

# Core Theme One Assessment Report

Core Theme Objective Number	Core Theme Objective	Key Performance Indicator	Threshold	Target	Results	Result Type	Analysis of Results	Action Plan
Core Theme Objective 1.1	Students completing degrees or certificates demonstrate achievement of the learning outcomes identified for the degree or certificate they receive.	1.1.1 - Math. Student accomplishment of general education outcomes (for AA, AS, APE, ASB degrees)	Students will complete sufficient credits for the degree plus demonstrate that they can reason quantitatively in a variety of contexts. (GE Outcome 4)	Students will complete sufficient credits for the degree plus demonstrate that they can reason quantitatively in a variety of contexts. (GE Outcome 4)	Math 1030, 1040, and 1050 were assessed this year. Students demonstrated competency in five of seven learning outcomes.	Threshold Met But Not Target	The math department wants to help students improve in their understanding of hypothesis testing in Math 1040 and identifying and applying "function" in Math 1050.	Math faculty members will talk about the assessment results for 1040 and 1050 and plan for the next semester to adjust teaching and/or activities to help student learning.
		1.1.1 - Speaking. Student accomplishment of general education outcomes (for AA, AS, APE, ASB degrees)	Students will complete sufficient credits for the degree plus demonstrate that they can speak effectively and respectfully as a member of the global community. (GE Outcome 3)	Students will complete sufficient credits for the degree plus demonstrate that they can speak effectively and respectfully as a member of the global community. (GE Outcome 3)	Speaking was assessed this year. Students showed improvement in the use of presentational aids and visual support materials from 2010-2011, in the use of internal preview statements (signposts) as an organizational tool, and in the use of cited material and oral footnoting.	Inconclusive Data	Students demonstrated improvement	The Communications and English departments will review further the assessment results obtained at the end of the 2011-2012 year and make modifications.
		1.1.1 - Writing. Student accomplishment of general education outcomes (for AA, AS, APE, ASB degrees)	Students will complete sufficient credits for the degree plus demonstrate that at least 75% can write effectively and respectfully as a member of the global community. (GE Outcome 3)	Students will complete sufficient credits for the degree plus demonstrate that at least 90% can write effectively and respectfully as a member of the global community. (GE Outcome 3)	Writing was assessed this year. On average, students rated 6.5 initially on the rubric for writing, and scored 8.0 at the end of English 2010, for an increase of 1.5. 97% of the students saw an increased score in the writing portfolio. The results demonstrated that 80% of the students can write effectively.	Threshold Met But Not Target	Overall the faculty members were pleased that students improved in argument, confidence, integration of sources, mechanics of grammar, organization, and purpose/thesis. The assessment tool is valuable in obtaining needed information to measure student learning outcomes.	The department will modify the rubric so it more accurately assesses the most essential learning outcomes.
		1.1.2 Student	75% of students	100% of students	The College did not	Not	Not Assessed	Will assess 2012-2013

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		accomplishment of Associate of Applied Science education outcomes (for AAS degrees)	achieve the applied science education outcomes particular to their program of study.	achieve the applied science education outcomes particular to their program of study.	assess this KPI this year.	Assessed	Not Assessed	Will assess 2012-2013
	1.1.3	Student accomplishment of program-specific learning outcomes (all degrees and certificates)	Students who complete degrees or certificates will be able to demonstrate achievement of 70% or more of the learning outcomes in their instructional program.	Students who complete degrees or certificates will be able to demonstrate achievement of 80% or more of the learning outcomes in their instructional program.	Anecdotal reports from various program chairs indicate that graduating students do achieve the outcomes that were assessed. Not all outcomes were assessed in the current year. Some programs have very little assessment data for this KPI.	Inconclusive Data	Faculty members need to be much more deliberate in their assessment of program-specific learning outcomes. Most assessment emphasis in the past has been at the course level.	The deans will focus the need for improved program-level assessment at the fall workshop for faculty.
	1.1.4	Students' perceptions of their experience at Snow College (e.g., Community College Experiences Questionnaire, Community College Survey of Student Engagement)	Graduating students' average scores based on a 1 to 4 point scale ("never" to "very often") from the Community College Student Experiences Questionnaire are at least 2.5 or greater for questions directly related to experiences associated with Snow College's general education outcomes. In addition, scores from the Community College Survey of Student Engagement (not associated with graduates) will attempt to relate student	Graduating students' average scores based on a 1 to 4 point scale ("never" to "very often") from the Community College Student Experiences Questionnaire are at least 3.0 or greater for questions directly related to experiences associated with Snow College's general education outcomes. In addition, scores from the Community College Survey of Student Engagement (not associated with graduates) will attempt to relate student	Target was met for the development of ethical reasoning skills (3.0). All other GE categories met the threshold except for the development of scientific reasoning skills (1.64). The grand average for all GE outcome related scores was 2.5.	Threshold Met But Not Target	New GE Outcomes were established as a result of previous CCSEQ assessments and new trend data is needed based on these new outcomes. It is recommended that the same questions related to the new GE outcomes that were asked on the CCSEQ be used to assess the 2013 graduating class since the CCSEQ is and every other year assessment.	Determine an effective assessment for the 2013 graduating class in the absence of the CCSEQ. Report results to the GE committee prior to semester 2012. A new CCSEQ institutional report will be created to reflect data/feedback as related to the new GE outcomes established Spring 2012. This will be presented to the GE Committee fall 2012. The CCSEQ institutional report will be updated and presented to the GE Committee and the Deans Council (Fall 2012) The CCSEQ trend data report will be updated and available for staff and faculty review. Determine an effective assessment for the 2013 graduating class in the absence of the CCSEQ. Report results to the GE committee prior to

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		1.1.4 Students' perceptions of their experience at Snow College (e.g., Community College Experiences Questionnaire, Community College Survey of Student Engagement)	experiences to Snow College's GE Outcomes.	experiences to Snow College's GE Outcomes.	Target was met for the development of ethical reasoning skills (3.0). All other GE categories met the threshold except for the development of scientific reasoning skills (1.64). The grand average for all GE outcome related scores was 2.5.	Threshold Met But Not Target	New GE Outcomes were established as a result of previous CCSEQ assessments and new trend data is needed based on these new outcomes. It is recommended that the same questions related to the new GE outcomes that were asked on the CCSEQ be used to assess the 2013 graduating class since the CCSEQ is and every other year assessment.	fall semester 2012. A new CCSEQ institutional report will be created to reflect data/feedback as related to the new GE outcomes established Spring 2012. This will be presented to the GE Committee fall 2012. The CCSEQ institutional report will be updated and presented to the GE Committee and the Deans Council (Fall 2012). The CCSEQ trend data report will be updated and available for staff and faculty review.
Core Theme Objective 1.2	Students achieve their intended educational goals at Snow College.	1.2.1 Persistence rates (comparison of student intentions at the time their original application for admission was submitted to the student's actual behavior)	At least 1/3 of the freshman cohort (33%) will persist according to their reported educational intent as captured by the respective fall semester's 3rd Week report.	Greater than 50% of the entering freshman cohort will persist according to their reported educational intent as captured by the respective fall semester's 3rd Week report.	Snow College has a five year-average persistence rate among Associate degree seeking new freshman students (full-time and part-time) of 46%. The 2009 cohort had a 49% persistence rate followed by the 2010 cohort of 47%. Persistence was measured as fall to fall enrollment.	Threshold Met But Not Target	While the results are well above the college's threshold, additional efforts with faculty-driven student advising, bottle-neck class availability, and returning student scholarship opportunities will assist the achievement of at least 50% retention. Beginning fall 2012, the college hired additional two-year contract faculty in math and English in order to assuage the lack of general education course availability.	The college will continue its efforts to collect data from non-returning students in order to determine the major issues for departure as well as those that would influence student persistence. This information will be used in concert with the survival analysis studies. The college will assess comprehensive persistence of freshman cohorts by conducting survival analysis studies on new student cohorts. This analysis will allow the college to analyze persistence/withdrawal over time in an effort to better identify key semesters of departure. The college will continue to collect persistence rates in order to assess the influence of new hires and other initiatives on

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		1.2.2 Graduation rates	At least 33% (1/3) of Snow College students will graduate within 150% of time. This information is based on first-time freshman cohorts as reported to the Integrated Post-Secondary Education Data System (IPEDS).	Greater than 45% of Snow College students will graduate within 150% of time. This information is based on first-time freshman cohorts as reported to Integrated Post-Secondary Education Data System (IPEDS).	The four-year student-right-to-know graduation rate as reported to IPEDS is 41%. The highest graduation rate was 49% reported for the 2006 cohort.	Threshold Met But Not Target	The addition of new certificate programs, a four-year music degree in commercial music, and an accelerated degree program for concurrent enrollment/high school students will positively influence graduation rates. All these programs take effect fall 2012 except for the accelerated degree program which will have full implementation summer/fall 2013.	The college will focus on the implementation of the one-year-degree and accelerated degree programs as they related to improved graduation rates. Graduation rates will continue to be collected as a part of the IPEDS reporting process. Collection cycle is every spring semester.
		1.2.3 Students' perceptions of their	Graduating students' average scores based on a	Graduating students' average scores based on a	CCSEQ averages for student satisfaction with course	Target Met	All targets were met except for those associated with	The CCSEQ institutional report will be updated and presented to the GE

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		experiences at Snow College (Community College Student Experiences Questionnaire, Community College Survey of Student Engagement)	to 4 point scale ("never" to "very often") from the Community College Student Experiences Questionnaire are at least 2.5 or greater for questions directly related to their satisfaction with course requirements, overall instruction, preparedness for a 4-year degree, preparedness for work, and comprehensive experience. In addition, 80% of students indicate "yes, they would enroll in Snow College again".	to 4 point scale ("never" to "very often") from the Community College Student Experiences Questionnaire are at least 3.0 or greater for questions directly related to their satisfaction with course requirements, overall instruction, preparedness for a 4-year degree, preparedness for work, and comprehensive experience. In addition, 90% of students indicate "yes, they would enroll in Snow College again".	requirements was 2.0 (students were satisfied "most of the time") and for overall instruction the average was 2.18 (students were satisfied "most of the time"). Student satisfaction with preparation for 4-year programs was 3.45 (target met). Student satisfaction for workforce prep was 3.28 (target met). Student satisfaction for their comprehensive Snow College experience was 3.62 (target met). In addition, 92% of students indicated they would re-enroll in Snow College (target met).	Target Met	course and instructor satisfaction. It suggests that students' high approval of the Snow College experience rests with program preparedness (transfer/work) and the out-of-class experience.	Committee and the Deans Council (Fall 2012). The CCSEQ trend data report will be updated and available for staff and faculty review. A new CCSEQ institutional report will be created to reflect data/feedback as related to the new GE outcomes established Spring 2012. This will be presented to the GE Committee fall 2012. Results of the 2012 CCSEQ will be shared with faculty in order to further address the lower satisfaction ratings for course stimulation/challenge and instructor interaction. Results from course evaluations regarding overall satisfaction with individual courses and instructors will be used to provide more intimate assessment as related to course requirements and instructor activities. Such results can e aggregated by subject matter, program, and school.
Core Theme Objective 1.3	Students succeed when they transfer.	1.3.1 Transfer rates	At least 32% of Snow College students transfer within 150% of time, which is consistent with Snow College's 4-year student-right-to-know transfer rate . This information is based on first-time freshman cohorts as	Snow College students who transfer within 150% of time is 35% or higher based on a 4-year student-right-to-know average. This information is based on first-time freshman cohorts as reported to the Integrated Post-	Snow College's 4-year student-right-to know transfer rate is 32% which meets the threshold but falls short of the 35% target. The transfer rate for the most current cohort (2008) was 36% (the highest rate over 4-years).	Threshold Met But Not Target	It is estimated that with the addition of workforce ready programs, a 4-year program in Commercial Music, and an accelerated degree initiative involving concurrent enrollment students, the transfer rate will stay the same or decrease to the	Internally, the college will report transfer rates to include students who graduate and transfer as well as those that simply transfer. This information will follow the same 4-year-right-to-know, 150% of time format as IPEDS. Transfer rate threshold and target will be assessed in lieu of graduation rates, which according to the

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Core Theme Objective 1.3	Students succeed when they transfer.	1.3.1 Transfer rates	reported to the Integrated Post-Secondary Data System (IPEDS). The transfer rate excludes students who graduate and transfer. Graduates are counted in the graduation rate allowing for the transfer rate to represent only those students who transfer without a degree.	Secondary Data System (IPEDS). The transfer rate excludes students who graduate and transfer. Graduates are counted in the graduation rate allowing for the transfer rate to represent only those students who transfer without a degree.	Snow College's 4-year student-right-to know transfer rate is 32% which meets the threshold but falls short of the 35% target. The transfer rate for the most current cohort (2008) was 36% (the highest rate over 4-years).	Threshold Met But Not Target	benefit of Snow College's graduation rate. IPEDS excludes graduates and transfer students in their reporting. Hence, despite the fact that many Snow College graduates transfer, the IPEDS transfer rate only includes those students that transfer without a degree. As the aforementioned degrees unfold over the next few years, the college estimates an increase in graduates to the detriment of transfer only students. New thresholds and targets may need to be established.	IPEDS system is a separate/distinct reporting (higher graduation rates will result in lower transfer rates). Transfer rates will continue to be collected and reported according to the IPEDS reporting cycle which is every spring semester.
		1.3.2 Performance after transfer	Greater than 50% of transfer students are successful at their transfer institution as expressed by the following factors: (1) first-transfer term GPA of 2.0 or higher, (2) cumulative GPA of 2.5 or higher, (3) 4-year degree achievement, (4) enrollment in graduate or professional programs.	At least 70% of transfer students are successful at their transfer institution as expressed by the following factors: (1) first-transfer term GPA of 2.0 or higher, (2) cumulative GPA of 2.5 or higher, (3) 4-year degree achievement, (4) enrollment in graduate or professional programs.	A four-year cohort average of students first-term GPA success is 77%, cumulative GPA success is 74%, and 4-year degree or higher achievement is 53%.	Target Met	Both the cohort and 4-year average analysis of Snow College students transferring to USHE institutions display first-year GPA, cumulative GPA, and 4-year or higher degree attainment above threshold and target levels.	With the implementation of DegreeWorks, Snow College will begin to obtain transfer success information for students who move to institutions outside the Utah system (nationwide). Collection on previous cohorts should begin by spring 2013. Performance transfer results will be aggregated by school and program and reported to appropriate faculty leadership for program improvement.
Core Theme	Students succeed in	1.4.1 Licensure and certification	70% or more students	80% or more students	75% of all students passed licensure and/or	Threshold Met But Not	Not all students in every course take the	Identify single point of contact for licensure and

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Objective 1.4	the workforce when they find employment in their chosen field.	pass rates	successfully pass licensure and/or certification exams related to their specific field of study	successfully pass licensure and/or certification exams related to their specific field of study	certication exams	Target	exams, so we need to encourage more students to take the exams. We know we are missing some licensure and certification data, so we are creating a mechanism to capture all licensure and certification attempts which will give us a better picture of total student to exam ratio.	certification data. Create database to gather and analyze the information. Promote the importance of licensure and certification to all students in appropriate programs. Verify that exam expectations are included in course curricula.
		1.4.2 Job placement rates	75% of students graduating and who desire to go to work will find a job within 6 months.	95% of students graduating and who desire to go to work will find a job within 6 months.	414 students were surveyed in connection with graduation in Richfield and Ephraim in May 2012. This quick snapshot of the graduating class showed that 21% indicated that they were still seeking employment. 79% had	Threshold Met But Not Target	Last year's results were based on unverified scattered data. The results this year are based on students who were verified as having graduated.	Career Services has identified those students in the 21% bracket and will continue to be a resource and referral agent in their job search so we may reach that goal by November 2012.
		1.4.3 Employer satisfaction with graduates	Of those employers in the 6-county service area who employ Snow College graduates, 75% will say they are "likely, very likely, or extremely likely" to hire again Snow College graduates for their employee needs.	Of those employers in the 6-county service area who employ Snow College graduates, 85% will say they are "likely, very likely, or extremely likely" to hire again Snow College graduates for their employee needs.	Some 131 employers who do do employ Snow College graduates or interns were surveyed in the 6-county service area and 85% said they were "likely, very likely, or extremely likely" to use Snow College again for their employee training needs.	Threshold Met But Not Target	The results confirmed anecdotal reports that employers shared with Snow College employees. In the future, we will create a survey which differentiates between graduates and interns.	Career services will continue to survey employers annually to measure employer satisfaction and report results to academic VP and deans so they may be aware of continuous improvement needs.
Core Theme Objective 1.5	Exiting students are satisfied with the services provided by the	1.5.1 Students' perceptions of their experience at Snow College (Community College Student	Graduating students' average scores based on a 1 to 4 point scale ("never" to "very often") from the	Graduating students' average scores based on a 1 to 4 point scale ("never" to "very often") from the	CCSEQ average scores for student satisfaction with student support/administrative services was 3.29 (target met). Students	Target Met	Results from the SENSE survey's advising module are currently being analyzed.	A new CCSEQ institutional report will be created to reflect data/feedback as related to the new GE outcomes established Spring 2012. This will be

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Core Theme Objective 1.5	administrative departments of the College.	Experiences Questionnaire, Community College Survey of Student Engagement)	Community College Student Experiences Questionnaire are at least 2.5 or greater for questions directly related to experiences associated with campus clubs and advisement. In addition, results from a specific module included with Survey of Entering Student Engagement (SENSE) conducted fall semester 2011 will assist in determining new student student satisfaction advising services.	Community College Student Experiences Questionnaire are at least 3.0 or greater for questions directly related to experiences associated with campus clubs and advisement. In addition, results from a specific module included with Survey of Entering Student Engagement (SENSE) conducted fall semester 2011 will assist in determining new student student satisfaction advising services.	also reported their contact with with advisors and other administrative personnel as helpful "most of the time".	Target Met	Results from the SENSE survey's advising module are currently being analyzed.	shared with the Student Success unit of the college along with the SENSE information. The CCSEQ trend data report will be updated and available for staff and faculty review. Results from the SENSE advising module will be shared with administrative leadership and the Advising office during fall semester 2012 (October--prior to spring semester advising and registration).