Salt Lake Community College

Policies, Regulations, and Financial Review

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Salt Lake Community College
Salt Lake City, UT

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Contents

Mission Fulfillment

Salt Lake Community College prepared its Evaluation of Institutional Effectiveness (EIE) Report and Policies, Regulations, and Financial Review (PRFR) simultaneously. We address mission fulfillment work in detail in 1.A and 1.B of the EIE Report, including SLCC's framework for ongoing accreditation efforts, evidence of institutional effectiveness, and Core Themes.

Eligibility Requirements

SLCC attests that it remains compliant with NWCCU's Eligibility Requirements. Citations and reports in support of specific Eligibility Requirements are included in the responses to the standard elements in the EIE and PRFR reports.

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 NWCCU's acceptance of its Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before NWCCU's evaluation for initial accreditation.

Salt Lake Community College has been in operation since 1948 and accredited by NWCCU since 1969. The institution has graduated many classes in a variety of degree and certificate programs.

2. 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 and sustaining NWCCU's Standards for Accreditation and Eligibility Requirements.

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

3. Authority

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

Salt Lake Community College (SLCC) is one of sixteen legislatively authorized institutions of higher education in Utah operating under the authority of the Utah System of Higher Education (USHE) and the Utah Board of Higher Education (see Utah Code 53B-2-101). UBHE Policy R312 classifies SLCC as a public, urban-serving, multicampus comprehensive community college. Salt Lake County is the College's defined service area.

4. Institutional Effectiveness
The institution demonstrates and publishes evidence of effectiveness and uses ongoing and systematic evaluation and planning to refine its key processes and measures to demonstrate institutional mission fulfillment. 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.

Salt Lake Community College has a systematic and effective evaluation and planning process (see 1.B.1, 1.B.3). The College assesses the extent to which it achieves its mission and core themes (see 1.B.2), uses the results of the assessment to effect institutional improvement, and publishes the results to its constituencies through strategic planning and mission fulfillment reports (see 1.B.2).

Salt Lake Community College regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability (see 1.B.4).

5. Student Learning
The institution identifies and publishes the expected learning outcomes for each of its degree, certificate, or credential programs. The institution engages in regular and ongoing assessment to validate student learning and, consistent with its mission, the institution establishes and assesses student learning outcomes (or core competencies) examples of which include, but are not limited to, effective communication, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy that are assessed across all associate and bachelor level programs or within a General Education curriculum.

Salt Lake Community college identified and publishes the expected learning outcomes for its instructional programs. The General Catalog lists learning outcomes for each credential offered by SLCC, including AA/AS/APE and certificate programs (see 1.C.3). SLCC engages in regular and ongoing assessment to validate student learning though two formal systems of learning assessment: departmental and general education. Together these systems evaluate the quality of learning (see 1.C.5). SLCC establishes and assesses student learning outcomes that are assessed across all associate and bachelor level programs or within a General Education curriculum (see 1.C.5-6).

6. Student Achievement
The institution identifies and publishes expected outcomes and metrics for student achievement, including, but not limited to, graduation, retention, completion,

licensure, and measures of postgraduation success. The indicators of student achievement are disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that are used to help promote student achievement and close barriers to academic excellence and success (equity gaps).

Salt Lake Community College has established several indicators for student achievement. The strategic plan includes six primary metrics, while other leading indicators provide actionable information to faculty and administrators. Most of the data visualizations may be disaggregated by several demographic factors, including ethnicity, gender, age, first-generation status, and Pell eligibility. They are benchmarked against regional and national peers whenever possible. Each is a measure of student and institutional achievement. These metrics are updated annually, shared on the college's strategic plan website, published in the Board of Trustees Mission Fulfillment Report, and distributed to faculty and staff at the annual SLCC 360 event. The college provides a Strategic Goal Metrics dashboard with the ability for users to disaggregate several of the metrics by age, ethnicity, first-generation status, gender, and Pell eligibility. An outcomes dashboard details graduation, fall-to-fall retention, and transfer for cohorts going back to 2005, with the ability to disaggregate by age, gender, ethnicity, and Pell eligibility. See 1.D.2 for more detailed information regarding measures of student achievement.

7. 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 mission.

Salt Lake Community College is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its mission. SLCC follows EEO, Title IX, and other federal policies to guard against discrimination. Students, faculty, and staff may file complaints with the college or the appropriate external body if violations of non-discrimination policies occur (see 2.C.2).

8. Institutional Integrity
The institution establishes and adheres to ethical standards in all of its academic programs, operations, and relationships.

Salt Lake Community College establishes and adheres to ethical standards in all its operations and relationships (see 2.D.1-3).

9. Governing Board
The institution has a functioning governing board(s) responsible for the quality and integrity of the institution and for each college/unit within a multiple-unit district or

system, to ensure that the institution's mission is being achieved. The governing board(s) has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities, shall have, with respect to such boards, clearly defined authority, roles, and responsibilities for all entities in a written contract(s). In addition, authority and responsibility between the system and the institution is clearly delineated, in a written contract, described on its website and in its public documents, and provides NWCCU accredited institutions with sufficient autonomy to fulfill its mission.

Salt Lake Community College has a functioning board structure that ensures that the institution's mission is being achieved (see 2.A.1, 1.B.2). The governing boards have more than five members, a majority of whom have no contractual or employment relationship personal financial interest with the College (see 2.D.3). SLCC is part of a complex system with multiple boards. Each board has written policy or statute defining the authority and responsibility between the system and the institution (see 2.A.1). SLCC has sufficient autonomy to fulfill its mission.

10. Chief Executive Officer

The institution employs an appropriately qualified chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. The chief executive officer may serve as an ex officio member of the governing board(s) but may not serve as chair.

The President of Salt Lake Community College is the CEO and reports directly to the State Board of Higher Education with full-time responsibility for the College. The President is also a liaison to the Board of Trustees but does not serve as its chair (see 2.A.3).

11. Administration

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators, with appropriate levels of authority, responsibility, and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. Such administrators 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. Executive officers may serve as an ex officio member of the governing board(s) but may not serve as chair.

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 (see 2.A.2). Executive officers do not serve as members of the governing board.

12.   Faculty

Consistent with its mission, the institution employs qualified faculty members sufficient in numbers to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and sustainability of its academic programs. The institution regularly and systematically evaluates the performance of faculty members in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties.

Salt Lake Community College employs a sufficient number qualified faculty members to achieve its mission and ensure the integrity and sustainability of its academic programs (see 2.F.3). SLCC regularly and systematically evaluates the performance of faculty members in alignment with institutional mission and goals, educational objectives, and policies and procedures (see 2.F.4). Evaluations are based on written criteria that are published, easily accessible, and clearly communicated (see 2.F.4). Evaluations are applied equitability, fairly, and consistency in relation to responsibilities and duties. (see 2.F.4).

13.   Educational Programs

Consistent with its mission, the institution provides one or more educational programs all of which include appropriate content and rigor. The educational program(s) culminate in the achievement of clearly identified student learning outcomes and lead to degree(s) with degree designations consistent with program content in recognized fields of study.

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

14.   Library and Information Resources

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Salt Lake Community College employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth to sufficient to support the institution's mission, programs, and services (see 2.H.1).

15.   Physical and Technology Infrastructure

The institution provides the facilities, equipment, and information technology infrastructure necessary to fulfill and sustain its mission and maintain compliance

with all federal and applicable state and local laws. The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

Salt Lake Community College provides the facilities, equipment, and information technology infrastructure necessary to fulfill and sustain its mission and maintain compliance with all federal and applicable state and local laws (see 2.I.1). SLCC's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

16.   Academic Freedom

Within the context of its mission and values, the institution adheres to and maintains an atmosphere that promotes, supports, and sustains academic freedom and independence that protects its constituencies from inappropriate internal and external influences, pressures, and harassment. Faculty, students, staff, and administrators are free to examine and test all knowledge and theories.

Salt Lake Community College adheres to and maintains an atmosphere that promotes, supports, and sustains academic freedom and independence that protects its constituencies from inappropriate internal and external influences, pressures, and harassment (see 2.B.1). SLCC faculty, students, staff, and administrators are free to examine and test all knowledge and theories (see 2.B.2).

17.   Admissions

The institution publishes student admission policies which specify the characteristics and qualifications appropriate for its programs and adheres to those policies in its admissions procedures and practices.

Salt Lake Community College publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices (see 2.C.3; 1.C.4).

18.   Public Information

The institution publishes current and accurate information regarding: its mission; 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.

Salt Lake Community College publishes in its catalog and on its website current and accurate information regarding: its mission; 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. The academic calendar is published and made available outside the catalog (see 2.G.2).

19.   Financial Resources and Planning

The institution demonstrates financial stability, with cash flow and reserves necessary to support and sustain its mission, programs, and services. Financial planning ensures appropriate available funds, realistic development of financial resources, and appropriate risk management to ensure short-term financial health and long-term financial sustainability.

Salt Lake Community College demonstrates financial stability, with cash flow and reserves necessary to support and sustain its mission, programs, and services (see 2.E.1). Financial planning ensures appropriate available funds, realistic development of financial resources, and appropriate risk management to ensure short-term financial health and long-term financial sustainability (see 2.E.2).

20.   Financial Accountability

For each year of operation, the institution undergoes an annual, independent financial audit by professionally qualified personnel in accordance with generally accepted auditing standards or International Financial Reporting Standards reconciled to US-GAAP. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

For each year of operation, Salt Lake Community College undergoes an annual, independent financial audit by professionally qualified personnel in accordance with generally accepted auditing standards or International Financial Reporting Standards reconciled to US-GAAP (see 2.E.1). The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board (see 2.E.3).

21.   Disclosure

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

Salt Lake Community College accurately discloses all the information NWCCU may require to carry out its evaluation and accreditation functions. SLCC affirms its commitment to continuous improvement through adhering to the Commission's standards and policies as evidenced in this report.

22. Relationship with NWCCU

The institution understands and accepts the Standards and policies of NWCCU and agrees to comply with these Standards and policies. Further, the institution agrees that NWCCU may, at its sole discretion, make known the nature of any action, positive or negative, regarding the institution's status with NWCCU to any agency or member of the public requesting such information.

Salt Lake Community College understands and accepts the Standards and policies of NWCCU and agrees to comply with these Standards and policies. Further, the institution agrees that NWCCU may, at its sole discretion, make known the nature of any action, positive or negative, regarding the institution's status with NWCCU to any agency or member of the public requesting such information.

23. Institutional Capacity

The institution demonstrates operational capacity (e.g., enrollment, human and financial resources, and institutional infrastructure) sufficient to fulfill and sustain its mission. It allocates resources as necessary to achieve its mission and engages in realistic budgeting, enrollment management, and capital planning to support the achievement of its identified strategic indicators of institutional capacity.

Salt Lake Community College demonstrates operational capacity (e.g., enrollment, human and financial resources, and institutional infrastructure) sufficient to fulfill and sustain its mission. It allocates resources as necessary to achieve its mission and engages in realistic budgeting, enrollment management, and capital planning to support the achievement of its identified strategic indicators of institutional capacity (see 2.E; 2.F; 2.I; 1.B.4).

Standard Two: Governance, Resources, and Capacity

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

Salt Lake Community College's planning and decision-making processes are inclusive, and the college is committed to establishing and maintaining an environment conducive to student learning and achievement. In responding to Standard Two, we are using the [Year 6 Team Template](#) as a guide. We have included the template's recommended documentation in tables preceding the response to each element of the standard. Following this table, we contextualize how the documents fit into the broader framework of SLCC's governance, resources, and capacity.

2.A Governance

2.A.1

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Evidence	Description	Live Link	Static Link
Institutional governance policies and procedures	USHE Policy Section 2. Institutional Governance, R200-299	USHE Policy	
System governance policies and procedures	USHE Policy Section 1. System Governance, R100-199	USHE Policy	
Board calendar for reviewing institutional and board policies and procedures	2021-22 Board of Trustees Meeting Schedule	SLCC website	SharePoint
	Board of Trustees bylaws describing decision-making process	SLCC website	SharePoint
	SLCC Policy Development Policy	SLCC Policies	SharePoint
Bylaws and articles of incorporation referencing governance structure	Utah Code 53B-2-101: Higher Education Corporate Bodies and Powers	Utah State Legislature: Utah Code	SharePoint
	Utah Code 53B-2-102: Appointment of Institution of Higher Education Presidents	Utah State Legislature: Utah Code	SharePoint
	Utah Code 53B-2-103: Board of Trustees Power and Duties	Utah State Legislature: Utah Code	SharePoint
	Utah Code 53B-2-104: Board of Trustees Membership, Terms, Bylaws	Utah State Legislature: Utah Code	SharePoint
	Utah Code 53B-2-106: Duties and Responsibilities of the President	Utah State Legislature: Utah Code	SharePoint

Salt Lake Community College demonstrates an effective governance structure. SLCC is a member institution of the Utah System of Higher Education (USHE), a statutory network of public colleges and universities throughout the state of Utah. As established in Utah law, the College is governed by the Utah Board of Higher Education (UBHE) and operates under the oversight of the SLCC Board of

Trustees. The two boards collaborate to approve policies, programs, and coordinate state-level initiatives. The following response to this element will detail this system.

The Utah Board of Higher Education consists of 18 members (16 voting). Two students serve in an at-large capacity. Board Policy R120-3.9.1 prohibits any board member from being "pecuniary interested directly, or indirectly, in any contracts made in behalf of any institutions of higher education in the State of Utah." Pursuant to this policy, no board member has a majority contractual, employment, or financial interest in SLCC. The SLCC Board of Trustees consists of 10 members who have no contractual or financial interest in the institution. In addition, the President of the Salt Lake Community College Student Association (SLCCSA) is voting member of the Board of Trustees.

The roles, responsibilities, and authority of each board are clearly defined. The division of authority and responsibility between the UBHE (system) and the SLCC Board of Trustees (institution) is clearly delineated in State statute (Utah Code 53B-2-103), board policies (See R220 Supplement, References to Responsibilities), and board training materials.

Each year the roles, responsibilities, and authority of the Board of Higher Education are reviewed in statewide orientation sessions for new appointees. The roles and responsibilities are further delineated in State statute, board policy, bylaws, and SLCC Board of Trustees Bylaws.

Salt Lake Community College is part of a complex system of higher education with multiple boards. The relationship between the centralized Utah Board of Higher Education and the institutional SLCC Board of Trustees is written and has clearly defined authority, roles, and responsibilities. These are detailed on the Utah Board of Higher Education policy website. System governance is addressed in policies 100-199 and institutional governance is addressed in policies 200-299. These are clearly summarized in training documents provided to all board members.

The roles, authority, and responsibilities between the system and the institution is clearly delineated in the policies listed above and described on the SLCC website.

The delineation of authority and responsibility provides SLCC with sufficient autonomy to fulfill its mission. The Utah Board of Higher Education has delegated considerable authority and autonomy to its institutions. Most governance decisions originate with the board of trustees, and some go to the Utah Board of Higher Education as information only. This includes items like the institutional mission statements, performance targets, assessment of mission fulfillment, and program approvals. The Utah Board retains authority over the larger institutional

roles, the appointment of presidents, tuition changes, and capital facilities approvals.

2.A.2

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

Evidence	Description	Live Link	Static Link
Leadership organizational chart	SLCC Organizational Chart, January 2021	SLCC website	SharePoint
Curricula vitae of executive leadership	Jeffrey Aird, Vice President for Institutional Effectiveness		SharePoint
	Dr. Lea Lani Kinikini, Chief Diversity Officer & Special Assistant to the President		SharePoint
	Dr. Charles Lepper, Vice President for Student Success and Enrollment Management		SharePoint
	Alison McFarlane, Vice President for Institutional Advancement		SharePoint
	Dr. Clifton Sanders, Provost for Academic Affairs		SharePoint
	Tim Sheehan, Vice President for Government and Community Relations		SharePoint
	Jeffrey West, Vice President for Finance and Administration & Chief Financial Officer		SharePoint

Salt Lake Community College has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability. SLCC organizational structure consists of six institutional areas: Academic Affairs, Student Affairs and Enrollment Management, Finance and Administration, Community and Government Relations, Institutional Advancement, and Institutional Effectiveness. The Executive Cabinet consists of the institutional President, Provost of Academic Affairs, and division vice presidents. Through associate and assistant vice presidents/provosts and other managerial and supervisory administrative positions, the Executive Cabinet members engage their areas in planning, implementing, and assessing activities to support institutional achievements and effectiveness. For a further

explanation of the ways in which administration manages and monitors institutional effectiveness see 1B.

2.A.3

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

Evidence	Description	Live Link	Static Link
Curriculum vitae of President	Dr. Deneece G. Huftalin, President		SharePoint

As per UBHE policy R201, the President of Salt Lake Community College is the CEO and reports directly to the State Board of Higher Education with full-time responsibility to the institution. UBHE bylaws outline board membership, and do not include institutional presidents. Thus, the SLCC president is not a member of either the Board of Higher Education nor the SLCC Board of Trustees but attends both to support and respond to their direction and priorities.

2.A.4

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Evidence	Description	Live Link	Static Link
Institutional governance policies and procedures	USHE Policy Section 2. Institutional Governance, R200-299	USHE Policy	

Salt Lake Community College's decision-making structures and processes are documented and publicly available. The processes are explained in the publicly available decision making structure document. This document clearly delineates the roles, responsibilities, and relationships of various institutional organizations.

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

Boards

SLCC is a member institution of the Utah System of Higher Education (USHE), a network of public colleges and universities throughout the state of Utah. As established in Utah law, the College is governed by the Utah State Board

of Higher Education, and operates under the oversight of the SLCC Board of Trustees. The SLCC Student Body President is a member of the SLCC Board of Trustees. Other faculty, administrators, and staff are invited to directly address the boards concerning matters in which they have a direct and reasonable interest. The two boards approve policies and programs, and coordinate state-level initiatives. A detailed description of the roles and responsibilities of each board is included is available on the USHE website.

Executive Leadership

The primary responsibility for operational and strategic decisions resides with the Executive Cabinet, which is comprised of executive-level representatives from each area of the institution: the Provost of Academic Affairs, the Chief Diversity Officer, and all vice presidents.

Councils, Committees, and Faculty Senate

The College has various councils and committees that contribute to the decision-making process. Each year the president invites[1] all staff, faculty, and administration to participate in councils and committees. Through committees, SLCC makes sufficient provision for the consideration of the views of faculty, staff, administration, and students. A few key councils and committees are described below:

- The Faculty Senate[2] has the authority to legislate on matters of educational policy (pedagogy and curriculum) subject to the approval of the President, Board of Trustees, and Utah Board of Higher Education. The Faculty Senate also acts as an advisory body on broader issues and as a forum for faculty dialog on a range of issues for which faculty perspective and input is needed.
- The Senior Leadership Team meets regularly and provides a forum for problem solving, consideration of new ideas, coordination of events, decisions on policy, and is a vehicle for college-wide communication.
- The College Planning Council recommends and facilitates the continual development and implementation of the college's strategic plan.
- The Salt Lake Community College Student Association (SLCCSA) includes all SLCC students. The SLCCSA Executive Council directs the work of the Association. The Executive Council serves as the voice of the student body by funneling information to the Executive Cabinet and Board of

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[1] Each year, the president includes an invitation to participate in councils and committees in a President's Message email. The most recent invitation was sent in January 2021 and includes the invitation at the bottom of the first page.

[2] SLCC maintains robust Faculty Senate and College Planning Council sites, providing information and resources to members and process transparency to the college at large; reviewers can access the sites using the provided login credentials.

Trustees. The Student Body President serves as an ex officio member of the Board of Trustees.

In addition to formal structures, the administration works with faculty and staff on budgets and resource planning, policy formulation, and hiring for administrative positions. SLCC regularly solicits faculty, staff, and student opinion for use in planning and decision-making (e.g., Presidential Forums, Student Fee Board[3]).

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[3] The Student Fee Board is mandated in SLCC's Student Fee Policy. It is made up of two staff members and five students.

2.B Academic Freedom

2.B.1

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Evidence	Description	Live Link	Static Link
Academic freedom policies and procedures	SLCC Academic Freedom, Professional Responsibility, and Tenure Policy	SLCC Policy	SharePoint
	Campus Speech Policy	SLCC Policy	SharePoint
	Student Code of Rights and Responsibilities	SLCC Policy	SharePoint
	Faculty Prerogatives in Maintaining a Safe, Supportive, and Effective Learning Environment Policy	SLCC Policy	SharePoint

Salt Lake Community College ensures faculty, staff, and students are free from internal and external influences, pressure, and harassment by adhering to campus speech guidelines, and affirming academic freedom in its policy.

The college recently revised its Academic Freedom, Professional Responsibility, and Tenure (AFPRT) Policy. The policy was approved by the SLCC Board of Trustees on 6 June 2021. It reaffirms the college's commitment to academic freedom:

> The college affirms that academic freedom is fundamental to the rights of faculty members in teaching and the rights of students in learning. The college protects these rights.

> Academic freedom carries with it professional responsibilities and duties correlative with rights. Tenure is a commitment to defend faculty members' academic freedom. Likewise, faculty members who are granted tenure have an equally strong commitment to serving their students, their colleagues, their discipline, and the college in a professional manner.

The policy identifies SLCC's defense of faculty tenure as a sign of the college's commitment to academic freedom. In addition, the policy stipulates "a faculty member has the right to full freedom in the classroom in discussing subject matter related to the course. Faculty may present any controversial material relevant to their courses of instruction."

SLCC's commitment to tenure extends beyond the classroom to faculty research. The AFPRT policy defends "the right of all faculty to full freedom in the classroom to discuss their subjects, conduct research, and in the publication of the results."

The Campus Speech Policy provides guidelines for speech and assembly rights for faculty, staff, and students. It encourages the sharing of ideas, including those that are unpopular or controversial. At the same time, it prohibits forms of speech that are disruptive to the educational mission of the college, including the use of college facilities and practices that would make faculty, staff, or students an involuntary audience. Additionally, "the college may restrict speech that violates the law, falsely defames a specific individual, constitutes a genuine threat or unlawful discrimination, or unjustifiably invades substantial privacy or confidentiality interests."

2.B.2
Within the context of its mission 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 test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

Evidence	Description	Live Link	Static Link
No recommended evidence			

Salt Lake Community College affirms the freedom of faculty, staff, administrators, and students to engage in rigorous academic scholarship and to share their thoughts and reasoned conclusions with others. The Academic Freedom, Professional Responsibility, and Tenure (AFPRT) Policy states:

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

2.C Policies and Procedures

2.C.1

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

Evidence	Description	Live Link	Static Link
Transfer of credit policies and procedures	SLCC Curriculum and Graduation Standards Policy, Sections IV.C.5, IV.C.6.b	SLCC Policy	SharePoint
	USHE Transfer of Credit Policy, R470-7	USHE Policy	
	Credit for Prior Experiential and Noncredit Learning	SLCC Policy	SharePoint
	Strategy Report: Exploring a Scalable Model for Prior Learning Assessment		SharePoint

Sections IV.5 and IV.6 of SLCC's transfer credit policy outline how the college facilitates efficient transfer for students to and from Salt Lake Community College, while maintaining program integrity. Transfer policies include parameters set by the USHE Policy R470-7 as well as the SLCC Curriculum and Graduation Standard Policy. SLCC students may find transfer information in the General Catalog and through the Transfer Evaluation Office. In addition, USHE maintains the TransferUtah.org website, which details course and exam equivalencies across institutions within the USHE system.

SLCC's Transfer Evaluation Office is responsible for reviewing transfer credits. Students transferring into SLCC with credit from USHE or other regionally accredited postsecondary institutions can anticipate all credits transferring without expiration. As per section IV.C.5 of SLCC's Curriculum and Graduation Standards Policy, "credits from non-regionally accredited institutions are generally not accepted unless approved by the administrator of the relevant academic unit (department, division, and/or school) in consultation with appropriately qualified teaching faculty." General transfer information, as well as information pertaining to special circumstances, (e.g., military credit or credit earned internationally) is available on the Transfer Evaluation website.

Over the last several years, the University of Utah and SLCC have engaged in a series of transfer summits to work towards mapping SLCC AS/AA degrees onto the first two years of a BS/BA and attain junior standing upon transfer. In addition, two strategies in SLCC's strategic plan are specifically focused on formalizing a system for junior-status program articulation and developing 2+2 partnerships with the University of Utah.

SLCC has also engaged in extensive work on improving prior and experiential learning credit processes. Also among SLCC's strategies, the [prior learning assessment](#) working group explored a scalable model for prior learning assessment (PLA) and provided senior leadership with recommendations for implementation. This group recently piloted a PLA process in the college's Institute of Public Safety and is exploring a competency-based PLA option for veterans enrolled in General Education courses. See 1.C.8 for a more detailed treatment of transfer policies and practices.

2.C.2
The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Evidence	Description	Live Link	Static Link
Documentation of students' rights and responsibilities	Code of Student Rights and Responsibilities	[SLCC Policy](#)	[SharePoint](#)
Faculty prerogatives	Faculty Prerogatives in Maintaining a Safe, Supportive, and Effective Learning Environment Policy	[SLCC Policy](#)	[SharePoint](#)
Academic Honesty	Code of Student Rights and Responsibilities, Section II.A.1-5	[SLCC Policy](#)	[SharePoint](#)
Appeals	Code of Student Rights and Responsibilities, Sections III.B.4.C (academic misconduct) and III.D.7.C (personal misconduct)	[SLCC Policy](#)	[SharePoint](#)
Accommodations for personal with disabilities	Code of Student Rights and Responsibilities, Section I.G	[SLCC Policy](#)	[SharePoint](#)
Grievances	Record of Student Complaints Policy	[SLCC Policy](#)	[SharePoint](#)

Salt Lake Community College policy and procedures regarding students' rights and responsibilities are published online in the [Code of Students' Rights and Responsibilities](#). The [Faculty Prerogatives Policy](#) is supplemental, charging faculty, instructional administrators, campus security personnel, and Student Services officers in a collaborative effort to uphold a safe and effective learning environment for everyone. Faculty members exercise defined prerogative when dealing with student behaviors that distract others from learning. Disruptive

behavior outside faculty purview is handled in accordance with the Code of Students' Rights and Responsibilities.

The Code of Student Rights and Responsibilities provides clear guidelines regarding academic integrity and misconduct. It defines academic misconduct, academic integrity, and professional behavior and lists specific violations such as cheating, data misrepresentation, and plagiarism. The Code also outlines the processes faculty and deans work through when issues arise.

The Dean of Students has been delegated the authority and responsibility to administer other policies included in the code. Areas of the dean's governance include but are not limited to personal misconduct, appeals, grievances, accommodations for persons with disabilities, and documenting and monitoring compliance with sanctions.

Appeals processes differ with regard to the type of misconduct alleged. Students may appeal a faculty member's academic misconduct determination and its resultant sanction to the appropriate dean. However, the dean's finding may not be appeals. Charges of personal misconduct may be appealed to the Student Standards Committee, which may act as an impartial hearing board.

SLCC's Record of Student Complaints Policy provides a list of resources for students to file grievances with the appropriate body. The policy lists internal links for each type of complaint. Other complaints may be filed through the dean of students' office using the Student Complaint Form, which maintains a database of these complaints and outcomes.

As outlined in the Student Code of Rights and Responsibilities, the Disability Resource Center (DRC) assures proper accommodations are made for persons with disabilities. Students requesting accommodations, academic adjustments, auxiliary aids, or other services are required to provide documentation from appropriate professionals. Documentation includes information regarding the underlying disabling condition, outline current functional limitations, and recommendations for accommodations based upon those limitations. Section IV.B of SLCC's ADA Access and Reasonable Accommodations Policy requires that all requests for services be made through the DRC rather than by direct requests to faculty members. The DRC has worked to create significant communication channels between faculty and DRC advisors to ensure students in the program have the best chance of success.

2.C.3
The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and

abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Evidence	Description	Live Link	Static Link
Policies and procedures for recruiting, admitting, and placing students	Admissions Policy	SLCC Policy	SharePoint
	College Placement Policy	SLCC Policy	SharePoint
Policies/procedures related to continuation and termination from educational programs, including appeals process and readmission policies/procedures	Admissions Policy, Section IV.B	SLCC Policy	SharePoint

The Salt Lake Community College admission policy is clearly outlined in SLCC Policy on Admissions. SLCC requires applicants to have earned a high school diploma or stated equivalent for entry into college-level courses. Alternative and college preparatory programs for applicants who do not have a high school diploma/equivalent are available. The SLCC placement process advises students into appropriate skill level coursework.

SLCC maintains several selective admissions programs housed within the School of Health Sciences. The placement process assists students in understanding and navigating pre-requisite math and science courses for admission into these programs.

Section IV.B of the Admissions Policy outlines the general re-admittance procedure for students who have been away from the institution for more than three years. Given the generous period of admission granted to applicants and the College's open-access philosophy, an appeals process for admission has not been needed; however, students may appeal to withdraw or drop from specific coursework. In addition, on the future students portion of the SLCC website where nearly all students apply for admission, an "Application FAQ" clearly outlines the admission application validity period for students who do and do not attend classes during their term of admission.

College placement policies are outlined in SLCC Policy on College Placement, and in the Academic Policies and Procedures and Testing and Placement Assessment sections of the General Catalog. Information regarding the SLCC placement process, student preparatory materials, and other placement information are available to students on the Student Testing Services webpage.

2.C.4

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Evidence	Description	Live Link	Static Link
Policies/procedures related to secure retention of student records	USHE Policy R992, Records Access and Management	USHE Policy	
	Utah Division of Archives and Records Service: SLCC Records Retention Schedule	Utah Division of Archives and Records Service	SharePoint

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 state has adopted policies and procedures regarding the secure retention of student records in paper, electronic, and other media; these processes are managed by the Office of Risk Management. Access to student records is progressive through several levels. Employees only receive the level of authority necessary to access the portions of student records necessary to perform their job requirements. Students' access to their own education records is provided electronically and is also password protected.

Electronic records are housed on mainframes and servers using the enterprise resource planning system Banner by Ellucian. Access is password protected, and employee access is limited as described above. Records are backed up daily and backups are kept off-site in secured locations. Reliability of electronic records is safeguarded during system and hardware upgrades. During upgrades, new systems are activated and validated while the old system is in place.

Physical records are housed in locked files in restricted access areas on campus. SLCC also stores hard copy student records at a climate-controlled State of Utah facility. The determination of when records are moved from on-site to off-site storage is made by referring to state retention schedules. Again, employee access is limited as described above. Records requested from a state facility can normally be retrieved in 24 hours.

Retention of student records is controlled by the requirements of the Family Educational Rights and Privacy Act (FERPA), the Utah State General Retention Schedule, the Utah State Board of Higher Education records retention guidelines, and the SLCC retention schedule.

SLCC publishes policy for confidential records on its webpage and sends an annual reminder to all Outlook subscribers. All requests for student information are handled in compliance with FERPA and other federal and state laws. Any

request for student records made by the student or an eligible parent/guardian is routed through the [Registrar](#), who serves as one of two records officers. All other [requests for student records](#), including requests for directory information, are routed to the second records officer, the Director of Risk Management, whose office serves as the clearinghouse for all third-party requests for college records. Each request is tailored to be compliant with FERPA, [Utah's Government Records Access & Management Act (GRAMA)](#), the [Health Insurance Portability and Accountability Act (HIPAA)](#), and any other pertinent laws and regulations.

2.D Institutional Integrity

2.D.1

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 ensure accuracy and integrity in all representations about its mission, programs, and services.

Evidence	Description	Live Link	Static Link
Policies/procedures for reviewing published materials (print of websites) that assures institutional integrity	Institutional Marketing and Communication's web publishing guidelines	IMC website	SharePoint
	SLCC Today: weekly email keeping college community apprised of events and announcements	SLCC Today	

The Institutional Marketing and Communication Department (IMC) oversees all internal and external communications, ensuring messages are clear, accurate, and consistent across all media. IMC is responsible for final review and approval of all marketing materials produced for academic, administrative, and student services divisions of the college. Messages are strategically crafted and delivered in print publications, broadcast (primarily via radio underwriting, television, web channels, as well as earned and paid media), website, social media, email, advertising, press releases, and in public interviews, remarks, and speeches made by institutional administrators and leaders.

IMC developed the college's Web Publishing Guidelines. This document outlines roles and responsibilities for each office, aesthetic standards for the SLCC website, rules and regulations (e.g., compliance with World Wide Web Consortium standards), and guidelines for using social media on behalf of the college.

IMC is also responsible for the weekly SLCC Today email sent to all students, faculty and staff on Wednesdays. During the COVID-19 pandemic, the frequency of this email increased to twice per week in order to keep members of the SLCC community updated during this difficult time. The email provides information on college-wide events, deadlines, workshops, and policy changes.

The General Catalog is the primary publication aimed at a student audience for information on academic programs, student services, and college policies. The General Catalog is reviewed on an annual basis and is published on the SLCC website. Sample course schedules for each program and degree are published in

the General Catalog to guide students to graduation in a timely fashion (example: Psychology AS Plan of Study). Academic advisors also have copies of these examples for students.

Other publications are reviewed annually and, as necessary, quarterly or semi-annually. Website and social media messages are reviewed on a consistent basis to ensure that information and posts are accurate, timely, and representative of SLCC's mission and services.

2.D.2

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

Evidence	Description	Live Link	Static Link
Policies/procedures for reviewing internal and external complaints and grievances	SLCC Policy: Employee Grievance	SLCC Policy	SharePoint
	Student grievances: SLCC Record of Student Complaints Policy	SLCC Policy	SharePoint
	SLCC Unethical Conduct Reporting Policy	SLCC Policy	SharePoint

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

Processes for resolving grievances and complaints are defined and accessible. SLCC's Policy Development process is inclusive and transparent, involving review by SLCC's legal team and a 15-day public commenting period before being approved by the Executive Cabinet and Board of Trustees. New policies and those under review or revision are posted, along with their current status, on the Policy Tracking and Policy and Procedure News web pages.

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

- News Release and College Spokesperson Policy: governs dealings with the public and external organizations

- [Affirmative Action and Equal Opportunity Policy](#): states the college's commitment to equal employment opportunity, and to include protected groups in all categories of its workforce and educational programs
- [Academic Freedom, Professional Responsibility, and Tenure Policy](#): outlines professional responsibilities of faculty members; faculty retention, promotion and tenure guidelines and processes
- [Title IX Sexual Harassment Policy](#): describes the process of reporting sexual harassment, the role of supervisors, and confidentiality of the complainant
- [Employment Discrimination Policy:](#) prohibits employment discrimination on the basis of race, color, gender, sexual orientation, religion, national origin, disability, age, and/or veteran status; this policy is under review by the Board of Trustees and is being reclassified as an anti-discrimination policy
- [Employee Conduct Policy](#): describes employees' responsibility for ethical conduct in the areas of integrity, respect for persons, accountability, fairness, sound judgment, and respect for diversity
- [Unethical Conduct Reporting](#): requires employees to report unethical conduct they suspect within the college, and describes procedures for doing so
- [Code of Student Rights and Responsibilities](#): states students' responsibilities in the area of ethical conduct and academic integrity

Grievance policies and processes are in place for faculty, staff, and students (see 2.C.2 a more detailed treatment of student grievance procedures). The employee grievance procedure policy applies to all employees, regardless of funding source, including administrators, faculty and staff, full-time, part-time, contract and probationary employees, adjunct faculty, and all other instructional support employees.

- [Employee Grievance Policy](#): outlines procedures for employees to register concerns over violation or application of employment policies, working conditions, or corrective actions
- [Record of Student Complaints Policy](#): describes procedures providing students with the opportunity to file complaints against the college

The policies address the grievance process steps from initiation through final appeal. Procedural requirements and prohibitions, including time limits, composition of appeal committees, are defined under these policies. As outlined in the Employee Grievance Policy, faculty and staff may appeal decisions through boards constituted to hear grievances related to promotion, tenure and retention, academic freedom, sexual misconduct, employment discrimination, just cause, and other decisions. As detailed in the Record of Student Complaints Policy, students may file grievances through the [Equal Employment Opportunity Office](#),

Title IX Coordinator, deans or associate deans, the Dean of Students, or use the independent Ethics and Compliance Hotline.

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

The college makes the Code of Student Rights and Responsibilities available in the General Catalog and in the policy section of the SLCC website. The Record of Student Complaints Policy can also be found on the policy website.

2.D.3
The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Evidence	Description	Live Link	Static Link
Policies/procedures prohibiting conflicts of interest among employees and board members	SLCC Policy: Conflict of Interest, External Employment, and Compensation	SLCC Policy	SharePoint
	Utah Code: Board of Trustees Disclosure of Conflicts	Utah Code	SharePoint
	Utah Code: Board of Trustees Conflicts of Interest, Effect on Voting	Utah Code	SharePoint
	SLCC Unethical Conduct Reporting Policy	SLCC Policy	SharePoint

Salt Lake Community College vigorously adheres to a clearly defined policy that prohibits conflicts of interest on the part of members of the governing board, administration, faculty, and staff. The college is subject to the State of Utah rules of employee conduct. The Conflict of Interest, External Employment, and Consultation Policy prohibits employees from using their college position to influence business transactions for their personal benefit. In addition, consultation and other employment outside the college may be conducted only if it does not interfere with the individual's service obligation to the college. Employees are expected to disclose in writing potential conflicts of interest to their supervisor for evaluation. Upon employment, each employee signs a document acknowledging this policy. Further, reference and discussion to the policy and its meaning are given visibility through employee training events, including ethics training. With respect to the Board of Trustees, SLCC adheres to Utah Code 63G-24-301, which requires board members to disclose any financial interest associated with their duties.

2.E Financial Resources

2.E.1

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

Evidence	Description	Live Link	Static Link
Policies/procedures articulating oversight and management of financial resources	Banking Services Policy	SLCC Policy	SharePoint
	Cash Receipting Policy	SLCC Policy	SharePoint
	College Procurement Policy	SLCC Policy	SharePoint
	Expenditure and Budget Transfer Policy	SLCC Policy	SharePoint
	Fixed Asset Policy	SLCC Policy	SharePoint
	Investments Policy	SLCC Policy	SharePoint
	Travel Reimbursement Policy	SLCC Policy	SharePoint
Latest external audit, including management letter	FY 2020 External Audit	SLCC website	SharePoint
Audited financial statements	FY 2020 External Audit, pg. 18	SLCC website	SharePoint
Cash flow balance sheet	FY 2020 External Audit, pg. 22	SLCC website	SharePoint
Investment revenue	FY 2020 External Audit, pg. 21	SLCC website	SharePoint
Tuition and fees, educational, and auxiliary revenue for undergraduate enrollments	SLCC Data Portal: 2020-21 Fact Book, Financial Tab; gives current revenue sources and expenditures	SLCC Fact Book	
Significant contracts and grants	Notable sponsored project awards; Office of Sponsored Projects grants		SharePoint
Endowment and giving reports	IRS Form 990, 2019: Return of Organization Exempt from Income Tax		SharePoint
	SLCC Foundation Statement of Activities, July-December 2020		SharePoint
	SLCC Foundation Investment Portfolio Review, November 2020		SharePoint

Salt Lake Community College is financially stable, as demonstrated by annual financial audits and systematic reporting structures. Each year SLCC undergoes an external financial audit conducted by the Office of the Utah State Auditor. The College has consistently received a clean, unqualified opinion on its financial statements. Audited financial statements, results, and any findings and

recommendations are [publicly available](). They are shared with senior leaders and the Board of Trustees through the Trustee Audit Committee and other management meetings as appropriate throughout the year.

Although fluctuations in State funding and investment interest rates are an ongoing concern, Salt Lake Community College remains financially stable with sufficient cash flows and reserves to support ongoing programs and services. The audited annual financial reports illustrate that current assets are sufficient to meet both current and long-term obligations. In addition, the college engages in appropriate financial risk management and rarely utilizes debt financing as demonstrated by its low long-term debt balance. These and other financial highlights are summarized in the table below (information taken from the [2020 Annual Financial Report]():

Current Ratio	3.6 to 1
Total Assets to Total Liabilities Ratio	7.8 to 1
Total Long-Term Debt (Bonds Payable and Notes Payable) Bonds Payable mature annually from 2022 through 2028 ($9,347,981) Notes Payable mature in 2025 ($236,579)	$9.6M
Pledged Revenues to Debt Service Ratio	1.64 to 1
Annual Debt Service as a Percentage of Total Operating Expenses	0.77%
Total Cash and Investments	$171.1M
Unrestricted Net Assets	$137.2M
Total Grants and Contracts Revenue	$37.2M

Having reviewed this, the institution believes it has sufficient cash flow and reserves to achieve and fulfill its mission.

2.E.2
Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short-term financial health and long-term financial stability and sustainability.

Evidence	Description	Live Link	Static Link
Policies/procedures for monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers, and borrowing between funds	SLCC Expenditure and Budget Transfer Policy	[SLCC Policy]()	[SharePoint]()
	Investments Policy	[SLCC Policy]()	[SharePoint]()

Salt Lake Community College is financially healthy, both short- and long-term. The college provides several opportunities for constituents to take part in the financial planning process, including the Informed Budget Process, open forums, and the Student Fee Board.

The college utilizes an open budget request process called the [Informed Budget Process (IBP)](#). Any college employee can submit a budget request through an online portal. As part of each request, the submitter includes the reason for the request, followed by how this request helps advance institutional goals and objectives. Meetings are held within the respective divisions for budget prioritization to be brought forward for Cabinet discussion and approval. Final decisions are made in April of each year, followed by a campus-wide [email communication](#) the first part of May of the budgetary outcomes and how they connect with the strategic plan and goals of the institution.

The institutional tuition and general student fee setting processes involve students with open forums for discussion and understanding. Both processes are guided by Utah Board of Higher Education [policies](#) requiring student input on tuition and fee increases. SLCC's [Student Fees Policy](#) establishes the Student Fee Board[4] to oversee the creation, review, and maintenance of student fees. Proposed tuition and fee changes then must be approved by the Executive Cabinet before moving on the Board of Trustees and the Utah Board of Higher Education.

The Board of Higher Education [Policy R562](#) permits all public higher education institutions to keep unspent funds. The policy also encourages institutions to carry forward between 4-7% of appropriated funds. This process has allowed the college to weather financial difficulties in a prudent manner. The college also performs annual budget corrections due to enrollment declines to reflect a reduced tuition budget. This process allows the college to be flexible and efficient in operations. Fortunately, the college's new tax fund appropriations have exceeded required reductions to the tuition budget. The institution also maintains low debt and healthy reserves in the college plant fund.

2.E.3
Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

Evidence	Description	Live Link	Static Link

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[4] The Vice President of Student Affairs chairs this committee as a non-voting member. Appointees include a representative from the Budget Office, two administrative representatives, and five student leaders.

Description of financial controls	College Procurement Policy	[SLCC Policy]	[SLCC Website]
	SLCC Purchasing Card Procedures	[SLCC Purchasing Office website]	[SharePoint]
	Small Dollar Purchase Guidelines	[SLCC Controller's Office website]	[SharePoint]
Board-approved financial policies, state financial policies, or system financial policies	USHE Policy, Section 5: Business and Financial Affairs	[R500-599]	

The college follows state and board policies and guidelines regarding transparency. Budgets are reviewed and approved annually by the Board of Trustees[5]. Budgetary reporting is reviewed by the Utah Board of Higher Education staff and Legislative Fiscal Analyst staff. Budget and finance data can be found on the institution's website as well as in the Utah System of Higher Education (USHE) Databook[6].

Further, formal college fiscal policies are developed internally and approved by the Board of Trustees. Internal procedures and fiscal rules are developed and revised to ensure adherence to all applicable state and federal policies. Internal controls are developed utilizing the COSO Framework[7] and ensure the safeguarding of college assets, mitigation of financial risks and enhance college compliance with fiscal related laws, rules, regulations, and practices. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board. USHE Policy 106 describes the auditing processes for the system. Findings and recommendations are summarized and presented to the USHE Audit Committee annually, and implementation of corrective actions plans are the responsibility of individual institutions.

Quarterly, the college submits all transactions for display on the State of Utah's transparency website, making it easier for the public to obtain detailed financial information about state government spending.

In addition to the college's financial audit, the Office of the Utah State Auditor performs various other required audits and reviews, including the Government Auditing Standards Report and Statewide Federal Compliance Audit (e.g., single audit), to confirm compliance with federal and state laws. The results of these

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[5] Board of Trustees meeting minutes 8/12/2020

[6] Financial information can be found in Tab G, starting on page 113

[7] "The Committee of Sponsoring Organizations of the Treadway Commission (COSO) is a joint initiative of five professional organizations and is dedicated to helping organizations improve performance by developing thought leadership that enhances internal control, risk management, governance and fraud deterrence." Retrieved from https://www.coso.org/Pages/default.aspx

audits are published on the [college's website](#) as well as the [state auditor's website](#).

2.F Human Resources

2.F.1
Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Evidence	Description	Live Link	Static Link
Human resource policies/procedures	SLCC People and Workplace Culture policies: Benefits, Civil Rights, Compensation, Employment & Administration, Employee Relations	SLCC Policy	
Policies/procedures related to teaching, scholarship, service, and artistic creation	Full-Time Faculty Handbook for Compensation and Workload, Appendix 1 (teaching, service), Appendix 2 (service); Appendices 1 and 5 (scholarship and professional activities)	Faculty Handbook	SharePoint
Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination	Full Time Faculty Handbook for Compensation and Workload, Appendix 5 (faculty retention, promotion, tenure)	Faculty Handbook	SharePoint
	Bruin Beginnings New Employee Orientation	Bruin Beginnings	

At the time of hire, all employees participate in an onboarding process called Bruin Beginnings. This orientation informs new employees about conditions of employment, work assignments, rights, and responsibilities. Employees digitally acknowledge their awareness of Salt Lake Community College policies, procedures, and resources. Full-time faculty members may refer to the Full-time Faculty Handbook for Compensation and Workload, which details expectations, job description, workload, promotion and tenure processes, and compensation. Workplaces notices regarding equal employment opportunity, Family and Medical Leave Act, employee rights, Occupational Safety and Health, and other policies are posted on the Electronic Bulletin Board.

Employees and supervisors are apprised of the conditions for retention and employment through the Talent Management Project. Through this project, Human Resources assists supervisors in job evaluation and employee placement. The talent management project is a holistic approach to optimizing human capital, which enables an organization to drive short- and long-term results by

building culture, engagement, capability, and capacity through integrated talent acquisition, development, and deployment processes that are aligned to goals.

2.F.2

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

Evidence	Description	Live Link	Static Link
Employee professional development policies and procedures	Staff Development Leave Policy	SLCC Policy	SLCC Website
	Sabbatical Leave Policy	SLCC Policy	SharePoint
	Faculty and Staff Development Catalog	SLCC Policy	

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

Institutional Centers

SLCC maintains the Staff Development & Employee Experience Office to promote lifelong learning and innovative thought and action through relevant, well-charted, and transformational development for all employees. Additionally, Faculty Development & Transformational Educational Initiatives (FDTEI) provides faculty development in equitable and inclusive pedagogies, through the investment in ACUE[8] courses, equitable and inclusive teaching practices, ongoing workshops, learning circles, and partnerships across campus. FDTEI develops education initiatives to support justice, equity, diversity, and inclusion (JEDI) work at the college. Faculty development is offered to all full-time and adjunct faculty. Adjunct faculty are invited to attend all faculty development opportunities and are compensated for their time.

Educational and Skill Advancement

Salt Lake Community College recognizes the value of college degrees and encourages its employees to seek them. A 2% base increase is awarded to a staff employee who earns an advanced degree. As described in the Educational Reimbursement Policy, employees are eligible for up to $2,000 per year in education reimbursement for completing educational classes. In addition, the college provides both staff and faculty with opportunities to take an extended

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[8] ACUE is a year-long, online course facilitated locally by SLCC. The course "prepares college instructors to use research-based techniques shown to help students succeed." It includes units on course design, classroom environment, active learning, higher-order thinking, and assessment to inform instruction. https://i.slcc.edu/development-catalog/Trainings/scholarship.aspx

leave of absence to "renew and update professional qualification, improve skills, engage in creative or scholarly pursuits, improve teaching and learning, or engage in service opportunities."[9] Faculty members may apply for Sabbatical Leave, while staff members may apply for Staff Development Leave. In both cases, the paid leave may be up to one year.

As employee growth and professional development occurs, knowledge, skills and abilities increase. The Salary Administration Policy gives guidelines for how adjustments may be made. The faculty salary system was developed to encourage and reward faculty members who demonstrate willingness to progress to the top of their profession.

Institution-wide Activities

To support professional growth and development objectives, Salt Lake Community College holds two institution-wide events each year. Convocation is held at the beginning of every fall semester, and SLCC 360 is held in the spring semester. These events highlight college achievements and often provide professional development opportunities.

2.F.3

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Evidence	Description	Live Link	Static Link
Documentation about engagement and responsibilities specified for faculty and staff, as appropriate	Faculty Handbook		SharePoint
	General faculty position description: Faculty Handbook, pp. 10-12		SharePoint
	Faculty Senate meeting agenda		SharePoint
	Faculty Association	SLCC website	
	Staff Association	SLCC website	
Personnel hiring policy/procedure	Personnel Hiring Policy	SLCC Policy	SharePoint
	SLCC organizational chart	SLCC website	SharePoint

Salt Lake Community College employs sufficient staff and faculty to accomplish its mission, programs, and services. The college employs approximately 1,300 faculty, staff, and administrators on a full-time basis and an additional 2,500 who are part-time staff or adjunct faculty.

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[9] Sabbatical Leave Policy

Departments assesses the current workload and the number of existing full-time and part-time employees. If the department feels that it is not able to adequately meet all required tasks and objectives, the department utilizes the [Informed Budget Process](#) (IBP, see 2.E.2) to request funding for new employees. The department provides justification for the new position, such as industry benchmarks, caseload statistics, and a description of projects and/or unmet tasks and responsibilities that the new position will support. As part of the five-year [program review](#) process, departments engage in a more comprehensive analysis of its current and future staffing needs, identifying gaps in services and opportunities to improve efficiency and deliverables. Staffing needs flagged in this process may also be addressed using IBP.

The [Personnel Hiring Policy](#) is posted on the policy website. It includes procedures for hiring full-time faculty, staff, and administrators and part-time employees and adjunct instructors. New full-time positions and job descriptions are submitted through all levels of supervisor approval using the [Human Resources Portal](#)[10] before posting on the public-facing [Employment Opportunities](#) website.

SLCC supports the integrity and continuity of our academic programs through a formal process of [instructional program review](#).[11] Program reviews generate insights that feed into the IBP, helping the college set budgetary priorities based on our instructional review work. However, we have been challenged in the last five years to maintain our instructional program review schedule. The total quantity of credentials we offer at SLCC has created a demanding review workload. In the last two years, SLCC engaged in a process of program prioritization with the goal of trimming our overall bank of credentials. Through that process, we discontinued 28 credentials in two phases, effective [Fall 2020](#) and [Fall 2021](#). This marks the first time SLCC has discontinued more credentials than it created. The college is also considering how it can better integrate review and assessment efforts and effectively resource instructional program review and assessment operations. More work needs to be done to rationalize the program review processes and prioritize resources around a somewhat smaller inventory of credentials. The program review process is discussed at length in elements 1.B and 1.C.

2.F.4
Faculty, staff, and administrators are evaluated regularly and systematically in alignment with the institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are

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[10] This portal is internal to SLCC employees

[11] SLCC maintains a robust [Instructional Program Review](#) site with information and resources for faculty and associate deans; reviewers can access this site using the provided login credentials.

published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided with feedback and encouragement for improvement.

Evidence	Description	Live Link	Static Link
Administrator/staff/ faculty evaluation policies and procedures	Growth, Planning, and Support Guidelines	SLCC HR website	SharePoint
	Full Time Faculty Handbook for Compensation and Workload, Appendix 4 (faculty evaluation)	Faculty Handbook	SharePoint
	Faculty Course Evaluations	Course Evaluations Information	

Faculty, staff, and administrators undergo evaluation regularly and systematically in order to assess their effectiveness in their positions. They are provided with feedback and encouragement for improvement. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated.

Two distinct processes are in place to assess faculty and staff performance. Faculty members are evaluated on the basis of their instructional and scholarly achievements according to guidelines found in the Full-time Faculty Handbook for Compensation and Workload. Staff members and administrators follow the GPS guidelines. Both are detailed below.

Faculty

As detailed in the Full-time Faculty Handbook for Compensation and Workload, all tenured and tenure-track faculty are evaluated in a regular, systematic, substantive, and collegial manner. Faculty members with tenure-track status are reviewed by tenured faculty peers and academic administration every spring semester for seven years. The program or department Tenure Sitting Committee makes recommendations for the tenure-track faculty member in a letter of progress or concern. After six letters of progress, the faculty member is recommended for tenure. Tenured faculty are reviewed every three years.

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

The process of faculty evaluation is established in the Full-time Faculty Handbook for Compensation and Workload. It includes the following:

a. Annual evaluation and goals setting with Associate Dean to review performance during the previous academic year (Form I, pg. 38)
b. Formation of review committees to evaluate faculty performance
c. Classroom evaluation/observation by members of the review committee
d. Evaluation of professional portfolio, which may include supporting documentation such as syllabi, assignments, evidence of faculty development, professional activity, service, etc.
e. Performance evaluation meeting with evaluation committee
f. Faculty performance summary (Form IV, pg. 42)

As per section IV.C.5.d (3) of the [Academic Freedom, Responsibility, and Tenure Policy](#), if a faculty member receives a letter of concern, the academic supervisor with input from the sitting review committee develops and implements a plan to address identified areas of concern for the faculty member.

Adjunct faculty members are evaluated by academic departments based on teaching quality and performance as a college employee. The primary mechanism for evaluations is a standardized [online course evaluation tool](#)[12] conducted every semester. This tool measures student reporting of 1) instructional delivery, 2) instructional design and assessment, 3) field/discipline knowledge applied to teaching, and 4) course management. Departments may also use evaluation forms provided in the [Faculty Handbook](#) (Form IV, pg. 42) as well as additional tools or methods as determined by the departments including reviewing learning outcomes and conducting formative evaluations through adjunct trainings.

Staff and Administrators

All full-time staff and administrators participate in the [Growth, Planning, and Support (GPS)](#) program. This program encourages four meetings a year between supervisors and employees discussing growth, planning and support in the position, department, and the college's overall mission, vision, and values. The program encourages frequent check-ins between employees and supervisors. The GPS program will be updated in the 2021-22 fiscal year, based on feedback from a [survey](#) conducted in 2019.

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[12] SLCC maintains a robust [Course Evaluations](#) site with information and instructions for faculty; reviewers can access this site using the provided login credentials.

2.G Student Support Services

2.G.1

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Evidence	Description	Live Link	Static Link
Listing of programs and services supporting student learning needs	Student Writing and Reading Center	SWRC	
	Testing Services (e.g., Accommodated Testing)	Testing Services	
	SLCC Libraries	Libraries	
	Disability Resource Center	DRC	
	Office of Diversity and Multicultural Affairs (e.g., Brother 2 Brother, Somos Más!, PACE, resources for Students of Color)	ODMA	
	TRIO Programs	TRIO	
	STEM Learning Resources	STEM Learning Resources	
	ePortfolio Labs	ePortfolio	
	Center for Languages	Center for Languages	
	Presentation Skills Lab	Presentation Skills Lab	
	eLearning Support	eLearning Support	
	Business Resource Instructional Center	BRIC	
	Bruin Food Pantries	Bruin Pantry	
	Thayne Center for Student Life, Leadership, and Community Engagement	Thayne Center	
	Center for Health and Counseling	CHC	
	Career Services	Career Services	
	Child Care and Family Services	Child Care and Family Services	
	International Student Services	International Student Services	
	Veterans Services	Veterans Services	

Salt Lake Community College student support services focus on equity and closure of equity gaps in three primary areas: addressing basic needs, intrusive case management for underrepresented and first-generation students, promoting a sense of belonging through dedicated spaces and programming highlighting the diversity of our student body, and tutoring. With this framework of student support, the college maintains effective learning environments to promote student success.

Addressing Basic Needs

The [Thayne Center](#) for Student Life, Leadership, and Community Engagement manages [food pantries](#) and [community gardens](#) at multiple campuses to address food insecurities for students and our local community. In 2020, SLCC hired a full-time Basic Needs Coordinator to promote and expand its offerings. The [Center for Health and Counseling](#) provides free or low-price ($10 a visit) [mental health counseling](#) and [medical care](#), including screenings and vaccinations.

Specific to employment needs, the [Career Services Office](#) hosts multiple job fairs each year targeted towards industry majors and current and soon-to-be graduated students. The office has adopted the [Handshake](#) platform as a free networking tool for students searching for new jobs, in addition to free resume review and mock interview services. The Career Center has also recently added a Career Closet for students to have access to free professional clothing. The Career Center also provides paid, on-campus internships to students through the [Campus Internship Program (CIP)](#) that align with their intended career field, as well as a [cooperative education program](#) where students can receive credit for working or having an internship related to their major.

The [Financial Aid Office's](#) [AwardSpring](#) system greatly simplified the process of applying for scholarships by consolidating all institutional scholarships into one application. Students are able to complete a single form and apply for multiple scholarships at once. The college also offers a [Students in Crisis](#) fund, as funding permits.[13] It is available to all students, regardless of FAFSA status, and addresses non-academic needs such as transportation, medical, food, or housing insecurities. In addition, the college offers a free [Utah Transit Authority (UTA)](#) bus pass to all students enrolled in at least one class. The college received a $1.2 million grant to provide low-cost/no-cost childcare to qualifying students at two campus locations. This also allowed childcare centers to expand service hours to 10 p.m. In addition, the college is able to provide childcare vouchers that may be used at any licensed childcare facility in the state.

Intrusive Case Management Advising

In 2019, [Academic Advising](#) adopted an intrusive, [case management model](#) where students are assigned one-to-one to an academic advisor or career coach based on their program of study. The department has in-person locations available at Taylorsville Redwood, Jordan, South City, Miller, Westpointe, West Valley, and Herriman campuses as well as online advising services via phone or video call.

While all SLCC students are case managed by an academic advisor for academic planning and academic standards, the college provides additional support to underrepresented students across several offices, including:

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[13] Applications are accepted at the beginning of each semester, and until funds are depleted

- eLearning
- School of Applied Technology
- CARE Team
- Office of Diversity and Multicultural Affairs
- Orientation and Student Success
- Career Services.

Several areas in the college have adopted success coaches to monitor the progress of students. Students meet with their coaches to discuss academic progress and foster the development of skills and habits necessary outside of the classroom to be successful. The School of Applied Technology and Technical Specialties uses this model with students in competency-based technical skills programs; the General Education Office has begun to use the model with students enrolled in competency-based general education courses; eLearning uses it with students primarily enrolled in online classes.

The CARE Team has also adopted a case management approach for first-generation Students of Color with a moderate risk score. A collaboration between the Offices of Orientation and Student Success and Data Science and Analytics, analysts developed a machine-learning algorithm to identify students who are not on pace with peers in their classes. These students then receive just-in-time outreach and support from a CARE team member.

Dedicated Spaces and Services

The college makes a particular effort to support and provide a sense of belonging for students who may have greater societal barriers to success, including first-generation students, Students of Color, students exiting foster care, students identifying as LGBTQ+, and students who have undocumented status.

SLCC acknowledges and supports students affected by opportunity gaps by providing dedicated spaces and staff in the Office of Diversity and Multicultural Affairs (ODMA). ODMA staff provide active and passive programming for multicultural students through monthly recognition programming, student identity guides, resources and support for ethnic student clubs, and active social media channels. The Dream Center provides resources for students who have undocumented status. The Gender and Sexuality Student Resource Center (GSSRC) is a physical space where those who identify as womxn and LGBTQ+ can connect with others in a welcoming environment; the GSSRC also provides resources for this community and college-wide allyship training.

ODMA's dedicated Multicultural Student Success Coordinators (MSSCs) reach out to students who self-identify as members of multicultural groups on the updated SLCC admissions application. The MSSCs participate in CARE Team activities in their cohorts, but also provide outreach and support to students identified by the

college's early alert and academic standards processes. ODMA also provides mentors for students through the Brother 2 Brother program for Black/African-American men, the Transition to Adult Living (TAL) program for students exiting foster care, and Somos Más for Students of Color.

The college houses TRIO, TRIO-STEM, TRIO-ETS, and PACE programs. These departments support first-generation and low-income students beginning in middle school up to completion and transfer to four-year institutions. The staff in these programs case-manage their students for academic planning and support and host a wide variety of programming including tutoring services, tours of partner universities, financial planning workshops, and social activities. TRIO-STEM also addresses inequity within STEM fields with a Bruin Brains Undergraduate Research Symposium. Students are required to participate in annual STEMinist events specifically promoting women in STEM fields.

The Bruin Scholars program also supports many first-generation and low-income student groups. Students become Bruin Scholars during Bridge to Success, a summer program for incoming SLCC students. After completing summer bridge classes, the Bruin Scholars program provides dedicated professional staff and peer mentors to track student progress and just-in-time support, college skills workshops, program events, registration assistance every semester, access to campus and community resources, and a chance to connect with other SLCC students and potential mentors.

Finally, SLCC offers an Honors program. It functions on a cohort model, includes a dedicated space, and is centered on being a transformative space for all students, particularly those from underrepresented communities and communities of color.

Tutoring

In collaboration with STEM academic departments, STEM Learning Resources provides tutoring and workshop services as well as project-based learning opportunities to students taking STEM classes, including developmental math courses. Tutoring includes traditional one-on-one in person, peer-led tutoring (temporarily migrated online due to COVID-19) and focused tutoring appointments serving Disability Resource Center (DRC) students. Focused tutoring pairs a student with an individual tutor for the duration of the semester and is intended for students who might struggle in a typical walk-in tutoring session. Tutoring services are offered at three campuses/sites where CRLA Certified tutors can help not only with specific STEM content but also with sharing tips and best practices to succeed in college. Tutors are available for chemistry, biology, engineering, physics, geology, geography, GIS, meteorology, and math courses. All three centers have the most current textbooks used in

STEM courses, computer stations, and other relevant resources (e.g., anatomy models and other manipulatives).

STEM Learning Resources also offers [workshop sessions](#) for several math and biology courses, and soon will include chemistry content as well. This is another format in which students can review or gain a better understanding of difficult topics,

Finally, students can participate in projects and research studies in the [InnovaBio](#) lab space where biotechnology equipment and a staff scientist can guide and assist students as they work. Some of the work in this lab space is also required in several biotechnology courses.

The [Student Writing & Reading Center (SWRC)](#) supports students with writing and reading assignments for any class at the college, as well as outside-of-class writing such as résumés. Writing support is provided by appointment, drop-in service, and online. Additionally, the SWRC provides further support for ESL and developmental students. Consultants help ESL students with reading, writing, grammar, conversation, listening, pronunciation, and preparing for oral presentations. The SWRC participates in CRLA Tutor Certification and encourages all consultants to receive at least CRLA Level One Certification.

The [Presentation Skills Lab (PSL)](#) provides coaching for students who are preparing classroom presentations. The PSL is open to all students enrolled in any program. It is sponsored by the Communication Department. Full-time and adjunct Communication professors provide coaching. The PSL typically schedules open in-person labs at South City and Redwood campuses. Scheduled online coaching and online appointments are available. Students are coached on preparation, topic selection and prudent narrowing of topics, delivery, research, combating speech anxiety, and/or other aspects associated with presentations.

2.G.2
The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; 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; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

Evidence	Description	Live Link	Static Link
Institutional mission	SLCC Mission, Vision, and Values	Mission, Vision, Values	
Admission requirements and procedures	SLCC Admissions Policy	SLCC Policies	SharePoint
Grading policy	Grades and grading policies	SLCC website	
Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion	SLCC General Catalog contains this information for each program of study	General Catalog	
Name, titles, degrees held, and conferring institutions for administrators and full-time faculty	Administrator credentials	General Catalog	
	Full-time faculty credentials	General Catalog	
Rules and regulations for conduct, rights, and responsibilities	Code of Student Rights and Responsibilities	SLCC Policies	SharePoint
Tuition, fees, and other program costs	2021-22 tuition schedule	Tuition and Fees	
	2021-22 tuition and fees	Tuition and Fees	SharePoint
	Student Fees Policy	SLCC Policies	SharePoint
Refund policies and procedures for students who withdraw from enrollment	Drop or withdraw policy	Drop or withdraw policy	
Opportunities and requirements for financial aid	Financial Aid and Scholarship section of General Catalog	General Catalog	
Academic calendar	Academic calendar, Summer 2021, Fall 2021, Spring 2022	Calendar	

Salt Lake Community College publishes the General Catalog prior to the start of each academic year. It is published online and formatted to be readily printed from the college website. The catalog is accessible through both the A-Z index and the quick links sections on the college homepage.

The General Catalog includes the following information:

- Institutional mission, values, and core themes
- Admission requirements and procedures
- Grading policy
- Information on academic programs and courses

- o [Degrees and certificates](#) offered
- o [Programs and areas of study](#), including completion requirements, expected learning outcomes, course sequencing, graduation maps, and projected timelines to completion for each program (example: [Sociology AS](#))
- o [General education](#)
- o [Course descriptions](#)
- Names, titles, degrees held, and conferring institutions for [administrators](#) and [full-time faculty](#)
- [Rules and regulations for conduct, rights, and responsibilities](#)
- [Tuition, fees, and other program costs](#)
- [Refund policies and procedures](#) for students who withdraw from enrollment
- Opportunities and requirements for [financial aid](#)
- [Academic calendar](#). While the academic calendar is not housed directly in the General Catalog, it is easily accessible elsewhere on the SLCC website, and direct links to it appear throughout the Catalog

2.G.3

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Evidence	Description	Live Link	Static Link
Samples of publications describing accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered	List of programs leading to professional licensure, and requirements (both in- and out-of-state) attaining licensure	[Professional Licensure](#)	
Samples of publications describing unique requirements for employment and advancement in the occupation or profession shall be included in such materials	Nursing video describing how to advance in career	[YouTube](#)	
	Electrical Independent apprenticeship program describing how to progress to journeyman status	[SLCC website](#)	

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

Program descriptions published in the annual [General Catalog](#) include professional licensure and unique employment/advancement requirements

(example: see third paragraph of program description for the [Mortuary Science AAS](#)). Programs leading to professional licensure detail requirements on their websites (example: [Dental Hygiene AAS](#)). The college also maintains a list of its programs (both for-credit and Continuing Education) leading to professional licensure and posts information on the [Professional Licensure](#) website about requirements for the state of Utah, along with many other states. In addition, the Professional Licensing Coordinator is available to answer students' more specific questions about licensing.

In the Division of Continuing Education, it is possible to search for programs with the goal of licensing/relicensing. Such programs publish licensing requirements and details on each of their websites (example: [Transition to Teaching/ARL](#)).

The online tools [Focus2Career](#), [Handshake](#), and [other resources](#) available through Career Services provide students with employment and advancement information for occupations and professions. Students search by occupation or by program and results show both programs offered and occupational requirements in the corresponding field.

2.G.4

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.

Evidence	Description	Live Link	Static Link
Published financial aid policies/procedures including information about categories of financial assistance	Overview of Financial Aid and Scholarships	[General Catalog](#)	
	Student Aid eligibility	[SLCC Financial Aid website](#)	
	Types of financial aid	[SLCC Financial Aid website](#)	

The [Office of Financial Aid and Scholarships (FAS)](#) at SLCC provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources by administering an effective and accountable program of financial aid to students through the multiple federal, state, and institutional financial aid programs.

Information regarding the [categories of financial assistance](#) (i.e., grants, SLCC Promise, Loans, work study, and course materials microloan) is published and made available to prospective and enrolled students.

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

Effectiveness

The financial aid program is effective and accessible. In the 2018-19 academic year, nearly 15,000 SLCC students received some form of financial aid (work study, Pell grant, Perkins Loan, Stafford Loan, or Supplemental Educational Opportunity Grant. The FAS works diligently to ensure that the program effectively helps students get the aid they need in a timely manner. These efforts include:

- Engaging in outreach to encourage students to apply for financial aid and/or scholarships
- Assisting students in completing the FAFSA
- Informing students of requirements to maintain eligibility
- Ensuring students understand repayment obligations

In 2016, the college implemented the SLCC Promise program, an initiative to assist students in paying for tuition and fees when their federal aid falls short. When a Pell-eligible student's grant does not entirely cover their tuition and fees, the college fills this gap. In order to qualify, students must:

- Be a resident of the state of Utah
- Receive a federal Pell grant
- Enroll in at least nine credits in Fall or Spring semester or at least six credits in the Summer
- Maintain a 2.0 cumulative GPA and complete at least 70% of attempted courses

Accountability

The financial aid program is accountable, undergoing annual audits and adhering to a required reporting schedule. In addition, an operations report[14] is sent to the United States Department of Education to show how campus-based funds are used each year. The office also completes verification of information reported for financial aid eligibility based upon a selection of students by the U.S. Department of Education.

The state audit of 2020 FAS operations recommended independent review of block student aid disbursements. In its response, SLCC agreed with the finding and developed a corrective action plan to address it. The changes were

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[14] The FISAP is submitted through an online form; the Office of Financial Aid maintains a physical copy of the report, available upon request

implemented and Spring 2021 block disbursements underwent an independent, secondary review.

2.G.5

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

Evidence	Description	Live Link	Static Link
Information to students regarding repayment obligations	How and when to repay each loan	Repaying your loans website	
Policies/procedures for monitoring student loan programs	Federal Student Aid Handbook: School Eligibility and Operations	Federal Student Aid Handbook	
	Federal Student Aid Handbook: Direct Loan Program	Federal Student Aid Handbook	

Students receiving financial assistance are informed of any repayment obligations. Repayment obligations differ depending upon whether the student receives a loan or grant.

Students receiving subsidized or unsubsidized federal loans must complete online loan entrance counseling through the Federal Student Aid website prior to the first disbursement of the loan. This counseling ensures that students understand the terms of the loan, repayment options, accrual of interest, and any items tied to the receipt of a federal student loan. If needed, students are required to complete an online master promissory note. Students who request the additional unsubsidized federal direct loan are required to meet with a financial aid advisor to ensure they understand the additional obligations of these types of loans. When a student has graduated or has ceased attending college at least half-time, loan exit counseling must be completed, also through the Federal Student Aid website. This counseling reiterates the students' repayment options and obligations. Students receive a notice to complete exit counseling via email. If no email address is available, students receive this information via mail. If the student has left the institution or graduated, the loan coordinator sends the exit counseling information to them.

The Course Materials Microloan Program is available to students enrolled at least half-time. Applications are available the first day of the semester at the Taylorsville Redwood Financial Aid Office or via email request. The maximum amount awarded is $500 to purchase books and supplies. The full loan amount is due by the last day of the semester.

Students who receive a Pell Grant and drop below the awarded enrollment status must pay back the difference between the original amount received and the new amount for which the student is eligible. Students who drop all classes, withdraw from all classes, fail all classes, or have any combination of these are under obligation to repay funds. Students who fall into these categories are reviewed on an ongoing basis during each semester and again at the end of the semester when grades are posted. Students receive a written explanation of why the funds must be repaid and are given a timeline as to when those funds should be repaid. Additional reminders are sent to the student prior to submitting the overpayment[15] to the payment center of the U.S. Department of Education.

The institution regularly monitors its student loan programs and the loan default rate. Information concerning the loan default rate is reviewed annually. The information from a previous year is sent to both the Director of Financial Aid and through the Student Aid Information Gateway (SAIG) to the Electronic Transmission Specialist. This information is kept on file and is released, upon request, to any interested party. The three-year default rate for the 2018 cohort (2021) is 9.4%.

2.G.6

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, and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Evidence	Description	Live Link	Static Link
Description of advising program, staffing, and advising publications	Pathways Advising Model		SharePoint
Systematic evaluation of advising	Academic Advising Annual Assessment, 2019-20	Student Affairs Assessments	SharePoint
Professional development policies/procedures for advisors	Academic Advising		SharePoint

Academic Advising at Salt Lake Community College is housed in the Division of Student Affairs in the Student Success unit. Academic Advising currently has 41 full-time advisors, six part-time advisors, and twelve peer mentors who staff offices at six college sites and online advising services. All matriculated students are assigned a primary academic advisor based on their area of study.

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[15] The Financial Aid office sends multiple reminders to students if the overpayment persists. Examples of these are on the 2.G folder in Box

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Academic Advising has adopted an intrusive, case management model where students are assigned one-to-one to an academic advisor or career coach based on their area or program of study[16]. The department has in-person locations at Taylorsville Redwood, Jordan, South City, Miller, Westpointe, West Valley, and Herriman campuses as well as online advising services via phone or video call.

Academic Advising oversees three programs designed to meet a variety of student needs:

- Mandatory Advising: requires students to meet with their assigned advisor at least two times throughout their time at the college for academic planning and graduation verification
- Academic Standing: implements interventions for students who fall below a 2.0 cumulative GPA and are not eligible for graduation. Most interventions require an advisor meeting, documentation of the student's situation and plan for GPA recovery, and a revised academic plan
- Early Alert: facilitated through the Starfish (deemed mySuccess at SLCC)[17] platform, sends surveys to faculty twice per semester to develop interventions for struggling students

The full document detailing the current Pathways Advising model, including expectations and learning outcomes, is available in the strategic planning section of the SLCC website.

Students are required to meet with their academic advisor before or during their first semester at SLCC and at 75% completion of their program requirements. The second required meeting functions as a graduation check before registering for their final semester. Advisors utilize the Starfish retention platform to schedule student appointments, track student notes and documentation, and coordinate with faculty and other offices about individual student needs. Advisors contact the students in their caseload at least once per semester regarding advising services and making appointments. Advisors also regularly communicate about

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[16] Undecided students receive career coaching, while students who have selected an area of study receive academic advising.

[17] Recently acquired by EAB, Starfish is billed as a student success platform that "helps colleges and universities scale their student success efforts so more students can achieve their academic and life goals. At its foundation, Starfish's platform helps higher education institutions implement reliable data to pinpoint areas of concern and opportunity within courses and student populations, as well as institutional programs and services. Upon identifying these opportunities, the platform enables staff to connect students with helpful resources on campus and also allows administrators to refine their student success strategies."

curricular changes and important deadlines. Students who are identified as "at-risk" through early alert surveys given by faculty or through college systems (e.g., being placed on academic probation) are contacted more frequently to address issues related to academic success.

SLCC recently introduced the innovative Care Team in response to observed equity gaps. Led by the Student Success Unit with support from the Office of Data Science and Analytics, it is a cross-departmental case management team assisting over 1,200 first-generation Students of Color navigate unfamiliar and often biased landscapes and processes. Using mySuccess as well as Canvas engagement data, the DSA team built a machine learning algorithm to identify the students most in need of attention each week, based on their behavior in the learning management system. The data are then presented to the CARE Team, who intervene in meaningful ways to help students achieve their academic goals.

Since implementing Guided Pathways, New Student Orientation has included a unit on areas of study. During this portion, orientation leads break students out by their chosen area of study, and students are oriented to their specific focus[18]. Academic advisors knowledgeable in each area present information tailored to students' program/area of study, describing the various tools available to register for classes, track progress toward a credential, and make appointments with advisors (example: Arts, Communication, and Digital Media Presentation).

Other departments also offer advising services for students with particular or additional needs:

- TRIO serves first-generation and low-income students, offering individualized academic, transfer, and financial planning
- The Office of Diversity and Multicultural Affairs (ODMA) serves students from diverse communities, including Communities of Color and students identifying as LGBTQ+; ODMA's Student Success Coordinators function as advocates as well as academic, transfer, and financial aid advisors
- Athletics offers specialized advisement for student athletes on academic planning, registration, transcripts, and tutoring

Responsibilities of Advisors
In addition to required trainings dictated by the college, all Academic Advising staff are required to complete an Academic Advising training course in Canvas every year. Training focuses on proactive case-management techniques, using technology to track student progress, and trauma-sensitive approaches to student planning and persistence. All new staff are assigned a mentor to shadow for the

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[18] Exploratory students who have not yet selected an area of study have the opportunity to meet with Career Services.

first two weeks of employment and then supervised during student interactions until their mentor signs off on solo student interactions.

All advisors are members of National Academic Advising Association (NACADA) and receive regular newsletters informing them of ad-hoc training opportunities and funding is made available for advisors to participate in online workshops of interest. Out-of-state conferences are made available on a rotating basis to full-time advisors, depending on the availability of traveling funds, while prioritizing new advisors and advisors who have been accepted to present or that have received conference scholarships. All staff receive the opportunity to attend in-state conferences and are encouraged to participate at least once every three years.

Academic Advisors participate in professional development activities and stay apprised of changes to programs in several ways. Advisors sit on school curriculum committees for their assigned academic pathways. In this capacity, they respond to how proposed changes might impact on students in relevant programs. In Faculty Senate, advisors are represented on a number of subcommittees[19] so they may be informed regarding forthcoming curricular changes.

Advisors for programs in the School of Applied Technology and Technical Specialties attend or receive updates from Program Advisory Committee (PAC) meetings with industry partners. In addition, advisors engage in professional development activities, including attending trainings and conferences (e.g., University Academic Advising Community Conference) relevant to their work with students.

2.G.7
The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that 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.

Evidence	Description	Live Link	Static Link
Policies/procedures for ensuring identity verification for students enrolling in distance education courses	Testing Center policies	Testing Center website	
	Department of Education policies		SharePoint

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[19] Advisors are members of the Analysis and Implementation Committee (AIC); the Director and/or Assistant Directors of Academic Advising rotate membership on the General Education and Curriculum Committees

Salt Lake Community College 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 Office of eLearning is in the process of revising its distance learning policy to address proposed U.S. Department of Education regulations regarding identity verification. The revised 34 CFR 602.17(g) policy states that higher education institutions will be required to "have processes in place to establish that a student who registers for a distance education or correspondence education course or program is the same student who participates and completes the course or program and receives academic credit."

SLCC currently requires students to log into their online course using a username and password through a single sign-on. In order to stay compliant with the proposed regulations from the Department of Education, faculty are asked faculty to add a proctored assessment to all online classes. A proctored assessment can provide an additional method of verifying student identity within an online course.

There should be similarities between the assessments that are proctored in a face-to-face course and the same course taught online. For example, if a final exam is given in person in a face-to-face class, the final exam in an online class should also be proctored. If an essay is written in person in a face-to-face class, the same essay in an online class should also be proctored.

The college's online portal (mySLCC) protects students from fraudulent account access. All online/distance courses are built around the institutional mySLCC, where students are required to log in prior to accessing course materials, and only registered students are provided access. The college's Learning Management System (LMS), Canvas, is integrated with mySLCC as well as Banner[20], and additionally ensures that only registered students are provided access to the course materials. Students and employees log in to college systems using two-factor authentication and are periodically required to change their mySLCC password.

To protect the institution from imposter students, SLCC strongly encourages online/distance faculty to administer exams in-person at Testing Services centers. The testing centers verify student identification prior to administering midterm exams, final exams, or other assessments. To accommodate online/distance students who are far from a testing center, the college has a remote proctoring

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[20] Electronic records are housed on mainframes and servers using the enterprise resource planning system Banner by Ellucian

process through which the student and institution can agree on a third-party entity to proctor the exam.

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

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

2.H Library and Information Resources

2.H.1

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Evidence	Description	Live Link	Static Link
Library planning committee and procedures for planning and collection development	Collection Development Policy	Library website	
Library instruction plan, policies/procedures related to the use of library and information resources	SLCC library reference services	Library website	
Library staffing information, policies/procedures that explain faculty/library partnerships for assuring library and information resources are integrated into the learning process	Library liaison program	Library website	

SLCC Library Services hires qualified personnel as outlined by the American Library Association (ALA) and the Association of College and Research Libraries (ACRL) guidelines for academic libraries primarily serving undergraduates. Librarians at SLCC must have a Master of Library Science or similar/related degree recognized by the ALA Degree Accreditation division (e.g., CAEP), or from an international program deemed equivalent by ALA. All non-librarian positions will be staffed by individuals with education and/or experience necessary to provide support to students in a community college setting. SLCC Library Services strives to provide competitive compensation and benefits to attract and retain qualified personnel and works with SLCC's People and Workplace Culture Office to help meet college expectations around Diversity, Equity, and Inclusivity (DEI).

SLCC Library Services oversees both library and information resources. Library Services acquires materials to support the college mission and core themes. In doing so, it provides both print and non-print materials to support courses and programs in academic, vocational and technical education, general education, adult and continuing education, developmental education, and community services education. SLCC Library Services is committed to providing a balanced collection that contains materials with diverse views on issues and topics.

SLCC Library Services' collection development process assures that library and information resources have an appropriate level of currency, depth, and breadth.

This process is overseen by a permanent collection development team made up of librarians and other professional library staff. Team members are assigned specific areas of the collection to evaluate and build. Collection development teams assess the collections to determine if they:

- Directly support programs and courses
- Are relevant and credible
- Help students achieve academic success
- Allow students to delve deeper into subjects
- Support students and programs at specific campus locations
- Meet faculty requests
- Are the appropriate level
- Facilitate instruction
- Incorporate data from Interlibrary Loan requests and service desk interactions
- Are not covered in other resources
- Support testing and accreditation standards
- Are in current and relevant formats
- Are universally accessible and discoverable
- Represent a diversity of views
- Reflect the identities of our students

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

In addition to the essential one-on-one assistance by reference librarians, SLCC Libraries provides appropriate instruction and support to enhance efficiency and effectiveness in obtaining, evaluating, and using library and information resources through information literacy training and the library liaisons program.

SLCC Library Services offers information literacy training ([Library Search Skills](), [Library Instruction]()) which is delivered to students at the request of faculty. This training reviews library resources (both print and electronic) and teaches skills for navigating and using those resources. Classes are conducted at each campus library by full-time librarians who have the qualifying education, training, and experience for this instruction; qualified librarians also conduct training at sites without libraries. Instruction and Liaison Librarians are responsible for promoting Information Literacy to the faculty. This includes promotion of library tours and classes for individuals and groups and working with faculty to

incorporate information literacy into their courses. Promotions may include the use of flyers, e-mail, information on the college or library websites, direct contact with departments or individual faculty, and by other means.

The [library liaison](link) program provides tailored library resources, instruction, and support for each division of the college. A librarian operates as the "liaison" to that division and provides tailored content development and instruction. Instruction and Liaison Librarians also provide research and other academic support services to college faculty and staff.

2.I Physical and Technology Infrastructure

2.I.1

Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Evidence	Description	Live Link	Static Link
Facilities Master Plan	SLCC 2017 Master Plan Update	SLCC Facilities website	SharePoint
Equipment replacement policies/procedures	Utah Office of Administrative Rules: Vehicle replacement and expansion of fleet	Utah Office of Administrative Rules	
Procedures for assessing sufficiency of physical facilities	USHE Space Utilization Policy	USHE policy R751	
Policies/procedures for ensuring accessible, safe, and secure facilities	SLCC Key Policy	SLCC Policy	SharePoint
	SLCC Facilities Policies:	Facilities Policy	
	SLCC Emergency Procedures	Emergency Procedures	
	Crisis Manager app	SLCC website	SharePoint
Policies/procedures for the use, storage, and disposal of hazardous waste	Hazardous waste collection, storage, handling, transport, and disposal	SLCC website	SharePoint
Technology master plan and planning process	OIT Strategic Plan and Organizational Chart	SLCC website	

SLCC creates and maintains physical facilities and a technology infrastructure that are accessible, safe, and secure. Physical facilities are sufficient in quantity and quality to ensure healthful learning and working environments. The technology infrastructure is adequate to support and sustain the institution's mission, academic programs, and services. 2.I.1 will be addressed in two parts – physical and technology – below.

In addition, SLCC has put into place a robust emergency preparedness plan including contingencies for continuity. Individual officers are provided with a business continuity plan template to allow each area to prepare their own responses. In addition, the collegewide Emergency Operations Plan includes 13 annexes and 24 support appendices. While this plan is not published or available publicly, we are able to provide it to site visitors upon request.

Salt Lake Community College has evolved from a small vocational training school established in 1948 into one of the nation's largest comprehensive community colleges. The college has expanded from its original home in a surplus laundry building to include three full-service campuses[21], six additional sites and centers[22], SLCCOnline for distance education, as well as several continuing education locations throughout Salt Lake County. The college recently broke ground on a new campus in the southern end of its service area, a region of rapid population growth. Slated for completion in 2023, the Juniper Building at Herriman Campus will function as a full-service campus with a focus on technology programs.

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

Facilities is also responsible for managing and maintaining physical facilities. Facilities employs a variety of skilled craftspeople who assist students and employees. Facilities coordinates all design and remodel projects and provides custodial services, plumbing and heating repairs, grounds maintenance, carpentry, and electrical repairs. Facilities oversees surplus, the motor pool, distribution services, the Key Office, Mail Services, interior design, and moving services. A list of current projects is posted on the Facilities website, along with a brief description, the project manager directing the effort, and how the project will benefit SLCC constituents.

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

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

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[21] Taylorsville Redwood, Jordan, and South City
[22] Meadowbrook, International Aerospace/Aviation Education Center, Library Square, West Valley Center, Westpointe Center, and the Herriman Annex

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

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

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

Given the dynamic nature of the higher education environment, the Utah System of Higher Education (USHE) advises its member institutions to engage in a continuous master planning process. In this manner, SLCC regularly reviews and updates its plans to "reflect changes in strategic direction, planning, and environment."[23] The SLCC Master Plan was last reviewed and approved by the Board of Trustees in April 2017.

The college has sufficient equipment in quantity and quality to support its institutional infrastructure functions and to assist in the fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals and intended outcomes of its programs and services. Under the Fixed Assets Policy, the college conducts an annual inventory of all capital equipment (valued over $5,000 and special Informational Technology related equipment). As equipment becomes outdated or in need of repair, departments work through the Informed Budget Process to secure funding to support the purchase of new equipment for instructional and infrastructure needs. Additionally, the college has an ongoing budget line associated with the purchase and maintenance of capital equipment. Departments have current expense budgets to assist in the purchase and maintenance of equipment that does not meet the institutional definition of capital equipment.

Technology Infrastructure
Through the Office of Information Technology (OIT), Salt Lake Community College has built an appropriate and adequate information technology infrastructure to support its management and operational functions, academic programs, and support services. SLCC has established a ubiquitous computing

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[23] USHE Capital Facilities Planning Policy, R706-4.3

environment throughout all campuses and sites. This type of computing infrastructure facilitates consistent access for students, faculty, and staff regardless of location and simplifies support requirements. Specific systems and standardized equipment utilized to accomplish this include

- Wired network infrastructure
- Wireless network infrastructure
- Unified voice, email, voicemail, voice conferencing, and fax communication
- Virtual Private Network (VPN) available to students, faculty, and staff who require a secure, remote connection to the network; this type of connection allows users to access the network from non-SLCC locations, making them appear as though they are local to the network

The college supports technology integration into curriculum and campus life in several ways, including the use of mobile devices, online admissions processes, distance education, campus security alerts, and online tutoring and advisory services. OIT provides technology training for students, faculty, and staff in a variety of formats. The Knowledge Base on the OIT website provides tutorials for using available technologies (e.g., how to set up wifi on a mobile device). In addition, OIT houses multiple specialized support teams to assist in particular areas (such as classroom technology) when issues arise for users.

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

The 2018-2021 OIT Strategic Plan was created by gathering input from various stakeholder groups. These stakeholders include student, Human Resources, and Finance Planning teams. In addition, SLCC has established a standing Technology Review Council (TRC)[24] to assess and recommend technology directions, strategies, initiatives, and priorities to the Executive Cabinet for approval. The TRC serves as a central clearinghouse for technology initiatives to ensure technologies adopted at SLCC are aligned with strategic goals and initiatives.

Members of the TRC are appointed by the Executive Cabinet in consultation with the Chief Information Officer (CIO). The committee is charged to:

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[24] SLCC maintains a robust TRC site, providing information and resources to members and process transparency to the college at large; reviewers can access this site using the provided login credentials.

- Provide strategic leadership, under the direction of the CIO, for OIT and the Executive Cabinet through the alignment of OIT strategic objectives and activities with enterprise strategic objectives and processes
- Prioritize OIT investment and departmental initiatives and make priority recommendations to Executive Cabinet
- Create and ensure open communication between OIT and the other functional units of SLCC to promote collaborative, effective, and integrated planning

OIT regularly reviews the technology update and equipment replacements through several processes. The processes include a review of support contracts for both hardware and software. These reports help OIT determine the cost and viability of replacing aging systems. The college leverages several pieces of software and hardware for the ongoing monitoring of network circuits and equipment utilization. These software and hardware systems assist in determining the overall network and system infrastructure usage for life cycle replacement of these systems as well as developing a solid strategy for capacity planning. OIT publishes [minimum configurations](#) for personal computers and laptops on the vendor website and helps the end user determine the life cycle of these systems.

Addendum: Financial Statements and Audit Reports

Salt Lake Community College's [2020 Annual Financial Report](#) includes both financial statements (pg. 18) and the independent state auditor's report (pg. 4).