



# **Standard 1: Student Success and Institutional Mission and Effectiveness**

2020 Year Seven Self-Evaluation Report

*Snow College articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. Snow College’s programs are consistent with the institutional mission and culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher education institutions or programs. Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.*

**Institutional Mission**

**1.A.1 The institution’s mission statement defines its broad educational purposes and its commitment to student learning and achievement.**

Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals.

Snow College strives to fulfill its mission by: Honoring its history and advancing its rich tradition of learning by providing a vibrant learning environment that empowers students to achieve their educational goals, encouraging and supporting innovative initiatives that create dynamic learning experiences for the college community, and creating learning and service opportunities, locally and globally, to engage students, faculty, staff, and surrounding communities.

Approved by the Snow College Board of Trustees, February 16, 2011 and the Utah State Board of Regents, July 15, 2011 (see <https://www.snow.edu/academics/office/mission.html>)

Snow College, through an inclusive process of discussion and decision-making with faculty, staff, and students, has defined three Core Themes, reflecting its Mission, has established an overarching goal and a set of assessable objectives for each Core Theme. The three Core Themes have been approved by the Board of Trustees and serve to guide the College’s decision-making, strategic initiatives and actions, and continuous improvement endeavors for the academic year 2011-12 and forward (see <https://www.snow.edu/academics/office/themes.html>).

* Core Theme 1: Tradition of Excellence--Snow College honors its history and advances its rich traditions of learning by providing a vibrant learning environment that empowers students to achieve their educational goals.
* Core Theme 2: Culture of Innovation--Through initiatives that create and sustain a college-wide culture of innovation, Snow College encourages and supports innovation by developing dynamic teaching, learning, and engagement experiences for students, faculty, and staff, as well as for the larger College community.
* Core Theme 3: Atmosphere of Engagement--Snow College creates learning and service opportunities, locally and globally, to engage students, faculty, staff and surrounding communities.

Snow College publishes its mission in the general Snow College Catalog. It is included on institutional announcements, college publications, official college documents, and external press releases. Core themes are posted in common areas and classroom spaces throughout the Ephraim and Richfield campuses.

National acknowledgement of Snow College as a premier two-year state institution recognizes to the larger community that the college is executing its mission successfully. Such recognition includes

* + NWCCU accreditation since 1953
  + Specialized disciplinary accreditation for undergraduate programs in music (NASM), theatre (NAST), business education (ASCSB), nursing (ASN), and software engineering (ABET).
  + US News and World Report ranking of the college as the best “two-year college.”
  + Aspen Recognition among the top 100 two-year colleges in America consecutively since 2001. Aspen Prize competitor for three years (2013, 2015, 2017, 2019).
  + Carnegie Classification for the Advancement of Teaching classification of Snow College as
    - Baccalaureate/Associate’s Colleges: Associate’s Dominant
    - Exclusively undergraduate two-year with select four-year programs
    - Four-year, full-time, inclusive, lower transfer-in
    - Four-year, medium, primarily nonresidential

**Improving Institutional Effectiveness**

**1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.**

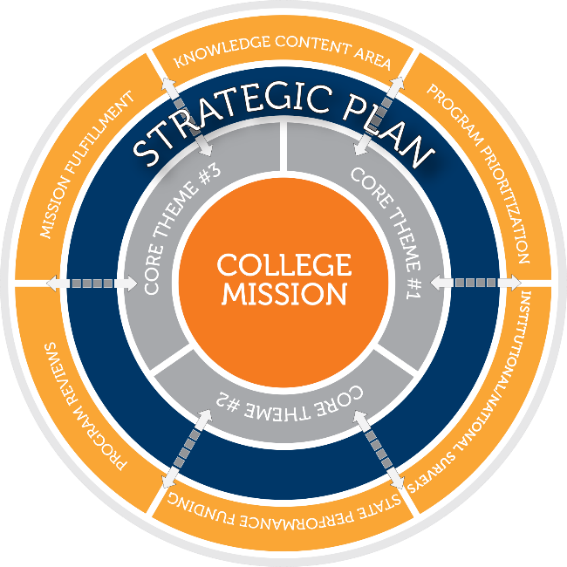
Snow College has articulated outcomes that measure mission fulfillment and progress toward long-term goals. These goals are established through internal planning processes and work in concert with the Utah System of Higher Education (USHE) reporting and performance funding metrics. These metrics are aligned with retention, graduation, and transfer success measures associated with Complete College America and the Aspen Institute. Snow College’s Strategic Plan (2014 – 2020, 2020 – 2025) and Strategic Enrollment Management Plan feature many quantitative objectives both for obtaining and allocating resources that facilitate the college’s mission and help determine mission fulfillment. In preparing for this Year Seven Self-Study and in response the NWCCU Year Three Self-Study, the college has updated and refined earlier objectives and identified more informative indicators to demonstrate achievements.

Figure 1. Snow College Planning and Assessment Model

All academic programs participate in a structured annual assessment of program outcomes. This “Assessment Day” occurs at the end of spring semester and allows faculty to coordinate course learning outcome evidence as feedback on program educational outcomes. Course achievement data dashboards allow faculty to analyze overall student success and disaggregated student achievement by known equity gaps. The analysis allows faculty to look at student achievement by group, semester, course, grade distribution, and faculty. Each program completes a summary report detailing the extent of assessment procedures (number of students, courses, etc.), program achievements, and goals/plans for program improvements to be implemented during the subsequent academic year. All summary reports are due to the Office of Academic Affairs by June 1 with feedback reports returned to each program by August 1. This is in advance of the new academic year and faculty planning meetings that occur in August.

Additionally, all degree programs undergo an external review on a five-year cycle (USHE R411 policy). These comprehensive program reviews require a complete self-study, evaluation by external peer reviewers (one from outside the college and one from within the college but outside the program), and responses from program chairs, directors, or deans regarding reviewer recommendations. All programs address progress toward program review recommendations during assessment day activities.

Proposals for new degree programs (USHE R401 policy) must demonstrate alignment with the overall mission of the college, quantified student growth, market/need-based evidence for the new program, consultation and/or collaboration with other USHE institutions, and fiscal plans for available and/or future resources before they are forwarded to the Snow College Board of Trustees for ratification prior USHE approval and NWCCU substantive change approval (USHE R401 policy). Once approved new programs must complete a year-three intermediary progress report that is ratified by the institution’s Board of Trustees and the Utah System of Higher Education (USHE).

Independent program accreditations and associated annual quality assurance reports are completed by Snow College’s Music, Theatre, Nursing, Business, and Software Engineering programs. Aspen Award applications, National Science Foundation grants, and other external entities provide additional opportunities for the College to measure progress and achievement of the institution’s core objectives, core themes, and mission.

In October 2018, USHE implemented a “scorecard” of ten system and institution metrics and goals. Snow College adopted these metrics as a part of mission fulfillment. In most cases, the metrics either aligned seamlessly with or helped clarify existing mission fulfillment key performance indicators. These metrics are reviewed by government officials and system administrators annually in advance of capital improvement and legislative funding requests.

The college monitors its progress regularly and data are made available to faculty, staff, students, the Snow College Board of Trustees, and the community through descriptive and analytical studies prepared by the Office of Institutional Research and regular reports to USHE. Institutional assessment data is publicly available online (source) and academic unit assessment data is available annually to academic faculty (source)**.**

**1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison, with regional and national peer institutions.**

Working under NWCCU’s 2010 standards, Snow College established core themes, objectives, and measures that are central to the college’s mission statement. The mission and these core themes were approved by the Snow College Board of Trustees on February 6, 2011 and the Utah State Board of Regents on July 15, 2011. Individually, they articulate the college’s directives to provide exceptional associate degree transfer education and workforce ready preparation in a supportive environment that “emphasizes teaching, training, scholarly, professional, and creative achievement, community service, and contributes to the quality of life and economic development of the community and the state” ([USHE Policy R312, section 4.3](https://higheredutah.org/policies/policyr312/)).

Each institutional key performance indicator has a benchmark and target or achievement goal. Key performance indicator benchmarks are determined by nationally normed peer data or USHE system-wide standards. For example, Snow College uses the IPEDS-determined peer comparison group with retention, graduation, and transfer rates. The IPEDS annual data feedback report is also used to determine institutional progress toward faculty compensation and student access to financial aid. Starting in 2016, Snow College initiated a comprehensive faculty and staff compensation study using independent measures and benchmarks provided by XXXXXX. The goal of this effort was to bring institutional compensation to within 90% of commensurate regional median salaries and resulted in a remarkable $1.2 million dollar allocation for the 2018 Utah State Legislature. Snow College administers the Community College Survey of Student Engagement (CCSSE) every two years and uses the data to determine institutional progress compared to regional and top-performing institutions. The 2020 administration of the CCSSE was interrupted by COVID-19 and was postponed to spring 2022. Since 2009, Snow College has been recognized by the Aspen Institute as one of the nation’s premier two-year institutions. Snow College has used data published by the Aspen Prize’s top ten finalist institutions to measure progress in reducing student equity achievement gaps.

Benchmarks not associated with external sources are established using five-year rolling averages. Targets are determined by consensus among faculty/staff committees with interest in the activities associated with distinct key performance indicators.

Key performance indicators rate current year data against benchmarks and targets using the following scale: below benchmark = “needs improvement” (scored as a 1); between benchmark and target = “meets expectations/making progress” (2); above target = “exceeds expectations” (3). Core theme objectives will use KPI averages, rounded to the whole number, against the same three-point scale. The extent of mission fulfillment will be determined by the percentage of objectives that “meet” or “exceed expectations” (average scores of 2 or higher). The threshold for mission fulfillment is that 90% of all objectives will meet or exceed expectations.

The assessment and measurement of core theme objectives and key performance indicators occurs throughout the calendar year. Formal reporting of mission fulfillment progress occurs bi-annually to the Snow College Board of Trustees and other internal and external stakeholders using the Mission Fulfillment Scorecard located in Appendix XXXX. The Snow College Institutional Portfolio presents 10-year trend data on many key performance indicators and is published annually in January (web address goes here). Various mission fulfillment dashboards (updated at the end of each academic term) provide more dynamic access to KPI data.

**CORE THEME 1 • TRADITION OF EXCELLENCE**

*Snow College honors its history and advances its rich tradition of learning by providing a vibrant learning environment that empowers students to achieve their educational goals*

**Objectives**

**Goal 1:** *Provide for student achievement of degree and/or certificate learning outcomes*

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| **Goal 1 KPIs** | |
|  | 1.a: Student recognized accomplishment of General Education outcomes |
|  | 1.b: Number of degrees and/or certificates awarded |

**Rationale:** These indicators provide evidence of the quality of Snow College’s general education program and other undergraduate programs. These indicators are meaningful because they address a primary reason most students attend college: to achieve their learning goals prior to transfer and/or graduation to a four-year degree or to earn the requisite knowledge and skills for immediate job placement. Snow College seeks to provide a high-quality general education program that aligns well with state and nationally recognized essential learning outcomes and helps student recognize their role as lifelong learners. Program specific outcomes match with state and regional program articulation agreements, independent national accreditation standards, and relevant business/industry job criteria to safeguard a seamless transition to advanced college programs and/or workforce placement.

**Goal 2:** *Promote efficiency in academic outcome achievement*

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| **Goal 1 KPIs** | |
|  | 2.a: The number of degrees per 100 FTE |
|  | 2.b: % of undergraduates completing 30 or more credits per academic year |
|  | 2.c: Retention rates (fall to fall) of all undergraduate students |
|  | 2.d: Quantitative Literacy completion rates (%) for underprepared students |
|  | 2.e: Average time to associate-level degree completion in years |

**Rationale:** These indicators provide evidence of timely student progress toward their learning goals. Snow College seeks to help all undergraduate students understand the value of the degree or stackable credential as a signpost supporting their pathway to success. By offering a tuition break at 10 or more credits, students are encouraged to take full semester loads. This enables them to stay on track and graduate on time while saving money, as shown in standard measures of first and second-year retention. A main obstacle to timely graduation is college math completion. As an open institution, Snow College strives to provide math remediation that effectively and efficiency prepares students to complete one of three college-level math pathways. Using the average time to associate level degree completion, allows the college to measure the efficacy of overall student learning goal achievement. In addition, these measures answer to the Utah System of Higher Education’s institutional performance metrics and support Utah’s 2020 initiative that recognizes the direct link between educational achievement and economic prosperity.

**Goal 3:** *Student achievement of intended educational goals*

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| **Goal 3 KPIs** | |
|  | 3.a: Persistence rates from fall to spring of all undergraduate students |
|  | 3.b: Graduation rates of first-time freshmen cohorts at 150% of time |
|  | 3.c: Transfer rates of first-time freshman cohorts at 150% of time |
|  | 3.d: Success rates of first-time freshman cohorts at 150% of time |
|  | 3.e: Outcome achievement of first-time students at six years |

**Rationale:** These indicators provide evidence of undergraduate achievement. Graduation and transfer are two main pillars of Snow College’s mission statement. The graduation rate accounts for first-time freshman students who earn a degree within six semesters and the transfer rate represents first-time freshman students who transfer to another institution without a degree within the same time frame. Since many Snow College graduates also transfer, the success rate accounts for all students who realized their learning goals either through graduation and/or transfer. The outcomes achievement measure extends the assessment of student success beyond 150% of time to the four, six, and eight-year mark. Snow College uses national peer group graduation and transfer rates as benchmarks. The IPEDS peer group is a group of comparable public and similarly sized institutions that are degree-granting four-year, primarily associate’s Carnegie classification of Associate’s Dominant. The Utah System of Higher Education uses the success rate and the outcome achievement rate at six years as institutional performance measures.

**Goal 4:** *Student employment and workforce placement success*

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| **Goal 4 KPIs** | |
|  | 4.a: Licensure and certification pass rates |
|  | 4.b: Job placement within six years of graduation |

**Rationale:**  This indicator provides evidence that the college fulfills its responsibility to provide workforce training, career education, and job placement to career and technical education undergraduates. Licensure and certification rates are reported annually by respective CTE programs and attest that students are either (1) qualified for immediate employment or job promotion or (2) are prepared to become self-employed. Utah’s Department of Workforce services provides student wage-match data. Snow College compares this information to declared major records to account for distinct job placement and wage earnings. It is used at the six-year mark to mitigate the effect of students who augment their credentials by transferring to four-year programs or take non-major associated jobs immediately after graduation.

**Goal 5:** *Support of underserved populations*

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| **Goal 5 KPIs** | |
|  | 5.a: Percent of minority undergraduates |
|  | 5.b: Percent of undergraduates from the regional service area |
|  | 5.c: Minority undergraduate student retention rates |
|  | 5.d: Minority undergraduate student success rates at 150% of time |
|  | 5.d: First Generation undergraduate student retention rates |
|  | 5.e: First Generation undergraduate student success rates at 150% of time |
|  | 5.e: Pell student success rates at 150% of time |
|  | 5.f: % of tuition as a part of service area household income |

**Rationale:** These indicators provide evidence of undergraduate recruitment, retention and success. The college seeks to have a diverse student body that is representative of the state and attentive to the college’s service region population. The college also seeks to “close the gaps” to student persistence and success, as shown in measures of first- and second-year retention, and the percentage of students who complete their studies in a timely manner, as shown by standard measures of success (graduation and/or transfer). Snow College’s service region represents some of the poorest counties in the state of Utah, making reasonably priced tuition and fee rates vital to institutional success. Collectively these measures empower the college to meet local and state-wide economic needs for a well-educated citizenry.

**Goal 6**: *Effective educational practice and student satisfaction*

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| **Goal 6 KPIs** | |
|  | 6.a: CCSSE Active and Collaborative Learning scores |
|  | 6.b: CCSSE Student Effort scores |
|  | 6.c: CCSSE Academic Challenge scores |
|  | 6.d: CCSSE Student-Faculty Interaction scores |
|  | 6.d: CCSSE Support for Learners scores |
|  | 6.e: % of friends and family alumni admission referrals |
|  | 6.f: % of exiting students who would refer Snow College to a potential student |

**Rationale:**  These indicators provide student-perceived evidence of the quality of Snow College undergraduate experience. The Community College Survey of Student Experience (CCSSE) benchmarks represent five key areas that educational research has shown to be important to students’ college experiences and educational outcomes. Snow College seeks to maximize the student experience by matching and exceeding top performing college scores in each of the five areas. Snow College’s reputation as a high-quality educational institution is supported by an indirect, multi-generational word-of-mouth alumni campaign. Referral information collected from distinct entering and exiting student surveys speaks to the general quality of the student experience and helps the institution improve upon its reputation.

**CORE THEME 2 • CULTURE OF INNOVATION**

*Snow College encourages and supports innovation by developing dynamic teaching,  
 learning, and engagement experiences for students, faculty, and staff, as well as   
for the larger College community.*

**Objectives**

**Goal 1:** *Resource allocation to promote assessment-based innovation*

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| **Goal 1 KPIs** | |
|  | 1.a: Resources allocated toward innovative/best practice initiatives |

**Rationale:**  This indicator provides evidence of the college’s commitment toward developing best practices in student learning. Line item, specific program budget re-allocations, and the acquisition of grant funds are used to assess the institution’s overall commitment to the innovative student learning efforts of faculty and staff.

**Goal 2:** *Incorporation of new/best practices that maximize student success*

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| **Goal 2 KPIs** | |
|  | 2.a: Course evaluation scores that recognize high impact classroom practices. |
|  | 2.b: Number of faculty participating in workshops and/or professional development opportunities. |
|  | 2.c: Number/percent of courses with DFWI rates below 20% |
|  | 2.d: Number of course re-designs based on identified learning achievement gaps |
|  | 2.e: Number of syllabi revised to improve learning outcomes and assessment |
|  | 2.f: Number of new courses developed based on high impact practices |

**Rationale:** These indicators provide feedback on the degree to which imported innovations and best practices are working at the College. They are assessed using scores obtained from distinct course evaluation questions that address course rigor, engaged instruction, media and course material relevance, and the degree to which the course integrates with or applies to other course(s) or life learning. These scores provide immediate feedback to the institution and can be disaggregated for assessment at various levels of the college (division, department/program, course or section) at the end of each academic term. In addition, junior faculty annually report to deans and department chairs the degree to which they incorporate best practice(s) and professionalism. Faculty seeking tenure and/or rank advancement are reviewed every three years using criteria that address their commitment to lifelong learning and professional development opportunities that advance their teaching. Course, program, and division DFWI rates inform faculty on the balance of instructional rigor and student learning support particular to achievement at-risk populations (first generation students, minority students, academically underprepared students, and financially challenged students). Snow College’s annual academic assessment day allows faculty to collect, analyze and report course-to-program-level learning outcome achievement, which includes plans for improved student learning, and five-year program reviews address specific curricular changes and program improvements to advance student success. Finally, Snow College’s General Education and Curriculum committees regularly review existing syllabi and approve new course syllabi with attention directed toward high impact practice implementation and assessment-driven student learning outcomes.

**Goal 3:** *Degree and certificate programs that address the academic and vocational needs of students*

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| **Goal 3 KPIs** | |
|  | 3.a: Number of new careers to advanced degree stackable credentials |
|  | 3.b: Number of established four-year degrees |
|  | 3.c: Number of 2+2, 3+1 or other established partnerships |
|  | 3.d: Number of degrees and certificates in Utah’s DWS 5-star Occupation-Related programs |
|  | 3.f: Number of degrees and certificates in Utah’s DWS 4-star Occupation-Related programs |

**Rationale:**  These indicators provide information on Snow College’s pioneering efforts that expand the traditional, narrow role of technical education to include knowledge in science, engineering, math, communication and writing; and supply the customary liberal arts education with readily employable vocational skills. Snow College’s uses the number of stackable credentials to measure the innovation of well-designed career pathways that allow students of all ages to both “learn and earn” and build careers with family-sustaining middle-class incomes. As an associate’s dominant institution that also offers career and technical education, Snow College’s four-year programs uniquely combine an educational foundation with vocational preparation that allows graduates to find immediate employment and/or graduate degree placement. In addition, these programs distinctively address local and regional economic needs. The number of four-year program partnerships measures the College’s ability to expand and/or increase locally housed educational opportunities. Starting in 2019, the Utah System of Higher Education (USHE) implemented new performance metrics. Utah code 53B-1-102 (updated in 2017) outlines Utah’s System of Higher Education’s (USHE) responsibility to “establish measurable goals and metrics and delineate the expected contributions of individual institutions of higher education toward these goals.” The number of degrees and certificates associated with Utah’s DWS 5-star and 4-star occupation-related programs not only fulfills this requirement, but also allows the college to target program improvements that support USHE’s Workforce and Research strategic objectives and contribute to student vocational achievement.

**CORE THEME 3 • ATMOSPHERE OF ENGAGEMENT**

*Snow College creates learning and service opportunities, locally and globally, to engage students, faculty, staff, and surrounding communities*

**Objectives**

**Goal 1:** *Development of the whole student through wide-ranging student-centered activities and experiences*

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| **Goal 1 KPIs** | |
|  | 1.a: Number of service-learning courses |
|  | 1.b: Number of students enrolled in service-learning courses |
|  | 1.c: Number of Honors program participants |
|  | 1.d: Percentage/number of students participating in co-curricular programs or activities |
|  | 1.e: Percentage/number of students participating in global engagement opportunities (i.e. international partners, tutoring, etc.) and events. |
|  | 1.f: Percentage/number of students with on-campus student employment opportunities |

**Rationale:**  These metrics help Snow College determine the degree to which students participate in learning experiences outside the traditional classroom. They are measurable using Snow College’s fine-tuned course section numbering system that delineates the type of course, the type of student, the type of delivery, and the course location. The percentage/number of students participating in co-curricular activities is tracked using the institution’s Fine Arts performance ticketing system, Student Life’s event feedback forms, and Athletics intramural participation rates. Snow College uses this information to gauge the success of current activities and explore other potentially successful student-engagement undertakings such as E-sports competitions and an intercollegiate E-sports team. Global engagement opportunities are measured by general attendance to on-campus international events and the number of students participating in out-of-class academic support opportunities (e.g. language partners, multi-cultural tutoring, etc.). The number of students with on-campus employment opportunities is tracked by Snow College’s Human Resource office using specific employee classification codes. This is complimented by financial aid information regarding the number of employed work-study students.

**Goal 2:** *Provide learning, cultural, and social opportunities to the surrounding communities*

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| **Goal 2 KPIs** | |
|  | 2.a: Number of college-sponsored events for public education students |
|  | 2.b: Number of high school students enrolled in for-credit college courses |
|  | 2.c: Number of cooperative education classes and/or events. |
|  | 2.d: Number of continuing education participants |
|  | 2.e: Number of cultural events hosted by the Richfield and/or Ephraim campus |

**Rationale:** Snow College serves as the intellectual, artistic, musical, educational, and sports center of central Utah. These indicators help determine the success to which the college embodies this designation. Data regarding the number of college-sponsored secondary student events was traditionally available through the various host programs, departments, and/or divisions. In 2018, a full-time K-16 Liaison position was created to align the educational goals of Snow College regional school districts, provide programmatic support to faculty hosting on-campus events, and serve as a clearinghouse for all outreach data. Starting fall semester 2012, Snow College became the lead provider of concurrent or dual enrollment instruction to rural high schools throughout the state of Utah. Snow College obtains this information using a fine-tuned course section numbering system, and uses the data to make budget, program, and curricular decisions. Snow College’s Continuing Education office tracks the number of courses and participants each semester. Snow College’s main campus in Ephraim is home to the Eccles Performing Arts Center which sponsors four high quality theatre and numerous musical productions each year. The Richfield campus is home to the Sevier Valley Center that annually hosts a variety of athletic, concert, and commercial events. Ticketing systems at both facilities allow the institution to track the type of event and the number of participants.

**Goal 3:** *Provide stewardship toward a “sustainable region” based on educational opportunity/advancement and economic development.*

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| **Goal 3 KPIs** | |
|  | 3.a: Number partnerships established with local business and industry. |
|  | 3.b: Number of programs that support local workforce needs and economic development |
|  | 3.c: Number of participants/students in economic partnership programs |
|  | 3.d: Number of established K-16 initiatives and/or partnerships |
|  | 3.e: Number of hours provided by Custom Fit, Economic Development, or STIT programs. |
|  | 3.f: Number of people served by Custom Fit, Economic Development, or STIT programs. |

**Rationale:** Snow College actively partners with central Utah’s Six County Association of Governments (AOG) on many projects that enhance the local labor market and expand regional economic activity. Snow College also actively supports the state of Utah’s 2020 economic plan by improving existing and developing new degree pathways. Degree, partnership, and participant data was traditionally collected from distinct career and technical education programs. Starting in 2019, this data is centrally collected and reported by the newly established Economic Development Liaison office. Data regarding the number of K-16 partnerships and/or initiatives (such as our math pathways) is coordinated through the college’s K-16 Liaison. Additional information regarding vocational outreach to business and industry is collected through the institution’s Short-Term Intensive Training (STIT) and Custom Fit programs. Snow College uses this information to better align traditional and new program offerings with local business and industry needs and track the college’s impact on regional economic activity.

In spring 2020, Snow College reviewed and revised its Strategic Plan. The new 2020 Strategic Plan was ratified by the Snow College Board of Trustees summer 2020 and the Utah State Board of Regents summer 2020. It was presented to the Snow College community in August 2020. In concert with NWCUU’s revised 2020 standards, the institution plans to start its new accreditation cycle by developing benchmarks and measures consistent with the goals and themes of the institution’s 2020 Strategic Plan.

**1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

According to the Chronicle for Higher Education, a shared governance model in higher education accounts for two important concepts: (1) it gives various groups of people a share in key decision-making either through elected or appointed representation; (2) it gives certain constituencies the primary responsibility for specific areas of decision-making. Snow College operates under a shared governance model by awarding faculty decision-making authority on curricular reviews, syllabi approvals, tenure awards, and rank advancements. In particular, the Snow College Faculty Senate serves a partner to administration, trustees, and staff by representing “the faculty in the policy-making process of the College” (Snow College Faculty Senate By-Laws) and promoting the mission fulfillment in the areas of academic freedom, curriculum, degree and certificate requirements, educational program development, standards/policies regarding student preparation and success, governance structures related to faculty roles, academic standards, faculty advancement and tenure, and professional development.

Snow College’s policy and policy review process (Policy #101) governs the process by which institutional policy is developed, revised, and consistently reviewed in a manner that is transparent, collaborative, efficient, and supportive of institutional integrity. Any member of the college community may propose new or revised policy to the College Council (a comprehensive of faculty, staff, and administrative personnel). Once approved, college employees have thirty days to review and provide written feedback to the policy sponsor and College Council before the final, fully vetted, policy is submitted to the Snow College Board of Trustees.

Beginning in 2018, Snow College implemented a Budget Task Force as a standing committee that provides a democratized, transparent, and open process by which budget recommendations are made to the college President and Board of Trustees (Budget Task Force Charter). Budget Task Force membership represents administrative, faculty and staff personnel from both the Ephraim and Richfield campus, each serving for a term of two consecutive years.

In addition, faculty and staff are well represented on various standing and ad hoc committees such as strategic enrollment management, strategic planning, hiring, student academic standards, and emergency planning. Snow College also seeks input from external stakeholder using regular meetings with area economic development directors, K-16 educational professionals, and local civic leaders.

Prior to the commencement of each fall semester, Snow College hosts a campus-wide assembly at which college information, progress, and planning is shared with faculty and staff. Additional town halls and open assemblies are held monthly throughout fall and spring semester where all college personnel and other interested external parties can receive up-to-date information and provide feedback on key college issues. Separate meetings are held on the Richfield and Ephraim campuses to ensure that all college personnel have a chance to attend. Minutes or information briefs and any presentations are subsequently published on the Snow College website at XXXXX.

At the beginning of the COVID-19 pandemic, President Cook used distance technology (Microsoft Teams) to apprise college personnel and the surrounding community with vital health information and the institution’s response (planning) given the changing environmental and economic landscape. Participants were informed of institutional tactics, academic issues, enrollment projections, graduation plans, personnel issues, and budget strategies. Open chat allowed for questions that were read and answered, “on air.” Each forum was recorded and published to Snow College’s dedicated COVID-19 website along with other pandemic related information and resources.

In addition, at the beginning of his presidency, President Cook commemorated Snow College’s 130-year history with a 130-day listening tour. In addition to various formal meetings and informal conversations, two surveys were published that asked for feedback from the internal and external Snow College community. The first survey was a general SWOT analysis of the institution (n = XXXX respondents). General concepts from this survey were used in a follow up survey (n = XXX respondents) to prioritize foundational themes to Snow College’s new strategic plan (2020-2025).

**1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.**

In response to consecutive years of declining freshman class enrollments, Snow College initiated a comprehensive strategic enrollment management plan, fall 2017. This plan was supported by an environmental scan of national, regional, and local trends in high school graduates, new student yields, higher educational legislation (allocations), college funding options, marketing and recruitment, the influence of social media, student mental health concerns, food insecurity, and other issues relative to current and future student enrollment. A second, updated environmental scan was provided to the Snow College community spring 2020. The environmental scan incorporates information from the National Center on Educational Statistics, United States Census information, WICHE, the Kem C. Gardner Institute and Utah’s Department of Workforce Services.

Information from the environmental scan as well as institutional data on retention, graduation, transfer, and course completion rates are regularly used by the institution to inform decision-making and measure mission progress. For example, population forecast data by county, gender, and age group published by the Kem C. Gardner Institute is used to refine the methodology supporting Snow College’s annual enrollment projections. Snow College uses data on its first-generation student population (36%) to inform specific student support resources and activities. Such an effort is Snow College’s CARES team that allows faculty and staff to initiate early alert concerns to rally resources to help with monetary, mental health, or other extraneous barriers to student achievement.

During the 2019-2020 academic year, Snow College consulted several internal and external groups in the development of a new strategic plan:

* Student Stakeholder Group
* Parent Stakeholder Group
* K-16 and Public Education Stakeholder Group
* Alumni Stakeholder Group
* Economic Development and Civic Leader Stakeholder Group
* Faculty and Staff Stakeholder Group

Snow College’s Strategic Planning Committee analyzed more than 100 ideas at length an determined five top priorities that will support enhanced diversity among faculty, staff and students, increase instructional quality and rigor, increase ways students can engage with the campus community. These priorities were determined to provide the best avenue by which Snow College proceed and gain a competitive advantage in the higher education space. Beginning fall 2020, metrics associated with each group will be used to determine direction and measure institutional progress.

1. **Student Success:** Increase national markers of student success throughout the institution by focusing on achievement gaps identified by the Aspen Institute.
2. **Academics:** Improve the quality of academic programs in all mediums with a focus on student learning
3. **Recruitment & Retention:** Strategically increase enrollment
4. **Employee Development:** Foster an environment of employee engagement characterized by a spirit of belonging and teamwork
5. **College Infrastructure:** Create a campus plan that supports infrastructure, capital facilities, and rural development

Snow College consistently consults with state and local economic development directors to develop new programs and partnerships that advance the workforce placement and transfer success of students. For example, the following Career and Technical Education programs (each with stackable credentials) were recently developed in collaboration with Six County Economic Development Directors and CTE advisory boards: Industrial Manufacturing, Composites, Industrial Technology, Agribusiness, Agriculture Mechanics, Natural Resources, and Nursing. Starting in 2012, Snow College added two bachelor-degree programs, each supported by regional and state-wide higher education and economic development data: a Bachelor of Arts with Emphasis in Commercial Music (2012) and a Bachelor’s of Science in Software Engineering.

In addition, Snow College consulted with Utah State University to establish a four-year partnership in business with Utah State University and looks to develop similar partnerships in with other system institutions in education and nursing. Currently, Snow College is working with the Governor’s Office to develop short-term training opportunities for service area businesses and citizens in response to the economic plight associated with the COVID-19 pandemic.

The regional K-16 alliance brings public education officials and Snow College representatives (including faculty and staff) together to share information, discuss the overall educational needs of six county service area, and develop programs and initiatives to advance secondary and post-secondary student achievement. For example, high school and college faculty math faculty worked together to develop math pathways in tune with the common core curriculum an indicative of a student’s carrier aspirations. Students attracted to science, technology, engineering or math were directed to complete college algebra; students interested in education, communication, the social sciences, or nursing focused on completing a college-level statistics class; and students pursuing art-related fields achieved quantitative literacy through a basic quantitative literacy math class. The result of this effort improved high school math advising, improved the accomplishment of high school math requirements, and provided better college math placement. Snow College continues to consult with the K-16 alliance through monthly meetings and a dedicated faculty member lead (.25 workload). K-16 Alliance meetings are held every six weeks on either the Richfield or Ephraim campus.

Derrin Owens and HB 53B-16-206 Snow College Economic Development and Workforce Preparation Advisory Committee

**Student Learning**

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

The Carnegie classification of Snow College is Associate College: Mixed Transfer/Career with a high traditional student population. Under this classification, Snow College offers two bachelor programs that account for less than 10% of the institution’s conferred degrees. All programs and recognized credentials have distinct program and student learning outcomes. The strength of each degree is consistent with Snow College’s tradition of excellence which is supported by program and course content that, through service learning, undergraduate research, travel abroad, or internships, accommodate innovation and community engagement as a part of the learning process.

* The [Bachelor of Science in Software Engineering](https://www.snow.edu/catalog/prog_req_bachelors.html#prog_req_BSSE) degree consists of 126 credits represented by a strong GE core (27 credits) program pre-requisites (that are also eligible for transfer to other programs) and the bachelor’s core (97 credits), and elective (3 credits) and respective areas of emphasis in either entrepreneurship (7-9 credits), digital media design (9 credits), or web development (7 credits). [The Bachelor of Arts in Commercial Music](https://www.snow.edu/catalog/prog_req_bachelors.html#prog_req_BMCM) degree is represented by a GE core of 36 credits, traditional music theory, pedagogy, and performance pre-requisites (54 credits), and a rigorous cadre of songwriting, production, and performance courses/experiences culminating in a senior performance capstone (32 credits). Related certificates of proficiency are available in Business and Music Technology, Entrepreneurship, and Marketing. Graduates of this program typically have published songwriting or performance credits by the time they graduate.
* The [Associate of Arts and Associate of Science](https://www.snow.edu/catalog/degrees_programs.html) degrees qualify as the first two years of a bachelor’s degree for transfer students. The learning outcomes associated with each degree can be used to satisfy the general education requirements at four-year institutions in the Utah System of Higher Education and most accredited institutions outside the state of Utah. Students completing each degree can also have a pre-major emphasis that completes pre-requisite major credits associated with four-year programs. The [Associate of Arts](https://www.snow.edu/catalog/prog_req_associates.html#prog_req_AA) program consists of Snow College’s GE core (35 credits) and electives to satisfy the 60-credit degree requirement. This includes two courses of foreign language credit. The [Associate of Science](https://www.snow.edu/catalog/prog_req_associates.html#prog_req_AS) program comprises the GE core (35 credits) and electives culminating in 60 credits. Both programs require course completion at a C- grade or higher.
* Snow College has [specialized Associate degree](https://www.snow.edu/catalog/degrees_programs.html) programs in Fine Arts (AFA), Business (ASB), Pre-Engineering (APE), and Nursing (ASN) and Outdoor Leadership. [The AFA degree](https://www.snow.edu/catalog/prog_req_associates.html#prog_req_AFA) (80 credits) is a unique interdisciplinary studio arts degree that provides students with fundamental competencies in artistic practice, critical thinking and creative problem solving. Program graduates can successfully transfer to a senior studio art institution or find independent work in an evolving creative industry. [The ASB degree](https://www.snow.edu/catalog/prog_req_associates.html#prog_req_ASB) is designed for students who want to transfer to a senior program as a business major. The degree specifically qualifies as the first two years of a business baccalaureate degree and is independently accredited by the Accreditation Council for Business Schools and Programs (ACBSP). [The APE degree](https://www.snow.edu/catalog/prog_req_associates.html#prog_req_APE) is offered to students who plan to transfer to a university and pursue a bachelor’s degree in any of the traditional engineering fields. The program requires 64 credit hours with learning outcomes consistent with the Accreditation Board for Engineering and Technology (ABET), independent accreditation anticipated fall 2021. [The ASN degree](https://www.snow.edu/catalog/prog_req_associates.html#prog_req_ASN) prepared students for entry-level clinical practice as a registered nurse and to function effectively as a member of a healthcare team. Graduates can find immediate work in the health care industry or pursue a Bachelor of Science in Nursing (BSN) degree. This program is also independently accredited by the Accreditation Commission for Education in Nursing.

Snow College’s Outdoor Leadership program offers and [Associate of Arts](https://www.snow.edu/catalog/prog_req_associates.html#prog_req_AA_OLE) and an [Associate of Science](https://www.snow.edu/catalog/prog_req_associates.html#prog_req_AS_OLE) degree in Outdoor Leadership and Entrepreneurship. These programs serve as pre-majors for students who desire to transfer to a four-year institution and pursue and outdoor leadership related bachelor’s degree.

* Snow College offers several [Associate of Applied Science programs](https://www.snow.edu/catalog/degrees_programs.html). These programs provide training in specific career and technical education theory and skills for students who seek immediate employment upon completion. Each program has distinct program and student learning outcomes that are associated with industry standards and regularly reviewed by independent advisory boards and economic development agencies associated with Snow College’s six county service region.
* [Certificates of Completion (CERT-C)](https://www.snow.edu/catalog/degrees_programs.html) range from 30 to 35 credits and serve as stackable credentials and are awarded to students who complete a series of courses outlined by a respective program/department. They also serve as stackable credentials to associate of applied science, associate, and bachelor’s degrees. These certificates indicate the student’s readiness for entry-level employment. Snow College offers 14 certificates of completion with descriptions [located here](https://www.snow.edu/catalog/prog_req_certificates.html#prog_req_CERTC_AGBS), the Snow College Catalog, and on each main program’s web page. This includes a Certificate of Completion in General Education (34 credits).
* [Certificates of Proficiency (CERT-P)](https://www.snow.edu/catalog/degrees_programs.html) are awarded to students who complete courses related to mastery or competency in useful and/or marketable skills. They serve as entry-level stackable credentials to CERT-C, AAS, associate, and bachelor programs. Students can use these certificates for career advancement. Snow College offers 29 certificates of proficiency with descriptions [located here](https://www.snow.edu/catalog/prog_req_certificates.html#prog_req_CERTP_ACMP), the Snow College Catalog, and on each main program’s web page.
* Awards are granted in programs that require less than 16 credit hours to complete. Snow College offers two awards in [Nursing (Certified Nursing Assistant or CNA)](https://www.snow.edu/catalog/prog_req_certificates.html#prog_req_AWD_CNA) and [Nail Technology](https://www.snow.edu/catalog/prog_req_certificates.html#prog_req_AWD_STNT).

Each program has designators that are recognized in respective fields of study. For example, Snow College’s [General Education program](https://www.snow.edu/academics/ge/index.html). The GE curriculum is made up of courses that formulate a GE core mandated by the State of Utah and a selection of courses that represent several key knowledge areas. The GE core includes quantitative literacy (QL designator), American Institutions (AI), and English (E1 and E2, which are reported state-wide a C for Composition). The knowledge areas include fine arts (FA), foundations (FND), humanities (HU), integrated exploration/study (IE), natural science (NS), and social science (SS). These designators are widely published throughout the institution and the Utah’s system of higher education. Each [knowledge area has distinct learning outcomes](https://www.snow.edu/catalog/general_education.html) that are communicated to students at the program and course level. The strength of Snow College GE program supported by [USHE policy R470](https://ushe.edu/ushe-policies/r470-general-education-common-course-numbering-lower-division-pre-major-requirements-transfer-of-credits-and-credit-by-examination/) and a state-wide task force that meets regularly to discuss the purpose of general education, program requirements, core and knowledge area assessments, and seamless articulation agreements. This is further supported by the annual [*What is an Educated Person?*](https://ushe.edu/ushe-hosts-18th-annual-what-is-an-educated-person-conference/) conference hosted by various USHE institutions, now in its 21st year (fall 2020).

USHE Policy R470 also supports clearly defined program designators and learning outcomes that are consistently reviewed at state-wide at various “majors’ meetings”. State-wide faculty and USHE representatives at these meetings work together ensures the seamless transfer of credit through the USHE system. These meetings also foster innovative discussion on program partnerships such as [Snow College’s partnership with Utah State University’s Jon M. Huntsman School of Business](http://www.snow.usu.edu/huntsman) that offers a bachelor’s degree in business on the Snow College campus.

Snow College also actively participates in the [WICHE Interstate Passport](https://interstatepassport.wiche.edu/) system, which is the only nationwide network of regionally accredited public and private two- and four-year institutions committed to the comprehensive transfer to lower-division general education credit. As an approved Passport institution, Snow College tracks the institutional progress of transfer-in and transfer-out students to inform other member institutions of general education student learning achievement. The [learning outcomes](http://interstatepassport.wiche.edu/documents/The_Passport_Learning_Outcomes.pdf) of the passport system are determined by well-qualified faculty from multiple states and represent areas of foundational skills, general knowledge areas (like Snow College’s GE knowledge areas) and crosscutting skills (e.g. critical thinking, teamwork, and value systems/ethics).

**1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.**

Consistent with the information provided in section 1.C.1., Snow College awards credit, certificates, associate, and bachelor credentials based on student learning outcomes. For each award level and for respective programs, learning outcomes provide comprehensive learning achievement and skills mastery. For example, the college’s general education mission is designed to “stretch students’ minds and enlarge the foundation of their intellectual and practice skills in order to create in them a lifelong love of learning” ([General Education Mission](https://www.snow.edu/catalog/general_education.html)). The GE curriculum has a three-part design: (1) provide students with a broad exposure to different academic disciplines aligned with a well-educated person, (2) assist students in the selection of a specialized field of study, and (3) encourage the development of knowledge connections and integrated learning opportunities. Courses included in the GE curriculum must demonstrate evidence that advances the GE mission, fulfills GE learning outcomes, address key knowledge area outcomes, and possesses a clear assessment of student learning plan. Each GE approved course must participate in the general assessment of the GE knowledge area, which occurs on a five-year cycle.

Snow College maintains and active [master syllabus database](https://www.snow.edu/syllabus/index.html). New and existing courses must submit a syllabus to Snow College’s General Education and/or Curriculum Committees for review. In addition to general information, these proposals require

* Justification for the course at it relates to general education fulfillment, specific major requirements, certification or employment conditions, or a unique community response need.
* Explanation on the extent to which the course teaches to one or more of Snow College’s general education outcomes.
* Rationale on how the course fulfills specific GE knowledge area outcomes.
* Identification of course-specific student learning outcomes that describes what the successful student will be able to know, feel, or do because of taking the course.

All these elements must address how the outcomes will be assessed at the course level and how each course-level assessment will be used to inform program and degree level achievement ([Snow College Syllabus Instructions](https://www.snow.edu/academics/faculty_senate/curriculum/syllabus_instructions.html)).

Over the past few years, a special general education task force comprised of administrators, faculty, and staff conducted an extensive review of Snow College’s entire general education curriculum. This resulted in a redesign of general education better focused on providing students with breadth and depth of learning associated with higher education. Specific changes were GE credit and course re-deisgns (outside the required GE core), the implementation of a GE Certificate of Completion, and the development of a GE Foundations course (approved Fall 2018). The GE Foundations course purposefully exposes new students to learning that is connected, dependent, and relevant. Each Foundations course studies one thematic issue (i.e. what is beauty) from three difference disciplinary perspectives. For example, the “Coding My Story” course examines the connections between genetics, folklore, and software engineering taught by faculty members from English, Biology, and Software Engineering. The “Zombie Apocalypse Survival Guide” uses the same interdisciplinary teaching to explore concepts of ethics, international relations, and psychology. Additionally, the foundations courses focus on habits of the mind (intellectual, motivational, emotional, self-awareness, and self-directedness) that are essential for becoming a learner in an interdisciplinary worlds. The course is open to all students, who can choose from at least 12 different curricular themes (see the complete list for fall 2020 in Appendix XXXXX), with recommended enrollment during the freshman year.

Snow College’s Career and Technical Education (CTE) programs use stackable credentials to help students sequentially achieve the knowledge and skills relevant to degree completion, workforce placement, or career advancement. For example, the Snow College Nursing program starts with the Certified Nurse Assistant (CNA) Award, which can be earned as early as the junior year of high school. CNA students can exit the program for immediate employment in the healthcare industry or add to their learning with a Licensed Practical Nursing certificate, a registered nursing associate degree, and eventually a Bachelor of Science in Nursing. Each step (or stack) along these educational pathways secures the student’s prior learning achievements, advances workplace opportunities, and increases salary and wage benefits. All CTE programs sequence student learning using certificates of proficiency, certificates of completion, and associate of applied science stackable credentials. Snow College’s General Education Certificate of Completion serves as a stackable credential for students seeking to transfer to four-year programs of study.

**1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.**

Snow College offers four general degree types: [Certificates and Awards, Associated of Applied Science degrees, Associate degrees, and Bachelor (specific) degrees.](https://www.snow.edu/academics/degrees.html)  Students may receive multiple degrees during the same semester with the exception that students may not receive both the Associate of Arts and the Associate of Science degrees. Open access to each degree programs and the relevant programs is available in the Snow College Catalog and the [Snow College website](https://www.snow.edu/catalog/degrees_programs.html). Specific program requirements, including student learning outcomes, are listed on division and program catalog and web pages.

Most Snow College students seek to finish their general education requirements prior to transfer to another institutions. Snow College’s general education requirements and learning outcomes are in the catalog and on on-line. In addition, Student Success Advisors and program faculty advisors provide students with hard copy degree and program requirements.

All programs have curriculum maps that link course and program learning outcomes. Faculty update and assess these outcomes (with student evidence) annually on assessment day. Program learning outcomes are also evaluated on each program five-year review. Programs with independent accreditation submit annual outcome-based quality standard reports to their reporting agency.

Snow College’s Syllabus System requires all course syllabi to list the student learning outcomes and the key performance indicators by which the outcomes will be assessed. The appropriateness and quality of course learning outcomes are regularly reviewed by General Education Committee and the Curriculum Committee.

At the beginning of each course, specific learning outcomes are communicated to students through the Canvas Learning Management System and hard copy in-class handouts. The Transparency in Learning and Teaching Project (TILT) was introduced to faculty fall 2019 to further help students understand how and why they are learning course content as it related to program, degree/career ways. New faculty received TILT instruction during a series of new faculty seminars held each fall, beginning fall 2019. Existing faculty have access to TILT information; formal training has not been implemented.

**1.C.4 The institution’s admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.**

Snow College is an open-enrollment institution, committed to a policy of equal opportunity and nondiscrimination in educational services to students, employees, and the public. Students can be admitted to the institution without a high school diploma or earned GED; however, a record of their secondary education career and ACT or SAT scores are strongly recommended. Snow College mandates assessment testing of all new degree-seeking students. Students meet this requirement by submitting their ACT or SAT I scores, which are used for proper placement in mathematics and English courses. Students may challenge their placement in mathematics by taking the ALEKS Assessment tool. The mathematics and English placement guidelines are located in the Snow College Catalog and online at <https://www.snow.edu/catalog/admissions.html>.

Official policy outlines the standards for students to make satisfactory progress toward the completion of their academic goals. This policy also seeks to identify students in need to academic support and other available resources. The policy covers the various levels of academic standing: good, warning, probation, and suspension. The policy also details the academic appeals process and academic renewal—a process that enables a student to recalculate their GPA by discounting failing grades earned five or more years prior to the renewal petition date. This information is available to students through the [Snow College Catalog](https://www.snow.edu/catalog/academic_policies.html#standards) (hard copy and online). It is also published on academic progress reports and/or transcripts and is reviewed with students as they meet with Snow College’s Student Success Advisors.

Students have immediate to their progress to graduation through DegreeWorks. The Snow College DegreeWorks online tracking program provides self-service access to completed and current classes, term and cumulative GPA, progress toward graduation, and the option to explore other degree options. Student access is through the BadgerWeb portal using a student’s single sign-on credentials.

**1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.**

Snow College faculty actively evaluate the quality of program learning and student achievement through an effective system of assessment on continuous improvement. Assessment and review of student outcomes at the course level occurs at the end of every semester using examples and/or artifacts of student work. Comprehensive program outcome evaluations using evidence generated by course level outcome assessment happens annually at the end of each spring semester. On-going improvements to curriculum and/or pedagogy as well as student achievement is measured through this process. Pursuant to USHE Policy R411, the program performs a comprehensive program review every five years. This review includes a self-study document and peer review by at least two external evaluators. Program strengths and areas of improvement are recognized. Faculty must develop plans to address program recommendations. The review, recommendation, and faculty response are compiled in a report submitted to the Snow College Board of Trustees for consideration. After their approval, the Snow College Board of Trustees forwards the report to the Utah System for Higher Education Commission for final endorsement. For new programs, the Utah System of Higher Education requires a 3rd year interim review (USHE R401-8).

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| **Process of Course and Program Review** | | | | | | |
| **Course Level Outcome Assessment** |  | **Program Level Assessment** |  | | **Comprehensive Assessment** | |
| Fall Assessment |  | Annual Program Assessment |  | **3-year New Program Review (R401)** | |  |
| Spring Assessment |
| Fall Assessment |  | Annual Program Assessment |
| Spring Assessment |
| Fall Assessment |  | Annual Program Assessment |
| Spring Assessment |
| Fall Assessment |  | Annual Program Assessment |  |  | **5-year Comprehensive**  **Program Review**  **(R411)** | |
| Spring Assessment |
| Fall Assessment |  | Annual Program Assessment |
| Spring Assessment |

At the end of each spring semester, all faculty participate in [Assessment Day](https://www.snow.edu/academics/ir/assessmentday.html)—a contractual day dedicated to the assessment of program learning outcomes (using course level data) and development of improvement plans for the next academic year. Each year, faculty complete an Assessment Day template that reports on their evaluative results. In Spring 2020, the template was revised to include improved access and processing of course and program level data, a focused reflection and goal setting section, and the inclusion of evidence-based (student artifacts) program learning outcomes evaluation. All Annual Program Reviews were submitted to the Office of Academic Affairs by June 1 (100% return rate—all programs reported), and independent feedback reports (closing the loop) were returned to each program by August 1st in advance of faculty planning meetings prior to the commencement of fall semester.

Snow College’s Curriculum Committee is a standing committee of the Faculty Senate designed to ensure the academic integrity of Snow College and promote the continuous improvement of it educational programs. The Curriculum Committee is comprised of one faculty member elected from each teaching division, a Faculty Senate representative, the chair of the General Education Committee, and the Vice President of Academic Affairs and Registrar (who serve as non-voting members). Central to the committee’s duties is the regular review of Snow College courses and curricular policy (see [Curriculum Committee Constitution](https://www.snow.edu/academics/faculty_senate/curriculum/constitution.html)). All Snow College [master syllabi](https://www.snow.edu/academics/faculty_senate/curriculum/syllabus_instructions.html) undergo complete review every five years and new courses must adhere to the same review criteria, which includes course justification, student learning outcomes, related general education and/or knowledge area outcomes, pedagogical methods, and KPI-based assessment plans.

Programs with independent accreditation status perform additional program reviews and report regular quality assurance reports. Snow College’s Music program and Theatre program report comprehensive evaluations and annual reports to the [National Association of Schools of Music](https://nasm.arts-accredit.org/) (NASM) and the [National Association of Schools of Theatre](https://nast.arts-accredit.org/#:~:text=Founded%20in%201965%2C%20the%20National,approximately%20189%20accredited%20institutional%20members.) (NAST) commissions, respectively. The Business program is accredited by [The Accreditation Council for Business Schools and Programs](https://acbsp.org/) (ASCBP), which follows the Baldrige model with annual quality assurance reports and three-year comprehensive reviews. Snow College’s Nursing program answers to the [Accreditation Commission for Education in Nursing](https://www.acenursing.org/for-programs/general-resources/). Snow College’s Software Engineering program is in the process of receiving independent accreditation from the [Accrediting Board for Engineering and Technology](https://www.abet.org/accreditation/), Inc.--anticipated fall 2021.

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**1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.**

* Knowledge area outcome assessments
* Foundations Assessments

GE information.

**1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.**

* Annual Program Assessment—Goals Section and Report Feedback
* Strategic Enrollment Management

**1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.**

Snow College follows the transfer policy of the Utah State Board of Regents (Policy R470) concerning the integrity, acceptance, and awarding of transfer credit. General transfer and articulation information for Snow College is located in the Snow College Catalog and on-line at <https://www.snow.edu/catalog/transfer_articulation.html>. There is no limit to the amount of transfer credit received by Snow College provided the credit is received at least three weeks prior to registration.

Transfer credit is accepted from institutions accredited by any of the six regional accrediting bodies. Snow College also allows transfer credit from international institutions, Advanced Placement exams, College Level Placement Exams, Foreign Language Achievement Testing, International Baccalaureate Exams, the United States Military, and Policy Officer Standards and Training (POST). Credit is also awarded on a case-by-case basis as the discretion of academic departments. Each semester, Snow College hosts a college fair and various one-on-one campus visits from transfer institutions to inform students on specific transfer requirements.

The transfer policy (R470), articulation agreements, accredited status, and independent evaluations along with Snow College’s grading system and standards for academic progress attest that appropriate program transfer credit is matches the content and quality of institution. Snow College informs students about these policies through its catalog, online, advisors, and instructors. Snow College students can view their transfer credit and monitor their progress to graduation using an on-line tracking program ([DegreeWorks](https://www.snow.edu/academics/degreeworks/index.html)) and can discuss transferrable credit face-to-face with Student Success Center professionals.

In addition, students have access to unofficial transcripts (including transfer credit) using the institution’s BadgerWeb portal and may request official transcripts from the Registrar’s Office. Transcripts provide clear and accurate information between developmental/remedial and college level coursework. Non-credit classes are not included on the transcript.

**1.C.9 The institution’s graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.**

Snow College does not offer graduate programs.

**Student Achievement**

**1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.**

* Open Enrollment Institution
* Student Support Services
* Registration On-Boarding
* Intrusive Advising Model

**1.D.2 Consistent with its mission and in the context of and in comparison, with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).**

* Mission fulfillment metrics/measures
* USHE Performance metrics for funding
* Aspen Metrics
* Assessment Day Template (disaggregation of the data)

**1.D.3 The institution’s disaggregated indicators of student achievement should be widely published and available on the institution’s website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.**

* Figure out where to publish this information (IR Site)
* Teams information
* Meetings with Trustees
* Mission Fulfillment Report
* Mission Fulfillment Dashboard

**1.D.4 The institution’s processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.**

* Assessment Day Templates
* Institutional Effectiveness Report
* Dashboards