



Board of Trustees  
October 14, 2015  
8:00 a.m.  
Taylorsville Redwood Campus  
AAB Board Room 428

Meeting to be conducted by Gail Miller, Chair

**No Executive Session is anticipated in connection with this meeting.**

**TAB**

**I. BOARD BUSINESS, Gail Miller, Chair**

A. New Committees--Public Image and Community Relations  
--Legislative

B. Trustee Emeriti

**A**

C. Open and Public meetings Act Training, Assistant AG Haggerty

**B**

D. Appoint Honorary Doctorate Committee

E. Holiday Dinner and Social (December 9, Alta Club)

**II. CONSENT CALENDAR**

It is the recommendation of the Chair that the Board approve the following items on the Consent Callendar:

A. Investment Report for July and August 2015

**C**

B. Minutes of Previous Meetings, August 12 and September 9, 2015

**D**

C. Executive Session: Approval to hold an Executive Session or Sessions in connection with the meeting of the SLCC Board of Trustees to be held November 11, 2015 to consider matters permitted by the Utah Open and Public meetings Act.

D. Personnel Report for August and September 2015

**E**

E. Government Funding Report--Major Grants Requested/Received

**F**

**III. PRESIDENT'S REPORT, Dr. Denece Huftalin, President**

A. President Huftalin

1. Information	
B. Instruction Report, Provost Clifton Sanders	G
1. Moment of Mission, The State of Writing at SLCC, Tiffany Rousculp	H
C. Business Services Report, VP Dennis Klaus	
1. Action: Leased Space Report (R220 4.5.2.8)	I
D. Student Affairs Report, VP Chuck Lepper	J
1. Information: Introduce Student Executive Council	
2. Information: SLCC Promise Report	
E. Government and Community Relations Report, VP Tim Sheehan	K
1. Information: Westpointe Center Ask	
F. Institutional Advancement Report, VP Alison McFarlane	L
1. Information: Foundation Board Report	
2. Information: Public Relations and Public Image Schedules	M
3. Information: Public Image Campaign Flow Chart	N
G. Institutional Effectiveness Report, VP Barbara Grover	O
1. Information: Year One accreditation Report	P
1. Information: Fall Enrollment Report	Q
H. Inclusivity Report, Dr. Roderic Land	R
I. Campus-based and Constituents Reports	
1. Faculty Report, Lois Oestreich and Louise Bown	S
2. Staff Association Report, Julia Ellis	T
3. Student Life and Leadership Report, Carlos Moreno	U
4. Information Technology, Bill Zoumadakis	V
IV. INFORMATION SHARING AND INPUT	
V. ADJOURNMENT	
Next Board Meeting    November 11, 2015, Taylorsville Redwood Campus AAB Board Room	

Reminders:

Please remember to place the parking pass on your dashboard. there will be reserved parking stalls south of the Academic and Administration Building (AAB).

In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify the ADA Coordinator at 801-957-4041 at least three working days prior to the meeting.

## What Is the Role of a Trustee Emeritus?



*One of the most frequent questions received by AGB's reference librarian is about the proper role of a trustee emeritus. Recognition of exemplary service through the award of an honorary title is a source of pride for all. But if not managed carefully, trustees emeriti can cause unwanted challenges for boards. Tom Hyatt, AGB's general counsel and a senior fellow and a partner at Dentons US LLP, provides advice for boards.*

framed resolution in fine calligraphy. It should not just be delegated to the board chair or executive committee to decide. In addition, former trustees who are to be recognized in this fashion should be advised on the expectations of the governing board for their continuing, but honorary, role with the institution.

### How are trustees emeriti different from current trustees?

Trustees emeriti do not have fiduciary responsibilities as do the current trustees. They are not obligated to attend meetings, do not count towards a quorum, and may be excluded from executive sessions of the board. They can act as representatives of the institution when desired by the board and can serve as a valuable source of wisdom and institutional memory.

### Should trustees emeriti participate in board meetings? Do they have a vote?

Trustees emeriti should not have a vote. For starters, to do so would confuse the governance process. Giving such individuals a right to vote could cause them to have the same fiduciary responsibility as the other trustees, and thereby expose them to the same level of liability. However, because they are not full trustees, they may not be covered by the institution's directors and officers liability insurance or indemnification policy. Some universities and colleges may provide trustees emeriti with briefings, or even the same materials as current trustees receive, and the right to attend and participate in board meetings. However, this practice can lead to confusion of roles and board management issues and should be carefully considered.

### How long should someone be treated as a trustee emeritus? Can the title be removed?

Trustees emeriti should serve at the pleasure of the board. The honorary title can be removed by the board at any time and for any reason, unless otherwise provided in the institution's bylaws or relevant policy. Another approach is to have terms for this position, which can be renewed, terminated, or allowed to expire by the board.

### What is a trustee emeritus?

Trustee emeritus is an honorary title conveyed by a governing board upon a former trustee of an institution to recognize exemplary service. It usually signifies an ongoing relationship with the trustee, typically as an ambassador of the organization. Occasionally, the titles "Honorary Trustee" or "Life Trustee" are also used. Neither is recommended. An "Honorary" title is more appropriate for someone who was never a trustee but is an avid supporter, such as a prominent alumnus or public official. And as with extended family members stopping by for a visit; "Life" trustees can be hard to get rid of.

### What permits a board to give this recognition?

The right to recognize and appoint a trustee emeritus may come from the bylaws, a board policy, or simply custom and practice. At public institutions, the right may come from state law or it may be a power of a governor, a legislature, or a board of regents. It is wise to have a formal bylaw provision or policy that establishes the parameters of this recognition to avoid any confusion with the rights and responsibilities of sitting board members.

### Who should receive this honor?

This honorary title should be given to recognize exceptional service and achievement on behalf of the institution, not just for showing up. It should not be bestowed on every retiring trustee. Some boards may require a minimum term of service to be eligible for this recognition. Ideally, the determination to bestow this honor would be the subject of a full board discussion and vote. It may even give rise to champagne toasts and the presentation of a

Ideally, the determination to bestow this honor would be the subject of a full board discussion and vote.

# Open and Public Meetings Act

A Summary of Key Provisions for Legislators – April 2015



*The Open and Public Meetings Act was enacted upon the premise that the state, its agencies, and its political subdivisions exist to conduct the people's business. As such, a public body should deliberate and take action openly (Section 52-4-102).*

## Definitions (Section 52-4-103)

- **Meeting** means a convening of a public body or a specified body, with a quorum present, to discuss, receive comment on, or act upon a matter over which the public body or the specified body has jurisdiction or advisory power.
- **Meeting** does not include a chance or social gathering, a convening of a public body that has both legislative and executive responsibilities in certain circumstances, or a convening of the State Tax Commission to consider a confidential tax matter.
- **Public Body** means any administrative, advisory, executive, or legislative body of the state or its political subdivisions that is created by the Utah Constitution, or any state statute, rule, ordinance, or resolution; expends, disburses, or is supported by tax revenue; and is vested with the authority to make decisions regarding the public's business.
- **Specified Body** is an administrative, advisory, executive, or legislative body that is not a public body and has at least one member who is a legislator officially appointed by the president of the Senate, the speaker of the House of Representatives, or the governor.

## Substantive 2015 Amendments

- HB 117** – Removes provisions that exempt certain local public bodies that have an annual budget of less than \$1 million from public notice requirements.
- HB 251** – Includes an interlocal entity or a joint cooperative undertaking in the definition of a "public body."

## Public Notice (Section 52-4-202)

- A public body, or specified body meeting at the capitol hill complex, shall give notice at least 24 hours before each meeting. The public notice shall:
  - include the date, time, and place of the meeting;
  - include an agenda that lists specific topics to be considered;
  - be posted in specified places, including the Utah Public Notice Website; and
  - be provided to a newspaper or local media correspondent.
- A public body may discuss a topic raised by the public that is not listed on the agenda, but may not take final action on the topic.

## Minutes and Recordings (Section 52-4-203)

- A public body shall keep written minutes and a recording of all meetings. A recording is not required for a site visit if no vote or action is taken by the public body.
- Pending minutes shall indicate that the public body has not yet approved the minutes, and be available to the public within 30 days of the meeting.
- Within three business days after holding a public meeting, a recording of an open meeting shall be posted on the Utah Public Notice Website.
- Within three business days after approving written minutes, the approved minutes and any public materials distributed at the meeting shall be
  - posted on the Utah Public Notice Website, and
  - made available at the public body's primary office

### **Closed Meetings** (Sections 52-4-204, and 52-4-205)

- A public body may only hold a closed meeting for certain reasons, including the discussion of
  - a person's character, competence, or health;
  - strategy for collective bargaining;
  - pending or imminent litigation;
  - an acquisition or sale of real property, including water rights or shares;
  - the deployment of security personnel, devices, or systems;
  - the investigation of criminal conduct;
  - the receipt or review of ethics complaints by the Independent Legislative Ethics Commission;
  - certain matters under the jurisdiction of a legislative ethics committee;
  - certain legislative or political subdivision ethics complaint matters; or
  - certain deliberations and decision making involved in the procurement process.
- The public body shall announce the reasons for closing the meeting and enter the reasons into the minutes of the open meeting.
- A meeting is open to the public unless it is closed by a two-thirds vote with a quorum present at the open meeting.
- A public body may not close a meeting to discuss filling a midterm vacancy or temporary absence for an elected position, or to discuss a person whose name was submitted for consideration to fill a midterm vacancy or temporary absence for an elected position.
- An ordinance, resolution, rule, regulation, contract, or appointment may not be approved during the closed portion of a meeting.
- A vote is not required to close a meeting for the Independent Legislative Ethics Commission to review an ethics complaint.

### **Emergency Meetings** (Section 52-4-202)

A public body or a specified body may hold an emergency meeting and is not required to give 24-hour notice if unforeseen circumstances arise that require urgent consideration. However, a public body may not hold an emergency meeting unless it makes an attempt to notify all members of the public body and a majority of its members approve the meeting.

### **Electronic Meetings** (Sections 52-4-207 and 52-4-209 and IR-3-1-105)

- A public body may not convene or conduct a meeting by electronic communications unless it has adopted procedures to govern electronic meetings.
- A legislator may participate in a public meeting from a remote location if:
  - The legislator will be more than 50 miles away from the meeting location;
  - The legislator requests that the chair allow the legislator to participate from a remote location; and
  - The chair obtains permission from the speaker of the House and president of the Senate to conduct an electronic meeting.

### **Penalties** (Sections 52-4-302 and 52-4-305)

- **Open Meetings**—Any final action taken in violation of the Open and Public Meetings Act is voidable by a court.
- **Closed Meetings**—It is a class B misdemeanor to knowingly or intentionally violate closed meeting provisions of the Open and Public Meetings Act.

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*\*A public body shall provide annual training to its members on the requirements of the Open & Public Meetings Act (Section 52-4-104). This summary is intended for a state legislative audience and should not be construed as exhaustively addressing requirements of the act for other public bodies.*

TO: GAIL MILLER, CHAIR OF THE BOARD OF TRUSTEES

To the best of my knowledge, the investment reports presented to you accurately reflect the investment activity, the cost, and market value of all investments at month end, and all investments conform with College and Board of Regents' policies, and with the State Money Management Act and the rules of the State Money Management Council.



John E Ruell  
Public Treasurer, Salt Lake Community College

SALT LAKE COMMUNITY COLLEGE  
MONEY MANAGEMENT INVESTMENTS  
INVESTMENT PORTFOLIO AT 07-31-15

<u>Description</u>	<u>Rate of Return</u>	<u>Settlement Date</u>	<u>Maturity Date</u>	<u>Cost</u>	<u>Market Value</u>
Agri Bank of China Commercial Paper	0.75%	12/18/14	12/17/15	1,994,388.36	1,985,200.00
Bank of America Medium Term Note Floater	0.82%	05/14/13	03/22/16	1,000,617.63	1,001,355.00
Bank of East Asia LTD Commercial Paper	0.80%	03/18/15	12/18/15	1,993,888.91	1,987,777.78
BFCM Medium Term Note Floater	0.98%	03/04/14	01/20/17	3,005,462.54	3,017,439.00
BPCE SA Medium Term Note Floater	0.80%	02/14/14	04/25/16	2,739,307.87	2,741,491.70
Medium Term Note Floater	0.98%	02/18/14	02/10/17	1,002,033.20	1,004,645.00
Medium Term Note Floater	0.93%	03/11/14	02/10/17	1,027,882.52	1,029,761.13
Citigroup Inc Medium Term Note Floater	18.70%	12/23/13	07/25/16	1,507,318.60	1,505,088.00
Federal Ag Mortgage Corp US Agency	1.27%	03/23/15	03/23/18	2,000,000.00	1,998,098.00
US Agency	1.83%	03/05/14	03/05/19	5,000,000.00	5,007,305.00
US Agency	1.85%	01/28/15	01/28/20	2,000,000.00	1,992,226.00
US Agency	1.97%	03/24/15	03/24/20	2,000,000.00	1,997,872.00
Federal Farm Credit Bank US Agency	1.23%	01/23/15	04/23/18	2,000,000.00	1,999,116.00
US Agency	1.33%	02/13/15	08/13/18	2,000,000.00	1,993,596.00
US Agency	1.59%	05/13/15	02/13/19	2,000,000.00	2,000,660.00
US Agency	1.61%	01/23/15	04/23/19	2,000,000.00	2,000,144.00
US Agency	1.47%	04/29/15	04/29/19	3,000,000.00	2,980,011.00
US Agency	1.79%	05/13/15	08/13/19	2,000,000.00	1,996,674.00
US Agency	1.79%	01/22/15	10/22/19	1,000,000.00	1,000,093.00
Federal Home Loan Bank US Agency	1.20%	06/19/14	12/19/17	2,000,000.00	2,002,350.00
US Agency	2.10%	03/30/15	03/30/20	1,444,444.44	1,448,221.66
US Agency	2.00%	05/28/15	05/28/20	2,000,000.00	2,000,778.00
US Agency	2.15%	06/30/15	06/30/20	2,000,000.00	2,005,038.00
Federal Home Loan Mortgage Corp. US Agency	1.50%	06/30/15	09/28/18	2,000,000.00	2,002,126.00
US Agency	1.30%	04/29/15	10/29/18	2,000,000.00	1,994,270.00
US Agency	1.50%	06/30/15	12/24/18	3,000,000.00	2,998,323.00
US Agency	1.80%	07/01/15	06/25/19	2,000,000.00	2,004,380.00
US Agency	1.75%	06/30/15	06/28/19	2,000,000.00	2,004,266.00
US Agency	1.70%	07/29/15	07/29/20	2,000,000.00	2,004,408.00
US Agency	2.00%	06/15/15	06/15/20	2,000,000.00	2,004,040.00
US Agency	2.05%	07/30/15	07/30/20	2,000,000.00	2,005,282.00

<u>Description</u>	<u>Rate of Return</u>	<u>Settlement Date</u>	<u>Maturity Date</u>	<u>Cost</u>	<u>Market Value</u>
Federal Home Loan Mortgage Corp. <i>continued</i>					
US Agency	2.10%	07/30/15	07/30/20	2,000,000.00	1,995,822.00
Federal National Mortgage Association					
US Agency	1.25%	09/11/14	12/11/17	1,000,000.00	1,001,028.00
US Agency	1.75%	11/24/14	05/24/19	1,000,000.00	1,003,252.00
US Agency	2.00%	09/30/14	09/30/19	2,000,000.00	2,005,500.00
US Agency	1.88%	02/13/15	02/13/20	1,000,000.00	1,000,421.00
US Agency	1.80%	05/20/15	05/20/20	2,200,000.00	2,186,936.40
General Electric Capital Corporation					
Medium Term Note Floater	0.59%	08/07/13	07/12/16	2,001,998.24	2,010,160.00
Goldman Sachs GP Inc					
Medium Term Note Floater	0.82%	02/07/14	03/22/16	1,998,683.16	1,998,826.00
HSBC Finance Corporation					
Medium Term Note Floater	1.08%	06/26/13	06/01/16	1,718,186.70	1,717,449.24
Intermountain Power Agency					
Muni	1.10%	06/26/14	07/01/17	1,204,140.00	1,199,916.00
JP Morgan Chase & Company					
Medium Term Note Floater	0.88%	09/30/13	06/13/16	2,493,925.16	2,495,050.00
Macquarie Bank					
Medium Term Note Floater	0.89%	02/27/14	08/30/16	3,000,000.00	3,000,000.00
Medium Term Note Floater	1.07%	03/24/14	03/24/17	1,000,000.00	1,003,474.00
Royal Bank of Scotland					
Fixed Rate Corporate Note	0.85%	06/23/14	09/21/15	1,123,706.22	1,122,210.39
Salt Lake City					
Muni	1.10%	07/17/14	10/01/17	1,004,234.25	1,000,480.00
Mutual Funds - Bruin Club					
Janus Strategic Value Fund	12.35%	Various	Open	35,000.00	88,782.59
Janus Twenty Fund	37.95%	Various	Open	41,250.00	70,150.61
The Vanguard 500 Index Fund	25.09%	Various	Open	43,750.00	92,061.38
Mutual Funds - Alumni Office					
Janus Fund	46.09%	Various	Open	26,500.00	34,884.35
Janus Enterprise Fund	7.85%	Various	Open	31,500.00	42,787.75
The Vanguard 500 Index Fund	25.09%	Various	Open	27,000.00	54,773.95
Mutual Fund Wells Fargo - Grand Theatre					
WealthBuilder Moderate Balanced Portfolio	7.97%	12/26/06	Open	95,717.01	128,874.34
Utah State Treasurer					
Public Treasurers' Investment Fund	0.5711%	07/31/15	Open	23,626,099.36	23,743,294.97
Zions First National Bank					
Sweep Account	0.20%	07/31/15	08/01/15	<u>1,045,821.84</u>	<u>1,045,821.84</u>
Total Investment Portfolio				<u>113,432,856.01</u>	<u>113,753,992.08</u>

SALT LAKE COMMUNITY COLLEGE  
INVESTMENT TRANSACTIONS  
July 2015

Description	Interest	Settlement Date	Maturity Date	Cost
<b>Investments - June 30, 2015</b>				118,787,403.96
<b><u>PURCHASES</u></b>				
Federal Home Loan Mortgage Corporation US Agency	1.80%	07/01/15	06/25/19	2,000,000.00
Federal Home Loan Mortgage Corporation US Agency	1.70%	07/29/15	07/29/19	2,000,000.00
Federal Home Loan Mortgage Corporation US Agency	2.05%	07/30/15	07/30/20	2,000,000.00
Federal Home Loan Mortgage Corporation US Agency	2.10%	07/30/15	07/30/20	2,000,000.00
Utah State Treasurer Public Treasurers' Investment Fund	0.57%	Various	Various	8,146,810.89
Zions First National Bank Sweep Account	0.20%	Various	Various	<u>9,261,962.71</u>
Total Purchases				25,408,773.60
<b><u>SALES / MATURITIES / CALLS</u></b>				
Federal Home Loan Bank US Agency	1.85%	04/17/15	07/17/15	2,000,000.00
Federal Farm Credit Bank US Agency	1.51%	07/28/14	07/23/15	2,000,000.00
Federal Home Loan Mortgage Corporation US Agency	1.50%	04/30/15	07/29/15	2,000,000.00
Net Premium/Discount Amortization				2,788.34
Utah State Treasurer Public Treasurers' Investment Fund	0.57%	Various	Various	16,000,000.00
Zions First National Bank Sweep Account	0.20%	Various	Various	<u>8,760,533.21</u>
Total Sales				30,763,321.55
<b>Investments - July 31, 2015</b>				<u><u>113,432,856.01</u></u>

**MONEY MANAGEMENT INVESTMENTS  
SUMMARY OF INVESTMENT TRANSACTIONS  
FOR THE YEAR ENDING JUNE 30, 2016**

Month	Beginning Balance	Purchases	Sales	Ending Balance	Weighted Average Balance	Interest and Dividends	Interest Rate
July 2015	118,787,403.96	25,408,773.60	30,763,321.22	113,432,856.34	115,321,027.10	125,411.62	1.28%
August 2015							
September 2015							
October 2015							
November 2015							
December 2015							
January 2016							
February 2016							
March 2016							
April 2016							
May 2016							
June 2016							
<b>Totals</b>		<b>25,408,773.60</b>	<b>30,763,321.22</b>		<b>115,321,027.10</b>	<b>125,411.62</b>	<b>1.28%</b>

\* Based on average of months shown

  
 Dr. Deneese Hufalín, President

TO: GAIL MILLER, CHAIR OF THE BOARD OF TRUSTEES

To the best of my knowledge, the investment reports presented to you accurately reflect the investment activity, the cost, and market value of all investments at month end, and all investments conform with College and Board of Regents' policies, and with the State Money Management Act and the rules of the State Money Management Council.

  
 John E. Ruell  
 Public Treasurer, Salt Lake Community College

SALT LAKE COMMUNITY COLLEGE  
 MONEY MANAGEMENT INVESTMENTS  
 INVESTMENT PORTFOLIO AT 08-31-15

<u>Description</u>	<u>Rate of Return</u>	<u>Settlement Date</u>	<u>Maturity Date</u>	<u>Cost</u>	<u>Market Value</u>
Agri Bank of China Commercial Paper	0.75%	12/18/14	12/17/15	1,995,635.40	1,985,200.00
Bank of America Medium Term Note Floater	0.82%	05/14/13	03/22/16	1,000,535.28	1,002,013.00
Bank of East Asia LTD Commercial Paper	0.80%	03/18/15	12/18/15	1,995,246.93	1,987,777.78
BFCM Medium Term Note Floater	0.98%	03/04/14	01/20/17	3,005,159.16	3,015,270.00
BPCE SA Medium Term Note Floater	0.80%	02/14/14	04/25/16	2,737,718.12	2,738,112.70
Medium Term Note Floater	1.02%	02/18/14	02/10/17	1,001,920.24	1,004,230.00
Medium Term Note Floater	0.97%	03/11/14	02/10/17	1,027,722.38	1,029,335.75
Citigroup Inc Medium Term Note Floater	18.70%	12/23/13	07/25/16	1,506,653.28	1,503,585.00
Federal Ag Mortgage Corp US Agency	1.27%	03/23/15	03/23/18	2,000,000.00	1,996,434.00
US Agency	1.83%	03/05/14	03/05/19	5,000,000.00	5,000,965.00
US Agency	1.85%	01/28/15	01/28/20	2,000,000.00	1,994,966.00
US Agency	1.97%	03/24/15	03/24/20	2,000,000.00	2,000,582.00
Federal Farm Credit Bank US Agency	1.23%	01/23/15	04/23/18	2,000,000.00	1,997,635.00
US Agency	1.33%	02/13/15	08/13/18	2,000,000.00	1,991,532.00
US Agency	1.59%	05/13/15	02/13/19	2,000,000.00	1,997,672.00
US Agency	1.61%	01/23/15	04/23/19	2,000,000.00	2,000,312.00
US Agency	1.47%	04/29/15	04/29/19	3,000,000.00	2,978,175.00
US Agency	1.79%	05/13/15	08/13/19	2,000,000.00	1,998,274.00
US Agency	1.79%	01/22/15	10/22/19	1,000,000.00	998,899.00
US Agency	2.00%	08/04/15	08/04/20	2,000,000.00	1,999,480.00
Federal Home Loan Bank US Agency	1.20%	06/19/14	12/19/17	2,000,000.00	2,001,056.00
US Agency	2.10%	03/30/15	03/30/20	1,444,444.44	1,441,141.00
US Agency	2.15%	06/30/15	06/30/20	2,000,000.00	2,002,234.00
Federal Home Loan Mortgage Corp. US Agency	1.50%	06/30/15	09/28/18	2,000,000.00	1,999,506.00
US Agency	1.30%	04/29/15	10/29/18	2,000,000.00	1,991,792.00
US Agency	1.50%	06/30/15	12/24/18	3,000,000.00	2,994,246.00
US Agency	1.80%	07/01/15	06/25/19	2,000,000.00	2,002,206.00
US Agency	1.75%	06/30/15	06/28/19	2,000,000.00	2,002,304.00
US Agency	1.70%	07/29/15	07/29/20	2,000,000.00	2,004,956.00
US Agency	2.00%	06/15/15	06/15/20	2,000,000.00	2,001,448.00
US Agency	2.05%	07/30/15	07/30/20	2,000,000.00	2,006,104.00

<u>Description</u>	<u>Rate of Return</u>	<u>Settlement Date</u>	<u>Maturity Date</u>	<u>Cost</u>	<u>Market Value</u>
Federal Home Loan Mortgage Corp. <i>continued</i>					
US Agency	2.10%	07/30/15	07/30/20	2,000,000.00	1,998,166.00
Federal National Mortgage Association					
US Agency	1.25%	09/11/14	12/11/17	1,000,000.00	1,000,312.00
US Agency	1.75%	11/24/14	05/24/19	1,000,000.00	1,002,418.00
US Agency	2.00%	09/30/14	09/30/19	2,000,000.00	2,003,060.00
US Agency	1.88%	02/13/15	02/13/20	1,000,000.00	1,001,467.00
US Agency	1.80%	05/20/15	05/20/20	2,200,000.00	2,188,331.20
Fifth Third Bank					
Fixed Rate Corporate Note	1.10%	08/18/15	08/20/15	2,001,102.00	1,996,500.00
General Electric Capital Corporation					
Medium Term Note Floater	0.59%	08/07/13	07/12/16	2,001,816.50	2,008,776.00
Goldman Sachs GP Inc					
Medium Term Note Floater	0.82%	02/07/14	03/22/16	1,998,847.78	1,999,512.00
HSBC Finance Corporation					
Medium Term Note Floater	1.08%	06/26/13	06/01/16	1,718,368.04	1,716,560.00
Intermountain Power Agency					
Muni	1.10%	06/26/14	07/01/17	1,203,960.00	1,199,496.00
JP Morgan Chase & Company					
Medium Term Note Floater	0.88%	09/30/13	06/13/16	2,494,477.44	2,492,810.00
Macquarie Bank					
Medium Term Note Floater	1.07%	03/24/14	03/24/17	1,000,000.00	1,001,486.00
Royal Bank of Scotland					
Fixed Rate Corporate Note	0.85%	06/23/14	09/21/15	1,120,853.08	1,119,867.06
Salt Lake City					
Muni	1.10%	07/17/14	10/01/17	1,004,071.39	1,000,470.00
Mutual Funds - Bruin Club					
Janus Strategic Value Fund	-16.97%	Various	Open	35,000.00	85,392.98
Janus Twenty Fund	-21.21%	Various	Open	41,250.00	65,596.57
The Vanguard 500 Index Fund	-24.43%	Various	Open	43,750.00	86,504.73
Mutual Funds - Alumni Office					
Janus Fund	-19.67%	Various	Open	26,500.00	32,492.78
Janus Enterprise Fund	-23.68%	Various	Open	31,500.00	40,832.11
The Vanguard 500 Index Fund	-24.43%	Various	Open	27,000.00	51,467.90
Mutual Fund Wells Fargo - Grand Theatre					
WealthBuilder Moderate Balanced Portfolio	-14.95%	12/26/06	Open	95,717.01	124,833.73
Utah State Treasurer					
Public Treasurers' Investment Fund	0.6014%	08/31/15	Open	27,132,722.08	27,132,722.08
Zions First National Bank					
Sweep Account	0.20%	08/31/15	09/01/15	<u>7,929,335.01</u>	<u>7,929,335.01</u>
Total Investment Portfolio				<u>122,821,305.56</u>	<u>122,945,852.38</u>

**MONEY MANAGEMENT INVESTMENTS  
SUMMARY OF INVESTMENT TRANSACTIONS  
FOR THE YEAR ENDING JUNE 30, 2016**

Month	Beginning Balance	Purchases	Sales	Ending Balance	Weighted Average Balance	Interest and Dividends	Interest Rate
July 2015	118,787,403.96	25,408,773.60	30,763,321.55	113,432,856.01	115,321,027.10	125,411.62	1.28%
August 2015	113,432,856.01	60,833,949.53	51,445,499.98	122,821,305.56	113,094,268.14	95,466.35	0.99%
September 2015							
October 2015							
November 2015							
December 2015							
January 2016							
February 2016							
March 2016							
April 2016							
May 2016							
June 2016							
<b>Totals</b>		<b>86,242,723.13</b>	<b>82,208,821.53</b>		<b>114,207,647.62</b> *	<b>220,877.97</b>	<b>1.14%</b> *

\* Based on average of months shown

  
Dr. Denece Hutfalin, President

SALT LAKE COMMUNITY COLLEGE  
INVESTMENT TRANSACTIONS  
August 2015

Description	Interest	Settlement Date	Maturity Date	Cost
<b>Investments - July 31, 2015</b>				113,432,856.01
<b><u>PURCHASES</u></b>				
Federal Home Loan Bank US Agency	2.00%	08/04/15	08/04/20	2,000,000.00
Fifth Third Bank Medium Term Note	1.10%	08/18/15	11/18/16	2,001,140.00
Utah State Treasurer Public Treasurers' Investment Fund	0.60%	Various	Various	27,119,906.73
Zions First National Bank Sweep Account	0.20%	Various	Various	<u>29,712,902.80</u>
Total Purchases				60,833,949.53
<b><u>SALES / MATURITIES / CALLS</u></b>				
Macquarie Bank LTD Corporate Floater	0.86%	02/27/14	08/27/15	3,000,000.00
Federal Home Loan Bank US Agency	2.00%	05/28/15	08/28/15	2,000,000.00
Net Premium/Discount Amortization				2,826.34
Utah State Treasurer Public Treasurers' Investment Fund	0.57%	Various	Various	23,613,284.01
Zions First National Bank Sweep Account	0.20%	Various	Various	<u>22,829,389.63</u>
Total Sales				51,445,499.98
<b>Investments - August 31, 2015</b>				<u><u>122,821,305.56</u></u>

August 12, 2015

**Taylorville Redwood Campus  
Academic & Administration Bldg. 428**

8:00 a.m.

**Attendance:** Trustees—Chair Gail Miller, Clint Ensign, Maria Farrington, Tim Miller, Carlos Moreno, Pat Richards, Annie Schwemmer, Jim Wall; President Deneece Huftalin, Secretary Janice Schmidt

**Excused:** Sanch Datta, David Lang

**Guests:** Executive Cabinet members Clifton Sanders, Barbara Grover, Dennis Klaus, Roderic Land, Chuck Lepper, Alison McFarlane, Tim Sheehan; SLCC representatives Craig Caldwell, Julia Ellis, Kent Frogley, Darren Marshall, Nancy Michalko, Lois Oestreich, Joy Tlou; Regents Marlin Jensen, Joyce Valdez; Assistant AG Morris Haggerty.

	Agenda	Discussion Summary and Action	Assignments
I.	Board Business		
	A. Welcome New Trustees, Bios, Oath of Office	Chair Miller called the meeting to order and welcomed Regents Jensen and Valdez. She also welcomed new trustees Maria Farrington, W. Tim Miller, and Jim Wall and administered the oath of office.	
	B. Election of Board Officers	Trustee Schwemmer, chair of the nominating committee, nominated Gail Miller to continue as chair. There were no other nominations. Ballots were completed and <b>Trustee Schwemmer announced that the voting was unanimous for Trustee Miller to continue as chair.</b> Trustee Schwemmer nominated Clint Ensign as vice chair. There were no other nominations. Ballots were completed and <b>Chair Miller announced the voting was unanimous for Trustee Ensign as vice chair.</b>	
	C. Appointments to Committees	Trustee Richards will chair the Trustee Audit Committee with Chair Miller and Trustee Wall also serving on the committee. Trustee Farrington will be the representative on the Foundation Board. (After the meeting, Trustee Lang accepted an appointment to the Investment Committee.)	
	D. Approval of meeting Schedule and Locations	<b>Trustee Wall moved, seconded by Trustee Farrington, to hold all meetings at the Taylorville Redwood Board Room (AAB 428). A vote was taken and the motion carried unanimously.</b> President Huftalin offered to arrange a tour of other locations if any of the trustees were interested.	
	E. Trustee Audit Committee Report	Trustee Richards reported that the Audit Committee had met and received reports on cyber security, the College's internal control system, and legal, audit, and risk updates.	
	1. Action: Bad Debts Write Off Report	The bad debts write off report shows a summary of the bad debts (uncollected student fees) that are written off. Students on a payment plan are allowed to register for the next semester. In the past the debt was not written off and the amount kept increasing;	

	F. Trustee Personal Liability, Morris Haggerty	with write-offs the trend is increasingly lower numbers. <b>Trustee Tim Miller moved to approve the Bad Debts Write-off Report. Trustee Wall seconded the motion and a vote was taken; the motion passed unanimously.</b>  Mr. Haggerty said the laws of Utah make the institution responsible for cyber security and hacking and trustees have no personal liability. The exceptions to that are for willful misconduct or fraud, driving a college vehicle while under the influence, or giving untruthful testimony.
II.	Consent Calendar	<b>Trustee Ensign moved, seconded by Trustee Richards, to approve the minutes of the previous meeting and all other items on the Consent Calendar. A vote was taken and the motion carried unanimously.</b>
III.	President's Report A. President Huftalin 1. Information: Introduce VP Chuck Lepper 2. Information: Electronic Board Agendas	President Huftalin introduced Dr. Chuck Lepper, the new VP for Student Affairs.  The Board will be moving to electronic board materials and will do a trial run for the September meeting and move fully to the electronic process in October.
	B. Instruction Report—Provost Sanders 1. Action: Moment of Mission, Science Resource Center Project, Dr. Craig Caldwell	Dr. Craig Caldwell, Interim Dean of Science, Math, and Engineering, shared plans for a science resource center in the Science and Industry atrium. The STEM pipeline from high school is leaking but there are still many who complete. We have worked to increase enrollments but also need to focus on reducing leaks. The math and science resource center will provide support for STEM students—the majority are first generation students working to support their families and are unsure if they really belong in college. Grants and support from private industries help provide funding for initiatives to help students succeed and scholarships help them stay in school and complete their degree. Dr. Caldwell would like to report in one year on the progress made.
	C. Student Services Report—VP Lepper 1. Information: Profiles in Leadership	Dr. Lepper invited trustees to participate in a Profiles in Leadership series where successful community members speak to a group of students about their leadership experience. Interested trustees may contact the President's Office to schedule a date.
	D. Business Services Report—VP Klaus 1. Action: Capital Improvement Projects in Excess of \$100,000  2. Action: FY 2016 SLCC Operating Budget Report	VP Klaus shared a list of capital improvement projects prioritized by DFCM after assessing our infrastructure and maintenance needs. <b>Trustee Ensign moved, seconded by Trustee Tim Miller, to approve the Capital Improvement Projects in Excess of \$100,000. A vote was taken and the motion carried unanimously.</b>  AVP Darren Marshall said our budgets are healthy but we need money to grow and reach our goals. The Informed Budget Process determines priorities for funding. SLCC's E&G operating budget of \$150,850,500 comes from state appropriations (60%)

		and tuition and fees (40%). Nationally, community colleges are funded about 70% from tax revenues and 30% from tuition. Salary, wages and benefits make up 80% of expenditures and current expense 14%. VP Sheehan said there were budget cuts during the recession but since then our base has not been cut; our requests are for new monies. The legislature is moving toward performance outcomes funding and that could affect the base and make funding less consistent. AVP Marshall explained that higher ed in Utah cannot go after property tax as is done in other states. Also, when the legislature approves a salary increase, they only fund 75% of the increase, with the balance needing to come from tuition increases. The fuel tax increase that takes effect next year may create some surplus in the state. <b>Trustee Tim Wall moved to approve the FY 2016 SLCC Operating Budget Report. Trustee Richards seconded the motion; the motion carried unanimously.</b>
	E. Institutional Advancement Report—VP McFarlane 1. Information: Convocation Update  2. Information: Golf Tournament Update	Convocation will be August 25; this is a day for staff, faculty, and student leaders to meet together before classes begin. This year Poet Laureate Lisa Bickmore will share a poem and the President will give a state of the college report. There will also be conversations around strategic planning and revisions to the mission, vision, values statements. Department and division meetings will be held in the afternoon.  Our largest fundraiser for student scholarships, the Gail Miller Utah Leadership Golf Tournament Cup, will be on September 14. To date, \$150,000 has been raised.
	F. Government and Community Relations Report—VP Sheehan	In the agenda.
	G. Institutional Effectiveness Report—VP Grover 1. Information: Planning Timeline	VP Grover said we are working to craft a more accessible and memorable statement of our mission that will be presented to College employees for input, approved by the Cabinet, and then come to the Trustees for their approval before going to the Regents. The vision statement is also being revised along with defining our institutional values—how we want to work together.
	H. Campus-Based & Constituents Reports	In the agenda.
IV.	Information Sharing and Input – 1. Harvard  2. Requests for September Retreat	President Huftalin attended a Harvard institute with 55 new presidents; one session was on governance and trustees. There were networking opportunities and great content.  She asked trustees to let her know in advance of ideas on how they might like to be engaged differently or what they would like to know more about to discuss at the September retreat.
V.	Calendar of Upcoming Events	An updated roster of trustees was in the binder. A calendar of upcoming events was in the agenda
VI.	Adjournment	<b>Trustee Richards moved, seconded by Trustee Tim Miller, to adjourn the meeting at 9:28 a.m.</b>

**September 9, 2015**

**Taylorsville Redwood Campus  
Academic & Administration Bldg. 428**

**8:00 a.m.**

**Attendance:** Trustees—Chair Gail Miller, Clint Ensign, Sanch Datta, Maria Farrington, David Lang, Tim Miller, Carlos Moreno; President Deneece Huftalin, Secretary Janice Schmidt

**Excused:** Pat Richards, Annie Schwemmer, Jim Wall

**Guests:** Casey Moore, IT

	<b>Agenda</b>	<b>Discussion Summary and Action</b>	<b>Assignments</b>
I.	<p><b>BOARD STRUCTURE DISCUSSION</b></p> <p>Committee Structure</p> <p>Board Meeting Information</p> <p>Board Responsibilities</p>	<p>Chair Gail Miller called the meeting to order. Casey Moore, Director of Technology, helped answer questions about access to the electronic board book site and reviewed what is currently available there.</p> <p>Chair Miller reviewed the current committee structure and Trustee representatives (Tab A): Trustee Richards, Audit Committee chair, with Chair Miller and Trustee Wall; Trustee Farrington, Foundation Board; Trustee Lang, Investment Committee; former Trustee Tranter, continue on UCAT Board through December. Trustees supported representation on two other committees. The structure and membership of these groups will be discussed at the October 14 Board meeting. They could be headed by College staff with a Trustee representative.</p> <ol style="list-style-type: none"> <li>1) A public image/community relations committee to share our strategic initiatives with the community, such as STEM and CBE (competency based education) and help attract and recruit under-served minorities. SLCC is viewed as a premier college nationally but doesn't have the same image locally.</li> <li>2) A legislative committee to help us locally and nationally. A federal lobbyist could be included in the legislative team.</li> </ol> <p>Trustees feel they are getting the information they need and appreciate the openness of President Huftalin. There has been a good blend of student, academic and administrative reports. Any additional topics can be added to meeting agendas and requested information can be put on the electronic site.</p> <p>Trustees have a responsibility to act as a unit in representing the community, thinking strategically, establishing policies to support the mission of the College, and monitoring institutional performance. The orientation session and Regent training were very helpful in putting the responsibilities in context. The materials shared at meetings are what is needed to help Trustees fulfill their responsibilities. Trustees are welcome to contact College administrators directly if it is regarding their role on a committee or for general information, but President Huftalin would appreciate them contacting her first about any new topics so that she can direct them to the right person. Trustee Moreno invited Trustees to attend student executive council meetings held every Tuesday afternoon from 1:00 to 5:00 p.m. The SEC has eight members with great diversity. Trustees may coordinate</p>	

	Trustee Emeriti	<p>a time by contacting Janice. Goldman Sachs hires a lot of Westminster graduates, some are SLCC alumni. They could be invited to share their story with our students.</p> <p>Some institutions have an emeritus program for trustees who want to stay involved. They would have no vote but could attend meetings, mentor new trustees, and help in lobbying or fundraising. Their passion and commitment would be an asset. President Huftalin will gather information on how other institutions handle emeritus trustees and this will be further discussed at the October 14 Board meeting.</p>
II.	<p><b>ELECTRONIC BOARD MEETING PLATFORM</b>  Questions on Use  Suggestions for  Additional Options</p>	<p>The following materials will be added to the site:</p> <ul style="list-style-type: none"> <li>• New trustee orientation materials</li> <li>• Grand Theatre and athletics events</li> <li>• Draft of most recent meeting minutes</li> <li>• Profiles in Leadership dates</li> <li>• Trustee committees, membership, and duties</li> <li>• SLCC campuses and sites document</li> <li>• Press releases.</li> </ul>
III.	<p><b>COLLEGE INITIATIVE DISCUSSION</b>  Review of Campuses and  Their Particular Focus</p> <p>Aspen Metrics, Vice  Chair Ensign</p>	<p>President Huftalin shared a one-page handout on the nine SLCC sites and campuses with location, fall headcount, and program focus. Meadowbrook has low headcount because many programs have been moved to Westpointe and it will be used as a refugee center managed by a non-profit refugee board in partnership with DWS, USU, and SLCC. The College regularly evaluates each site based on numbers of students, programs, and industry need. The new West Valley Center has had great response; curriculum offerings will be adjusted to meet the demand in that community. Herriman is on the master plan for future growth. A joint building request with USU is being discussed so both AS and BS degrees could be offered there. Jordan is at capacity for health and gen ed programs and is on the master plan for expansion.</p> <p>The Aspen Prize is a coveted recognition for best practices in four metrics: completion, learning, labor market outcomes, and equity. SLCC is pretty good on completion and transfer conversion rates but we can always improve. We have been a leader on measuring student learning outcomes and present at national conferences on e-portfolios. We are rethinking the structure of our workforce process to better align our programs with industry needs. The College is involved in the Utah aerospace initiative pilot (K-12 and UCAT work together to train high school students, industry provides a paid internship, students earn an advanced manufacturing certificate, and then industry pays their tuition to continue their education). If that pilot works, it would be a model for high tech and diesel. To reach equity (our student mix mirrors the demographics of our service area), we have outreach to students in the eighth grade to help put them on a path to education. PACE is having a significant impact on participation, especially with Latinos. There are still achievement gaps for Latino, Pacific Islander, and Native Americans. We have three programs in high schools and</p>



**SALT LAKE COMMUNITY COLLEGE  
PERSONNEL REPORT  
August 1 - 31, 2015**

**PERSONNEL ADDITIONS/CHANGES**

<b>Name</b>	<b>Title</b>	<b>Department</b>	<b>Date</b>
<b>ADMINISTRATION</b>			
Jeff Webb	Director, Institutional Research and Reporting	Institutional Research	August 16, 2015
<b>FACULTY</b>			
Corinne Anderson	Assistant Professor	Acctg, Finance & Economics	August 16, 2015
Howard Fish	Assistant Professor	Comp Science & Info Systems	August 16, 2015
Kristi Grooms	Assistant Professor	Mgmt, Mrktg & Paralegal St	August 16, 2015
Lisa Fowler	Assistant Professor	Mgmt, Mrktg & Paralegal St	August 16, 2015
Jennifer Klenk	Assistant Professor	Mgmt, Mrktg & Paralegal St	August 16, 2015
Lon Schiffbauer	Assistant Professor	Mgmt, Mrktg & Paralegal St	August 16, 2015
Phillip Nelsen	Assistant Professor	Mgmt, Mrktg & Paralegal St	August 16, 2015
Cynthia Uberty	Assistant Professor	Culinary Arts Institute	August 16, 2015
Thomas Hanson	Assistant Professor	Psychology & Social Science	August 16, 2015
Ann Fillmore	Assistant Professor	English	August 16, 2015
Christopher Blankenship	Assistant Professor	English	August 16, 2015
Kati Lewis	Assistant Professor	English	August 16, 2015
Anne Canavan	Assistant Professor	English	August 16, 2015
Ryan Holcomb	Assistant Professor	Natural Science	August 16, 2015
Sudagar Satcunasingam	Assistant Professor	Mathematics	August 16, 2015
Melissa Quinn	Assistant Professor	Mathematics	August 16, 2015
Nancy Barrickman	Instructor	Biology	August 16, 2015
Brett Terpstra	Assistant Professor	Aviation & Related Technologies	August 16, 2015
Robert Marlette	Assistant Professor	Technical Specialities	August 16, 2015
Matthew Merkel	Assistant Professor	Communication & Performing Arts	August 16, 2015
Zachary Curtis	Assistant Professor	Communication & Performing Arts	August 16, 2015
<b>STAFF--EXEMPT</b>			
Joshua Lund	Campus Fire Marshal	Facilities	August 1, 2015

**SALT LAKE COMMUNITY COLLEGE  
PERSONNEL REPORT  
August 1 - 31, 2015**

**PERSONNEL ADDITIONS/CHANGES**

Jessica Davenport	Assistant Facilities Planner	Facilities	August 1, 2015
Kameron Howell	Facilities Manager	Facilities	August 1, 2015
Tien Pham	Advisor 2, Academic/Asian	Academic Advising	August 11, 2015
Emily Dibble	Coordinator 2, ePortfolio	General Education and ePortfolio	August 16, 2015
Zachary Allred	Librarian 1, Instruction and Liaison	Library Services	August 16, 2015
Jeanette Wilber	Advisor 2, Academic and Career (General Advising)	Academic Advising	August 16, 2015
Ezra Nielsen	Manager 1, Energy	Facilities	August 16, 2015

**STAFF--NON-EXEMPT**

John Schumacher	Food Service Supervisor, Miller Campus	Food Services	August 1, 2015
Roque Olmos	Specialist 1, Production (Copy Center)	Copy Center	August 1, 2015
Jane Mecham	Secretary III, Program and Course Development	Program and Course Development	August 12, 2015
Maria Rivera	Specialist 1, Child Care Provider (South City)	Child Care	August 16, 2015
Joshua Wiggins	Administrative Assistant I, Academic Advising	Academic Advising	August 16, 2015
Jeena Miera	Technician 2, Registration	Miller Financial Services	August 16, 2015
Becky Little	Specialist I, Nursing	Nursing	August 19, 2015
Jill Gardner	Specialist 2, Concurrent Enrollment	Concurrent Enrollment	August 24, 2015

**SALT LAKE COMMUNITY COLLEGE  
PERSONNEL REPORT  
September 1 - 30, 2015**

**PERSONNEL ADDITIONS/CHANGES**

<b>Name</b>	<b>Title</b>	<b>Department</b>	<b>Date</b>
<b>ADMINISTRATION</b>			
--None			
<b>FACULTY</b>			
Maria Anmar	Assistant Professor	School of Applied Technology, ESL	September 1, 2015
<b>STAFF--EXEMPT</b>			
Rachel Rowan	Coordinator 1, Media Relations, Social Media & Event Management	Athletics	September 1, 2015
Jadra Hymer	Manager 2	Continuing Professional Education	September 1, 2015
Marcilina Grayer	Assistant Coach 1, Women's Basketball/Assistant to AD (Internal Only)	Athletics	September 8, 2015
John 'Henry' Rivera	Internal Auditor (IT)	Internal Audit	September 8, 2015
Seini Pahulu	Advisor 2, Academic and Career (Program Advisor)	Academic and Career	September 16, 2015
Robert Kemp	Accountant 2	Controllers Office	September 16, 2015
Kha Nguyen	Systems Administrator III	Information Technology	September 16, 2015
Michael Ballif	Business Advisor, Goldman Sachs 10KSB (temporary)	Economic and Professional Development	September 24, 2015
<b>STAFF--NON-EXEMPT</b>			
Anthony Arkwright	Specialist 1, Enrollment Services (SAT)	Enrollment Services	September 1, 2015
Sandra Hall	Technician 2, Tool Room	Construction Management	September 1, 2015
Nancy Rachael Sweeten	Specialist 1, Instructional Technology	eLearning	September 1, 2015
Desiree Bosch	Medical Assistant	Center for Health and Counseling	September 16, 2015
Ali Hardy	Specialist 3, Key Office	Facilities Key Office	September 21, 2015
Talieya Wallace	Administrative Assistant II, Development Office	Development Office	September 21, 2015
Aiko Corralz	Specialist 3, Goldman Sachs 10KSB (temporary)	Economic and Professional Development	September 24, 2015

Vice President of Government and Community Relations  
Office of Sponsored Projects: Government Funding Report  
Board of Trustees Meeting October 2015

NEW FUNDING ACTION							
Funding Agency: Project Name	Date Submitted	Amount Requested	Receipt of Award	Status	Amount Funded	Period of Performance	Program Administration
Utah State Office of Education: Work Keys Training		\$7,000	8/12/2015	Awarded	\$7,000	08/15/15-12/30/15	Miller Business Center
Utah Department of Workforce Services: Technology Training for Refugees		\$430,093	8/7/2015	Awarded	\$421,821	9/1/15-10/31/18	Continuing Education
Utah Arts and Museums: Grand Theatre Sustainability 2016 Season	2/16/2015	\$10,000	8/14/2015	Awarded	\$2,000	07/01/15-06/30/16	The Grand Theatre
ON-GOING FUNDING ACTIVITY							
Funding Agency: Project Name	Date Submitted	Amount Requested	Receipt of Award	Status	Amount Funded	Period of Performance	Program Administration
National Science Foundation: Southwest Center for Microsystems Education	9/21/2015	\$167,774		Under Consideration		07/01/16-06/30/21	School of Science, Math and Engineering
Utah System of Higher Education: Step UP Ready	9/9/2015	\$75,000		Under Consideration		01/01/16-12/31/16	Student Services
Small Business Administration: SBDC Cooperative Agreement	8/27/2015	\$226,930		Under Consideration		01/01/16-03/31/16	SBDC
Arizona State University: STEP Topic 1, Credentialing (Dept. of Energy)	8/18/2015	\$105,582		Under Consideration		01/01/16-12/31/17	Continuing Education
National Science Foundations: SBIR Innovatio Supplement	8/1/2015	\$30,000		Under Consideration		10/2015-06/2015	School of Science, Math and Engineering
Department of Energy: STEP Topic 1, Solar Ready Vets	8/18/2015	\$1,553,753		Under Consideration		01/01/16-12/31/17	Continuing Education
Department of Education: Strengthening Institutions for STEM	6/8/2015	\$2,236,497		Under Consideration		9/1/15-8/31/2020	School of Science, Math and Engineering
Zoo, Art, & Parks (ZAP): Grand Theatre Support	5/15/2015	\$65,000		Under Consideration		2016-2017	The Grand Theatre
Department of Education: Carl Perkins Grant			7/20/2015	Awarded	\$1,250,893	7/1/2015 - 6/30/2016	Career and Technical Education
Department of Education: TRIO Student Support Services, Regular	2/2/2015	\$1,836,577	7/15/2015	Awarded	\$1,836,577	9/1/15-8/31/20	Student Services
Department of Education: TRIO Student Support Services, STEM	2/2/2015	\$1,100,000	7/15/2015	Awarded	\$1,100,000	9/1/15-8/31/20	Student Services
Salt Lake Arts Council, Teens Write	4/27/2015	\$2,000	7/15/2015	Awarded	\$2,000	09/01/15-05/22/16	Community Writing Center
University of Utah: Rocky Mountain Space Grant Consortium (NASA)	2/23/2015	\$22,200	7/13/2015	Awarded	\$22,200	4/10/15-4/9/18	School of Science, Math and Engineering
University of Utah: Utah Advanced Materials and Manufacturing Initiative (Economic Development Administration)	4/1/2015	Eligible for other funding	7/8/2015	Awarded	Eligible for other funding	2015-2016	Miller Business Center
Utah Department of Workforce Services, Utah Cluster Acceleration Partnership: Warehousing	6/27/2014	\$169,210	11/18/2014	Awarded	\$169,210	4/1/15-6/30/2016	Corporate Solutions
Utah Department of Workforce Services, Utah Cluster Acceleration Partnership: Aerospace Manufacturing	5/26/2015	\$403,089	6/17/2015	Awarded	\$403,089	7/1/15-6/30/16	School of Technical Specialties
University of Utah: State Primary Care Grant, Dental Services (Utah Department of Health)	4/1/2015	\$12,000	5/13/2015	Awarded	\$12,000	7/1/15-6/30/16	School of Health Sciences
Gates Foundation: Open Stax Courseware Challenge			6/4/2015	Awarded	\$265,000	7/1/15-6/30/17	Institutional Effectiveness
Zoo, Art, & Parks (ZAP): Grand Theatre Support	5/15/2014	\$63,000	4/20/2015	Awarded	\$62,372	7/1/2015-6/30/2016	Grand Theatre
Utah Humanities Council: Race Perspectives	03/05/15	\$3,500	05/01/15	Awarded	\$3,500	5/1/15-6/1/16	Community Writing Center
Small Business Administration: SBDC Cooperative Agreement	8/21/2014	\$939,484	3/23/2015	Awarded	\$951,484	1/1/2015-12/31/2015	SBDC
National Science Foundation: S-STEM Scholars Program	8/12/2014	\$604,710	2/12/2015	Awarded	\$604,710	7/1/2015-6/30/2019	College of Science, Math and Engineering
State of Utah: Clean Vehicles	10/3/2014	\$34,000	1/14/2015	Awarded	\$14,830	1/1/2015-12/31/2015	Facilities
Utah: WaterGirls (National Science Foundation)	10/9/2014	\$5,047	1/9/2015	Awarded	\$6,816	1/1/15-12/31/2015	School of Science, Math and Engineering
Department of Education, Experimental Sites Initiative: A new delivery model for financial aid and advising for competency-based programs	9/30/2014	Financial Aid Waiver	1/8/2015	Awarded	Financial Aid Waiver	2015-2019	School of Applied Technology and Prof. Deve.
Department of Education: Strengthening Institutions Designation	12/19/2014	Eligible for Title III Funds	12/23/2014	Awarded	Eligible for Title III Funds	2015	College-wide
Utah Arts and Museums: DiverseCity	10/31/2014	\$2,000	12/17/2014	Awarded	\$2,000	1/1/15-12/31/2015	Community Writing Center
Department of Labor, TAACCCT Program: Utah Adult Competency-Based Education Design	7/3/2014	\$2,500,000	9/29/2014	Awarded	\$2,500,000	10/1/2014-9/30/2018	School of Applied Technology and Prof. Deve.
Department of Workforce Services, Temporary Assistance for Needy Families: Basic Technology Skills (Department of Labor)	7/30/2014	\$493,653	9/18/2014	Awarded	\$493,653	11/1/2014-10/31/2017	Continuing Education
University of Utah sub-contract: Partnerships in Utah with Community Colleges and Technical Schools (NASA)	5/28/2014	\$292,628	8/13/2014	Awarded	\$292,628	1/1/2015-12/31/2016	School of Science, Math and Engineering
USHE: CTE Completion Initiative	5/30/2014	\$40,000	7/16/2014	Awarded	\$28,000	8/1/2014-12/31/2015	School of Technical Specialties
National Science Foundation: Training Teachers for the "Flipped" Hybrid Classroom	5/31/2012	\$50,000	9/11/2013	Awarded	\$50,000	10/1/2013-9/30/2016	School of Science, Math and Engineering
Forsyth Technical Community College sub-contract: Consortium for Bioscience Credentials (Department of Labor, TAACCCT program)	5/24/2012	\$825,000	9/24/2012	Awarded	\$825,000	10/1/2012-9/30/2016	School of Science, Math and Engineering
Department of Energy: Rocky Mountain Solar Instructor Training Program	7/1/2012	\$1,300,000	9/1/2012	Awarded	\$1,300,000	9/1/12-12/31/15	Continuing Education

University of Utah: Utah Advanced Materials and Manufacturing Initiative (Economic Development Administration)	4/1/2015	Eligible for other funding	7/8/2015	Awarded	Eligible for other funding	2015-2016	Miller Business Center
National Science Foundation, Advanced Technological Education: Biomanufacturing Enterprise for Innovative Student Training & Entrepreneurship	10/14/2009	\$909,443	7/16/2010	Awarded	\$909,443	7/15/2010- 6/30/2016	School of Science, Math and Engineering

**Total funding requests under consideration:**

**\$4,460,536**

**Total funding for active awards:**

**\$13,536,226**

## Board of Trustees Report

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### Provost of Academic Affairs – October 2015

#### School of Health Sciences

The most recent graduating classes in the following programs achieved a 100% pass rate from their national certifying board: Physical Therapist Assistant, Radiologic Technology, and Dental Hygiene.

Nursing held a pinning ceremony for the Intermountain Cohort in August. The partnership over the years has had 594 graduates; 398 of them are still working for Intermountain: 195 are working as RNs; 92 as Charge Nurses; Others are working as Nurse Practitioners, Physician Assistants, Directors, Managers and Specialty Care.

Tuesday, May 5, 2015, KUTV highlighted Jordan Applied Technology and Salt Lake Community College Surgical Technology program as high school students being able to jump-start their careers. Aysa Johnson, 19, was featured as a participant on a 2 ½ week long medical mission in Tanzania, Africa where she was the youngest member of the team. Aysa Johnson was able to assist with multiple surgical procedures including delivery of a newborn. Full story link:

<http://kutv.com/news/local/program-for-high-school-students-jump-starts-careers>

#### Learning Advancement

SLCC has a nationally recognized ePortfolio initiative that has students archiving and reflecting upon their work in General Education. Moreover, the Northwest Commission on Colleges and Universities (NWCCU) recently commended SLCC “for its top-down and bottom-up approaches to general education student learning outcomes assessment that involve student ePortfolios as well as program-generated annual assessment plans.”

#### School of Technical Specialties

The SLCC Apprenticeship programs have experienced a 30 percent increase over the 2014-15 enrollments. This fall there are 222 FTE; which is a five year high. Due to the robust regional economy, Plumbing Apprenticeship has increased by 32 percent; while Electrical Apprenticeship has increased 24 percent from last year.

#### School of Science, Mathematics & Engineering

The American Chemical Society Student Affiliate chapter of Salt Lake Community College has earned the Outstanding Chapter Award for 2014/2015. This award is the highest honor the American Chemical Society bestows on their student affiliate chapters. The SLCC chapter was the only Community College in the nation to receive this award and the only school in the state of Utah to receive this award. This award will be announced in an upcoming issue of Chemical and Engineering News, the ACS's official national news magazine.

### School of Humanities & Social Sciences

The Association of American Colleges and Universities (AAC&U) has announced the first cohort of Faculty Fellows in five states: Utah, California, Indiana, Texas, and Wisconsin. Marianne McKnight, Associate Professor of History, and Associate Dean over History, Anthropology, and Political Science was selected from Salt Lake Community College. In Utah, Faculty Fellows will collaborate with colleagues across the Utah System of Higher Education (USHE) to share best practices for general education and lead faculty development activities. The goal is to advance student achievement of key proficiencies important for post-graduation success and well-being.



**The State of Writing at Salt Lake Community College:**  
Writing Inventory and Climate Assessment

March 15, 2015

**Available at**  
**[www.slcc.edu/wac](http://www.slcc.edu/wac)**

*Prepared by:*  
Tiffany Rousculp, Director  
SLCC Writing Across the College



## MISSION STATEMENT

### *Vision*

All people in the SLCC community will respectfully support those who want to produce high quality, effective writing.

### *Mission*

WAC@SLCC collaboratively develops initiatives and programs to serve the writing needs and goals of—and to improve the culture, climate, and practice of writing for—all stakeholder groups at SLCC (students, staff, faculty, and administrators).

## OBJECTIVES AND METHODS FOR YEAR TWO OF THE WAC@SLCC PROGRAM

1. To promote student success, SLCC faculty will better understand the impacts of asymmetrical expectations regarding student writing and will learn strategies to productively align faculty expectations with student realities.
  - a. With academic departments, collaboratively develop a “Bill of ‘Writes’ for Students and Faculty” to clarify what students should be able to expect from faculty on writing assignments/evaluation and what faculty should be able to expect from students on writing assignments. Seek approval of document from Faculty Senate and Student Leadership bodies.
  - b. Collaborate with English Department faculty on composition course sequence revision project—and disseminate outcomes to SLCC faculty.
  - c. Work with academic departments and the Student Writing Center to begin developing an archive of high-quality student writing samples for instructional purposes.
  - d. Collaborate with Institutional Assessment on using rubrics for assessing writing.
2. SLCC students, faculty, staff, and administrators will better understand the complex role of mechanical correctness in producing effective writing and will learn strategies to better balance mechanics with content, context, purpose, and audience concerns.
  - a. Develop web-based instructional materials to improve student, staff, faculty, and administrative understanding of how the primacy of mechanical correctness affects writing development.
  - b. Work with Student Writing Center to raise awareness of mechanical correctness resources for students.
  - c. Continue GrammarPhobia workshop series in collaboration with Center for Innovation.
  - d. Encourage college-wide use of the Chicago Manual of Style as the style guide for non-academic writing at SLCC.
3. Relevant college stakeholders will gain a better understanding of the effectiveness of the current composition requirement for CTE (AAS) students to meet their educational and career goals.
  - a. Collaborate with Institutional Research, CTE departments, and English faculty to ascertain the value and relevancy of the current composition requirement for AAS students.
  - b. Explore avenues of providing writing instruction targeted to CTE (AAS) student educational and career goals.
4. Staff, faculty, and administrators will have increased opportunities to receive professional development in several writing areas.
  - a. Develop web-based training for faculty Tenure, Rank, and Promotion applications.
  - b. Establish a “Writing for Publication” support group series for faculty, staff, and administrators.
  - c. Develop a “Professional Journal” training for faculty, staff, and administrators.
  - d. Collaborate with up to two departments on staff writing development programs.
5. Continue to serve as a general resource for writing concerns at SLCC.
  - a. Collaborate with faculty to articulate best practices for sustainably linking composition courses with non-composition courses through learning communities, linked courses, or other cohort models.
  - b. Provide individual consultation to faculty, staff, and administrators.
  - c. Collaborate with departments and programs on writing-specific programming (e.g. Long Day Against Procrastination).
  - d. Serve on departmental and college-wide committees.



**Utah System of Higher Education**  
**FORM L-1: LEASED SPACE**

Tab I

**Annual Facility Detail**

Institution: Salt Lake Community College  
 Prepared by: MBF  
 Due Date: August 29, 2015  
 Submission Date: August 28, 2015

Location - Dept./Project	Gross Square Feet	Annual Cost Per Square Foot Net or Full Service	Annual Cost	Terms in Months and Expiration Date	Source of Funding	Escalation	Monthly Lease Payment	Type of Space
551 North 2200 West, Airport (Airport Center)	18,177	\$6.42 Net	\$123,209	60 Mo. 5/31/18	E & G	Adj. Yearly	\$10,267	Classroom/Office
551 North 2200 West, Airport (Airport Center)	3,936	\$2.30 Full	\$9,396	Month to Month	E & G		\$783	Hanger
210 East 400 South, SLC (Writing Center)	1,545	\$7.06 Full	\$10,905	8/15 5-Year	E & G	CPI Annual	\$909	Classroom/Office
231 East 400 South, SLC (Library Square)	33,725	\$15.00 Full	\$485,113	01/01/07 to 6/30/17	E & G	Adj. Yearly	\$40,426	Classroom/Office
2150 Dauntless Ave, SLC (Westpointe Centre)	35,700	\$15.96 Per Sq. Ft.	\$624,754	7Yr. 9/11 to 9/17	E & GSAT	Adj. Yearly	\$52,063	Classroom/Office
2700 South 165 West (Warehouse Space 1)	10,000	\$3.96 Per Sq. Ft.	\$39,600	Month to Month	E & G	None	\$3,300	Storage
2700 South 165 West (Warehouse Space 2)	10,000	\$3.96 Per Sq. Ft.	\$39,600	Month to Month	E & G	None	\$3,300	Storage
2700 South 165 West (Warehouse Space 3)	10,000	\$3.96 Per Sq. Ft.	\$39,600	Month to Month	E & G	None	\$3,300	Storage
3460 South 5600 West (West Valley Center)	18,644	7.51 Per Sq. Ft.	\$140,017	5Yr. 11/29/2019	E & GSAT	Adj. 3-5 Yrs	\$11,668	Classroom/Office
3460 South 5600 West (West Valley Center)	9,112	7.51 Per Sq. Ft.	\$68,431	5Yr. 11/29/2019	E & GSAT	Adj. 3-5 Yrs	\$11,668	Non-assignable
Total	150,839	\$10.48	\$1,580,625				\$137,684	

**BOARD OF TRUSTEES REPORT**  
**Reporting: Vice President of Student Affairs**  
**October 2015**

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Veterans Services

On September 10, 2015, Rear Admiral Snyder from the U.S. Navy visited SLCC's Office of Veterans' Affairs as part of "Navy Week." As part of Rear Admiral Snyder's visit to Utah, he toured sites that provide support to veterans, active-duty military personnel, and their families. Additionally, Mr. Gary Harter, Utah's Director of Veterans and Military Affairs accompanied Rear Admiral Snyder to SLCC.

During their visit, Rear Admiral Snyder and Mr. Harter interacted with staff and students and were impressed with the College's resources, programs, and staff dedicated to serving veterans, active-duty military personnel, and their families.

Before his departure, Rear Admiral Snyder shared with us that he wished his daughter had had the opportunity to experience SLCC when she began college and used her VA education benefits. He was grateful for the support from the College in assisting veterans, active-duty military personnel and their families.

International Student Services

The New International Student Orientation for Fall semester welcomed 80 students from 22 countries. International Student Services partnered with the Office of First Year Experience to design a three-day program to welcome new international students into our community.

Over the three days of orientation, students from 16 language backgrounds learned about the benefits of SLCC programs, how to get started, immigration and compliance regulations, English as a Second Language program, campus life, academics, student services, and transfer opportunities. As an outcome of the orientation, every international student was academically advised and registered for classes.

Access U

Last spring, SLCC and the University of Utah established a guaranteed transfer program. The *Access U* program guarantees admission to the University of Utah for certain SLCC students upon completion of an associate's degree. Students are provided a small cohort experience and individualized attention while at SLCC and have access to services at the University including Marriott Library privileges, a UTA bus pass, and a dedicated *Access U* advisor. Students were invited to join the *Access U* program from two pools of high school graduates: 1) Students who applied to the U and did not meet admission requirements, but appeared like they could be academically successful with additional preparation; and 2) SLCC's PACE program students.

The 19 students in the 2015 cohort were required to be full time students and maintain a minimum cumulative GPA of 2.6. This year's *Access U* students participated in SLCC's *Bridge to Success* program this summer and were enrolled in a First Year Experience seminar this fall. Once students graduate from SLCC, they will not have to re-apply for admission or pay application fees at the University. Additionally, *Access U* participants will receive a scholarship of up to \$2,000 for their first year at the University, which is renewable for a second year upon meeting qualifications. Our goal is to grow the program to serve about 75 students annually.

## **Government Relations**

The Government Relations team spent considerable time planning and hosting the Utah State Building Board and members of the Utah State Board of Regents at the Westpointe Center to explain the need for expansion of that campus. Both visits were very positive and were well attended by industry and community partners. One outcome was that the Board of Regents recently voted to make the Westpointe Center the first priority in their legislative request for capital improvement funding. We hope for a similar recommendation from the Building Board following their meeting in October.

In conjunction with those efforts, Rep. Gage Froerer, House Co-Chair of the Infrastructure and General Government Appropriations Committee, was the guest on the *Community Roundtable* SLCC TV program. He provided an update of issues facing the legislature. He is a key supporter of SLCC in the legislature. More meetings will be held with key leadership in the legislature and with the Governor to promote the importance of the Westpointe building.

VP Sheehan has been working on an RFP to engage the services of a Washington DC lobbying firm to assist in obtaining federal grants, monitor pending legislation in Congress, influence federal regulation and to raise the profile of SLCC. The firm Squire Patton Boggs was selected through the RFP process and will begin working in consultation with VP Sheehan this fall.

Finally, The Government Relations Office hosted several legislators and local elected officials for a tour and special musical performance of *Forever Plaid* at the Center for Arts and Media (CAM) and the Grand Theatre. It was successful at bringing attention to the first class facilities and education available only at the South City Campus. The intention is to host similar events at various areas of the college to continue to highlight all the quality programs available to students in Salt Lake County.

## **Community Relations**

### ***West Valley Center***

Jennifer Seltzer Stitt worked with West Valley City community and Salt Lake Community College departments to promote the well-attended August 15 West Valley open house. In advance of the open house, Community Relations hosted an information session for faculty and staff interested in learning more about the new center and the types of classes and services available for students.

### ***Community Engagement Awards***

The Community Engagement Award Committee funded two initiatives in September. The committee approved a \$15,000 award in support of the Service & Learning Grant & Designation (SLG&D) program. The SLG&D program supports individual service-learning course designations and the development of engaged department work. The Committee also approved a \$2,000 grant to support the Latinos in Action United States Hispanic Leadership Institute Student Summit hosted at SLCC in October. The conference is the largest community event for high school students held at SLCC.

### ***The Refugee Education and Training Center at SLCC's Meadowbrook Campus***

Jennifer, reporting to the Provost and the Vice President of Government and Community Relations, serves as lead for SLCC's partnership with DWS and USU in the development of the Refugee Education and Training Center. In August and September, Jennifer met regularly with representatives from DWS, USU, and Salt Lake County to discuss development and coordination of Center usage and programming, to organize a series of orientation for refugee groups, and to organize an open house for the Governor and other stakeholders. Orientations will take place throughout September and October for leaders and members of various refugee communities. The first orientation was held September 19<sup>th</sup>. At the orientations, refugee groups will have an opportunity to tour the Center and provide feedback.

Tab L

**BOARD OF TRUSTEES REPORT**  
**Reporting: Vice President of Institutional Advancement**

**September, 2015**

**DEVELOPMENT OFFICE REPORT**

- **Gifts** received September 1 through September 22, 2015: **\$398,102**  
Total gifts to date for Fiscal Year 2016: **\$517,398**
- **Sponsorships** received September 1 through September 22, 2015: **\$4,098**  
Total sponsorships to date for Fiscal Year 2016: **\$4,098**
- Value of **Gifts-In-Kind** received September 1 through September 22, 2015: **\$770**  
Total value of gifts-in-kind to date for Fiscal Year 2016: **\$3,526**

**INSTITUTIONAL MARKETING & COMMUNICATIONS**

- **Institutional Marketing and Communications:**
  - Created all of the media and promotion materials for the West Valley Center Grand Opening.
  - Constructed the rollout schedule for the new website.
  - Contact Center answered 20,154 phone calls.
  - Completed the strategic planning for the Public Image Campaign. Richter 7 was charged with completing a schedule of media, public relations, and communication activities.
  - The design team completed all of the materials for Convocation, West Valley Center, first day of classes and Gail Miller Leadership Cup.
- **Public Relations:**
  - Salt Lake Community College appeared in 556 articles in the local, state and national media in August 2015 with an estimated media value of \$982,878.
  - Featured stories: SLCC Receives \$2.8 Million in Federal Funds to Help Disadvantaged Students; SLCC Opening New West Valley Center; Beating the odds: Trip to the White House helps two Utah students chart a future; What's cooking at Utah culinary schools? Here's a guide; Three Members added to SLCC Board of Trustees; College plays key role in manufacturing partnerships.

**MEDIA OPERATIONS**

- Media Operations completed several videos:
  - Utah State Legislature Higher Education Subcommittee, summarizing SLCC's efforts in Open Educational Resources, Competency-based Education, and STEM initiatives.
  - Start Smart video series designed to improve student retention and success.
  - Two programs on inclusivity at SLCC guided by Dr. Roderic Land, Special Assistant to the President.
  - Expanded coverage of the Business and Entrepreneurship lectures.
  - Video productions for Convocation ceremony; Student Life and Leadership Club Rush events; Multicultural Students Meet and Greet sessions.

**EVENTS**

- August 15 West Valley Center Grand Opening, Ribbon Cutting and Open House
- August 25 Convocation, Taylorsville Redwood Campus

# SLCC Public Relations 2015 – 2016

## July 2015

**Primary Messages:**

- Goldman Sachs Impact
- West Valley Center
- SkillsUSA
- IMCP Federal Initiative
- West Valley Open House

**Secondary Messages:**

- Charles Lepper
- Clean Air Initiatives
- Grand Theatre

**Opportunities:**

- Summer Camps
- Summer Community Service Projects
- Community Garden at South

## August 2015

**Primary Messages:**

- West Valley Center
- Fall Enrollment
- Forever Plaid
- National Ranking

**Secondary Messages:**

- Convocation – Academic year
- Convocation Profiles
- Transfer Story – U of U
- Electric Cars

**Opportunities:**

- Indiana Wesleyan – Movie Set

## September 2015

**Primary Messages:**

- Who We Are – By the numbers
- Transfer Student Feature – Dual enrollment
- Development Projects
- Refugee Center

**Secondary Messages:**

- Beloved Community Project
- Open Education Resources
- Young Frankenstein
- Evening at the Grand

**Opportunities:**

- Volleyball Feature

## October 2015

**Primary Messages:**

- Tanner Lecture
- Competency Based Education
- Steve Inskip – ACE Lecture
- President's Art Show

**Secondary Messages:**

- High School CAM Workshops
- Philosophical Conference

**Opportunities:**

- Culinary Arts Holiday Menu
- Disability Awareness Week

## November 2015

**Primary Messages:**

- Sundance Ticketing
- STEM Feature Story
- Fall Internships

**Secondary Messages:**

- SLCC Veterans Celebration
- International Education Week
- Hunger and Homelessness Week

**Opportunities:**

- Technology Ranking
- Basketball Season

## December 2015

**Primary Messages:**

- Universes Workshops
- Sundance Behind the Scenes

**Secondary Messages:**

- Clean Air Initiatives
- Spring Registration
- Holiday Community Service
- SLCC Magazine

**Opportunities:**

- Job Fair

## January 2016

**Primary Messages:**

- Sundance
- Westpointe Center
- Legislative Process

**Secondary Messages:**

- Backstage at the Grand
- Sundance High School Workshops

**Opportunities:**

- SAT Feature

## February 2016

**Primary Messages:**

- Transfer – Swirling Story
- Girls State Basketball Tournament

**Secondary Messages:**

- The Last Five Years

**Opportunities:**

- CBE Feature

# SLCC Public Relations 2015 – 2016





Board of Trustees Report  
September 25, 2015  
Institutional Effectiveness

Salt Lake Community College submitted a *Year One Report* to the Northwest Commission on Colleges and Universities (NWCCU) on September 14, 2015. This *Year One Report* is a regular follow-up to the comprehensive evaluation and visit last fall. In the report we inform the Commission of institutional changes since fall 2014 and the current process for revising the College vision, mission and values statements. Our peer evaluators also requested the institution complete its work to establish assessable and verifiable indicators of achievement of mission core themes. We are confident that we have adequately addressed this concern with a more concise, yet comprehensive, set of performance indicators for mission core theme fulfillment.

The *Year One Report* may be accessed at [Open SLCC Year One Report Sept 2015.pdf](#)



# Year-One

## Fall 2015 Self-Evaluation Report

Salt Lake Community College

Salt Lake City, Utah

Submitted September 14, 2015

*Prepared for the Northwest Commission on Colleges and Universities*

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# Institutional Overview

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

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

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

SLCC is the most diverse public institution of higher education in Utah. A snapshot of credit students shows the following demographics: 49% male, 51% female; 20% minorities; 74% enrolled part-time; median age of 24; approximately 1/3 career and technical education (“CTE”) majors and 2/3 transfer students.

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

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

# Preface

## Institutional Changes Since the Fall 2014 Year Seven Self Evaluation Report

Salt Lake Community College has actively improved its operations since the Fall 2014 Year Seven Report. This section will provide a brief overview of the following areas: (1) new President and Executive Cabinet, (2) new strategic planning cycle, (3) enrollment, (4) site and facility changes, and (5) new major grants.

### New President and Executive Cabinet

Dr. Denece G. Huftalin was named the eight president of Salt Lake Community College in September 2014. Dr. Huftalin was serving as interim president at the time of her appointment and previously was the vice president of student services. Her appointment created a vacancy which has since been filled. In addition to new student affairs leadership, a new provost of academic affairs was appointed filling a vacancy created through retirement. President Huftalin has also added two new positions to her Executive Cabinet: vice president of institutional effectiveness, and special assistant to the president. The new division of institutional effectiveness is responsible for strategic planning, educational initiatives, professional development, institutional research and reporting, assessment, and accreditation.<sup>1</sup> The special assistant to the president is championing the College's inclusivity efforts and oversees the president's leadership institute.

Considering these changes the Executive Cabinet currently includes the following: Dr. Denece Huftalin, President; Dr. Clifton Sanders, Provost of Academic Affairs; Dr. Chuck Lepper, Vice President of Student Affairs; Dennis Klaus, Vice President of Business Services; Alison McFarlane, Vice President of Institutional Advancement; Tim Sheehan, Vice President of Government and Community Relations; Barbara Grover, Vice President of Institutional Effectiveness; and Dr. Roderic Land, Special Assistant to the President.<sup>2</sup>

### New Strategic Planning Cycle

In Spring 2015, President Huftalin announced the beginning of a year-long strategic planning cycle. Led by the president and organized by the Institutional Effectiveness Council, the College is developing a new strategic plan. The prior plan expired in 2015; the new plan will lead the College through 2020.<sup>3</sup> The planning process and its impact on the institutional mission statement, core themes, and mission fulfillment framework is described at length in the body of this year one report.

### Enrollment

After several years of enrollment decline, the Fall 2015 enrollments have stabilized. As of the submission of this report, the College had an FTE of 15,909 and was projecting a final FTE number 0.2% above the previous year. While Utah's economy is one of the best performing in the nation, economic success can have a somewhat adverse effect on enrollments. This stabilization inspires morale, and gives confidence and direction for the future.

### Site and Facility Changes

The College recently opened a center in the most diverse and populated region of Salt Lake County. The West Valley Center opened its doors this semester (Fall 2015) for the first time. The center was developed and launched to improve college access in an underserved population. Initial reports indicate the strategy is working as the center has nearly double the percentage of new students as the institutional average.

### Major Grants

The College has received many new grants in the past year, this report will highlight only two. The first is a grant to improve affordability and the second to develop innovative educational delivery methods.

The College received a \$200,000 grant from the Gates Foundation in partnership with OpenStax to develop and pilot open courseware (i.e., courseware that is openly licensed and free to students).<sup>4</sup> The College has made open educational resources a key component of its affordability strategy with the goal of having 15%-20% of its general education courses delivered using open educational resources by 2017. In an era where college costs keep climbing, the educational resources is a one area where SLCC can lower student costs.

The Federal Department of Education granted SLCC an experimental site waiver for financial aid. This allows SLCC to award financial aid without the bounds of the current clock-hour regulations which force students to sit for the entire length of a program. This, in conjunction with \$2.3 million TAA grant from the Department of Labor will provide resources to the SLC School of Applied Technology to develop a competency based education (“CBE”) model. This grant is funding the development of twenty competency-based programs with accompanying articulations to credit programs. This project has positioned SLCC as a leader in innovative educational models. SLCC has been and is currently participating in numerous national panels advising community college’s thinking of moving to a CBE model. SLCC is also one of 30 participants in the Competency Based Education Network, C-BEN, funded by the Lumina Foundation, a national consortium of colleges and universities developing competency-based models.

The College is thriving: new leadership has provided new energy and moral is high; enrollments have stabilized; and new facilities and grants have focused efforts in innovative and meaningful ways. The outlook is bright.

## Response to Topics Requested by the Commission

SLCC received two recommendations from the Commission following its 2014 Year Seven Comprehensive Self Evaluation. The College has been asked to only respond to recommendation 1 in this report with the other to be addressed in the Fall 2017 mid-cycle evaluation report.

### Recommendation 1

The evaluation committee recommends that Salt Lake Community College complete its work to establish assessable and verifiable indicators of achievement that form the basis for evaluating the accomplishment of each of the objectives of its core themes. (Standard 1.B.2).

NWCCU noted in a January 28, 2015 letter to SLCC that regarding recommendation 1, this is an area in which the institution is substantially in compliance with Standard 1.B. but in need of improvement. In this letter, the Commission asked that SLCC expand its Fall 2015 Year One Report to address this recommendation. This section provides an overview of the work done to date in addressing this recommendation.

The SLCC Fall 2014 Year Seven Comprehensive Self-Evaluation described an intricate system of core theme indicators of achievement. The institution had identified thirty potential indicators (twenty-five core theme indicators and five overall institutional indicators) across a three-part mission fulfillment framework. As the College worked to address the Northwest recommendation, leadership determined that the core theme and mission fulfillment evaluation process was too complex to be effective. The proposed framework had too many indicators and would take too long to meaningfully develop. The College needed a more succinct and focused way to express its mission and to measure core theme achievement and mission fulfillment.

The Commission's recommendation came at a fortuitous time. With a new president, four new members of the Executive Cabinet, and a new strategic planning cycle, the timing with a year one report and the work on recommendation 1 aligned to ongoing institutional work. The College's planning council, known as the Institutional Effectiveness Council ("IEC"), created a framework for integrated planning<sup>5</sup> which included a college-wide participatory process to revise the mission statement, the mission fulfillment framework, and the core theme objectives and indicators. The College has been earnestly evaluating its mission and core themes, revising them where appropriate to better guide institutional efforts.

Because the strategic planning cycle continues through the Fall 2015 semester, the contents of this year one report, including the revised core theme objectives and indicators, are preliminary and thus still in draft form. The College is thoughtfully revising its mission statement, vision statement, and values; and the work to address recommendation 1 is part of this holistic process. Addressing recommendation 1 as part of a larger planning process ensures that the new core theme objectives and indicators optimally align with the College's new strategic direction. While this work is nearly completed and is substantively presented in this report, it cannot be presented as final until the process concludes later this year.

At the conclusion of the strategic planning process the College will have revised its mission statement, created institutional values, re-established its core themes, and prioritized core theme objectives and indicators. While still preliminary, it is anticipated that the new mission statement will clearly align with the paired down core themes and objectives, and indicators.

To demonstrate progress in addressing recommendation 1, this report describes the draft revisions to the mission, mission fulfillment, core themes, and core theme indicators of achievement. The completed indicators of achievement are described in the body of this year one report. Appendix B provides a chart outlining the core themes, objectives, indicators, mission fulfillment baselines, and institutional goals for each area. Further updates regarding planning outcomes will be provided in subsequent reports.

Recommendation 1 is being addressed in two ways: (1) combining core theme objectives to prioritize and focus the institution on the most important areas and (2) critically examining the community engagement core theme. Through these two lines of work the College is establishing assessable and verifiable indicators of achievement that form the basis for evaluating the accomplishment of each of the objectives of its core themes.

#### (1) Combining Core Theme Objectives

The core theme objectives and indicators in the year seven report had considerable conceptual and practical overlap. Many objectives were describing a similar aspect of the mission. For example, clear articulation and integrated general education (two separate objectives) are just parts of a larger transfer objective of providing a “foundation for success in continued studies” (see transfer education section of the chart below). The IEC focused on identifying the primary objectives for institutional outcomes. The remaining objectives were subsumed under these primary objectives. A set performance indicators were identified that meaningfully captured the essential outcomes of each primary objective. The data and reporting developed for the subsumed objectives is still part of a larger reporting framework to guide institutional work on the primary objectives (see Appendix B). The resulting set of core themes objectives and indicators is simpler and more focused. Descriptions of indicators and their rationale are provided in the core themes (1.B) section of this year one report.

#### (2) Critically Examining the Community Engagement Core Theme

The community engagement core theme is being transitioned from a core theme to an institutional value. After many years of institutional effort, the College determined that developing “meaningful, assessable, and verifiable indicators of achievement” under its community engagement core theme was unrealistic given constraints on institutional resources. This conclusion led to a larger institutional conversation regarding how community engagement is perhaps better expressed as an institutional value rather than a core theme. In Spring 2015, President Huftalin hosted a college-wide conversation regarding community engagement to discuss how it may be recast.<sup>6</sup> Subsequent work by college councils and executive leadership have led to the collective decision to reaffirm the three other core themes but to frame community engagement as a “way we do our work” rather than an “outcome” of the College’s work. This appropriately recognizes the value and ethic of community while focusing the measurable outcomes on students.

From these two related but different lines of work, the College has pared down and nearly completed its work to establish core themes, core theme objectives, and core theme indicators. The chart below compares the previous version with the paired-down core themes and objectives (for a list of pared down indicators see Appendix B). Core themes and objectives which were pared down are in a light-gray font. A rationale for each change is also provided in the last column.

**Chart #1: Revisions in SLCC Core Themes and Core Theme Objectives (Draft Fall 2015)**

Pared down core themes and core theme objectives are in gray font

Core Theme	Core Theme Objectives	Rationale
 <p>Access and Success</p>	<p>Provide accessible instructional programs and student services</p> <p>Provide access to students underrepresented in higher education</p> <p>Provide access to students under-prepared for higher education</p> <p>Support students to become successful and engaged learners</p>	<p>The goal is access and completion. While developmental education is a critical offering of SLCC, it is only a step towards the larger desired outcome. The objective to provide access to underprepared students was duplicative of larger efforts around access and completion. To improve access and completion rates the College must support underprepared students through to completion. Developmental education and access for underprepared students remain a critical component of our work, but is just placed within the larger goals of access and completion and not a stand-alone objective.</p> <p>The College continues to measure and track performance of underprepared students as a way to improve core theme performance</p>
 <p>Transfer Education</p>	<p>Prepare students with a foundation for success in continued studies</p> <p>Provide the first two years of articulated major courses</p> <p>Provide student a comprehensive and integrated general education experience</p>	<p>The second and third objectives were simply restating the point that was entirely contained within the first objective. Both the effectiveness of articulation and the quality of general education will affect the students "foundation for success in continued studies."</p> <p>The other measures used previously will continue to be monitored, but as ways to look for opportunities to improve the ultimate goal of converting SLCC associate degrees into bachelor degrees.</p>
 <p>Workforce Education</p>	<p>Prepare students with knowledge and skills meeting current industry needs</p> <p>Provide specialized training for business and industry</p> <p>Provide integrated pathways for academic and career mobility/ advancement</p>	<p>The College has successfully focused its workforce core theme around the most important elements of employment and responsiveness. While the College continues to "provide integrated pathways for academic and career mobility/advancement" (indeed it was commended for its efforts in this area), it is not a true "outcome" of workforce education.</p> <p>The measures used previously will continue to be monitored, but as ways to look for opportunities to improve the ultimate goal – employment and responsiveness.</p>
 <p>Community Engagement (transitioning to institutional value)</p>	<p>Contribute to economic and community development</p> <p>Champion diversity and cultural enrichment in the community and the College</p> <p>Provide community service opportunities</p>	<p>Community engagement is a central ethic and value of SLCC. It continues to guide our collective work to improve the community. These objectives, however, were best left as process considerations and not outcomes the college single-handedly affects.</p>

# Mission, Core Themes, and Expectations

## Executive Summary of Eligibility Requirements #2 and #3

### Eligibility Requirement 2 – Authority

Salt Lake Community College (“SLCC”) is one of eight institutions of higher education in Utah operating under the authority of the Utah System of Higher Education (USHE) and the State Board of Regents.<sup>7</sup> Regents’ policy R312 classifies SLCC as a public, urban-serving, multi-campus comprehensive community college.<sup>8</sup> Salt Lake County is SLCC’s defined service area in Utah.<sup>9</sup>

### Eligibility Requirement 3 – Mission and Core Themes

The Salt Lake Community College mission statement was approved by the SLCC Board of Trustees on December 14, 2005, and the Utah State Board of Regents on March 10, 2006. The mission statement was reviewed and ratified by community partners and college personnel during strategic planning day in 2011. Following the comprehensive self-evaluation conducted in 2014, the College has embarked on a process to revise its mission statement. More information on this process is detailed below. Final approval of a revised mission statement by the State Board of Regents is anticipated in 2016.

Core themes were originally crafted by a college-wide task force during summer 2009, vetted by college personnel, and approved by the Executive Cabinet in November 2009. Subsequent work of developing outcomes and performance indicators for the core theme objectives led to revisions of the original draft. These changes, recommended by strategic priority councils, were incorporated into the final version of core themes that were approved by the Board of Trustees in June 2011. Following the comprehensive self-evaluation conducted in 2014, the current revising of the mission statement, and the Commission’s recommendation to complete core theme indicators of achievement, the College is considering a revision of its core themes. More information on this process is detailed below.

## Mission (1.A)

### Salt Lake Community College's Mission Statement

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

The College fulfills its mission by:

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

The current mission statement has been in place since 2005. It has guided the College through many formative years. But it is also a time of new beginnings at SLCC with a new college president, executive leadership, and a new NWCCU accreditation cycle. And the College has witnessed significant changes through retirements and new hires in important faculty and staff positions. Mission statements need to be revised occasionally in an effort to match the latest strategic thinking of an institution, reflect the current values, and (through the process of revision) refocus the institution's attention on its core activities. SLCC is transitioning to a new era; new eras require new language.

Executive Cabinet charged the Institutional Effectiveness Council (IEC) with recommending draft mission statements. The IEC consulted the literature on mission statements and evaluated examples from other institutions.<sup>10</sup> The College is staying loyal to the mission; it still is and plans to remain a comprehensive, open-access community college that provides transfer and workforce pathways. But the council was trying to produce a better statement of the College's work.

The College needs a more concise, focused mission statement: a statement to point faculty, staff, administration, community members, and students to the central functions of the College; a statement that focuses efforts on the two or three activities that are core to the College's work. The council also felt the institution needs a mission statement that set it apart from other Utah institutions. What makes SLCC unique in the state?

The preliminary mission statement recommendations from the IEC are included in Appendix A. The drafts were presented to the larger college at a college-wide meeting on August 25, 2015.<sup>11</sup> The entire college community has been invited and encouraged to provide feedback on these statements. An [online feedback webpage](#) was launched and has received over 400 responses.<sup>12</sup> The IEC is currently reviewing this feedback to present a final recommendation to Executive Cabinet. College leadership will consider this feedback as they select a final mission statement to present to the College on September 29, 2015 and for board approval by the end of Fall 2015. Subsequent reports to the Commission will provide the final mission statement.

## Mission Fulfillment

As the new mission statement is refined and adopted, the College will adopt a new, simpler mission fulfillment framework. College leadership has begun work on this framework and a draft is presented in the graphic and table below. The framework is built around the student pathway either to transfer or to enter the workforce. Each core theme represents a part of the student pathway. The access and success core theme represents the beginning to the completing of a program of study. The indicators measure student enrollment and completion at SLCC. But access and completion are insufficient; the College also looks to the student outcomes post completion. Transfer and workforce outcomes are being established to ensure students are achieving their ultimate goals. The student pathway with associated objectives and indicators make up the mission fulfillment framework.

The College articulates institutional outcomes that represent an acceptable threshold of mission fulfillment. College leadership sets minimum thresholds (called baselines) through quantitative and qualitative analysis to consider the context, purpose, characteristics and expectations of institution's community, staff, faculty, and perhaps most importantly students.<sup>13</sup> The baselines are periodically reexamined to ensure currency and rigor. The draft set of baselines is provided below. The objectives, indicators, and baselines are more fully explained in the core theme section (1.B).

Mission fulfillment is defined as meeting all baselines on core theme indicators.

While baselines represent the threshold for mission fulfillment, the institution is also setting performance goals. The goals represent the desired level of performance. These goals will guide the institutional work for the next five to seven years. The precise goals will be set through strategic planning process and released in Spring 2016.

Chart #2 SLCC Mission Fulfillment Framework (DRAFT Fall 2015)



Core Theme	Objective	Indicators*	Baseline
 Access & Success	Provide accessible instructional programs and student services	General SLCC Participation Rate	9.5%
	Provide access to students underrepresented in higher education	Minority Participation Ratio	5% Annual Growth
	Support students to become successful and engaged learners	Student Completion Rate	>=20%
 Transfer Education	Prepare students with a foundation for success in continued studies	Transfer Degree Conversion Rate	50%
 Workforce Education	Prepare students with knowledge and skills meeting current industry needs	CTE Graduate Employment	45% Above Wage Target
	Provide specialized training for business and industry	Specialized Training Responsiveness	1.25%

\* More details about the indicators and how they will be measured is provided in the core theme section (1.B) below

## Core Themes (1.B)

In April 2009, SLCC embarked on the process of defining the mission core themes. A college-wide task force defined core themes focused on what the College provides, as an open-access, comprehensive community college. Core themes were crafted as invitations for shared ownership of the key mission components. The original draft of core themes with defining objectives was distributed to the entire college community for review and consideration during Fall 2009. The taskforce made revisions based on input from college personnel, and the Executive Cabinet ratified the SLCC Core Themes in November 2009.

The College is currently revisiting its mission statement and anticipates a slight change in its core themes (see the response to topics requested by the commission above). Feedback from peer reviewers during the Fall 2014 year seven visit suggested that a simplification and reduction in core themes may be appropriate. The core themes provide the framework for articulating outcomes and performance indicators.

The draft core themes are presented below. While the mission statement is under revision, the substantive mission will remain unchanged as a public open-access comprehensive community college. The core themes described below individually manifest the essential elements of and collectively encompass SLCC's mission.

### Salt Lake Community College Core Themes (Draft Fall 2015)



#### ***Access and Success***

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



#### ***Transfer Education***

- Prepare students with a foundation for success in continued studies



#### ***Workforce Education***

- Prepare students with knowledge and skills meeting current industry needs
- Provide specialized training for business and industry

## Core Theme Objectives and Performance Indicators

The College has refined its core theme objectives and performance indicators. The indicators described below meaningfully inform the College regarding core theme objective achievement. The College has done significant work to create clear data definitions, testing the validity and reliability of measures, and benchmarking metrics against external and internal standards. Many of the core theme indicators were informed by national benchmarks (IPEDS, NCCBP, VFA, and CCSSE). Additionally, data gathered from internal student surveys provide a source of indirect measures of student satisfaction and learning that are aligned with core theme objectives. The rationale for each core theme performance indicator is provided below. Core theme indicator data can be found at [http://performance.slcc.edu/Core\\_Themes/](http://performance.slcc.edu/Core_Themes/)

### NOTE:

The self-study and subsequent strategic planning has given rise to an internal conversation regarding the role of business and administrative services (e.g., budgeting, accounting, facilities, . . .) in accomplishing specific core theme objectives. Clearly these functions are critical to institutional success but their contribution is not directly captured through the core theme objectives. This has led to conversations about developing institutional administrative objectives and indicators regarding institutional capacity, efficacy, and sustainability which would parallel the core theme objectives and provide a more clear articulation of the essential work of business and administrative services. This may be included in subsequent reports and in core theme performance reporting frameworks.



## Core Theme: Access and Success

SLCC is an open-access community college. The access and success core theme describes the time from when the student enters SLCC to the completion of their program of study. This is the most critical and influential time the College has towards improving subsequent transfer and workforce outcomes. This core theme has been organized around three objectives to: (A) provide accessible instructional programs and student services, (B) provide access to students underrepresented in higher education, and (C) support students to become successful and engaged learners. Each of these objectives has associated performance indicators described below.

### Objective A: Provide Accessible Instructional Programs and Student Services

#### *Core Theme Indicator #1: SLCC General Participation Rate*

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

An imperfect but good approach to measuring access is the participation rate. This general access indicator expresses total enrollment as a percentage of the Salt Lake County college-aged population. To maintain access the college should grow at the same rate as the county college-aged population. The measure allows college leadership to set a mission fulfillment baseline to guide institutional efforts to maintain and improve access. The College considers long-term business cycle data when evaluating baselines for this indicator. This allows a longer-term perspective which can smooth out the labor market volatility to determine if population growth is being captured in higher enrollments. Ultimately this measure provides clear patterns of student access to SLCC and functions as a barometer for access initiatives.

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

#### *Core Theme Indicator #2: Minority Participation Ratio*

The College not only needs to maintain general access, but to ensure that access is equitable. Inequitable enrollment occurs when the demographics of the student body and of the graduating class do not reflect the community's racial and ethnic demographics. SLCC actively seeks to equitably represent all populations in enrollment and graduation. Minority underrepresentation indicates an opportunity to better understand why underrepresented populations do not proportionally enroll and/or complete awards.

SLCC measures enrollment equity through a minority participation ratio. If the College has an equal proportion of minority populations as the surrounding community, the ratio equals 1:1. If the College student body is more diverse the ratio rises above 1 and if the student body is less diverse the ratio falls below 1. This allows the College to accurately measure how accessible it is to underrepresented populations. The College considers peer comparisons and

conversations with local community leaders when establishing a mission fulfillment baseline for this measure. The College has seen considerable improvement in this indicator in the past three years and is actively working towards achieving a 1:1 ratio.

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

#### *Core Theme Indicator #3: Student Completion Rates*

Students at the best community colleges complete. Nearly three-quarters of SLCC students have openly expressed award completion as their goal.<sup>14</sup> Prior indicators under this objective focused on important elements like fall-to-fall persistence and student engagement. While these indicators are essential to a reporting and a performance improvement environment, they were insufficient in determining if students were ultimately successful. For this reason, the College has replaced the previous indicators with the student completion rate. If students are becoming successful and engaged learners, they will complete at high rates.

SLCC is an original member of the Voluntary Framework of Accountability (VFA) and has adopted the six-year completion metrics pioneered by this group. The primary difference between the IPEDS and VFA completion numbers is the size of the cohort and the length of time.<sup>15</sup> The VFA measure (and thus the SLCC measure) holds the College accountable for all of its students, not just a small percentage. IPEDS only considers first-time, full-time students which make up less than a quarter of SLCC new students. The VFA also recognizes that community college students are part-time and have irregular enrollment patterns. With a median credit load between two and three courses and occasional stop-outs to work to earn more money to pay for college, SLCC students need more time to complete.

The College considers peer comparisons from the VFA and vast amounts of student data (including the previous indicators) in establishing a mission fulfillment baseline for this measure. The College knows that economic and financial trends impact this number heavily as students stop out when they get a job. As the College works to support more students to complete, it considers this number in context of the intent, characteristics, and expectations of its students.



## Core Theme: Transfer Education

Approximately two-thirds of SLCC students enroll with the intent to transfer to a four-year college or university.<sup>16</sup> The transfer education mission has been organized around a single overarching objective to prepare students with a foundation for success in continued studies.

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

#### *Core Theme Indicator #4: Transfer Degree Conversion Rate*

Graduates need to be academically prepared and have credits which transfer. While SLCC directly impacts the lower-division coursework, the goal of SLCC transfer students is bachelor degree completion. The perception of a standalone SLCC transfer program does not fit the student perspective. Few transfer students consider their goal only to complete lower-division coursework and nothing further. The institution has adopted this same perspective in its objectives and indicators. Ultimately, SLCC aims to improve bachelor degree completion for SLCC transfer students. This is both a measure of preparation and articulation.

Students well prepared for upper-division coursework with credits which articulate to bachelor degrees are more likely complete. Successful articulation reduces the need to repeat or redo similar coursework that could be completed in at SLCC. Properly aligned articulation improves student bachelor degree completion rates by reducing student confusion and repeated course taking. Academically prepared students will be successful in upper-division courses.

The transfer degree conversion rate is the percentage of SLCC transfer degree (AA/AS/APE) graduates who earn a bachelor degree within three years of SLCC graduation. Transfer-based associate degrees must be meaningful and capable of being converted into bachelor degrees at high rates. The College closely monitors this rate and is in the process of setting an institutional goal to galvanize collective effort to improve student outcomes.



## Core Theme: Workforce Education

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

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

#### *Core Theme Indicator #5: CTE Graduate Employment*

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

The primary outcome of workforce education is what SLCC has defined as gainful employment. While there is significant disagreement on how to measure "gainful employment" at the federal level, SLCC has pushed forward with its own definition. At SLCC gainful employment is achieved if the graduate is employed with a wage above the median inexperienced wage for occupations in Salt Lake County which require an associate's degree, a certificate, or some post-secondary education.<sup>17</sup> To avoid confusion with the federal debate around gainful employment, SLCC simply refers to its definition as "employed above the wage target."

This indicator provides the college with valuable information to guide programmatic workforce decisions. The indicator is evaluated at six quarters after graduation to allow time to secure employment. Using the unemployment insurance database from the Utah Department of Workforce Services, the College tracks student employment and wage outcomes from the time of graduation through five years after graduation. A low percentage employed above the wage threshold after six quarters indicates a potential problem in curriculum alignment, employer demand, or student preparedness. This information facilitates further discussions with employers and students to improve workforce outcomes.

### Objective F: Provide Specialized Training for Business and Industry

#### *Core Theme Indicator #6: Specialized Training Responsiveness*

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

The market penetration rate is the number of non-credit specialized training enrollments as a percentage of the county population. Using a market penetration rate also provides a control for general population growth. Increase in market penetration reflects actual growth as opposed to growth from natural population increases.

The demand-driven characteristics of these programs makes enrollment (as expressed in the market penetration rate) a meaningful indicator. Because the programs are self-supported they must be responsive to the expectations of employers and students. If the customer (whether that's the student or the company) is not pleased with the training, enrollments will drop. This is perhaps less true in the traditional college environment where students are seeking formal college awards and not paying the full-cost of the education.

The meaningfulness of this measure has been verified by looking at historic information for these types of training. While the College has seen significant growth, increasing from 10,158 enrollments in 2010 to 14,943 in 2014, it has only done so by responding to employer demand.<sup>18</sup> The College has brought on numerous new programs and courses while eliminating prior programs. New programs focused in high demand industries such as energy management, small business management (including the Goldman Sachs 10K Small Businesses program<sup>19</sup>), and composites have increased enrollments in specialized training at a time of overall institutional enrollment decline. If the college was not responsive and not meeting employer needs these numbers would not represent such growth because employers would seek other ways to meet their training needs.

## Conclusion

SLCC is entering a new era. With new leadership, new facilities, and a new strategic plan, SLCC is quickly advancing towards becoming a premiere community college. As SLCC revises its mission statement, core themes, core theme objectives and indicators, and mission fulfillment framework it is positioning the College as a national leader. The result of these efforts will be a shorter simpler mission statement, clear core themes and objectives, meaningful and assessable indicators of achievement, and a mission fulfillment framework to guide overall success. Through these efforts the College will become a model for inclusive and transformative education, strengthening the communities it serves through the success of its students.

# Appendix A

## Draft mission Statements

The drafts contain one common sentence, the statement that “SLCC is your community’s college.” The IEC felt that the emphasis on community identified something that sets SLCC apart from other colleges and universities in Utah. We hold ourselves accountable to the community in ways other higher education institutions do not. The rest of the mission statement drafts represent different attempts to capture the core work of SLCC. What are the central activities that define this institution, that answer the question “Why SLCC?”

### **Mission Statement Draft 1**

SLCC is your community’s college. We engage our learners in programs and pathways leading to successful transfer and meaningful employment.

### **Mission Statement Draft 2**

SLCC is your community’s college. We support our learners to achieve their educational and career goals in an environment that promotes engagement, inclusivity, and opportunity.

### **Mission Statement Draft 3**

SLCC is your community’s college. In a learning-centered environment, we support our students to achieve their educational goals through clear transfer pathways and responsive direct-to-work programs.

These drafts better represent the current efforts to connect with the community and to really hold the institution accountable in measurable ways.

## Appendix B

SLCC Matrix of Core Themes, Objectives, Mission Fulfillment Baselines, Goals, and Reporting Framework (Draft)

Core Theme	Core Theme Objective	Core Theme Indicator	Mission Fulfillment Baseline	Institutional Goal	Reporting Framework (Data Cubes and Dashboards)
 Access and Success	Provide Accessible instructional programs and student services	General Participation Rate	9.5%	N/A	<ul style="list-style-type: none"> <li>Market Share</li> <li>General Education Enrollments</li> <li>Concurrent Enrollment Enrollments</li> <li>New Student Enrollments</li> <li>College readiness*</li> </ul>
	Provide access to students underrepresented in higher education	Minority Participation Ratio	Annual 5% Growth	1:1	<ul style="list-style-type: none"> <li>Enrollment by race/ethnicity compared to county demographics</li> <li>Enrollment by salt lake county region</li> <li>Enrollment of race/ethnicity by campus</li> </ul>
	Support students to become successful and engaged learners	Student Completion Rate	=> 20%	TBD	<ul style="list-style-type: none"> <li>Persistence rates (fall to spring and fall to fall)*</li> <li>Developmental transition*</li> <li>Awards per 100 FTE*</li> <li>Annual student turnover rates</li> <li>Credits at</li> <li>QS/QL Math Completion rates</li> </ul>
 Transfer Education	Prepare students with a foundation for success in continued studies	Transfer Degree Conversion Rate	50%	TBD	<ul style="list-style-type: none"> <li>Performance first year after transfer*</li> <li>Degree conversion and transfer rate by program</li> <li>General education proficiency*</li> <li>General education integration*</li> </ul>

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 <p>Workforce Education</p>	Prepare students with the knowledge and skills meeting current industry needs	CTE Graduate Employment	45% Above Wage Target	TBD	<ul style="list-style-type: none"> <li>• Most common general education pathways</li> <li>• Licensure Passage Rate*</li> <li>• Employment and Wage by Program</li> <li>• CTE Awards per 100FTE*</li> <li>• Economic Cluster Growth and Development</li> <li>• Alignment with GOED Incentives</li> <li>• PAC Participation</li> <li>• Stackable credential growth</li> <li>• Non-credit to credit transition (internal articulation)</li> <li>• Competency-based graduates</li> <li>• Top 5 enrolling programs</li> <li>• Industry feedback survey</li> <li>• Transition of non-credit programs to credit</li> </ul>
	Provide specialized training for business and industry	Specialized Training Responsiveness	1.25%	N/A	

\* Indicates previous core theme indicator

## End Notes

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<sup>1</sup> The institutional effectiveness division was previously a department within academic affairs. More information regarding this new division can be found at <http://www.slcc.edu/institutional-effectiveness>

<sup>2</sup> More information on the Executive Cabinet can be found at: <https://www.slcc.edu/president/executivecabinet>

<sup>3</sup> The previous strategic plan is available online at: [www.slcc.edu/strategic-planning/](http://www.slcc.edu/strategic-planning/)

<sup>4</sup> OpenStax is a nonprofit organization that develops free peer-reviewed textbooks. More information on OpenStax is available at its website <https://openstaxcollege.org/>

<sup>5</sup> See the [strategic planning process handout](#) created by Institutional Effectiveness for more details.

<sup>6</sup> Insert presentation and notes from the community engagement forum

<sup>7</sup> See Utah Code [§3B-1-102, 103](#) for legislation creating the State Board of Regents, the Utah System of Higher Education and Salt Lake Community College's membership in that system.

<sup>8</sup> Utah State Board of Regents Policy [R312-4.4](#)

<sup>9</sup> Utah State Board of Regents Policy [R315-7](#).

<sup>10</sup> This included the development of a [mission statement rubric](#) used to assess both our own drafts and drafts from other colleges. A copy of the rubric is linked [here](#); and is available in the evidence folder.

<sup>11</sup> SLCC Convocation is an annual event held the day before start of classes (see [www.slcc.edu/convocation](http://www.slcc.edu/convocation)). The Institutional Effectiveness Council presented its recommendations in this [powerpoint presentation](#). The presentation also contains suggested revisions to the vision statement, but that is outside the scope of this report.

<sup>12</sup> The feedback webpage can be accessed at <http://www.slccimc.com/Convocation/form.php>. Results of the feedback is provided in real time at <http://www.slccimc.com/Convocation/results.php>. Comments were also collected and reviewed at <http://www.slccimc.com/Convocation/comments.php>.

<sup>13</sup> See NWCCU standard 1.A.2 which reads "the institution defines mission fulfillment *in the context of its purpose, characteristics, and expectations*" (emphasis added). This element of the Standard One explicitly recognizes that mission fulfillment definitions need to be determined in the larger institutional context. Defining thresholds for mission fulfillment is a robust and meaningful conversation at SLCC. There has been considerable debate regarding the definition of thresholds and their relative permanence. How often, if at all, should such thresholds change? Because institutions are to determine thresholds within a larger institutional contexts, if those context change the thresholds themselves must change. Institutional contexts are dynamic. Economic fluctuates and programmatic and state- and system-level changes affect institutional performance. It is thus incumbent on the institution to periodically monitor that context and adjust its mission fulfillment thresholds to ensure currency. A static threshold is a lazy and inattentive threshold. SLCC expects to periodically reevaluate its threshold baselines but would not expect significant revisions unless significant changes occur to the institutional context.

<sup>14</sup> According to SLCC Institutional Research New Student Survey 71% of new students report their primary objective is to earn a credential or formal educational award. See [http://performance.slcc.edu/surveys/new\\_students\\_graphs.html](http://performance.slcc.edu/surveys/new_students_graphs.html)

<sup>15</sup> Although this distinction will become less meaningful as the Department of Education has begun to change IPEDS reporting requirements to in a way that better aligns with VFA methodology. The IPEDS outcomes reporting process is moving to a six year and even an eight year time frame to "reflect the diverse student populations at 2-year institutions." (see <https://surveys.nces.ed.gov/ipeds/VisChangesForNextYear>).

<sup>16</sup> According to SLCC Institutional Research New Student Survey 60% of students report an intention to transfer. See [http://performance.slcc.edu/surveys/new\\_students\\_graphs.html](http://performance.slcc.edu/surveys/new_students_graphs.html)

<sup>17</sup> This definition was developed through the work of the Quality Higher Education Council at SLCC. The council also looked at using the [Voluntary Framework of Accountability](#) measure of 200% of poverty level for a family of four, but felt that measure was attempting to compare an individual's income to a family income. The council felt the comparison to occupational median wage was more appropriate.

<sup>18</sup> For a historical numbers in non-credit specialized training see Table 41 in the SLCC Fact Book available at [http://performance.slcc.edu/factbook/H\\_non-credit/table41.html](http://performance.slcc.edu/factbook/H_non-credit/table41.html).

<sup>19</sup> The SLCC and Goldman Sachs 10K small businesses partnerships is a vibrant and exciting new development for community colleges. The college offers small business owners access to practical business and management education. Business owners receive a scholarship for the program through the Goldman Sachs Foundation. The offering culminate with a tailored plan for business growth prior to graduation. For more information see <http://www.slcc10ksb.com/about>.



# Enrollment Report

Board of Trustees; Fall 2015

## Fall 2015 Enrollment

Fall Third Week Enrollment Percent Change (UNOFFICIAL) Headcount to FTE Ratio 1.85

	Fall 2014		Fall 2015*		Percent Change	
	FTE	Headcount**	FTE	Headcount**	FTE	Headcount
Budget Related	13,934	24,253	13,724	23,831	-1.5%	-1.7%
Concurrent Self-support***	1,667	4,890	1,541	4,752	-7.6%	-2.8%
Credit Self-support	331	1,101	287	1,015	-13.3%	-7.8%
<b>Total Credit</b>	<b>15,932</b>	<b>29,537</b>	<b>15,553</b>	<b>28,814</b>	<b>-2.4%</b>	<b>-2.4%</b>

\* Projected for Fall 2015

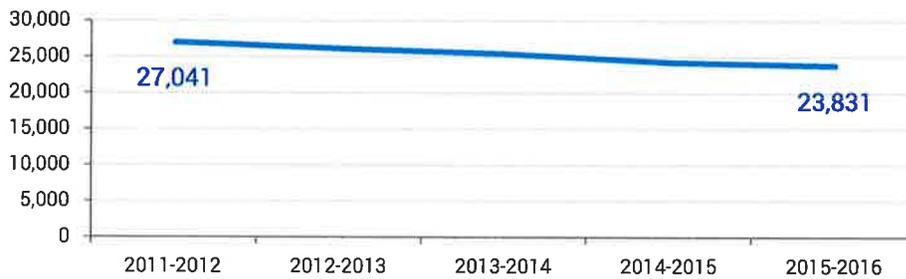
\*\* Numbers may not sum due to duplication between student program types

\*\*\* Concurrent enrollment numbers may be underreported due to reporting and scheduling misalignments with high school schedules. All concurrent students are counted in end-of-term reports.

### 5-Year Trend in Credit Enrollments

-11.9% 5 Yr Change

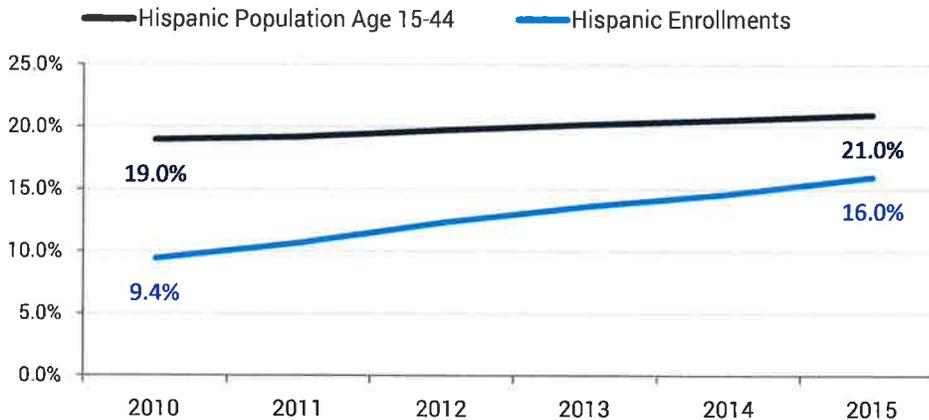
Fall Third-week Enrollments (budget-related); Fall 2011 - 2015



### Improving Hispanic/Latino Enrollments

48% 5 Yr Change

Salt Lake County Hispanic college-aged population as a percent of total college-aged population (age 15-44) and percent of SLCC student body who identify as Hispanic; Fall 2010 - Fall 2015



### Improving Inclusivity and Underrepresented Student Enrollment

Minority Populations (Fall 2015*)	SL County Population	% of SLCC Enrollments	Difference
Hispanic	20.6%	16.3%	-4.3%
Hawaiian or Pacific Islander	1.7%	1.2%	-0.5%
Black	1.8%	2.0%	0.2%
American Indian or Alaskan Native	0.8%	0.8%	0.0%
Asian	4.2%	3.7%	-0.5%
Unspecified		6.0%	

\* Projected for Fall Third Week 2015

### Academic Year 2014 - 2015 Enrollment

#### Annual Institutional Enrollment Percent Change (Headcount)

	AY 2014	AY 2015	Percent Change
<b>Credit Enrollments</b>			
Budget Related Credit	34,593	33,375	-4%
Concurrent Self-support	8,071	8,441	5%
Credit Self-support	2,613	2,400	-8%
<b>Total Credit</b>	<b>45,277</b>	<b>44,216</b>	<b>-2%</b>
<b>Non-Credit Enrollments</b>			
Custom Fit	2,406	2,781	16%
STIT	541	588	9%
School of Applied Tech.*		<b>*1079</b>	
Goldman Sachs	2,999	2,159	-28%
All Other Non-credit	8,997	9,086	1%
<b>Total Non-credit</b>	<b>16,523</b>	<b>15,693</b>	<b>-5%</b>
<b>INSTITUTIONAL TOTAL</b>	<b>61,800</b>	<b>59,909</b>	<b>-3%</b>

\* Due to transitioning to a new competency-based model, reporting processes have changed requiring a new baseline for reporting in the SAT. Previous enrollments cannot be compared.

#### Enrollment by Course Type (Annualized FTE)

	AY 2014	AY 2015	Percent Change
Transfer / Academic Programs	11,691.5	10,900.0	-6.8%
Workforce / Vocational Programs	5,445.5	5,258.0	-3.4%
<b>Total</b>	<b>17,137.0</b>	<b>16,158.0</b>	<b>-5.7%</b>

President's Committee on Inclusivity & Equity  
Board of Trustees Report

May this document/report serve as an introduction to some, and a presentation to others, of the President's Committee on Inclusivity and Equity. President Huftalin reinstated this committee in the summer of 2014 as she seeks to move the needle on inclusivity and equity on Salt Lake Community College campuses.

Given the following, the President's Committee on Inclusivity and Equity has been established: (a) SLCC's mission to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages; (b) our commitment to fulfill our mission in a climate conducive to learning, teaching and working; (c) our belief that diverse perspectives, life experiences, and cultures fundamentally enrich the learning environment; (d) our imperative to close achievement gaps among students of color; and (e) our role as a community college to reflect, promote, and serve our diverse communities.

This committee is charged to:

- Strengthen the sense of inclusivity on campus by consistently reviewing, analyzing and recommending policies and practices to address noted gaps;
- Review structural employee ethnic, racial, and gender diversity on campus to work towards mirroring Salt Lake County demographics;
- Review and recommend revisions to policies, procedures and practices when necessary to ensure inclusive and welcoming physical and learning environments are in place;
- Advise Cabinet semi-annually on issues, recommendations, or benchmarks;
- Conduct bi-annual climate surveys and associated town hall meetings to strengthen understanding of experiences; and
- Provide an annual report to the Cabinet and College community summarizing efforts and accomplishments.

As such, we have been working diligently towards fulfilling our mission. Below, you will see just a few items we have been engaged in as we are getting established.

**Adopted Definition of Inclusivity**

Inclusivity is the active, intentional, and ongoing commitment to ensuring that all members of the campus community are able to fully and meaningfully participate in and contribute to all aspects of campus life (i.e. in the curriculum, programs and resources, and in practices and processes). It is the involvement and empowerment of all members of Salt Lake Community College, where the inherent worth and dignity of all people are recognized and valued.

## **Inclusive Excellence**

The President's Committee on Inclusivity and Equity is adopting the framework of inclusive excellence to guide our work here at the college.

### *What is Inclusive Excellence?*

Inclusive Excellence is a planning process intended to help Salt Lake Community College establish a comprehensive and well-coordinated set of systemic actions that focus specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life. The central premise of Inclusive Excellence holds that SLCC needs to intentionally integrate our diversity efforts into the core aspects of the institutions—such as academic priorities, leadership, quality improvement initiatives, decision-making, day-to-day operations, and organizational cultures—in order to maximize our success.

### *How Does Inclusive Excellence Work?*

Inclusive Excellence offers an approach for organizing our work in a deliberate, intentional and coordinated manner. This approach:

- Employs a dual focus in diversity efforts, concentrating on both increasing compositional diversity, and creating learning environments in which students of all backgrounds can thrive;
- Requires a more comprehensive, widespread level of engagement and commitment ensuring that every student fulfills their educational potential;
- Places the mission of diversity at the center of institutional life so that it becomes a core organizing principle, around which institutional decisions are made;
- Calls for a close attentiveness to the student experience itself, including the impact of race and ethnicity, and the influence of physical ability, sexual orientation, gender expression, socioeconomic background, and first-generation status on their learning experiences; and
- Demands that the ideals of diversity and excellence be pursued as the interconnected and interdependent goals they are.

### *What Does Success Look Like?*

Success will be recognized by numerous hallmarks, some of which include:

- Thorough institutionalization of equity and diversity where they are embraced as core values and used to inform campus decision-making, educational practices, and policy-making;
- Greater compositional and equitable representation diversity of among faculty, students, staff, and other university personnel;

- Steady and significant rates of retention and upward mobility for faculty and staff who are members of underrepresented populations;
- Steady and significant increases in the retention and graduation rates for all SLCC students;
- Proportional representation of students from underrepresented and underserved populations in competitive academic programs and co-curricular activities that are indices of excellence;
- Improved campus climates that provide a strong, abiding sense of belonging and community for all SLCC students;
- Better alignment and cohesiveness between diversity efforts and other institutional initiatives;
- Greater numbers of SLCC students who possess the requisite multicultural competencies they need to navigate an increasingly diverse democracy; and
- The enhanced capacity of SLCC to meet the ever-emerging and complex needs of its students, the state, and society, now and in the future.

### **Ethnic Minority Faculty Recruitment & Retention**

As we seek to make Salt Lake Community College a more inclusive and diverse institution of higher learning, it is imperative that our faculty ranks reflect this desire. In the last 15 years, diversity amongst full time faculty here at SLCC has increased by merely 1%. While we are an institution that relies heavily upon adjunct faculty, national data suggests that there is greater academic success for students that interact more with full-time faculty than part-time. This is no slight against our very capable and competent adjunct faculty; this point is made to underscore the dire need to diversify our full-time faculty.

One may ask why not just hire more full time faculty. While I would definitely agree with this concept, we cannot simply hire more full-time faculty without being intentional about diversifying the faculty pool. The benefits of diversity are well documented within the academic as well as business literature. Thus, we are working closely with Deans, academic departments, and HR to create an infrastructure to achieve this goal.

## **Faculty Leadership Report October 2015**

### **Academic Rank Promotion**

The Tenure and Academic Rank Promotion Guidelines were released to faculty in September. In its inaugural year, the Faculty Association and Senate will invest significant time analyzing processes and recommend revisions. The overarching goal of this new evaluation system is to provide full-time faculty with a more holistic approach to analyze teaching, professional activity, and service with an eye on improving our virtual and classroom work with students.

### **Faculty Association**

This year the Faculty Association will address rank advancement, faculty load equity, merit, one-time payments, and overload. We are and will continue to be involved in on-going conversations regarding revisions to our new Academic Rank Document. We have begun to address the other issues affecting faculty this year and will continue to work on those issues.

### **Faculty Senate Bylaws**

Faculty Senate Leadership is revising the Bylaws to provide a more comprehensive look at each standing committee. The revisions will delineate committee membership to increase broad-based membership and provide more opportunities for faculty and others to serve the college community.

### **Respectfully Submitted,**

Lois Oestreich, Faculty Senate President

Louise Bown, Faculty Association President

**Board of Trustee Notes – Staff Association Board**

9/25/2015

The Salt Lake Community College Staff Association met on August 11 and September 3, 2015. Several board members were excused from each meeting.

**Discussion Items:**

New board members were introduced and welcomed.

Staff Stars – Kathy Shipley and her work with Staff stars was acknowledged and a gift will be presented to her for her ongoing work on this program. Some statistics regarding the staff star program:

- 15.8 nominations per month
- 1042 nominations since inception
- 330 gifts have been awarded
- 152 staff members have enjoyed lunch with the President

UHESA & Social Media - Encouraged us to start a Facebook page – items to include- campus activities and staff events. Community engagement opportunities can be announced on our page.

Senor Leadership Retreat – school's new mission and vision to be announced at Convocation.

Convocation – David Brower to chair convocation staff association meeting. Discussion with staff members to come up with words to use in our staff association mission and vision.

Constitution and Bylaws – will be reviewed and discussed in September meeting – produced in a Google doc for board to review and make comments, ongoing discussion at October meeting.

Budget – some budget will be applied to travel. Budget was increased to \$4000 to cover membership fees, staff stars, convocation, president forum, campus activities.

Committees – many opportunities for all board members to participate:

- Community Engagement – Jackie Jolly, chair
- Benefits Committee – David Brower
- Grievance committee – Sue Christensen or Rachelle Brough – Julia will recommend to committee
- Professional development task force – Alison Arndt-Wild
- Sustainability Committee – Sean Crossland, chair
- Writing across the college committee – Bryce Quintana
- Aeronautics Business education committee – Bryce Quintana
- LGBTQ committee – Michael Blain
- Tuition reimbursement – Sue Christensen & Carol Clawson will continue to research
- Employee recognition Awards committee –

Engagement and accountability – at each campus event staff star nominations should be encouraged. Each staff delegate and delegate elect will be a representative for staff and should be held accountable for that representation

Convocation – ideas for staff meeting at Convocation:

- 1) Retirement perk – card to go to LAC, library, Grand Theatre to be given after someone has worked for the college for a set number of years.
- 2) HR questions – we will direct staff to the website which seems to have pretty clear language.
- 3) Talent management, part time benefits

A basket and treats were provided to each delegate for their campus events.

We will have presentations at future meetings from HR, bookstore, etc.

Our next meeting will be October 1, 2015 at Jordan campus.

The Salt Lake Community College Student Association had a great summer working to get ready for the next academic year to serve our fellow Bruins with capacity, wisdom, and energy. The 2015-2016 year is going to be the best with the fantastic student leaders that we have with us.

### Student Life & Leadership

- The Student Association Executive Council continued their movie series with *Pitch Perfect 2* on August 27. Those who attended enjoyed free popcorn and drinks during this musical comedy. The movie began at 8:30 p.m. on the west lawn on the Taylorsville Redwood Campus.
- Tim Montana and the Shrednecks brought their country music style on August 26, 27, and 28 to the Jordan, South City and Taylorsville campuses as part our Welcome Back Week festivities.
- With the Fall semester in full swing, the Clubs and Organizations Board, in collaboration with First Year Experience, hosted the Fall 2015 Club Rush and Resources Fair. Clubs and various departments provided information tables just west of the Student Center on September 8 at Taylorsville Redwood Campus, South City Campus on September 9 and at the Jordan Campus on September 10.
- The final installment of the Student Association Executive Council movie series finished on Thursday, September 10 at 8:00 p.m. The movie was the summer blockbuster *Jurassic World* and was shown at the Jordan Campus, Student Pavilion. Drinks and popcorn were available to the nearly 400 individuals who attended.
- The Fine Arts and Lectures board hosted it's first event of the semester on September 14 by hosting the "Stand up to Stigma" Mental Health Student Voices panel in the Student Events Center. The noon event featured three SLCC students and two alumni living with mental health challenges.
- Comedian Chris James shared his comedic talent with the SLCC community on September 13 at the Jordan Campus in the Multipurpose Room and September 17 at the Taylorsville Redwood Campus in the Student Events Center. Chris James finished his SLCC campus tour at the South City Campus on September 18 in the Multipurpose Room. All shows began at 7:00 p.m.
- The North Region began it's "Monday Game Day" activities at the South City Campus in the Student Life and Leadership Office. Students are able to come to the office and play a variety of games, from board games to video games. This is a great way for students to take a break from their school work and enjoy a small portion of their busy day. It also serves as an effective marketing tool, bringing many new students into the office to learn what the Student Association has to offer in terms of advocacy, programming, etc.
- The Fine Arts and Lectures Board brought the fast paced acrobatic show *Cirque Zuma Zuma* to the Alder Amphitheater on September 29, 2015 at 11:30 a.m. Students enjoyed this amazing show free of charge.

### Leadership Development

- The Summer Leadership Conference took place on August 11 and 12 at the Homestead Resort in Midway, Utah. This year's theme was Super Leaders. American entrepreneur, author, and speaker Arel Moodie, joined us as a keynote speaker and workshop

#### **Executive Council Mission Statement**

The SLCC Student Association Executive Council is an organization composed of student leaders who are driven to inspire, assist, guide, serve, represent and include students of diverse cultures, abilities and ages by:

- Addressing student issues and needs
- Providing access and opportunities to enrich the College experience
- Being believable and trustworthy
- Building communication bridges
- Collaborating with faculty and staff
- Working with the community

**BOARD OF TRUSTEES REPORT  
SLCC STUDENT ASSOCIATION  
October 2015**

presenter. Workshops focused on how student leaders can use their powers to enhance the experience for all SLCC students throughout the year. Teams of students completed various leadership challenge courses at Camp Williams on Tuesday afternoon before they traveled up to The Homestead.

- StrengthsQuest training continued as part of the Summer Leadership Development series on August 6. The StrengthsQuest team helped teach other student leaders what their strengths are and how they can utilize them in their respective responsibilities.
- The first *Profiles in Leadership* was held on September 23 in the Oak Room from 5:00-6:30 P.M. SLCC Trustee Maria Farrington kicked off the series, sharing her life story in higher education, and the wisdom she's gained along the way. It was a great opportunity for students to learn more about her as a person, her leadership style, and observations about life in SLC and at SLCC so far.

### Student Government

- Pizza and Politics took place on September 15 with Congressman Stewart. Free pizza was provided to those who attended. Students were encouraged to attend and ask any questions they had. The meeting began at 12:00 p.m. in STC 221/223. Outreach to various academic outlets and extensive advertising occurred to encourage attendance.
- Student Association interviews took place on September 18 in the Student Center.
- Student leaders in SLCCSA and the Multicultural Student Council have partnered on a potential new position in student government. Tentatively titled "Special Assistant to the President for Inclusivity and Equity," the position is modeled after Dr. Roderic Land's position that reports to President Huftalin and includes provisions for advancing inclusivity and equity efforts across the institution.
- Mac Biggers, VP of Clubs & Organizations, was offered and accepted the job of his dreams in New Jersey. He will serve as a representative for the visually impaired community and assure access is available for all who are visually impaired. As excited as we are for Mac, we are also very sad to announce that he has resigned as the Clubs and Organizations Vice President.
- Miles Broadhead, VP of the North Region, was also offered an incredible corporate job opportunity with the Cheesecake Factory in Seattle. We are equally sad to announce that he has resigned.
- SLCCSA, in partnership with Nancy Michalko, Executive Director of Development, are working to create a Student Hardship Fund to help those students who are having severe financial challenges which threaten to derail their schooling.

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**BOARD OF TRUSTEES REPORT**  
**Reporting: CIO / CISO**  
**September 25, 2015**

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**Office of the Chief Information Officer**

- OIT will continue researching technological opportunities to provide cost saving while maintaining the competitive edge in providing students and faculty with the tools necessary to enhance their educational experience.

**Office of the Chief Information Security Officer**

- Sensitive information scans and remediation has been expanded to the entire college community using software application called Identity Finder.
- Multifactor Authentication system deployed to OIT staff.
- All credit card readers have been converted to support pin & chip (50) required by October 2015 for PCI Compliancy.

**Office of Administrative Computing**

- Ellucian Recruiter has been implemented in a test environment and integration components have been installed in production. The system is scheduled for production in October 2015.
- Emergency Alert Students Import and Process has been completed.
- Supervisor Employee Training Management Tool that allows supervisors to monitor employee training online has been completed.
- International Orientation Session and Registration Management Application has been completed.
- IBP Web Application has been updated to allow for modifications and deletions of budget requests.
- Account balance is available in the Mobile application.

**Office of Technical Services (Systems and Infrastructure)**

- Network Access Control software has been implemented and is currently being tested.
- West Valley site has been completed. The network circuit has been installed and is fully operational.
- Milestone surveillance system has been implemented and the Redwood campus cameras to be completed by end of year.
- The new 1gb network circuits have been installed at West Valley, West Pointe and Library Square
- WebEx and Office 365 trainings have been add to the OIT schedule.