

Year Seven Comprehensive Evaluation Report

Salt Lake Community College

Salt Lake City, Utah

October 22-24, 2014

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

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Introduction

The Year Seven Comprehensive Evaluation of Salt Lake Community College occurred on the dates of October 22, 23, and 24 of 2014. The Evaluation Committee found the College's Self Study to be clear, succinct, informative, and well organized. The electronic form of the document contained extensive, embedded links to documentation and supporting evidence. The documentation provided was comprehensive and very helpful to the Evaluation Committee in the discharge of its duties.

The institution's assessment of itself was frank, and the Evaluation Committee discovered no significant areas of concern unaddressed by the self-study. Our discoveries made during the visit consisted in the main of programs, resources, or practices of an exemplary quality.

Salt Lake Community College supported the Evaluation Committee with extraordinarily detailed and timely information in advance of the on-site visit. The College's logistical support for arranging appointments for the Evaluators, local transportation, information technology support, and hospitality was superb, leaving no room whatever for suggested improvements.

Attendance at the forums for Trustees, students, faculty, and staff was very high, as was the level of thoughtful engagement. To a person, members of the campus community interviewed during the evaluation were as helpful as they possibly could have been. Beyond that, as Evaluators, we felt genuinely welcomed on campus by all we encountered.

Eligibility Requirements

1. OPERATIONAL STATUS

The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission accepting an institution's Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before the Commission's evaluation for initial accreditation.

Salt Lake Community College (SLCC) has been accredited by the NWCCU since July of 1969; it is in compliance with E.R. 1.

2. AUTHORITY

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

SLCC is legislatively authorized by the state of Utah to operate as an associate degree-granting institution under the authority of the Utah System of Higher Education and the Utah Board of Regents. SLCC is in compliance with E.R. 2.

3. MISSION AND CORE THEMES

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

The SLCC Board of Trustees approved the College's mission statement in 2005, and the Utah State Board of Regents subsequently approved it in 2006. The Board of Trustees approved the current core themes, objectives, and indicators in June of 2011. The mission and core themes are appropriate to an institution of its type, and the institution deploys its resources consistently with the purposes of its mission and core themes. SLCC is in compliance with E.R. 3.

4. OPERATIONAL FOCUS AND INDEPENDENCE

The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

SLCC programs and services are appropriate for a comprehensive community college. Although many of the governance powers are concentrated at the state level as vested in the Utah System of Higher Education and the Utah Board of

Regents, the College has sufficient latitude to meet the Commission's standards and eligibility requirements. SLCC is in compliance with E.R. 4.

5. *NON-DISCRIMINATION*

The institution 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 charter, its mission, and its core themes.

SLCC and State of Utah have appropriate policies in place to assure that individuals are not subject to discrimination as a result of the College's pursuit of its charter, mission, and core themes. SLCC is in compliance with E.R. 5.

6. *INSTITUTIONAL INTEGRITY*

The institution establishes and adheres to ethical standards in all of its operations and relationships.

SLCC has established clear policies and expectations for ethical behavior in its programs and operations; it is in compliance with E.R. 6.

7. *GOVERNING BOARD*

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

SLCC has a complex governance system with various powers delineated to the Utah System of Higher Education, the Utah Board of Regents, and the SLCC Board of Trustees. The College's president reports to the Board of Regents, and the Board of Regents approves the College's mission. The Board of Regents is comprised of 20 members of whom 16 have voting privileges. The Board of Trustees approves the College's core themes. None of the Trustees have a financial relationship with the College. The Board of Trustees receives regular reports on the College's performance on the objectives and indicators of its core themes. SLCC is in Compliance with E.R. 7.

8. *CHIEF EXECUTIVE OFFICER*

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

The College president has full-time responsibility for the College and reports directly to the Board of Regents. The president serves as a liaison to the Board of Trustees, but does not serve as its chair. SLCC is in compliance with E.R. 8.

9. *ADMINISTRATION*

In addition to a chief executive officer, 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.

SLCC employs a number of administrators that is sufficient to lead and manage a college of its size and scope. Their titles and assignments of responsibility are typical for the type of institution. SLCC is in compliance with E.R. 9.

10. *FACULTY*

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

SLCC employs a number of faculty sufficient to maintain an average class size of 20 students. It has processes for ensuring regular evaluations of its faculty and policies and structures for their involvement in decisions regarding academic affairs of the institution. SLCC is in compliance with E.R. 10.

11. *EDUCATIONAL PROGRAM*

The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

SLCC publishes in its catalog student learning outcomes at both the program and institutional levels for each of its programs, though the level of specificity varies widely. The expected outcomes are consistent with the certificate degree awarded on the basis of their achievement. SLCC is in compliance with E.R. 11.

12. *GENERAL EDUCATION AND RELATED INSTRUCTION*

The institution's baccalaureate degree programs and/or academic or 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. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter 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. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

All of SLCC's degree and certificate programs require an appropriate amount and distribution of semester hour credit in general education disciplines, except in the case of certain of its workforce preparation certificate programs in which the related content is embedded in occupational courses. The College is in compliance with E.R. 12.

13. LIBRARY AND INFORMATION RESOURCES

Consistent with its mission and core themes, the institution 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.

Within its library operations, SLCC has adequate print and electronic resources, technology, facilities, and services to fulfill its mission across its various locations; the College is in compliance with E.R. 13

14. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

SLCC has sufficient physical and technological infrastructure to achieve its mission and core themes; it is in compliance with E.R. 14.

15. ACADEMIC FREEDOM

The institution 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.

SLCC has a robust and detailed policy on academic freedom that clearly outlines the rights and responsibilities of faculty and students in inquiry and expression. SLCC is in compliance with E.R. 15.

16. ADMISSIONS

The institution 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.

The SLCC catalog clearly sets forth admissions policy for matriculated and non-matriculated students, including its academic placement policies. SLCC is in compliance with E.R. 16.

17. PUBLIC INFORMATION

The institution publishes in a catalog and/or on a 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.

The required policies, procedures, and information are published in the SLCC Catalog and Student Code of Conduct. Both documents are available in print and on the College website. SLCC is in compliance with E.R. 17.

18. FINANCIAL RESOURCES

The institution 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.

SLCC uses its Informed Budget Process to allocate resources in alignment with its mission, core themes, and objectives. The institution has achieved financial stability and has sufficient reserves to sustain its operations through fluctuations in the revenue cycle. The College is in compliance with E.R. 18.

19. FINANCIAL ACCOUNTABILITY

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 governing board.

SLCC undergoes annual financial audits by an Independent State Auditor as required. The administration and Board of Trustees review the audit and accompanying management letter annually. The most recent audit is included as evidence, and the management letter indicates no findings or material weaknesses in internal controls. The College is in compliance with E.R. 19.

20. DISCLOSURE

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

The Summary of Accreditation Activity provided by NWCCU in advance of the Comprehensive Evaluation indicates a history of appropriate communications regarding substantive and minor changes. SLCC is in compliance with E. R. 20.

21. *RELATIONSHIP WITH THE ACCREDITATION COMMISSION*

The institution 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 institution 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.

SLCC has provided a statement indicating acceptance of the Commission's standards and policies and acknowledges the Commission's right to make public disclosure of any of its actions regarding the institutions accreditation status. SLCC is in Compliance with E.R. 21.

22. *STUDENT ACHIEVEMENT*

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

SLCC publishes student learning outcomes for each of its programs in its catalog and on its website. The College adopted an Assessment Plan in 2011 to ensure proper monitoring of student achievement of learning outcomes. SLCC is in compliance with E.R. 22.

23. *INSTITUTIONAL EFFECTIVENESS*

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it 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.

SLCC has identified objectives and indicators of achievement for each of its core themes. The objectives and indicators are conceptually aligned with the core themes. However, the indicators are in some cases a mix of outcome and input measures. Some of the indicators are as yet not fully developed. The College has a process for regularly monitoring its performance on these indicators using a "dashboard" for that purpose. The College has a defined planning process that includes periodic assessment of its internal and external operating environments. SLCC is in substantive compliance with E.R. 23 but needs additional refinement of some of its indicators of achievement.

24. *SCALE AND SUSTAINABILITY*

The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission

and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

SLCC has demonstrated the ability to fulfill its mission and achieve its core themes by sustaining its operations through a period of modest fluctuations in enrollment and revenues while maintaining adequate reserves and reasonably consistent net operating income. It appears to be on a trajectory to maintain its institutional capacity to fulfill its mission.

Standard One - Mission, Core Themes, and Expectations

1.A – Mission

1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

SLCC has a mission statement that defines the purpose and scope of its programs and services as well as the values by which it operates to fulfill its mission. The Board of Trustees adopted the current mission statement in 2005, and the Utah Board of Regents Approved it in 2006.

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

The College has established a three-part framework for assessing mission fulfillment:

Part 1) Overall Purpose- *Provide Quality Higher Education to the Broader Community;*

Part 2) Core Themes and Objectives- *Access and Success, Transfer Education, Workforce Education, and Community Engagement;* and

Part 3) Institutional Environment- *Climate Conducive to Learning, Teaching, and Working.*

This framework constitutes an admirable but complex reach to define mission fulfillment in terms that bring meaning to the College's external and internal stakeholders.

Undergirding an affirmation of mission fulfillment is a set of institutional definitions for three performance levels: Underperforming, Good, and Superior. Each is

correlated to a numerical bracket within a range of scores from 1 to 10. The College indicates that some indicators are to be assessed on the basis of absolute performance at the institution, and that others are based on comparative benchmarks established by other, similar institutions.

The College defines mission fulfillment as, “Achieving a composite mission fulfillment score equal to or greater than eight.” This is a rational approach. However, its success hinges in large part on the College’s ability express its achievement on its various indicators of performance on quantitative grounds, or alternately, to construct qualitative schema that can be defensibly correlated with a numerical score.

1.B – Core Themes

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

Salt Lake Community College has identified four core themes—Access and Success, Transfer Education, Workforce Education, and Community Engagement—and defined outcomes and indicators for those themes. A strength of the College has been its focus on creating meaningful data measures, ensuring that those measures are valid and reliable, and including a variety of national assessment measures and local assessment measures as indicators in order to create a robust set of benchmarks. The self-study process has also yielded strong rationales for many core theme performance indicators.

Access & Success

SLCC is a large community college and the only community college system in the State of Utah. Their strategic planning has resulted in four core themes to reach their mission fulfillment, one of which is to provide open-access to their educational community. They have established four objectives and indicators to demonstrate attainment.

There is evidence that SLCC has made a tremendous effort to remove barriers for incoming students and make access and success more attainable to underprepared students. Many applicants are currently unprepared to be successful and SLCC has provided offerings in remedial math and English to help students meet these shortfalls. Many institutions around the country are facing similar problems and SLCC is working on alternative course delivery and support models as one solution. Using the state’s funding for mission improvement, they have allocated resources to provide 11 advisors to strengthen student success and expand the First Year Experience office.

Transfer Education

The college addresses its lower division academic education through the core theme of Transfer Education. This constitutes a large percentage of credit enrollments and is supported by extensive articulation with the state's four-year institutions. Some of these are in close proximity, and students enroll in multiple institutions simultaneously and move back and forth between the institutions in both directions with remarkable and seamless fluidity.

Workforce Education

The workforce core theme is well developed and consistent with SLCC's comprehensive strategic plan. This core theme is the most developed of all of the core themes and has indicators that support achievement of the goal and outcomes. There is evidence that coordinated planning has taken place to involve faculty and industry in curriculum development and competency assessment. The PAC (Program Advisory Council) is involved in competency skills to ensure that programs and services are aligned to the workforce core theme.

Community Engagement

The core theme of community engagement is an expression of SLCC's commitment to involvement in community and economic development and to meeting the needs of the increasingly diverse population of the region it serves. Community engagement activities run the gamut from outreach to diverse populations, direct support for entrepreneurship, and a wide array of service learning opportunities for its students.

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Access and Success

SLCC has established four objectives and indicators to demonstrate attainment. One indicator of access is the participation rate of college age students in the community. While the participation rate is increasing at the College, which supports access, this indicator is not reliable during recessions or time of high employment. The College has only hit their target about 70% of the time in recent years. SLCC has formed a strategic enrollment team to address a strategy to improve enrollment declines.

Transfer Education

Within the core theme of transfer education, metrics of achievement such as Indicator 12 (General Education Integration), exist conceptually but remain largely undeveloped in terms of implementation. The number of undeveloped core theme

indicators and the degree to which several indicators remain still undefined make it impossible to determine if such indicators will prove assessable or verifiable enough for the College to evaluate the accomplishment of the objective to which these indicators align. Of particular concern, two objectives (G, on Integrated Education Experience; J, on Integrated Pathways for Academic and Career Mobility) currently have no fully developed indicators in place. As a result, assessable and verifiable indicators of achievement have not yet been fully developed by the College to evaluate the accomplishment of all of the objectives of its core themes.

Workforce Education

Indicators like CTE graduation rates, employment and passage of state licensure tests demonstrate success in this core theme. Areas that are still being developed are the stackable credentials; pathways from secondary education and pathways to continuing education are in place and being improved on as SLCC move this core theme forward.

Community Engagement

Four of the seven (57%) indicators for the core theme of Community Engagement remain under development. Certain core theme performance indicators, such as Indicator 19 (Community Development), remain largely undefined and lack centralized sources of information.

Concern #1: The Evaluator is concerned that the College has not yet established assessable and verifiable indicators of achievement that form the basis for evaluating accomplishment of each of the objectives of its core themes. (Standard 1.B).

Standard Two - Resources and Capacity

2.A - Governance

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 College maintains several councils, committees, and processes that provide for the consideration of the views of faculty, staff, and students in its decision-making processes. These are outlined in Exhibit 2A1-Governance: Salt Lake Community College Decision-Making Structure 2014. Evidence collected during the student, faculty and staff forums during the evaluation visit indicated regular, active participation from these groups in various committees, councils and processes.

Compliment #1: The Evaluator compliments the SLCC Board of Trustees as currently constituted for their extraordinarily high level of institutional knowledge, commitment, and passion in their service to the College. They have also demonstrated their commitment and passion by making and securing very significant philanthropic gifts to the College.

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.

SLCC operates within a relatively complex governance structure in which powers are significantly concentrated in the Utah Board of Regents, which is responsible for all of the state's publicly funded institutions comprising the Utah System of Higher Education. The Utah System of Higher Education publishes a document contained within the exhibits (Exhibit 2A1-Governance: R220 Checklist of Presidents' and Trustees' Responsibilities), which clearly delineate the powers that are variously shared by or reserved to the Board of Regents, the Board of Trustees, and the College president.

*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.
Governing Board.*

The Assistant Provost for Institutional Effectiveness serves as the Accreditation Liaison Officer (ALO) for the College and has primary responsibility for monitoring the College's compliance with the Commission's Standards and Policies and for communicating the Commission's policies and requirements to the campus community. The President and Vice President of Government and Community Relations have primary responsibility for communications and advocacy with the state legislature. The broader executive cabinet members attend Board of Regents meetings and policy decisions by the Office of the Commission of Higher Education.

SLCC is proscribed by state law from entering into collective bargaining agreements.

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.

SLCC has a complex governance system with various powers delineated to the Utah System of Higher Education, the Utah Board of Regents, and the SLCC Board of Trustees. The Board of Regents is comprised of 20 members of whom 16 have

voting privileges. By Regents Policy R120-3.9.1, Regents are prohibited from having a financial interest in contractual relationships with any of the constituent institutions of the Utah System of Higher Education. The College president reports to the Board of Regents. The Board of Trustees is established with certain delegated local authorities but also exists in an assistive and advisory capacity to the Board of Regents.

The means by which the responsibilities of the governing boards are delineated and shared with the campus community were described previously in the responses to Standards 2.A.1 and 2.A.2.

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.

Board operations for the Board of Regents and the Board of Trustees are governed by their respective bylaws. Both have executive committees that are empowered to act upon routine matters between board meetings and upon matters occurring under extraordinary or emergency circumstances subject to the provision that they report on actions taken at the next meeting of the full board. The Board of Trustees indicated that their primary use of the Executive Committee is for setting the agenda of their board meetings, and that there were very few instances in their collective memory of any actions taken by the Executive Committee between regularly scheduled board meetings.

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 new institutional policies and revisions to existing policies and periodically reviews existing policies for their currency. It is not clear that this review process is sufficiently comprehensive and regular to ensure that every college policy is revisited on a fixed schedule.

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 power to select and evaluate the College president resides with the Board of Regents to whom the president reports. The processes for presidential selection and evaluation are document in Board of Regents policy. Provision is made for the Board of Trustees' participation in the interview of presidential finalist candidates and annual reviews of presidential performance, but its members have no vote in either process. The delegation of powers to the president by the Board of Regents and Board of Trustees is outlined by their respective board policies.

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 Trustees does review its performance. The level of knowledge and engagement of the current Board of Trustees is remarkable.

The Board of Regents evaluates its performance annually as outlined by their Policy R123. The Board of Trustees is evaluated at the discretion of the College's president. This has not been performed regularly as of recent years.

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.

SLCC has an administrative structure that is appropriate and sufficient to the needs of its institutional scope. The senior administrators hold degrees in disciplines and at levels appropriate to their areas of responsibility. They are responsible for planning, implementing, supervising, and assessing strategies to achieve the objectives of the institutions core themes and for fulfillment of the institution's mission. The quality of the executive team is outstanding.

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.

Dr. Huftalin, as President of SLCC, is the chief executive officer and has full-time responsibility to the College. She reports to the Board of Regents. She is also a liaison to the College's Board of Trustees, but does not serve as its chair. Though new to her current role, she is a long-time employee of the College, most recently in the capacity of Vice President of Student Services.

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.

SLCC, as befitting an institution of its size and complexity, employs an administrative staff that is deployed across a broad array of functions and rather deeply in layers among them. The College has a number of institution-wide councils and committees on which the administrators serve and which provide cross-functional communication and collaboration. Many of these councils and

committees either in whole or in part address mission fulfillment and accomplishment of core theme objectives through planning, resource allocation, and/or assessment.

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.

And

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.

And

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.

Academic policies are developed and revised with input from appropriate committees and the Faculty Senate. The faculty is very involved in the formation of academic policy. As a group, the faculty works closely with the senior administrators, including the Director of Equal Employment Opportunity and Risk Administration, to insure that policies are in alignment with existing Board Policy, Administrative Policy, and Utah law. Following a review by senior leadership, draft policies are posted for campus-wide review and comment. All comments are considered for potential incorporation into or for modification of the draft policy. Finalized versions of new policies are submitted to the Presidential and/or the Board for approval. New policies are then clearly communicated to various constituencies through a variety of readily available documents, the College Catalog, and the College website. Academic policies are transparent, widely understood, and contain appropriate processes regarding transfer of credit, class scheduling, non-discrimination, drop/add/withdrawal, incompletes, repeating or auditing a course, challenge examinations, use of information resources, and academic standards.

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.

Policies and procedures regarding students' rights and responsibilities-including academic honesty, appeals, grievances, and accommodations for persons with disabilities are clearly stated and readily available on the College's website and in the college catalog, which is available online. As reported by students, these policies and procedures are administered in a fair and consistent manner.

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 readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

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. The admission policy is clearly defined in SLCC Policy 3-1-01 and college placement policies are defined in SLCC Policy 4-2-01. The College requires new students to complete the Accuplacer assessment before enrolling in math or English courses. The College's policies regarding continuation in and termination from its educational programs, including its appeals process and readmission policy are clearly defined, and accessible on the college website and in the online college catalog. They are administered in a fair and timely manner as specified by the policy.

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.

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. These policies are available on the college website.

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.

The institution maintains and publishes its human resources policies and procedures on the college website. Policies and procedures are reviewed to ensure they are consistent, fair, and equitably applied to its employees and students.

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.

Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination through communications with the Human Resources Office, supervisors, and through the Human Resources section of the College website.

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

The institution ensures the security and appropriate confidentiality of human resources records. The Human Resources department has established internal procedures to ensure the secure and confidentiality of records by storing records in an archive accessed by key card issued to designated Human Resources employees. All Human Resources employees are required to sign a confidentiality statement and to attend GRAMA and FERPA training before receiving access.

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 College, led by the Institutional Marketing and Communications Department, represents itself clearly, accurately, and consistently in its communications, taking care to ensure that all publications and announcements are aligned with its vision and mission, and that program documents are up-to-date to guarantee that students move toward timely completion of degree requirements. The General Catalog, updated on an annual basis, is the primary document providing educational program information.

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.

The College upholds high ethical standards through policies and procedures to ensure fair treatment of faculty, staff, and students with appropriate processes to redress grievances, which are published in the General Catalog and are available on the College website. SLCC is governed and administered with respect for individuals in a nondiscriminatory manner as prescribed by the State of Utah ethics rules and by specific SLCC policies. These include policies regarding media communications, affirmative action, academic freedom, avoidance of sexual harassment and discrimination, use of drugs and alcohol, employee grievance procedures, ethical conduct, and a Student Code of Conduct. Ethics rules and grievance policies are communicated to new employees via written communications and orientation sessions, and through the website.

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict 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.

The college requires employees as well as members of the governing board to adhere to professional standards of conduct, including the avoidance of conflict of interest situations, through policies, job descriptions, checklists, and evaluation instruments. These policies and guidelines are fully documented on the website as well.

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.

SLCC has a very thorough policy on intellectual property approved by the Board of Trustees in September of 2013.

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.

SLCC represents its accreditation status under the Northwest Commission on Colleges and Universities appropriately and accurately.

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.

SLCC's Board of Trustees approved a policy in December of 2011 that defines and governs the management of such contracts as the College may enter from time to time. The policy is grounded in Utah statutes and Board of Regents policies. Contracts are subject to appropriate internal controls with review by legal counsel and the College's Risk Management Office.

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.

And

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.

And

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.

Policies protecting academic freedom at the College are consistent with the American Association of University Professors' "1940 Statement of Principles on Academic Freedom and Tenure" with a proper balancing of freedom with responsibility. Faculty members must not avoid the presentation of controversial material appropriate to the academic discipline being studied while simultaneously they are obliged to present a fair set of opinions that include the student's academic freedoms and responsibilities as expressed in the "Student Rights and Responsibilities" policy. Faculty members are therefore free to pursue and communicate knowledge without fear of reprisal while also obligated to consider alternative interpretations and conclusions within the specific knowledge domain. Comments from faculty indicated a belief that the College fully supports academic

freedom and encourage independent thought. Faculty have a major role in design and approval of curriculum.

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.

SLCC provided a plethora of policy documents and Utah statutes governing its oversight and managements of its financial transactions that meet the intent of Standard 2.A.30.

2.B Human Resources

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.

Based on documentation and interviews with staff, it is evident that the College has a sufficient number of personnel to maintain its programs and operations. Position announcements are available on the Human Resources website and include clearly defined duties, responsibilities, and minimum and preferred qualifications. Hiring procedures are specified in SLCC Policy 2-2.02 Personnel Hiring, which is accessible on the policies webpage.

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

The Human Resources Department notifies employees about and tracks compliance with the performance evaluation process for classified, professional and administrative employees. Classified staff members and professional and administrative staff are evaluated annually. The Human Resources department conducts supervisor and employee workshops regarding performance evaluation every February in preparation for the annual performance reviews that are due in April. The Human Resources office tracks compliance and communicates with the appropriate Vice President if performance reviews are not received.

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.

The College provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional development. Funding for professional development is provided through department and division budgets as

well as through a centralized college fund for tuition reimbursement and waivers. Employees throughout the College indicate that they have multiple opportunities for professional development and that they are encouraged to participate in relevant workshops and trainings on campus, within the region, and nationally.

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.

Consistent with its mission, core themes, programs, and services, the College employs appropriately qualified faculty. The requirements include formal education, graduate credits in the field, work experience and specialty training. Academic programs are reviewed regularly to ensure sufficient faculty to achieve the College's educational objectives, establish and oversee policies, and assure the integrity and continuity of academic programs college-wide.

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

The Academic Guide designates requirements for faculty workload and responsibilities, including expectations for teaching, service, scholarship, research, and/or artistic creation.

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 members are evaluated in a regular, systematic, substantive, and collegial manner at least once every five years and multiple indices of effectiveness are used for evaluation. Specific requirements for evaluation are specified in the Salt Lake Community College Academic Freedom, Professional Responsibility, and Tenure policy and in the Academic Guide.

Adjunct faculty members are evaluated by students using a standardized course evaluation tool every semester and are periodically evaluated by peers and department administrators.

2.C Education Resources

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.

SLCC provides programs wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission. Evidence to support this included the self-study, General Catalog, program review documents, syllabi, assessment reports and comments provided in meetings with faculty and students. Student learning outcomes were found for all courses that were sampled. The programs lead to collegiate level degrees and certificates with designators consistent with program content in recognized fields of study and which demonstrate depth and synthesis of learning. The degree requirements are readily available, primarily in online formats.

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.

SLCC has done a commendable job of developing student learning outcomes at the institutional, program and course level. The outcomes are available to employees in several internal guiding documents and to students through the catalog and as part of the template syllabus. Learning outcomes are an embedded component of the daily work of the SLCC.

Compliment #3: The College is complimented for its commitment to and success in student learning assessment.

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.

The SLCC Catalog and Policies provide evidence that all credit and degrees are based on documented student achievement. The credit and degrees are awarded in a manner consistent with generally accepted norms or equivalencies in higher education. The SLCC General Catalog, Program Review process and schedule documents, and examples of completed Program Reviews demonstrate that faculty regularly engage in quality learning assessment activities, follow up with improvement actions, and evaluate the effectiveness of these actions.

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.

SLCC offers two year degrees that are consistent with standards in Utah and nationally. Degrees require a minimum of 61 credit hours that include a minimum of 34 credits of general education and 27 credits of other coursework. The General Education requirements insure that students not only acquire substantive knowledge, but that they demonstrate each of the eight General Education Learning Outcomes (e.g., effective communication, quantitative literacy, critical thinking).

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.

The General Education component for SLCC's AA and AS degrees includes Core Skills in the areas of Composition (6 credits), Quantitative Literacy (3-4 credits), and American Institutions (3 credits). Core Skills required for the AAS degree include Composition (3 credits), Communication (3 credits), Quantitative Studies (3 credits), and Human Relations (2-3 credits). Certificate of Completion programs require courses in Communication, Quantitative Studies, and Human Relations.

The curriculum committee process ensures that classes and programs have appropriate breadth and depth. Admission and graduation requirements are published in the catalog and on the College website. Faculty members at SLCC assess, implement, and revise the curriculum through the curriculum committee process. Faculty members also participate in the hiring of new faculty.

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.

Students and faculty voiced their agreement regarding the integration of library and information resources into the learning process. The library is seen as a valued partner in the curriculum development process.

Faculty utilize the library's information literacy training program on all campuses with the use concentrated in the general education courses, especially English. Faculty also use the online tutorials that the library staff have developed and placed in Canvas. The librarians act as liaisons to the academic departments to identify the department needs. The library director has recently been reinstated as a member of the Curriculum Committee and attends the meetings to determine information needs for new courses and programs.

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 is underway with a thoughtful process for granting credit for prior learning. While plainly an attempt to enhance student mobility and efficiency in time-to-degree, the College is approaching it in a systematic way to ensure consistency with its expected learning outcomes.

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.

SLCC has robust policies surrounding acceptance of transfer credit. The procedures ensure that credit accepted from other regionally accredited institutions is of high quality and relevant to SLCC degree programs. The guidelines and criteria for awarding transfer credit are clearly published in the catalog. The SLCC has established specific transfer and articulation agreements with the Utah System of Higher Education (USHE) institutions and a variety of other private, public, and out-of-state institutions.

SLCC has developed a set of Student Learning and Program outcomes that are related to its mission, as expressed through the College's Core Themes. All General Education classes are taught from a syllabus template that includes an articulation of course-level learning outcomes, program-level learning outcomes, and institutional-level learning outcomes.

Students are required to create an electronic eportfolio for each of their General Education classes. Students place at least one signature assignment into this eportfolio and, as they take multiple General Education courses, they are able to document their breadth and depth of knowledge and skills. Students are asked to reflect on their signature assignments, the connection to other general education

assignments, their own intellectual growth, and on their progress towards the college-wide learning outcomes. SLCC has been extraordinarily effective in using the resulting database of eportfolio data to evaluate student performance on the college-wide learning outcomes and to support Program Review activities.

Undergraduate Programs

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. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter 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.

SLCC meets the requirements for general education credits and discipline distribution within its transfer and career degree programs and meets Standard 2.D.9 through embedded instruction in the required disciplines within its certificate offerings.

2.D Student Support Resources

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 provides varied programs and services to support student learning. Student achievement and success is a focus for the faculty, staff, and administrators, and this commitment is evident in the learning environment and learning support services available. Students report a positive and effective learning environment that provides them a great deal of support. A few examples of educational support for student learning are included below.

The Learning Center collaborates with academic departments to provide services in support of student learning, including tutoring services, test reviews, college success workshops, and supplemental instruction. Flexible learning spaces (Learning Commons) are available to provide space where faculty, tutors, and other support personnel can work together outside the classroom. The Learning Commons includes small group study rooms, individual computers, electronic connection to library resources, and online learning activities. In addition to the Learning Commons, students can access the Math Lab, Science Resource Center, Student

Writing Center, and TRiO Student Support Services to get assistance with specific areas of study.

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.

Campus safety and security information is provided on the website and in the online Catalog. Campus safety officers are available and the College contracts with local police agencies to provide 24-hour police coverage for each campus. Campus crime prevention information and campus crime statistics are available on the website. The College completes the annual Campus Safety and Security Survey as required by the U. S. Department of Education, which can be viewed on the College website.

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 mission, core themes, and characteristics, the College recruits and admits students with the potential to benefit from its educational offerings. Students who do not have a high school diploma or GED may participate in non-credit programs through the School of Applied Technology or Continuing Education. Students can build academic skills or take GED preparation classes through these units to prepare for college level work. All new students are required to attend an orientation session which is provided in a group setting or online. From examining available documentation, it is evident that the orientation sessions provide students an overview of academic degree and program options, campus resources, and an introduction to the online registration system. A follow-up academic advising session is strongly recommended after students complete the orientation. In addition, a six-week Bridges to Success program, orients students to the expectations and culture of higher education.

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.

Based upon reviewing policies and documentation, it is clear that in the event of program elimination or significant change in requirements, the College provides information about these changes to students. Students are informed through written notification about the changes and what they must do to continue in the

current program. Regents' Policy R401-5.5.4 specifies that programs can only be discontinued after current students have an opportunity to complete the program.

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 sequences, 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; and*
- j) Academic calendar.*

And

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.*

The College website provides current and accurate information through an online catalog and student handbook that include the following:

- 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 sequences, 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; and
- j) Academic calendar.

The office of the Assistant Provost for Academic Support makes sure the catalog is up-to-date and accurate. The College Catalog is published annually and includes professional licensure and unique employment/advancement requirements. In addition, biannual catalogues are published in the Continuing Education Division and the School of Applied Technology that include requirements for licensure and entry into occupations served by these units. In addition, career and technical flyers provide information on CTE programs as well as information on national and state eligibility requirements.

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.

Salt Lake Community College has adopted policies and procedures regarding the secure retention of student record in paper, electronic, or other media. Physical records are housed in locked files with restricted access on campus as well as archived in a State of Utah facility off campus. The College uses Banner to house electronic records on mainframes and servers that are backed up daily. Retention of records is determined by the requirements of the Family Educational Rights and Privacy Act (FERPA), the Utah State General Retention schedule and the Utah State Board of Regents records retention guidelines.

The policy for confidentiality and release of student records is published on the college website. The College complies with the requirements of FERPA, Utah's Government Records Access and Management Act (GRAMA), and Health Insurance Portability and Accountability Act (HIPAA) with regard to all requests for student records. The office of the Director of Risk Management serves as the clearinghouse for all such requests.

Consistent with the College mission, student needs, and institutional resources, the Financial Aid Office provides information regarding financial aid programs, student eligibility requirements and procedures for applying for financial aid on the College website.

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 College offers federal and state aid, which includes the Federal Pell grant, state need grants, Federal Perkins Loans, and college work study. In accordance with federal regulations and to ensure accountability, the Financial Aid Office submits various reports to the state and federal government, including a yearly state audit.

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 their repayment obligations through student loan entrance counseling and student loan exit counseling. The Financial Aid office abides by federal regulations that require the financial aid office to monitor complete withdrawals and unofficial withdrawals to determine if a student has attended classes sufficiently to have “earned” their federal financial aid. The Financial Aid Office regularly monitors the College’s Cohort Default Rate (CDR), which is in line with the national average for two-year colleges.

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.

Comprehensive advising is provided through the Academic and Career Advising department. Based upon interviews with students and written documentation, it is evident that services are provided online as well as at all campus locations and include assistance with selecting a major, degree and course selection, transfer of credits, student success workshops, transfer days, and early academic notification. Undecided students meet with first year experience advisors and students with declared majors meet with program specific advisors. Intrusive advising is provided by faculty and advisors through the early academic notification system designed to assist students who are experiencing academic difficulty. Students are informed about advising requirements and services through the advising web page as well as through social media such as Facebook and Twitter. Academic and Career Advising participate in a program review process every five years. Changes to this area were made as a result of program review, including the creation and implementation of an advisor training program for new advisors and the implementation of an early academic notification system.

Advising personnel are highly qualified and hold bachelor’s or master’s degrees. All new advisors participate in an advisor training program that includes three tiers of competency.

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

The College’s co-curricular activities are student driven and are consistent with the institution’s mission, core themes, programs and services. Co-curricular activities include the Student Association, which has designated officers across various campuses, a student senate, programming boards, athletics, service learning, and

arts and cultural events. The co-curricular activities are appropriately governed through approved policies and procedures.

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.

Auxiliary services, including the bookstore and food services, support the College mission by contributing to a quality learning environment for students. Students, faculty, and staff have opportunities to provide input regarding these services through annual surveys and through the Auxiliary Services Advisory Board that includes faculty, staff, and student members.

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 standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Intercollegiate athletics and other co-curricular activities are consistent with the College's mission and appropriate institutional oversight is provided. Athletic funding is accounted for within the Banner system and one of two endowment accounts is managed by the College Oversight Committee for Investments and the second endowment is managed by the Development office. Annual internal audits are conducted by the Business office, are approved by the Board of Trustees and are sent to the State Board of Regents. All club sport finances operate within the college policies and procedures.

As evidenced in documentation, admission requirements and procedures, academic standards, degree requirements, and financial aid for students participating in intercollegiate athletics and co-curricular programs are consistent with those for other students. In addition to complying with college policies and procedures, intercollegiate athletics complies with the National Junior College Athletic Association (NJCCA) Region 18 and Scenic West Athletic Conference (SWAC) rules and procedures.

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.

Salt Lake Community College employs an identity verification process through the College portal and testing centers. The College uses physical proof at the time of enrollment to establish the identity of each enrolling student, whether campus-based or online. The College portal (MyPage) is accessible by registered students and is password protected. The use of Canvas is fully integrated with Banner and assures that only registered students are provided access to course materials. The use of in-person testing centers which verify student identification prior to taking exams is strongly encouraged. All online are assessed a \$40 student fee and students are informed of the fee at the time of enrollment.

2.E Library and Information Resources

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.

Students have many hours of physical access to the four campus libraries: from 56 hours each week on the Miller campus to 85 hours each week on the Taylorsville campus which stays open until midnight four days a week. The main library reference desk is staffed until 9:30 during the week and after those hours the circulation desk staff can answer questions. Students can also get assistance by phone call, text message and a web form.

Students and faculty also have 24x7 access to a very good representation of electronic journals and databases. These include some general databases such as Academic Search Premier and ProQuest and more specialized databases such as CINAHL and CQ Researcher. The library utilizes LibGuides and has over 80 guides to assist students in finding information in their topic area.

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

The SLCC Libraries utilize many resources in order to keep the collection relevant in support of the College. The librarians are ultimately responsible for choosing materials for the collection but students, faculty, and staff can also recommend materials in-person or through an online request form.

A collection development policy with the date of April 2014 was made available. The policy is quite extensive with guidelines on funding, selection responsibility and process, general selection guidelines, and a challenged material process. A section on de-selection of materials was not included but the interim director said that the policy is currently being updated and that will be incorporated into the new version.

SLCC has many campus locations with library space on four of them. All four have adequate space, collection, computers, and staffing for student needs. Students expressed differing views of the adequacy of quiet space and felt it would be nice to have additional small quiet spaces for individuals.

The library conducts surveys of their services and solicits feedback from students, faculty, and staff. In 2010 they conducted a LibQual+ study, analyzed the results and implemented changes such as extending hours, creating a library on the Miller campus and adding textbooks. In 2012 the SLCC Libraries Planning Group was formed and developed a strategic plan. Although this plan is still in draft mode and waiting for the hiring of a new director, some of the pieces such as developing a new organizational model are already being worked on.

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

The number of information literacy training sessions has gone down quite a bit since 2011. This seems to be due to the loss of two full-time staff members, one of which did a lot of presentations. In addition the library has created many online tutorials and embedded them in Canvas so instructors and students may be turning more to online assistance than in-person.

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 has appropriate security in place to protect resources. Books and other materials at all branches have a magnetic security strip that triggers an alarm if the material is not appropriately checked out. Access to databases is through a password protected proxy server, which verifies that the user is a current student, faculty, or staff member.

Concern #2: Since 2011 the library has gone through many changes in leadership as well as reporting structure. Currently there is an interim director and three open positions that need to be filled. Faculty in the forum indicated that the current interim director is supportive and responsive to their needs but that it would be beneficial to have a permanent dean in the library. Some consistency and permanency in the staffing of the library would help the library move forward with obtaining its vision and the strategic plan that was developed in 2012.

2.F Financial Resources

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.

SLCC has successfully weathered the impacts of the nationwide recession and emerged in strong financial position. State appropriations increased by an unexpected \$15.5 million in 2014-15. Although enrollments are still on a decline, tuition rate increases have resulted in increased revenue from tuition payments. The College's cash flow and reserve balances are strong. Debt service is very low - \$7 million due to be retired in 2016 – especially for an institution of this size. No future debt financing is anticipated in the near term. The College demonstrates and provides evidence of a strong financial position.

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

College budgets are prepared in final form following the completion of the annual legislative session when state appropriation levels have been determined for the following year. SLCC has carefully studied its current and potential future enrollment levels and has projected an ideal level of future enrollment that serves as a guide for budget and other planning. Budgeting processes at the College have been significantly refined over the past 8 years and undergo a continual process of improvement informed by process assessment.

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.

SLCC's operating budget request process is called "Informed Budget Process". This well-documented and participatory process starts at the department and division level and requires that proposals to fund new strategic initiatives be linked to outcomes that directly support core themes and strategic initiatives. A recent refinement of the IBP is to disaggregate requests related to institutional capacity – called "operations requests" - from requests for new strategic initiatives. Operations requests follow an administrative process for review and prioritization. Strategic initiatives are reviewed by the Informed Budget Committee (IBC), which has broad college-wide representation. The IBC evaluates each strategic initiative from multiple perspectives including feasibility and makes funding recommendations to College administration. Budget requests and final budgets are approved by the College Board of Trustees and the Board of Regents.

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.

SLCC follows generally accepted accounting principles and prepares an annual financial statement as a special purpose government unit engaged solely in business-type activities. The College has a track record of very clean audits. The College uses Ellucian Banner as its enterprise resource planning software. SLCC has an internal audit team that performs a variety of audits including reviews of internal control systems and practices. Areas to be audited are identified through a process that includes requests from departments and well as recommendations from the internal auditor based upon risk levels and time from last audit. Audit reports include a response from the audited function. Internal audit reports are provided by the Internal Auditor to the Audit Subcommittee of the Board of Trustees.

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.

The College's annual capital project requests are based upon the development plan within the Facilities Master Plan. The Master Plan is aligned with the College's core themes (see further explanation in 2.G.3). The Board of Regents and the Utah State Building Board both require that higher education institutions have a long-range facilities master plan. The Utah State Building Board's capital request format requires that higher education institutions display the total cost of ownership, including ongoing maintenance and operations costs. SLCC is almost debt-free, with all indebtedness due to be retired in 2016. No use of bond funding for capital purposes is anticipated in the near term future.

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.

SLCC has three formally defined auxiliary services: the College Bookstore, Student Center and Food Services. These services operate according to Board of Regents' policies and are fiscally self-sufficient - they do not provide revenue for College operations, nor does the College provide any fiscal support to auxiliary services.

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.

The college prepares annual financial statements that are audited each year by the Utah State Auditor's Office and results are reported in a timely manner to the administration and Board of Trustees. The College prepares its statements in the fall and is audited annually in November or December. Audit results are received in January and are reported to the Board of Trustees at its February meeting.

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 activities are conducted in accordance with SLCC policies outlining the manner in which gifts may be solicited. The Foundation is going through a period of transition and strengthening with increased emphasis upon philanthropy. There is a written agreement between the College and the Foundation signed in 1984, and it has not been updated since that time. As part of the Foundation's transition process, the agreement will be updated as needed and re-executed.

2.G – Physical and Technological 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.

Facilities Services' operating policy articulates its support for mission and quality facilities as follows: "... provide facilities that support and enhance the learning process and comply with applicable federal, state and local building, fire, and life safety codes and regulations."

Facilities Services is well-resourced by the State of Utah for major construction and renovation projects and capital minor repair projects, and is well supported by the College's Informed Budget Process to support ongoing operations. For square footage additions funded as major construction projects, the State provides operations and maintenance funding to maintain the new facility space. The College uses a maintenance management system to manage routine maintenance and to respond to work order requests from the College community. College facilities and grounds are clean and well maintained.

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.

The College's Environmental Health and Safety Office oversees and provides expertise and training to the College with regard to dealing with hazardous substances. The EHSO publishes procedures and provides training on over 20 different topics related to toxic and hazardous substances. EHSO also ensures that disposal of toxic materials is performed lawfully and safely.

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.

SLCC prepared a Comprehensive Facilities Master Plan (FMP) in 2008. The FMP resulted from a broad planning process that encompassed enrollment projections, transportation studies, County demographic data, potential growth strategies, broad-based participation and input from constituencies, and types of facilities to be developed in each College location. The plan includes future needed growth space as well as renovations and alterations of existing facilities. Development of the FMP was guided by SLCC's mission, and projects developed in accordance with the FMP relate directly to the College's core themes.

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.

Equipment is actively managed and replaced after its useful life. Most recently, SLCC conducted a district-wide, year-long, in-depth inventory and analysis of its equipment and used the results in the IBP for 2014-15 budget planning. As a result, permanent budget funding was provided to Information Technology for annual IT equipment replacements. The College also set aside permanent funding to support annual replacements of capital equipment. The IBP process also provides funds to departments for non-capitalized equipment.

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.

SLCC has a strong information technology infrastructure and systems that provide ubiquitous access for faculty, staff and students. The College has created a Virtual Private Network that provides 24/7 secure access from non-SLCC locations. Information Technology has hosted a "tech day" to inform students about the IT resources available to them, including free access to Outlook 365. A mobile application is available that allows students to enjoy a wide variety of student and other services on their mobile devices, including viewing their schedules, registering for classes, contacting faculty and staff, and paying tuition among many

others. In addition, in support of “Bring Your Own Device”, the College has established two virtual student labs where there are no college-provided devices – students bring their own devices and can utilize charging stations and communicate in a space where significant bandwidth is available.

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 set of comprehensive training programs and materials that are designed to support the unique needs of faculty, staff and students. Trainings are delivered by an OIT trainer and training materials are also available online. OIT uses data produced by its Help Desk software to detect trends that indicate where additional training topics are needed. Training materials are regularly updated as software and hardware change.

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.

SLCC has a three-year old IT Strategic Plan that was created based upon input from a wide range of constituents. Many of the actions called for in the Plan have been accomplished, with annual budgeted funding provided each of the last three years. The plan will be updated next year. Guiding principles underpinning the plan included support for students, innovative learning environments, anytime anywhere IT support, support for the College’s diverse community and for community partnerships, provision of training and a stable computing environment. Formation of a standing IT Steering Committee broadens the input into the evaluation and recommendation of technology projects to senior College leadership.

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 maintains a replacement plan for IT equipment and infrastructure based upon reasonable expectations for the useful life of its assets. Starting in 2014-15, permanent funding was established to support the annual cost of funding the replacement plan. In addition, individual departments are responsible for ensuring that faculty and staff’s computing devices are replaced at the end of their useful life. Funds are budgeted at the department level to be deployed annually as devices age. OIT has developed a tiered list of devices that the department can support at three levels of services to guide departments as they make procurement decisions.

Standard 3 - Planning and Implementation

3.A- Institutional Planning

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 has a well-defined set of planning processes for strategic planning, educational planning, financial planning, and facility planning within the context of its mission. The processes are documented and available through the College's website. SLCC demonstrates evidence that purposeful and strategic planning is comprehensive and ongoing.

The College engages in ongoing, purposeful, systematic planning that leads to fulfillment of its mission. The institutional planning process is broad-based and offers opportunities for input by faculty, staff, students, and administrators across campus units. The planning process is informed by the collection of a wide array of data that are used to evaluate mission fulfillment, although the College itself notes that the work of Business and Administrative services is not presently captured through core theme objectives or their indicators, but that campus unit does have its own robust set of assessment and evaluation processes that meet internal and external reporting requirements and are geared toward process and service improvements.

While the College's comprehensive plan articulates priorities and guides decisions on resource allocation and capacity through its Informed Budget Process, certain of the College's strategic priorities (Advancing Culture of Evidence and Accountability; Strengthening Institutional Support) seem less directly aligned to the core themes that embody the College mission. The College recognizes that these strategic priorities are less directly aligned to core themes but insists they are still a necessary component for the operation of the College, in some ways being foundational to the work of the other strategic priorities aligned more directly to the core themes. Still, these latter two strategic priorities do not benefit from the collection of appropriately defined data that are analyzed and used to evaluate the achievement of the priority through performance indicators, nor has the final strategic priority seem to have had the close oversight of a strategic priority council. The successful institutionalization of the Informed Budget Process and development of a budget committee that includes representation from government and community relations, institutional advancement, business services, and co-chairs of the other strategic priority councils appears to provide a means to achieve the strategic priority of strengthening institutional support in the future, however.

In addition to core themes and strategic priorities, The Salt Lake Community College Strategic Plan 2012-2015 also lists 'imperatives' and 'principles,' but neither of

these sets of qualities appear to feature centrally in the College's Self-Study or supporting evidence, or in the information gathered from the site visit.

The institution's planning includes effective emergency preparedness and contingency planning that includes well-developed procedures for response to emergency or catastrophic events and safety hazards.

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

The College's planning processes are multi-level and appear to make provision for input from various campus constituencies, particularly in the earlier stages of the processes. Evidence from the forums with students, staff and faculty indicate that they feel that their involvement and input is valued by administration in the comprehensive planning process. Employees felt that they had opportunities to express concerns and opinions.

3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

SLCC has excellent capabilities for monitoring its external environment and incorporating data gained from these efforts within its strategic planning process. It collects uniform and comprehensive data about the educational and financial performance of its instructional programs. It has excellent financial data collection and reporting tools. The institution has powerful tools for ongoing reporting of its achievements on performance indicators for its core theme objectives where these have been sufficiently defined. It has a defined process for aggregating performance on core theme indicators into an assessment of mission fulfillment. The Self Study done by SLCC demonstrates that the comprehensive planning was done with data collected from enrollment, college readiness, graduation rates, licensure rates and transfer rates. Other sources of data help to determine planning and exploration.

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

SLCC's comprehensive planning process articulates two sets of priorities. One set includes priorities for achieving the set of core theme objectives that the College envisions as essentially the framework for its ongoing programs and services to its community. The second is its strategic priorities that address evolution, innovation, and to some extent, aspiration. The institution regards both sets as essential components of its mission and it has planning processes that address both desired outcomes and the allocation of resources to achieve them.

Resources are routinely allocated in support of core themes. State funding of over \$800,000.00 was directed to improve remedial student support through the core

theme of access and success, for instance. Similar strategic budget requests were also approved to support the College's other core themes.

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 has prepared its emergency response plans to the National Incidence Management System standards and has prepared plans for continuity of operations that are reasonable given its scale and resources. The College has implemented a solid approach to off-site data back-up and recovery. The security and preservation of all institution records is an important part of planning for a college. SLCC has a diverse plan to insure that records can be maintained and recovered despite catastrophic events. The Jordon Campus does a systematic back-up for all records on campus and stored these records on site. A distant location, Richfield, Utah, provides hard drive storage and annual tests are conducted to make sure the system is reliable. The South Campus also stores a magnetic back-up on tapes.

3.B - Core Theme Planning

3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

And

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

And

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Planning for Core Theme: Access and Success

Planning for the core theme of Access and Success is consistent with the institution's strategic plan and helps to guide the selection and continuation of programs on the campus of SLCC. Open access is the norm for most students with exceptions in the Health Professions. The Health Professions use a competitive selection process to increase the success rate of students in this high demand program. This helps

achieve the intended goal of high NCLEX pass rates and placement in industry. Data collected from programs such as enrollment, completion and employment helped to establish achievement of goals and intended outcomes. Planning for services for this core theme was not developed.

Planning for Core Theme: **Transfer Education**

Planning for Transfer Education is consistent with the College's strategic priority to enhance quality higher education. Core theme planning related to Transfer Education is directed by the Quality Higher Education Strategic Priority Council and integrated into the larger institutional planning process. Through the use of the strategic priority council structure, the core theme planning process around transfer education is broad-based and offers opportunities for input by faculty, staff, and administrator across all campus units. Through the formulation of five key performance indicators that rely on quantitative as well as qualitative data, the College's planning process is informed by the collection of appropriately qualified data. A strength of the College has been the use of its Informed Budget Process to inform decision making around resource allocation and institutional capacity related to this theme, including the strengthening of transitions from high school to college through curriculum alignment as well as through the development of an increasingly global focus across the general education curriculum.

Planning for Core Theme: **Workforce Education**

The workforce core theme has well defined objectives which indicated good planning. Data is used to plan and guide changes to this core theme. Demand from industry for a well-qualified workforce has contributed to stackable credentials, non-credit to credit options and credit for prior learning.

Planning for Core Theme: **Community Engagement**

Planning for Community Engagement is consistent with the College's strategic priority to advance partnerships with community and business. Core theme planning related to Community Engagement is directed by the Community Partnerships Strategic Priority Council and integrated into the larger institutional planning process. Through the use of the strategic priority council structure, the core theme planning process around community partnerships is broad-based and offers opportunities for input by faculty, staff, and administrator across all campus units. More work remains around the development of key performance indicators that rely on quantitative and qualitative data for this theme. Currently 4 of 7 key performance indicators (57%) have yet to be developed. An exception is Indicator 20 Job Creation. 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. SLCC also directly tracks (and is

accountable for) jobs created through the Goldman Sach's 10,000 Small Business Development Program.

Currently the Council has formed work groups to finish the development of the indicators, but it is anticipated this work should continue for at least six more months. While the College has an interest in the vitality of its community, a core theme objective to contribute so directly to the economic development of the community may be at a distance from the core operations that are central to the College's stated mission mainly to offer educational opportunities.

Through the College's Informed Budget Process, decision making around resource allocation and institutional capacity has been successfully guided by the articulation of strategic priorities that advance partnerships with community and business. For example, resources allocated in support of Community Engagement included a grants program to be awarded by the Community Partnerships Council that will be aimed specifically at enhancing community engagement across campus, as well as the creation of a data collection form that can archive existing community partnerships into a database to be used at an institutional level. Despite the lack of a complete system for the assessment of data related to the Community Engagement performance indicators, institutional planning around this theme does guide the selection of campus programs and services at the College across campus units.

Standard Four - Effectiveness and Improvement

4.A - Assessment

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

SLCC has many established and effective- even outstanding- systems of assessment at a variety of levels within the institution. However, within both its strategic priorities and its core theme objectives, it has communicated aspirations that while laudable and consistent with institutional intent and philosophy, do not lend themselves readily toward metrics- qualitative or quantitative- that provide definitive evidence of their achievement.

Core Theme Indicator #19: Community Development is a relevant example. The College lists this indicator as "Under Development" and describes assessment of the College's contribution toward this objective as "difficult." Community development is certainly a meritorious aspiration for a community college, and the assessment of institutional impact on it is arguably challenging. It becomes problematic when uncompleted indicators like this one are rolled up into an assessment of mission fulfillment.

Concern #3: The Evaluator is concerned that the College has not yet established assessable and verifiable indicators of achievement that form the basis for evaluating accomplishment of each of the objectives of its core themes. (Standard 1.B) This hinders the ability of the College to fully meet the intent of Standard 4.A.1.

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

Many of the programs at SLCC are evaluated by industry for program accreditation, and the institution has a robust structure for internal review of its educational programs. There is evidence that most programs and student services are regularly evaluated internally with some small number of possible exceptions. There was, however, also a lack of evidence for systematic evaluation of support services within the College's Business Services division.

In terms of educational program goals and outcomes, program level outcomes do exist for most or all career and transfer education programs. While there is a systematic collection and analysis of meaningful learning outcome data at the course level and college-wide levels, there does not seem to be a systematic collection or analysis of data program level student learning outcomes in existing college assessment processes. This ultimately suggests that, while the College has made major strides with respect to assessing effectiveness and improvement based on learning outcomes, and has the outlines of a system in place to create an effective system of evaluation, achievement of clearly identified program goals or outcomes is not currently being assessed in a regular or systematic fashion. Examples of mature program level outcomes assessment undertaken by programs such as Accounting might serve as models for other programs throughout the institution to follow.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

The assessment of student achievement is evident in program completion rates. The course outcomes are provided in the SLCC Assessment Documentation Table. Faculty compiled this document and has the teaching responsibility for achievement of the identified learning outcomes.

SLCC has a comprehensive plan and worksheet to easily view and understand their course outcomes and curriculum. This same document has information for planning

and results for multiple years. Talking with faculty in both academics and trades, it was evident that faculty are the primary source for creating their outcomes and evaluating the outcomes in the classroom. Faculty provided information that they are involved in planning the types of assessments, requesting resources and have input into the capacities in the classroom. The e-portfolio assessment provides a qualitative alternative type of assessment to indicate effective communication skills in the General Education Program. This is a new type of assessment, with a VALUE rubric.

Concern #4: The Evaluator is concerned that the College does not appear to conduct regular, ongoing, assessment of student learning outcomes at the program level in a fully systemic way (Eligibility Requirement 11; Standard 4.A.3).

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

And

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

The holistic approach to program alignment and correlation to assessment is found in the SLCC Assessment Documentation Table, which ties accomplishment of core themes and mission.

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

The assessment process is reviewed and updated each year. The SLCC Assessment Documentation Table has the last four years mapped out for comparison and improvement.

Concern #5: The Evaluator is concerned that the College does not yet engage in ongoing systematic collection and analysis of verifiable and assessable data as appropriate to all indicators of achievement in order to evaluate the accomplishment of its Community Engagement objectives. (Eligibility Requirement 23; Standard 4.A.1)

4.B – Improvement

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

The core theme assessments for **Workforce Education** are based on institutionally identified indicators and are used to inform and improve the programs. The indicators of CTE graduation and industry licensure provide data for planning curriculum changes, allocation of resources and improvements. These assessments are typically available in a timely manner for faculty at the completion of the program.

The assessments for **Access and Success** are more difficult to determine from the indicators of participation rates, college readiness and support for learners. Access and Success indicators for achievement are not as absolute, but can indicate a trend. Improvement can result from analyzing these trends over time, but results might not be timely.

The College has begun to collect and analyze data related to a portion of indicators aligned to the core theme of **Community Engagement**, but a majority of the performance indicators intended to assess achievement with respect to Community Engagement have not yet been developed. Currently only one key performance indicator is currently operationalized for each objective under this theme.

While certain indicators aligned to the Community Engagement core theme feature assessable and verifiable data, such as the use of PACE survey data to identify the cross-cultural competencies of college personnel (Indicator 21), other indicators currently under development lack clarity, assessability, verifiability, or centralized sources of information, as is the case with indicators being developed to assess overall community development (Indicator 19) or equity and social justice within the community (Indicator 22). Moreover, verifiable and assessable data should be collected regularly and systematically, while the PACE survey data in question for Indicator 21 has not been collected in four years. Additionally, student achievement assessed in relation to this core theme, including cross-cultural competency, service learning, and co-curricular service leadership engagement, has had a particularly uneven implementation, given that indicators for two of the three learning dimensions aligned to this core theme have not yet been developed.

The College's self study itself identifies the need for developing a holistic institutional strategy for the assessment of Community Partnerships; the evaluation committee concurs that such a holistic approach is currently lacking for this core theme. Because a regular and systematic approach for collecting data related to evaluating indicators of achievement has not yet been fully created for this core

theme, the College has not yet demonstrated that it can holistically evaluate the alignment, correlation, and integration of programs and services with respect to the accomplishment of this core theme. The College's recent application for the Carnegie Foundation's Community Engagement Elective Classification has resulted in a wider recognition that the College should engage in more robust assessment around community partnerships and greater focus on action plans that lead to improvement. The groundwork laid during the application process is continuing in the form of workgroups that will shape the assessment strategy for this core theme going forward.

Though the College is still developing a majority of the indicators related to this core theme, the College has begun to use results of its core theme assessment for community partnerships to improve institutional planning and decision making and to inform academic and learning-support planning related to this theme. For instance, the College's efforts to improve inclusivity on campus as related to Indicator 21 (Cross-Cultural Competencies of College Personnel) improved professional development opportunities and changed hiring processes on campus. The College has also used assessment results to enhance student learning achievements with respect to Community Engagement by scaling service learning opportunities to full departments, which is praiseworthy. Student learning around cross-cultural competency and co-curricular service leadership involvement have not yet benefited from the collection and analysis of such data, though, which again raises the concern that the College should finish developing all performance indicators, collect data systematically, and continue to develop and implement actions plans geared toward the improvement of student learning for all core theme objectives. Where information currently exists, the College does make the results of student learning assessment available to appropriate constituencies in a timely fashion through the program assessment review process as conducted by the Student Learning Outcomes Assessment Committee and through the Community Partnerships Strategic Priority Council.

Concern #6: The Evaluator is concerned that the College does not yet appear to collect appropriately defined data for all performance indicators related to Community Engagement and use results for improvement of programs and services, especially as it pertains to the enhancement of student learning (Eligibility Requirement 23; Standards 4.B.1, 4.B.2).

The College engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data for **Transfer Education**, but the results of this system of data collection and analysis is uneven overall. While the College exhibits strength in the assessment of this core theme in the collection and analysis of data from University of Utah regarding transfer students' performance after transfer (Indicator 8) and transfer degree conversion rate (Indicator 11), other indicators aligned to this core theme, such as a General Education Competency metric (Indicator 9) and a General Education Integration metric (Indicator 12), have yet to be fully developed. With respect to Indicator 9, robust data for each general

education outcome has begun to be collected through student e-Portfolios but not refined into a clearly assessable metric. In terms of Indicator 12, the College wishes to develop a rubric that can assess integrated learning across the general education program, but no data for this indicator has yet been collected or analyzed. For indicators either at target or not yet developed, decision making around improvement is not yet based on the collection of verifiable or assessable data.

The College is beginning to use results of its core theme assessment for Transfer Education to improve institutional planning, decision making, and the allocation of resources and capacity to inform academic and learning-support planning around this core theme. Although information about student learning is systematically collected, and although the College does make the results of student learning assessment widely available to appropriate constituencies in a timely fashion through the program assessment review processes as conducted by the Student Learning Outcomes Assessment Committee, plans of action that are aimed at using this information to enhance student learning achievement have not yet been implemented, particularly as it concerns program level outcomes. Currently the Faculty Senate and Quality Higher Education Council intend to issue recommendations to specific programs as a result of the evaluation of student e-portfolios and SLOA assessment plans, but this process aimed at improvement is still nascent. These findings continue to suggest the College should finish creating indicators under development for this core theme, begin more systemic assessment of program level outcomes, and continue to develop action plans to use data for the improvement of student learning across all programs and services.

Concern #7: The Evaluator is concerned that the College does not yet appear to collect appropriately defined data for all performance indicators related to Transfer Education, or to use results for improvement of programs and services, especially as it pertains to the enhancement of student learning (Standards 4.B.1, 4.B.2).

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

In support of Transfer Education, student learning outcomes for general education are identified and published on the College's website, on course syllabi, and in information material produced by College programs. Those outcomes are also assessed by the College's Student Learning Outcomes Assessment Committee through program specific assessment reviews on a yearly schedule. All program assessment plans assess course-level outcomes, while the number of program assessment plans that include action plans aimed at improving student learning have increased from 30% to 65% in the past four years. This illustrates a widespread cultural change oriented toward the assessment of student learning outcomes across the campus, which is praiseworthy. Additionally, general education

students themselves provide concrete evidence of meeting general education outcomes through an e-portfolio system that collects annual data from a sample of students who have completed all of their general education requirements at Salt Lake Community College. The assessment of indicators under this core theme is also used by the College to allocate resources and apply capacity within the strategic priority to enhance quality higher education.

Compliment #3: The Evaluator compliments the College for its combination of “top-down” and “bottom-up” approaches to general education student learning outcomes assessment that involve student e-portfolios as well as program-generated annual assessment plans. (Eligibility Requirements 11, 22; Standard 4.A.3)

In addition to engaging in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data as the basis for evaluating the accomplishment of its core theme objectives, the College is expected to engage in an effective system of evaluation of each of its programs and services, wherever offered and however delivered, in order to evaluate achievement of clearly identified program goals or intended outcomes. Given that the College has indicated certain programs, services, and functions are not directly measured by indicators of achievement or aligned to core theme objectives, the College should work to create a more integrated system to inform and support strategic quality improvement by all college programs, services, and functions, including those that may not align directly to core theme objectives or indicators.

Currently, systems of evidence-based evaluation are in place to assess some, but not all, campus programs, services, and functions. For instance, a robust program review process is in place across Student Services. In Business and Administrative Services, Facilities and the Office of Information Technology conduct internal program assessments, but the results of these assessments are not communicated externally or incorporated into an institutional level of assessment. Across educational programs, program review is conducted for each program every five years, although there is unevenness in the extent to which educational programs evaluate achievement through assessment of program-level outcomes as a part of this process. Across the College, program assessment processes and decision models should be improved.

Concern #8: The Evaluator is concerned that the College should expand its system of evaluation of programs and services to evaluate achievement of clearly identified program goals or intended outcomes so that all programs and services, wherever offered and however delivered, are engaged in regular and systematic assessment. Such assessment should be disseminated to appropriate constituencies at the College, be incorporated into institutional planning processes as appropriate, and lead to improvement. (Standards 4.A.2, 4.B.1)

Standard 5 - Mission Fulfillment, Adaptation, and Sustainability

5.A – Mission Fulfillment

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

SLCC has a complex and robust system of assessment deployed at a variety of levels throughout the institution. It appears to be broadly based and inclusive of opportunities for participation. In that it is integrally tied to its planning and budgeting processes, it is operationally reflective. The institution has strong assets and processes for data collection, and the data collected are analyzed and factored into the iterative planning and budgeting cycles. As an excellent example from the current cycle, data are being used to foster an evidenced-based approach to increasing student progress and success.

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.

SLCC has developed a complex description and definition in support of an assertion of mission fulfillment that is grounded in its core themes and strategic priorities. There are many indicators for its achievement of core theme objectives that are straightforward, quantifiable, assessable, and verifiable. Where it has chosen indicators with concrete outcomes, it has established a strong program of collecting, analyzing, and communicating its data. As previously discussed, a significant number of the indicators of achievement for core theme objectives, while meaningful to the institution, are not yet established in assessable or verifiable form. Some others, while well developed, have not been in place long enough for the collection of a full cycle of data.

There is a need for additional clarity about the overall definition and calculation of mission fulfillment by the College. In calculating the College's total mission fulfillment, the weighting and ranking of core themes and summative performance indicators from the mission fulfillment framework by Senior Leadership Council is not fully explained within the self-study, though the Evaluation Committee found evidence that the College is following a methodology for doing so. There is clearly evidence of a high level of discussion and engagement by campus leaders across a range of councils and committees on the topic of core theme objectives and mission fulfillment.

SLCC has chosen an unusual, tri-partite framework for mission fulfillment of which core themes constitute only 45%. Within this framework, the institution defines mission fulfillment as “Achieving a composite mission fulfillment score of equal to or greater than eight.” In the institution’s Self-Evaluation Report, nine out of 25 indicators for core theme objectives are listed as “Under Development” or “Unavailable.” (“Unavailable” refers to data for an indicator for which a full cycle of reporting and collection has yet to be completed.) Assertion of mission fulfillment in the absence of these data relevant to the achievement of its core themes hinges on the College’s weighting of two additional components, “Overall Purpose” (35%) and “Institutional Environment” (20%). The Evaluation Committee believes that the constituent indicators for “Overall Purpose” could be readily subsumed under one or more of the core themes. Survey data for “Institutional Environment” was last collected in 2010 owing to transitions in College leadership. Although this component is a deeply held value of the institution, it is arguably focused more inwardly toward employees and more process-oriented than the core themes that focus on outcomes for the students and the community the institution serves. It also leaves the College dependent on four-year old data for 20% of its composite score for asserting mission fulfillment.

Due to some inconsistencies in numerical scores presented in the self-study, the ranking and ordering of indicators aligned to core theme objectives, as well as the calculation of core theme achievement scores was difficult to follow. Finally, the evaluation of mission fulfillment reduced to one final number may not present an accurate picture of mission fulfillment given the large number of missing indicators and the complexity and relative subjectivity of ordering and weighting required to arrive at such a figure.

SLCC has good processes and vehicles for communicating its assessment data. It elevates their visibility, and there is ample evidence of their use in institutional decision-making. Despite the technical challenges related to establishing mission fulfillment, the Evaluation Committee found a wide variety of evidence to suggest that SLCC is not only fulfilling its mission, but doing so in an admirable way to the great benefit of the students and community it serves.

5.B – Adaptation and Sustainability

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 has systematized processes for monitoring its expenses and revenue generation at the institutional and program levels. It has extensive capabilities for monitoring the inventory of its capital facility and IT assets along with their

condition and functional utility. For those indicators of achievement of core theme objectives that SLCC has defined, the institution has processes for regularly producing monitoring reports that provide both means of quick oversight and analysis of detailed data. SLCC has additional work to do in establishing a systematic approach to evaluating and documenting the effectiveness of its support services beyond the academic and student services functions other than the extent to which they are assessed within the indicators of achievement for core theme objectives.

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.

SLCC has provided documentation of its planning and resource allocation processes along with their actual use for those purposes. The College regularly assesses its results and uses these results to improve the adequacy, alignment, and effectiveness of its resource allocation to achieve its stated goals. It is not clear, though, that SLCC has a process for evaluating the effectiveness of its planning and assessment processes for their own efficacy.

Concern #9: Evaluator is concerned that the SLCC should institute a formal process for regularly assessing the efficacy of its full range of planning, assessment, and institutional research processes. (Standard 5.B.2)

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 has exhibited an admirable capacity for involvement of community members and educational leaders at the state and national levels in their efforts to monitor evolving needs, policy shifts, and national trends with potential implications for their operating environment and program planning. It has inclusive and effective practices for involving various constituents of the College community in decision-making at a variety of levels within the institution. The College has used the information it collects from internal and external stakeholders in a thoughtful process to establish its mission, strategic priorities, core themes, and objectives. It has used effective consultation with the communities it serves to establish program outcomes and locations. Through its strategic planning process, it uses the results of its evaluation to make changes as necessary for improvement. SLCC has additional work to do in refining its as of yet underdeveloped indicators and perhaps in bringing more precision to the objectives they are intended to document. With the beginning of its new strategic planning cycle, SLCC has the opportunity to consider the potential benefits of simplicity and clarity from a closer alignment of its strategic

initiatives and core themes. This would not only aid its efforts in assessment but also in communicating its aims and accomplishments to internal and external audiences.

Commendations and Recommendations

Commendations

1. The Evaluation Committee commends the Board of Trustees of Salt Lake Community College on their deep knowledge of, commitment to, and passion for the College and the students and community it serves.
2. The Evaluation Committee commends Salt Lake Community College for its "top-down" and "bottom-up" approaches to general education student learning outcomes assessment that involve student e-Portfolios as well as program-generated annual assessment plans.
3. The Evaluation Committee commends Salt Lake Community College for its ongoing efforts and results to date in creating pathways for student mobility between non-credit and credit programs, between academic transfer and career and technical programs, and between the College and its neighboring universities, and for integrating stackable credentials to augment student mobility along these pathways.
4. The Evaluation Committee commends Salt Lake Community College for creating a sense of shared ownership for student access and success and a sense of campus community for students and employees that prevails across its several campuses and locations.
5. The Evaluation Committee commends Salt Lake Community College on its investment in superb human, technology, facility, and equipment resources that result in state-of-the-art environments and systems that support student access and success.

Recommendations

1. The Evaluation Committee recommends that Salt Lake Community College complete its work to establish assessable and verifiable indicators of achievement that form the basis for evaluating accomplishment of each of the objectives of its core themes. (Standard 1.B.2)
2. The Evaluation Committee recommends that Salt Lake Community College expand on its existing efforts and implement a comprehensive, effective system of evaluation for all of its services and programs to determine their achievement of clearly identified goals or intended outcomes. (Standard 4.A.2)