

Year One Self-Evaluation Report

Snow College
Ephraim, UT
August, 2013

Submitted to the Northwest Commission on College and Universities

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Institutional Overview

Snow College, founded in 1888 in Ephraim, Utah, is one of the oldest two-year state colleges in the West. Beginning in May of this year, the College began a year-long celebration of its 125th year of operation. The College was born as a residential academy – providing teaching and learning opportunities tailored to the critically important formative years of early adult and adult learning. Today the College is a residential junior college with dedicated and associated community college commitments of service to the residents of its six-county primary service region of central Utah. As per the 2010-2012 census data/estimates, the six-county region has a total population of 76,173 and covers 16,987 square miles, which means a population density of 4.5 people per square mile. While the six-county region covers approximately 1/5th of the entire state of Utah, it contains only 3% of the state's population. The student body of 3,537 full-time equivalent students and 4,599 headcount is approximately 51 percent from the six-county area, another 43 percent from elsewhere in Utah, and six percent from other states and international locations.

Snow College is one of eight public colleges and universities in the Utah System of Higher Education (USHE) governed by a nineteen-member Utah State Board of Regents appointed by the Governor. Each of the eight institutions also has a governor appointed ten-member board of trustees, with defined authority.

Over its long history, Snow College has offered and continues to offer a two-year parallel university experience for freshmen and sophomore students. Nearly 65 percent of all Snow College students transfer to a four-year institution following their studies at the College. During the last two years, following approval of its first bachelor's degree offering and with State Board of Regents support, Snow College has begun to consider offering a broader slate of four-year degree programs.

The College also has provided career and technical courses throughout its 125 year history. In 1998, the Utah State Legislature merged the former Sevier Valley Applied Technology Center, located in Richfield, Utah, (55 miles south of Ephraim) with Snow College. The Richfield campus adds an array of workforce/economic development centered programs in career and technical education as well as a growing number of academic courses to complement the offerings on the Ephraim campus.

The College is authorized to offer several degree programs, including the Bachelor of Music in Commercial Music (BMCM) and six associate degrees: Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science (AAS), Associate of Pre-Engineering (APE), Associate of Science Business (ASB), and the Associated Science in Nursing (ASN). Short-term certificate programs are also provided. Most courses are delivered face-to-face, frequently with technology enhancement, with some courses broadcast from one campus to another. A small number of Snow College courses are offered at the Central Utah Correctional Facility in Gunnison and in area high schools as

concurrent enrollment. Students also have access to Snow College programs through online distance education.

Snow College employs 111 full-time faculty and 150 full-time staff members to efficiently serve the student body. In contrast to many institutions in large urban areas that employ numerous adjunct instructors, Snow College is in a rural location where 66 percent of the faculty members are employed full time, thus allowing them to devote their full attention to instructing and advising students. Snow College is the state's most residential college. Approximately 90 percent of the students matriculated at the Ephraim campus live on or within walking distance of the campus.

The College serves as the intellectual, artistic, musical, educational, and sports center of central Utah and also enjoys a unique collaboration with The Julliard School in New York City. Snow College also holds the status of being one of a very small number of two-year colleges in the country to be accredited by the National Association of Schools of Music, the National Association of Schools of Theatre, and the Accreditation Council of Business Schools and Programs. Providing such opportunities to the citizens of rural Utah is an important part of the institution's mission.

Data from the U.S. Census Bureau show that Utah ranks 48th in the nation for personal income per capita, and, within Utah, the rural area served by Snow College was among the hardest hit by the recent economic downturn. Per capita income in the college's six-county primary service area is well below the Utah state average. Poverty rates and unemployment are high. The College has been forced to make several budget reductions in recent years as the Utah Legislature cut Snow College's appropriated budget by nearly 20 percent.

Despite the fiscal challenge to the State and the College, enrollments at Snow College grew for a period of time. From 2008 to 2011 enrollment grew 18 percent in headcount and 35 percent in fulltime equivalent students. The unduplicated head count for Fall Semester 2012 was 4,599 with a fulltime equivalent of 3,537.

Snow College is devoted to preserving and honoring the best of its tradition and to innovatively answering the demands of changing times. The College has a 125-year history and well-established reputation for offering excellent quality education. In recognition of the quality of Snow College, the Aspen Institute, headquartered in Washington, D.C., announced in 2011 that Snow College was included in their list of "120 Top U.S. Community Colleges" for the second year in a row. Their web page notes the following concerning this prestigious recognition:

"The Aspen Institute identified the 120 community colleges -- 10 percent of all institutions -- using a quantitative formula that assesses performance and improvement in four areas: graduation rates, degrees awarded, student retention rates, and equity in student outcomes." Their analysis included: (1) performance (retention, graduation rates including transfers, and degrees and certificates for full-time students); (2) improvement

of completion performance over time; and (3) equity (institutional record for completion outcomes for disadvantaged students). The recognition, which the College neither applied for nor lobbied to receive, is part of the Community College Excellence Program first announced at the White House Summit on Community Colleges held in October 2010.

A second recognition of excellence at Snow College was announced by CNNMoney. A statement on their web site indicates the following: "Not all community colleges are created equal. Figuring out which school will give you the best chance of transferring to a four-year college or university can be difficult, especially since there is so little standardized information out there. "But here's a good way to start. College Measures, a joint venture of the American Institutes of Research and Matrix Knowledge Group, has created a chart for CNNMoney to help students find the best options. Based on the percentage of students that graduated within three years or transferred to four-year colleges, they compiled a "success" rating for each community college in the U.S." (<http://money.cnn.com/pf/college/community-colleges/?iid=E>)

Snow College was listed as number six on the rating.

The most recent and third recognition of excellence was announced by [TheBestSchools.org](http://www.thebestschools.org), a leading higher education/career website. This organization selected the 50 best community colleges in the United State. Snow College was ranked as the 8th best community college in the nation. Their study was based on a comparison of several studies and ratings of community colleges as well as the college's reputation and a review of a large number of notable community colleges. Snow Colleges profile can be accessed here: <http://www.thebestschools.org/blog/2013/05/28/50-community-colleges-united-states/>

While College faculty and staff are pleased with these recognitions, they also understand that the institution cannot be content to rest on the success of its 125-year history. As the student body grows, becomes more diverse, and as higher education changes, Snow College must stay innovative and proactively engaged in continuing to find ways to offer new programs and services to benefit students and our service region. The goal is to continue to implement innovative strategies that allow the College to do more with less while ensuring that the students and communities succeed.

Preface

Brief Update on Institutional Changes Since Snow College's Last Report

Since the last report submitted by Snow College to the Commission in August, 2012, a number of important events and recognitions have occurred.

The College has completed the construction of a new 400-bed student housing complex on the Ephraim campus, which nearly doubled the number of its on-campus beds and significantly updated our residential options for students.

In October of 2012, the President of the Church of Jesus Christ of Latter-day Saints (Mormon Church) announced a change in the practice of requiring young men to be at least 19 years old and young women 21 years old before they can serve a mission for the Church. The age requirement was changed to 18 for men and 19 for women. Because a very high percentage of the students who attend Snow College are members of the LDS Church, it was expected that the change would impact dramatically the enrollment at the College for fall, 2013. However, as this report was being finalized for distribution, the total enrollment for Fall Semester 2013 is projected to be down by only approximately 5 percent, given exceptional work done by the admissions team and faculty at the College. It is anticipated that the drop in enrollment will bounce back in two years or so when those students completing missions return home and enroll at the College. During the interim, the projected enrollment has called for conservative budget projections and frugal management.

Lastly, since the last report to the Northwest Commission, the Utah State Board of Regents approved Snow College to begin offering the following.

Bachelor of Music in Commercial Music
AAS/Certificate of Completion and Certificate of Proficiency in Industrial
Mechanics
AAS in Natural Resource Management
AS in Nursing

Response to Topics Previously Requested by the Commission

The Northwest Commission on Colleges and Universities completed a Comprehensive Evaluation of Snow College in October 2012. Dr. Sandra Fowler-Hill chaired the evaluation on behalf of the Commission. As a result of that evaluation, four recommendations were made to the College. Those four recommendations are below followed by the Snow College response for each recommendation.

Recommendation 1. The Evaluation Team recommends that Snow College continue to develop and update financial policies that are approved by its governing board regarding oversight and management of financial resources. And, the Team recommends that the College clearly define and consistently follow its approved policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies. (Standard 2.A.30 and 2.F.3)

Snow's commitment to updating and reviewing college policies and procedures continues. Several significant developments have occurred moving the College forward with policies and procedures.

During the 2012-2013 academic year, the College substantively renewed the College Council with representative from students, staff, faculty and administration. The primary purpose of College Council is to review and update all college policies and procedures. The Administrative Services office oversees a repository College policy which, linked to the college website, ensures all policies and procedures are publically accessible.

Following the passage of legislative changes to Utah's procurement laws, the college Purchasing Department has rewritten the college's procurement policies. These revisions are currently under review by the administration as all of Utah's state colleges work through various legal questions rising from their implementation. Once fine-tuned, the new policy will be presented to the College Council and distributed for review and comment by the college community prior to final approval by the college's Board of Trustees.

An ongoing overall review of financial policies and procedures at the college has also resulted in significant changes to the college purchasing card policy to streamline the audit of documentation on a monthly basis by a newly hired full-time compliance officer. Additionally and very importantly, the search is under way for a new controller who will be tasked with a complete review of financial policies and procedures within the College.

Financial planning and budget development have been significantly enhanced with the initiation of a comprehensive strategic planning effort in March 2013. A task force of 21 faculty and staff members leads a college-wide discussion about the future direction of Snow College for the next five to ten years. A comprehensive financial review of college programs and operations will be conducted as the task force follows a program prioritization review pursuant to the model developed by Robert C. Dickeson in *Prioritizing Academic Programs and Services – Reallocating Resources to Achieve Strategic Balance*.

Lastly, departments and academic divisions are utilizing the TracDat system to document budget needs tied to implementation of the goals and vision outlined in Snow's accreditation report. While refining is needed in collecting consistent data from all areas of the College, the beginning efforts are promising for rolling-up priorities across the College.

✘ Recommendation 2. The Evaluation Team recommends that Snow College continue to clarify, update, and organize Academic policies – including those related to teaching, service, scholarship, research, and artistic creation – and clearly communicate them to students and faculty and to administrators and staff with responsibilities related to these areas. (Standard 2.A.12)

In follow-up to receiving Recommendation #2 on Academic Policies, the Office of Academic Affairs reports actions initiated subsequent to the evaluation visit and pursuant to fulfilling the expectations of clarifying, updating, and organizing the

College's Academic Policies, and establishing mediums of communication of such to relevant constituencies.

As noted above, the College has established and formalized a policy review and recommending procedure including renewing the College Council, representative of faculty, staff, student, and administration, and charged that body with review of all policies, including academic policies. This group receives, reviews, and recommends new or revised policies to the President's Cabinet and, subsequently, to the Snow College Board of Trustees for approval.

The Office of Academic Affairs has begun identifying and cataloging all existing formally approved academic policies, including those related to teaching, service, scholarship, research, and artistic creation, and identifying existing points of communication. Additionally, the Office of Academic Affairs is identifying areas of policies needing to be strengthened relevant to these same areas, as well as other areas discerned as omissions in our policies, and is preparing policy and procedure recommendations for submission to the College Council for review and forwarding to the next approval steps.

It is anticipated that the timeline for completion of these new focused improvement initiatives will be extended through to the conclusion of the fall semester, 2014, at which point a report will be generated for distribution to all relevant college constituencies describing the breadth of the approved policies, the policy approval process as adjusted and formalized, and the various medium of communication available. All policies will be archived in the policy & procedure repository.

Recommendation 3. The Evaluation Team recognizes the institution has implemented purposeful, systematic, integrated, and comprehensive planning and recommends that this be ongoing and lead to fulfillment of its mission. The Team recommends that plans that are implemented are made available to appropriate constituencies. In addition, the Team recommends that the institution's planning process continue to be broad-based and offer opportunities for input by appropriate constituencies. (Standard 3.A.1 and 3.A.2)

As mentioned above, in the college's response to recommendation 1, the College has begun a comprehensive college-wide strategic planning initiative. This strategic effort will tie the vision and goals outlined in the college's *Comprehensive Self-Evaluation Report* submitted in 2012 and *A Blue Print for the Future* report published in 2012 as the College looks to define a future five to ten years out.

The strategic planning model being implemented is based on two separate resources blended for the most comprehensive result, *Collaborative Strategic Planning in Higher Education*, Patrick Sanaghan, 2009, NACUBO (National Assoc. of College and University Business Officers), and *Prioritizing Academic Programs and Services – Reallocating Resources to Achieve Strategic Balance*, Robert C. Dickeson, 2010, Jossey-Bass Publishing.

A task force for the strategic planning effort was appointed in March 2013. The task force consists of 21 members reflecting the diversity of the College and its campuses. Veteran and early career faculty from each academic division comprise more than half of the task force. Administrative, professional, and classified employees from the various vice presidential divisions complete the task force membership. The task force chairs are Melanie Jenkins, Associate Professor of English, and Marvin Dodge, Vice President for Finance and Administrative Services. These individuals were chosen for their ability to focus on academic participation and follow-through with budget implementation of the task force recommendations and final strategic vision.

The task force began a data gathering and engagement phase in April that will continue through the summer. To date, the task force has held twenty separate meetings and public discussions with faculty, staff, and key groups across both campuses. This phase is meant to engage stakeholders, both on and off campus, in discussions about the college's core values, current and future challenges, and the critical issues that must be proactively managed to ensure a bright future. Task Force members are using a variety of facilitated planning exercises to solicit ideas and feedback about these issues. Frequent planning updates have been scheduled to ensure transparency and to inform the college communities about the progress-to-date of the strategic planning effort. Detailed information regarding the strategic planning effort is available at www.snow.edu/vision

Several conferences and public hearings will be held in the fall as the task force narrows its focus and drafts concept papers outlining its strategic direction. A vision conference will be held in October including a diverse group of internal and external stakeholders to review concept papers and further refine the strategic vision for Snow. The task force is scheduled to complete its strategic review and budget prioritization by the end of December 2013.

Recommendation 4. The Evaluation Team acknowledges the assessment work that has been done by Snow College and recommends that the institution continue to engage in and develop an effective system of evaluation of all of its programs and services, wherever offered and however delivered, and to evaluate achievement of clearly identified program goals or intended outcomes. And, the Team recommends that the institution evaluate holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered. (Standard 4.A.2 and 4.A.5)

As recommended, Snow College is continuing to implement and refine the "Snow College Comprehensive System of Assessment" that was described in the Comprehensive Self-Evaluation Report. As part of that implementation, numerous additional training sessions have been held since Fall 2012 with leaders of faculty and staff to ensure that they understand the processes of assessment and how to best use

TracDat, the assessment-management software that is still relatively new at the College. Several meetings have been held with members of the General Education Committee and departments in the Student Success area to promote understanding of the results of several national surveys given to Snow College students, e.g., The Community College Survey of Student Engagement.

Previous assessment information about the institution's core theme key performance indicators (KPIs) has been reviewed and modifications made to some core theme objectives and KPIs. A new calendar for conducting and reporting assessment work is nearing finalization. It is expected that the assessment of continuing KPIs will be completed and the information that is collected will be reviewed during Fall Semester 2013. The assessment of new core theme KPIs will be completed during Spring Semester 2014.

As for the recommendation to evaluate "holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered," the strategic planning process outlined above, which the College is currently undertaking, will ensure that all parts of the institution are fully integrated in the pursuit of goals and outcomes.

Chapter One: Mission, Core Themes, and Expectations

The institution articulates its purpose in the form of a mission statement and identifies core themes that manifest essential elements of that mission. It defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

Executive Summary of Eligibility Requirements 2 and 3

Requirement 2: Authority

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

Requirement 3: Mission and Core Themes

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

Snow College is one of eight institutions of higher education governed by the Utah State Board of Regents. The Utah Code, 53B-2-101, states the following about those eight institutions:

“(1) The following institutions of higher education are bodies politic and corporate with perpetual succession and with all rights, immunities, and franchises necessary to function as such.”

Standard 1.A – Mission

1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

Snow College’s Mission Statement

The Snow College mission statement is: **“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.”**

A further elaboration of the mission statement states the following: **“Snow College fulfills 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.”**

The previous mission statement had been in place since the late 1980s. The College engaged a large group of faculty, staff, students and the community, beginning in the fall of 2010, to rewrite the mission statement and create core themes. The Snow College Board of Trustees adopted the new mission statement on February 16, 2011.

The Board of Trustees also approved three Core Themes on that same date. They are **Tradition of Excellence, Culture of Innovation, and Atmosphere of Engagement.**

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Interpretation of Mission Fulfillment

The Snow College plan to evaluate mission fulfillment requires the assessment of how well the identified core theme objectives and the core themes are being met. Snow College has identified 18 core theme objectives which “define” the core themes. Each objective has one to five key performance indicators (KPIs) which “define” the objective. Data are collected for the 50 KPIs throughout the year and are reviewed by institution personnel to determine the extent to which each core theme objective is being achieved. By judging the level of achievement of each core theme objective, and then the core theme itself, a comprehensive picture of institutional achievement emerges and is used to assess mission fulfillment. That assessment focuses on how well Snow College is fulfilling the core of its mission, i.e., helping “advance students in the achievement of their educational goals.”

Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment

The process for determining an acceptable threshold, extent, or degree of mission fulfillment follows a four-step process:

The process begins with the assessment of each of the 50 core theme KPIs by collecting data during the year. Target and threshold performance levels are identified for each KPI. Those levels are selected based on (1) Snow College’s own past performance or, (2) comparisons with other community colleges, or (3) goals that have been set. Each KPI is intended to provide key information to help the institution determine how well it is achieving core theme objectives. It is recognized that not all KPIs make equal contributions to helping students achieve their educational goals. Some are more important to that effort than others. The assessment and review process reveals those differences enabling the College to make revisions to KPIs and core theme objectives over time.

The second step in the process requires a judgment about the current performance level for each KPI relative to the target and threshold levels. Selected representatives of the College review the data for the one to five KPIs for each core theme objective and decide whether or not the assessed performance “met the target,” “met the threshold but not the target,” or “did not meet the threshold.” Those determinations are then combined to make decisions about each of the 18 core theme objectives and how well the College is meeting those targets and thresholds. When performance is judged to have met the target, the College works to maintain that performance level, and may increase the target. When performance is considered to have met the threshold but not the target or has not met the threshold, a plan is created or modified and is implemented to make improvements.

The third step in the process is to review the decisions that have been made for the four to eight objectives for each core theme and then make a determination for each core theme if the College is meeting targets, thresholds only, or neither. Again, the review of

data and the judgments made about current performance may lead to new plans to improve performance. It is the intention of the College that every student who graduates will be prepared for success, innovation, and active engagement in their future learning, career, and community environments. While those expectations are not explicit in the core themes, such expectations do influence the opinions about how well Snow College is achieving the core themes and fulfilling the mission.

The fourth and final step requires a comprehensive look at all of the information described above and to then make a determination about how well the College is fulfilling its mission. Such a review is an annual process the President and selected institutional representatives undertake in a comprehensive manner. The use of data to guide institutional day-to-day decision making by administrators, faculty, and staff members is an ongoing process throughout the year.

Standard 1.B - Core Themes

1.B.1. The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

1.B.2. The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Core Theme One – Tradition of Excellence

Goal: 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.

Brief Description of the Core Theme

Since its founding in 1888, the College has focused on understanding students and their educational aspirations and then aligning the resources of the institution to support them. Local, state, and national recognition of Snow College's excellent programs and services has brought attention to the quality of the faculty and staff who work at the College. By maintaining the highest-quality instructional and student-success programs, capitalizing on the small-campus ambiance, and utilizing superb facilities, Snow College strives to be second to none in helping students succeed in their educational preparation for the future.

Objectives and Key Performance Indicators

1.1 Students completing degrees or certificates demonstrate achievement of the learning outcomes identified for the degree or certificate they receive.

1.1.1 Student accomplishment of general education outcomes (for AA, AS, APE, ASB, ASN, BMCM degrees)

1.1.2 Student accomplishment of Associate of Applied Science degree outcomes

(for AAS degrees)

1.1.3 Student accomplishment of program-specific learning outcomes (all degrees and certificates and non-academic programs)

Rationale for Indicators: The institution acquires information about 1.1.1 from a variety of sources to measure students' achievement of the outcomes. The General Education Committee is responsible for assessing and evaluating the extent to which students achieve the general education (GE) outcomes. The indicator is assessable because data have been collected by the College and can be analyzed as to student success in achieving GE outcomes. The AAS Degree and Certificate Assessment Committee performs a similar role for indicator 1.1.2. Indicator 1.1.3 is assessable because faculty members have identified learning outcomes for each program and indicators for assessment. The assessment data collected are reviewed and used to guide improvements. The indicators are meaningful because they address a primary reason that most students attend college, i.e., to achieve the learning expectations in their chosen discipline. The indicators are also meaningful because they will provide multiple perspectives about the extent to which students are achieving identified outcomes.

1.2 Students' achieve their intended educational goals at Snow College.

1.2.1 Persistence rates (students' intentions at the time they applied for admission compared to their actual behavior)

1.2.2 Graduation rates

1.2.3 Students' perceptions of their experiences at Snow College (CCSEQ)

Rationale for Indicators: The indicators are assessable because persistence and graduation rates are available from Institutional Research data. Student surveys are collected and are available. The indicators are meaningful because they reflect the completion rates of students and their judgments about their experience at the College in pursuit of their educational goals. Such information is one important part of determining how well Snow College is serving students. Students' own perceptions about their educational experience and success are critical.

1.3 Students succeed in their major when they transfer.

1.3.1 Transfer rates

1.3.2 Academic performance after transfer

Rationale for Indicators: The indicators are assessable when the College obtains information about former students who have transferred to other institutions. Such information is available from Utah's Office of the Commissioner of Higher Education and also the National Student Clearinghouse. The indicators are meaningful because they measure transfer student academic success, a major emphasis of the College.

1.4 Students succeed in the workforce when they find employment in their chosen field.

1.4.1 Licensure and certification pass rates

1.4.2 Job placement rates

1.4.3 Employer satisfaction with graduates' performance

Rationale for Indicators: The indicators are assessable to the extent the information can be obtained from the applicable sources. Licensure and certification information requires working with the appropriate licensing agencies. Utah's Department of Workforce Services and student surveys can help in collecting job placement rates. Obtaining useful information from current employers regarding Snow College graduates is more challenging, but an effort to which the College is firmly committed. The Snow College Career Services Advisor is working to obtain the information outlined above. The indicators are meaningful because they help the College understand how well career and technical students are prepared for obtaining relevant jobs and performing successfully for their employers.

1.5 Exiting students are satisfied with the services provided by the administrative departments of the College.

1.5.1 Students' perceptions of their experiences at Snow College

Rationale for Indicators: The indicator is assessable because the information can be obtained with surveys and can be analyzed. The indicator is meaningful because it goes beyond a focus on student learning outcomes only and seeks student evaluations about the totality of their experience at the College.

1.6 Snow College continues to achieve national rankings in key elements of the College.

- 1.6.1 National two-year college rankings (e.g., Aspen Institute, CNN-Money)
- 1.6.2 Athletic Teams' rankings
- 1.6.3 Discipline-specific rankings and awards (e.g., Forensics, PBL)
- 1.6.4 Discipline-specific accreditations (e.g., Music, Nursing, Business)

Rationale for Indicators: The indicators are assessable because information about them is transparent to the public. The indicators are meaningful because they are externally determined and publicly visible.

1.7 Snow College advances excellence in teaching and learning through recruiting and developing the highest quality faculty.

- 1.7.1 Snow College Faculty of the Future Taskforce completes the 2013 study and presents recommendations to faculty members and the Office of Academic Affairs
- 1.7.2 Review of faculty funding requests (Undergraduate Quality Initiative and other development funds) based on categories of eligibility consistent with excellence, innovation, and engagement core themes.
- 1.7.3 The creation of additional criteria for advancement and tenure to include the consideration of innovative practices and creative scholarly activities, as well as global, civic, and disciplinary/interdisciplinary engagement.

Rationale for Indicators: The indicators are assessable because the information can be obtained. The indicators are meaningful because they provide information about an important initiative that contributes to student success and the future of the College.

1.8 Snow College advances excellence in student learning through the study and implementation of world-class general education.

1.8.1 The Snow College GE Taskforce completes the 2013 study and presents recommendations to the faculty and the Office of Academic Affairs.

Rationale for Indicators: The indicator is assessable because the study will or will not be completed and recommendations presented. The indicator is meaningful because it is important for the College to stay current with national trends in the teaching of general education. Personnel at the College are studying the work of several national organizations, e.g., AAC&U and their Essential Learning Outcomes, to ensure that Snow's students are being prepared as well as students at any other college.

Core Theme Two – *Culture of Innovation*

Goal: Through initiatives which 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.

Brief Description of the Core Theme

Snow College's ability to adapt to changing times and to be a leader using effective instructional practices is critical to the educational model. Core Theme Two – Culture of Innovation serves as a model to students suggesting how they should perform in their future careers. By adopting an innovative approach, students engage in dialogue that drives new thoughts and ideas in society. The College also encourages and facilitates the pursuit and application of innovations by faculty and staff members. By fostering innovation, the College expects to draw partners to the campuses to join in synergizing ideas that lead to the advancement of human potential.

Objectives and Key Performance Indicators

2.1 The College adopts forward thinking initiatives that promote viable curricular and co-curricular practices.

2.1.1 The Innovation Taskforce prepares and distributes an annual plan supportive of excellence and engagement.

2.1.2 Annual presentation of "white papers"/concept papers regarding best practices or innovative ideas among faculty and staff

2.1.3 The compilation of an end-of-the year document presented to the College Strategic Planning Committee and the Board of Trustees, as well as to the general college community, highlighting and assessing innovative initiatives, plans for incorporating "best practice" results in ongoing instructional practices, and dissemination of results for ongoing stimulation of innovation college-wide.

Rationale for Indicators: The indicators are assessable because the Taskforce is established and operational, white papers are available, and an end-of-year document can be reviewed. The indicators are meaningful because they illustrate clear evidence of the college's continuing devotion to sustaining a culture of innovation.

2.2 The College supports innovation by allocating resources to promote inventive teaching and learning.

2.2.1 The establishment of a special fund for proposal-based innovative teaching and learning activities that bridge disciplines and engage communities.

2.2.2 Number of leadership roles and/or professional presentations with state, regional, and national organizations that promote new ideas for academic and non-academic practices.

2.2.3 The establishment of an annual multi-day, inter-disciplinary "academy" that provides instruction and application in the areas of pedagogy, technology, and assessment.

Rationale for Indicators: The indicators are assessable through analysis of fiscal and personnel resource allocations. The indicators are meaningful because they provide information about the institutional support provided by the College to sustain a culture of innovation.

2.3 The College celebrates new/best practices to maximize faculty development and student success.

2.3.1 The establishment of an increased number of formal and informal opportunities where faculty and staff can recognize accomplishments, share best practices, germinate ideas, and present scholarly findings.

2.3.2 The establishment of distinguished annual awards recognizing (1) innovation in the classroom (faculty award) and (2) inventive co-curricular programs (staff award).

Rationale for Indicators: The indicators are assessable through an analysis of opportunities provided to faculty and staff for development during annual dean reviews of faculty members, yearly updates of program assessment plans, and staff reviews by supervisors. The indicators are meaningful because they provide information about how well Snow College personnel use professional development activities to reflect on and improve courses and other student services by integrating best practices used at other institutions or in business.

2.4 The College creates a culture of innovation by encouraging creative and original thinking among its students.

2.4.1 Average score on student course evaluations related to course/instructor influenced creative and original thinking.

2.4.2 Number of curricular changes specific to the enhancement of creative and original thinking among students.

2.4.3 Number of co-curricular changes specific to the enhancement of creative and original thinking among students.

2.4.4 Student perceptions regarding the integration or application of basic (GE) competencies to new or different activities (CCSEQ).

Rationale for Indicators: The indicators are assessable through the annual review of course evaluations and assessments regarding student experiences (CCSEQ). The indicators are meaningful because they provide additional information about the College's efforts toward innovation in the classroom specific to creative thinking among students.

Core Theme Three – *Atmosphere of Engagement*

Goal: Snow College creates global, civic, disciplinary/interdisciplinary, and leadership learning and service opportunities to engage students, faculty, staff, and surrounding communities.

Brief Description of the Core Theme

The College works to accomplish its commitment to engagement by providing a variety of student-centered activities and experiences in the realms of global engagement, civic engagement, and disciplinary engagement. In doing so, Snow College is a significant contributor to the quality of life in the college's service area, providing programs and activities that enrich and connect the population of central Utah.

Objectives and Key Performance Indicators

3.1 The College develops the whole student through wide-ranging student-centered activities and experiences in global engagement.

3.1.1 Number of global-learning and engagement projects and/or experiences in which students and faculty participate.

3.1.2 Number of cultural engagement experiences in which students and faculty participate jointly (e.g., Convocation, International Food Festival, concerts, theatre productions)

Rationale for Indicators: The indicators are assessable through annual reports regarding global engagement opportunities and student participation in global activities on campus and abroad. The indicators are meaningful because they provide information about the College's efforts toward diversity, inclusion, and cultural enrichment.

3.2 The College develops the whole student through wide-ranging student-centered activities and experiences in civic engagement.

3.2.1 Number/percentage of students involved in structured, organized service-learning activities

3.2.2 Number of high school, middle school, and elementary school students who participate in academic activities sponsored by divisions or departments at the College (e.g. subject-specific and career exploration events, projects, and

conferences)

3.2.3 Number of active reciprocal relationships between College students, faculty, and staff and community partners (e.g. relevant civic, global, and disciplinary engagement partnerships)

Rationale for Indicators: The indicators are assessable through service learning class enrollments and annual reports on service projects and community engagement activities (Service Learning Office). The indicators are meaningful because the information reported helps the College understand and improve service-based educational opportunities extended to the surrounding community.

3.3 The College develops the whole student through wide-ranging student-centered activities and experiences in disciplinary/interdisciplinary engagement.

3.3.1 Number of faculty-directed learning experiences that employ classroom instruction in real-world and/or field-work settings

3.3.2 Percent of students who participate in faculty-directed learning experiences that employ classroom instruction in real-world and/or field-work settings

3.3.3 Number of students who participate with faculty at professional conferences

3.3.4 The implementation of an undergraduate research conference through which faculty and students can professionally showcase scholarly and other outstanding research studies. Such a conference will also enhance the College's tradition of academic excellence.

Rationale for Indicators: The indicators are assessable by requesting annual reports from faculty members outlining their involvement in the aforementioned activities. The indicators are meaningful because they assist the College's efforts to provide and improve high-touch, discipline-based educational experiences.

3.4 The College develops the whole student through wide-ranging student-centered activities and experiences in leadership.

3.4.1 Students' perceptions of their experience at Snow College related to leadership (CCSEQ)

3.4.2 Number/percentage of students involved in defined student "leadership" activities at the College

Rationale for Indicators: The indicators are assessable through annual reports from the Office of Student Life, Ambassador Team, and President's Leadership Team. The indicators are meaningful because the information reported are measures of the quality of student leadership experiences and support the advancement of additional student leadership opportunities.

3.5 The College connects with and actively supports economic and educational development in the six-county region.

3.5.1 The College will conduct a survey assessing the effectiveness of Snow College outreach and programing for economic development across the six-

county region, and including economic development directors and relevant other economic development leaders in the six county region.

3.5.2 The College provides locally-based advanced degree attainment and professional development through partnerships with four-year higher education institutions (e.g., Beyond Snow).

3.5.3 Percentage increase in the number of six-county persons aged 25 or older with a certificate, associate, or bachelor's degree.

3.5.4 Percentage increase in the number of rural high school students participating in concurrent enrollment offerings.

Rationale for Indicators: The indicators are assessable through Snow College institutional data, county and state economic development reports, and direct data collection (survey) from six-county economic development leaders. The indicators allow the College to measure the extent the institution serves the economic and personal development needs of local communities.

3.6 The College provides opportunities for faculty members to engage with one another to redesign and teach introductory or lower-division courses that have themes of diversity and difference integrally infused into their structure and their disciplinary content. The aims of the courses include encouraging students to recognize authentic connections between a course's academic and intellectual content and issues of engaging difference; explore in depth how challenges of diversity and difference relate to their lives as college students and future leaders; reflect on their own identities and values; and move toward a deeper understanding of others whose identities and values differ from their own.

3.6.1 Number of faculty fellowships funded

3.6.2 Number of courses redesigned

3.6.3 Number of students enrolled in the redesigned courses

Rationale for Indicators: The indicators are assessable through Snow College's institutional data and Curriculum Committee notes/minutes. The indicators allow the College to measure the progress toward diversity and inclusion in course material and overall pedagogy.

Conclusion

The Snow College mission statement and the first core theme, Tradition of Excellence, convey a pride in the institution's 125-year history of excellent service to its students, its six-county service region, the State of Utah, and beyond. Core Themes Two and Three, Culture of Innovation and Atmosphere of Engagement, also convey an intention to help the institution continue to innovate and be engaged with the world. The College has the capacity and resources (human, financial, and physical) to enable it to succeed at those tasks and to continue to fulfill its mission.

While those associated with the College take satisfaction in the successful accomplishments of the past, there is also an understanding that the College is not yet where it needs to be to ensure success in the future. There is a very strong commitment to improve the instructional programs, administrative departments, and all policies and procedures to enable the institution to do an even better job of advancing students toward achieving their educational goals. The work that is occurring at the institution to add a strategic plan to the relatively new mission statement and core themes should help to clarify the steps needed to move the institution closer to its optimal state. The refining of policies and the continuing assessment of student learning outcomes and department goals are also important elements in the ongoing work to improve services to students and other stakeholders. Those associated with the College are committed to a continuous pursuit of those outcomes.