Students who request the additional unsubsidized federal direct Stafford loan are required to meet with a financial aid advisor to ensure that the student understands the additional obligations of these types of loans. Once a student has graduated or has ceased attending college at least half-time, loan [exit counseling](#) must be completed. This counseling reiterates the students' repayment options and obligations. Students receive a notice to do the exit counseling. The requirement is put on the financial aid tracking form and this holds all other aid from being awarded or disbursed until the student takes care of it. If the student has left the institution or graduated, the loan specialist sends the exit counseling information to them. Students who receive a Federal Perkins Loan must complete loan entrance counseling and sign a promissory note.

An Emergency Book Loan is available to half-time students meeting satisfactory progress standards. Applications are available the first day of the semester at the Taylorsville Redwood Financial Aid Office. The maximum amount is \$350.00 to purchase books and supplies. The full loan amount, plus a \$10 service charge, is due by the end of the semester.

Students who receive a Pell Grant and drop below the awarded enrollment status must pay back the difference between the original amount received and the new amount for which the student is eligible. Students who drop all classes, withdraw from all classes, fail all classes, or have any combination of these are under obligation to repay funds. Students who fall into these categories

are reviewed on an ongoing basis during each semester and again at the end of the semester when grades are posted. Students receive a written explanation of why the funds must be repaid and are given a timeline as to when those funds should be repaid ([See 2.D.9 evidence folder for sample letters.](#)) Additional reminders are sent to the student prior to submitting the overpayment to the payment center of the U.S. Department of Education.

The institution regularly monitors its student loan programs and the institution's loan default rate

Information concerning the loan default rate is reviewed yearly. The information from a previous year is sent to both the Director of Financial Aid and through the Student Aid Information Gateway (SAIG) to the Electronic Transmission Specialist. This information is kept on file and is released, upon request, to any interested party. The two-year default rate for FY 2011 is 11.2%; our three year default rate for FY2010 is 14%. More current default rate numbers will be available in September 2014 and will be included in the evidence room for the October 2014 site visit.

2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success

Academic and Career Advising (“Advising”) offers a host of services to meet students’ schedules and diverse needs. Advising is open to students 52.5 hours a week through offices at Taylorsville Redwood, South City, Jordan, and Miller campuses. There are regular advising visits scheduled for Highland, Westpointe, and Meadowbrook campuses. In addition, students can contact an online advisor and are informed about activities through the advising web page, Facebook, blog or Twitter. Students meet with an advisor through individual visits, group, or virtual advising.

Advising services assist students with:

- selection of college major and major changes
- degree program and course selection
- class scheduling
- degree requirements
- graduation evaluations
- transfer of credits from other institutions
- transfer of credits to other institutions
- referrals to multiple college resources

SLCC also maintains specific multicultural advising to support the ethnically diverse student population.

New students meet with advisors as part of new student orientation (see 2.D.3). Students with a declared major meet with the program advisor. Undeclared students meet with first year experience advisor to connect them with a variety of resources from workshops to the new career exploration modules.

Advisors and faculty jointly provide intrusive advising for students who are experiencing difficulties in the classroom. Through the early academic notification system, faculty refer students to advisors who will contact and connect them with relevant support services. Similar services are provided to students in academic difficulty with a G.P.A. below 2.0.

Advising presents more than 300 transfer events each year in which admission representatives and academic advisors from four-year institutions advise SLCC students on transfer strategies and requirements. Working with the University of Utah, SLCC sponsors multiethnic student transfer days for a seamless transition for underrepresented students.

The efforts of Academic Advising are evaluated by the number of students accessing advisors through in-person visits, phone conversations, emails, chats, and the number of students attending activities/event. During the last five years, Academic Advising has assessed/evaluated the following activities: Academic Standards (students in Academic Warning); knowledge of Academic Advising after Advisor's classroom presentation; effectiveness of group advising sessions; effectiveness of communication of transfer information; workshops for multi-ethnic diverse students, and a student satisfaction of services in 2012-13.

Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities

SLCC assures high quality student advising by hiring qualified personnel, through advisor training, and collaboration with internal and external partners.

Hiring Qualified Personnel

SLCC maintains a minimum degree requirement of a bachelor's degree but more than half of the advisors hold a master's degree or higher. The tenure of service for the advising staff ranges from one year to over thirty years of higher education experience.

Advisor Training

The College has developed a rigorous advisor training program for all new advisors that defines three tiers of advisory competency: 10-day, 30-day, and 60-day competencies. (See 2.D.10 evidence folder for advisor training documents.)

Collaboration with Partners

Advisors continually connect with internal and external partners through ongoing activities including site visits to classrooms, labs, and four-year institutions; attendance at campus workshops and professional organization conferences; participation on institutional councils and taskforces; and in retreats and weekly staff meetings. Program advisors interact regularly with their assigned departments and state-level organizations. Perhaps most importantly, departmental advisors participate as members of school curriculum committees in developing curriculum and interacting with program advisory board activities.

Advising requirements and responsibilities are defined, published, and made available to students

Academic Advising is not a required matriculation activity at Salt Lake Community College. However, Orientation is required and group advising is included in the QuickConnect and CampusConnect orientation programs. Additionally, advising videos are included in the online orientation, NetConnect. The following advising information is included in orientation: degree and certificate options, programs of study, college catalog, placement test, credits, class selection tips, navigating MyPage and degree evaluation. Students are encouraged during orientation to meet individually with an academic advisor.

2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

SLCC provides numerous and diverse co-curricular activities which support the College mission and core themes. These activities provide students with opportunities to enhance their education through career development, community service, and personal enrichment. The following departments are primarily responsible for co-curricular activities (see 2.A.17):

- Arts and cultural events
- Athletics
- Health and wellness services
- Multicultural initiatives
- Student life and leadership
- Thayne Center for Service and Learning

Each area has its niche, but all devote extensive attention and energy to foster environments that allow students to freely-exchange ideas, cultivate respect for diverse viewpoints and opinions, develop leadership and critical thinking skills, and become empowered to affect positive change. Additionally, each department mentioned is managed by professional staff members; is governed by college policies and procedures, conducts annual assessments and an extensive program review on a five year cycle.

2.D.12 *If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.*

The institution's auxiliary services support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment

Auxiliary Services strives to offer outstanding experiences to students, faculty, staff, and community members. Departments included in Auxiliary Services are the Lifetime Activities Center, the College Store, Food Service, OneCard Services, and Printing Services. The majority of part-time employees in these departments are students of SLCC who acquire knowledge, develop critical thinking skills, increase self-confidence, experience personal growth, and develop leadership skills while working on campus.

The Lifetime Activities Center (LAC) fulfills the College mission by offering quality higher education and lifelong learning through an extensive range of services to support the learning and wider social needs of students and student athletes. The LAC receives input from faculty, students and staff via the LAC Advisory Board.

The College Store is a meeting place to support both the academic and social life of Salt Lake Community College. The College Store provides for the sale of textbook and supply requirements connected with academic programs. The College Store is operated on sound business principles with the anticipation that income will cover both operating expenses and attributable capital development costs.

Food Services supports the College mission by providing healthy, affordable food to students, faculty, staff and guests. Having food available on campus allows all participants to stay on campus rather than interrupt their day to find a place to dine. Food also has a social component that aids and encourages social dialogue, interaction, and understanding thus promoting the intellectual climate on campus.

The OneCard is the official registered student ID. The OneCard includes a pre-paid Discover debit card feature, which allows students to receive Financial Aid disbursements and campus funds faster. The OneCard provides students with access to college resources such as the Library, Testing Center, computer labs, printing services, and the LAC.

Printing Services meets the printing requirements and demands of College faculty, staff, students, and administration. As an integral service to the institution, Printing Services provides all printing options including support for the copier fleet.

Students, faculty, staff, and administrators have opportunities for input regarding these services

Auxiliary Services has an advisory board that meets regularly to discuss its operations and services. The board is made up of faculty, staff, and students. In addition, they are starting an

Auxiliary Ambassador program, part of which is to meet with the students to discuss auxiliary operations. In addition, positive input from each group via phone, email or a face to face conversation is always welcomed.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standard, degree requirements, and financial aid awards for student participating in intercollegiate athletics and co-curricular programs are consistent with those for other students.

Intercollegiate athletic and other co-curricular programs and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight.

All athletic funding is accounted for within the College Banner system. Bruin Club is accounted for dually in Banner and in compliance with the Development office. One of two athletics endowment accounts is managed by the College Oversight Committee for Investments. The second endowment account is managed by the Development office. Athletics is subject to an annual internal NCAA audit (see documents in 2.D.13 evidence folder) by the Business Office. This audit goes to the College administration, is approved by the Board of Trustees, and sent to the State Board of Regents. All youth camp revenues and expenses are handled through the Banner system and adhere to all levels of financial control through the College's financial systems. All revenues and expenditures are pre-approved by the Athletic Director. All club sports have an index account system, and an advisor who serves as agent to the College. Both the advisor and the Director of Student Life and Leadership sign off on club expenditures. All club sport finances operate consistent with college policies and procedures.

Admission requirements and procedures, academic standard, degree requirements, and financial aid awards for student participating in intercollegiate athletics and co-curricular programs are consistent with those for other students

Admission requirements for all intercollegiate athletic involvement comply not only with college policies and procedures but with National Junior College Athletic Association (NJCAA) Region 18 and Scenic West Athletic Conference (SWAC) rules and procedures. Formal NJCAA eligibility information is gathered through the Enrollment Services Office and submitted to NJCAA for each student athlete on each of the five intercollegiate sport teams (women's volleyball, women's and men's basketball, women's softball, and men's baseball). All student athletes are required to meet the same testing, placement, and enrollment requirements as other students. They must also meet the same degree and financial aid requirements. Student athletes are prepared to be academically eligible to transfer to other NCAA or NAIA institutions.

Most student athletes receive some financial aid. Financial aid for student athletes may include tuition, fees, books, and/or room and board. SLCC provides financial aid necessary to have highly successful athletic programs that can compete, can regularly be in the region

championships, and move on to national competition. Additionally, men's and women's club soccer teams each receive four tuition waivers that are split among student athletes according to coaches' discretion. Cheer squad members receive a 1/2 tuition waiver fall and spring semesters with those participating in the [Know Greater Heroes](#) (an elementary school outreach program) receiving a full tuition waiver. The Financial Aid Director reviews and approves athletic department financial aid distribution documents and financial aid given to a student athletes.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

SLCC maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed

Salt Lake Community College works closely with faculty to employ an effective identity verification process for students enrolled in distance education. SLCC has two general identity verification processes: (1) the College portal and (2) testing centers.

The College portal (MyPage) protects the student from fraudulent access of his or her account. All online/distance courses are built around the institutional MyPage, where students are required to login prior to accessing course materials. Only registered students are provided access. The use of Canvas (the institutional learning management system) is fully integrated with Banner and additionally assures that only registered students are provided access to the course materials. Students and employees are required to change their MyPage password every ninety days.

To protect the institution from imposter students, SLCC strongly encourages online/distance faculty to use in-person [testing centers](#). The testing centers verify student identification prior to administering midterm exams, final exams, or other assessments. To accommodate online/distance students who are far from a testing center, the College has a remote [proctoring](#) process through which the student and institution can agree on a third-party entity to proctor the exam.

In addition to the formal process to ensure student identity, the eLearning division works with faculty to implement best practices in course design that reduce the likelihood of student impersonation. All faculty have access to [Turnitin](#) software that is fully integrated with Canvas. Turnitin is a software application faculty can use to identify plagiarism in assignments. Both online/distance and in-class faculty are encouraged to use this software to identify student plagiarism.

Students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

All online/distance courses have an associated \$40 student fee. Students are informed at the time of enrollment that the fee is for costs associated with online instruction such as student identity verification and protection of student information.

Library and Information Resources (2.E)

Note: Since the last NWCCU review, the Salt Lake Community College Libraries (the division which oversees library and information resources and is referred to as “SLCC Libraries”) has undergone significant administrative restructuring. Prior to 2012, SLCC Libraries was administratively combined with other departments. To improve delivery and usage of library resources, College leadership restructured this area. SLCC Libraries is now represented by a director who reports to the Assistant Provost for Academic Support. Since restructuring in late 2012, SLCC Libraries has been led by interim leadership as the College searches for a permanent director. This administrative repositioning will improve delivery and usage of library resources across the College and with other institutions.

2.E.1 *Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered.*

SLCC Libraries oversees both library and information resources. SLCC Libraries acquires materials to support the College mission and core themes. In doing so, it provides both print and non-print materials to support courses and programs in vocational and technical education, general education, adult and continuing education, developmental education, and community services education. SLCC Libraries is committed to providing a balanced collection that contains materials on all sides of an issue or topic.

SLCC Libraries has developed a collection development process to assure that library and information resources have an appropriate level of currency, depth, and breadth. This process is overseen by a permanent collection development team made up of librarians and professional staff. Team members are assigned specific areas of the collection to evaluate and build. To insure the selection of quality materials, librarians make use of a number of resources as selection tools. Chief among these are: publisher's catalogs; lists generated by vendors; professional library and book market publications such as *Choice*, *American Libraries*, *Booklist*, *Publishers Weekly*, and *Library Journal*; bibliographies of core or subject collections; online and database collection tools such as *Baker & Taylor Title Source* and *Doody’s Core Titles*; journals published in subject specific areas; faculty and staff recommendations; and analysis of the current collection. Every attempt is made to evaluate the materials being purchased through printed and electronic reviews, analysis of an item at hand, previews of media materials, trial access to electronic resources, etc.

All College personnel (librarians, faculty, staff and administrators) and students can request library material. Requests for materials can be done in person at the circulation and reference desks or online using materials request form. Library liaisons (see 2.C.2) share with faculty selection tools, advertisements, wish lists, and product trials to help in selecting materials that support the curriculum and build core lower division undergraduate collections to meet academic, vocational, and technical needs and to address accreditation requirements.

2.E.2 *Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.*

SLCC Libraries regularly solicits feedback from affected users and appropriate library and information resources faculty, staff, and administrators to conduct library planning. Utilization data is collected and reported monthly in the learning resource statistics tally sheet (see [2.E.2 evidence folder](#)). Periodic surveys of library patrons (including students, staff, and faculty) provide additional feedback regarding how well the library meets their needs (see [2.E.2 evidence folder](#)). Additionally, specific feedback from academic program faculty is sought and received regularly through the [library liaison/outreach](#) program. This program connects library and information resources staff with specific departments to fulfill the discipline-specific library and information needs.

In the summer of 2012, interim library director Dave Richardson⁴ formed the SLCC Libraries Planning Group consisting of librarians, faculty, library staff, students, and staff from other departments. This group addresses the strengths, weaknesses, and opportunities to improve library resources. The group developed a [draft strategic plan](#) that set goals to move the library forward after an administrative restructuring in 2012. This strategic plan was delivered to the Provost for his review. The provost will make the final determination of implementation upon hiring of the full-time Library Director.

2.E.3 *Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.*

In addition to the essential one-on-one assistance by reference librarians, SLCC Libraries provides appropriate instruction and support to enhance efficiency and effectiveness in obtaining, evaluating, and using library and information resources through three general categories: (1) information literacy training, (2) student and faculty orientations and workshops, and (3) the library liaisons program.

Information Literacy Training

SLCC Libraries has developed [information literacy training](#) (see also [library policy 5.2](#)) that is delivered to students at the request of faculty. This course reviews library resources (both print and electronic) and teaches skills for navigating and using those resources. Classes are conducted at each campus library by full-time librarians who have the qualifying education,

⁴ Dr. Richardson is no longer interim dean, but SLCC has been unsuccessful in filling the director position. In spring of 2014, Jon Glenn was appointed as the new interim director and will continue to serve in that function while the College continues its search.

training, and experience for this instruction; qualified librarians also conduct classes at sites without libraries. Reference librarians are responsible for promoting Information Literacy to the faculty. This includes promotion of library tours and classes for individuals and groups and working with faculty to incorporate information literacy into their courses. Promotions may include the use of flyers, e-mail, information on the College or library web sites, direct contact with departments or individual faculty, and by other means.

Orientations and Workshops

SLCC Libraries participates in new faculty orientation (see [2.E.3 evidence folder](#)). The orientation provides a brief overview of library and information resources. Additionally, workshops on using library and information resources are often provided as part of professional development activities sponsored by the college such as [professional development day](#) and [convocation](#).

Library Liaison Program

The [library liaison program](#) provides tailored library resources instruction and support for each division of the college. A librarian operates as the “liaison” to that division and provides tailored content development and instruction.

2.E.4 *The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.*

The library evaluates the quality, adequacy, utilization, and security of library and information resources and services on a regular basis.

Quality

The collection development team (“team”) regularly evaluates holdings, usage, and feedback to assess quality and currency and recommends items (see [2.E.1.](#)). The team follows established general guidelines that consider both the level and currency of the material. The team also reviews the library print and electronic collection to ensure its quality represents that of a college.

Adequacy

Using patron surveys and feedback (see [2.E.4 evidence folder](#)), SLCC Libraries leadership evaluates the adequacy of the resources. Recent meetings with student leadership and at strategic planning meetings revealed inadequate group study space and highlighted unfilled staff positions (see [2.E.2.](#)). Space limitations are being addressed through an investment in semi-private study areas; staff positions will be addressed after the hiring of a full time director.

Utilization

Usage statistics for books, journals, online materials, and databases are collected and analyzed (see [2.E.4 evidence folder](#)). Faculty requests for materials are addressed promptly according to availability of library funding for purchases. Surveys and interviews are used to determine level of use and satisfaction with library databases.

Security

Procedures are in place to ensure the security of College resources. Physical materials, such as print books, periodicals, and DVDs have a magnetic strip that will trigger an exit gate alarm if they are not demagnetized upon checkout. Circulation staff conduct an annual inventory to identify missing items (see [2.E.4 evidence folder](#)), and attempts are made to retrieve or replace them. Off-campus access to the online electronic resources, such as article and e-book databases, requires authentication through a proxy server to verify the user's status as a current student, faculty, or staff member. This requires a unique ID number and a PIN. Course materials and current textbooks are kept in a Reserve collection behind circulation desks for checkout and four-hour in-house use only. A password protected E-Reserve system allows instructors to place materials online for use only by their students.

Financial Resources (2.F)

2.F.1 *The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.*

Although fluctuations in State funding and investment interest rates are an ongoing concern, Salt Lake Community College remains financially stable with sufficient cash flows and reserves to support ongoing programs and services. The audited annual financial reports illustrate that current assets are sufficient to meet both current and long-term obligations. In addition, the College engages in appropriate financial risk management and rarely utilizes debt financing as demonstrated by its low long-term debt balance. These and other financial highlights are summarized in the table below (information taken from the [June 30, 2013, financial statements](#)):

Financial Highlights

Current Assets to Current Liabilities Ratio	3.4 to 1
Total Assets to Total Liabilities Ratio	8.2 to 1
Total Long Term Debt (Bonds Payable and Notes Payable)	\$8.7M
Bonds payable matures in 2016 (\$4,771,292)	
Notes payable matures in 2022 (4,000,000)	
Pledged Revenues to Debt Service Ratio	2.51 to 1
Annual Debt Service Percentage of Total Operating Expenses	.008%
Total Cash and Investments	\$103.4M
Unrestricted Net Assets	\$77.3M
Total Grants and Contracts Revenue	\$53.2M

2.F.2 *Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.*

The Executive Cabinet engages in regular and ongoing resource planning and development. Components of this process include evaluating both the availability of current resources and realistic development of future resources. Salt Lake Community College actively engages in planning and development activities such as enrollment management, competitive grant applications, and contributions from community and industry partners. The Executive Cabinet

carefully reviews grants, donations, and other non-tuition revenue opportunities to determine whether the opportunities advance the College mission, core themes, and strategic priorities and objectives.

A key element to resource planning is the College budget process (further explained in 2.F.3). The Executive Cabinet participates in a series of budget meetings at which budgets (both revenue and expenditure) are discussed and various budgeting scenarios are presented and reviewed. The Executive Cabinet is responsible for determining the final operating budget for the institution.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

Salt Lake Community College has developed a financial planning and budgeting cycle referred to as the [Informed Budget Process \(IBP\)](#). This process helps to align the use of College financial resources with its vision, mission, and core themes and increases accountability and transparency of the budget process through collegial dialog.

Opportunities for participation by constituencies in the budget process are provided through a series of department and divisional budget meetings. Budget requests flow from departments and divisions to deans, directors and associate/assistant provosts/vice presidents, who then work with their respective Provost/vice presidents to coordinate and prioritize both operational needs and strategic initiatives at the division level. All strategic initiative budget requests are required to demonstrate need, provide an implementation plan, and identify outcomes that directly support core themes and strategic priorities. The IBP specifies that departments receiving new funding to support strategic initiatives are responsible for “closing the loop” in the budget process by providing a year-end [accountability report](#) that documents progress on intended project outcomes.

The College Budget Committee participates develops budget recommendations for Executive Cabinet consideration. The Vice President of Business Services chairs the committee and representatives from a cross-section of the SLCC community including faculty, staff, and administration serve as members. Budget committee members are asked to attend the strategic council forums to gather information to help inform their budget recommendations to the Executive Cabinet. The Executive Cabinet establishes final budget priorities and resource allocations. The Budget Office publishes and disseminates annual IBP budget allocations and institutional budget information online through the [Budget Office](#) webpage.

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

Salt Lake Community College utilizes Ellucian Banner as its enterprise resource planning (ERP) software. The College, under Governmental Accounting Standards Board (GASB) provisions, has elected to report as a special purpose government unit engaged solely in business-type activities (BTA). BTA reporting includes the basic financial statements, a management discussion and analysis, and notes to the financial statements. Statements are prepared in accordance with generally accepted accounting principles using the economic resources measurement focus and the accrual basis of accounting.

SLCC has also established an effective system of internal controls that includes policies, procedures and annual reviews by internal and independent external auditors. These controls and accounting procedures help: 1) safeguard assets, 2) ensure proper tracking for all financial transactions, and 3) ensure timely and accurate financial reporting.

The Utah State Auditor's Office, the College's external auditor, issues regular reports on internal controls and compliance in accordance with government auditing standards. The "Government Auditing Standards Report For the Year Ended June 30, 2013" (see Chapter 2.F.4 evidence folder) disclosed no instances of noncompliance.

As part of the College's internal controls, the Internal Audit Director attends the Board of Trustee Audit Sub-committee meeting to present and discuss any internal audit findings with the President and members of the Board of Trustees that may arise.

2.F.5 *Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.*

Salt Lake Community College has engaged in a master planning process that examined existing physical facilities and determined, based on growth and other factors, the long-range physical facilities capital needs as it relates to the mission and core themes. Using this information, the Executive Cabinet annually reviews, develops, and modifies its capital development project request list as appropriate then submits to the state for funding consideration as part of the state of Utah's Five-year Capital Program.

Capital budgets are considered and managed separate from the general operating budget. As a public higher education institution in the state of Utah, SLCC capital development projects are incorporated into the State of Utah and Board of Regents' processes for both new construction and major renovation of existing physical facilities. For projects to be considered for funding in either process, institutions must ensure and demonstrate how the project request reflects its mission.

When developing a capital project request, SLCC develops a budget that looks at the total cost of ownership including the ongoing maintenance and operation of the facility; furniture, fixtures, and equipment (“FF&E”); instructional equipment for programs; IT infrastructure; and personnel needs for the new building (see [Excel files in 2.F.5 evidence folder](#)). The College utilizes formulas, developed by the State of Utah, that identify a proposed budget for the operation and maintenance of the facility, a FF&E budget, and IT infrastructure that in its planning process. Additionally, the College engages in an extensive project design process to identify any additional costs associated with the project not identified in the state-developed formulas. The Executive Cabinet will then approve one-time funds to be set aside to support bringing on the new facility.

Debt for capital outlay purposes is carefully controlled and justified and is only used for large building or other projects when approved by the State Board of Regents. The College’s total for bonds and notes payable was \$7,263,723, and debt service payments in fiscal year 2013 represented .008% of operating expenses.

Bonding has been utilized only three times in the past fourteen years, and in two of those times, the College took advantage of favorable low interest rates to issue refunding bonds. SLCC did not engage in any other bonding or debt financing activity in fiscal year 2013 nor is any debt financing anticipated for fiscal year 2014 or 2015.

2.F.6 *The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.*

As directed by the Utah State Board of Regents in [Policy R550](#), auxiliary enterprises are defined as stand-alone, self-supporting operations that are expected to generate net income. Salt Lake Community College has three formally recognized auxiliary enterprises: the College Bookstore, Student Center, and Food Services. The College follows Regents’ Policy with respect to the financial relationship between general operations and auxiliary services. SLCC does not rely on auxiliary profits to support general operations, nor are general funds used to support auxiliary operations.

2.F.7 *For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.*

Each year Salt Lake Community College undergoes an [external financial audit](#) conducted by the Utah State Auditor’s Office. The College has consistently received a clean, unqualified opinion on its financial statements. Audited financial statements, results, and any findings and

recommendations are shared with administration and the Board of Trustees through the trustees audit committee and other management meetings as appropriate throughout the year.

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

Fundraising functions are governed by *SLCC Policy 1-2.01 Solicitation of Gifts* and fall under the responsibility of the Development Office. Institutional policy requires that any employee or designee approaching a prospective donor must first obtain approval from the development office.

The College also has a formal written agreement establishing the relationship with the Salt Lake Community College Foundation (“Foundation”), which is a separate 501(c)(3) organization. All philanthropic donations of cash, stock or property are received through the Foundation. All gifts are accepted and handled in accordance with the IRS laws that pertain to valuing, accounting and receipting. The Foundation was granted a certificate of incorporation on July 15, 1982, under laws of the State of Utah and is recognized as a section 501(c)(3) corporation by the Internal Revenue Service. The eighteen-member Foundation Board includes the President, the Director of Development and one member of the Board of Trustees.

The Foundation exists solely to further the charitable, cultural, scientific and educational purposes of the College. Though the Foundation operates under its own operating policies and procedures, the College provides both management and financial support and as a result includes the Foundation as a component unit of the College in its annual audited financial reports.

Physical and Technological Infrastructure (2.G)

Physical Infrastructure

2.G.1 *Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.*

Salt Lake Community College has evolved from a small vocational training school established in 1948 into one of the nation's largest comprehensive community colleges. The College has expanded from its original home in a surplus laundry building to include three full service campuses, seven additional sites, and an eCampus for online learning, as well as several continuing education locations throughout Salt Lake County. The College opened two new buildings in 2013 (the Academic and Administration Building and the Center for New Media). These new buildings were built to help advance the institution's mission and provide an updated environment for programs and services.

The Facilities Services ("Facilities") department works closely with the Utah Division of Facilities and Construction Management (DFCM) to secure funding for capital improvement projects that address maintenance needs on buildings so that SLCC campuses and sites meets accessibility, safety, and healthy work environments.

Facilities is also responsible for managing and maintaining physical facilities. Facilities employs a variety of skilled craftspeople who assist students and employees. Facilities coordinates all design and remodel projects and provides custodial services, plumbing and heating repairs, grounds maintenance, carpentry, and electrical repairs. Facilities oversees surplus, the motor pool, distribution services, and moving services.

Facilities developed a comprehensive approach to addressing work order issues to address any concerns about facilities conditions. A customer service program known as FIX IT is designed to assist students, staff, and faculty to coordinate work orders with Facilities. In an effort to assess how well needs are being met, customer survey data from the FIX IT system is continually gathered and used to make improvements to Facilities processes and methods.

2.G.2 *The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.*

Salt Lake Community College is committed to preventing injury, illnesses, and environmental damage through the recognition, evaluation, and control of potential hazards arising from College activities. Under the guidance of the Environmental Health and Safety Office ("EHSO"), the College provides expertise and advice to administration, faculty, and staff regarding compliance with federal, state and local health regulations. The Office also provides expertise on

current professional practices and guidelines regarding biological, radiological, occupational, and chemical health and safety issues.

The EHSO publishes [procedures](#) and provides [training](#) to personnel and students in appropriate safety measures for handling hazardous and toxic materials. The EHSO works with departments to ensure that all toxic materials are disposed of by lawful means and works with departments to find and use less hazardous chemicals whenever possible. EHSO employees regularly attend national and local seminars and belong to several organizations to ensure the College meets state and federal standards.

2.G.3 *The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.*

As part of an integrated approach to planning for all aspects of the institution, the College developed the [Comprehensive Facilities Master Plan](#) to guide ongoing development of physical facilities which creates accessible, safe, and secure facilities and provides healthful learning and working environments that support the institutional mission, core themes, and strategic priorities.

When developing the Comprehensive Facilities Master Plan, SLCC used broad heuristic models designed for large comprehensive community colleges to create appropriate facilities and student learning spaces. These models help the College focus on the best approaches to develop, create, and plan for future physical facilities to support a mix of transfer education programs, workforce education programs, adult basic education and continuing education opportunities. These models were used to develop long-term needs for facilities and parking based upon enrollment growth in traditional and online programs. Built into the plan is the recognition that, in addition to new space needs, continual renovation and alteration of existing facilities will be needed to ensure that the space inventory is well aligned with the evolving space needs of instructional programs and student access and success initiatives. Based upon projected growth, development milestones have been established in five-year intervals using a 20-year planning horizon. Near-term projects (0-5 years) are relatively specific in terms of space needs; longer-term projects necessarily allow greater room for adaptation. Updates are made to the plan as new buildings come online, renovations are completed, and as instructional and programmatic needs change.

Both the State Board of Regents and the College Board of Trustees review the Comprehensive Facilities Master Plan on a biennial basis. The plan was last [reviewed](#) and approved in March 2013.

2.G.4 *Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.*

The College has sufficient equipment (instruction and institutional infrastructure) in quantity and quality to support its institutional infrastructure functions and to assist in the fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals and intended outcomes of its programs and services. [*SLCC Policy 1-6.01 Fixed Assets Policy*](#) creates the framework for evaluating and making this determination.

Under SLCC policy, the College conducts an annual inventory of all capital equipment (valued over \$5,000 and special Informational Technology related equipment). As equipment becomes outdated or in need of repair, departments work through the [*Informed Budget Process*](#) to secure funding to support the purchase of new equipment for instructional and infrastructure needs. Additionally, the College has an ongoing budget line associated with the purchase and maintenance of capital equipment. Departments have been provided current expense budgets to assist in the purchase and maintenance of equipment that does not meet the institutional definition of capital equipment.

Technological Infrastructure

2.G.5 *Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.*

Salt Lake Community College has built an appropriate and adequate information technology infrastructure to support its management and operational functions, academic programs, and support services. SLCC has established a ubiquitous (all access everywhere at any time) computing environment throughout all of the campuses and sites. This type of computing infrastructure facilitates consistent access for students, faculty, and staff regardless of location. It also simplifies support requirements. Specific systems and standardized equipment utilized to accomplish this include wired network infrastructure, wireless network infrastructure, voice communications that are identified as unified communications to provide email, voice mail, voice conferencing and fax communication. A Virtual Private Network (VPN) is also available to students, faculty, and staff that require a secure connection to the network. This type of connection allows users to access the network from non-SLCC locations and have them appear as though they are local to the network.

SLCC has been recognized ([2011](#), [2012](#)) as one of the top ten large community colleges in using digital technology by the [Center for Digital Education](#). This recognition is based upon how well the College supports technology integration into curriculum and campus life, including: use of mobile devices, online admissions processes, distance education, technology training for students and faculty, campus security alerts, use of Web 2.0 social and collaborative capabilities, and online tutoring and advisory services.

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

The Office of Information Technology (“OIT”) has developed a comprehensive information technology (IT) training program for both new and existing employees. The IT training focuses on the administration and effective use of new and current software applications. Training materials for existing applications are regularly updated and new materials are developed as necessary. IT training is delivered via OIT and is presented by a technology trainer. Similarly, the OIT Security Office offers training on basic security awareness and best practices regarding the end user and the latest security trends. College personnel have access to these training materials online for easy reference. As upgrades are performed on administrative systems, new feature and release guides are delivered to the user community for review and adoption of new features. Students are offered an online orientation system to review the use of various types of technology on campus.

The OIT office also employs a help desk team that assists students, faculty, and staff with technology related questions and issues. The help desk team can be contacted via email or by phone.

The College also provides training to faculty on the Instructure Canvas learning management system and other technology-based instructional tools through the Faculty Teaching and Learning Center and eLearning & Instructional Support and to students through the eLearning support desk.

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Technological infrastructure planning is a collaborative process that allows the College community various opportunities to provide input. The IT planning process evolves as institutional priorities are adjusted to fit current circumstances. To keep the strategic vision aligned with institutional priorities, OIT seeks continuous cooperation and input from all areas of the institution. This is generally accomplished through formally established teams that meet on a regular basis.

The IT strategic plan was created by gathering input from various stakeholder groups. These stakeholders include the student, human resource, and finance planning teams. The student team consists of key people from the Student Services division including the Registrar’s Office, Financial Aid, Admissions, Accounts Receivable, Student Auxiliary Services, Continuing Education, and School of Applied Technology. The human resource team consists of key people from Human Resources, Payroll, and Budget departments. The finance team consists of key people from the Controller’s Office, Accounts Payable, Accounts Receivable, Inventory Control, Purchasing, and Internal Audit. OIT partners with these teams and helps align technology with their project requests to achieve desired outcomes.

In addition to the area planning teams, SLCC has established a standing IT Steering Committee charged with reviewing and providing recommendations regarding technology projects that may have an institutional impact. Steering committee members include key people from OIT, faculty, Student Services, Student Association, Human Resources, Business Services, Institutional Research, eLearning and Instructional Support, Media Services, Curriculum and Scheduling, and Library Services. Projects are presented by members of the college community and planning teams and then evaluated by the IT Steering Committee. The IT Steering Committee forwards recommendations regarding projects to the President and Executive Cabinet for their review and action.

2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

OIT regularly reviews the technology update and equipment replacements through several processes. The processes include annual reporting of aging assets to the Utah System of Higher Education and the state Chief Information Officer group and an annual review of support contracts for both hardware and software. These reports help OIT determine the cost and viability of replacing aging systems. The College leverages several pieces of software and hardware for the ongoing monitoring of network circuits and equipment utilization. These software and hardware systems assist in determining the overall network and system infrastructure usage for life cycle replacement of these systems as well as developing a solid strategy for capacity planning. OIT publishes minimum configurations for personal computers and laptops on the vendor website, and helps the end user determine the life cycle of these systems.

Chapter 3: Institutional Planning

Institutional Planning Process (3.A.1-4)

3.A.1 *The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.*

SLCC engages in ongoing, purposeful, systematic, integrated, and comprehensive planning. Since 2005, under former president Cynthia Bioteau, SLCC has engaged in a three-year institutional planning cycle. Each cycle involves a series of internal and external meetings culminating in the development of [strategic priorities](#) and an accompanying three-year strategic plan. Mission fulfillment is the driver for concerted action in all aspects of institutional planning: locations of sites, development of programs, IT infrastructure upgrades, organizational changes, and the strategic allocation of resources.

When a new planning cycle begins, the President's office hosts planning retreats with College personnel, community and business leaders, and other partners to assess the extent of mission fulfillment. The College uses this input to develop the framework for a strategic plan. The strategic plan is used to inform programmatic decisions, process improvements, budget allocations and set strategies for mission fulfillment. During the latest [strategic planning day in 2011](#), the College brought together members of strategic priority councils and standing committees to hear from the college community and to collectively set direction for the College. The results from this day and extensive strategic priority council follow-up work is a one page planning document, [SLCC Strategic Plan 2012-2015](#), outlining goals and initiatives that both support core themes and advance institutional strategic priorities. Divisions and departments use this document and associated planning tools to integrate and coordinate efforts. Institutional planning is not a static process that results in a weighty document to sit on a shelf. College groups carry out the implementation of planning with accessible tools used to align and direct decisions and actions.

One such implementation tool the [Student Success Pathway document](#) that was developed internally based on national best practices. This document (its development and application) presents an excellent example of ongoing, purposeful and integrated planning. As is true for community colleges across the country, SLCC is addressing the challenge of improving student access and success. At the 2013 [Professional Development Day](#), Dr. Terry O'Banion gave a [keynote speech](#) to all employees pointing out those practices that research shows have a positive impact on student goal completion. Subsequently, Institutional Effectiveness personnel worked with academic schools and student services departments to audit current practices and

processes and to [identify promising practices](#) the College could adopt. The Student Success Pathway paradigm was employed in both Academic Affairs and Student Services as the conceptual basis of initiatives and projects considered in the 2014 Informed Budget process. Research-based pedagogy promoting student goal completion was also the topic of the [2013 Faculty Senate summer retreat](#).

Another implementation tool that helps manage and provide accountability by College groups is the Informed Budget Process described in 2.F.3. Additionally, strategic priority councils facilitate and monitor the implementation of initiatives/projects that advance strategic priorities and core theme objectives. Many detailed examples of institutional plans realized through initiatives addressing core theme objectives can be found in Chapter 4.

The College's focus on student goal attainment is aligned with the broader [Utah goal](#) (adopted by both the Governor and the Utah System of Higher Education in 2011) to have 66% of the adult population in Utah with a postsecondary award by 2020. While SLCC has been a consistent top producer of associates degrees nationally, the College is looking strategically and systemically at areas to increase student degree completion and accomplish to the 2020 goal.

The connection of institutional planning to mission fulfillment is demonstrated in the [strategic plan](#) that illustrates how the strategic priorities align with and support core theme accomplishment. The [strategic priorities](#) are related to, but different from the core themes. The strategic priorities are designed to be temporary emphases which may change after each planning cycle. The core themes, however, are a direct expression of the institutional mission and thus only change upon a fundamental change in mission. Strategic priority initiatives (the bullet points on the strategic plan document) guide institutional resources and actions to achieve core theme objectives.

Supporting planning documents including data and analyses, reports, presentations and planning session summaries are shared with internal constituents through the [MyPage Employee Strategic Priority Council portal](#) (login required). For more information please see the [strategic planning](#), [master planning](#), [Informed Budget Process](#), and the [Information Technology strategic plan](#) webpages.

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

The planning process is broad-based and offers many different opportunities for input, including: (1) college-wide events, (2) inter-divisional councils and committees, and (3) divisional and departmental planning activities.

Planning includes many college-wide events. Institutional planning days, council forums and College-wide conversations are open to all employees and provide meaningful opportunities for constituent groups to voice their input. Recordings and summary documents of these planning events are made available internally through the strategic priority council [MyPage portal](#) (click on the employee tab).

The College organizational structure provides many opportunities for personnel from all areas to serve on inter-divisional councils and committees. The [SLCC Decision Making Structure document](#) articulates the various opportunities for participation. These include standing committees, leadership and priority councils, faculty senate, and personnel associations.

Standing committees facilitate the operational planning around important areas such as sustainability, accessibility, budget, athletics, technology, and others. At the start of each academic year the President invites participation on the [committees and councils](#). One example of an opportunity for involvement is the Information Technology (IT) steering committee, made up of various faculty, staff and students that represent different areas of the institution (see 2.G.7). The IT committee reviews strategic technology initiatives and aligns them with overall institutional direction ensuring that the information technology needs and objectives are being adequately addressed.

Broad-based opportunities for involvement by internal and external constituencies are exemplified by the process the college uses to plan the locations and programming for teaching sites. The following case illustrates this process. To address issues of access for underrepresented groups, the College has engaged in preliminary conversations with cultural and religious leaders from West Valley City to plan for a teaching center in the most ethnically diverse and economically disadvantaged part of the county. As this project moves forward, the West Valley Center Steering Committee (including college and community members) will be seeking additional input from local civic leaders, public school leaders, faith-based organizations, and other groups to finalize the facility design and initiate community partnerships to offer educational opportunities and support services for underserved students.

Leadership and strategic priority councils are [charged](#) with facilitating cross-college implementation of strategic initiatives and core theme objectives. Strategic priority council membership generally reflects the different divisions of the College. In 2013 councils reconsidered processes to engage more voices but allow for nimbleness of smaller councils.

Another example of broad-based involvement with planning is the [Faculty Senate summer planning retreat](#) where faculty and administrators meet to discuss and inform faculty-guided efforts to advance strategic initiatives. During this retreat faculty leaders work with academic administration to align Faculty Senate initiatives with institutional efforts to advance the strategic priorities.

Faculty, staff, and student associations actively participate in institutional planning. The co-chairs of each association serve on the senior leadership council. Association members also participate in developing long-term strategies to improve productivity and ensure equitable treatment of association members.

Each division and department also conducts specific planning activities to guide their areas. The Provost and vice presidents lead divisional-level planning sessions that focus on alignment of divisional work with broader institutional initiatives that support the achievement of institutional strategic priorities.

External stakeholders are invited to participate in planning events and participate on college councils and committees as appropriate. Many [Academic Affairs](#) and [Student Services](#) departments use external advisory groups to assess current practices and help shape the future direction for programs and services.

3.A.3 *The institutions comprehensive planning process is informed by a collection of appropriately defined data that are analyzed and used to evaluate mission fulfillment.*

The planning process is informed by a collection of appropriately defined data that are analyzed and used to evaluate mission fulfillment. The sophistication and capacity to provide meaningful data to inform planning and to evaluate mission fulfillment has increased markedly since the last NWCCU peer evaluation visit in 2009. A review of the linked evidence folders containing the data and information that Institutional Effectiveness offices provided for planning sessions in 2009 through 2014 will provide a clear understanding of increased depth and breadth of data used by the institution to inform decision making. (See [Measuring Up SLCC 2009](#), [institutional effectiveness matrices used at the 2011 Strategic Planning Day](#), [Academic Affairs planning retreat 2011](#), [Faculty Senate retreat 2014](#), and [core theme dashboard](#) used in the 2014 Senior Leadership Council mission fulfillment meeting)

SLCC leadership makes a concerted effort to fully understand the changing higher education landscape. Several local and national thought leaders have presented emerging trends and best practices at planning events. The following presenters have greatly contributed to strategic and tactical thinking in the last two years: Dr. Pam Perlich, *Senior Research Economist, University of Utah* (Changing Demographics of Salt Lake Valley); Dr. Kyle Reyes, *Special Assistant to the President for Inclusion, Utah Valley University* (Inclusivity Research and Practice); Dr. Terry O'Banion, *President Emeritus and Senior League Fellow, League for Innovation in the Community College, Mission Viejo, California* (Completion by Design); and Dr. Walter Bumphus, *President and CEO of the American Association of Community Colleges* (Community colleges and the American dream). The consideration of contextual data develops ongoing college conversations to inform the development of planning priorities and initiatives.

Both formative and summative data are analyzed and synthesized to inform planning and decision-making. The planning process considers formative institutional data that inform decisions and gauge progress in specific initiatives. A significant portion of this data is collected and analyzed by the Institutional Effectiveness division. This division has offices which collect and analyze data such as Institutional Research (IR), Assessment, and Institutional Inquiry and Analysis. The [IR Office](#) supplies accountability reports, research studies, and survey results to inform department-level decisions and institutional-level planning. The [Assessment Office](#) systematically collects data concerning student learning outcomes assessment. Institutional Inquiry and Analysis maintains the [core theme performance indicators](#) and provides related drill-down reports. Collectively, Institutional Effectiveness supplies a robust collection of specialized and generally collected data to guide institutional planning processes.

Summative performance indicators have been incorporated into the mission fulfillment framework (see 1.A.1-2 and 5.A.2). The overall institutional performance indicators align with

the strategic priorities and imperatives articulated in the Strategic Plan 2012 -2015. Senior leadership considers data, establishes benchmarks, and assesses performance for each overall institutional indicator. The institutional performance indicators were first established in the 2011 Year One Report. They have since been revised and the data to meaningfully assess institutional performance has been collected. Senior leadership council performed its first analysis of these indicators at its June 2014 mission fulfillment meeting. Results of this analysis of mission fulfillment are discussed in standard 5.A.2.

SLCC has invested significant resources, to build capacity at the institution for student data analytics that will better inform our practices to positively impact student success. Initial benefits of the student analytics project have been realized through the creation and communication of data/reports that are being used by departments and governance groups to understand loss and momentum points along the student success pathway and assess institutional initiatives to “move the needle” on performance metrics of student progress and goal attainment. The effort to define and collect meaningful data is by no means complete nor will ever be “done.” Data, dashboards and reports will continue to be refined as their heuristic value in assisting the institution move toward mission fulfillment is assessed.

3.A.4 The institution’s comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

The Strategic Plan 2012-2015 articulates priorities. The priorities were initially established in the 2008 planning cycle and were reaffirmed in 2012. The following five priorities continue to direct college efforts: (1) improve student access and success, (2) enhance quality higher education, (3) advance partnerships with community and business, (4) advance a culture of evidence and accountability, and (5) strengthen institutional support.

The Executive Cabinet directs resources allocation towards strategic priorities. Cabinet relies on councils, committees, divisions, and Senior Leadership Council to assist in developing the appropriate application of institutional capacity (see 5.B.1-3). Holistically evaluating core theme reports, council reports, faculty senate priorities and recommendations, divisional assessments and planning, and many other sources of information cabinet allocates resources in a manner which best advances institutional priorities.

Cabinet has also established the Informed Budget Process (“IBP”) as a primary tool for resource allocation. This process aligns the institution’s resources with its vision, mission, and core themes. The IBP is designed to increase accountability and transparency through collegial dialog. All IBP strategic initiative budget requests are required to demonstrate need, provide an implementation plan, and identify outcomes that directly support college core themes and strategic priorities. Requests flow from departments and schools through directors and deans, who work with their respective Provost/vice presidents to coordinate and prioritize budget requests. The IBP specifies that each area is responsible for “closing the loop” in the budget process by providing reports documenting progress on intended project outcomes. The Budget Office publishes and disseminates annual IBP budget allocations and institutional budget information internally and online. For more information on the IBP see 2.F.3.

Emergency Preparedness Planning (3.A.5)

3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

SLCC is actively engaged in emergency preparedness and contingency planning for continuity and recovery of operations in the case of a catastrophic or disruptive event. The College has developed a series of emergency procedures, trainings and guidelines that are available on the [emergency preparedness webpage](#). Courses aimed at employee response to catastrophic and disruptive events are incorporated into [required trainings](#) (fire extinguisher, OSHA & emergency procedures, workplace violence). Annually, administrators involved in emergency planning engage in tabletop exercises dealing with catastrophic events. These exercises assist in identifying areas of improvement in our emergency preparedness practices. In 2011, College leaders participated in FEMA National Incident Management System (NIMS) training. In July 2014, College leaders engaged in the FEMA Campus Emergencies Prevention, Response and Recovery training course to further enhance their emergency preparedness awareness.

Additionally, the College has developed a [Campus Emergency Response Team \(CERT\) Program](#). The CERT program educates employees about disaster preparedness for hazards that may impact their area and trains them in basic disaster response skills, such as fire safety, light search and rescue, team organization, and disaster medical operations.

The emergency management team actively provides training on business continuity processes, and helps departments identify how to return to a functional status after a disruptive event. An effort to create business continuity plans is under way ([Examples available in the evidence folder](#)). Due to the unique resources needed for mission essential functions of each department, business continuity plans are designed to be used at the department level.

The College recognizes the importance of restoring technology access as quickly as possible in the case of an emergency and has implemented an OIT business continuity site at their Jordan campus. This site would be engaged under a temporary outage and used until the main data center was up and running. OIT has implemented a disaster recovery site in Richfield Utah. This site is within a state run data center facility that is off the earthquake fault lines approximately 200 miles away. The site is equipped with backup power and redundant network infrastructure.

Chapter 4: Core Theme Planning, Assessment, and Improvement (3.B, 4.A, 4.B)

Eligibility Requirements #22 and #23

ER #22: Student Achievement

Salt Lake Community College publishes expected learning outcomes for each of its degree and certificate programs in the [Programs and Areas of Study](#) chapter of the General Catalog (select a program and it will pull up the program learning outcomes).

SLCC engages in regular and ongoing assessment to validate student achievement learning outcomes utilizing two integrated and complementary learning assessment processes. The first is a “bottom-up” process led by program faculty in which they directly measure the learning in their courses and programs. The second “top-down” approach assesses student learning through evidence found in student eportfolios. This approach takes a student-facing perspective and allows for a comprehensive assessment of connections and learning happening across a series of courses. Both processes are used by faculty to assess course, program, and college-wide learning outcomes and are further described below.

The departmental (“bottom-up”) assessment process focuses on both the program-specific knowledge and skills as well as college-wide student learning outcomes. The assessment of program-specific knowledge and skills is conducted by program faculty. The Assessment Office assists faculty in developing assessment plans. [Plans and outcome reports](#) for each department and program are available on the [assessment website](#). The Student Learning Outcomes Assessment Committee (“SLOA”) of the Faculty Senate conducts internal reviews of departmental assessment reports and offers confidential formative feedback to help faculty follow best assessment practices.

The ePortfolio assessment process (“top-down”) is complementary to departmental assessments. Each year a faculty team assesses the eportfolios of a sample of graduating students. The assessment results are used by associate deans and faculty to improve teaching

and learning. Some departments conduct separate departmental-level eportfolio assessments to further refine their individual pedagogy and learning outcomes. The College has conducted several assessment cycles and has made significant improvements to the process every year. The findings of these assessments were published in general education assessment reports ([2011](#), [2012](#), [2013](#), [2014](#)) and distributed to faculty and college leadership to guide decision making for improving outcomes. For more information see Chapter 4 sections regarding core theme objectives H, J, and L as well as learning assessment participation indicator described in the Mission Fulfillment section of Chapter 5.

ER #23: Institutional Effectiveness

Salt Lake Community College has a systematic and effective evaluation and planning process (see 3.A and introduction to Chapter 4). The College assesses the extent to which it achieves its mission (see 5.A) and core themes (see core theme sections of Chapter 4), uses the results of the assessment to effect institutional improvement (see core theme sections of Chapter 4), and periodically publishes the results to its constituencies through core theme reports (see Chapter 4) and mission fulfillment reports (see 5.A).

Through these processes Salt Lake Community College regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability (see 5.B and 3.A.5).

Introduction

The President and the Executive Cabinet oversee core theme planning, assessment, and improvement. They monitor core theme performance and develop recommendations for core theme improvement through a system of institutional councils. This chapter has two sections. The first section will provide a general overview of core theme planning, assessment, and improvement. The second section covers the individual core themes, providing specific examples of core theme planning, assessment, and improvement.

Core Theme Planning, Assessment, and Improvement Overview (3.B. 4.A. 4.B.)

The Executive Cabinet directs core theme planning through three [strategic priority councils](#).⁵ Priority councils, each co-chaired by a member of cabinet,⁶ monitor progress on thirteen institutional core theme objectives. Councils oversee the assessment of core theme achievement and recommend initiatives for core theme improvement to be incorporated into the [SLCC Strategic Plan](#). The core theme assessments and recommendations are reviewed by institutional leadership and are operationalized by administrative units (divisions, departments, and committees). Coordination and communication of core theme planning is done through institutional symposia, forums, or cross-divisional meetings to identify and enhance opportunities for collaboration.

Planning for each core theme is consistent with the [College's Strategic Plan](#) and strategic priorities. The core themes are an integrated component of the comprehensive strategic plan. The Executive Cabinet has assigned each priority council to monitor one or two core themes.

Core Theme Stewardship by Strategic Priority Council

Strategic Priority Council	Core Theme Planning and Assessment Responsibility
Access and Strategic Enrollment Council	Access and Success
Quality Higher Education	Transfer Education; Workforce Education
Community Partnerships Council	Community Engagement
Institutional Effectiveness Council	General core theme support

Core theme planning is viewed as a component of the larger institutional planning, assessment, and improvement process. This self-study refers to the process using the Northwest language of “core theme planning,” but to College personnel, institutional and core theme planning are so

⁵ There is a fourth strategic priority council, the Institutional Effectiveness Council, which does not have a direct core theme monitoring responsibility. This council provides coordination and leadership for the institutional support systems. The work of this council is guided by core themes, but it does not directly participate in core theme planning and assessment.

⁶ Starting in January 2014 the Access and Strategic enrollment council was temporarily chaired by an assistant vice president due to the naming of former Vice President Denece Huftalin as Interim President. This council will be chaired again by a member of cabinet after a new president is selected.

closely tied together that the distinction is not necessary or explicitly understood—it is simply referred to as the planning process.

Since the introduction of the new NWCCU standards in 2010, the College has been integrating core theme planning into the larger institutional planning process. Core themes were developed through 2011 and core theme planning was integrated into the existing strategic priority council structure. The College completed its first full core theme planning cycle, detailed below, in the 2013-2014 academic year.

Core Theme Planning Cycle

Core theme planning follows a cyclical process beginning with a strategic priority council reviewing the appropriately defined quantitative and qualitative data, including core theme indicators, to evaluate the accomplishment of core theme objectives. Councils also convene institutional forums to communicate initial findings and gather input on how to improve core theme performance. The findings from the data and institutional discussions are synthesized into a core theme report to the Executive Cabinet. This report is then used to guide resource allocation, priority development, and divisional work plans.

Salt Lake Community College has defined three basic levels of core theme performance: (1) underperforming, (2) good, and (3) superior (see definitions in figure below). The three levels of performance are also quantitatively distributed across a scale of 0 to 10. This allows an internal scale of performance within each performance level. For example, a score of 7.9 is formally “underperforming” but the institution remains very near the threshold, whereas a score of 5 or 6 would indicate a more serious problem. A 0-10 score is assigned to every core theme performance indicator. Scores are generally reflective of the percentage towards the superior benchmark (e.g., a score of 8 is generally understood to mean that the indicator has reached 80% of the superior performance benchmark). Each performance indicator is aggregated into composite scores for core theme. The result is a composite core theme score which has “drill-down” capacity to identify institutional strengths and weaknesses. The definition for each level of performance is provided below.

Core Theme Performance Levels Definitions

Underperforming Score 0–7.9	Good Score 8–9.9	Superior Score: 10
Based on indicator data, performance falls below a minimum threshold of acceptable performance.	Based on indicator data, performance meets the minimum threshold of acceptable performance. The target could be determined by absolute measures or by relative comparisons.	Based on indicator data, performance significantly exceeds the minimum threshold of acceptable performance. This represents a competitive advantage or strength of the institution.

Cabinet members actively participate with councils by reviewing the council findings and recommendations and taking the appropriate administrative action to improve core theme

performance. Specific actions will vary by circumstance depending upon available resources, institutional capacity, and viability. Administrative actions may include developing new facilities and/or programs, hiring new or reassigning personnel, or in some cases eliminating services that do not seem to align or affect core theme performance.

The Executive Cabinet utilizes the Informed Budget Process (described in standard 2.F.3) as a tool to assist in the alignment of institutional resources to support core theme objectives. This process is also used to support the underlying infrastructure necessary to implement and sustain programs and services. All new strategic initiative projects are required to tie directly to a core theme, strategic priority, and core theme objective for funding consideration.

The Informed Budget Committee serves as ambassadors in the budget process for the areas they represent. The Informed Budget Committee includes faculty, staff and administrative representation, as well as the co-chairs of the strategic priority councils. Having representatives from a cross-section of SLCC enhances the committee's ability to make recommendations on how to better align and integrate resources to address core theme needs. Additionally, having the co-chairs of the strategic priority councils participate as members helps to more directly correlate resource alignment to core theme objectives.

The Senior Leadership Council also participates in core theme planning. Members of the Senior Leadership Council review core theme reports and implement initiatives to improve core theme performance. This council, comprised of academic, staff, and administrative leadership, holistically evaluates the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment of programs and services to the achievement of the core theme objectives. Each assistant or associate vice president/provost works within their division to identify how his or her division contributes to the core theme objectives and makes the appropriate alignments.

As the institution works to affect core theme performance and meet core theme benchmarks, the strategic priority councils continue to monitor core theme performance and coordinate cross-college forums or conversations. Councils provide regular (at least annually) updates to the Cabinet regarding core theme performance on established benchmarks. Councils also maintain core theme performance dashboards which maintain the most recent data available for core theme performance.

The next phase of core theme planning, assessment, and improvement will be the development of core theme management reports. These reports will provide the "drill down" capacity to identify high-performing and deficient areas in core theme performance. This will also help connect actions to core theme objectives and anticipated outcomes with core theme indicators. Although the institution is only in the beginning phases of developing these reports, they will be a primary tool used to align institutional efforts towards core theme objective accomplishment.

Core Theme Examples

This section will provide specific examples of core theme planning, assessment, and improvement for each core theme.

Salt Lake Community College Core Themes



Access and Success

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



Transfer Education

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



Workforce Education

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



Community Engagement

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



Core Theme: Access & Success

Salt Lake Community College is an open-access community college. The access mission has been organized around the following four objectives:

Objective A: Provide accessible instructional programs and student services

Objective B: Provide access to students underrepresented in higher education

Objective C: Provide access to students underprepared for higher education and

Objective D: Support students to become successful and engaged learners.

The four objectives are a comprehensive expression of the access mission. The first objective considers general enrollment strategies. The second and third objectives focus on providing equitable access for all populations. The final objective deliberately links the term “access” to “success” to reiterate the underlying principle that access means more than enrollment. Access requires students to actually succeed. Collectively these objectives touch upon the work of nearly every division and department on campus to help Salt Lake County residents access and succeed at SLCC.

Planning for the access and success core theme is aligned with the comprehensive plan and guides the selection of programs and services. The [SLCC Strategic Plan 2012-2015](#) lists a series of strategic initiatives to improve student access and success. The Executive Cabinet uses the initiatives to guide the selection of programs and services to ensure they are aligned with and contribute to the accomplishment of core theme objectives. The Informed Budget Process (see 2.F.3) also provides for strategic budget requests tied directly to the Access and Success core theme and its objectives.

The Access and Strategic Enrollment Council monitors institutional performance under this core theme. The council reviews seven core theme indicators (#1-#7) to evaluate the accomplishment of core theme objectives. Each indicator is scored individually and then compiled into a composite core theme score. The scoring is based upon the rubric described in the overview section of this chapter.

The access and success composite score is slightly below “good” at 7.5. This underperforming score represents the challenge of an open-access community college. It also represents the high standard to which SLCC holds itself. The College could have set benchmark targets lower, but instead, committed itself to identifying solutions to very difficult problems including college readiness, achievement gaps, and developmental education. Resources are currently allocated to improve institutional performance in the underperforming areas. The overall scores and analysis for each indicator is provided below.

Composite Core Theme Scores

Access and Success	7.5
Indicator #1 - General Participation	7.9
Indicator #2 - Minority Participation	6.6
Indicator #3 - College Readiness	8.3
Indicator #4 - Underprepared Student Transition	6.5
Indicator #5 - CCSSE - Support for Learners	7.5
Indicator #6 - Full-time Student Persistence	7.8
Indicator #7 - Part-time Student Persistence	8.0

Each of these indicators and the associated planning, assessment, and improvement are further explained below.

Objective #A: Provide Accessible Instructional Programs and Student Services

This objective represents the College's commitment to being a general point of access for all students. The past ten years have been a time of high enrollment volatility driven primarily by Utah's decline during the "Great Recession" and subsequent rapid recovery. Through the challenges that such volatility presents, the College has successfully maintained its level of access to higher education.

SLCC measures success under this indicator using a general participation rate. This general access indicator expresses total enrollment as a percentage of the Salt Lake County college-aged population. The measure allows college leadership to set both a baseline and goals for performance to guide institutional efforts to maintain and improve access.

Historically, SLCC has averaged just about 10%. During the years of labor market volatility, the participation rates reflect that volatility climbing to 11.21% in 2010 before falling back to 9.84% in 2013 which is similar to the participation rate prior to the market crash.

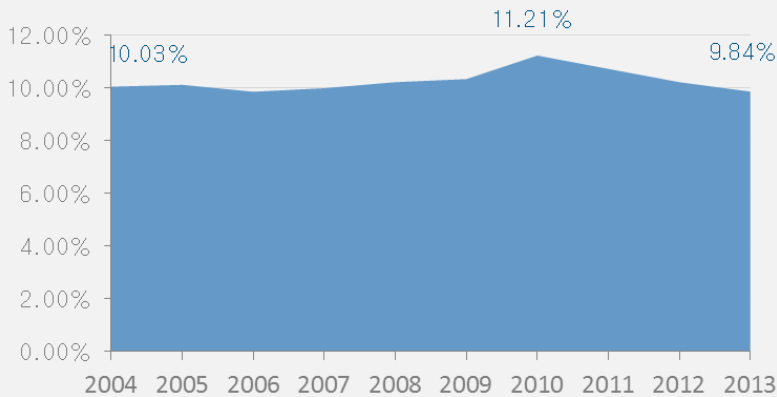
The College has established a minimal performance baseline to maintain the same average annual growth rate as the college-aged population. Using the past decade as a guide to maintain a proportional enrollment, SLCC needs to maintain a baseline of at least 10% participation rate. This is well within the ability of the College to achieve as it has been consistently close to this number for the past ten years. It also produces a productive discomfort in difficult times to achieve.

Over the past 10 years, SLCC hit this target 70% of the time. The College views this as successfully maintaining access. The most recent data places the current participation rate slightly below this target. To improve access to a greater number of Salt Lake County residents, the College will need to focus on improving the participation rate.

Indicator #1: General Participation Rate

SLCC Enrollment as a Percentage of the Salt Lake County College-Aged Population

2004 - 2013



Current Status
Underperforming

Distance to Target
0.16% / 476 Students

Proposed Targets

Good	10%
Superior	11%

The College works actively to increase participation rates. A strategic enrollment team made up of personnel from Scheduling, Institutional Research, Marketing, Enrollment Services, and other pertinent areas meets regularly (usually bi-weekly depending upon the time of year) to discuss the latest enrollment numbers and relevant strategies. As the College is currently experiencing a declining enrollment trend, efforts have been made and are currently underway to develop strategies to remain stable, solvent and despite the decline advance the institution. These efforts include re-examining the admissions process (including a policy abeyance on placement testing), adapting marketing strategies to increase visibility with potential students, adjusting scheduling of classes, and a student-focused website redesign.

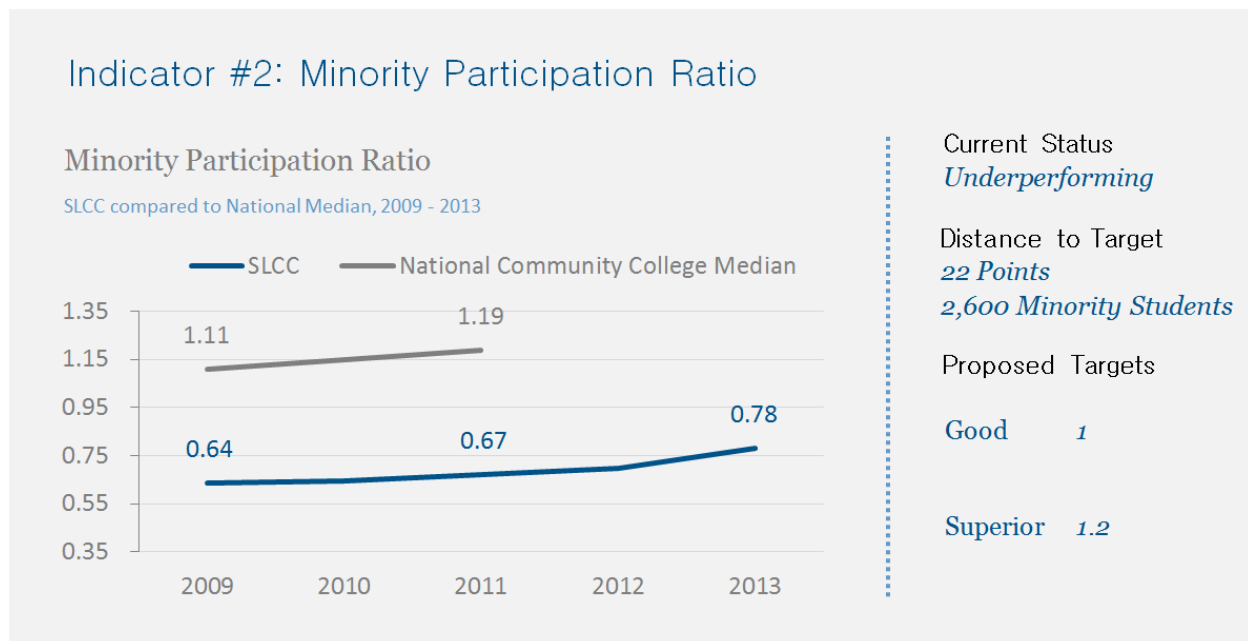
Data regarding enrollment trends is collected and disaggregated to inform the work of strategic enrollment team. While the analysis reaffirms nationwide findings that employment rates are the single biggest predictor of community college enrollments, the College continues to work toward optimizing our enrollments given the current economic climate. Modest gains in student registration rates have been realized through these efforts compared to previous years, although attrition rates have also increased following the first day of classes; consequently, the team is carefully evaluating the data used and the loss points to determine to what extent declining participation rates are structural in nature and where the College can positively impact student loss points.

Objective #B: Provide Access to Students Underrepresented in Higher Education

This objective states the mission to serve minority populations within Salt Lake County. It aligns with the strategic plan which has a specific initiative under this core theme to improve access and completion for students of color.

SLCC uses the minority student participation ratio as the performance indicator. If the student body has an equal proportion of minority populations as the surrounding community, the ratio equals 1. If the College student body is more diverse the ratio rises above 1 and if the student body is less diverse the ratio falls below 1. Nationally, community colleges are generally more diverse than the community they serve. The national median for the community college participation ratio is 1.19. This means that, proportionally speaking, for every 1 minority person in the community there are 1.19 minority persons enrolled at the local community college. Community colleges continue to be points of access for minority students.

As the Access and Strategic Enrollment (ASE) Council examined the minority participation ratio, it discovered that while the College has become more accessible by minority populations, SLCC continues to significantly under represent minority populations. The current minority participation ratio is only 0.78. While this is below proportional representation, SLCC has seen significant improvement over the past five years growing from 0.64 in 2009 to 0.78 in 2013. Despite the improvement, the council urged the College to address this issue.



The College is working to improving outcomes under this objective. In its [report](#) to the cabinet, the ASE council formally recommended that the College adopt an institutional goal that the enrolled student body reflect the racial and ethnic demographics of the community it serves. To accomplish this goal, the College needs to increase minority enrollment by 2,600 students.

The ASE council developed a drill down report (page 3 of the above cited report) to identify which minority populations are not enrolling. Its analysis showed that most minority populations were actually enrolling in sufficient (i.e., proportionally expected) numbers. Only the Hispanic/Latino population had a significant enrollment gap. The council's analysis found a 6.4% enrollment gap and a 10% completion gap for the Hispanic/Latino population. The council recommended that the College develop an enrollment strategy for Hispanic/Latino populations. But as it noted in its report, while this data can provide clear answers as to which populations to

focus on, it could not adequately explain the various reasons why Hispanic/Latino students enroll at significantly lower rates. To explore these reasons, the council planned institutional forum to begin discussion on what can be done to improve Hispanic/Latino enrollments.

On November 19, 2013, the ASE council convened an institutional forum to assess and discuss this core theme objective. Roughly 100 people attended representing institutional faculty, staff, and administration; students were also well represented. In addition, some Hispanic/Latino prospective students attended as well as some community members. The council presented its findings (the above analysis) and facilitated guided discussions on how the College could reach its proposed goal of reflecting community demographics. Based upon input from the forum, the council provided a set of findings to help inform the institutional strategy for increasing Hispanic/Latino enrollments.

College leadership used these quantitative and qualitative findings to develop institutional strategies to increase enrollment and success of the Hispanic/Latino populations. Elements of the strategy have included an analysis of current campus locations; the addition of a Latino marketing manager and targeted advertising dollars; the addition of three outreach advisors and two recruiters to School Relations staff; the addition of four advisors in the First Year Experience Office; four new advisors in Academic and Career Advising; and the creation and implementation of the college transition program “Bridge to Success”.

The analysis of our campus locations revealed an opportunity to open a new campus in the heavily Hispanic/Latino populated area of the county (i.e., West Valley City). The College has signed a lease for a new property and is in the program development phase for that property with the goal to open a new campus in Fall 2015.

The Latino marketing manager works closely with Spanish language radio, television and newspapers to provide both editorial content and place advertisements with the hope of targeting families of students and the adult market. The additional staff capacity within School Relations will allow us to strengthen relationships with diverse communities in Salt Lake County.

The ASE council will continue institutional discussions and provide updates on the latest core theme data to inform institutional strategy. The College will continue to advance the access for underrepresented students in Salt Lake County.

Objective #C: Provide Access to Students Underprepared for Higher Education

This objective states a defining aspect of the open-access mission: serving students not ready for college. Salt Lake Community College seeks to address college readiness in two ways : (1) external outreach and (2) internal academic and student support.

First, the College works to improve college readiness by reaching out to potential students. Generally, efforts are aimed towards middle and high school students in at-risk or underperforming schools throughout Salt Lake County. For students who, despite the College’s

best efforts, arrive underprepared, the College provides various internal programs and services to accelerate students' progress into college-level math or English. The success of the programs and services under these two approaches are tracked and used to improve outcomes. For a detailed analysis of this objective see the [core theme report](#) published by the Access and Strategic Enrollment Council.

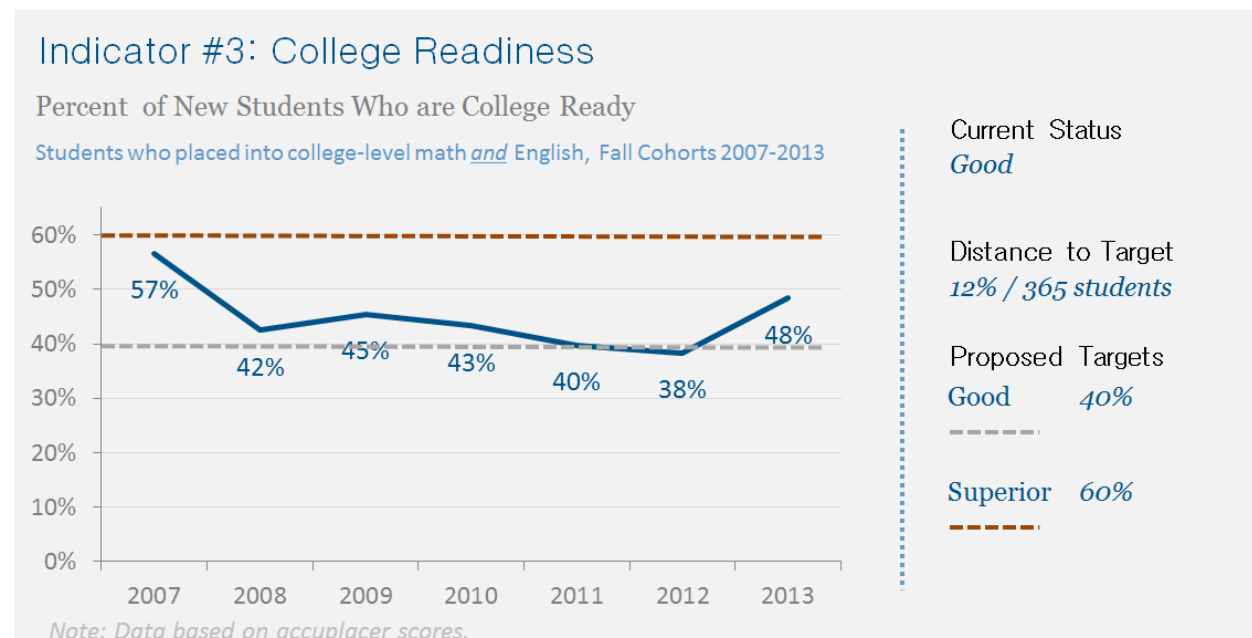
External Outreach

SLCC has many outreach programs with various goals, but a consistent and overarching outreach goal is to improve college readiness. College preparation programs are cross-college efforts found throughout academic departments, institutional advancement, community and government relations, and student services. College readiness of incoming new students is a holistic college outcome. SLCC contributes to improving college readiness by advocating for policy changes, working to better align curriculum, and providing rigorous concurrent enrollment options and incentives can all contribute to improve student college readiness.

SLCC tracks the success of college outreach preparedness programs through the percentage of new students who are college ready. Generally, this means students are prepared to succeed in the two gateway courses of English 1010 and Math 1010.

Core theme indicator data suggests more students are arriving underprepared for college-level work. Over the past seven years (since 2007) overall college readiness (i.e., the percentage of new students prepared to succeed in college-level math *and* English) dropped 9% from 57% to 48%. This decline would have been much worse but for a 10% increase in the last year. The fall and then slight recovery in the past year suggests direct ties to enrollment patterns.

During this same time (2007-2014) SLCC experienced extreme enrollment growth as the struggling economy pushed students back to school. Many of these students were older and not



prepared for college-level work, particularly in math. Both English and math readiness follow the same general pattern of decline through 2012 and a sharp improvement in 2013 as enrollments declined.

The Access and Strategic Enrollment Council balanced many factors in identifying a minimum threshold of success. This threshold must reflect the realities of the past several years including the volatile labor market, the open access mission, and the comparatively limited ability of the College to improve college readiness. The College has established a minimum threshold that 40% and a superior benchmark that 60% of all new students be prepared to succeed in both math and English. This appropriately reflects the realities of the situation, but also represents an accomplishable goal.

The adult portion of the underprepared students is growing. In 2007, roughly a third of all developmental students were twenty years old or older. By 2013, this number had climbed to half. College leadership realized that it needed to think hard about how outreach efforts can be adjusted to assist older students prepare for college. These conversations were brought out in the [comprehensive assessment of the School Relations Office](#), which noted a gap in providing the necessary preparation services for adult students.

To address this gap, the school relations office included a strategic proposal through the informed budget process to add a full-time advisor specifically charged with assisting the adult population in navigating the college admission process with a focus on helping these students fully understand the implications of placement testing. The proposal was funded and the position created. School Relations will use this position to increase the participation rates of the adult population in the Accuplacer preparation workshops in hopes to reduce the number of adults who place into developmental education.

Recognizing the increasing number of underprepared students, in 2012 the Cabinet organized a placement task force to assess the placement process and to recommend ways to better identify and support underprepared students. After the task force issued its [first report](#) (see [Chapter 4 Objective C evidence folder](#)). Cabinet transitioned the taskforce into a standing committee to continue to advise Cabinet on placement-related issues.

The College has made several improvements based on committee recommendations including the refining of placement cut scores and developing a process for secondary diagnostic testing. The committee is also working on recommendations to improve the student placement and intake process to better identify and support underprepared students. Some of these recommendations included proposed changes to the developmental education program which is the centerpiece of the second part of this objective.

Internal Academic and Student Support

Students who do not test at college level are referred to various programs and services designed to assist underprepared students prepare for and pass college-level math and/or English. College performance under this objective can be measured as the underprepared student transition rate. This tracks the percentage of underprepared students that complete English

1010 or Math 1010 within two years. These are reported separately for math and English. Planning for these outcomes is consistent with the strategic plan which states that it is a strategic initiative of the college to improve success rates for students in remedial pathways.

In Fall 2011, SLCC experienced (perhaps for the first time) that more than half of all new students required developmental education in math. This represented a 14% increase from 2007. Even as an increasing portion of new students are underprepared, there continues to be national and state-level pressure to improve developmental education outcomes. The College has addressed this issue directly with many innovative and aggressive solutions. While preliminary data on the effects of these projects demonstrates that more action is needed, SLCC is working diligently to find solutions to this perhaps most monumental challenge of college access.

SLCC is not meeting its self-imposed benchmarks in transitioning underprepared students into and through college-level courses. The 2013 underprepared student transition rate in math was 10% which is down 3 percentage points from the 2009 rate. This is likely largely due the increases in the percentage of students requiring developmental math. While a 10% transition rate is too low, this number must be considered in context of the population of students included in this cohort and the challenges they face.

Most developmental math students are also significantly below college-level. These students need more than a simple “brush up” before they enter Math 1010. Of the Fall 2011 development math cohort only 8% tested into the highest level of developmental math. The remaining 92% tested low enough to require multiple semesters of preparatory coursework. Assisting these students to reach and successfully complete Math 1010 within two years requires a coordinated and holistic support.

On February 6, 2014, the Access and Strategic Enrollment Council convened an institutional forum to review potential core theme indicators and continue ongoing college conversations regarding access for underprepared students. Roughly 200 people attended including faculty, staff, students, and administration. The forum reviewed institutional performance and solicited interdivisional conversation regarding improvement strategies. The recommendations were compiled in a report and are being used to improve outcomes.

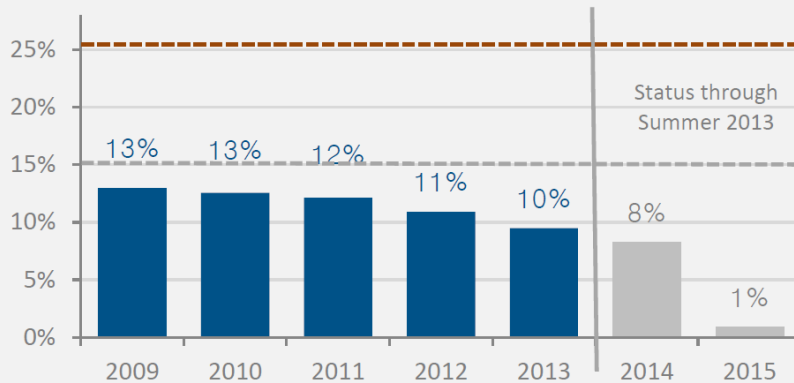
SLCC has set benchmarks for improvement and has begun and will continue to develop strategies to achieve those benchmarks. An important step that the College has taken was to integrate developmental education into the academic departments to improve coordination and transition from developmental courses into the college-level courses. SLCC also created a competency-based online math emporium pathway to accelerate student progress through developmental math. The goal of this program is to reduce the time it takes to complete developmental education. The program has completed its initial year and data is being compiled to determine how well the project is working. The College was also awarded performance based funding from the state to implement a series of strategies to improve the transition from developmental into college-level math. Additionally, the Placement Committee is working on developing a process to begin second-level placement testing. This will help better identify areas in which students are deficient and improve placement into the correct level of math and

writing/reading. These are just a few examples of the many efforts underway to improve underprepared student outcomes.

Indicator #4A: Underprepared Student Transition (Math)

Percent of New Students who Demonstrate Developmental Need in Math and Complete Math 1010 within Two Years

Rates for 2009-2013; Current status 2014-2015



Current Status
Underperforming

Distance to Target
2014: 7% / 98 students

2015: 14% / 315 students

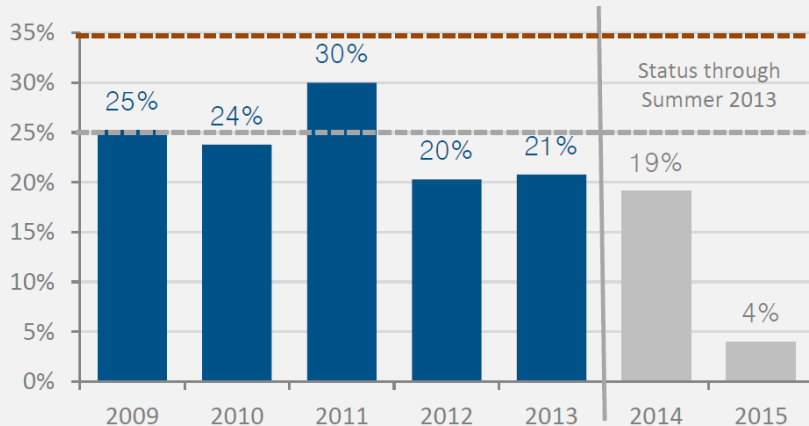
Proposed Targets
Good 15%

Superior 25%

Indicator #4B: Underprepared Student Transition (English)

Percent of New Students who Demonstrate Developmental Need in Reading/Writing and Complete English 1010 within Two Years

Transition Rates 2009-2013; Current status 2014-2015



Current Status
Underperforming

Distance to Target
2014: 6% / 64 students

2015: 21% / 206 students

Proposed Targets

Good 25%

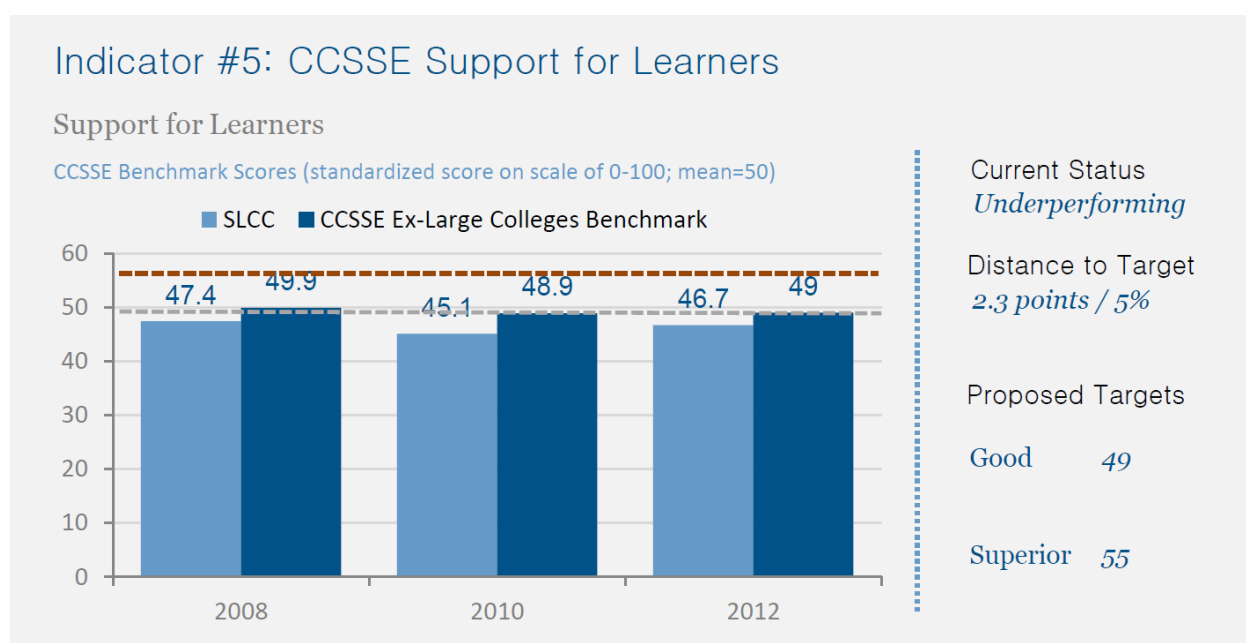
Superior 35%

Objective #D: Support Students to Become Successful and Engaged Learners

This objective reiterates that access must be “success-oriented.” This means supporting students to be successful, particularly through the first year. Performance under this objective is measured through three different indicators (#5 - #7). First, Salt Lake Community College looks to the level of support provided to students (as measured through a nationally vetted survey). The College also considers first-year persistence (Fall to Fall) as the primary outcome for this objective.

Support for Learners

An important component of the mission is to support students to become successful and engaged learners. SLCC is slightly underperforming in this objective. The College uses the Community College Survey of Student Engagement (CCSSE) Large Colleges Benchmark as the minimum threshold for performance. In 2012, SLCC was 2.3 points or 5% below the CCSSE benchmark. While not a large difference, this number is lower than the desired level. (NOTE: The College administered CCSSE survey again in 2014, but the results were not available until after the analysis was required for mission fulfillment and this report).



SLCC is committed to meeting the minimum benchmarks for this indicator. Using the state’s [mission-based funding mechanism](#), the College was recently awarded \$818,200 to add eleven advisors to student services to strengthen students’ connections to and engagement with the institution. Additional initiatives to increase support for learners includes the expansion of the Orientation Office to a First Year Experience Office with sustained support for first year students; expanding the career exploration opportunities for students; the implementation of a new degree audit system to allow students and advisors to track student progress toward completion; the integration of our schedule planning tool and the Banner registration tool; and increased financial aid advising for students not making satisfactory academic progress.

During the 2014 – 15 academic year, the Access and Strategic Enrollment Council, the Quality Higher Education Council, the Student Analytics Steering Committee and Faculty Senate all will continue to have conversations on how to expand and enhance student support services. Anticipated enhancements, to be completed this year, in support for learners include the implementation of Ellucian recruiter that will enhance our communication with incoming students; the expansion of the “Bridge to Success” program to serve incoming students for spring semester; the development of clearer pathways and graduation maps; and the revamping of the early alert system and outreach to struggling students.

First-Year Persistence

Access requires that students are sufficiently supported so that they are able to succeed. SLCC uses the fall to fall persistence rates of both part-time and full-time students to measure performance under this objective. IPEDS peers benchmark performance under this objective. Both nationally (using IPEDS peers) and locally persistence rates are falling. In 2009, SLCC full-time persistence rates were equal to its peers. But since that time, SLCC full-time student persistence has fallen 11 percentage points to 53% in 2013. This decline outpaces the peer decline and is an urgent concern. The part-time student persistence has not seen as steady of a decline, but has also fallen from 46% in 2013 to 41% in 2013. The part-time persistence is currently equal to the IPEDS peers and meets a minimum threshold of performance.

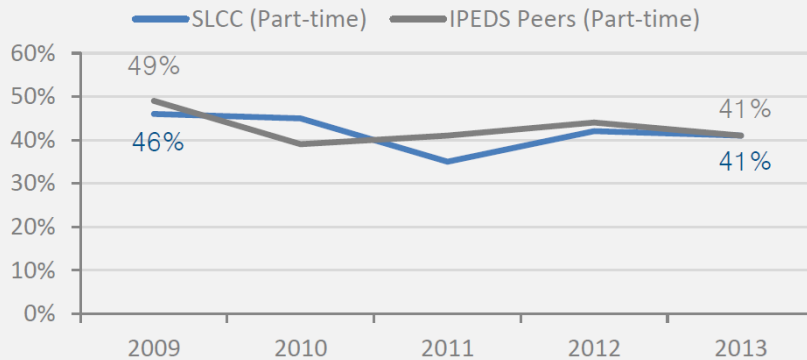
The College has taken many actions and initiatives to improve these outcomes. In 2012, SLCC hired a Director of First-year Experience to better organize and coordinate college efforts around first-year success. Since its creation a little over a year ago the First Year Experience Office (“FYE”) has created a bi-annual college bridge program designed to strengthen students’ transition to and preparation for higher education. The Bridge to Success Program served over 100 first generation and underrepresented students in the first year. The FYE office also developed a series of first-year workshops, and online tutorials to assist new students to acclimate to the College’s procedures and campus culture. These resources are used to enhance the new student orientation programs being led by the department on a year-round basis. In partnership with English faculty, the FYE Office is also leading a two-semester learning community for students placing in developmental education courses, marrying academic and student support services. Finally, in acknowledgement of the important role family has in the success of new students, the FYE office has also increased the communication and support to parents of new college students. The Faculty Senate also has a pathways task force exploring ways to improve program degree pathways. The College also recently implemented a planning and audit tool called “Degreeworks” which should help new student better plan their courses and set academic goals.

To help communicate core theme status and to plan for core theme improvement, the ASE council jointly hosted a first-year experience and academic pathways forum in Spring 2014. This forum discussed the need to improve structure and provide clearer pathways for students especially through the first year.

Indicator #7: Part-time Student Persistence

Percentage of New **Part-time** Students Enrolled One Year Later (Fall to Fall)

Part-time Fall Cohorts



Current Status

Good

Distance to Target

At Target

Proposed Targets

Good

Equal to

IPEDS Peers

Superior

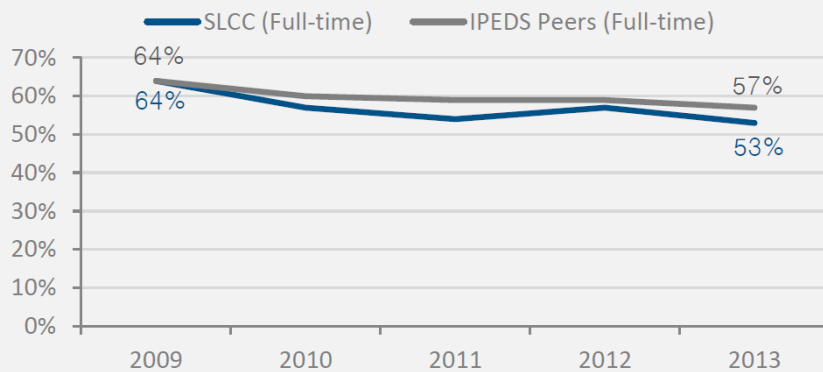
Greater Than

IPEDS Peers

Indicator #6: Full-time Student Persistence

Percentage of New **Full-time** Students Enrolled One Year Later (Fall to Fall)

Full-time Fall Cohorts 2008-2012



Current Status

Underperforming

Distance to Target

4%

Proposed Targets

Good

Equal to

IPEDS Peers

Superior

Greater Than

IPEDS Peers

Conclusion

Salt Lake Community College continually assesses its access and success core theme. It is currently underperforming, but has launched several initiatives seeking to improve these outcomes. The challenges in this core theme are not unique to the institution, but SLCC is committed to finding solutions to fit its unique students. Under the stewardship of the Access and Strategic Enrollment Council, the College will continue to assess its performance and make continual improvements as it aims to meet the established benchmark targets.



Core Theme: Transfer Education

SLCC transfer education core theme is organized around the following three objectives (the lettering continues from the previous core theme):

Objective E: Prepare students with a foundation for success in continued studies,

Objective F: Provide the first two years of articulated major courses,

Objective G: Provide students a comprehensive and integrated general education experience.

These three objectives comprehensively express the transfer education core theme. The first objective clearly states the objective to prepare students to succeed upon transfer. The second objective clarifies that a critical component is assuring that credits earned at SLCC will articulate to four-year degrees. The final objective expresses the importance of an integrated general education experience.

Planning for the transfer education core theme is aligned with the SLCC comprehensive plan and strategic priorities and guides the selection of programs and services. SLCC maintains a strategic priority to “enhance quality education.” This priority aligns directly with the transfer education core theme. Under this priority, the SLCC strategic plan lists a series of initiatives that have guided divisional planning and operations. Executive Cabinet uses these initiatives to guide the selection of programs and services to ensure they are aligned with and contribute to the accomplishment of core theme objectives. The College’s informed budget process (see 2.F.3) also provides for strategic budget requests tied directly to the transfer education core theme and its objectives.

The Quality Higher Education (QHE) Council monitors institutional performance under this core theme. The council has established five core theme indicators (#8 - #12) to evaluate the accomplishment of transfer education core theme objectives. The QHE Council issued a [transfer education core theme report](#) in Spring 2014 detailing the indicators and associated benchmarks.

Each indicator is scored individually and then compiled into a composite core theme score. The scoring is based on the rubric described in overview section of this chapter. The composite score of the transfer education core theme is “good” at 8.3. This number suggests that SLCC is meeting a minimum threshold of performance. Despite meeting the minimum threshold there remains room for improvement. Two indicators are only slightly above the minimum benchmark. This means that SLCC is being successful in preparing students for transfer, but that SLCC can improve outcomes.

The QHE Council continues to refine the transfer education indicators. Considerable work has gone into the development of meaningful, assessable, and verifiable data to inform core theme planning, assessment, and improvement. When SLCC began developing core themes, it did not have any of the current five indicators developed. The QHE, with the support of Institutional Effectiveness, carefully reviewed all possible indicators and associated benchmarks and established five to guide core theme work. Two of the five are still under development and were

not available for this report. The unavailable indicators (#9 and #12) both are an extension of the current general education learning outcomes assessment process (which is fully described below). The College is actively building the necessary infrastructure and business processes to gather the required data and anticipates having the first data collected by Fall 2014.

The overall scores and analysis for each indicator is provided below.

Composite Core Theme Scores

Transfer Education (Indicators #8-#12)	8.3
Indicator #8 - Performance after Transfer	8.0
Indicator #9 - General Education Competency (Under Development)	NA
Indicator #10 - Transfer Education Completion Efficiency	9.1
Indicator #11 - Transfer Degree Conversion	8.3
Indicator #12 - General Education Integration	NA

Each of these indicators and the associated planning, assessment, and improvement are further explained below.

Objective E: Prepare Students with a Foundation for Success in Continued Studies

This objective establishes the mission to prepare students for upper-division coursework. The majority of students intend to transfer to a four-year university. Students who participate in a transfer-based program should be well-prepared to continue their studies at a four-year college or university.

This objective has three indicators to measure performance: (1) first-year GPA at the transfer institution, (2) student performance in the general education curriculum, and (3) transfer education completion efficiency. Each is described below.

First-Year GPA at the Transfer Institution

SLCC students should perform equally with or better than other sophomore and junior students at transfer institutions. The College sets a minimum threshold as maintaining a SLCC transfer first-year GPA equal to the statewide average GPA for sophomore- and junior-level students.⁷

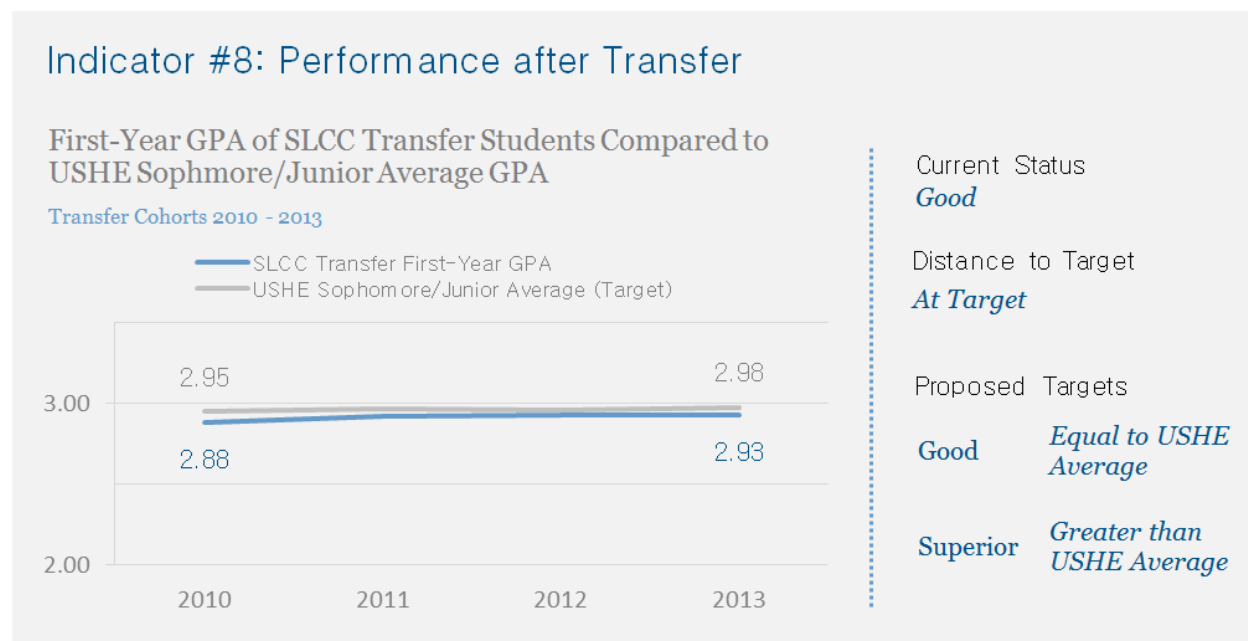
SLCC students who transfer to a four year institution perform just as well as other sophomore and junior students. The first year post-transfer GPA for SLCC students is statistically equal to the sophomore and junior averages (excluding SLCC transfer students) within the Utah System

⁷ The College tracks the post-transfer performance of students who have completed a minimum of thirty SLCC credit hours. The thirty credit-hour threshold provides a benchmark to compare to other sophomore- and junior-level students at the transfer institution.

of Higher Education (USHE). In the most recent data (2013) SLCC first year post-transfer GPA is 2.93 compared to 2.98 the USHE average GPA for sophomore and junior students. While this placed SLCC students slightly (1.5% or 0.05 points) below the USHE average, this amount is not statistically significant. SLCC students are currently performing on-par with the average within the USHE system.

SLCC has closed the gap between the USHE average and SLCC students. From 2010 through 2013 SLCC first year post-transfer GPA jumped by 1.8% from a 2.88 to 2.93. The USHE average of the same level of student (sophomore and juniors) also increased, but at a slower pace, only 0.9% from 2.95 to 2.98. SLCC now sits at a statistically equivalent level of performance as the USHE average. Superior performance is to significantly exceed the comparison group. This would require SLCC to score near a 3.1.

SLCC has worked diligently to improve student performance after transfer. There are far too many programs and services contributing to this outcome to be able to list them all. A few highlights include the work done by SLCC faculty in statewide major's committees (see [Regents' Policy R470-6.1](#)) with faculty from regional universities to properly align pre-major learning at SLCC with the requirements of upper-division expectations at four-year institutions. These meetings have enhanced curriculum alignments to assure students are receiving the relevant skills prior to transfer. SLCC faculty also participated in Lumina Foundation projects called [Tuning](#) and the [Quality Collaborative](#) to identify within a specific discipline learning outcomes and competencies for each degree level. Work through the [Faculty Teaching and Learning Center](#), the [Center for eLearning and Instructional Support](#), and the Educational Initiatives Office has also promoted the use of high-impact practices to improve student preparation for transfer. This includes increasing the number of faculty employing a "flipped" classroom model, piloting the use of open education resources, and improving participation in student learning assessment (with an emphasis on providing feedback to students).



After reviewing this indicator, the QHE council recommended that the institution continue its efforts to improve SLCC transfer student performance above the USHE average. Efforts to attain a superior result will need to focus on both general education outcomes as well as improvement in learning in the students' chosen discipline. With concerted effort, SLCC will continue to deliver quality transfer education and improve student performance after transfer.

General Education Competency (Student Learning Assessment)

The hallmark of an SLCC transfer degree and perhaps the most important factor in post-transfer performance is the quality of the general education experience. Students who complete a transfer-based associate's degree (AA or AS) should have attained a level competency in general education which will carry them successfully into upper-division coursework.

This indicator is based on attainment of the general education learning outcomes as assessed through the electronic portfolio (ePortfolio). This section will briefly describe the learning assessment processes and how the College is developing an indicator in a way that promotes the improvement of student learning. SLCC has been highly successful in implementing learning assessment processes because, in part, it takes a strong formative approach to assessment: i.e., assessment is about improvement rather than comparative analysis. Faculty are encouraged to engage in assessment not to be accountable to the institution but to themselves.

SLCC has two integrated and complementary learning assessment processes. The first is a "bottom-up" process lead by program faculty in which they directly measure the learning in their courses and programs. The second "top-down" approach assesses student learning through evidence found in student eportfolios. This approach takes a student-facing perspective and allows for a comprehensive assessment of connections and learning happening across a series of courses. Both processes are used to assess course, program, and college-wide learning outcomes and are further described below.⁸

The departmental ("bottom-up") assessment process focuses on both the program-specific knowledge and skills via attainment of course outcomes as well as attainment of college-wide student learning outcomes. The assessment of program-specific knowledge and skills is at the discretion of program faculty (i.e., they can assess it when and how they feel is most appropriate). The assessment of college-wide student learning outcomes follows a cycle in which one to three outcomes are assessed each year. In 2014, SLCC joined a multi-state collaborative initiative which was assessing student learning across many different states in the areas of written literacy, quantitative literacy, and critical thinking. SLCC has accordingly assisted faculty in developing assessment plans for these three areas. Plans and outcome reports for each department and program are available on the assessment website.

SLCC regularly reviews the departmental assessment process to ensure it appraises authentic achievements and yield meaningful results that lead to improvement. Initially the emphasis was to increase departmental participation in formalizing and documenting assessment of key

⁸ This process has been recognized nationally and was recently highlighted in an article published in *Assessment Update* (See Zane, Thomas W. "A Pedagogical Approach to Assessment." *Assessment Update* 26, no. 4 (2014): 7-8, 12) [[Chapter 4 Objective E evidence folder](#)]

learning outcomes. In 2012 just over 60% of departments participated (i.e., submitted an assessment report). After significant effort by the Faculty Senate this number jumped to 85% in 2013 and as of spring 2014 95% of departments had submitted an assessment plan for the 2014 year. Recently the focus has shifted towards improving the quality and rigor of assessment and related reporting. An [internal review](#) of departmental assessment reports by the Faculty Senate found 27% were solid, 44% were satisfactory but could improve, and 29% either didn't turn anything in or turned in a poor report. The Faculty Senate is targeting the 29% that for whatever reason, didn't produce a meaningful report for professional development next year. To encourage best assessment practices, the Faculty Senate celebrates success by presenting "assessment excellence" awards. Award winners are videoed and are [highlighted](#) on the assessment website.

The ePortfolio assessment ("top-down") is a complementary assessment process to the departmental assessments. In 2010, the Faculty Senate adopted an electronic portfolio pedagogy which is now a course-level requirement for all general education courses. Students in general education courses complete "signature assignments" and a reflection regarding the learning process around that assignment. Signature assignments may be an essay, lab reports, contextual math problems, photos, graphics, field studies, presentations, short stories etc. The assignment and reflection are included in the student's online eportfolio which is built and maintained by the student using free College resources. When students complete their general education experience they have a comprehensive eportfolio documenting the achievement of the general education learning outcomes.

While the College uses the ePortfolio process to assess learning outcomes, it was not created for this purpose. Portfolio pedagogy is grounded in having students reflect on the work they do in their courses. More than a place to archive work, the ePortfolio requires students to repeatedly place their work in broader personal and intellectual contexts. Reflective pedagogy cements learning more deeply and helps students see why they are performing the exercises we require of them. SLCC ePortfolio is first and foremost a defining pedagogy of SLCC general education.

An advantage to an eportfolio pedagogy is that it provides a mechanism to assess student learning. Every year a faculty team assess the eportfolios of a sample of graduating students. The assessments results are used by associate deans and faculty to improve teaching and learning. Some departments conduct separate departmental-level assessments to further refine their individual pedagogy and learning outcomes.

Since 2010 faculty have assessed student eportfolios for evidence of attaining the general education learning outcomes. The College has conducted several assessment cycles and have made significant improvements to the process every year. After an initial assessment cycle which looked across all learning outcomes (see [2011 Assessment Report](#)), the College moved to a cycle of only assessing a few outcomes every year (see [Chapter 4 Objective E evidence folder for eportfolio reports](#)). Reducing the number of assessed outcomes allows faculty to focus improving in a few outcomes instead of all eight every year. The findings of these assessments were published in general education assessment reports and distributed to faculty and college leadership to guide decision making on improving outcomes.

While the departmental and ePortfolio assessments are aggregated to review college-wide learning outcomes they are not able to be tracked annually as a core theme indicator. This was due to the difficulties of gathering data which could be reasonably compared at an institutional level year-after year. Because of the strong formative approach to assessment, the system did not accommodate using the data as an institutional accountability measure. The focus was and continues to be on departmental improvement and not to track regular institutional-level outcomes.

To develop a comprehensive indicator for general education learning the Quality Higher Education (QHE) Council worked with the ePortfolio Director, the Assessment Office, and the General Education Committee to develop a process in which the College could piggy-back on the ePortfolio assessment process to develop a core theme performance. Beginning in late 2013 and throughout 2014, QHE, the Assessment Office, the ePortfolio Office, and the General Education Committee jointed worked to develop definitions and rubrics which could be used to assess holistic general education competency. A new ePortfolio assessment rubric was developed and piloted for the 2014 assessment cycle. The new rubric will provide data to determine the percentage of sampled eportfolios demonstrating general education competency. Initial data have been compiled in a 2014 assessment report and will be used along with the already establish departmental and ePortfolio assessments throughout the next year to inform core theme planning and improvement.

Transfer Education Completion Efficiency

Salt Lake Community College has increasingly focused on helping students complete a transfer-based associate's degree prior to transfer. Ideally, SLCC would track transfer completions through a transfer-degree completion rate; but because students move between workforce and transfer programs, tracking the requisite "transfer cohort" is practically impossible. The College needed an alternative measurement which prioritized completion but did not rely on student cohorts.

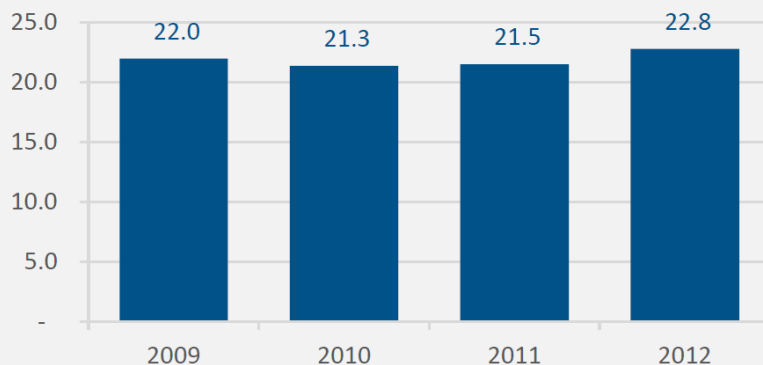
An alternative to cohort-based indicator is an annual completion rate. The College uses the indicator of total transfer awards per 100 transfer FTE. SLCC adopted a minimum threshold as maintaining a number above 20 (i.e., roughly 20% of our transfer students complete a degree every year). This number is reasonable goal given the largely part-time composition of our student body and the context of the IPEDS peers which average significantly below 20 total awards per 100 students.

According to this definition, SLCC has succeeded in efficiently producing transfer degrees in every year analyzed for this report (from 2009 to 2013). The transfer degrees per 100 FTE transfer students has never dropped below 21 during that time. In 2013, SLCC produced 22.7 transfer degrees per 100 FTE. This was just shy of its five year peak in 2012 of 22.8.

Indicator #10: Transfer Education Completion Efficiency

First-Year GPA of SLCC Transfer Students Compared to USHE Sophomore/Junior Average GPA

Transfer Cohorts 2010 - 2013



Current Status

Good

Distance to Target

At Target

Proposed Targets

Good 20

Superior 25

Objective F: Provide the First Two Years of Articulated Major Courses

This objective affirms that articulating and aligning curriculum with transfer partners is an important element the College's mission. The College uses the transfer degree conversation rate to measure success under this objective. The transfer degree conversation rate is the percentage of SLCC transfer degree graduates who enroll in a four-year institution that earn a bachelor degree within three years. While this indicator does not measure precisely how well SLCC articulates it does measure the desired outcome. If successful articulation reduces repeated course taking and improves time to bachelor degree completion, the rate of degree conversions over three years provides an indicator if students are able to articulate their AS/AA degrees into BA/BS degrees with reasonable success.

The College has set a minimum threshold as maintaining a degree conversion rate above 50%.⁹ The College has successfully exceeded this threshold every year analyzed for this report. This

⁹ This benchmark is drawn from a series of conclusions. First, all students calculated in this number have obtained an AA/AS/APE degree. This means they have earned at least 61 credits. The average bachelor degree requires 120 credits. To reach 120 credits within three years, these students need to average roughly 19 credits per year (or between 9 and 10 credits a semester). As it turns out, the average load for a SLCC transfer student at the transfer institution is between 9 and 10 credits a year. This means, that if the degrees are articulating correctly, most students should be able to complete the bachelor degree within three years – i.e., have a degree conversation rate over 50%. This is also consistent with national standards of 150% of time to completion. Further analysis of all SLCC transfer students to the University of Utah (not just AA/AS/APE graduates) demonstrates an inflection point at year three after transfer. In years 1-3 more students graduate every year. In year four, however, the number of graduates decreases by over 50% (see [Transfer Core Theme Report](#)) and continues to decrease every year thereafter. This suggests that the third year is a critical year for completion. Every year after the third year it becomes less likely the student will in fact complete.

means that the majority of AA and AS graduates who transfer are able to articulate their degrees in a way that facilitates bachelor degree completion within a reasonable time frame. Also assisting the College in making its determination of success is currently available data concerning the bachelor-degree completion of SLCC transfer students at the University of Utah compared to other transfer students. The latest data (from 2012) indicates that 47% of all SLCC transfer students (not just those who complete AA/AS degrees) who transfer to the University of Utah complete a BA/BS degree within three years.

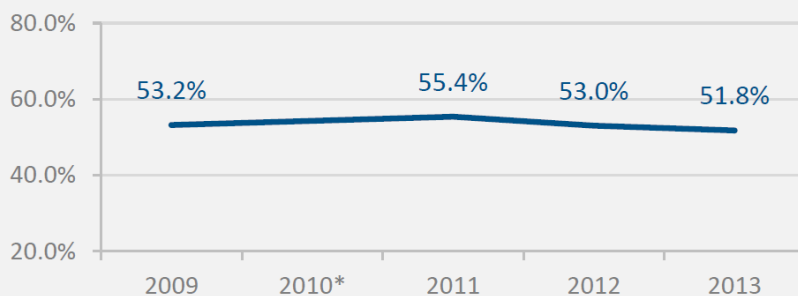
SLCC is living up to its reputation as a transfer institution and makes considerable efforts to assist students in completing their transfer goals. The council has not set a benchmark for superior performance. Instead, the council is working to develop a more accurate indicator of articulation such as the percentage of students who transfer with junior standing in a major rather than with credits that transfer as electives.

To improve articulation efforts have focused on improving student information about transfer equivalencies through “program mapping” course requirements. The curriculum office provides a program map ([example linked](#)) which displays how course requirements in each degree align with requirements at the transfer institution. The map is given to the academic department where qualified faculty review the curricular structure of the degree. If changes are necessary to ensure smooth transfer, faculty work with their colleagues at the transfer institutions and then make the necessary changes through established curricular processes.

Indicator #11: Transfer Degree Conversion Rate

Percent of SLCC Transfer Degree Graduates who Enroll in a 4-Year Institution and Earn a Bachelor's Degree within 3 years

2009, 2001-2013



NOTE: Data for 2010 is not currently available.

Current Status
Good

Distance to Target
At Target

Proposed Targets

Good *50%*

Superior *NA*

Objective G: Provide Students a Comprehensive and Integrated General Education Experience

General education connects one academic field to others and academic work to life beyond the classroom (see 2.C.9). SLCC has actively improved integration within the General Education program. By instituting the ePortfolio to serve as a capstone-in-progress students now tie together various academic, co-curricular, and personal experiences. In ePortfolio reflections students step back and discuss the implications of an assignment or the course, make connections between courses and assignments across disciplines, draw parallels between their academic work and their personal experiences, and explain how their courses have helped them achieve the general education learning outcomes.

Working with the Faculty Senate General Education Committee and the recently hired Director of General Education the College is developing a measure of integrated learning in the general education program. The data necessary to build this indicator will be gathered as part of the regular ePortfolio process and summarized for council and institutional work. The indicator would track whether general education students attain learning outcomes in an appropriately integrated process and if they are able to make connections between courses and assignments.

The College has developed a general education learning community called Core Explore which provides students an opportunity to join a cohort of students taking courses which facilitates connection making across courses and programs. Some faculty have gone to the extent of actually combining courses for part of the semester and had students work on group projects which intersect both courses. Through these practices the General Education program “provide[s] students a comprehensive and integrated General Education experience.”

Conclusion

The College continually assesses its transfer education core theme. It is currently performing at an acceptable level but the College continues to improve these outcomes. Under the stewardship of the Quality Higher Education Council, the College will continue to assess its performance and make continual improvements as it aims to meet and exceed the established benchmark targets.



Core Theme: Workforce Education

The workforce education core theme is organized around the following three objectives (lettering continues from the previous core theme):

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

These three objectives comprehensively express the workforce education core theme. The first objective affirms the commitment to provide students an education which equips them be competitive in the labor market. The second objective establishes the College's role to work directly with companies to provide customized workforce solutions. The final objective clarifies that the workforce and transfer missions intertwine in a way that is beneficial for students.

Planning for the workforce education core theme is aligned with comprehensive plan and strategic priorities and guides the selection of programs and services. SLCC maintains a strategic priority to "enhance quality education." This priority aligns directly with the workforce education core theme. Under this priority, the strategic plan lists a series of initiatives that have guided the selection of programs and services and ensure they are aligned with and contribute to the accomplishment of core theme objectives. The College's informed budget process (see standard 2.F.3) also provides for strategic budget requests tied directly to the workforce education core theme and its objectives.

During the spring of 2013, the Provost of Academic Affairs charged a set of deans to develop a workforce education model which could guide core theme planning, assessment and improvement. The resulting [model framework](#) contains a set of mutually agreed upon principles across five phases of workforce program development. These principles are now being used internally to improve outcomes across the workforce education core theme objectives. Examples of how this has been used will be provided under each individual objective below.

The Quality Higher Education (QHE) Council monitors institutional performance under this core theme. The Council issued a [workforce education core theme report](#) in Spring 2013 detailing the indicators and associated benchmarks. The core theme has six indicators (#13 - #18) to evaluate the accomplishment of objectives. Each indicator is scored individually and then compiled into a composite core theme score. The scoring is based on the standard described in the overview section of this chapter.

The composite score for the workforce education core theme is "good" at 8.5. This number suggests that SLCC is meeting a minimum threshold of performance. Despite meeting the minimum threshold the College recognizes that there remains considerable room for improvement. A critical indicator of CTE graduate employment (indicator #14) is right at the

threshold. The College continues to work to improve workforce outcomes and uses these measures to gauge progress.

The QHE Council continues to refine the workforce education indicators. Considerable work has gone into the development of meaningful, assessable, and verifiable data to inform core theme planning, assessment, and improvement. When the College began developing core themes, it did not have any of the current five indicators developed. QHE, with the support of Institutional Effectiveness, has carefully reviewed all possible indicators and associated benchmarks and established these six to guide core theme work. Three of the six (#13, #17, and #18) are still under development and were not available for this report. The College is actively building the necessary infrastructure and business processes to gather the required data and anticipates having the first data collected by Fall 2014.

The overall scores and analysis for each indicator is provided below.

Composite Core Theme Scores

Workforce Education (Indicators #8-#12)	8.5
Indicator #13 - State Licensure Passage (Under Development)	NA
Indicator #14 - CTE Graduate Employment	8.0
Indicator #15 - Workforce Education Completion Efficiency	8.9
Indicator #16 - Specialized Training Enrollment	10
Indicator #17 - Non-Credit to Credit Utilization (Under Development)	NA
Indicator #18 - Stackable Credential Utilization (Under Development)	NA

Each of these indicators and the associated planning, assessment, and improvement are further explained below.

Objective H: Prepare Students with Knowledge and Skills Meeting Current Industry Needs

This objective affirms the institutional commitment to providing students an education which equips them be competitive in the labor market. This objective has three indicators: (1) state licensure passage rates, (2) career and technical education (“CTE”) graduate employment graduate employment, and (3) workforce education completion efficiency.

In developing these indicators, the QHE council decided to focus primarily on labor market outcomes. The council also considered developing a learning assessment indicator (similar to indicator #9 general education competency) but ultimately decided against it. Because workforce programs must focus on the ultimate goal of employment, learning outcomes

assessment is primarily formative towards that goal. If a student attains the program's learning outcomes but those outcomes don't align to workforce needs the program has not been successful. The QHE council developed outcome indicators which would incentivize both the attainment of student competencies as well as the alignment of those competencies to industry standards and workforce needs. Focusing the indicators on student labor market outcomes (licensure and employment) naturally aligns learning outcomes with workforce needs and the requirements of licensure. Faculty still engage in rigorous learning assessment (see Mission Fulfillment section of Chapter 5) but it is done to inform program improvement not as an accountability process or as a measure of workforce outcomes.

Each indicator is further described below.

State Licensure Passage Rates

The College has many programs which lead directly to state licensure. Up until the QHE council considered the development of an institutional indicator considering state licensure this data was only collected and reviewed by departments. Such data has been used to improve program curriculum and pedagogy but was not used systematically at the institutional level to monitor institutional success.

Developing this indicator has been very challenging. The initial challenge is gathering the required data from the state agency which administers the licensing exams. SLCC has entered (or will very soon) a data sharing agreement in which the College will have access to the passage rates for its students on all state licensure exams. Considerable work is still underway to develop the necessary infrastructure to begin the secure data sharing process.

The next challenge will be developing the indicator in such a way that respects the differences among workforce programs. Some programs expect to have lower passage rates than others due to the difficulty of the material and preparation required. This will be part of the council work throughout the next year.

Career and Technical Education (CTE) Graduate Employment

Thirty percent of new students enroll specifically to gain workforce skills. SLCC has a responsibility to these students to provide relevant, up-to-date, and competitive education and training. While the College has long reviewed potential wage and labor-market demand in programmatic decisions, it only recently developed the capacity to review the wage and employment data of actual SLCC CTE graduates. Partnering with the Utah Department of Workforce Services and the Utah System of Higher Education, SLCC has obtained labor market wage and employment information for SLCC CTE graduates.

Workforce programs are those which lead to AAS degrees or certificates of proficiency. These programs prepare individuals for employment in current or emerging occupations requiring career and technical post-secondary education. The College uses a three-part indicator. All CTE graduates are classified into one of three categories: (1) employed above the wage target, (2) employed below wage target, or (3) employment data unavailable. Each of these groups have associated benchmarks explained below.

Employed Above the Wage Target

Determining an acceptable wage for CTE graduates was a challenging. The council reviewed several suggestions, including those recommended by the Voluntary Framework of Accountability (VFA). The VFA recommends institutions use 200% of the federal poverty level for a family of four. The QHE council felt this national benchmark was too high to be a minimum expected for recent graduates (in 2013 this would require an annual wage of \$47,100). The flaw, the council felt, is in that the number is calculated to be used as a measure for family income which may incorporate many sources of income, not a single occupational income. This distinction provided the insight that the council needed to develop a localized measure around the occupational income.

Using data from the Department of Workforce Services, the council calculated the median inexperienced wage for occupations in Salt Lake County which require an associate's degree, a certificate, or some post-secondary education. In 2013 this was \$31,208 per year. The council felt this number better reflected an acceptable wage for recent graduates. The council then considered the minimum threshold of performance (i.e., what percentage of graduates should meet this target). The College established that at least 50% of SLCC CTE graduates should earn a wage above the target six quarters after graduation.

Employed Below Wage Target

By setting the target at six months after graduation the College potentially isolated some workforce programs which will never achieve the wage target within six quarters, but give those graduates five years and they will be amongst some of the highest earners (an example of this is the aviation program). For this reason, the QHE council recommended the College build into the definition of success an acceptable amount of employment below the wage target. The College maintains that no more than 30% of CTE graduates report a wage under the occupational wage target. This allows for a limited threshold of programs to be preparing students for a longer-term career which may necessitate starting in a lower-wage occupation.

Employment Data Unavailable

Lastly, the QHE council considered students who did not have an employment record six months after graduation. Unfortunately data limitations will always result in a percentage of records being unavailable. This is primarily due to two reasons: (1) graduates not employed or (2) graduates not included in the sample. While the data finds roughly 90% to 95% of all graduates, some are working in industries not included in the data set (including federal employment and self-employment). Neither can the data determine if a person is "unemployed" or choosing not to seek employment. The College built this type of flexibility into the targets that allows for an imperfect but sufficient system. The largest factor in the unavailable data is student unemployment. Based on the targets set for the other two groups, the college recommends that a minimum threshold for this group should be 20%.

In summary, the council recommended defining good performance as maintaining a 50% employment above the wage rate, a 30% below the wage target, and 20% with data unavailable.

Superior performance would be maintaining a 65% employment above the wage target, 20 % below the wage target, and 15% data unavailable.

Performance Thresholds for Indicator #2: Career and Technical Education Graduate Employment

Good	Superior
Above Wage Target– 50%	Above Wage Target – 65%
Under Wage Target– 30%	Under Wage Target – 20%
Data Unavailable – 20%	Data Unavailable – 15%

The data reveals that a steady stream of CTE graduates are able to find reasonable employment within six quarters of graduation. From 2009 through 2012, the CTE graduate employment rate above the wage target saw very little fluctuation staying right about 50%. This is both encouraging and puzzling. During this time, Salt Lake County experienced a decline of unemployment from roughly 8% down to 4%. This change in unemployment appears to have had little impact on the job market for those who entered the labor force. This is not due to more workforce students avoiding the labor force by continuing their education. During this same period, the percentage of SLCC workforce graduates who continued their education actually declined from 39% in 2009 to 37% in 2012.

Percent of Workforce Cohort Who Enrolled in USHE within One Year

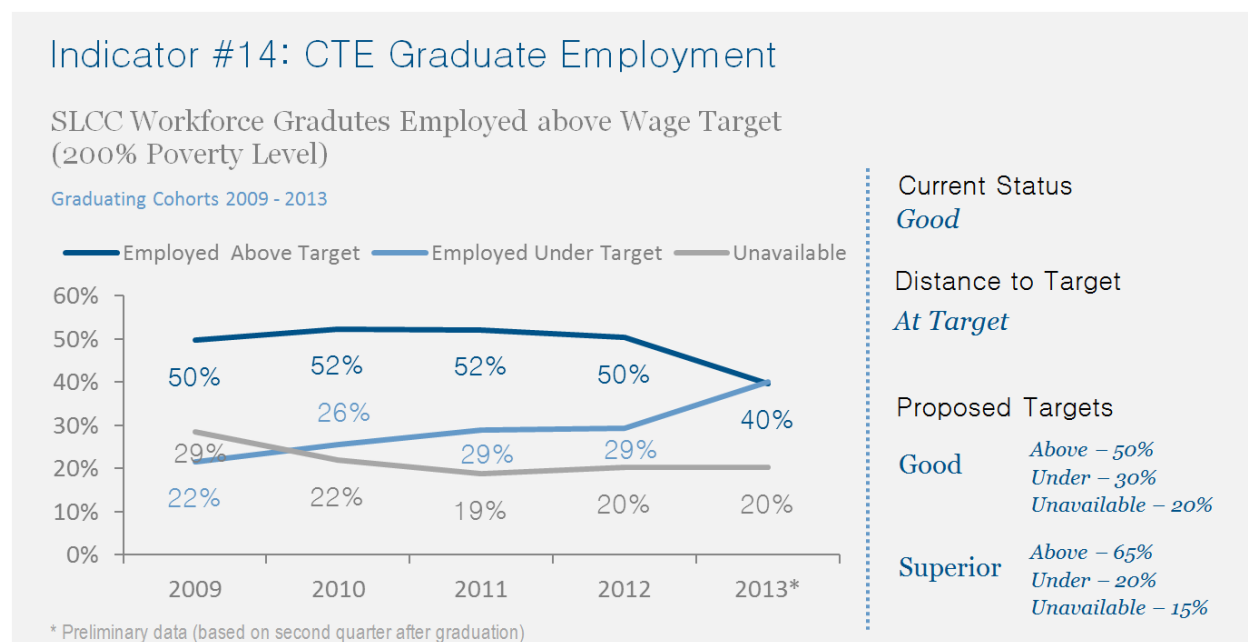
Year	2009	2010	2011	2012	2013
Percent	39%	42%	41%	37%	34%

Over the past several years more graduates are finding employment, but that employment is below the wage target. Twenty-two percent of the 2009 workforce graduates were employed below the wage target six quarters after graduation while 29% had no data available. By 2012, these two populations had flipped with 29% employed below the wage target and 20% with data unavailable. This suggests that the recession may have actually pushed more workforce students into lower-paying positions perhaps even those who would not have been working otherwise (by choice). Moving forward, the goal may be to help more of the underemployed graduates into higher-wage opportunities more quickly after graduation.

SLCC holistically evaluates the alignment, correlation, and integration of programs and services with respect to the accomplishment of core theme objectives. Improving student employment and wage outcomes requires SLCC to make difficult programmatic divisions. An analysis of the wage and employment opportunities for graduates of its barbering and cosmetology program revealed low wages. The College decided to reallocate the resources of this program to higher-wage and more in-demand industries such as biotechnology and machining. The anticipated result of this move will be to produce higher wage opportunities for more CTE graduates.

The primary mechanism to improve program alignment and student wage and employment outcomes is through the [program advisory committees \(PAC\)](#) and the [college advisory council \(CAC\)](#). PACs consist of a number of Utah's industry leaders who have the responsibility of ensuring the viability of each CTE program by evaluating program equipment, space, curriculum, budget, and enrollment needs. They make recommendations needed to improve each program and provide input regarding Concurrent Enrollment, faculty preparation, scholarships, internships, job placement, donations of equipment, supplies, and other program needs. The College Advisory Council (CAC) is a companion organization to help coordinate the activities of the PACs. This council has the responsibility to train, support and coordinate with each of the PACs. The CAC meets throughout the year to make sure each PAC is functioning effectively and reviews the annual PAC reports, and provides an executive summary for the CTE Director and President.

Faculty in workforce programs actively participate in learning assessment to improve student outcomes. Departmental faculty assess both the program-specific knowledge and skills as well as student attainment of college-wide student learning outcomes. Assessment plans are developed at the beginning of every year. The plans focus on gathering actionable assessment data (i.e., it will help improve learning). At the end of the year the faculty compile results into an assessment report which states if student achieved the individually established learning benchmark and how that data will be (or was) used to improve learning. These reports are compiled and available online at the [assessment website](#).



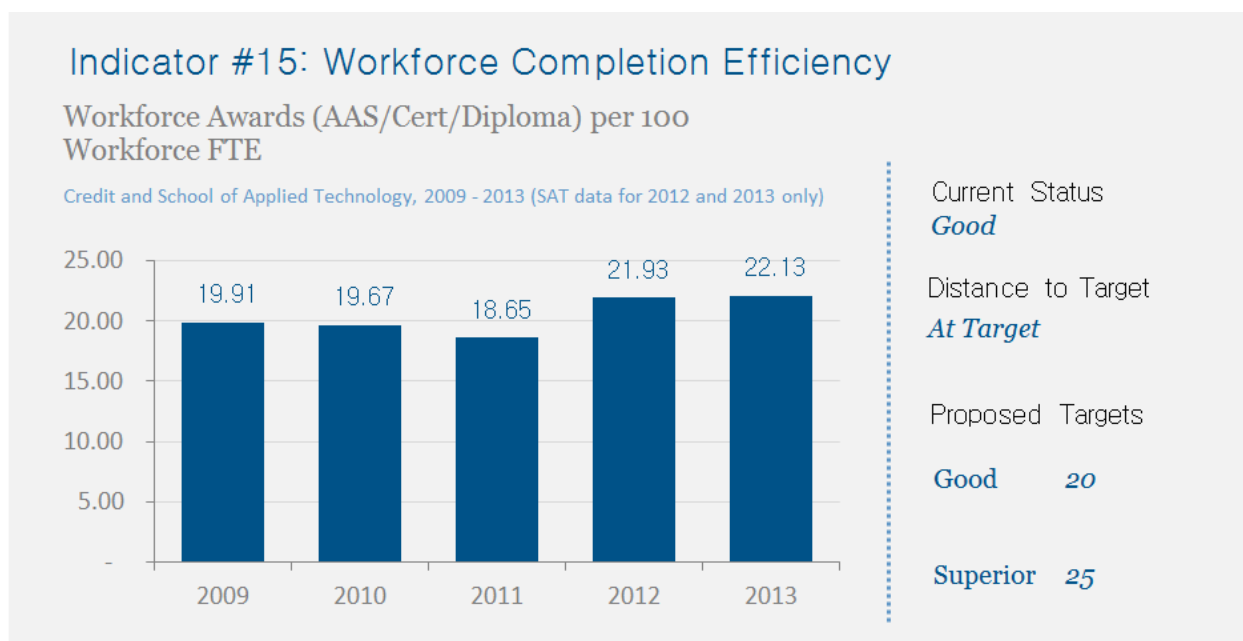
Workforce Education Completion Efficiency

Ideally, SLCC would track workforce completions through a workforce-award completion rate; but because students move between workforce and transfer programs, tracking the requisite

“transfer cohort” is practically impossible. The College needed an alternative measurement which prioritized completion but did not rely on student cohorts.

An alternative to cohort-based indicator is an annual completion rate. The College uses the indicator of total workforce awards per 100 workforce FTE. SLCC adopted a minimum threshold as maintaining a number above 20 (i.e., roughly 20% of our workforce students complete a degree every year). This number is reasonable goal given the largely part-time composition of our student body and the context of the IPEDS peers which average significantly below 20 total awards per 100 students.

According to this definition, SLCC has succeeded in efficiently producing workforce degrees in every year analyzed for this report (from 2009 to 2013). The workforce degrees per 100 FTE transfer students has picked up significantly in 2012 due to the inclusion of completion data from the School of Applied Technology (SAT). This school was added to the College in 2010, but integrating data definitions prevented the inclusion of the data until 2012. The SAT is an extremely efficient school sometimes producing more awards than it has FTE.



Objective I: Provide Specialized Training for Business and Industry

Specialized training provides incumbent workers or displaced workers the option for short-term intensive training to provide high-demand skills. As the Salt Lake County economy continues to shift to a knowledge-based economy the demand for specialized training has grown and SLCC is growing with it. Through the past business cycle (2006 – 2014) corporate specialized training grew five times faster than the pace of the population. The training enrollments have grown from just over 6,000 in 2006 to 8,400 in 2013 a total growth just shy of 40%. The College has grown with the increased demand for post-secondary specialized training.

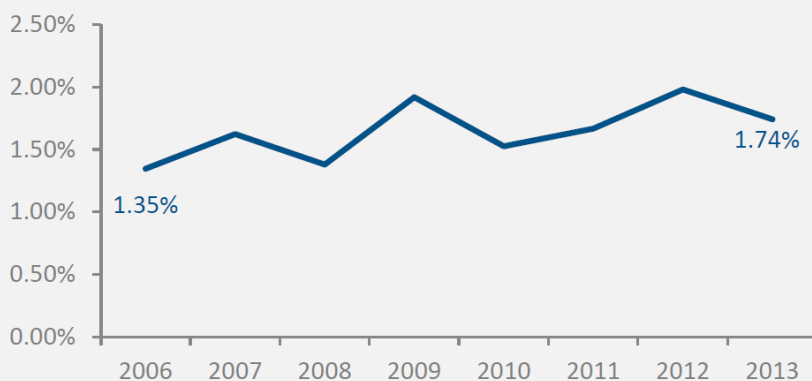
Not only have enrollments grown, but learning outcomes assessment demonstrates high level of learning as well. Specialized training occurs primarily through [Corporate Solutions](#). Corporate Solutions was created in 2003 to provide Utah companies with easily accessible and comprehensive workforce training and resources. Classes that are in a shorter workshop style format, ranging from half day to four day sessions, utilize a pre and post course tests to gauge the learning level of the students. Pre and post testing not only shows the learning improvement (on average 25% improvement), but also identifies learning gaps that are not covered effectively by the curriculum or instructor. In a recent conflict management class, instructors observed that the majority of the students missed the same question in both the pre and post class test. The instructors adjusted the curriculum to better explain the concept being tested to improve content mastery. Students now successfully complete the question on the post examination. While this is only one example and results vary by course, most courses consistently meet high benchmarks for learning. For more examples of assessment leading to improvement visit the [assessment website](#) (select the School of Professional and Economic Development and the division is the Miller Business Resource Center).

Longer classes, such as composites and plastics technician training (4-10 weeks) engage industry via a program advisory committee to review curriculum. PAC member are often involved in the hiring and training of these program graduates, and provide frequent and valuable feedback regarding learning gaps found in graduates. Based on recent advice from the PAC, the level three composite training increased instructional emphasis involving clean room procedures in manufacturing.

Indicator #16: Specialized Training Enrollments

Specialized Training Market Penetration

Corporate Solutions, Continuing Education, and Custom Fit Only - 2006-2013



Current Status
Superior

Distance to Target
At Target

Proposed Targets

Good 1%

Superior 1.5%

Given these high outcomes it's not too surprising that this area represents a superior area of College performance. The College set the superior benchmark at a market penetration rate of 1.45%. The College currently exceeds that mark by .29 percentage points or 16%. The QHE council however, will continue to evaluate this benchmark to determine if there are better ways to evaluate if other areas or industries could also benefit from an expansion of specialized training.

Objective J: Provide Integrated Pathways for Academic and Career Mobility/Advancement

This objective clarifies that SLCC works diligently to shape the overlap between the workforce and transfer missions in a way that benefits students. A critical component of the College's mission is that it effectively builds bridges across the many different programs and divisions to best facilitate student goal attainment. This was a central focus of the model framework workforce education and economic development developed by the a small group of deans in Spring 2013. The deans identified that because the college operates in many different modalities (credit, non-credit, clock-hour, continuing ed, etc.) it is often confusing for students and business to navigate the various offerings. To address this concern, the deans established a guiding principle of internal articulation. When developing new workforce programs the deans council collaboratively decide the most appropriate program type for the identified workforce or economic demand. This may begin with a continuing education program, a short-term program in Corporate Solutions, a for-credit program, or a clock-hour or competency-based model in the School of Applied Technology (SAT). Whichever modality is selected, internal articulations are developed to facilitate student movement across the different divisions.

An initial program for this type of articulation is being piloted. The SAT is developing a process through which a student could begin coursework at any time in its competency-based program and then transfer the knowledge and skills he or she attains towards credit-programs. This means that potential students will not need to wait for a new semester to start before enrolling. A student can start immediately and then integrate that coursework into the credit program at the start of the next semester. A pilot for this approach is being developed in the diesel program in a partnership between the School of Applied Technology and the School of Technical Specialties.

The College also actively seeks to promote articulations between workforce and transfer programs. Students pursuing a transfer degree (AA or AS) may choose to complete a few more courses to earn a workforce credential (AAS) which may provide higher immediate earning potential. The opposite is also true, a student seeking an AAS may chose instead to articulate his or her coursework into a AA/AS degree and transfer more quickly to complete a bachelor's degree. In 2012-2013 eleven different academic programs awarded both workforce and transfer awards (see Fact Book Page 41). This provides avenues for students to select the best educational path to achieve their goals.

The College is developing a core theme indicator for this objective. The QHE council is currently considering two potential measures. Both have been given holding spots as indicators #17 and #18 although QHE may elect to select one, both, or neither of these options. These indicators are explained in Chapter 1.

Conclusion

The College continually assesses its transfer education core theme. It is currently performing at an acceptable level but the College continues to improve these outcomes. Under the stewardship of the Quality Higher Education Council, the College will continue to assess its performance and make continual improvements as it aims to meet and exceed the established benchmark targets.



Core Theme: Community Engagement

The community engagement core theme is organized around the following three objectives (lettering continues from the previous core theme)

- Objective K: Contribute to economic and community development
- Objective L: Champion diversity and cultural enrichment in the community and the College
- Objective M: Provide community service and involvement opportunities

The three objectives are a comprehensive expression of the community engagement mission. The first objective expresses the institutional commitment to regional prosperity and quality of life. The second establishes the goal to foster and promote cross-cultural competencies. The final objective affirms engaged learning as a characteristic of the SLCC experience. While listed as separate objectives, each overlaps in a holistic effort to improve community and student outcomes.

Planning for the community engagement core theme is aligned with the comprehensive plan and guides the selection of programs and services. The [Strategic Plan 2012-2015](#) lists a series of strategic initiatives to advance the community engagement core theme. These are aligned under the strategic priority to advance partnerships with community and business. Executive Cabinet uses the initiatives to guide the selection of programs and services to ensure they are aligned with and contribute to the accomplishment of core theme objectives. The College's Informed Budget Process (see 2.F.3) also provides for strategic budget requests tied directly to the community engagement core theme and its objectives.

The Community Partnerships Council (CPC) monitors institutional performance under this core theme. The council reviews seven core theme indicators (#19-#25) to evaluate the accomplishment of the community engagement core theme objectives. Each indicator is scored individually and then compiled into a composite core theme score. The scoring is based on the rubric described in the overview section of this chapter.

The community engagement composite score is “good” at 8.7. This number suggests that SLCC is meeting a minimum threshold of performance. Despite meeting the minimum threshold there remains considerable room for improvement. In addition to currently available core theme indicators the council has engaged in many internal discussions and programmatic assessments to make holistic determinations of achievement and to develop improvement recommendations. While the current score accurately represents many of the positive outcomes, the council has recognized many areas where continued improvement is required (these are discussed under each objective).

More work needs to be done to develop meaningful indicators of community engagement outcomes. Community engagement focuses, at least in part, on social outcomes larger than the College. The College contributes to these social outcomes such as educational attainment and

healthy living, sustaining the environment, and developing a welcoming and inclusive community. But because these outcomes are large social outcomes it is difficult to define meaningful indicators of achievement. Throughout the spring of 2014, the CPC developed small working groups to draft outcome statements for each core theme objective. This was to help orient council members towards what types of measurements could be used to capture the desired outcomes. Each of these working group reports are reviewed in the sections below. Using these definitions, the Community Partnerships Council continues to develop indicators which recognize the social nature of the goals and outcomes but at the same time develop meaningful indicators to which the College can be directly accountable.

The overall scores and analysis for each indicator is provided below

Composite Core Theme Scores

Community Engagement (Indicators #19-#25)	8.7
Indicator #19 - Community Development (Under Development)	NA
Indicator #20 - Job Creation	10
Indicator #21 - Administration, Faculty, and Staff Cross-Cultural Competencies	8.3
Indicator #22 - Student Achievement of Diversity Learning Outcomes (Under Development)	NA
Indicator #23 - Community Equity and Social Justice (Under Development)	NA
Indicator #24 - Service-learning Participation	7.9
Indicator #25 - Co-Curricular Community Engaged Learning Participation	NA

Each of these indicators and the associated planning, assessment, and improvement are further explained below.

Objective K: Contribute to Economic and Community Development

This objective expresses the institutional commitment to regional prosperity and quality of life. The CPC identified two primary outcomes under this objective: (1) community development and (2) economic development. Community development is defined to mean that college and community members collaborate to address community-identified needs. Economic development is defined to mean that SLCC creates jobs to improve the local economy. Each of these outcomes have (or are developing) indicators to measure these outcomes.

Community Development (Under Development)

Often community development is accomplished in an appropriately decentralized manner as the individual departments or divisions contribute to causes mostly closely linked to their areas. This decentralization allows for a wide breadth of partnership development and opportunities for contribution. It also, however, makes the development of an institutional outcomes indicator nearly impossible. With each area working on a different outcome it becomes difficult to aggregate data into a single indicator. But this does not mean that SLCC is not contributing to community development, simply that the impact is distributed and assessed across many different programs and services.

While the College does not have a centralized indicator, The CPC has defined the desired institutional outcome. Data collected by divisions and programs are systematically used to change individual policies as well as influence institutional priorities and practice. Some examples are provided below.

Data on the America Reads program showed that thirty-six students provided 8,861 hours of tutoring in Title I elementary schools. After assessing the learning experiences of the K–Grade 3 elementary students outcomes showed that students at one Title I school increased their literacy skills an average of 3.65 levels within eight months.

The Thayne Center for Service & Learning conducted a detailed community partner needs assessment to identify perceived strengths and weaknesses in community-College partnerships. The center used data from this survey to create a community partnership agreement template and to strengthen capacity building programs for Thayne Center partners. The center built upon the results of the needs assessment through on-going partner evaluations and through annual interviews with partners to collect perceptions on community impact.

The Community Writing Center (CWC)—an outreach program designed to provide support and assistance to community members who want to use writing for practical, civic and personal expression—performs annual qualitative and impact surveys (see Chapter 4 Objective K evidence folder). The CWC also surveys each individual who attends a program or activity to gather perceptions on its programming. In an impact survey given to community partners after workshops and events, 78% indicated that the partnership with the CWC helped improve the communication skills of their clients.

The CPC also interacts with community members to determine effectiveness of community development efforts and the develop strategies to address other emerging needs. In 2012, the council hosted a dialogue with select community partners. The interviews informed council discussions and strategies to promote reciprocity.

The Community and Government Relations division annually collects student and community participation in and the impact of various programs and events from departments college-wide (see Chapter 4 Objective K evidence folder) (for example, Thayne Center, CWC, Arts and Cultural Events, Continuing Education, Corporate Solutions, Partnerships for Accessing College Education, and the Small Business Partnerships program).

The assessments of community development outcomes guide the selection of programs and services and the allocation of resources to improve outcomes. Data from a 2010 Thayne Center community partnership needs assessment supported a successful petition to the College for a full-time staff position to manage partnerships and develop partner capacity. Similarly, SLCC Community Writing Center (CWC) data demonstrated that community participation in CWC programs more than tripled between 2010–2012. The CWC used this data to successfully request funding to hire two writing assistants and obtain a budget increase.

These are just a few examples of using meaningful data to improve community outcomes. The self-study surfaced questions about the necessity of having a centralized indicator and developing a holistic institutional strategy for community development specifically and community engagement generally. These conversations will continue as SLCC revisits its core themes and core theme objectives as part of the next seven year accreditation cycle.

Economic Development

The College devotes significant resources to local economic development. While most programs and services indirectly contribute to developing the economy, the efforts of the Miller Business Resource Center focus specifically on helping companies grow and create jobs. The College uses the indicator of jobs created and retained through the Miller Business Resource Center to measure performance under this objective.

The Miller Business Resource Center is housed at the Miller Campus and aims to grow the economy through providing just-in-time services and support to entrepreneurs and small business owners. Support is provided through on-site internal resources and partners. Most notably is the Miller Business Innovation Center (MBIC), the largest publicly-funded business incubator in Utah. The center houses progressive small businesses in a commercial work environment where the infrastructure, business, educational, and operational support meet the needs of entrepreneurs so they may achieve long-term success. Additionally, the MBRC has community and industry partnerships that also provide support and service to the center. Ultimately the goal is to provide the services and support necessary to create jobs and grow the economy.

Over the past five years, MBRC has been very successful at creating jobs. Since 2009 the number of jobs created or retained by MBRC clients has grown by 518% meaning it roughly doubled every year. This is outstanding growth and represents a critical strength of the College especially during a time of deep economic recession.

Job creation data is gathered and reviewed quarterly along with other important data by MBRC leadership and staff. This data guides the selection of services and programs offered by the MBRC. The quarterly data is reviewed to determine any significant deviations from expected results. If results are below expectations the center may evaluate promotional activities, program content, etc. and then make adjustments. Declining activity in a program will lead to an evaluation to determine if the MBRC is meeting the current needs of clients. Attention is also paid to new developments or trends. If the trends seem to impact clients then a new program

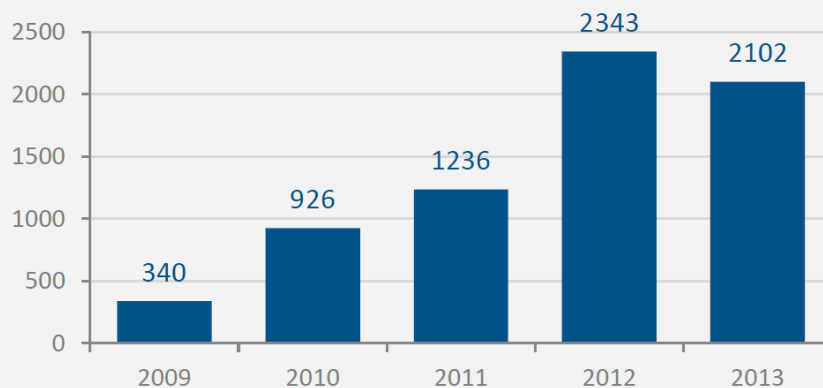
would be developed. The numbers guide the improvement, elimination, or development new programs.

The data in this core theme indicator does not include for the successful [Goldman Sachs 10,000 Small Businesses](#) program recently launched at SLCC. This \$500 million national program is designed to help small businesses create jobs and economic growth by providing entrepreneurs with a practical business education, access to capital and business support services. SLCC partners with Goldman Sachs to provide practical business management education that helps small business owners develop the skills they need to grow their company. The program has been successful and job growth is closely tracked. This will add several hundred more jobs to this indicator further demonstrating the College's superior performance.

Indicator #20: Job Creation

Jobs Created or Retained through SLCC Miller Business Resource Center

2009-2013



Current Status

Superior

Distance to Target

At Target

Proposed Targets

Good 1000

Superior 1500

Objective L: Champion Diversity and Cultural Enrichment in the Community and the College

SLCC is committing to fostering on its campus and within the community a welcoming, respectful, and safe environment. The CPC developed the following description to describe the desired outcome under this objective:

To champion diversity and cultural enrichment is to foster and promote the necessary cross-cultural competencies to advance social justice, equity, and inclusionary practices.

Towards this aim SLCC works to achieve the following outcomes:

- *SLCC personnel (students, faculty, staff, and administration) will interact competently across cultures, understand and appreciate*

human differences, and be able to engage with a diverse set of people to produce professional work.

- *Salt Lake County is a place where people welcome, respect, and support the uniqueness, individuality, and success of all people.*

Using this outcomes statement as the guide, the college uses three different indicators to measure performance under this objective: (1) cross-cultural competencies of college personnel; (2) cross-cultural competencies of students; and (3) community equity and social justice. Each is described below.

Cross-cultural Competencies of College Personnel

Championing diversity and cultural enrichment is the fostering and promoting of cross-cultural competencies. The SLCC Strategic Plan 2012-2015 explicitly establishes becoming an inclusive community as a guiding imperative. This recognizes that the Salt Lake County population is rapidly becoming more diverse and the College must adjust its processes to facilitate cross-cultural competency. This indicator asks whether the College, as an organization, possesses the necessary competencies to recognize, serve, and support the uniqueness, individuality, and success of all people.

The College currently uses the Personal Assessment of the College Environment (PACE) survey to assess this outcome. The survey contains six questions related to personnel cross-cultural competency which are used to develop an institutional cross-cultural competency composite score. This data suggests that the majority of personnel feel the College has adequate cross-cultural competencies.

The climate survey contains forty-six questions focused primarily on assessing the institutional structure, supervisory relations, teamwork, and student focus. Each response is compiled into mean scores reported for each question. The highest mean score was 4.33 and the lowest was 2.94. The overall institutional mean was 3.66.

The College performed well on the subset of questions relating cross-cultural competencies. The six cross-cultural competency questions had a higher composite mean (3.79) than the overall mean (3.66). Additionally, not a single question of the six has a mean score below 3.5 and two questions were among the highest scored questions in the entire survey (only seven questions received scores above 4). The high scores are consistent across faculty, administration, and staff. This suggests that the majority of personnel perceive the College as inclusive of other cultures.

College leadership has made a concerted effort to improve inclusivity on campus. In 2012, then-president Bioteau gathered personnel for a college-wide series of conversation on inclusiveness. Attendees considered scenarios of personal experiences that illustrated the challenges of being a truly inclusive. These meetings resulted in priorities and strategies to improve cross-cultural competencies of personnel including expanding safe zone training and other professional development opportunities on inclusion for faculty and staff, improving hiring processes to promote inclusivity, expanding college partnerships to increase exposure to different cultures

and populations, etc. More recently, Interim President Huftalin has reinstituted the President's Council on Inclusivity to help shepherd and guide institutional strategy to improve inclusivity.

Due to transition in leadership, the college has not completed a PACE survey since its initial survey in 2010. Initial plans were to administer the survey every two years, but as leadership has transitioned, the survey has been delayed until the new president is appointed. This will allow the new president to benchmark performance from the beginning of his or her tenure.

Indicator #21: Administration, Faculty, and Staff Cross-Cultural Competencies

Institutional Climate Survey (2010) Questions on Institutional Cross-Cultural Competency

	Overall	Faculty	Administration	Staff
Institutional Cross-Cultural Competency Total	3.79	3.76	3.83	3.80
Climate Survey Overall Mean Score	3.66	3.64	3.71	3.65

Cross-Cultural Competencies of Students (Under Development)

Perhaps the most compelling way to champion diversity and cultural enrichment is through student learning. Students who have learned to interact competently across cultures will advance social justice, equity, and inclusionary practices indefinitely into the future.

The Faculty Senate has appropriately led on improving this outcome. The most recent iteration of the college-wide student learning outcomes included the expectations of cross-cultural competency ([under learning outcome #6](#)). This means that course-level outcomes may be mapped back to this global outcome. The Faculty Senate has also implemented a diversity course requirement wherein students must take at least one course that critically examines the history, contributions of and challenges confronting diverse groups within our multicultural society of the United States.

Ideally, the institution would track the percentage of students demonstrating cross-cultural competencies as evidenced through both program and general education ePortfolio assessments. In the summer of 2014, the College piloted this process by assessing evidence of adjustment in attitudes and beliefs due to working within and learning from diversity of communities and cultures. Of those ePortfolios that had relevant artifacts and reflection, the mean score was 1.92 out of 4. In Fall 2014, reviewers will put these scores into comparative

context by comparing the mean from the general population to the evidence and quality of work characteristic of students who engage in multiple service-learning courses or community engaged learning opportunities. In addition to the ePortfolio assessment, the Community Partnership's Council has considered other potential measurements (such as diversity FTE as a percent of total FTE) but have not officially reported any data. The Council will continue to work with to develop and refine potential indicators.

Community Equity and Social Justice (Under Development)

SLCC is committed to making Salt Lake County a place where people welcome, respect, and support the uniqueness, individuality, and success of all people. The institution begins by making its campus such a place (as measured in the first two indicators of this objective), but it also seeks to expand its sphere of influence into the community.

Like the community development objective discussed above, SLCC most often advances community equity and social justice through the efforts of individual departments and/or divisions contributing to the efforts which most closely align to their interests or disciplines. These individual programs assess results and use those assessments for program improvement. For example, the SLCC Community Writing Center (CWC) is designed to work with underserved populations *not enrolled* in SLCC. To achieve this goal, the CWC developed programs to serve the needs of different groups, including prisoners, homeless youth, refugees, and first-generation Asian Americans. Data show that CWC writers have grown more diverse over the last four years. In 2013, more than 30% of participants were nonwhite, more than 38% had a high school diploma or less, and 44% made less than \$30,000 a year. The same data reveal that, despite growing diversity, only 10% of the CWC's registered writers are Hispanic, compared to 13% of Salt Lake County's general population. Based on this data, the CWC developed an outreach initiative to increase the participation among the Hispanic population.

The Thayne Center for Service and Learning maintains dozens of partnerships with community organizations advancing community equity and social justice. Each of these partnerships has on-going partner evaluations to collect perceptions on community impact.

The Community Partnerships Council will continue to develop potential institutional measures for this aspect of the objective.

Objective M: Provide Community Service and Involvement Opportunities

The College provides students an opportunity to actively contribute to the community through the academic and co-curricular community engagement opportunities. This practice, known as service-learning, is an academic pedagogy, a hands-on method of teaching and learning. Research as repeatedly shown the high impact service-learning has on student learning and program completion. The College describes success under this objective as follows: Students participate in a wide breadth of curricular service-learning and co-curricular community

engaged courses and programs. For a more in-depth analysis of this objective review the applicable draft CPC [core theme report](#).

The college monitors performance under this objective with two indicators: (1) curricular service-learning participation, and (2) co-curricular community engaged learning participation. The Thayne Center for Service & Learning oversees many of the curricular service-learning and co-curricular community engaged learning and community engagement programs for students. Co-curricular community engagement is also integrated into other divisions, including Student Life & Leadership and Athletics.

Curricular Service-learning Participation

The institutional effort of developing and growing service-learning practices by necessity, started small and has been growing over time. The academic service-learning program was formally established in 2003, in collaboration between the Thayne Center for Service & Learning and faculty practitioners, Faculty Senate, and the Curriculum Committee. The College has been actively working to expand the curricular opportunities. The College measures the extent of those opportunities through the percent of full-time equivalent (FTE) enrollments which are service-learning credits. The College has established a minimum benchmark that service-learning should constitute at least 5% of all FTE. The Community Partnerships Council has also recommended a long-term goal of achieving 10%.

Performance on this objective has met the minimum threshold of acceptable performance for five of the last six years. The majority of growth over time has been through the designation of individual class sections and sometimes full courses. The growth of the program has been relatively consistent year to year for a decade, and enrollment in designated service-learning courses hovers around 5-7% of total FTE for the past few years. There was a dip in the percent of FTE in 2013-2014 due to some restructuring of a high-enrollment learning enhancement course and the phase-out of a high-enrollment service-learning program (barbering and cosmetology). As the course restructuring occurs the new course will also carry the service-learning distinction and these numbers are expected to steadily rebound.

The Thayne Center for Service & Learning also engages in a rigorous [assessment](#) and evaluation process of individual service-learning opportunities. Thayne Center for Service & Learning surveys faculty teaching newly designated service-learning courses. The evaluation tool assesses the mechanics of syllabi creation and community partnership formation, the perceived impact of the class on student learning, and any challenges and benefits to teaching a service-learning course. Surveys ask faculty more than fifty questions about their experience, including questions about teaching methods, enthusiasm for experiential pedagogies, concerns about teaching service-learning, and most significant experiences. In 2013, the majority of faculty reported that teaching service-learning courses provided opportunities for professional development. In the same survey, faculty said they would strongly recommend service-learning as a teaching tool to other faculty members. Starting in the 2013–2014 school year, surveys will be given to all designated service-learning faculty every three years and will include questions on impact of the pedagogy on teaching philosophy and awareness of local community needs. These assessment methods are designed to guide the way in which the program can sustain involvement by early

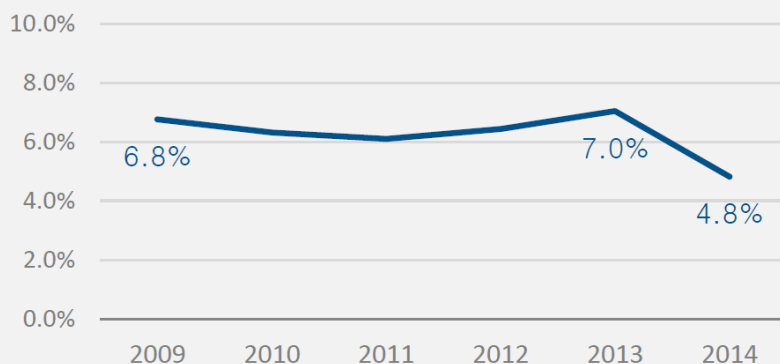
adopters and facilitate the engagement of faculty new to the pedagogy. In addition to these surveys, the Service-learning Coordinator meets with faculty who teach service-learning courses for informal interviews and mentoring.

Indicator and program assessment data has led to collaborative efforts to improve service-learning opportunities. The most significant improvement to the service-learning program is the focus on scaling to engage full departments. SLCC will still designate individual service-learning classes, but will also concurrently establish engaged pathways with a department. This critical mass of designations allows students to enroll in designated service-learning courses throughout their time at SLCC. There is also a proposal pending to move curricular service-learning coordination out of the Student Services, where the Thayne Center for Service & Learning currently resides, and into an Academic Affairs reporting line. The proposal includes an expanded focus on not only service-learning, but community engaged pedagogies writ large. That expanded focus will greatly increase the number of courses recognized and doing this work. The proposal also outlines ways in which community engaged pathways can integrate throughout general education. Conversations about organizational realignment and scaling this work are ongoing as of Summer 2014.

Indicator #24: Service Learning Participation

Service Learning as a Percentage of Total FTE

2009 - 2014



Current Status

Underperforming

Distance to Target

.2% / 32 FTE

Proposed Targets

Good 5%

Superior 10%

Co-Curricular Community Engaged Learning Participation

SLCC maintains a wide breadth of co-curricular programs including: Federal Community Work-study through America Reads Tutoring, Alternative Spring Break trips and a local fall break service experience, Civically Engaged Scholars, SLICE: Student Leaders in Civic Engagement, student clubs, and the Community Partnership Outreach program that fosters the relationships that make students' service in the community possible.

Each of these areas is tracked and assessed by individual divisions. For example, student clubs are required to do a service project each semester in order to receive funding from the College.

Student Life & Leadership tracks club service activities. The Community Partnerships Council is developing the capacity to track institutional-level performance. The Council is exploring a three-part process which would assess the quality, breadth, and participation in co-curricular community-engaged learning.

While conversations around measuring co-curricular community engaged learning continue, College personnel have pushed forward improving its quality and the level of participation. For example, until recently, service- and community engaged learning has been done at the course level and co-curricular programs were not fully integrated into the departments. SLCC is working to better integrate both curricular service-learning and co-curricular community engaged learning opportunities to improve the student learning experience. The Occupational Therapy Assistant program is an example of an “Engaged Department.” Students enroll in designated service-learning courses every semester, in addition to completing co-curricular volunteer hours, and eventually graduate with the civically-engaged scholars (CES) distinction on their transcript. As more engaged departments are developed (as opposed to only focusing on discrete designations for individual classes), more students will earn the CES distinction.

The Community Partnerships Council will continue to identify opportunities to improve service and involvement opportunities for students. This process will also facilitate conversations regarding the measuring of outcomes as core theme performance indicators.

Chapter 5: Mission Fulfillment, Adaptation, Sustainability

Eligibility Requirement #24

ER #24 Scale and Sustainability

Salt Lake Community College demonstrates that its operational scale is sufficient to fulfill its mission and achieve its core themes through its institutional and core theme planning and assessment processes. This includes regular, systematic, participatory, self-reflective, and evidence-based assessments of accomplishments, sustainability, and emerging internal and external trends. Chapter five reviews the mission fulfillment assessment process as well as the capacity to monitor internal and external environments to assess the institution's continued capacity to fulfill its mission.

Mission Fulfillment (5.A)

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

This report has chronicled the various ways that Salt Lake Community College engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments. This is an essential part of institutional planning (see 3.A) and core theme planning and assessment (Chapter 4). Both of these processes culminate in an assessment of mission fulfillment completed by Senior Leadership Council. This section will briefly describe the processes used to make a mission fulfillment determination.

Mission fulfillment is a central component of the planning and assessment cycles. Each three-year planning cycle begins with the president hosting retreats with various stakeholders assessing mission fulfillment. Stakeholders review accomplishments, emerging challenges, and strategic directions in a self-reflective and evidence-based assessment. This has been done repeatedly and is an integral part of strategy development and resource allocation (see 3.A). As the institution implemented the revised standards for accreditation the process used to determine mission fulfillment developed greater formality and structure.

In 2011, SLCC adopted a mission fulfillment framework (see 1.A.) to further define the elements of mission fulfillment. Senior leadership and the strategic priority councils have actively developed the necessary definitions, indicators, and systems to holistically evaluate success based on the new framework. This past year was the first year in which Senior Leadership Council assessed all three parts of the mission fulfillment framework to make a holistic determination of mission fulfillment.

In June 2014 the Senior Leadership Council convened a two-hour mission fulfillment meeting. This meeting was the culmination of years of strategic priority council work to develop core theme and institutional indicators of success. Using the [institutional performance dashboard](#), the council reviewed each core theme indicator and the institutional indicators to make a holistic assessment of mission fulfillment.

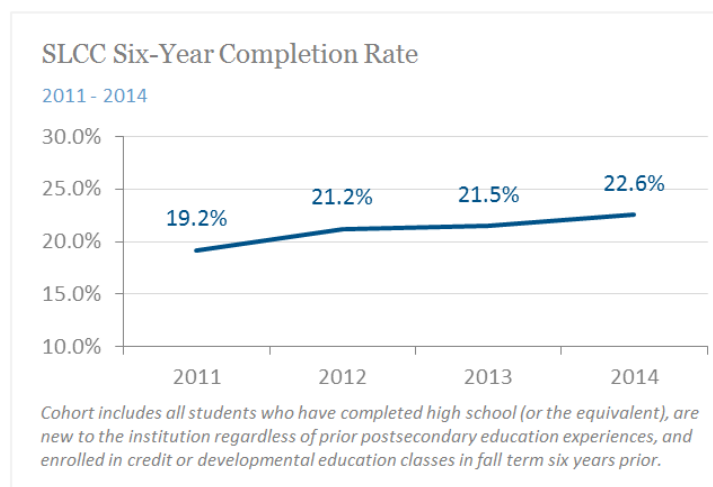
Determining mission fulfillment is done through a holistic assessment of the three parts of the mission fulfillment framework: (1) overall purpose and quality, (2) core theme objectives and outcomes, and (3) institutional environment. This section will describe parts I and III in detail and only describe how the core theme indicators from Chapter 4 (part II) are compiled into a mission fulfillment composite score.

Part I - Overall Purpose and Quality

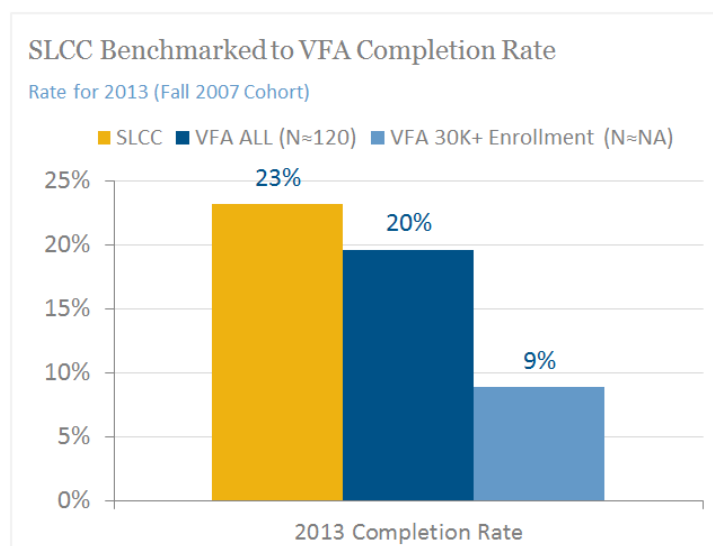
Senior leadership council has established four overall purpose and quality performance benchmarks. These benchmarks measure holistic outcomes including: (1) awards, (2) efficiency, (3) learning, and (4) student goal attainment. Each of these areas are addressed individually.

Awards

Nearly three-fourths of all new students want to earn a degree or certificate. Measuring performance based on awards shifts the emphasis from enrollment (inputs) to completions (outputs).



Institutional performance is measured using a six-year completion rate. From 2011 through 2014 the completion rate increased from 19.2% to 22.6%. This increase of three percentage points represents an 18% overall increase in the number of students earning an award. Contributing to this positive trend is the increase in the number of students who earned an award prior to transfer.



While having only 22.6% of student complete within six years is too low, SLCC is among the highest performers in the nation. The national average completion rate among community college (based on data from the Voluntary Framework of Accountability) is 20%; this drops to 9% for community colleges with more than 30,000 students. SLCC has been able to buck national trends to achieve a relatively high completion rate.

Evaluating performance within the national context, the Senior Leadership Council has established a completion rate performance

benchmark. The council recognizes that current performance is not ideal, but it would also be misleading to label it as underperforming. The council has set a minimum threshold as being equal to the total VFA average completion rate. Within the national context this benchmark is very rigorous and demands that SLCC be in the top 50% of all community colleges. But simultaneously, because of what may be described as collective underperformance the

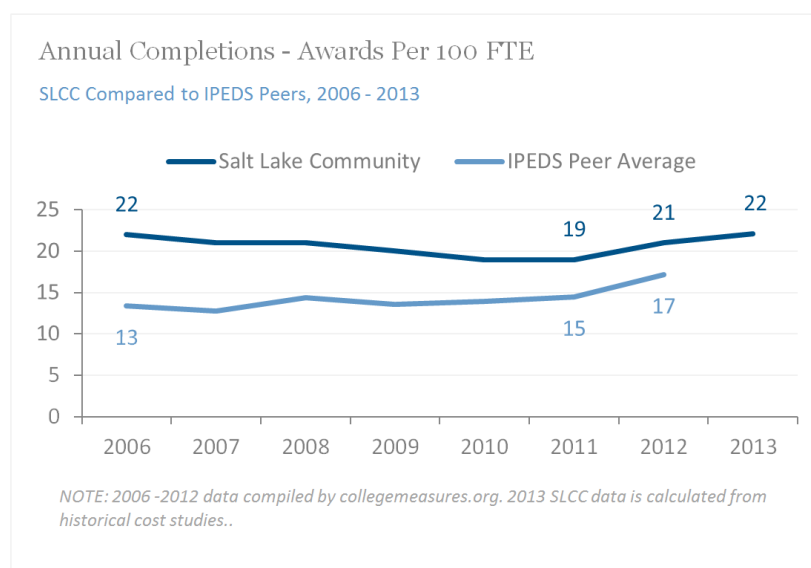
benchmark feels too low. For this reason the council will continue to discuss the superior target and set associated completion rate improvement goals.

Efficiency

Improving efficiency while maintaining quality has been a guiding principle since 2008. SLCC has adopted an efficiency measure pioneered by the Aspen Institute which considers the number of awards per total 100 FTE enrollment. This measure allows for an annual snapshot of awards compared to total enrollment. Efficiency is thus described here as producing a higher number of awards per FTE.

SLCC has been historically very strong in this area, but other institutions are rapidly closing the gap. From 2006 through 2011 SLCC experienced declines in efficiencies as enrolment surged while peer institutions saw increases in efficiencies. SLCC dropped from 22 awards per 100 FTE to 19 while the peer institutions climbed from 13 to 15. Since 2011 both SLCC and peer institutions have improved efficiencies with

SLCC climbing back to 22 and peers to 17. All community colleges are dealing with a new reality which has forced increases in efficiency.



SLCC was the only institution within its peer group which declined in efficacy from 2006 to 2012. The average peer institution increase was 30%. In 2006, SLCC was the most efficient institution within the eleven-institution comparison group. By 2013, it had fallen to fourth. While SLCC remains a national leader in efficiency, other institutions have improved and are rapidly closing the gap.

Evaluating performance within the national context, the Senior Leadership Council has established efficiency performance benchmarks. The council has set a minimum threshold as being equal to the comparison group average (17 awards per 100 FTE). The superior benchmark is to significantly exceed this measure by 20% (currently this would mean achieving 21.5 awards per 100 FTE).

Based on indicator data, institutional performance significantly exceeds the minimum threshold of acceptable performance. This represents a competitive advantage or strength of the College. Awarding twenty-two awards for every FTE student is an incredible efficiency and serves students well.

The council recognizes, however, that the institution has stayed stagnant in this area over the past seven years. If peer institutions continue to improve efficiencies, SLCC may need to reexamine current practices to find additional efficiencies.

Learning Assessment Participation

Learning assessment is not a top-down administrative add-on, but rather a formative improvement process. The Faculty Senate and Provost encourage all programs to compile and analyze data regarding student learning so that they can improve and better facilitate learning. Programs document how this process informs decision making and fosters ongoing

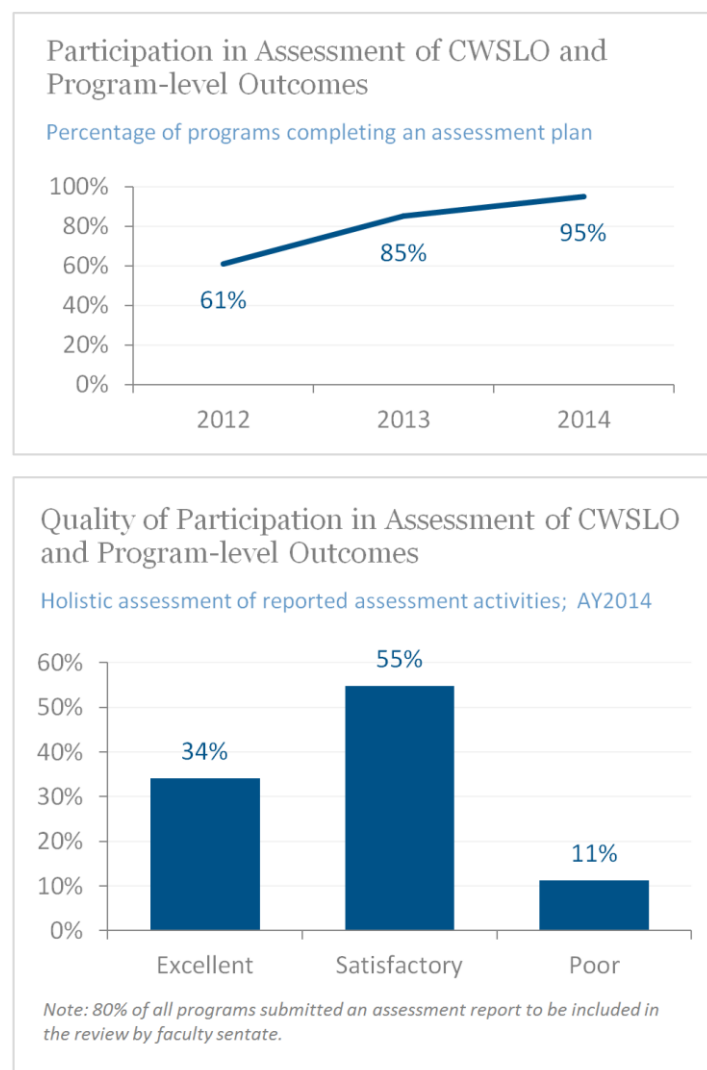
improvement in courses, programs and departments. Reports are submitted annually to the assessment office. The rationale behind this indicator is that meaningful in the assessment of student learning participation (i.e., student learning data is used to improve teaching and learning) is an indirect measure of the quality of the teaching/learning process.

A primary focus in the 2011-12 and 2012-13 academic years was to encourage broad participation in the college-wide assessment effort. This is measured through the number of programs submitting assessment documentation to the assessment office. In the 2011-12 academic year just over 60% of programs submitted reports. In the 2012-13 academic year that number rose to 85%. At present, about 95% of programs have submitted written plans for 2013-14. A college-wide culture of assessment is growing.

With improvements in participation, the focus has shifted toward improving the quality and rigor of assessment and related reporting. In May, 2014, the SLCC Faculty Senate (via the Student

Learning Outcomes Assessment [SLOA] committee) convened a review workshop to read, rate, and offer formative comments on the 2012-13 departmental assessment reports.

Because the results of the SLOA committee review are formative, the data are strictly confidential. Each department reviews its data internally to identify areas for improvement. An



aggregated summary that does not identify programs, departments, or schools was compiled and distributed internally. Eighty-nine percent of programs that submitted an assessment reports completed a satisfactory or better assessment process which includes using the assessments to improve learning. Eleven percent of submitted reports fell below satisfactory.

While national benchmarking data is currently not available, conversations among assessment personnel nationally suggest the SLCC is performing significantly above average. Many community colleges are finding it very difficult to “close the loop” with assessment data. SLCC is successful because it focuses on formative outcomes developed by faculty to improve faculty performance.

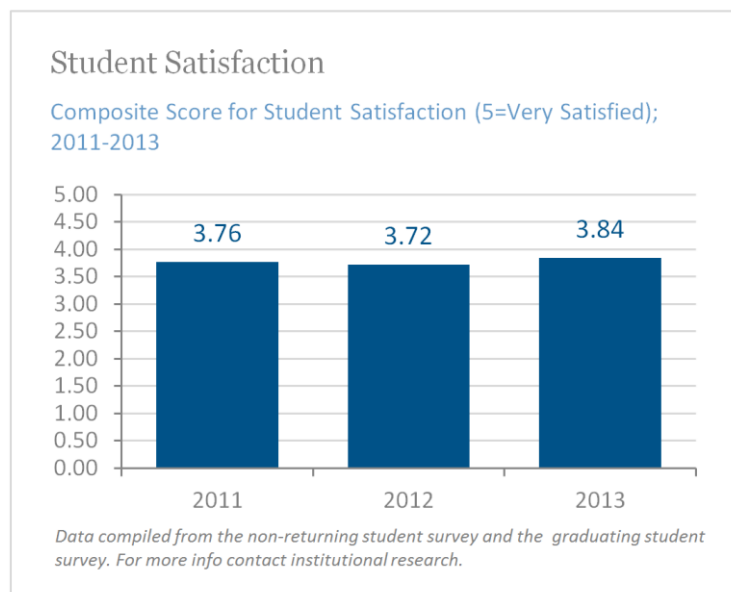
Evaluating performance within the national and local context, the Senior Leadership Council has established learning assessment participation performance benchmarks. The council has set a minimum threshold as 80% of all submitted reports meeting the satisfactory level or better. The superior benchmark was set at 100% of all programs completing a satisfactory or better assessment process.

Based on indicator data, institutional performance is well above the minimum threshold of acceptable performance. The College will continue to improve faculty participation and the quality of education occurring on campus. The current focus is two-fold (1) improve the timing of the assessment process to increase the number of reports considered in the quality review by faculty senate, and (2) improve the quality of the reports submitted.

Student Satisfaction

This final measure of overall purpose and quality is a direct measurement of student satisfaction with the quality of services.

The data is pulled from two different student surveys and combined into a composite student satisfaction score. The first survey asks students who recently graduated a series of questions regarding their satisfaction with various areas of the college. The second survey asks very similar questions to students who recently left the institution without graduating. The two groups are equally weighted in a composite score.



Both groups of students report high-levels of satisfaction with the institution. As expected the graduating students report a higher level of satisfaction than non-returning students, but the difference is not as wide as might have been expected. Graduating students responded with an

average of 4 (with 5 being the highest possible score) on fourteen different questions. Non-returning students responded with a 3.7, a difference of only 0.3 points.

Senior Leadership Council has established performance benchmarks for this indicator. The council has set a minimum threshold as a composite score of 3.6 and a superior score as 4.5. There are no natural national comparisons given the surveys are developed and administered by Institutional Research personnel. Based on indicator data, institutional performance is meets the minimum threshold of acceptable performance.

Part I Mission Fulfillment Composite Scores

Performance under each of the four overall purpose and quality indicators is scored based on the rubric explained in the Chapter 1 and the benchmarks established by Senior Leadership Council. The individual indicator score are provided in the table below.

The score are then compiled into a composite Part I score. This is done by ranking and weighting each indicator based on overall importance to the mission. The Senior Leadership Council assigned the rankings as listed in the table below.

PART I - OVERALL PERFORMANCE AND QUALITY INDICATORS	SCORE	RANK ORDER
COMPOSITE SCORE	8.6	
Completion Rate	8.1	2
Efficiency	9.3	3
Learning Assessment Participation	8.9	1
Student Satisfaction	8.5	4

The result is a composite Part I score of 8.6. This means the institution is performing its overall performance and quality well above the minimum threshold of performance. There remains room for improvement across all four indicators. The lowest score is in the completion rate (score of 8.1) and the highest is efficiency (9.3). Leadership will continue to focus on efforts which will improve these outcomes.

Part II - Core Theme Outcomes and Objectives

This section will briefly review how core theme performance indicators are compiled into composite core theme scores. It will not review the individual performance under each core theme indicator. This is discussed at length in Chapter 4.

Strategic priority councils assessed institutional performance under the each core theme objective. The performance of each indicator is standardized into a mission fulfillment score and developed into a weighted composite score. The indicators are ranked based on conversations with the priority councils and the relative importance to mission fulfillment. The results are shown in the table below.

Three of the four core themes have composite scores above the minimum threshold. The access and success core theme includes two very challenging objectives regarding access for underrepresented and underprepared students. The College is also underperforming in supporting learners and part-time student persistence. The issues and concerns around these issues have been clearly articulated in the corresponding sections of this report.

While each core theme is essential they are not equal. Senior Leadership Council has established the relative importance of each core theme as it relates to mission fulfillment. Through intensive conversation and debate the council settled on a relative weighting displayed in the table below. This weighting may be reconsidered with each mission fulfillment analysis as feedback is received and this process matures.

When combined into a composite score, core theme performance has a composite mission fulfillment score of 8.2. Based on indicator data, performance meets the minimum threshold of acceptable performance. As detailed in Chapter 4, efforts are already underway to improve underperforming and lower scoring areas.

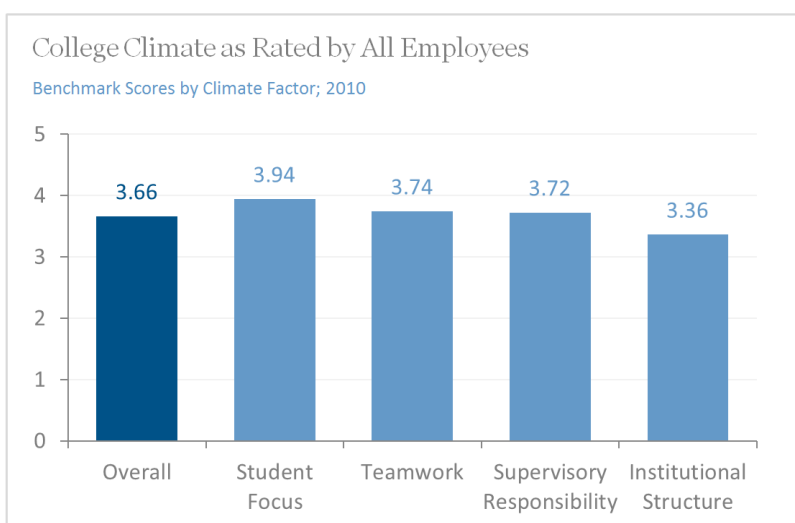
PART II – CORE THEMES OBJECTIVES AND OUTCOMES	SCORE	RANK ORDER / WEIGHTS
Core Theme Composite Score	8.2	
Access and Success	7.5	30%
Transfer Education	8.4	30%
Workforce Education	8.6	30%
Community Engagement	8.8	10%
Access and Success Composite Score	7.5	
Indicator #1 - General Participation Rate	7.9	5
Indicator #2 - Minority Participation	6.6	4
Indicator #3 - College Readiness	8.3	7
Indicator #4 - Underprepared Student Transition	6.5	3
Indicator #5 - CCSSE - Support for Learners	7.5	6
Indicator #6 - Full-time Student Persistence	7.8	2
Indicator #7 - Part-time Student Persistence	8.0	1
Transfer Education Composite Score	8.4	
Indicator #8 - Performance after Transfer	8.0	3
Indicator #9 - General Education Competency (Under Development)	NA	2
Indicator #10 - Transfer Education Completion Efficiency	9.1	1
Indicator #11 - Transfer Degree Conversion	8.3	5
Indicator #12 - General Education Integration	NA	4
Workforce Education Composite Score	8.6	
Indicator #13 - State Licensure Passage (Under Development)	NA	2
Indicator #14 - CTE Graduates Employment	8	1
Indicator #15 - Workforce Education Efficiency	8.9	4
Indicator #16 - Specialized Training Enrollments	10	3
Indicator #17 - Non-Credit to Credit Utilization (Under Development)	NA	6
Indicator #18 - Stackable Credential Utilization (Under Development)	NA	5
Community Engagement Composite Score	8.8	
Indicator #19 - Community Development (Under Development)	NA	7
Indicator #20 - Job Creation	10	3
Indicator #21 - Administration, Faculty, and Staff Cross-Cultural Competencies (Under Development)	8.3	2
Indicator #22 - Student Achievement of Diversity Learning Outcomes	NA	1
Indicator #23 - Community Equity and Social Justice (Under Development)	NA	6
Indicator #24 - Service Learning Participation	7.9	5
Indicator #25 - Co-Curricular Community Engaged Learning (Under Development)	NA	4

Part III - Institutional Environment

The College fulfills its mission by maintaining an environment committed to teaching and learning, collegiality, and respectful and vigorous dialogue. The final part of the mission fulfillment construct is maintaining the institutional climate conducive to learning, teaching, and working.

This is measured through the Personal Assessment of the College Environment (PACE) survey. The College first administered the survey in 2010 with the intent to re-administer the survey on a regular basis to measure progress. Due to transition in leadership the College has not administered the survey since 2010. This report uses the 2010 data as the most current. It is anticipated that with the appointment of a new president the College will begin administering the survey on a regular basis.

Institutional climates are rated on a scale of 1 to 5 with each number representing a different level of performance. The levels begin at coercive (score 1-1.9) and advance through competitive (score 2-2.9), consultative (score 3-3.9) and lastly collaborative (4-5). The collaborative system may be an aspirational state but most organizations function between the competitive and consultative levels.



The overall results indicate a healthy campus climate. The overall mean score of 3.66 classifies SLCC as a consultative system. The student focus category received the highest mean score (3.94), whereas the institutional structure category received the lowest mean score (3.36).

Senior Leadership Council has established performance benchmarks for this indicator. The council has set a minimum threshold as a composite score of 3.5 and a superior score as 4.4. Based on indicator data, institutional performance is meets the minimum threshold of acceptable performance. The only area currently under the 3.5 benchmark is institutional structure or the ability of the institution to operate as a cohesive unit rather than individual parts. This may need to be further researched in future PACE surveys to determine if this is still a potential area for improvement. The score of 3.6 translates into a mission fulfillment score of 8.1. This is represented in the table below.

PART III – INSTITUTIONAL CLIMATE	SCORE	Rank Order
Institutional Climate Composite Score	8.1	NA
Institutional Climate	8.1	

Mission Fulfillment Summary

Using the three parts of the mission fulfillment framework allows College leadership to make a holistic determination of mission fulfillment. Using the composite scores from each area and weighting the importance of each area towards mission fulfillment, an overall composite mission fulfillment score can be calculated.

Salt Lake Community College is fulfilling its mission. The composite mission fulfillment score is 8.3. This score indicates that overall institutional performance is above the minimum threshold for performance. To be clear, this score does not mean the institution is satisfied with its performance or that there are not specific areas which need to improve. This analysis is merely a snapshot of current institutional performance along a process of continual improvement. Future mission fulfillment analysis will be used and benchmarked against this initial report to track institutional progress and it continues to meet its mission to students and the community.

Mission Fulfillment Score

8.3

Breakdown of Mission Fulfillment Indicator Scores	Score	Weights
Overall Performance and Quality Indicators	8.7	35%
Core Themes	8.2	45%
Institutional Climate	7.9	20%

These findings have been published in a [mission fulfillment report](#). Over the course of the next few months the College will share the report with appropriate constituencies. This process will allow the College to share its successes and priority areas for improvement.

Adaptation and Sustainability (5.B)

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

SLCC leadership regularly evaluates the adequacy of resources, capacity, and effectiveness of operations to assure the institution's ongoing potential to fulfill its mission. All institutional personnel participate in this process through the three-year planning cycle fully described in 3.A. A critical component of this process is an in-depth review of resources, capacity, and effectiveness.

In addition to the formal planning cycle, the Executive Cabinet and senior leadership have established a series of processes and reports to monitor current and future institutional capacity. These reports summarize operational status in human resources, financial services, facilities and equipment, information technology, enrollment/scheduling, and academic programs. Additionally, Cabinet has established a regular internal audit schedule for operational activities to assess the effectiveness and compliance with institutional policy and procedures. Using all these sources the Cabinet makes holistic determinations of sufficient capacity and resources for ongoing mission fulfillment. If deficiencies are discovered plans and strategies are implemented to address them. Details for these processes and reports are provided below.

Human Resources

Cabinet members receive weekly reports regarding open faculty and staff positions, new hires, and positions waiting for approval. Department supervisors annually review their operations and consider workload as compared to staffing levels. If a new position (full-time or hourly) is needed a budget request is advanced during the College's annual budget process.

Financial Resources

As part of the annual institutional informed budget process (see 2.F.3), the Executive Cabinet engages in a series of meeting to discuss the operational budget. The Cabinet utilizes the Informed Budget Process (IBP) as one tool to evaluate resources and capacity. The IBP is also used to support the underlying institutional infrastructure necessary to implement and sustain programs and services across the College.

The College also conducts an annual external financial audit to ensure sound financial position. The outcome of this audit is shared and discussed with the Cabinet and Board of Trustees (see 2.F.7). The College has consistently received a clean, unqualified opinion from the external auditor as it relates to the financial statements. In addition to giving an opinion on financial statements, the state auditor also issues a report on internal controls and compliance in accordance with government auditing standards. The "Government Auditing Standards Report For the Year Ended June 30, 2013" disclosed no instances of noncompliance.

Capital Facilities/Equipment

The Cabinet has a [facilities master planning process](#) (see 2.G.3) focused on building physical capacity. The process examines existing physical facilities, projected growth, and other related factors to determine the long-range capital facility needs for the institution. The Cabinet utilizes the facilities master plan to develop a [five-year capital development request](#) for legislative funding consideration. The Executive Cabinet [reviews](#) and revises the five-year request on a regular basis to determine the best use of existing facilities, enhance the College's ability to fulfill its mission and core theme objectives, and to provide direction for the formal request for legislative funding through the Board of Regents and Building Board process.

The College conducts an annual inventory of all capital equipment valued over \$5,000 and special Informational Technology related equipment (see 2.G.4). As equipment becomes outdated or in need of repair, departments work through the informed budget process to secure funding to support the purchase of new equipment for instructional and infrastructure needs. Additionally, the College has an ongoing budget line associated with the purchase and maintenance of capital equipment.

Information Technology

The Office of Information Technology tracks and monitors the need for technology updates and equipment replacements through several processes and shares this information with the Cabinet (see 2.G.8). The processes include [annual reporting](#) of aging assets to the Utah System of Higher Education for both hardware and software. These reports help to determine the cost and viability of replacing aging systems and influence how resources are allocated during the budget process.

Enrollment/Scheduling

Cabinet and senior leadership regularly [discuss and review enrollment and scheduling reports](#) (see 5.B.1 [evidence folder](#)) to inform budget-related enrollment management decisions. The scheduling office also creates planning and summary reports indicating the balance of enrollments in classes supporting the different core aspects of our mission: transfer and career and technical education courses. Institutional research produces in-depth enrollment and [retention reports](#) for cabinet and the Board of Trustees on a semester basis.

Academic Programs

Cabinet and academic administrators are provided an annual [academic report](#) (also [available in browser](#)) detailing the five-year, longitudinal performance of academic programs through operational efficiency measures, and student enrollment and completion metrics. SLCC also subscribes to Economic Modeling Systems Incorporated (EMSI) database provides regional employment outlook and wage data for graduates of CTE programs. This data has been used to inform the elimination of programs and the formation of new workforce education programs.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

Cabinet and senior leadership constantly look for ways to improve the institution, including the planning and resource allocation practices. Most recently College leadership addressed a few areas needing improvement: internal communication and planning and resource allocation process alignment with core themes.

A recent PACE Climate survey indicated that College employees felt the need to improve internal communication. College Leadership responded by adjusting the strategic planning process to focus not on external stakeholders but on internal constituent groups, sharing planning related accomplishments, performance data, and facilitating college-wide conversations about the future direction of the college and role of strategic priority councils (see [2011 planning video](#) and [results](#)). Evaluating the participatory planning process was also the focus of a senior leadership retreat in 2012 during which the process details of the [decision-making structure](#) were clarified by shared governance participant groups.

The planning and resource allocation processes was adjusted in Fall 2013 to ensure better alignment with mission fulfillment and core theme objectives. The informed budget process (IBP) split from having a single-request type format to supporting both operational infrastructure requests and strategic initiatives directly tied to core theme objectives. Additionally the standing budget committee was modified to include the co-chairs of strategic priority councils to improve alignment with the council core theme work. The Cabinet is also evaluating the current “closing the loop” budget reports to determine what changes are necessary to improve the accountability and assessment process related to strategic initiative projects.

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

SLCC monitors its internal and external environments to identify current and emerging patterns using both quantitative and qualitative analysis. Quantitatively, the comprehensive master planning process and regular studies through Institutional Research provide meaningful data regarding future trends which may impact the institution. Qualitatively, through institutional taskforces, committees, strategic priority councils, and other community partnerships institutional leadership engage in regular strategic conversations to identify emerging trends. Both processes complement each other and collectively provide a clear picture regarding current and emerging patterns. Examples of these processes are provided below.

SLCC conducts a comprehensive master planning session on a ten-year cycle to look at projected population, transportation, and business trends in the Salt Lake valley and plan site and facility needs accordingly. The master plan is updated annually in conjunction with state and USHE system facilities planning processes, and forms the basis for teaching center and campus locations, new buildings and the strategic grouping of academic programs. The [master plan](#) and its associated [data and analysis](#) is available online.

Institutional Research provides information to faculty, staff, administration and other college groups about the internal and external environment. Information about the internal environment is derived through regular student, faculty, and staff surveys, course evaluations, focus groups, and extensive internal and external databases.

Open forums and college-wide conversations engage internal constituent groups in “big” discussions to consider larger trends in community and emergent issues in higher education. In recent forums and conversations college employees have engaged with experts on demographics and economic forecasts for the Salt Lake valley, issues of inclusivity and diversity, best practices in developmental education redesign (underprepared student forum) and intentional design for student completion (structured pathways forum). Faculty senate also hosts an annual retreat to consider the impact of current and emerging patterns of student learning on pedagogy, curriculum, and faculty work (2013 video, slides, and report; 2014 report). A CTE Symposium gathers representatives from business and industry and high school and postsecondary partners together discuss current industry needs and training pipelines to craft system-wide workforce preparation solutions.

The College regularly engages external groups to assess the college’s strategic position within the community. The President, Cabinet members, and trustees seek input from local ethnic and faith-based leaders, key business and philanthropic stakeholders, and public officials about roles and issues that the College should be focused on to contribute to the larger community vitality. Community and business leaders continue to serve essential roles on program advisory committees to offer external perspectives to our faculty and administrators.

Lastly, through active participation in national initiatives and performance frameworks Cabinet keeps abreast of not only the local community but national community as well to assess the efficacy of efforts to advance the College mission. SLCC is known as a national leader in student learning outcomes assessment, general education ePortfolios, and open educational resources; it has been recognized for by AAC&U, AACC, Lumina and other groups. SLCC is proud of its efforts to bring current and relevant external context information to the College to inform practice within the College.

SLCC uses the strategic findings to define its future direction and maintain well-articulated core themes. The Board of Trustees and Foundation Board participate in regular strategic planning retreats to review strategic priorities in light of emerging trends and provide feedback to Cabinet.

Since 2006, SLCC has focused its direction on becoming a premiere comprehensive community college and articulated associated core themes and core theme objectives. The college’s strategic priorities were established in 2008 and reaffirmed in the most recent planning iteration. This action was intentional and in direct response to the state of instability in the external environment. The President, Cabinet and Board of Trustees elected to maintain the narrative framework for our collective work so that college employees would keep focused on our mission during the economic downturn, large increases in enrollments, and the plethora of externally imposed accountability demands. Tactical initiatives changed but the College maintained focus on strategic priorities advancing core themes.

The College has extensively refined the core theme performance indicators originally established in 2011. This revision was in response to what College leaders have learned through processes of analysis and reflection on the heuristic value of the indicators of achievement. Displaying the result of this ongoing and challenging work is the [core theme performance dashboard](#). Ancillary management reports and an executive dashboard are currently under development to better inform and assess decisions and actions advancing the institution's mission.

With the pending appointment of a new president, SLCC will begin a new cycle of strategic planning to revise priorities and associated programs and services. SLCC will also commence a year one review under Northwest processes which will review and revise core themes as appropriate.

Endnotes (Evidence Tables)

Endnotes for Chapter 1

Utah Code 53B-2-101 http://le.utah.gov/code/TITLE53B/htm/53B02_010100.htm

Regents' Policy R312 http://higheredutah.org/wp-content/uploads/2013/07/pff_2013_r312.pdf

Recent Study on Completion Prior to Transfer <http://completionbydesign.org/blog/why-get-an-associate-degree-when-i-want-a-bachelor%E2%80%99s%20>

Integrated Learning https://drive.google.com/file/d/0B6_IIEBsjsseNIZid1R2VVN3WGM/edit?usp=sharing

Voluntary Framework of Accountability <http://vfa.aacc.nche.edu/about/Pages/default.aspx>

Miller Business Resource Center <http://www.mbrcsbcc.com/index>

Endnotes for Chapter 2

Supporting Evidence for 2.A.1

SLCC Decision Making Structure Document (login required)

<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDUzdIY3pPWnRXeUE/edit>

Utah System of Higher Education (USHE) <http://higheredutah.org/>

Utah Code 53B-2-103(1) http://le.utah.gov/code/TITLE53B/htm/53B02_010300.htm

Utah State Board of Regents webpage <http://higheredutah.org/about-the-board/>

SLCC Board of Trustees webpage <http://www.slcc.edu/president/boardoftrustees.aspx>

Description of the Board of Trustees duties as specified by Regents' Policies R220–R223

http://higheredutah.org/wp-content/uploads/2013/06/pff_2009_r220a.pdf

- [R220, Delegation of Responsibilities to the President and Board of Trustees](#)
- [R220, Checklist of Presidents' and Trustees' Responsibilities](#)
- [R220, Supplement, References to Responsibilities](#)
- [R223, Faculty and Staff Participation in Board of Trustees Meetings](#)

Utah State Board of Regents' Policies <http://higheredutah.org/policies/>

President's Invitation to participate on Councils and Committees (login required)

<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDNFVKNEJSWnF2UIU/edit>

SLCC Councils and Committees <http://www.slcc.edu/president/committees-and-councils.aspx>

Strategic Priority Councils [http://www.slcc.edu/strategic-](http://www.slcc.edu/strategic-planning/docs/Strategic%20Priority%20Councils%202013-20151.pdf)

[planning/docs/Strategic%20Priority%20Councils%202013-20151.pdf](http://www.slcc.edu/strategic-planning/docs/Strategic%20Priority%20Councils%202013-20151.pdf)

(For agendas, minutes, membership, resource documents, etc., log into MyPage Employee tab)

Faculty Senate (login required) <http://myslcc/projects/FacultySenate/default.aspx>

Senior Leadership Council <http://www.slcc.edu/president/leadershipcouncil.aspx>

Salt Lake Community College Student Association (SLCCSA) <http://www.slcc.edu/sll/slccsa.aspx>

PACE Climate Survey [https://www.slcc.edu/mypage/channels/employee-](https://www.slcc.edu/mypage/channels/employee-tab/strategicplanning/docs/SLCC_PACE_Summary_Fall11.pdf)
[tab/strategicplanning/docs/SLCC_PACE_Summary_Fall11.pdf](https://www.slcc.edu/mypage/channels/employee-tab/strategicplanning/docs/SLCC_PACE_Summary_Fall11.pdf)

Institution-wide forums

- Forums Calendar 2012-14 [http://www.slcc.edu/strategic-](http://www.slcc.edu/strategic-planning/docs/Forums%20Calendar%202012-14.pdf)
[planning/docs/Forums%20Calendar%202012-14.pdf](http://www.slcc.edu/strategic-planning/docs/Forums%20Calendar%202012-14.pdf)
- 2012 Forum on Inclusion [https://www.slcc.edu/mypage/channels/employee-](https://www.slcc.edu/mypage/channels/employee-tab/strategicplanning/docs/IEC/Inclusion%20Conversation%20Nov022012.docx)
[tab/strategicplanning/docs/IEC/Inclusion%20Conversation%20Nov022012.docx](https://www.slcc.edu/mypage/channels/employee-tab/strategicplanning/docs/IEC/Inclusion%20Conversation%20Nov022012.docx)

Supporting Evidence for 2.A.2

Utah State Board of Regents <http://higheredutah.org/about-the-board/>

Utah Code 53B-1-103 http://le.utah.gov/code/TITLE53B/htm/53B01_010300.htm

Utah Code 53B-2-102 http://www.le.state.ut.us/code/TITLE53B/htm/53B02_010200.htm

Utah Code 53B-2-105 http://www.le.state.ut.us/code/TITLE53B/htm/53B02_010500.htm

Utah Code 53B-2-106 http://www.le.state.ut.us/code/TITLE53B/htm/53B02_010600.htm

Regents' Policy R220 Supplement, References to Responsibilities
http://higheredutah.org/wp-content/uploads/2013/06/pff_2009_r220b.pdf

Supporting Evidence for 2.A.3

Accreditation Liaison Officer <http://www.slcc.edu/accreditation/accreditation-liaison-officer.aspx>

Regents' Policy R817 <http://higheredutah.org/wp-content/uploads/2013/06/R817.pdf>

Utah Code Title 34-20-1 Declaration of Policy
http://www.le.utah.gov/code/TITLE34/htm/34_20_000100.htm

SLCC Organizational Chart http://www.slcc.edu/about/docs/SLCC_Organizational_Chart.pdf

Supporting Evidence for 2.A.4

Utah System of Higher Education <http://higheredutah.org/>

Utah Code 53B-1-1-3 (Establishment of State Board of Regents)
http://www.le.utah.gov/code/TITLE53B/htm/53B01_010300.htm

Utah Code 53B-2-103 (Boards of Trustees Powers and Duties)
http://www.le.utah.gov/code/TITLE53B/htm/53B02_010300.htm

Board Members, Utah State Board of Regents <http://higheredutah.org/boardmembers/>

Regents' Policy R120-3.9.1 http://higheredutah.org/wp-content/uploads/2013/06/pff_2013_r120.pdf#page=11

Board Members, SLCC Board of Trustees <http://www.slcc.edu/president/boardoftrustees.aspx>

Regents State-wide Orientation <http://www.slideshare.net/USHE/state-board-of-regents-roles-responsibilities>

Utah Code 53B-1-101 http://www.le.utah.gov/code/TITLE53B/htm/53B01_010100.htm

Regents' Policy R220 http://higheredutah.org/wp-content/uploads/2013/06/pff_2013_R220.pdf

Regents' Bylaws R120 http://higheredutah.org/wp-content/uploads/2013/06/pff_2013_r120.pdf

SLCC Board of Trustees Bylaws (login required)

<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDR3h1SFdIX09KS2M/edit>

Supporting Evidence for 2.A.5

Utah Code 53B-1-104(7)(a)-(c) http://www.le.utah.gov/code/TITLE53B/htm/53B01_010400.htm

Utah State Board of Regents' Bylaw R120-3.6.2 http://higheredutah.org/wp-content/uploads/2013/06/pff_2013_r120.pdf#page=10

Utah Code 53B-2-104(6)(b) http://www.le.utah.gov/code/TITLE53B/htm/53B02_010400.htm

SLCC Board of Trustees Bylaws Article VII (login required)

<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDT2ZzSUNrUWZScFU/edit>

Supporting Evidence for 2.A.6

SLCC Board of Trustees Bylaws Article V.3 (login required)

<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDSnotQUdaN1NwNDg/edit>

President and Board of Trustees formal and informal self-evaluations (login required)

<https://drive.google.com/a/bruinmail.slcc.edu/?tab=mo#folders/0B9CZZECLM2IDTzBBRkt0S3RkYTA>

Supporting Evidence for 2.A.7

Regents Policy R203, Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions

http://higheredutah.org/wp-content/uploads/2013/06/pff_2013_r203.pdf

Regents Policy R205, Presidential Appointment, Term of Office, and Compensation and Benefits

http://higheredutah.org/wp-content/uploads/2013/07/pff_2013_r205.pdf

Regents' Policy R208, Resource and Review Teams

<http://higheredutah.org/wp-content/uploads/2014/04/R208-Regent-approved-2014-3-28.pdf>

Regents' Policy R209, Evaluation of Presidents http://higheredutah.org/wp-content/uploads/2013/06/pff_2013_r209.pdf

Regents' Policy R220, Delegation of Responsibilities to the President and Board of Trustees

http://higheredutah.org/wp-content/uploads/2013/06/pff_2013_R220.pdf

Supporting Evidence for 2.A.8

Regents' Policy R123 Board Self Evaluation and Orientation <http://higheredutah.org/policyr123/>

SLCC Board of Trustees self-evaluations (login required)

<https://drive.google.com/a/bruinmail.slcc.edu/?tab=mo#folders/0B9CZZECLM2IDTzBBRkt0S3RkYTA>

Supporting Evidence for 2.A.9

SLCC Executive Cabinet <http://www.slcc.edu/president/executivecabinet.aspx>

SLCC Organizational Chart http://www.slcc.edu/about/docs/SLCC_Organizational_Chart.pdf

Supporting Evidence for 2.A.10

Regents' Policy R220 http://higheredutah.org/wp-content/uploads/2013/06/pff_2013_R220.pdf

Utah Code 53B-2-106 http://www.le.state.ut.us/code/TITLE53B/htm/53B02_010600.htm

Supporting Evidence for 2.A.11

SLCC Organizational Charts (last 5 years)

- November 2010 (login required)
<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDaTAwSIEYVJVckU/edit>
- September 2011 (login required)
<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDWURzZI9GTIINTFU/edit>
- August 2012 (login required)
<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDcURXMEh1cDFvUms/edit>
- August 2013 (login required)
<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDWEVudmI0N2x5WFU/edit>
- August 2014 http://www.slcc.edu/about/docs/SLCC_Organizational_Chart.pdf

Supporting Evidence for 2.A.12

Academic Standards Policy <http://www.slcc.edu/academicadvising/academicstandards/academic-standards-policy.aspx>

SLCC Faculty and Staff Resources <http://www.slcc.edu/faculty-staff/index.aspx>

SLCC Policies and Procedures Chapter 4 Academic Affairs

<http://www.slcc.edu/policies/index.aspx#Chapter4>

SLCC Procedure for Policy *Academic Freedom, Professional Responsibility and Tenure* 4-1.01
<http://www.slcc.edu/policies/docs/c4s01.01.pdf#page=8>

Provost of Academic Affairs documents <http://www.slcc.edu/vpi/documents.aspx>

New Employee Orientation Checklist
<http://www.slcc.edu/hr/docs/New%20Employee%20Orientation%20Checklist%209-2012.pdf>

Supporting Evidence for 2.A.13

SLCC Libraries <http://libweb.slcc.edu/>

Library Circulation / Renewal <http://libweb.slcc.edu/about/circulation-policy-faq>

Library Access <http://libweb.slcc.edu/search/node/access>

Library Catalog Use <http://libweb.slcc.edu/library-resources/catalog-use-instruction>

Supporting Evidence for 2.A.14

SLCC Procedure for Policy 4-2.10 *Curriculum and Graduation Standards Policy*
<http://www.slcc.edu/policies/docs/c4s02-10.pdf#page=11>

Utah State Board of Regents' Policy R470 (General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination)
http://higheredutah.org/wp-content/uploads/2014/05/R470_0516_2014.pdf

SLCC General Catalog http://www.slcc.edu/catalog/current/2014-15_Academic_Policies_and_Procedures.pdf#page=9

SLCC Transfer Credit Guidelines

- SLCC Transfer Evaluation webpage <http://www.slcc.edu/transcriptevaluation/index.aspx>
- SLCC Transferring Guidelines <http://www.slcc.edu/transcriptevaluation/transferring-guidelines.aspx>
- SLCC Academic Advising Transfer Center webpage
<http://www.slcc.edu/academicadvising/transfercenter/transfer-guidelines.aspx>

TransferUtah website maintained by the Utah System of Higher Education
<http://www.transferutah.org/SaltLakeCommunityCollege/TransferProfile/tabid/4349/Default.aspx>

Supporting Evidence for 2.A.15

SLCC Policy 3-2.01 *Student Code of Conduct* (Students' rights and responsibilities)
http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf

Dean of Students <http://www.slcc.edu/deanofstudents/>

SLCC Policy 4-1.03 *Faculty Prerogatives in Maintaining a Safe, Supportive and Effective Learning Environment* http://www.slcc.edu/policies/docs/c4s01-03_.pdf

Disability Resource Center <http://www.slcc.edu/drc/>

SLCC Policy 3-2.01 *Student Code of Conduct* (Americans with Disabilities Act)
http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf#page=16

SLCC Policy 4-1.03 *Faculty Prerogatives in Maintaining a Safe, Supportive and Effective Learning Environment* http://www.slcc.edu/policies/docs/c4s01-03_.pdf

Supporting Evidence for 2.A.16

SLCC Policy 3-1.01 *Admissions Policy* http://www.slcc.edu/policies/docs/C3S1_01_12-14-11.pdf

Alternative and college preparatory programs <http://www.slcc.edu/sat/programs/index.aspx>

SLCC webpage for future students <http://www.slcc.edu/students-future/admissions/index.aspx>

SLCC Policy 4-2.01 *College Placement* http://www.slcc.edu/policies/docs/Policy_c4s02.01.pdf

SLCC General Catalog *Academic Policies and Procedures*
http://www.slcc.edu/catalog/current/2014-15_Academic_Policies_and_Procedures.pdf

SLCC General Catalog Testing and Placement Assessment
http://www.slcc.edu/catalog/current/2014-15_Academic_Policies_and_Procedures.pdf#page=5

SLCC Student Testing Services webpage <http://www.slcc.edu/testing/>

Supporting Evidence for 2.A.17

Student Life and Leadership <http://www.slcc.edu/sll/>

Thayne Center for Service and Learning <http://www.slcc.edu/thaynecenter/>

Arts & Cultural Events (ACE) <http://www.slcc.edu/ace/index.aspx>

Mass Communication Center <http://www.slcc.edu/mcc/index.aspx>

Alternative Break webpage <http://www.slcc.edu/thaynecenter/asb.aspx>

Alternate Break Application and contract (login required)
https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B6_IIEBsjsseATdpVkhhcEV3bms/edit

Civically Engaged Scholars webpage <http://www.slcc.edu/thaynecenter/ces.aspx>

Civically Engaged Scholars Application

<http://www.slcc.edu/thaynecenter/docs/CES%20Application%20Form%202013%202014%2006202013.pdf>

Community Partners Outreach webpage <http://www.slcc.edu/thaynecenter/programs-services/community-partners.aspx>

Community Partner Outreach contract (login required)

<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDWFdSWjgyY2IHV2c/edit>

America Reads Tutoring <http://www.slcc.edu/thaynecenter/americanreads.aspx>

America Reads Community Work Study Tutor Contract

http://www.slcc.edu/thaynecenter/docs/America%20Reads%20Work-study%20Tutor%20Contract_FY14%2006192013.pdf

Student Leaders in Civic Engagement application and contract (SLICE) (login required)

https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B6_IIEBsjsseQkRRc1I4UVozUTQ/edit

Mass Communication Center Handbook (login required)

<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDdEZMNXINc0h2bFE/edit>

Supporting Evidence for 2.A.18

SLCC Policy and Procedures web page <http://www.slcc.edu/policies/index.aspx>

SLCC Human Resources web page <http://www.slcc.edu/hr/>

SLCC Policy 2-2.05 *Affirmative Action/Equal Opportunity* <http://www.slcc.edu/policies/docs/c2s02-05.pdf>

Supporting Evidence for 2.A.19

Human Resources Forms web page <http://www.slcc.edu/hr/forms.aspx>

Conditions of Employment Form

<http://www.slcc.edu/hr/docs/CONDITIONS%20OF%20EMPLOYMENT%209-2012.pdf>

Ethical Duties of Officers & Employees Form http://www.slcc.edu/hr/docs/Ethical_Duties_USHE.pdf

New Employee Orientation Checklist

<http://www.slcc.edu/hr/docs/New%20Employee%20Orientation%20Checklist%209-2012.pdf>

SLCC Policy 2-2.02 *Personnel Hiring* <http://www.slcc.edu/policies/docs/c2s2-02.pdf>

Performance Excellence Program Form

http://www.slcc.edu/hr/docs/Performance_Excellence_Program_Forms.pdf

Talent Management web page <http://www.slcc.edu/hr/talent-management.aspx>

SLCC Policy 2-3.06 *Employee Grievance Procedure* <http://www.slcc.edu/policies/docs/c2s03-06.pdf>

SLCC Policy 2-3.07 *Disciplinary Sanctions and Terminations* <http://www.slcc.edu/policies/docs/c2s03-07.pdf>

Supporting Evidence for 2.A.20

SLCC Policy 2-3.12 *Personnel File* <http://www.slcc.edu/policies/docs/c2s03-12.pdf>

Supporting Evidence for 2.A.21

SLCC 2013-14 Marketing Strategy (login required)

<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDNTRrNFNrT3F5S1U/edit>

SLCC 2014 Social Media Strategy (login required)

<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDNkJHeTZvbkpoQkE/edit>

SLCC Enrollment Campaign Performance Report April 2014 (login required)

<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDTzRpWGRhM05QaTQ/edit>

SLCC Enrollment Campaign Performance Report May 2014 (login required)

<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDWFpYc2FaNktzaIU/edit>

Underwriting Campaign (login required)

<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDMHJqN1VMUEtZa3M/edit>

Television Underwriting (login required)

<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDc3ZTdzVGSIBnbUE/edit>

SLCC General Catalog <http://www.slcc.edu/catalog/index.aspx>

Sample Schedule http://www.slcc.edu/catalog/current/mktg_aas.pdf

Supporting Evidence for 2.A.22

SLCC Policy1-8.01 *Policy Development* http://www.slcc.edu/policies/docs/C1S8-01_Policy_Dev.pdf

SLCC Policy 1-1.05 *Official College Spokesperson and Media Policy*

<http://www.slcc.edu/policies/docs/C1s01-05.pdf>

Requests for information from SLCC records or databases

http://www.slcc.edu/riskmanagement/docs/record-storage-docs/GRAMA_reminder_2012.pdf

SLCC Policy 2-2.05 *Affirmative Action/Equal Opportunity* <http://www.slcc.edu/policies/docs/c2s02-05.pdf>

SLCC Policy 4-1.01 *Academic Freedom, Professional Responsibility and Tenure*
<http://www.slcc.edu/policies/docs/c4s01.01.pdf>

SLCC Policy 2-2.06 *Sexual Harassment Avoidance* <http://www.slcc.edu/policies/docs/c2s02-06.pdf>

SLCC Policy 2-3.15 *Employment Discrimination* <http://www.slcc.edu/policies/docs/c2s03-15.pdf>

SLCC Policy 2-3.06 *Employee Grievance Policy* <http://www.slcc.edu/policies/docs/c2s03-06.pdf>

SLCC Policy 2-3.16 *Ethical Conduct* <http://www.slcc.edu/policies/docs/c2s03-16.pdf>

SLCC Policy 3-2.01 *Student Code of Conduct* (includes grievance policies - page 30)
http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf

SLCC Procedure for Policy 2-3.06 *Employee Grievance Policy* <http://www.slcc.edu/policies/docs/c2s03-06.pdf#page=3>

Student Grievance Procedure http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf#page=30

Supporting Evidence for 2.A.23

Regents' Policy R122 *Board Conflict of Interest Policy* <http://higheredutah.org/policyr122/>

SLCC Board of Trustees Public Officer's Disclosure Statement Template (login required)
<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDeGNWZ3l6Vy01VFk/edit>

SLCC Policy 2-3.03 *Conflict of Interest* <http://www.slcc.edu/policies/docs/c2s03-03.pdf>

SLCC Policy 2-1.02 *Personnel Philosophy Statement* <http://www.slcc.edu/policies/docs/c2s01-02.pdf>

SLCC Procedure for Policy 4-1.01(III) *Academic Freedom, Professional Responsibility and Tenure*
<http://www.slcc.edu/policies/docs/c4s01.01.pdf#page=8>

Student Code of Conduct http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf

SLCC Policy 1-3.01 *Internal Audit* <http://www.slcc.edu/policies/docs/C1s3-01.pdf>

Supporting Evidence for 2.A.24

SLCC Policy 2-12.02 *Copyright Ownership/Intellectual Property* <http://www.slcc.edu/policies/docs/c2s12-02-Copyright-Ownership-Intellectual-Property.pdf>

Supporting Evidence for 2.A.25

Accreditation status online <http://www.slcc.edu/accreditation/index.aspx>

Accreditation status in catalog http://www.slcc.edu/catalog/current/2014-15_SLCC_AtAGlance.pdf

Supporting Evidence for 2.A.26

SLCC Policy 1-5.01 *Contract Signatory Authority* http://www.slcc.edu/policies/docs/C1S5_01_2011-12-14.pdf

Supporting Evidence for 2.A.27

SLCC Policy 4-1.01 *Academic Freedom, Professional Responsibility Tenure Policy*
<http://www.slcc.edu/policies/docs/c4s01.01.pdf>

SLCC Procedure for Policy 4-1.01:III A.1-A.6 *Academic Freedom*
<http://www.slcc.edu/policies/docs/c4s01.01.pdf#page=8>

Supporting Evidence for 2.A.28

SLCC Mission Statement <http://www.slcc.edu/about/mission-vision.aspx>

SLCC Core Themes http://www.slcc.edu/strategic-planning/docs/Core_Themes_May_2011.pdf

SLCC Policy 4-1.01 *Academic Freedom, Professional Responsibility Tenure Policy*
<http://www.slcc.edu/policies/docs/c4s01.01.pdf>

Supporting Evidence for 2.A.29

SLCC Policy 4-1.01:III B.1.7-B.1.8 *Academic Freedom, Professional Responsibility and Tenure Policy*
<http://www.slcc.edu/policies/docs/c4s01.01.pdf#page=11>

SLCC Policy 4-1.01:III B.2.1-B.2.6 *Academic Freedom, Professional Responsibility and Tenure Policy*
<http://www.slcc.edu/policies/docs/c4s01.01.pdf#page=12>

SLCC Policy 2-12.01 *Photocopying of Copyrighted Material*
http://www.slcc.edu/policies/docs/Policy_C2S12_01-Photocopying_of_Copyrighted_Materials_for_Classroom_Use.html

SLCC Policy 2-12.02 *Copyright Ownership/Intellectual Property*
<http://www.slcc.edu/policies/docs/c2s12-02-Copyright-Ownership-Intellectual-Property.pdf>

Supporting Evidence for 2.A.30

Utah State Statute

Utah Code Title 51, Chapter 7, *State Money Management Act*
<http://le.utah.gov/UtahCode/section.jsp?code=51-7>

Utah Code Title 51, Chapter 8, *Uniform Prudent Management of Institutional Funds Act*
<http://le.utah.gov/UtahCode/section.jsp?code=51-8>

Utah Administrative Code Title R628, *Rules of the State Money Management Council*
<http://www.rules.utah.gov/publicat/code/r628/r628.htm>

Utah State Board of Regents' Policies

R220 *Delegation of Responsibilities to the President and Board of Trustees* (Policy delegates responsibilities and governance of certain SLCC financial and budget activities to the College President and Board of Trustees) http://higheredutah.org/wp-content/uploads/2013/06/pff_2013_R220.pdf

R501 *Budgeting Definitions and Guidelines* (Establishes certain budgeting related guidelines for each USHE institution) http://higheredutah.org/wp-content/uploads/2014/05/R501_2014-5-16.pdf

R532 *Acceptance and Approval of Contracts and Grants* (Provides for the acceptance of research and training grants by USHE institutions) http://higheredutah.org/wp-content/uploads/2013/06/pff_2011_r532.pdf

R541 *Management and Reporting of Institutional Investments* (Provides for the implementation of the State Money Management Act, the rules of the State Money Management Council, and the Uniform Prudent Management of Institutional Funds Act; and the adoption of guidelines for the establishment of policy, process, and reporting of investments by USHE institutions) http://higheredutah.org/wp-content/uploads/2013/07/pff_2009_r541.pdf

R561 *Accounting and Financial Controls* (Provides for standard accounting records, procedures and financial controls to be followed by each USHE institution) http://higheredutah.org/wp-content/uploads/2013/06/pff_2009_r561.pdf

R562 *Non-Lapsing Balances* (Provides authorization for institutions to retain unspent appropriated operating funds from year to year prudent financial guidelines for managing such funds) http://higheredutah.org/wp-content/uploads/2013/06/pff_1999_r562.pdf

R588 *Delegation of Debt Policy to Boards of Trustees* (Establishes parameters for issuing debt and managing the debt portfolio) http://higheredutah.org/wp-content/uploads/2013/06/pff_2009_r588.pdf

R710 *Capital Facilities* (To clarify the role of the State Board of Regents, the institutional boards of trustees, and of the presidents with respect to capital facilities) <http://higheredutah.org/wp-content/uploads/2014/01/R710-Regent-approved-2014-1-24.pdf>

SLCC Policies:

1-2.01 *Solicitation of Gifts* (outlines procedures for solicitation and valuation of gifts and contributions to the College) <http://www.slcc.edu/policies/docs/solgifts.html>

1-2.02 *Gift Receipt and Acceptance* (outlines the role of the Salt Lake Community College Foundation as a receiver of gifts and contributions for the College and establishes an overall procedure for gift acceptance) http://www.slcc.edu/policies/docs/Policy_C1S02_02-Gift_Receipt_and_Acceptance.html

1-5.01 *Contract Signatory Authority* (stipulates those who are authorized to sign or execute contracts and agreements, and sets forth a review process to be conducted prior to signing contracts or agreements) http://www.slcc.edu/policies/docs/C1S5_01_2011-12-14.pdf

1-6.01 *Fixed Assets* (defines capital assets and outlines asset accounting and tracking procedures) <http://www.slcc.edu/policies/docs/c1s06-02.pdf>

2-6.01 *Expenditure and Budget Transfer* (defines budget center manager fiscal responsibilities and the handling of budgets, budget transfers, expenditures and budget deficits) <http://www.slcc.edu/policies/docs/c2s06-01.pdf>

2-7.01 *Investments* (provides for the safekeeping and investment of funds in order to maximize investment earning while giving due consideration to safety of principle, need for liquidity and compliance with State money management laws and regulations) <http://www.slcc.edu/policies/docs/C2s07-01.pdf>

2-7.02 *Banking Services* (provides authorization to establish banking and financial relationships, and for signing checks and other related financial documents or instruments) <http://www.slcc.edu/policies/docs/C2s07-02.pdf>

2-8.02 *Cash Receipting and Payment Card Industry Data Security* (provides guidelines and procedures to ensure that all money paid to the College is properly receipted, accounted for, protected and deposited on a timely basis, and to ensure that the College complies with payment card industry data security standards) <http://www.slcc.edu/policies/docs/c2s08-02.pdf>

2-10.01 *College Procurement-General* (sets forth purchasing procedures and responsibilities) http://www.slcc.edu/policies/docs/Policy_C2S10_01-College_Procurement--General.html

Supporting Evidence for 2.B.1

SLCC Policy *Personnel Hiring* and SLCC Procedure for Policy *Personnel Hiring* 2-2.02 <http://www.slcc.edu/policies/docs/c2s2-02.pdf>

Human Resources Portal <https://jobs.slcc.edu/hr/sessions/new>

College Applicant Website <https://jobs.slcc.edu/>

Affirmative Action Program 2013-14 http://www.slcc.edu/hr/docs/Affirmative_Action_Program_2013-14.pdf

SLCC Policy *Affirmative Action/Equal Opportunity* and SLCC Procedure for Policy *Affirmative Action/Equal Opportunity* 2-2.05 <http://www.slcc.edu/policies/docs/c2s02-05.pdf>

SLCC Policy *Job Evaluation* and SLCC Procedure for Policy *Job Evaluation* 2-5.02 <http://www.slcc.edu/policies/docs/c2s05-02.pdf>

Staff Hiring Handbook http://www.slcc.edu/hr/docs/Staff_Hiring_Handbook_2013.pdf

Talent Management <http://www.slcc.edu/hr/talent-management.aspx>

Supporting Evidence for 2.B.2

SLCC Policy 2-3.01 *Employee Performance Appraisal* <http://www.slcc.edu/policies/docs/c2s03-01.pdf>

Performance Appraisal http://www.slcc.edu/hr/docs/Performance_Excellence_Program_Forms.pdf

Academic Administrator Evaluation Form (see 2.B.2 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXOWJ3aFFjXzNFeEU>

Administrator Evaluation Form (see 2.B.2 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXOWJ3aFFjXzNFeEU>

Peer Evaluation Form https://www-app.slcc.edu/admin_eval/

Supporting Evidence for 2.B.3

Center for Innovation <http://www.slcc.edu/innovation/innovationcontest/index.aspx>

FTLC <http://www.slcc.edu/ftlc/index.aspx>

Degree Advancement Form http://www.slcc.edu/hr/docs/Degree_Advancement_Form_1-2010.pdf

Education Reimbursement

http://www.slcc.edu/hr/docs/Educational_Reimbursement_Program_Application.1pdf.pdf

Completing http://www.slcc.edu/hr/docs/Educational_Reimbursement_Program_-_Request_for_Reimbursement_Form.pdf

SLCC Policy *Educational Reimbursement* and SLCC Procedure for Policy *Educational Reimbursement* 2-4.15 <http://www.slcc.edu/policies/docs/C2s04-15.pdf>

Academic Guide for Full-Time Faculty Workload and Compensation

<http://www.slcc.edu/hr/docs/Academic-Guide.pdf>

Faculty Salary System http://www.slcc.edu/hr/docs/2014-2015_Faculty_Salary_Schedule.pdf

Three Types of Professional Development Experiences (pages 18-21)

<http://www.slcc.edu/hr/docs/Academic-Guide.pdf#page=18>

Convocation <http://www.slcc.edu/facultyservices/index.aspx>

Professional Development Day <http://www.slcc.edu/pdd/index.aspx>

Supporting Evidence for 2.B.4

Class Size <http://www.slcc.edu/ir/docs/Fact%20Book%202012-13.pdf#page=23>

SLCC Policy *Personnel Hiring* and SLCC Procedure for Policy *Personnel Hiring* 2-2.02
<http://www.slcc.edu/policies/docs/c2s2-02.pdf>

Curriculum Committee Handbook <http://www.slcc.edu/curriculum/forms.aspx>

NWCCU Policies <http://www.nwccu.org/Standards%20and%20Policies/Policies/Policies.html>

Supporting Evidence for 2.B.5

SLCC Policy 4-1.01 *Academic Freedom, Professional Responsibility*
<http://www.slcc.edu/policies/docs/c4s01.01.pdf>

Academic Guide for Full-Time Faculty Workload and Compensation
<http://www.slcc.edu/hr/docs/Academic-Guide.pdf>

Academic Guide Section 2 <http://www.slcc.edu/hr/docs/Academic-Guide.pdf#page=24>

Supporting Evidence for 2.B.6

SLCC Policy *Academic Freedom, Professional Responsibility, and Tenure* and Procedure for Policy *Academic Freedom, Professional Responsibility, and Tenure* 4-1.01
<http://www.slcc.edu/policies/docs/c4s01.01.pdf>

Provost of Academic Affairs <http://www.slcc.edu/vpi/documents.aspx>

Instructions for Faculty Evaluation System (adjunct evaluations forms are on pages 18 and 19)
http://www.slcc.edu/vpi/docs/Fac_Eval_Instructions_08-07-2007_Updated_05-04-2010.pdf

Tenure Process Flow Chart <http://www.slcc.edu/vpi/docs/Tenure%20Flowchart%202009.pdf>

Academic Guide - Faculty Evaluation Process (page 44) <http://www.slcc.edu/hr/docs/Academic-Guide.pdf#page=44>

Academic Guide for Full-Time Faculty Workload and Compensation
<http://www.slcc.edu/hr/docs/Academic-Guide.pdf>

Standards of Professional Responsibility (pages 9-15)
<http://www.slcc.edu/policies/docs/c4s01.01.pdf#page=9>

Faculty Services <http://www.slcc.edu/facultyservices/index.aspx>

Adjunct Teaching Agreement (provides that adjunct faculty may be evaluated (see #5 under terms and conditions) http://www.slcc.edu/hr/docs/2014-15_Adjunct_Teaching_Agreement.xlsx

Supporting Evidence for 2.C.1

SLCC Curriculum Handbook <http://www.slcc.edu/curriculum/forms.aspx>

SLCC Curriculum Handbook (pending Faculty Senate approval Fall 2014)

<http://www.slcc.edu/curriculum/forms.aspx>

State Board of Regents and the Commissioner's Office of Higher Education

<http://higheredutah.org/about-the-board/>

Curriculum and Scheduling Office <http://www.slcc.edu/curriculum/>

Online Course Review Checklist http://www.slcc.edu/elearning/services/ocr_standards.doc

Regents' Policy R401 http://higheredutah.org/wp-content/uploads/2013/11/SBR-Policy-2013-07-19_R401-FINAL-V03.pdf

SLCC Instructional Program Assessment <http://www.slcc.edu/assessment/>

Supporting Evidence for 2.C.2

College-wide Learning Outcomes

http://www.slcc.edu/curriculum/Docs/SLCC_Unified_Learning_Outcomes_Spring2014.pdf

Program Curriculum Outline Templates

<https://partner.slcc.edu/sites/Curriculum/Templates/Forms/AllItems.aspx>

SLCC General Catalog <http://www.slcc.edu/catalog>

Curriculum Committee Intranet Site (contains course and program curriculum outlines and representative course syllabuses <https://partner.slcc.edu/sites/Curriculum>

Supporting Evidence for 2.C.3

Course Curriculum Outline

<https://partner.slcc.edu/sites/Curriculum/Course%20Curriculum%20Outlines/Forms/AllItems.aspx>

SLCC Assessment, Accreditation, and Planning Website <http://www.slcc.edu/insteff/index.aspx>

ePortfolio Assessment Reports for 2011, 2012, and 2013 (see 2.C.3 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXRE1YeWlQUlIjaUU>

Faculty ePortfolio Resource Site <http://facultyeportfolioresource.weebly.com/why-eportfolio.html>

Supporting Evidence for 2.C.4

SLCC Curriculum Handbook

<https://partner.slcc.edu/sites/Curriculum/Curriculum%20Handbook/Curriculum%20Handbook%200905.doc>

SLCC Curriculum Handbook (pending Faculty Senate approval Fall 2014)

http://www.slcc.edu/curriculum/Docs/CC_Handbook_Revised_April15.pdf

Five Year Review Process and Documents

<https://partner.slcc.edu/sites/Curriculum/GenEd%20Minutes/Forms/AllItems.aspx?RootFolder=%2Fsites%2FCurriculum%2FGenEd%20Minutes%2F5%20Year%20Review%20Process%20and%20Documents&FolderCTID=0x012000FE54C863E6F5964DADD0EA814B8C9D30&View={917B0D44-1D60-476C-BA6D-FE4E085D16BC}>

Program Curriculum Outline (PCO) Standardized Templates <http://www.slcc.edu/curriculum/forms.aspx>

Regents' Policy R401 http://higheredutah.org/wp-content/uploads/2013/11/SBR-Policy-2013-07-19_R401-FINAL-V03.pdf

SLCC Curriculum Committee Intranet Site (contains approval procedures, meeting agendas and minutes, and all course and program curriculum outlines) <https://partner.slcc.edu/sites/Curriculum>

Academic Policies and Procedures http://www.slcc.edu/catalog/current/2014-15_Academic_Policies_and_Procedures.pdf

Supporting Evidence for 2.C.5

Salt Lake Community College Curriculum Handbook

<https://partner.slcc.edu/sites/Curriculum/Curriculum%20Handbook/Curriculum%20Handbook%200905.doc>

School Curriculum Committees

<https://partner.slcc.edu/sites/Curriculum/School%20Curriculum%20Committees/Forms/AllItems.aspx>

Five Year Review Process and Documents

<https://partner.slcc.edu/sites/Curriculum/GenEd%20Minutes/Forms/AllItems.aspx?RootFolder=%2Fsites%2FCurriculum%2FGenEd%20Minutes%2F5%20Year%20Review%20Process%20and%20Documents&FolderCTID=0x012000FE54C863E6F5964DADD0EA814B8C9D30&View={917B0D44-1D60-476C-BA6D-FE4E085D16BC}>

Full Time Faculty Hiring Handbook (see Section II - Search Committee on page 8)

http://www.slcc.edu/hr/docs/Faculty_Search_Committee_Handbook.pdf

Adjunct Faculty Hiring Process http://www.slcc.edu/hr/docs/ADJUNCT_Faculty_Hiring_Process.pdf

Student Learning Outcomes Assessment (SLOA) Committee

http://myslcc/projects/FacultySenate/_layouts/WordViewer.aspx?id=/projects/FacultySenate/Learning%20Outcomes%20Assessment%20Institute%20%20SLOA/2013-2014/SLOA%20Year-

[End%20Report%202013-2014.docx&Source=http%3A%2F%2Fmyslcc%2Fprojects%2FFacultySenate%2FLearning%2520Outcomes%2520Assessment%2520Institute%2520%2520SLOA%2FForms%2FAIItems%2Easpx%3FRootFolder%3D%252Fprojects%252FFacultySenate%252FLearning%2520Outcomes%2520Assessment%2520Institute%2520%2520SLOA%252F2013%252D2014%26FolderCTID%3D0x01200021C8E0CD30EFED4C8A1F4866523D6E9D%26View%3D%7B921E672E-ADC9-4B6C-BB8C-69441B6EDF66%7D&DefaultItemOpen=1](#)

Faculty Senate Constitution

<http://myslcc/projects/FacultySenate/Constitutions/Faculty%20Senate%20Constitution%20revised%20May%202013/Faculty%20Senate%20Constitution%20May%202013.pdf>

Assessment Plan http://www.slcc.edu/assessment/docs/collegewide_assess_plan.pdf

College-wide Learning Outcomes

http://www.slcc.edu/curriculum/Docs/SLCC_Unified_Learning_Outcomes_Spring2014.pdf

Supporting Evidence for 2.C.6

Library Liaison Program <http://libweb.slcc.edu/refilt/library-liaison>

Academic Department Library Liaison <http://libweb.slcc.edu/refilt/library-liaison-assignments>

Regents' Policy R401 Appendix B http://higheredutah.org/wp-content/uploads/2013/11/SBR-Policy-2013-07-19_R401-FINAL-V03.pdf

Supporting Evidence for 2.C.7

Regents' Policy R473 http://higheredutah.org/wp-content/uploads/2013/06/pff_2011_r473.pdf

SLCC Policy *Credit for Prior Experiential and Noncredit Learning* and SLCC Procedure for Policy *Credit for Prior Experiential and Noncredit Learning* 4-2.0 <http://www.slcc.edu/policies/docs/c4s02-20-Experiential-Learning.pdf>

Supporting Evidence for 2.C.8

Transcript Evaluation Office www.slcc.edu/transcriptevaluation

Regents' Policy R470 http://higheredutah.org/wp-content/uploads/2013/06/pff_2011_r470.pdf

Transfer Credit Evaluation Guidelines <http://www.slcc.edu/transcriptevaluation/transferring-guidelines.aspx>

Academic Policies and Procedures http://www.slcc.edu/catalog/current/2014-15_Academic_Policies_and_Procedures.pdf

Supporting Evidence for 2.C.9

Degrees and General Education Requirements http://www.slcc.edu/catalog/current/2014-15_Degrees_GenEd_Rqrmnts.pdf

Regents' Policy R470 http://higheredutah.org/wp-content/uploads/2013/06/pff_2011_r470.pdf

General Education Section H <http://www.slcc.edu/curriculum/forms>

Five Year Review Process and Documents

<https://partner.slcc.edu/sites/Curriculum/GenEd%20Minutes/Forms/AllItems.aspx?RootFolder=%2Fsites%2FCurriculum%2FGenEd%20Minutes%2F5%20Year%20Review%20Process%20and%20Documents&FolderCTID=0x012000FE54C863E6F5964DADD0EA814B8C9D30&View={917B0D44-1D60-476C-BA6D-FE4E085D16BC}>

Supporting Evidence for 2.C.10

College-wide Learning Outcomes

http://www.slcc.edu/curriculum/Docs/SLCC_Unified_Learning_Outcomes_Spring2014.pdf

ePortfolio <http://www.slcc.edu/gened/eportfolio/index>

Assessed - ePortfolios for Students and Faculty - YouTube

<http://www.youtube.com/watch?v=qxN6VXg11Dc>

ePortfolio Assessment Reports for 2011, 2012, and 2013 (see 2.C.10 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXNIFITkZoQI9yMWM>

Strength Weakness Report (see 2.C.10 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXNIFITkZoQI9yMWM>

Supporting Evidence for 2.C.11

Degree and General Education Requirements http://www.slcc.edu/catalog/current/2014-15_Degrees_GenEd_Rqrmnts.pdf

General Education <http://www.slcc.edu/gened/courses>

Curriculum Handbook and General Education in Section H <http://www.slcc.edu/curriculum/forms>

Assessed - Instructional Assessment Table <http://www.slcc.edu/assessment/AssessmentTable/index.htm>

Supporting Evidence for 2.C.16

Continuing Education <http://www.slcccontinuinged.com/>

Continuing Education Programs <http://www.slcccontinuinged.com/programs>

Curriculum Committee Templates

<https://partner.slcc.edu/sites/Curriculum/Templates/Forms/AllItems.aspx>

College Model [http://www.slcc.edu/strategic-](http://www.slcc.edu/strategic-planning/docs/WKF%20Education%20and%20Economic%20Development%20Model.pdf)

[planning/docs/WKF%20Education%20and%20Economic%20Devleopment%20Model.pdf](http://www.slcc.edu/strategic-planning/docs/WKF%20Education%20and%20Economic%20Development%20Model.pdf)

Supporting Evidence for 2.C.17

Processes and Procedures <http://www.slcc.edu/curriculum/>

New Program and Curriculum Development Site <http://www.slcc.edu/curriculum/index.aspx>

Supporting Evidence for 2.C.18

Utah Division of Professional and Occupational Licensing <http://www.dopl.utah.gov/>

DOPL Standards <http://dopl.utah.gov/licensing/index.html?n=>

Curriculum Development Procedures <http://www.slcc.edu/curriculum/index.aspx>

International Association for Continuing Education and Training <http://www.iacet.org/>

Supporting Evidence for 2.C.19

SLCC Fact Books (see tab H for each year) (page 67 in 2013-2014) <http://www.slcc.edu/ir/fact-book>

Continuing Education Catalog http://centralpt.com/upload/539/17867_CE2014SpringCatalog_WEB_1-23-14.pdf

Continuing Education Website <http://www.slcccontinuinged.com/>

SLCC General Catalog <http://www.slcc.edu/catalog/>

Supporting Evidence for 2.D.1

Learning Center <http://www.slcc.edu/tutoring/learning-centers.aspx>

Tutoring <http://www.slcc.edu/tutoring>

CRLA Tutor Certification Program Tutoring <http://www.slcc.edu/tutoring>

Student Writing Center <http://www.slcc.edu/swc/>

Academic Literacy Center <http://www.slcc.edu/tutoring/subjects/acad-lit-ctr.aspx>

TriO <http://www.slcc.edu/trio/>

Math Lab <http://www.slcc.edu/math/mathlab.aspx>

Science Resource Center <http://www.slcc.edu/tutoring/science-resource-center.aspx>

Supporting Evidence for 2.D.2

Campus security report (CLERY) <http://www.slcc.edu/police/clery.aspx>

Emergency Procedures In All Classrooms and Conference Rooms (see 2.D.2 evidence folder)
<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B0qKgYrRLPETXQ2LXV6dGVzRlk>

Campus Safety www.slcc.edu/police/

Supporting Evidence for 2.D.3

School Relations <http://www.slcc.edu/schoolrelations/>

School Relations' Future Students (Spanish) <http://www.slcc.edu/schoolrelations/hispanic/index.aspx>

Future Students <http://www.slcc.edu/students-future/why-slcc/index.aspx>

Getting Started Steps <http://www.slcc.edu/students%2Dfuture/admissions/>

Orientation <http://www.slcc.edu/orientation/index.aspx>

NetConnect - New Student Orientation

http://sasbot.slcc.edu/webforms/onlineorientation/mypage_orientation.html

Disability Resource Center Homepage <http://www.slcc.edu/drc/index.aspx>

Disability Resource Center Getting Started <http://www.slcc.edu/drc/getting-started.aspx>

New Student Orientation <http://www.slcc.edu/orientation/index.aspx>

Office of Academic and Career Advising <http://www.slcc.edu/academicadvising/index.aspx>

Advising Services <http://www.slcc.edu/academicadvising/services.aspx>

Transfer Center <http://www.slcc.edu/academicadvising/transfercenter/index.aspx>

Academic Standards <http://www.slcc.edu/academicadvising/academicstandards/index.aspx>

Areas of Study <http://www.slcc.edu/students%2Dfuture/degrees-programs/index.aspx>

Multicultural Advising <http://www.slcc.edu/academicadvising/multicultural-advising/index.aspx>

International Student Services <http://www.slcc.edu/iss/general-info/index.aspx>

How to Apply (International Students) <http://www.slcc.edu/iss/future%2Dstudents/>

International Student Services Orientation <http://www.slcc.edu/iss/future%2Dstudents/orientation.aspx>

Supporting Evidence for 2.D.4

Regents' Policy R401-5.5.4 (pages 14, 35-38) http://highereducationutah.org/wp-content/uploads/2013/11/SBR-Policy-2013-07-19_R401-FINAL-V03.pdf

SLCC Teach-out Plan for Discontinued Programs 2009 (see 2.D.4 evidence folder)

Barbering and Cosmetology Teach-out Report 2012 (see 2.D.4 evidence folder)

Phlebotomy Technician Teach-out Summary 2014 (see 2.D.4 evidence folder)

Supporting Evidence for 2.D.5

College Homepage <http://www.slcc.edu>

Catalog <http://www.slcc.edu/catalog/index.aspx>

Institutional mission and core themes http://www.slcc.edu/catalog/current/2014-2015_SLCC_Catalog.pdf#page=7

Entrance requirements and procedures http://www.slcc.edu/catalog/current/2014-2015_SLCC_Catalog.pdf#page=9

Grading Policy http://www.slcc.edu/catalog/current/2014-2015_SLCC_Catalog.pdf#page=19

Information on academic programs and courses http://www.slcc.edu/catalog/current/2014-15_Programs_and_Areas_of_Study.pdf

Administrators and Faculty Credentials http://www.slcc.edu/catalog/current/2014-2015_SLCC_Catalog.pdf#page=1243

Rules, regulations for conduct, rights, and responsibilities http://www.slcc.edu/catalog/current/2014-2015_SLCC_Catalog.pdf#page=30

Tuition, fees, and other program costs http://www.slcc.edu/catalog/current/2014-2015_SLCC_Catalog.pdf#page=22

Refund Policies and Procedures http://www.slcc.edu/catalog/current/2014-2015_SLCC_Catalog.pdf#page=24

Opportunities and requirements for financial aid http://www.slcc.edu/catalog/current/2014-2015_SLCC_Catalog.pdf#page=24

Academic Calendar <http://www.slcc.edu/academiccalendar/index.aspx>

Supporting Evidence for 2.D.6

Program Descriptions http://www.slcc.edu/catalog/current/2014-15_Programs_and_Areas_of_Study.pdf

Catalog <http://www.slcc.edu/catalog/index.aspx>

Continuing Education <http://www.slcccontinuinged.com>

Continuing Education Catalog http://centralpt.com/upload/539/17867_CE2014SpringCatalog_WEB_1-23-14.pdf

School of Applied Technology <http://www.slcc.edu/sat/index.aspx>

School of Applied Technology Catalog <http://www.slcc.edu/sat/docs/AppliedTechnologyCatalog.pdf>

Career and Technical Education (CTE) Website <http://www.slcc.edu/cte/index.aspx>

Career Coach (provided by EMSI, Inc.) <http://slcc.emsicareercoach.com/ccindex.php>

Supporting Evidence for 2.D.7

Policy and procedures regarding the secure retention of student records.
<http://www.slcc.edu/riskmanagement/services/records-management.aspx>

State Retention Schedule <http://archives.utah.gov/recordsmanagement/grs/stgrslist.html>

Records <http://www.slcc.edu/enrollmentservices/ferpa.aspx>

Family Educational Rights and Privacy Act “FERPA”
<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Utah State General Retention Schedule <http://archives.utah.gov/recordsmanagement/grs/stgrslist.html>

Utah State Board of Regents Records Retention Guidelines <http://archives.state.ut.us/cgi-bin/agencylistbackup.cgi?RUNWHAT=AGNYLIST-SECOND&AGENCY=1448&A=B>

SLCC Retention Schedule <http://archives.state.ut.us/cgi-bin/pdfreport.cgi?agency=1252&A=B>

Webpage - FERPA - Student Privacy Rights - Annual Notice
<http://www.slcc.edu/enrollmentservices/ferpa.aspx>

Annual Reminder email (see 2.D.7 evidence folder)
<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B0qKgYrRLPEdWg0eVctcGdSekk>

Office of the Registrar and Academic Records <http://www.slcc.edu/enrollmentservices/index.aspx>

Requests for Student Records <http://www.slcc.edu/riskmanagement/docs/record-storage-docs/GRAMA%20REMINDER%202013.pdf>

Risk Management Records Management <http://www.slcc.edu/riskmanagement/services/records-management.aspx>

Utah’s Government Records Access & Management Act (GRAMA) Utah Code 63G-2
<http://le.utah.gov/UtahCode/section.jsp?code=63G-2>

Health Insurance Portability and Accountability Act (HIPAA) <http://www.hhs.gov/ocr/privacy/>

Supporting Evidence for 2.D.8

Financial Aid www.slcc.edu/financialaid

Information Concerning Financial Aid <http://www.slcc.edu/financialaid/types-of-aid.aspx>

Homepage <http://www.slcc.edu/financialaid/>

Non-Institutional Scholarship Searches <http://www.slcc.edu/financialaid/non-institutional-scholarships.aspx>

Required and Optional Forms <http://www.slcc.edu/financialaid/forms.aspx>

Eligible <http://www.slcc.edu/financialaid/student-eligibility.aspx>

Supporting Evidence for 2.D.9

Online Loan Entrance Counseling <https://studentloans.gov/myDirectLoan/index.action>

Exit Counseling <https://studentloans.gov/myDirectLoan/index.action>

Financial Aid Overpayment and Return of Title IV Funds

http://www.slcc.edu/financialaid/docs/General%20Information%20Docs/F09_Overpayment_R2T4.pdf

Pell Grant Sample Overpayment Letters 1st, 2nd, and 3rd (see 2.D.9 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B0qKgYrRLPEMXhNTTZBWnFnTVk>

Consumer Information for Financial Aid <http://www.slcc.edu/financialaid/consumer-information.aspx>

Athletic Student Right To Know (see 2.D.9 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B0qKgYrRLPEMXhNTTZBWnFnTVk>

Student Right-to-Know Information 2013-14 (see 2.D.9 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B0qKgYrRLPEMXhNTTZBWnFnTVk>

Disclosures of Consumer Information (see 2.D.9 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B0qKgYrRLPEMXhNTTZBWnFnTVk>

Supporting Evidence for 2.D.10

Academic and Career Advising <http://www.slcc.edu/academicadvising/index.aspx>

Career Advising Services <http://www.slcc.edu/academicadvising/careeradvising/>

Early Academic Alert Notification <http://www.slcc.edu/academicadvising/academicstandards/early-academic-alert-notification.aspx>

Transfer Center <http://www.slcc.edu/academicadvising/transfercenter/index.aspx>

Advisor Training Documents (see 2.D.10 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B0qKgYrRLPENEM1dkTTThibUk>

School Curriculum Committees https://partner.slcc.edu/sites/Curriculum/_layouts/viewlsts.aspx

The most recent documents listing school curriculum committees membership

(<https://partner.slcc.edu/sites/Curriculum/School%20Curriculum%20Committees/Forms/AllItems.aspx>)
(SharePoint site)

Supporting Evidence for 2.D.11

Department websites:

Arts & Cultural Events www.slcc.edu/ace

Athletics <http://www.slcc.edu/sports-recreation/>

Health & Wellness <http://www.slcc.edu/hw>

Multicultural Initiatives <http://www.slcc.edu/multicultural>

Student Life & Leadership website <http://www.slcc.edu/sll>

Thayne Center for Service & Learning <http://www.slcc.edu/thaynecenter>

Policies and Procedures <http://www.slcc.edu/policies/index.aspx>

Student Services Program Review <http://www.slcc.edu/ssvp/program-review.aspx>

Supporting Evidence for 2.D.12

Auxiliary Services <http://www.slcc.edu/auxservices/index.aspx>

Lifetime Activities Center <http://www.slcc.edu/lac/index.aspx>

Student Center Redwood <http://www.slcc.edu/studentcenter/index.aspx>

College Store <http://bookstore.slcc.edu/index.html>

Food Service <http://www.slcc.edu/diningservices/index.aspx>

OneCard <http://www.slcc.edu/onecard/index.aspx>

Printing Services <http://www.slcc.edu/printingservices/index.aspx>

Supporting Evidence for 2.D.13

Policies and Procedures <http://www.slcc.edu/policies/index.aspx>

National Junior College Athletic Association (NJCAA Region 18)

<http://www.njcaa.org/colleges.cfm?regionId=18>

National Junior College Athletic Association Handbook and Casebook (Eligibility Rules)

https://www.njcaa.org/njcaaforms/130528_2_Eligibility%20Pamphlet%2013-14.pdf

Scenic West Athletic Conference (SWAC) <http://www.scenicwestsports.com/>

SWAC/Region 18 Policies and Procedures

<http://www.scenicwestsports.com/sports/2009/10/15/PPTOC.aspx?tab=policiesprocedures>

SLCC Athletics <http://www.slccbruins.com/>

Statement of Revenues and Expenditures for the Year Ending June 30, 2013 (see 2.D.13 evidence folder) <https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B0qKgYrRLPEZ1pjSDJJekg2cEk>

Athletic Programs Notes to Statement of Revenues and Expenditures for the Year Ending June 30, 2013 (see 2.D.13 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B0qKgYrRLPEZ1pjSDJJekg2cEk>

Athletics Sources and Uses of Funds for the Year Ended June 30, 2013 (see 2.D.13 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B0qKgYrRLPEZ1pjSDJJekg2cEk>

Athletics Sources and Uses of Funds for the Year Ended June 30, 2011 (see 2.D.13 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B0qKgYrRLPEZ1pjSDJJekg2cEk>

Athletics Sources and Uses of Funds for the Year Ended June 30, 2010 (see 2.D.13 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B0qKgYrRLPEZ1pjSDJJekg2cEk>

Athletics Sources and Uses of Funds for the Year Ended June 30, 2009 (see 2.D.13 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B0qKgYrRLPEZ1pjSDJJekg2cEk>

SLCC Athletics Handbook <http://www.slccbruins.com/custompages/13-14%20Athletics%20handbook%20and%20Appendices.pdf>

Supporting Evidence for 2.D.14

Testing Center <http://www.slcc.edu/testing/index.aspx>

Proctoring Services <http://www.slcc.edu/testing/proctoring-services.aspx>

Turnitin Software <http://turnitin.com/>

Online Tuition and Fees <http://www.slcc.edu/online/tuition--fees.aspx>

Supporting Evidence for 2.E.1

SLCC Libraries <http://libweb.slcc.edu/>

Materials Request Form

https://webmail.slcc.edu/owa/redir.aspx?C=NhRJ_r7cxk2IY8HJflvg66IRw8ePeNEI99HdDisdyaylgkO-DqKfQluk-9FD4HK8wN0P6AiJMdM.&URL=http%3a%2f%2flicat.slcc.edu%2fuhtbin%2fcgisirsi%2fx%2f0%2f0%2f63%2f1100%2fX

Collection Development Process

http://libweb.slcc.edu/sites/default/files/2_1_Collection_Development_General_Policy.pdf

Collection Development Minutes 04/03/2014 (see 2.E.1 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXSDNoQ3o0d0E0cm8>

Collection Development Minutes 12/07/2011 (see 2.E.1 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXSDNoQ3o0d0E0cm8>

Collection Development Minutes 09/28/2011 (see 2.E.1 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXSDNoQ3o0d0E0cm8>

Collection Development Minutes 06/22/2011 (see 2.E.1 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXSDNoQ3o0d0E0cm8>

Collection Development Minutes 06/16/2011 (see 2.E.1 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXSDNoQ3o0d0E0cm8>

Collection Development Minutes 10/13/2010 (see 2.E.1 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXSDNoQ3o0d0E0cm8>

Collection Development Minutes 06/26/2009 (see 2.E.1 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXSDNoQ3o0d0E0cm8>

Collection Development Minutes 02/23/2009 (see 2.E.1 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXSDNoQ3o0d0E0cm8>

Supporting Evidence for 2.E.2

Library Liaison <http://libweb.slcc.edu/refilt/library-liaison>

Institutional Research Student Survey June 13, 2013 (see 2.E.2 evidence folder)
<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXTDk3XzFLQXExVzQ>

Strategic Plan Draft With Edits January 2013 (see 2.E.2 evidence folder) and
<http://www.slcc.edu/internalaudit/docs/strategic%20plan%20draft%20with%20edits%20jan%202013.pdf>

Supporting Evidence for 2.E.3

Information Literacy Training <http://libweb.slcc.edu/research/library-classes>

Library Policy 5.2 (see 2.E.3 evidence folder)
<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXVWhLeTh3cFhmWFE>

Faculty Orientation (see 2.E.3 evidence folder)
<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXVWhLeTh3cFhmWFE>

Development Day <http://www.slcc.edu/pdd/>

Convocation <http://www.slcc.edu/facultyservices/index.aspx>

Library Liaison Program <http://libweb.slcc.edu/refilt/library-liaison>

Supporting Evidence for 2.E.4

Library Internal Audit Documents and Links <http://www.slcc.edu/internalaudit/workshops/documents-and-links.aspx>

Monthly Statistics – All Locations 2013-2014 (see 2.E.4 evidence folder)
<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXclpFSFZzdTJzODA>

Manual for Compiling the Annual Report 2011 (see 2.E.4 evidence folder)
<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXclpFSFZzdTJzODA>

2010 ALS (IPEDS) Documentation Submitted Report (see 2.E.4 evidence folder)
<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXclpFSFZzdTJzODA>

2011 ACRL Survey FY 2010-2011 (see 2.E.4 evidence folder)
<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXclpFSFZzdTJzODA>

Library Strategic Plan [Strategic Planning Document for the SLCC Libraries](#)

Supporting Evidence for 2.F.1

June 30, 2013 Financial Statements http://www.slcc.edu/businessoffice/docs/2013_Annual_Report.pdf

Audited Annual Financial Reports <http://www.slcc.edu/businessoffice/financial-reports.aspx>

Supporting Evidence for 2.F.2

Budget Office Webpage: <http://www.slcc.edu/budget/index.aspx>

Informed Budget Process (IBP) <http://www.slcc.edu/budget/informed-budget-process.aspx>

Supporting Evidence for 2.F.3

Budget Office Webpage: <http://www.slcc.edu/budget/index.aspx>

Accountability Report <http://www.slcc.edu/budget/informed-budget-process.aspx>

Informed Budget Process <http://www.slcc.edu/budget/informed-budget-process.aspx>

Supporting Evidence for 2.F.4

Audited Annual Financial Reports <http://www.slcc.edu/businessoffice/financial-reports.aspx>

SLCC Policies & Procedures <http://www.slcc.edu/policies/>

Fiscal Year 2013 Report http://www.slcc.edu/businessoffice/docs/2013_Annual_Report.pdf

State of Utah Audit Report <http://auditor.utah.gov/accountability/search-audit-reports/>

Government Auditing Standards Report For the Year Ended June 30, 2013 (see Chapter 2.F.4 evidence folder) <https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXWUJQWnIPVXNMZmM>

SLCC Policy *Internal Audit* and SLCC Procedure for Policy *Internal Audit* 3.01
<http://www.slcc.edu/policies/docs/C1s3-01.pdf>

Supporting Evidence for 2.F.5

Master Planning Process <http://www.slcc.edu/masterplan/>

Five Year Capital Program <http://dfcm.utah.gov/5-year-program.html>

Regents' Policy R710 <http://higheredutah.org/wp-content/uploads/2014/01/R710-Regent-approved-2014-1-24.pdf>

Regents' Policy R711 <http://higheredutah.org/wp-content/uploads/2013/06/R711.pdf>

Regents' Policy R720 http://higheredutah.org/wp-content/uploads/2013/07/pff_2013_r720.pdf

Regents' Policy R741 <http://higheredutah.org/wp-content/uploads/2014/04/R741-Regent-approved-2013-9-13.pdf>

Utah State Building Board <http://dfcm.utah.gov/dfcm/utah-state-building-board.html>

SLCC DFCM CBE Template (see Excel file in 2.F.5 evidence folder)
<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXS1E4Z2IJN1h1WVE>

FY 2016 OM Rates (see Excel file in 2.F.5 evidence folder)
<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXS1E4Z2IJN1h1WVE>

SLCC CTE Meadowbrook Campus FY2015 (see Excel file in 2.F.5 evidence folder)
<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXS1E4Z2IJN1h1WVE>

Audited Annual Financial Reports <http://www.slcc.edu/businessoffice/financial-reports.aspx>

Supporting Evidence for 2.F.6

Regents' Policy R550 <http://higheredutah.org/wp-content/uploads/2014/01/R550-Regent-approved-2014-1-24.pdf>

Audited Annual Financial Reports <http://www.slcc.edu/businessoffice/financial-reports.aspx>

Supporting Evidence for 2.F.7

Board of Trustees minutes available in the evidence room on site.

Audited Annual Financial Reports <http://www.slcc.edu/businessoffice/financial-reports.aspx>

Government Auditing Standards Report For the Year Ended June 30, 2013 (see Chapter 2.F.7 evidence folder) <https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXMTJDQWZldVpBTGs>

Supporting Evidence for 2.F.8

SLCC Policy *Solicitation of Gifts* and SLCC Procedure for Policy *Solicitation of Gifts* 1-2.01
<http://www.slcc.edu/policies/docs/solgifts.html>

SLCC Policy *Gift Receipt and Acceptance* and SLCC Procedure for Policy *Gift Receipt and Acceptance* 1-2.02 http://www.slcc.edu/policies/docs/Policy_C1S02_02-Gift_Receipt_and_Acceptance.html

Audited Annual Financial Report <http://www.slcc.edu/businessoffice/financial-reports.aspx>

IRS Letter of Determination

http://www.slcc.edu/foundation/docs/Foundation%20Letter%20of%20Determination.pdf#letter_of_determination

Certificate of Incorporation http://www.slcc.edu/foundation/docs/Certificate%20of%20Incorporation%207-15-1982.pdf#certificate_of_incorporation

Cooperative Agreement http://www.slcc.edu/foundation/docs/SLCC%20-%20Foundation%20Agreement%209-24-1987.pdf#cooperative_agreement

Foundation Policies and Procedures

http://www.slcc.edu/foundation/docs/FDN%20Investment%20Policy%20-July%202012.pdf#FDN_investment_policy

Statement of Ethics <http://www.slcc.edu/foundation/ethics.aspx>

Donor Bill of Rights <http://www.slcc.edu/foundation/billofrights.aspx>

Supporting Evidence for 2.G.1

SLCC Locations <http://www.slcc.edu/locations/>

SLCC Building Maps <http://www.slcc.edu/facilities/building-maps.aspx>

Facilities Services General Information <http://www.slcc.edu/facilities/generalinfo.aspx>

Facilities Services <http://www.slcc.edu/facilities/index.aspx>

Facilities Policies <http://www.slcc.edu/facilities/policies.aspx>

FIX IT <http://www.slcc.edu/facilities/fixit.aspx>

Supporting Evidence for 2.G.2

Environmental Health and Safety <http://www.slcc.edu/facilities/ehs.aspx>

Procedures for handling hazardous and toxic materials

<http://www.slcc.edu/facilities/docs/ehs/SLCC%20Hazardous%20Materials%20and%20Waste%20Disposal%201.pdf>

Training courses offered <http://www.slcc.edu/facilities/docs/ehs/SLCC%20EH%20Training.pdf>

Supporting Evidence for 2.G.3

Comprehensive Facilities Master Plan <http://www.slcc.edu/masterplan/index.html>

Reviewed - Tab R (pages 189-194) http://higheredutah.org/pdf/current/sbr_2013-03-29_agenda.pdf#page=189

Approved - (page 5) http://higheredutah.org/pdf/current/sbr_2013-03-29_minutes.pdf#page=5

Trustee Minutes 2013 0327 Approved (see 2.G.3 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXMDZBZlhrbnNIZmM>

Regent's Policy R710 <http://higheredutah.org/wp-content/uploads/2014/01/R710-Regent-approved-2014-1-24.pdf>

Regent's Policy R720 http://higheredutah.org/wp-content/uploads/2013/07/pff_2013_r720.pdf

Supporting Evidence for 2.G.4

Fixed Asset Policy and Procedure <http://www.slcc.edu/policies/docs/c1s06-02.pdf>

Informed Budget Process <http://www.slcc.edu/budget/informed-budget-process.aspx>

Supporting Evidence for 2.G.5

VPN <http://www.slcc.edu/faculty-staff/remote-access.aspx>

Recognized 2011 <http://www.centerdigitaled.com/awards/digital-community-colleges/2011-Digital-Community-Colleges-Survey-Winners-Announced.html>

Recognized 2012 <http://www.centerdigitaled.com/awards/digital-community-colleges/2012-Digital-Community-Colleges-Survey-Winners.html>

Supporting Evidence for 2.G.6

Office of Information Technology <https://slcc.service-now.com/help/home.do>

Training Programs https://slcc.service-now.com/help/oit_training.do

Security Awareness <http://www.slcc.edu/iso/training--awareness.aspx>

Online Orientation <http://www.slcc.edu/orientation/index.aspx>

Help Desk https://slcc.service-now.com/help/contact_us.do

Canvas <http://www.slcc.edu/eLearning/services/canvas.aspx>

eLearning Support <http://www.slcc.edu/eLearning/services/index.aspx>

Supporting Evidence for 2.G.7

IT Strategic Plan https://slcc.service-now.com/help/about_us.do

IT Steering Committee (page 9) http://www.slcc.edu/president/docs/2014-15%20Standing%20Committees%20Collegewide_052814.pdf#page=9

Supporting Evidence for 2.G.8

BOR Inventory spreadsheet (see 2.G.8 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXaINNbHUxdy1Vc1U>

SLCC FY2015 Software Break Down Vendor spreadsheet (see 2.G.8 evidence folder)

<https://drive.google.com/a/bruinmail.slcc.edu/#folders/0B64K8RQ6rQUXaINNbHUxdy1Vc1U>

Minimum Configurations

http://www.slcc.edu/purchasing/docs/Computer%20Printer_and_Software_Ordering_Standards_May_2014.pdf

Endnotes for Chapter 3

Supporting Evidence 3.A.1

SLCC Strategic Priorities <http://www.slcc.edu/strategic-planning/docs/Strategic%20Priorities%202012-15.pdf>

Strategic Planning Day 2011 (login required)
<https://drive.google.com/a/bruinmail.slcc.edu/?tab=mo#folders/0B9CZZECLM2IDOGNsX3N6UGszcVU>

SLCC Strategic Plan 2012-2015 <https://www.slcc.edu/strategic-planning/docs/Strategic%20Plan%202012-2015.pdf>

Student Success Pathway document <http://www.slcc.edu/strategic-planning/docs/Model%20Completion%20Pathway%20-%20Print%20Version1.pdf>

2013 Professional Development Day Agenda and Workshops (login required)
<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDRDJBsFNQeDRIdGs/edit>

Dr. Terry O'Banion keynote speech (login required)
<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDSXFnWDFoRy15em8/edit>

Student Success Pathway document (login required)
<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDb1pyeWY2Zi1jMFE/edit>

2013 Faculty Senate summer retreat (login required)
<https://drive.google.com/a/bruinmail.slcc.edu/?tab=mo#folders/0B9CZZECLM2IDNldwUERKWHdtR1k>

Utah 2020 Goal <http://higheredutah.org/wp-content/uploads/2014/04/HigherEdUtah2020-2014-Report.pdf>

Mypage Employee Strategic Priority Council portal (login required)
http://mypage.slcc.edu/tag.5a9bece85c024a8b.render.userLayoutRootNode.uP?uP_root=u14l1n263&padding=true

Strategic Planning webpage <http://www.slcc.edu/strategic-planning/>

Master Plan webpage <http://www.slcc.edu/masterplan/>

Informed Budget Process webpage <http://www.slcc.edu/budget/informed-budget-process.aspx>

Information Technology strategic plan https://slcc.service-now.com/help/about_us.do

Supporting Evidence 3.A.2

MyPage portal (login required - click on the employee tab) <https://mypage.slcc.edu/cp/home/displaylogin>

SLCC Decision Making Structure document (login required)
<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDUzdIY3pPWnRXeUE/edit>

College-wide Standing Committees and Priority Councils 2014-15
<http://www.slcc.edu/president/committees-and-councils.aspx>

Strategic Priority Councils Charge <https://www.slcc.edu/mypage/channels/employee-tab/strategicplanning/docs/ASE/Docs/StrategicPriorityCouncils2013-2015.pdf>

Faculty Senate Summer Planning Retreats (login required)
<https://drive.google.com/a/bruinmail.slcc.edu/?tab=mo#folders/0B9CZZECLM2IDMnlkWl9pU2RzVzQ>

Examples of Program Advisory Committee (PAC) Reports/Minutes (login required)
<https://drive.google.com/a/bruinmail.slcc.edu/?tab=mo#folders/0B9CZZECLM2IDZWRRb0g1OEIERDA>

SLCC Student Services Departmental Studies <http://www.slcc.edu/ssvp/departmentalstudies.aspx>

Supporting Evidence 3.A.3

Measuring Up SLCC 2009 (login required)
<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDWHRtNnFjTWpQb3M/edit>

Institutional Effectiveness Matrices used at the 2011 Strategic Planning Day (login required)
<https://drive.google.com/a/bruinmail.slcc.edu/?tab=mo#folders/0B9CZZECLM2IDamo4WUg0NDdMSVU>

Academic Affairs Planning Retreat 2011 (login required)
<https://drive.google.com/a/bruinmail.slcc.edu/?tab=mo#folders/0B9CZZECLM2IDRGMwdXNyRTZJaTA>

Faculty Senate retreat 2014 (login required)
<https://drive.google.com/a/bruinmail.slcc.edu/?tab=mo#folders/0B9CZZECLM2IDWlp3RE5PMTI1STg>

Core Theme Performance Indicator Dashboard <http://performance.slcc.edu/Mission/>

SLCC Institutional Research webpage - research and publications
<http://www.slcc.edu/ir/researchpublications.aspx>

SLCC Assessment webpage <http://www.slcc.edu/assessment/index.aspx>

SLCC Student Data Analytics (login required)
<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B9CZZECLM2IDV1IFb3V4eEdhVmc/edit>

Supporting Evidence 3.A.4

SLCC Strategic Plan 2012-2015 <http://www.slcc.edu/strategic-planning/docs/Strategic%20Plan%202012-2015.pdf>

Informed Budget Process webpage <http://www.slcc.edu/budget/informed-budget-process.aspx>

Supporting Evidence 3.A.5

Emergency Preparedness webpage <http://www.slcc.edu/emergency-prepare/training.aspx>

Required Training courses <http://www.slcc.edu/requiredtraining/required-training-courses.aspx>

Campus Emergency Response Team (CERT) <http://www.slcc.edu/emergency-prepare/training.aspx>

Examples of Departmental Business Continuity Plans (login required)
<https://drive.google.com/a/bruinmail.slcc.edu/?tab=mo#folders/0B9CZZECLM2IDTHhDc0l5QVJKdnM>

Endnotes for Chapter 4

Supporting Evidence for ER #22

Programs and Areas of Study http://www.slcc.edu/catalog/current/2014-15_Programs_and_Areas_of_Study.pdf

Plans and Outcome Reports <http://www.slcc.edu/assessment/AssessmentTable/index.htm>

Assessment Website <http://www.slcc.edu/assessment/>

Student Learning Outcomes Assessment Committee (SLOA)
<http://myslcc/projects/FacultySenate/Learning%20Outcomes%20Assessment%20Institute%20%20SLOA/Forms/AllItems.aspx>

General Education Assessment Report 2011
<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXYzN6SjNIWS04ejA/edit?usp=sharing>

General Education Assessment Report 2012
<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXMFpKMk5sN0RjWDQ/edit?usp=sharing>

General Education Assessment Report 2013
<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXS3ptYUVreDhmNzQ/edit?usp=sharing>

General Education Assessment Report 2014
<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXQXIWT09fc2hsaXM/edit?usp=sharing>

Supporting Evidence for ER #23

Strategic Priority Councils <http://www.slcc.edu/strategic-planning/docs/Strategic%20Priority%20Councils%202013-2015.pdf>

Thirteen Institutional Core Theme Objectives
http://www.slcc.edu/accreditation/docs/Core_Themes_May_2011.pdf

SLCC Strategic Plan <http://www.slcc.edu/strategic-planning/docs/Strategic%20Plan%202012-2015.pdf>

College's Comprehensive Plan <http://www.slcc.edu/strategic-planning/docs/Strategic%20Plan%202012-2015.pdf>

Core Theme Performance Dashboards <http://performance.slcc.edu/mission/>

Supporting Evidence for Objective A

Strategic Plan 2012-2015 <http://www.slcc.edu/strategic-planning/docs/Strategic%20Plan%202012-2015.pdf>

Supporting Evidence for Objective B

Report https://www.slcc.edu/mypage/channels/employee-tab/strategicplanning/docs/ASE/ASE_Underprepared_Report2014.docx

Supporting Evidence for Objective C

Report https://www.slcc.edu/mypage/channels/employee-tab/strategicplanning/docs/ASE/ASE_Underprepared_Report2014.docx

Comprehensive Assessment of the School Relations Office
<http://www.slcc.edu/ssvp/docs/2014/FinalSLCCSchoolRelationsProgramReviewTeamReport2014.docx>

Task Force First Report
<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXdXFJWGp0SEUtMGM/edit?usp=sharing>

Performance Based Funding http://higheredutah.org/wp-content/uploads/2014/01/TAB-AA-2014_1_24.pdf

Series of Strategies https://drive.google.com/file/d/0B6_IIEBsjsseZG4yQkxzM0x6NjQ/edit?usp=sharing

Supporting Evidence for Objective D

Mission-based Funding Mechanism <http://higheredutah.org/wp-content/uploads/2014/01/TAB-Q-2014-1-24.pdf#page=25>

First-year Experience Office (FYE) <http://www.slcc.edu/fye/>

Bridge Program <http://www.slcc.edu/fye/bridge/index.aspx>

Online Tutorials <http://www.slcc.edu/fye/tutorials.aspx>

Learning Communities <http://www.slcc.edu/fye/learning-communities/index.aspx>

Communication <http://www.slcc.edu/fye/family-support.aspx>

First-year Experience and Academic Pathways Forum <https://www.slcc.edu/mypage/channels/employee-tab/strategicplanning/docs/ASE/Clearer%20Pathways%20%20and%20FYE%20Forum%20Report.pdf>

Supporting Evidence for Objective E

Transfer Education Core Theme Report <https://www.slcc.edu/mypage/channels/employee-tab/strategicplanning/docs/QHE/TransferIndicatorReport-Final.pdf>

Regents' Policy R470-6.1 http://higheredutah.org/wp-content/uploads/2013/06/pff_2011_r470.pdf#page=4

Tuning and the Quality Collaborative <http://tuningusa.org/Projects/Utah-Tuning.aspx>

Faculty Teaching and Learning Center <http://www.slcc.edu/ftlc/>

Center for ELearning and Instructional Support <http://www.slcc.edu/elearning/index.aspx>

General Education Learning Outcomes <http://www.slcc.edu/gened/eportfolio/learning-outcomes.aspx>

SLCC Electronic Portfolio (ePortfolio) <http://www.slcc.edu/gened/eportfolio/>

Multi-state Collaborative Initiative <http://www.sheeo.org/projects/msc-multi-state-collaborative-advance-learning-outcomes-assessment>

Plans and Outcome Reports <http://www.slcc.edu/assessment/AssessmentTable/index.htm>

SLCC Assessment Website <http://www.slcc.edu/assessment/>

Internal Review

<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXd2kwS3BLSUxnOW8/edit?usp=sharing>

Highlighted <http://www.slcc.edu/assessment/examples-of-excellence.aspx>

Tom Zane Article in Chapter 4 Objective E Evidence Folder

<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXS19kWm0xWEJZcFk/edit?usp=sharing>

Assessment Report 2011

<https://docs.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXT01mMmRpaU9zME0/edit>

ePortfolio Assessment Report 2012

<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXUWIUTmtlbVgtUEk/edit?usp=sharing>

ePortfolio Assessment Report 2013

<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXWVI1Qm1OMVRIV3M/edit?usp=sharing>

General Education Assessment Report 2014

<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXLUtqTzRRVlhEcE0/edit?usp=sharing>

ePortfolio Assessment Rubric <http://facultyeportfolioresource.weebly.com/eportfolio-prep-assignments--rubrics.html>

2014 Assessment Report

<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXLUtqTzRRVlhEcE0/edit?usp=sharing>

Supporting Evidence for Objective F

Transfer Core Theme Report <https://www.slcc.edu/mypage/channels/employee-tab/strategicplanning/docs/QHE/TransferIndicatorReport-Final.pdf>

Program Map

<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXVjRZemFlejhpTXc/edit?usp=sharing>

Supporting Evidence for Objective G

Core Explore <https://www.slcc.edu/gened/core-explore/index.aspx>

Combining Courses <http://mdgproject.weebly.com/>

Integrated Learning

<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXc1RBSGRYcXFHUjg/edit?usp=sharing>

Supporting Evidence for Objective H

Model Framework <http://www.slcc.edu/strategic-planning/docs/WKF%20Education%20and%20Economic%20Development%20Model.pdf>

Transfer Education Core Theme Report <https://www.slcc.edu/mypage/channels/employee-tab/strategicplanning/docs/QHE/TransferIndicatorReport-Final.pdf>

Program Advisory Committees (PAC) and the College Advisory Council (CAC)
<http://www.slcc.edu/cte/advisory-committees.aspx>

SLCC Assessment Website <http://www.slcc.edu/assessment/AssessmentTable/index.htm>

Supporting Evidence for Objective I

Corporate Solutions <http://www.mbrcsbcc.com/corporatesolutions>

SLCC Assessment Website <http://www.slcc.edu/assessment/AssessmentTable/index.htm>

Supporting Evidence for Objective J

Model Framework Workforce Education and Economic Development <http://www.slcc.edu/strategic-planning/docs/WKF%20Education%20and%20Economic%20Development%20Model.pdf>

Factbook Page 41 <http://www.slcc.edu/ir/docs/Fact%20Book%202012-13.pdf#page=47>

Supporting Evidence for Objective K

Strategic Plan 2012-2015 <http://www.slcc.edu/strategic-planning/docs/Strategic%20Plan%202012-2015.pdf>

Outcome <http://www.slcc.edu/thaynecenter/index.aspx>

America Reads <http://www.slcc.edu/thaynecenter/americanreads.aspx>

Assessment <http://www.slcc.edu/thaynecenter/assessment.aspx>

Surveys <http://www.slcc.edu/cwc/about-us.aspx#assessment>

CWC Coaching Survey:
<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXT3VOZFdxG04REk/edit?usp=sharing>

CWC Practical Survey:
<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXUUtEVmM0VVVudDA/edit?usp=sharing>

Workshop Evaluation
<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXXy0xOWRJUV9zeTA/edit?usp=sharing>

Community Engagement Report
<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXYnVfUXlqUV8zS2c/edit?usp=sharing>

Miller Business Resource Center <http://www.mbrcsbcc.com/about>

Goldman Sachs 10,000 Small Businesses <http://www.slcc10ksb.com/>

Supporting Evidence for Objective L

Strategic Plan 2012-2015 <http://www.slcc.edu/strategic-planning/docs/Strategic%20Plan%202012-2015.pdf>

Conversation on Inclusiveness <http://olc.slcc.edu/open/event2013/ConversationsMarch13-2013/ConversationsMar13-2013.html>

Priorities and Strategies https://www.slcc.edu/mypage/channels/employee-tab/strategicplanning/docs/IEC/Inclusion_Conversation_Mar2013.pdf

Learning Outcome #6

https://www.slcc.edu/assessment/docs/GenEd_Unified_Learning_Outcomes_Spring2014.pdf

Partnerships <http://thaynecenterforservicelearning.orgsync.com/>

Supporting Evidence for Objective M

Service Learning <http://www.slcc.edu/thaynecenter/servicelearning.aspx>

Assessment <http://www.slcc.edu/thaynecenter/assessment.aspx>

Endnotes for Chapter 5

Supporting Evidence 5.A.1 & 5.A.2

Institutional Performance Dashboard <http://performance.slcc.edu/mission/>

Mission Fulfillment Report

<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXUFFwYmIZU3QtZVE/edit?usp=sharing>

Supporting Evidence 5.B.1

Reports

<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXTEMyS21pNGRJcGc/edit?usp=sharing>

Positions

<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXVnRZc2ILaS1WdWs/edit?usp=sharing>

Financial Audit <http://www.slcc.edu/businessoffice/financial-reports.aspx>

Master Plan <http://www.slcc.edu/masterplan/>

Five-year Request http://dfcm.utah.gov/UtSBldgBoard/fiveyrprogram/fy2015_5yrplan.pdf#page=70

Enrollment and Scheduling Reports

<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXWU53LWNEYjZ1RTg/edit?usp=sharing>

Academic Report http://www.slcc.edu/ir/docs/2012-2013_AcademicReport.pdf

Supporting Evidence 5.B.2

2011 Planning Video <http://rwdacad01.slcc.edu/video//fl/events/planningday2011/PlanningDay2011.html>

Results

<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXRlpuS2dROTJ2OFU/edit?usp=sharing>

Decision-making Structure <https://www.slcc.edu/mypage/channels/employee-tab/strategicplanning/docs/SLCC%20Decision%20Structure%20June%202014.pdf>

IBP <http://www.slcc.edu/budget/informed-budget-process.aspx>

Supporting Evidence 5.B.3

Master Plan <http://www.slcc.edu/masterplan/index.html>

Data and Analysis <http://www.slcc.edu/masterplan/data-analysis.html>

Institutional Research Office <http://www.slcc.edu/ir/researchpublications.aspx>

Forums <http://www.slcc.edu/strategic-planning/docs/Forums%20Calendar%202012-14.pdf>

Inclusivity https://www.slcc.edu/mypage/channels/employee-tab/strategicplanning/docs/IEC/Inclusion_Conversation_Mar2013.pdf

Diversity

<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXd3FzZXgzNF9FQUk/edit?usp=sharing>

Underprepared Student Forum

<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXQTloR3ZSbTBTRE0/edit?usp=sharing>

Structured Pathways Forum <https://www.slcc.edu/mypage/channels/employee-tab/strategicplanning/docs/ASE/Clearer%20Pathways%20%20and%20FYE%20Forum%20Report.pdf>

2013 Video <http://olc.slcc.edu/open/event2013/ConversationsMarch13-2013/ConversationsMar13-2013.html>

Slides <http://olc.slcc.edu/open/event2013/ConversationsMarch13-2013/SLCC%20-%20Inclusivity-Mar2013.pdf>

Report https://www.slcc.edu/mypage/channels/employee-tab/strategicplanning/docs/IEC/Inclusion_Conversation_Mar2013.pdf

2014 Report

<https://drive.google.com/a/bruinmail.slcc.edu/file/d/0B64K8RQ6rQUXV0lfMUxOOUVVcUU/edit?usp=sharing>

CTE Symposium <http://www.slcc.edu/cte/2nd-annual-cte-symposium.aspx>

Core Theme Performance Dashboard <http://performance.slcc.edu/mission/>