Snow College Mission and Core Themes Score Card Report

presented to the Snow College Board of Trustees
June 2019

Mission Statement:

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)

Core Themes:

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 key performance indicators 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.

For each core theme, there are identified objectives/goals and defined key performance indicators (KPIs). Many of these KPIs are aligned with metrics used for Snow College's current Strategic Plan, Snow College's Strategic Enrollment Management Plan, Aspen Award Gaps, USHE's Performance Funding model, USHE's Institutional Scorecard, and Utah's Legislative Compendium of Budget Information (COBI) and Legislative Funding Appropriations (LFA) reporting.

Measures and Target Determination:

Data collection for all KPI measures begins fall semester 2012 and is reported annual using fall semester or fiscal year information.   Nearly all the KPIs use the most current five-year rolling average as the target measure. The exceptions are distinct targets for (1) student satisfaction measures that use the most recent Community College Survey of Student Engagement (CCSSE) top performing college scores, and (2) success rate goals reported to USHE for all students and minority students. Each KPI compares the most recent data point to the five-year-rolling average and determines target completion using a three-point scale. This three-point scale uses a normal distribution standardized score as follows:

- **On Target:** Current measures that are within plus-or-minus (+/-) one standard deviation of the average.
- **Exceeds Target:** Current measures that are greater than one positive standard deviation of the average (x > +1).
- **Below Target:** Current measures that are less than one negative standard deviation of the average (x < -1).
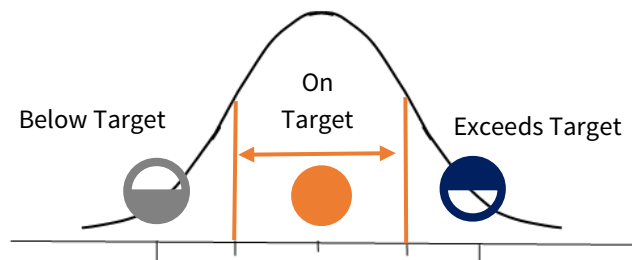
This report details Snow College's current progress for each core theme using respective KPI target measures. Rationale for each KPI measure is also provided. This is consistent with NWCCU's accreditation reporting requirements for comprehensive mission fulfillment. The summary data below indicate that Snow College is **on target** toward mission fulfillment.

Summary:

Core Theme	# of KPI Measures	# Exceeding Target	# On Target	# Below Target	Overall
Core Theme 1, Tradition of Excellence:	26	8	10	8	🟠
Core Theme 2, Culture of Innovation	12	4	8	0	🟠
Core Theme 3, Atmosphere of Engagement	17	2	14	1	🟠
Totals	**55**	**14**	**32**	**9**	🟠

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*

Key Performance Indicator (KPI)	Target	Current Grade	
1.a: Student accomplishment of General Education outcomes	2.0	1.4 On Target	🟠
1.b: Recognized General Education Outcome achievement	75%	75% On Target	🟠
1.c: Number of degrees and/or certificates awarded	965	1,055 Exceeds Target	◒

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. Student accomplishment of General Education outcomes is achieved through regular signature assignment assessments that address specific general education knowledge areas. These signature assignments are rated on a three-point rubric scale (1 = below achievement, 2 = achievement, 3 = exceeds achievement). Student recognized achievement of general education outcomes is collected at the course level each semester using Snow College's course evaluation system. Snow College reports the number of degrees/certificates awarded each year to state and federal agencies.

Goal 2: *Promote efficiency in academic outcome achievement*

Key Performance Indicator (KPI)	Target	Current Grade	
2.a: Percent of undergraduates completing 30 or more credits per academic year	60%	59% On Target	🟠
2.b: Average time to associate-level degree completion in years	2.0	1.3 Exceeds Target	⊖
2.c: Number of degrees per 100/FTE	30	28 Exceeds Target	🟠
2.d: Quantitative Literacy completion rates (%) for underprepared students	55%	36%	🟠

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*

Key Performance Indicator (KPI)	Target	Current Grade	
3.a: Persistence rates from fall to spring of all undergraduate students	75%	70% Below Target	◑
3.b: New freshmen fall-to-fall persistence rates	66%	55% Below Target	◑
3.c: Graduation rates of first-time freshman cohorts at 150% of time	50%	45% Exceeds Target	◓
3.d: Transfer rates of first-time freshman cohorts at 150% of time	30%	35% Exceeds Target	◓
3.e: Success rates of first-time freshman cohorts at 150% of time	85%	80% On Target	●
3.f: Outcome achievement of first-time students at six years	90%	86% On Target	●

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*

Key Performance Indicator (KPI)	Target	Current Grade	
4.a: Licensure and certification pass rates	80%	80% On Target	
4.b: Job placement within six years of graduation	70%	70% On Target	

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*

Key Performance Indicator (KPI)	Target	Current Grade	
3.a: Minority student success rates at 150% of time	66%	63% On Target	
3.b: First generation student success rates at 150% of time	50%	40% Below Target	
3.c: Pell grant student success rates at 150% of time	40%	41% Exceeds Target	
3.c: Service area student success rates at 150% of time	50%	38% Below Target	

Rationale: These indicators provide evidence of undergraduate recruitment, retention and success. The college seeks 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*

Key Performance Indicator (KPI)	Target	Current Grade	
6.a: CCSSE Active and Collaborative Learning scores	60%	61% Exceeds Target	◐
6.b: CCSSE Student Effort scores	59%	56% Below Target	◓
6.c: CCSSE Academic Challenge scores	57%	54% Below Target	◓
6.d: CCSSE Student-Faculty Interaction scores	60%	51% Below Target	◓
6.e: CCSSE Support for Learners scores	61%	57% Below Target	◓
6.f: Course evaluation satisfaction scores	1.90	1.93% On Target	●
6.g: Percent of exiting students who would refer Snow College to a potential student	80%	87% Exceeds Target	◐

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 students can express their satisfaction with their course experiences each semester using Snow College's on-line course evaluation system. 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*

Key Performance Indicator (KPI)	Target	Current Grade	
1.a: Resources allocated toward innovative/best practice initiatives	50K%	75K% Exceeds Target	◒

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*

Key Performance Indicator (KPI)	Target	Current Grade	
2.a: Course evaluation scores that recognize high impact classroom practices.	3.5%	3.5 On Target	🟠
2.b: Number of faculty participating in workshops and/or professional development opportunities.	30%	On Target	🟠
2.c: Institutional DFWI rate	20%	15 % Exceeds Target	◒
2.d: Number of course re-designs (per year) based on identified learning achievement gaps	10	On Target	🟠
2.e: Number of syllabi revised (per year) to improve learning outcomes and assessment	25%	25% On Target	🟠
2.f: Number of new courses (per year) developed based on high impact practices	5	7 Exceeds Target	◒

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*

Key Performance Indicator (KPI)	Target	Current Grade	
3.a: Number of career-to-advanced degree stackable credentials developed per year	3	3 On Target	🟠
3.b: Number of established four-year degrees	1	2 Exceeds Target	⊖
3.c: Number of 2+2, 3+1 or other established partnerships	1	1 On Target	🟠
3.d: Percent of degrees and certificates in Utah's DWS 5-star Occupation-Related programs	2%	1% On Target	🟠
3.f: Percent of degrees and certificates in Utah's DWS 4-star Occupation-Related programs	1%	2% On Target	🟠

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*

Key Performance Indicator (KPI)	Target	Current Grade	
1.a: Number of service-learning courses	40	40 On Target	🟠
1.b: Number of students enrolled in service-learning courses	830	649 Below Target	◗
1.c: Number of Honors program participants	135	118 On Target	🟠
1.d: Percentage/number of students participating in co-curricular programs or activities		On Target	🟠
1.e: Percentage/number of students participating in global engagement opportunities (i.e. international partners, tutoring, etc.) and events.	60	68 On Target	🟠
1.f: Percentage/number of students with on-campus student employment opportunities	450	568 On Target	🟠

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*

Key Performance Indicator (KPI)	Target	Current Grade	
2.a: Number of college-sponsored events for public education students	8	10 On Target	🟠
2.b: Number/percent of high school students enrolled in for-credit college courses	30%	34% Exceeds Target	⊖
2.c: Number of continuing education classes and/or events.	5	5 On Target	🟠
2.d: Number of continuing education participants		On Target	🟠
2.e: Number of cultural events hosted by the Richfield and/or Ephraim campus	20	On Target	🟠

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.*

Key Performance Indicator (KPI)	Target	Current Grade	
3.a: Number partnerships established with local business and industry.		On Target	●
3.b: Number of programs that support local workforce needs and economic development	17	22 Exceeds Target	⊖
3.c: Number of participants/students in economic partnership programs	455	469 On Target	●
3.d: Number of established K-16 initiatives and/or partnerships		On Target	●
3.e: Number of hours provided by Custom Fit, Economic Development, or STIT programs.	14,000	13,500 On Target	●
3.f: Number of people served by Custom Fit, Economic Development, or STIT programs.	650	725 On Target	●

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.