



# **SNOW COLLEGE**

## **COMPREHENSIVE SELF-EVALUATION REPORT**

**Submitted to the Northwest Commission on Colleges and Universities**

**August 2012**

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## **Comprehensive Self-Evaluation Report**

### **Snow College**

### **August 2012**

### **Institutional Overview**

Snow College, founded in 1888 in Ephraim, Utah, is one of the oldest two-year state colleges in the West. Beginning in November of 2012, the College will begin a year-long celebration of its 125<sup>th</sup> 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. The student body of 3,483 full-time equivalent students and more than 4,000 headcount is approximately 49 percent from the six-county area, another 43 percent from elsewhere in Utah, and eight 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.

Snow College offers 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.

The College has also provided career and technical courses throughout its 124 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 programs in career and technical education and 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's of Music in Commercial Music (BMCM) and five associate's degrees: Associate of Arts (AA), Associate of Applied Science (AAS), Associate of Pre-Engineering (APE), Associate of Science (AS), and Associate of Science Business (ASB). 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 113 fulltime faculty and 139 fulltime 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 the security to devote their full attention to instructing 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 provides unique programs for a two-year college, including a collaboration with The Juilliard School in New York City and a unique degree in historic traditional building skills. 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 report that Utah ranks 48<sup>th</sup> in the nation for personal income per capita, and, within Utah, the rural area served by Snow College has been among the hardest hit by the current economic downturn. The U.S. Bureau of Economic Analysis shows the per capita income of the college's six-county primary service area falls well below the Utah state average. In Sanpete County, the home county of the College, the poverty rate is around 13.4 percent, one of the highest rates in the State (Utah Department of Workforce Services). Unemployment in these six counties also averages 1.5 percent higher than the state level. More than 75 percent of the Snow College student population receives some form of financial aid. For fiscal year 2010, Snow College disbursed nearly 9.3 million dollars in financial aid to students with financial need.

Since 2008, Snow College has faced considerable budget cuts, like most colleges nationwide. The College responded with several budget reductions as the Utah Legislature cut Snow College's appropriated budget by nearly 20 percent. For the coming year, Snow College will actually see an increase in the budget of 1.2 percent. It will be the first increase in four years.

Despite the fiscal challenge to the State and the College, enrollments at Snow College have continued to grow. Since 2008, enrollment growth at Snow College has amounted to 18 percent in headcount and 35 percent in fulltime equivalent students. The unduplicated head count enrollment for Fall Semester 2010 was 4,386 with a fulltime equivalent of 3,415. The unduplicated headcount for Fall Semester 2011 was 4,465 with a fulltime equivalent of 3,483.

Snow College is devoted to preserving and honoring the best of its tradition and to innovatively answer the demands of changing times. The College has a 124-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., recently announced that Snow College has been 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 recently 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.”<sup>1</sup> Snow College was listed as number six on the rating.

While the College is pleased with the recognition, it also recognizes it cannot be content to rest on the success of its 124-year history of success. As the student body grows, Snow College must stay innovative and proactively engaged in continuing to find ways to offer new programs and services to benefit students and the local community. 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.

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<sup>1</sup><http://money.cnn.com/pf/college/community-colleges/?iid=E>

## Preface

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

In early 2012, the College published a significant document as part of its ongoing strategic planning effort. The document, approved by the Utah State Board of Regents, is called *Snow College – A Blueprint for the Future*.<sup>2</sup> It is a strategic vision for the College in direct response to the overall strategic plan created by the Utah System of Higher Education called, *HigherEdUtah 2020*.<sup>3</sup>

Since the last report to the Northwest Commission, the Utah State Board of Regents approved proposals for Snow College to begin offering two new degree programs.

Bachelor's of Music in Commercial Music  
AAS in Natural Resource Management

Additionally, four new proposed programs of study are in the process of submission to the Board of Regents.

AS in Nursing  
AS/Certificate of Completion in Outdoor Leadership and Entrepreneurship  
AAS/Certificate of Completion and Certificate of Proficiency in Industrial Mechanics  
AFA - Associate of Fine Arts

Snow College recently did some restructuring of two of its Academic Divisions of the College to create units aligned with evolving “centers of opportunities” as noted in the *Blueprint* in order to more evenly balance the size of the units and to enhance synergy and efficiencies as the institution strives for mission fulfillment.

Key components of the restructure are:

- Combination of two divisions, Business plus Career and Technical Education, into the Division of Business and Applied Technologies
- Transfer of the Department of Communication from the Division of Humanities to the Division of Fine Arts
- Greater synergy and focus within Divisions; greater equality in size of faculty

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<sup>2</sup> <http://snow.edu/pr/images/blueprint.pdf>

<sup>3</sup> [http://www.higheredutah.org/wp-content/uploads/2009/11/2011\\_Report\\_FEB13\\_FINAL\\_WEB\\_version.pdf](http://www.higheredutah.org/wp-content/uploads/2009/11/2011_Report_FEB13_FINAL_WEB_version.pdf)

- Enhanced future planning and outcome achievement within Divisions—and across Divisions

The result of the change, beginning in 2012-2013, will be five Divisions, and one new Center.

- Division of Natural Sciences and Mathematics
- Division of Social and Behavioral Science
- Division of Business and Applied Technologies
- Division of Fine Arts, Communications, and New Media
- Division of Humanities
- Center for New Media

In January of 2012, a remodel of a recently acquired elementary school in Ephraim was completed. Business instructional programs, Campus Safety, and a Dance Studio have moved into the new, upgraded facilities providing the latest in technology and a more spacious learning environment. All of the computer labs and classrooms for the business division have been upgraded and improved to better train students, including a classroom similar to a business board room with all the latest technology to allow students to professionally present materials to a group of individuals.

Additionally, over the summer of 2012, a new physical site for New Media was constructed on the lower level of the Huntsman Library, adjacent to the Teaching and Technology Center. This new site provides two state-of-the-art lecture-labs accommodating 16 students each.

Presently, the College is constructing a new 394-bed student housing complex on the Ephraim campus to address a chronic shortage of quality residential choices for students. Upon completion of the project, the number of on-campus beds will nearly double. It is scheduled for completion to accommodate students for Fall Semester 2012.

### **New Assessment Management System**

One additional change at Snow College has been the purchase of TracDat online assessment management software. The purchase was made to facilitate the ongoing and active use of assessment data by faculty and staff members. The following discussion about TracDat is included here inasmuch as there will be numerous references to the software throughout the report, and it will be helpful to understand why and how the College is using it.

TracDat was purchased by the College as an organizational tool for use in keeping track of its assessment work. At the institutional level, the College uses TracDat as a central location for the assessment of core theme objectives and indicators of achievement, which the College has chosen to call Key Performance Indicators (KPIs). The software

is used to record learning outcomes and assessment data at the degree, program, and course levels. It is also being used by administrative departments to assess progress toward their goals.

Faculty members at Snow College typically use TracDat according to the following step-by-step process. All information is entered into TracDat.

1. Identify objectives or student learning outcomes at four levels: (1) core themes, (2) degrees, (3) instructional programs, and (4) courses. (Administrative units use TracDat to monitor their progress toward department goals.)
2. Select key performance indicators (KPIs), which are the assessment methods for the outcomes
3. Choose a target (optimal level) and a threshold (minimum acceptable level) for each KPI
4. Collect assessment information
5. Enter assessment results
6. Analyze the results to glean what can be learned about current levels of student and instructor performance
7. Create an action plan for improvement
8. Request budget adjustments (as applicable)
9. Upload relevant documents (tests, surveys, student reports) to the repository for future reference
10. Repeat the cycle annually

Once the information is entered into TracDat as described above, various reports are generated by faculty and staff members to create a visual summary of their assessment efforts.

TracDat software allows faculty members to “relate” or “link” course student learning outcomes to program student learning outcomes to show alignment. In addition, student learning outcomes at the program level are related to the institution’s core theme objectives to show alignment. Administrative departments also relate their goals to core theme objectives. Once the various outcomes or goals have been linked, reports are run showing the linkages for review and analysis by college personnel.

Faculty members also use TracDat to do curriculum mapping which shows which courses (1) introduce, (2) reinforce, or (3) assess program learning outcomes. Such curriculum mapping is also done for general education courses to see which courses are addressing particular specific degree outcomes. (Examples of the several types of TracDat reports and curriculum maps will be discussed later in this report and copies are included in the Appendix. In the Appendix, TracDat reports are preceded by the letters TD.)

The purchase of TracDat occurred in the late spring of 2011 and faculty and staff members were introduced to the software last fall. Multiple training sessions were conducted in the fall of 2011 to help college personnel begin to organize their assessment work with the use of TracDat. That training and the uploading of information into TracDat continues as college employees learn more about the utility of the software.

### ***Response to Topics Previously Requested by the Commission***

On February 2, 2012, Dr. Sandra Elman of the Northwest Commission sent a letter to President Scott Wyatt of Snow College indicating that the accreditation of the College had been reaffirmed. She also wrote the following: “In reaffirming accreditation, the Commission requests that the College address Recommendation 1 of the Fall 2011 Year One Peer-Evaluation Report as part of its updated response to Standard One in its Fall 2012 Comprehensive Self-Evaluation Report. . . . In making this request, the Commission finds that Recommendation 1 of the Fall 2011 Year One Peer-Evaluation Report is an area where Snow College is substantially in compliance with Commission criteria for accreditation, but in need of improvement.”

The recommendation of the Year One Peer-Evaluation Report stated the following: “While Snow College has established a viable plan for defining mission fulfillment, the evaluation panel recommends that the College follow through on its plan by specifically articulating an acceptable threshold or extent of mission fulfillment (Standard 1.A.2).”

The response of the College to the recommendation by the evaluation panel is described in detail in Chapter One.

### **Persons Involved in the Self Study as Members of the Accreditation Steering Committee or Co-Chairs of the Various Northwest Standards**

Margie Anderson	Student Success
Kari Arnoldsen	Mathematics Department
Dan Black	Division of Natural Sciences and Mathematics
Sheryl Bodrero	Division of Humanities
Rosie Connor	Institutional Advancement
Sue Dalley	Division of Social & Behavior Science
Patsy Daniels	Asst. to President, Richfield Campus
Marvin Dodge	Vice President for Finance and Administrative Services
David Dyches	Human Resources
Doug Dyreng	Business Management Department
Amber Epling	Nursing Department
Renee Faatz	Geology Department

Beckie Hermansen  
Spencer Hill  
Melanie Jenkins  
Lisa Jones  
Susan Larsen  
Vance Larsen  
Shawn Lindow  
Craig Mathie  
Stacey McIlff  
Michael Medley

Steve Meredith  
Vandy Moore  
Rob Nielson  
Michelle Olsen  
Jon Ostler  
Alex Peterson  
Katie Robinson  
Gary Smith  
Brad Taggart  
Rick Wheeler  
Richard White  
Scott Wyatt

Institutional Research  
Finance Office  
English Department  
Business Services  
Student Success  
Division of Fine Arts  
Information Technology  
Vice President for Student Success  
Business Technology Department  
Division of Career and Technical  
Education  
Music Department  
Student Success  
Athletics  
Library  
Library  
Humanities/Global Engagement Center  
Student Government  
Vice President for Academic Affairs  
Art Department/Faculty Senate  
Communications Department  
Accreditation and Assessment  
President



## CHAPTER ONE

### Standard 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 process to create a new mission statement began shortly after the arrival of Dr. Gary Smith on August 2, 2010 as the new Vice President for Academic Affairs and with the introduction and implementation of the new Northwest standards. The College created an Accreditation Steering Committee in late August composed of 18 individuals representing faculty, staff, students, and administration at the College. The committee members met several times during the fall of 2010. They created numerous drafts of a revised mission statement and core themes that the members shared with their own constituencies to obtain feedback. Several meetings involving instructional divisions, administrative departments, focus groups, and student leaders were held to gather ideas and reactions to the drafts of the mission revision and the new core themes. The Snow College Alumni Board was also consulted. Finally, 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 13 core theme objectives which “define” the core themes. Each objective has one to four key performance indicators (KPIs) which “define” the objective. Data are collected for the 39 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 in assessing mission fulfillment. That assessment focuses on how well Snow College is fulfilling the core of its mission: 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 39 core theme KPIs by collecting data during the year. (In the future, the usual period of time for the collection and review of assessment information will typically be one year. This first year of assessment of some of the core theme KPIs has necessarily been abbreviated in order to prepare this report to the Commission.) Target and threshold performance levels were identified previously for each KPI. Those levels were 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 will make equal contributions to helping students achieve their educational goals. Some will be more important to that effort than others. The assessment and review process will, hopefully, reveal those differences enabling the College to make revisions to KPIs, and possibly to 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 four 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 13 core theme objectives and how well the College is meeting those targets and thresholds. When performance is evaluated to have met the target, the College will work 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 effect improvement.

The third step in the process is to review the decisions that have been made for the four to five 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 will be an annual process the President and selected institutional representatives will 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 received.
  - 1.1.1 Student accomplishment of general education outcomes (for AA, AS, APE, ASB degrees; Note: the BMCM degree will be incorporated beginning 2012-2013.)
  - 1.1.2 Student accomplishment of Associate of Applied Science education outcomes (for AAS degrees)
  - 1.1.3 Student accomplishment of program-specific learning outcomes (all degrees and certificates)
  - 1.1.4 Students' perceptions of their experience at Snow College. (e.g., Community College Student Experiences Questionnaire, Community College Survey of Student Engagement)

**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 newly created AAS Degree and Certificate Assessment Committee will perform a similar role for indicator 1.1.2 effective Fall Semester 2012. 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 (comparison of student intentions at the time of their application for admission to the student's actual educational path)

## 1.2.2 Graduation rates

## 1.2.3 Students' perceptions of their experiences at Snow College. (e.g., Community College Student Experiences Questionnaire, Community College Survey of Student Engagement)

**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 when they transfer.

## 1.3.1 Transfer rates

## 1.3.2 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 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

**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. Snow College recently created a new position titled Career Services Advisor and filled the position within the last year. The 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. (e.g., Community College Student Experiences Questionnaire, Community College Survey of Student Engagement)

**Rationale for Indicators:** The indicator is assessable because the information has already been obtained 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.

## **Core Theme Two – *Culture of Innovation***

**Goal:** 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 Two, and all that this core theme involves, represents a new strategic initiative for Snow College. As such, year one of this initiative, as elaborated below, includes pioneering new processes and organizational structures to support and advance innovation and creativity for the College.

### **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 creates a cultural "blueprint" that encourages innovative curricular and co-curricular practices.

2.1.1 The establishment and continuing operation of an Innovation Task Force to serve as a resource for curricular and co-curricular creative pursuits of faculty, staff, and students.

2.1.2 The authoring and compiling of a series of white papers internally circulated to promote instructional and service creativity.

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 a committee does exist, 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 devotion to progress in developing a culture of innovation.

2.2 The College supports a culture of innovation by allocating a portion of its resources to promote inventive responses to needs identified during regular assessment procedures.

2.2.1 The creation and funding of faculty and/or staff proposals based on assessment that pioneer innovative teaching and learning practices and student-success services.

2.2.2 The organization of an "Innovation Symposium" for faculty, staff, and student leaders through which efforts toward a culture of innovation are shared, recognized, and celebrated.

Rationale for Indicators: The indicators are assessable through the creation of a proposal system and/or policies that reward faculty for innovative efforts. The measure in 2.2.1 helps establish benchmarks regarding the number of proposals approved and funds allocated for subsequent years. The indicator further challenges faculty to export their innovative ideas to a broader market of peers and professionals (state, regional, national). The "Innovation Symposium" is an internal event that highlights the unique efforts of faculty and staff to better engage students in the higher learning process. Holding the event at the end of spring semester provides a measurable way to celebrate and encourage innovative accomplishments. The indicators are meaningful because they provide information about the financial and organizational support the College is providing to sustain a culture of innovation.

2.3 The College seeks out, analyzes, and incorporates new/best practices to promote/maximize student success.

2.3.1 Number/percentage of College employees who participate in professional development activities (e.g., state, national, or international professional conferences and seminars; on-campus activities such as Teaching and Technology Center training, Lunch Bunch, campus book discussions, division seminars)

2.3.2 Number/percentage of College employees who incorporate information and skills obtained from professional development activities into their work

2.3.3 Summary reports of faculty and staff self-evaluations of their success in using best practices obtained from professional development activities

Rationale for Indicators: The indicators are assessable through annual dean reviews of faculty members, yearly updates of program assessment plans, and staff reviews by supervisors. The indicators are meaningful because they assess the extent to which College employees 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. The indicators also provide feedback as to how well imported innovations are working at the College.

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

2.4.1 The College provides exposure/instruction to new freshmen on creative thinking in the classroom during its Start Smart Orientation program.

2.4.2 Each academic division actively identifies and promotes teaching and learning activities that encourage innovation and problem-solving thinking by students.

2.4.3 Based on student feedback, the College sustains a culture of innovation by adjusting its curricular offerings to benefit a wide-range of students. Such adjustments may include (but are not limited to) course redesign, new course offerings, program changes, and partnerships.

2.4.4 The College measures the use of innovative student learning strategies as a standard question on each course evaluation.

**Rationale for Indicators:** The indicators are assessable because the Start Smart curriculum and course evaluations can be reviewed to verify the information is presented and evaluated. Reports from the academic divisions outline the efforts made to teach and support innovation. The indicators are meaningful because they provide additional information about what the College is doing to create a culture of innovation in the classroom, specifically by encouraging creative thinking among the students.

### **Core Theme Three – *Atmosphere of Engagement***

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

#### **Brief Description of the Core Theme**

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. The College works to accomplish its commitment to engagement by providing a variety of student-centered activities and experiences; programs and activities that connect with surrounding communities; and collaborative experiences involving students, faculty and community members on Snow College's campuses and beyond. Connecting with and engaging students, faculty, staff, and community members in such activities are particularly important to the mission of Snow College given its rural location.

Another important aspect of this theme is when faculty members and students are engaged with their disciplines, scholarship, and research. It is essential to the College that all faculty members increase their level of engagement in their specialized fields for



the benefit of the College and the community. Multiple benefits also accrue to students who become engaged in the discipline with faculty members.

### **Objectives and Key Performance Indicators**

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

- 3.1.1 Students' perceptions of their experience at Snow College related to engagement (e.g., Community College Student Experiences Questionnaire)
- 3.1.2 Number/percentage of students involved in structured, organized service-learning activities
- 3.1.3 Number/percentage of students involved in defined student "leadership" activities at the College
- 3.1.4 Number of global-learning and engagement projects and/or experiences in which students and faculty participate.

**Rationale for Indicators:** The indicators are assessable because the data can be obtained. The College currently has the results of several administrations of the Community College Student Experiences Questionnaire and just received the results from the Community College Survey of Student Engagement on July 31, 2012. The data for indicators 1.2 and 1.3 can be obtained from reports by the divisions and the Student Success administrative area. The indicators are meaningful because they provide multiple perspectives on the variety and richness of student involvement at the College.

3.2 The College creates collaborative discipline-specific professional engagement experiences among students and faculty.

- 3.2.1 Number of faculty-directed events that employ classroom instruction in real-world and field-work settings.
- 3.2.2 Number of professional conferences in which students and faculty collectively participate or present

**Rationale for Indicators:** The indicators are assessable by requesting annual reports from faculty members outlining their involvement in the experiences stated above. The indicators are meaningful because the information reported will help the College understand the extent of student and faculty involvement in such activities.

3.3 The College connects with and enriches surrounding communities.

- 3.3.1 Number of high school and middle school students who participate in academic activities sponsored by divisions or departments at the College (e.g., math contest, subject-specific events, and career exploration events)
- 3.3.2 Number of adults and seniors who participate in continuing and community education activities
- 3.3.3 Responsiveness to community needs

### 3.3.4 Number/percentage of community members who attend or participate in College-sponsored events and programs

Rationale for Indicators: The indicators are assessable because the data can be obtained; however planning and analysis will be required to reach useful conclusions. The indicators are meaningful because a major purpose of the College is to improve the quality of life for the people of the region by responding to the needs of individuals, business, and communities. The College is the cultural and educational center for the region providing access to many college-sponsored events and programs that enrich the lives of community members who participate.

3.4 The College fulfills its regional stewardship role by helping to establish “sustainable regions” defined as “innovative economies, livable communities, collaborative governance and social inclusion.”

3.4.1 Number of new programs in career and technical fields that are created in response to identified local needs

3.4.2 Percentage increase in the average per capita income in the six-county region relative to the state per capita average

3.4.3 Percentage increase in the number of non-government jobs in the region

Rationale for Indicators: The indicators are assessable because the numbers can be collected. The indicators are meaningful because one of the major purposes of the institution is to serve the rural area of central Utah and boost the economies of local communities. Data collected will give a picture of the extent to which the College is involved in this task and succeeding in the same, and if improvement is needed.

## CHAPTER TWO

### Standard Two – Resources and Capacity

*By documenting the adequacy of its resources and capacity, the institution exhibits the potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures which promote effective management and operation of the institution.*

#### *Executive Summary of Eligibility Requirements 4 through 21*

##### **4. OPERATIONAL FOCUS AND INDEPENDENCE**

*The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.*

Snow College is established by the state of Utah to be a higher education institution. It is one of eight stand-alone institutions in the Utah System of Higher Education and is accredited separately from the other institutions.<sup>4</sup>

##### **5. NON-DISCRIMINATION**

*The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.*

Snow College is an equal opportunity institution, providing educational and employment opportunities without regard to race, color, creed, gender, national origin, age, or disability. It complies with the Americans with Disabilities Act (ADA) by providing employment opportunities to qualified individuals with disabilities. Any person with a

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<sup>4</sup> <http://www.le.state.ut.us/~code/title53b/title53b.htm>

disability who feels that he or she has been discriminated against because of a disability, or any person with a disability requesting an accommodation, is encouraged to contact the ADA Coordinator at the College.<sup>5</sup>

#### **6. INSTITUTIONAL INTEGRITY**

*The institution establishes and adheres to ethical standards in all of its operations and relationships.*

Snow College is dedicated to providing all persons with a safe, secure and ethical place to learn and work. To help ensure such an environment, the College uses a reporting system called EthicsPoint to provide simple, risk-free ways to anonymously and confidentially report activities that may involve unethical, criminal, or otherwise inappropriate activity or behavior in violation of college policies. EthicsPoint is a reporting tool that assists the college community in working together to address fraud, abuse, misconduct and other violations, while helping to cultivate a positive environment. The system, built to protect the identity of the reporter, provides a formal mechanism for investigation, follow-up, and response. Protected disclosures and investigatory records are kept confidential to the extent possible, consistent with the need to conduct an adequate investigation, and in accordance with open records legislation.<sup>6</sup>

#### **7. GOVERNING BOARD**

*The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.*

As a member institution in the Utah System of Higher Education, Snow College is governed by a nineteen-member Board of Regents, which oversees all eight member institutions in the system (Utah Code 53B-1-104). In addition, each member institution is also governed by a ten-member Board of Trustees (Utah Code 53B-2-104). Policies and procedures for the Board of Regents and the eight-institution Boards of Trustees can be found at the Regents' web site.<sup>7</sup>

USHE Policy R120, Bylaws of the State Board of Regents, section 3.9.1. states the following: "No State Board of Regents member shall be pecuniarily interested

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<sup>5</sup><http://www.snow.edu/ada/>

<sup>6</sup><https://secure.ethicspoint.com/domain/media/en/gui/17745/index.html>

<sup>7</sup><http://higheredutah.org/sbr/policy/policies.htm#section1>

directly, or indirectly, in any contracts made in behalf of any institutions of higher education in the state of Utah.”

#### **8. CHIEF EXECUTIVE OFFICER**

*The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution’s governing board.*

The Board of Regents appoints the presidents of member institutions.<sup>8</sup> (See section 3.3.2.4.)

The chair of the Board of Regents is selected from its members.<sup>9, 10</sup>  
(See sections 3.2.1. and 3.2.2.)

The Bylaws of the Snow College Board of Trustees (see Appendix) state that the Chair and Vice Chair will be elected from its members.

#### **9. ADMINISTRATION**

*In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution’s major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution’s mission and achievement of its core themes.*

The College employs three vice presidents, as well as 21 administrative department directors. Together they supervise 139 non-faculty full-time staff members plus 107 regular part-time staff members. More than 200 faculty members, as described below, are also supervised by the Vice President for Academic Affairs. An organizational chart for the College can be found in the Appendix.

#### **10. FACULTY**

*Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.*

<sup>8</sup><http://higheredutah.org/sbr/policy/pdf/R120.pdf>

<sup>9</sup>[http://le.utah.gov/~code/TITLE53B/htm/53B01\\_010400.htm](http://le.utah.gov/~code/TITLE53B/htm/53B01_010400.htm)

<sup>10</sup><http://higheredutah.org/sbr/policy/pdf/R120.pdf>

In 2011-12, Snow College employed 113 full-time faculty members and 103 adjunct part-time instructors. Among the full-time faculty, 22 have a Doctorate degree, 77 have a Master's degree, seven have a Bachelor's degree, five have an Associate's degree, and two have a high school diploma. Faculty members who teach primarily in career and technical fields hold degrees and/or certifications which qualify them to teach in their specialty.

Regarding evaluation of the performance of faculty members, Snow College personnel policy 15.6 states the following: "The development of a quality faculty is of utmost importance to the success of the educational program. To provide for professional development and continued excellence, full-time faculty members participate in annual reviews and formal five-year reviews which are conducted by the dean. The reviews are to be formative and helpful. Faculty members are given the opportunity to discuss their aspirations and concerns. Components of the reviews may be completed through the advancement and promotion processes. As the peer review process is an effective way to receive feedback for improvement, faculty members may invite peers into their courses more often than every five years. Where areas for improvement in a faculty member's performance are identified, deans should work with the faculty member to develop and implement a plan to address identified areas of concern."<sup>11</sup> Following the policy carefully helps Snow College maintain the Tradition of Excellence core theme and provides opportunities for faculty members and deans to discuss ongoing and future work, including assessment.

#### **11. EDUCATIONAL PROGRAM**

*The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.*

Snow College offers approximately 40 instructional programs as currently defined by the institution. (See Instructional Programs List in the Appendix.) Each has identified student learning outcomes which lead to degrees or certificates appropriate to the discipline. As approved by the Board of Regents, Snow College offers six degrees: Associate of Applied Science, Associate of Arts, Associate of Pre-Engineering, Associate of Science, Associate of Science Business, and Bachelor's of Music in Commercial Music.

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<sup>11</sup>[http://www.snow.edu/ir/IRPDF/Provost/15.6\\_FacultyReview.pdf](http://www.snow.edu/ir/IRPDF/Provost/15.6_FacultyReview.pdf)

**12. GENERAL EDUCATION AND RELATED INSTRUCTION**

*The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.*

Snow College requires students who complete an Associate of Arts, Associate of Science, Associate of Science Business, or a Bachelor's of Music in Commercial Music degree to complete 36 hours of approved general education courses. Students completing an Associate of Pre-Engineering degree must complete 24 credits of general education plus a required series of courses related to the discipline. The Snow College catalog notes the following about the degree: "It is anticipated that the balance of the general education requirements necessary for the baccalaureate degree will be taken as a junior or senior at the four-year institution. This program of taking some general education classes at the upper division level is consistent with recent Accreditation Board for Engineering and Technology (ABET) standards (54)." (Most references to the college catalog will show a number in parentheses. The number is the page in the catalog, online or hard copy, where information about the subject can be found. The URL for the online catalog is [www.snow.edu/general/catalog.html](http://www.snow.edu/general/catalog.html).)

Students completing the Associate of Applied Science degree or a certificate requiring 30 credits or more are required to take the equivalent of at least nine credits of core instruction identified as communication, computation, and human relations. Some of that instruction is embedded in courses in the discipline. Recent program development has encouraged additional general education relevant learning related to specific degrees, i.e., biology, geology, and natural resources; chemistry and industrial mechanics.

**13. LIBRARY AND INFORMATION RESOURCES**

*Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.*

With the opening of the new state-of-the-art library on the Ephraim campus, Snow College ensures that students have access to information resources which are necessary to achieve their educational goals at the College, e.g., a large collection of



books in print and online, Academic Search Premier and other databases, and interlibrary loan. The Richfield campus library participates fully in the sharing of information resources with the aid of technology. Online sharing of resources plus the use of a daily shuttle between Ephraim and Richfield ensures that students can access information in both cities.

**14. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE**

*The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.*

The extent of the physical and technological infrastructure is discussed in detail in NW Standard 2.G of Chapter Two.

**15. ACADEMIC FREEDOM**

*The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.*

Snow College policy 15.10 Faculty Advancement and Tenure states the following:<sup>12</sup>

**“10.1. Academic Freedom:** Snow College is operated for the common good and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

**“10.1.1.** Faculty members possess the right to full freedom in the classroom in discussing their subjects. They may present any controversial material relevant to their courses of instruction, but they shall be careful not to introduce into their teaching controversial matter which has no relation to the subject being taught.”

For example, as faculty members and students participate in activities promoting the second core theme of the College, Innovation, the assurance of academic freedom helps them proceed with confidence.

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<sup>12</sup>[http://www.snow.edu/ir/IRPDF/Provost/15.10\\_AdvanceTenure.pdf](http://www.snow.edu/ir/IRPDF/Provost/15.10_AdvanceTenure.pdf)



**16. ADMISSIONS**

*The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.*

The admission policy of Snow College can be found online<sup>13</sup> and also in the college catalog (16). The College adheres to the policies.

**17. PUBLIC INFORMATION**

*The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct ; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.*

The Snow College catalog provides information about all items listed above.<sup>14</sup>

**18. FINANCIAL RESOURCES**

*The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.*

Snow College participates in the Utah Money Management Act. This act provides for the safety and security of both current and surplus funds held by the College from any revenue source. In connection with this act, the College must maintain sufficient balances to ensure short-term and long-term financial sustainability. Any ongoing surplus is monitored closely and invested according to the Management Act.

<sup>13</sup> <http://www.snow.edu/welcome/admissions/>

<sup>14</sup> [www.snow.edu/general/catalog.html](http://www.snow.edu/general/catalog.html)

**19. FINANCIAL ACCOUNTABILITY**

*For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.*

Snow College is part of the statewide system of public higher education institutions. As such, an annual audit of the college's assets, liabilities and fund balances is conducted by the State Auditor's Office. The State Auditor's Office is managed and staffed by fully qualified professionally trained personnel, who conduct their review in accordance with generally accepted auditing standards. Results from this audit are carefully reviewed and taken seriously. Without exception, issues discussed within the management letter are considered and complied with on a timely basis by the college's Business Office staff and senior administrators in close cooperation with both the institution's own internal audit personnel and the Board of Trustees Audit Committee.

**20. DISCLOSURE**

*The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.*

Snow College has disclosed all information requested by the Commission in the past and is willing to provide all information needed by the Commission in the future to enable successful evaluation of the institution.

**21. RELATIONSHIP WITH THE ACCREDITATION COMMISSION**

*The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.*

As an institution about to enter its 124<sup>th</sup> year of educating students, Snow College has a long-standing, positive relationship with the Commission. The institution accepts the standards and related policies of the Commission and strives to comply fully with them. The College is also willing to have the Commission make known any information about the institution deemed to be necessary.

## Standard 2.A – Governance

***2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.***

Institutional governance at Snow College is carried out by multiple representative bodies, each with its own policies and procedures. Members of the Utah State Board of Regents set policy for the institution and delegate designated administrative authority to the Snow College Board of Trustees and the college President. The President's Cabinet is the administrative leadership team, composed of the President and his direct reports. A new College Council was created in 2012 and will be described in greater detail later. The Deans Council includes the deans of the five divisions, the Director of Institutional Research, and is chaired by the Vice President for Academic Affairs. The Faculty Senate is composed of a faculty member from each of the five divisions and the faculty association president who acts as an at-large member. Additional committees fall under the purview of the Faculty Senate. The committees that report to the Faculty Senate are: Advancement and Tenure, Curriculum, Library, and Professional Track. Subcommittees of the Curriculum Committee include: AAS Degree and Certificate Assessment, Academic Standards, and General Education.

A staff association acts for the staff members generally, and an active student government system acts as the governance body for the students. In addition, there are a variety of committees under the vice presidents which deal with various administrative matters of the College. With multiple levels of decision-making structures in place, there are many opportunities for personnel at the College to influence decisions.

***2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.***

Snow College is one of eight public institutions of higher education in the Utah System of Higher Education. Nineteen persons are appointed by the governor to serve on the State Board of Regents which is the governing body for the system and the eight institutions. The Regents provide oversight, coordination, and support services under their own bylaws and answer to the Utah State Legislature. The Regents maintain offices in Salt Lake City. Examples of Regent functions and responsibilities include the

approval of college districts, appointment of college presidents, approval of college professional/technical degree and certificate programs, system research and data services, approval of policy from the institutions, and operation of a common administrative computing system used by almost all of the system colleges.<sup>15</sup>

***2.A.3 The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.***

Snow College monitors its accreditation status by continual review of its mission, core themes, and the accreditation standards. This monitoring occurs in multiple areas. President Scott Wyatt and the other members of the President's Cabinet monitor legislative actions and decisions by the Board of Regents on an ongoing basis. As the college accreditation liaison officer, Dr. Gary Smith correlates carefully the expectations of external bodies with the requirements of the accreditation standards, and then helps guide the institutional response, assisted by the Institutional Research office. Other bodies at the College also play roles in ensuring compliance with the accreditation standards including the Curriculum Committee; the General Education Committee; the AAS Degree and Certificate Assessment Committee, and other personnel in the Office of Academic Affairs.

***2.A.4 The institution has a functioning governing board\* consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.***

***2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.***

***2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.***

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<sup>15</sup><http://higheredutah.org/sbr/policy/pdf/R120.pdf>

***2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.***

***2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.***

The Governing board for Snow College is the Utah State Board of Regents.<sup>16</sup> Responsibilities and authority exercised by the Snow College Board of Trustees are delegated by the Board of Regents. The Board of Trustees for Snow College has ten members, eight of whom are appointed by the Governor with the consent of the State Senate. The President of the Snow College Alumni Association serves as the ninth member, and the President of the Associated Students of Snow College serves as the tenth member of the Board. (Utah Code 53B-2-104) Full terms for the eight appointed members are four years. Snow College trustees have no contractual, employment, or financial interest in the College. Meetings are conducted with actions taken only when a quorum of six is present. Ad hoc committees may be appointed but act in advisory roles only. The Board has broad oversight of institutional policies. ( See section 3 of the Board of Trustees Bylaws in the Appendix.)

The Utah State Board of Regents is responsible for selecting and regularly reviewing the chief executive officer. A Resource and Review team is created by the Regents and includes the chair of the Snow College Board of Trustees and two Regents. The presidential performance review is conducted annually.<sup>17</sup> The Resource and Review team, in collaboration with the president, identify issues, challenges, and problems which impede the accomplishment of the identified mission and core themes. The Utah State Board of Regents conducts an annual evaluation of its own performance as a governing and policy making body.<sup>18</sup> There are specific policies of the Board of Regents governing the review process for president and trustees.

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<sup>16</sup><http://higheredutah.org/sbr/policy/pdf/R120.pdf>

<sup>17</sup><http://higheredutah.org/sbr/policy/pdf/R208.pdf>

<sup>18</sup><http://higheredutah.org/sbr/policy/pdf/R123.pdf>

***2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness***

***2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.***

***2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.***

The leadership team for Snow College, the President's Cabinet, includes Scott Wyatt, Snow College President, and his direct reports:

- |  |                   |
|--|-------------------|
| • Vice President for Academic Affairs                    | Dr. Gary Smith    |
| • Vice President for Finance and Administrative Services | Marvin Dodge      |
| • Vice President for Student Success                     | Craig Mathie      |
| • Athletic Director                                      | Rob Nielson       |
| • Chief Information Officer                              | Shawn Lindow      |
| • Director of Admissions                                 | Search in process |
| • Director of Human Resources                            | David Dyches      |
| • Director of Philanthropic Initiatives and Partnerships | Rosie Connor      |
| • Director of Public Relations                           | Search in process |
| • Special Assistant to the President                     | Marci Larsen      |
| • Special Assistant to the President                     | Patsy Daniels     |

The President meets with the three vice presidents on a regular basis and brings in others on an as-needed basis. The President evaluates all of his direct reports annually.<sup>19</sup> Administrators are charged with implementing and reporting on the college's mission and core themes. All of the administrators listed devote their full time and attention to Snow College.

There are approximately 31 administrative departments of the College that oversee the institution's major support and operational functions. (See Administrative Departments

<sup>19</sup><http://www.snow.edu/hr/pdf/13.2.8.pdf>

List in the Appendix.) Each department is headed by a qualified leader. The culture of the institution encourages ongoing collaboration across all units and campuses. While no one committee is charged to focus exclusively on fostering the fulfillment of the institution's mission and accomplishment of its core theme objectives, ongoing collaboration is common in the numerous committees outlined in NW Standard 2.A.1. The Staff Association brings together representatives from several departments to consider matters of common concern of staff members. The Student Success Council of the College, made up of representatives from nine different departments, meet on a monthly basis for coordination. Less frequent meetings are called on an as-needed basis to address various matters, and personnel from multiple departments are often included.

### ***Strengths, Weaknesses, Future Plans for the Governance Section (2.A.1 to 2.A.11)***

#### **Strengths:**

Every entity from Regents to Trustees to the President and his cabinet, plus the members of the Faculty Senate, Deans Council, and Student Government, are functioning in their respective positions. Communication between the first three entities is good, and the perception held by many is that the President is working hard for the good of the College and students. Snow College's current president, Scott Wyatt, joined the institution at the beginning of four years of difficult budget cuts by the state legislature. The President has kept an attitude of "Let's not just cut positions and programs and go downhill, but let's review and use these cuts to take a new look at ourselves and grow better as we become more efficient at the same time." His message has demonstrated his leadership through some very tough decision times.

#### **Weaknesses:**

Employees at the College have reported that they trust the decisions that were made by the President and his cabinet during the difficult financial period, but they would have preferred that a broader segment of the College could have offered input into those decisions that were made. That belief was commonly held for decisions made by other administrative areas of the College as well, not just the President's office. Members of the Faculty Senate have reported that they would like to give more input or advice and so would members of the Deans Council. A more-complete explanation of the decision-making process that was used to deal with the budget cuts occurs in NW Standard 3.A.1 in Chapter Three of this report.

Some have been concerned that employees are not regularly apprised of Board of Trustees meeting times, agendas, or decisions made in the meetings, except for occasions when the President holds general information meetings for faculty and staff members.



**Future plans:**

In an attempt to address some of the concerns described above, a small ad hoc committee consisting of the President, the Vice President for Academic Affairs, the Faculty Senate President, and one of the deans from the Deans Council met to discuss and reconstitute the College Council. While a description of this council existed in institutional memory, it had not functioned for many years. The intent was to bring together the administrative, faculty, staff, and student arms of the institution for continual discussion of college issues and review of old and new policies and how those policies affect all parts of the College. It was believed that doing so would go far in improving communication and avoiding the lack of information some parties felt they had experienced. The new model includes six faculty members, three administrators, three staff members, and a student representative. The first three meetings of the new council occurred in April, May, and July, 2012. A list of the members of the Council can be found in the Appendix.

The Faculty Senate is also working to create a mission statement and rewrite its constitution to enhance its role as advisory and legislative between faculty members and the President.

**POLICIES AND PROCEDURES****Academics**

***2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.***

The Office of Academic Affairs, in conjunction with the College Council, is assessing and exploring ways to clarify needed academic policies and to create sufficient direction for the work of the institution to move forward with all parties having a common understanding. Current academic policies can be found on the Snow College web site.<sup>20, 21</sup> The documents are accessible to any interested party on-line. The policies can be found in print as distributed by the Human Resources Office and the Office of Academic Affairs. Student policies related to academic issues, such as standards and misconduct, are published in the Student Catalog.

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<sup>20</sup> <http://www.snow.edu/hr/tblcnts.htm>

<sup>21</sup> <http://www.snow.edu/facdev/Adjunct-Handbook-Web/adjunct-HB/index.html>



***2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.***

Access to library resources is open to Snow College students, employees, and residents of the six-county area served by the College. The library posts the access policies on their web site.<sup>22</sup> These policies explain hours of operation, limits on book checkouts, how to schedule study rooms, what extra equipment and computers are available on both campuses, and more. Policies are intended to promote access to information resources and are interpreted as needed by the library director or library staff. Collection development policies are administered by library staff, and general purchasing policies are generated by the librarians with faculty input. Anyone may request new print material, and, based on available budget, the decision is made to purchase or not. Potential adoption of library databases are tested in trial runs by faculty and staff members and then, after input and suggestions, the decision is made to subscribe to a particular database or not.

***2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.***

The College follows its published policy when evaluating credits from other institutions that students wish to apply toward their program of study at Snow College. Information for students is available in the catalog (16). The Snow College Registrar is the primary evaluator of credit. In cases where there is a question about alignment of course content with the catalog, (21) including career and technical courses, the Registrar consults with the appropriate faculty member, program director, and/or dean. Snow College also provides relevant information for students intending to transfer Snow College credits to another institution. Links to transfer guides from receiving institutions are posted on the Student Success/Advising website and are used in the advising process.<sup>23</sup>

Snow College participates in the Utah State Higher Education Common Course Numbering system to facilitate transfer among Utah colleges and universities.

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<sup>22</sup><http://www.lib.snow.edu/Policies.html>

<sup>23</sup><http://www.snow.edu/advise/>

Articulation agreements for specific Snow College programs have also been established with individual universities in Utah; these are included in program descriptions in the catalog (32) and website for the Ephraim and Richfield Campuses.<sup>24</sup>

## Students

***2.A.15 Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.***

Policies and procedures regarding students' rights and responsibilities are available to students and others in the catalog (199-200). In addition, academic policies and procedures regarding student behavior and policies regarding accessibility services for students with disabilities are available on the Snow College web site.<sup>25</sup>

The Academic Standards Committee is responsible for administering academic student policies and considering student appeals regarding issues like grades, adherence to deadlines, and academic honesty, among others. The committee meets regularly and follows established guidelines under the supervision of the college's Curriculum Committee. Students who are dissatisfied with decisions of the Academic Standards Committee may appeal to the Curriculum Committee and ultimately the Vice President for Academic Affairs whose determination is final.

Students' rights and responsibilities with regard to standards of behavior are detailed in the Student Code of Conduct. The Code can be accessed in the catalog (198). It can also be accessed on the web site.<sup>26</sup> The code explains rights, responsibilities, sanctions, disciplinary procedures and due process, and grievances. The Director of Student Life and Leadership serves as the college conduct officer and administers the discipline process to enforce the standards detailed in the Code of Conduct. That officer works in conjunction with the Student Social Standards Committee which hears appeals of disciplinary decisions and makes recommendations to the Vice President for Student Success whose determination is final.

Policies and procedures for accommodating students with disabilities are explained in the catalog (9, 30). This information is also available on the college web site.<sup>27</sup> The

<sup>24</sup><http://www.snow.edu/advise/ephraimmajors.html>) (<http://www.snow.edu/advise/richfieldmajors.html>)

<sup>25</sup>[www.snow.edu/registrars/](http://www.snow.edu/registrars/)

<sup>26</sup>[www.snow.edu/studentlife/code/](http://www.snow.edu/studentlife/code/)

<sup>27</sup>[www.snow.edu/ada/](http://www.snow.edu/ada/)

grievance procedure for students who feel they have been discriminated against is also listed in the catalog (207). In addition, all instructors distribute information with their course outlines that directs students wishing to inquire about accommodating disabilities to the Accessibility Services Coordinator.

These policies and procedures undergo regular review and are updated to better address changing conditions and circumstances. Every reasonable effort is made through training and regular coordination to administer the policies consistently.

***2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.***

Admission and placement procedures are published in the catalog (16-19). As an open-door college, Snow College admits all students who hold a high school diploma or equivalent, or whose cohort (class) of fellow high school students has graduated. Readiness for college coursework is determined through a placement assessment (ACCUPLACER) that is mandatory for all degree-seeking students who do not have prior college credit in English and/or math or who have not taken a math or English class for at least two years. For students whose placement results indicate that they are underprepared for college-level work, Snow College offers pre-college (developmental) instruction in math, reading, and writing.

***2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.***

Co-curricular activities at Snow College play a role in providing many options for overall student development. Both campuses have an elected student council and a range of recognized student clubs and organizations. Information about these co-curricular opportunities and the procedures that govern them are published in the catalog (184)

and on the college website at the following locations: Service Learning,<sup>28</sup> Student Clubs and Organizations,<sup>29</sup> Student Government,<sup>30</sup> Student Life (General).<sup>31</sup>

### Human Resources

***2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.***

Board-approved personnel policies and college operational procedures are drafted, reviewed, maintained, and administered in a manner that ensures consistent, fair, and equitable treatment of employees, including the college's employment procedures. The policies and procedures are maintained in paper form within the human resources department and on the web.<sup>32</sup>

Employees can initiate policy changes at any time and often do. The Human Resources Department also reviews all policies annually to ensure they are up to date with practice. The department personnel also stay current with other Utah System of Higher Education policy changes and discuss the possible benefits of making similar changes at Snow College.

***2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.***

Employees are apprised of their work responsibilities and conditions of employment through the initial job announcement and position description. A Memorandum of Understanding is also signed at the beginning of employment for all full-time faculty and staff members. At the time of hire, staff members serve a six-month "at will" probation period where standard merit provisions do not apply. During this time it is determined whether or not the new hire is able to function within the duties and responsibilities of the position. After hiring, oral and written assignments from supervisors keep employees informed of duties and responsibilities. Likewise, employees' rights and responsibilities, criteria for evaluation, retention, promotion, and termination are well-

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<sup>28</sup> [www.snow.edu/service/](http://www.snow.edu/service/)

<sup>29</sup> [www.snow.edu/studentlife/images/policies.pdf](http://www.snow.edu/studentlife/images/policies.pdf)

<sup>30</sup> [www.snow.edu/studentlife/images/constitution.pdf](http://www.snow.edu/studentlife/images/constitution.pdf)

<sup>31</sup> [www.snow.edu/general/catalog/stulife.pdf](http://www.snow.edu/general/catalog/stulife.pdf)

<sup>32</sup> <http://www.snow.edu/hr/tblcnts.htm>

published through a combination of college policies and procedures, evaluations, the faculty advancement and tenure document, and state and federal rules, regulations, and laws.

Two different faculty committees, the Advancement & Tenure Committee and the Professional Track Committee, work with faculty in a rigorous seven-year tenure process of evaluation and improvement. Reviews also occur every five years after tenure has been achieved. Both committees actively review their working documents to keep them in alignment with each other and in alignment with any state legislative changes that may apply to all state employees. While new-faculty orientations have occurred over the years, the faculty development committee has conducted a much more vibrant and successful new-faculty orientation the last two years. Some faculty members not new to the College have also attended to refresh their knowledge about their own jobs and to hear suggestions about how to be more productive on campus.

Staff members also have an active development program with a retreat in the summer and other lunch activities during the year to help with training and morale. Policies are in place for evaluation/discipline of staff. These can be found on the website<sup>33</sup> and in the Human Resources Office.

***2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.***

Snow College ensures the security and appropriate confidentiality of personnel records by keeping them in a specially-designed secure and fire-resistant room that only a limited number of college personnel have permission to access. The College backs up Banner data, including human resources records, off-site on a nightly basis.

**Institutional Integrity**

***2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.***

Snow College strives for clear, accurate, and consistent information in its official announcements, statements, and publications. The Office of Public Relations serves as

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<sup>33</sup><http://www.snow.edu/hr/tblcnts.htm>

a clearinghouse for all published information. This centralized review is designed to ensure that information about the College is accurate and consistent as well as in alignment with Snow College's mission and core themes. The office also consults with the college's accreditation liaison officer to review information for publication regarding Snow College's accreditation status and consistency with NWCCU standards for the use of accreditation terminology.

Academic intentions, programs, and services are communicated primarily through the catalog and website. The catalog is published annually, and all content is reviewed by program faculty and administrators as appropriate. Drafts are circulated early in the planning process for updating and then a final version is assembled, edited, and proofed.

Program descriptions in the catalog (96 and throughout) list required and recommended courses. Some programs include a semester-by-semester recommended schedule to help students complete in a timely fashion. Some Registration policies, enforced by the computerized registration system, give priority to students according to the number of earned credits. Students who are closest to degree completion register first, so, as they progress further in their programs, they have the first chance at available class openings. This helps prevent situations where students needing just a few specific courses encounter class sections that are already full. Additionally, academic advisors work directly with instructors to create registration openings for students needing required courses.

All credit courses and programs are reviewed by the Curriculum Committee on a regular five-year cycle to accommodate updates in course content and confirm alignment with degree requirements. Noncredit offerings are publicized by the Continuing Education department and are regularly reviewed for accuracy and consistency.

***2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.***

Snow College subscribes to high ethical standards in its policies and regulations and exemplifies these standards through its actions and processes. Snow College also participates with EthicsPoint.<sup>34</sup> EthicsPoint provides individuals with simple, risk-free

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<sup>34</sup><https://secure.ethicspoint.com/domain/media/en/gui/17745/index.html>

ways to anonymously and confidentially report activities that may involve unethical, criminal or otherwise inappropriate activity or behavior in violation of College policies.

The College also strives to respond quickly and thoroughly to inquiries and information requests from the media, legislators, and the general public.

Processes for resolving grievances and complaints are defined and accessible (See section 13.7 at the HR web site.)<sup>35</sup> Student issues are addressed by various bodies ranging from department chairs to the Vice President for Student Success.

***2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.***

Snow College adheres to clearly defined policies that prohibit conflict of interest on the part of all constituent groups affiliated with the College. Policies on employee conduct, e.g., nepotism, military leave, sexual harassment, and safety, are all found at the website.<sup>36</sup>

***2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.***

The College has recognized the need for more clarity in the realm of intellectual property and is engaged in constructing a more definitive policy to guide decisions in this regard. Vice Presidents Dodge and Smith, in consultation with the Deans Council, are leading that effort. Upon completion, anticipated in the fall of 2013, the proposal will be submitted to the College Council and the Board of Trustees for approval.

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<sup>35</sup><http://www.snow.edu/hr/tblcnts.htm>

<sup>36</sup><http://www.snow.edu/hr/tblcnts.htm>



***2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.***

Snow College is careful to accurately represent its accreditation status in the catalog and other institution literature (9).

***2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.***

All contractual agreements with external entities are governed by written agreements. Such agreements are reviewed by the Vice President for Finance and Administrative Services for adherence to Snow College mission, programs, services, and financial viability. The contracts are kept in the Purchasing Office. The Vice President for Finance and Administrative Services and others in the Purchasing Office ensure contract compliance and adherence to Snow College policy. Agreements with vendors for the purchase of goods or services are reviewed by the purchasing manager and at least one administrator; higher dollar value contracts require additional levels of approval.

### **Academic Freedom**

***2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.***

Snow College adheres to policies that have been approved by the Trustees dealing with academic freedom and non-harassment. These can be found in the Advancement and Tenure document, section 10.<sup>37</sup>

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<sup>37</sup> [http://www.snow.edu/ir/IRPDF/Provost/15.10\\_AdvanceTenure.pdf](http://www.snow.edu/ir/IRPDF/Provost/15.10_AdvanceTenure.pdf)

***2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.***

Within the context of the mission and core themes—and because of them—Snow College faculty, staff, students, and administrators are welcome to explore independent research and dissemination of knowledge. This has led to new programs and classes, to faculty-led student research, and to extended field trips out of the state and country. Some examples include: Faculty members have pursued ideas in alternate fuels, private art shows and art commissions, partnerships with the Julliard School in New York City, and wilderness reseeding initiatives. The Division of Natural Science and Mathematics holds a weekly seminar where many interesting ideas are presented that people in and out of the division are studying and learning. An active Center for Global Engagement promotes activities on campus for foreign and local students while pursuing opportunities for students to explore the world through travel, study, and service.

***2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.***

Snow College faculty members present scholarship fairly, accurately, and objectively. Faculty members try to acknowledge their own scholarship and opinions as such. Teaching faculty members at Snow College are encouraged to separate their personal beliefs from their scholarship and presentation of the curriculum. The review of course outlines by peer faculty at the department and division levels, as well as through the Curriculum Committee, is well-established in the college culture. This process works to ensure that personal beliefs are not misrepresented as scholarly facts.

### Finance

***2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.***

Snow College has established board-approved policies regarding the oversight and management of financial resources. Snow College hired a new Vice President for Finance and Administrative Services 4.5 years ago who has worked diligently with his budget planner and others to update financial policies, to create new ones where they were lacking, and to generally improve the financial picture of the College in an era of high technology, shrinking budgets, and millennial students. The policies can be found in the office of the Vice President for Finance and Administrative Services. Snow

College is audited every year by the State Auditor's Office. Snow College also has an internal auditor who continually reviews all financial accounts.

### ***Strengths, Weaknesses, and Future Plans for the Policies and Procedures Section (2.A.12 to 2.A.30)***

#### **Strengths:**

- The last four years the Vice President for Finance and Administrative Services has published the budget for the College for all to review. Everyone can view the income, the budget for each department, and details about capital, investments, fundraising, and more. The transparency has been heartening.
- Snow College has worked hard to clarify its voice to the world through its publications. From an on-line catalog to brochures to registration materials to speaking to the media, the College has worked to coordinate its message to the public.
- The finance and purchasing departments have worked to create new policies for dealing with finances, budgets, and outside vendors. This has created protection for all who deal with students and vendors and state regulations for purchasing small and large items.
- Faculty members believe that academic freedom is sufficient to substantial. The President has stated that he does not interfere with curriculum issues, and, from faculty observation, that is the case. There are some faculty members who feel differently. Those feelings have risen to the surface in the light of four years of severe budget cuts. With the closure of some instructional programs at the College, some faculty members have grown fearful and say they are cautious about what they say outside of the classroom.

#### **Weaknesses:**

- Having been a smaller school for quite some time, Snow College maintains an extremely high level of ethics, cooperation, and encouragement; however, the College is discovering the need for more defined written policies in order to stay on this traditional path of excellence and to protect employees and students.
- While faculty members believe they do well by their students in presenting material but acknowledging their own opinions, the College does not have an actual policy in place to guide the practice.

**Future plans:**

- Continue working on policy review for finances. Carry on work at the legislative level to promote the best interests of Snow College and to improve the infrastructure and financial safety of the institution.
- Hopes are pinned on the regeneration of the College Council and its proposed work with policy review. Serious plans are being made to revamp major parts of the Snow College website to make it more user friendly and useful in finding necessary information on policy for faculty members.
- The accreditation website needs to be enhanced to provide a link to NWCCU and former reports, and it needs to state the present accreditation status of the College. Other policies dealing with, for example, clarification of ownership, copyright, etc. are needed among others.
- Faculty members plan to write a policy to help conduct their own affairs having to do with acknowledging their opinions versus established facts.

**Standard 2.B – Human Resources**

***2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.***

Snow College employs 113 full-time faculty, 103 adjunct faculty, 139 full-time staff, 107 regular part-time staff, and 380 student employees. In addition, five new faculty members have been hired for Fall Semester 2013 to help address bottleneck enrollment concerns. All full-time faculty and staff have been selected following a rigorous and thorough selection process involving appropriate marketing of available positions, selection committees that include a variety of represented interests from throughout the College, and multiple levels of review. Adjunct faculty and part-time staff are thoroughly screened within the academic division or department in which they will be employed. The newly hired employees all meet or exceed the position posting requirements for education, previous experience, and skills. Because Snow College offers both transfer education and career and technical education (CTE), there is a wide variety of education levels in the faculty ranks. In transfer programs, a master's degree is the minimum qualification for employment. For CTE, comprehensive apprenticeship or other hands-on training may replace formal education in some departments.

Among the full-time faculty members, 22 have a doctorate degree, 77 have a master's degree, seven have a bachelor's degree, five have an associate's degree, and two have a high school diploma. Among full-time staff members, five have a doctorate degree, 44

have a master's degree, 20 have a bachelor's degree, 25 have an associate's degree, and 45 have a high school diploma.

The College encourages faculty and staff members to increase their educational and practical experience level while employed. Currently, the College provides an adjustment to base salary in the amount of \$1,000 for an associate's degree, \$2,000 for a bachelor's degree, \$3,000 for a master's degree, and \$4,000 for a doctorate degree earned. In addition, the College provides a 100 percent tuition and fee waiver for up to six credit hours per semester for all full-time employees (as well as 100 percent tuition waiver for spouses and dependent children of full-time employees). The short-coming to this reward system is that employees are free to choose the course of study for additional degrees regardless of relevance to their current position requirements. The concept of requiring the degree to be related to the employee's position is being debated

All full-time staff members have position descriptions that clearly identify responsibilities. The Human Resources Department maintains the position descriptions. Supervisors are encouraged to review and make modifications to the documents on an annual basis during the performance evaluation process, or if their duties change.

***2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.***

All full-time staff employees participate in a comprehensive performance review on an annual basis. This includes a self-evaluation and supervisor evaluation of results from the previous year, as well as goals and objectives for the coming year. Also included is an opportunity to discuss professional development activities and ideas that will make the job better, easier, or more efficient. Supervisors of part-time staff employees are encouraged to complete the performance evaluation process for all regular part-time employees, but it is not mandatory to do so. New full-time staff employees are subject to a six month probationary period (which can be extended for an additional six months where required) during which an informal performance review occurs at the 90 and 180 day employment mark. There is currently no penalty for supervisors who do not complete performance reviews that are required; therefore, the annual completion rate is not 100 percent.

***2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.***

Snow College currently allocates sufficient travel budget to allow each full-time faculty and staff employee to attend an average of one conference or other professional

development opportunity annually. Such professional engagement for faculty members is highly encouraged by the Vice President for Academic Affairs. Additionally, the College provides regular on-campus development opportunities for all full- and part-time personnel.

Funding is provided for one faculty member to perform the function of Faculty Development Director (in addition to his/her teaching duties). Among the recent outcomes of this role was to systematize the new faculty orientation in August 2011. Ongoing learning opportunities are provided to all faculty members on an ongoing basis. One example is a weekly lunch-time eat and discuss professional development program. Another example is a project adopted each year for faculty members to jointly read a selected book and have discussions about the content.

The Office of Academic Affairs invests significant fiscal support for faculty participation in professional conferences and meetings regionally and nationally. For instance, this last spring a team of five faculty members participated in the annual League for Innovation in Community Colleges in Philadelphia. Other faculty members attended a plethora of professional and discipline related events and activities during the last year with plans to participate and present in the coming year. Full-time faculty members are also eligible for professional leaves and tenured faculty members are eligible for sabbaticals, in accordance with Snow College policy.<sup>38</sup>

The College provides financial support for a Staff Development Committee which oversees college-wide staff development activities. The currently funded activities include a two-day Staff Development Workshop held each July, an annual self-improvement book with monthly discussions on each campus, and several lunch-and-learn workshops during the year. The current funding for staff development is \$23,000 annually.

***2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.***

Snow College maintains a high full-time to adjunct faculty ratio to ensure the vast majority (77 percent in Fall 2011) of courses are taught by full-time faculty members. The college President and two of the three Vice Presidents taught courses during Fall 2011. During an average year, one-third of full-time staff and a small number of part-time staff members also teach courses. This provides opportunities for administration

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<sup>38</sup>[http://www.snow.edu/ir/IRPDF/Provost/15.10\\_AdvanceTenure.pdf](http://www.snow.edu/ir/IRPDF/Provost/15.10_AdvanceTenure.pdf)



and staff members to participate in the core function of the College. There are challenges with finding enough qualified adjunct faculty members to teach high-demand classes given the rural nature of the area. The normal standard for adjunct instructors is a minimum of a bachelor's degree, master's preferred, and previous teaching experience at the high school or college level. The intent is to eliminate any general education courses taught by instructors not meeting these qualifications.

The adequacy of the number of full-time faculty members in alignment with enrollment generally, and in key required instructional areas, is evaluated annually and adjustments are made. For 2012-13, five additional faculty positions were allocated to address anticipated enrollment in English and mathematics to ensure that first-term first-year students could enroll in and advance their studies in these key areas immediately upon arrival at the College—an outcome of Core Theme 1-Continuing the Tradition of Excellence.

All new full-time transfer-education faculty members must have a master's degree or higher in a related field as a minimum requirement. All hires are required to have official transcripts verifying degrees granted sent to the Human Resources Department. For CTE, advanced degrees are preferred, but not required.

***2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.***

The Faculty Advancement and Tenure policy clearly details faculty expectations regarding teaching excellence, scholarly achievement and professional development, and institutional, professional, and community service.<sup>39</sup> There is no current requirement for research and/or publication for faculty; although, faculty members are encouraged to participate in these activities if there is interest.

All full-time faculty members are expected to teach 29-32 credit hour equivalents (CHEs) each year. Although the vast majority of courses are taught in person during fall and spring semesters, there is flexibility regarding the method and timing of instruction. Overload compensation is provided for annual course loads exceeding 32 CHEs. College policy limits the overload to 33 percent of regular load (or a limit of 10 CHEs per year); however, this has been exceeded on occasion in demanding situations.

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<sup>39</sup>[http://www.snow.edu/ir/IRPDF/Provost/15.10\\_AdvanceTenure.pdf](http://www.snow.edu/ir/IRPDF/Provost/15.10_AdvanceTenure.pdf)



***2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.***

The faculty evaluation process is outlined in the Faculty Advancement and Tenure policy. All divisions use this as the guide for completing evaluations. It is composed of four basic areas of review—a dean review, a teaching review, a scholarly achievement and professional development review, and an institutional, professional, and community service review.

The dean review includes goal achievement and setting, the completion of a faculty development plan, review of course outcomes assessment, creation of an action plan, and in the CTE Division a review of program advisory committee meetings. Advisory Committees are currently in need of repair so the information gathered from them will be more beneficial in setting curriculum.

Information on quality teaching is received through peer reviews, student evaluations, and in some cases student interviews. For Tenure Track faculty members, reviews are conducted every five years after tenure is granted, and every year before tenure. For Professional Track faculty members, reviews are conducted at least every other year. A process needs to be developed for year-to-year or semester-to-semester progress reviews which includes peer reviews with increased frequency and randomness using unfamiliar faculty peers.

Student evaluations are conducted at least every other semester for tenured and every semester for non-tenured faculty members. Student evaluations need to be reviewed and modified to better match the new mission statement, core themes, and actual course taught. The online evaluation process now in effect is a move in the right direction; however, motivating students to complete the evaluation is still a challenge. The creation of a usable rubric for rating teaching would be helpful. Conducting a number of evaluations a year, such as three weeks into the term and then again at the end of semester, would provide evidence of progress or the lack thereof during the semester. Another possible enhancement in the experimental stage is grouping students and having them create a list of strengths and weaknesses of faculty members.

The evaluation process is not a perfect process, but there is evidence that it is beneficial. It provides an opportunity to determine the effectiveness of faculty members, to allow for regular feedback to faculty members, to provide personal attention from peers, department chair (if applicable), and the dean, to hold faculty members accountable for their predetermined advancement goals and plans, and to allow for improvements. An area that needs improvement is helping all faculty members better understand the process beginning with the New Faculty Orientation and continuing with ongoing education.

Since 85 percent of the entire Snow College budget is invested in personnel, the vast majority of strategic planning in the Human Resources Department involves faculty and staff development. The median age for both full-time faculty and staff at Snow College is 50 years. It is anticipated over the next 20 years that 150 employees will retire and need to be replaced, in addition to any employment growth and accompanying expansion or attrition. The College is considered the premiere place of employment in the area and has averaged between five and ten percent voluntary turnover for the past decade. It is expected 15-20 new full-time employees will be hired annually. The goal is to have at least 95 percent of the preferred candidates accept employment offers. Additionally, the pace of technology change in some disciplines and departments requires current employees to update skills and educational levels. The College is committed to increasing the overall educational level of employees and providing opportunities for skills enhancement and career advancement.

### **Strengths, Weaknesses, and Future Plans for the Human Resources Section (2.B)**

#### **Strengths:**

The Snow College Human Resources (HR) Department (comprising benefits administration, career services, employee relations, payroll administration, record keeping, recruitment, training, and other related human capital items) is responsive to student, employee, and stakeholder needs. The HR Department is willing to accept new challenges and utilizes innovation and technology enhancements to accomplish higher levels of productivity. During this accreditation cycle, Payroll, Career Services, and Student Employment were all incorporated into the Human Resources Department.

The HR Department is composed of four experienced full-time employees all with master's degrees in relevant fields and considerable related experience. Each member of the HR Department is allowed and encouraged to attend relevant conferences on an annual basis and encouraged to improve by pursuing value added certifications.

Snow College has quality relationships with related departments at other institutions of higher education within Utah and surrounding states. All four members of the HR Department belong to working groups that meet regularly and discuss and share best practices. There is a collegiality that exists especially in the USHE institutions that all

use Banner as the information system, including an annual conference to discuss ways to make better use of the software.

Snow College employees benefit from quality administrative leaders who value human capital and invest in opportunities for faculty and staff members to be better representatives of the College. Even during trying financial times, training and professional development budgets have increased.

### **Weaknesses:**

The Banner information system, which is used by the College, was not designed primarily as a human resources information system (HRIS).

Prior to July 2009, there was limited, coordinated effort to provide employment opportunities to students; and prior to July 2011, there was no formal process to provide employment opportunities to graduates. While there has been considerable progress in these areas (especially with the development of a Student Employment website and the hiring of a highly qualified Career Services Advisor), there is more work to do to be competitive with peer institutions.

Supervising Snow College employers do not always fulfill employment law requirements and College procedures in a timely manner. There are limited ways to enforce performance standards when this occurs because of college policies protecting non-probationary employees.

### **Future Plans:**

The College will continue to find innovative solutions that utilize technology enhancements and best practices developed within the HR Department and at other institutions. The Vice President for Finance and Administrative Services (to whom Human Resources reports) is a strong proponent of using technology to increase productivity and encourages the department to take calculated risks to improve the College. In conjunction, the HR Department plans to implement a software package that coordinates graduate placement, student employment, and internal recruitment.

The process of digitizing all relevant former employee records and shredding the paper copies is in process and will continue until complete. It is yet to be determined if this will extend to current employees. The HR Department plans to evaluate the benefits and consequences of only digital information for current employees.

The HR Department is actively engaged in workforce planning. The mean age of full-time College employees is 48.9 and the median age is 50. In the next 10 years, it is expected that nearly 40% of the current workforce will retire. The College has an excellent reputation as an employer, and the HR Department is confident qualified hires will continue to replace departing employees; however, training and developing current employees to assume leadership roles is a point of emphasis for the HR Department.

The HR Department is central in accelerating the core theme of a culture of innovation in current employees and ensuring new employees exhibit this characteristic. The College is one of the key economic development engines of the service region, and the HR Department has taken a lead role coordinating employer needs with student learning. The collaborative effort between Academic Affairs, Economic Development, and Career Services has already resulted in favorable outcomes with area employers, and this collaboration is in the early stages. It is anticipated that the HR Department will play a critical part in future economic development in the region.

## Standard 2.C – Education Resources

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

As a residential junior college, with dedicated and associated community college commitments of service to the residents of its six-country primary service region of central Utah, Snow College offers a range of educational programs appropriate to its mission and the educational needs of its service district. Students can complete associate degree programs in the arts, science, applied science, business, and pre-engineering, or they can earn short-term certificates. They can also earn a bachelor's degree in commercial music.

Faculty members oversee content and rigor of credit program curricula. New courses and programs are developed at the department/faculty level. Proposed syllabi are reviewed by a curriculum specialist in each division and then passed on to the department chair and dean for their approval. Once approved, proposals are then sent to the faculty Curriculum Committee for further review. The Curriculum Committee, a sub-committee of the Faculty Senate, reviews and approves new courses and programs and any changes to degree or certificate requirements. The Curriculum Approval Flowchart in the Appendix illustrates the process.

New programs undergo additional review: the Chief Academic Officer seeks input and approval from the Board of Trustees, and then, as mandated by the Board of Regents R401 policy,<sup>40</sup> they are reviewed and approved by the Board of Regents and Commissioner's Office. All college programs are also reviewed internally and externally on a five-year rotating cycle.

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<sup>40</sup><http://higheredutah.org/sbr/policy/pdf/R401.pdf>

Transfer matters are reviewed through Snow College's participation in the statewide General Education Task Force. This group meets regularly, and, as one of its mandates, seeks to facilitate ease of transfer between institutions for all students pursuing baccalaureate degrees in Utah.

***2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.***

Expected student learning outcomes are defined for all courses, programs, and degrees. Course outcomes are defined in master course syllabi, the college's defining document for course content. New course syllabi undergo review and approval by the Curriculum Committee. Course outcomes are also included in individual course syllabi provided to enrolled students. Outcomes for each college instructional program, defined by departments or majors, are published in the catalog (throughout). Outcomes for each college degree (Associate of Applied Science (AAS), Associate of Arts (AA), Associate of Pre-Engineering (APE), Associate of Science (AS), Associate of Science–Business (ASB), and certificate programs are also published on the college website.<sup>41</sup> Outcomes for the newest Snow College degree, the Bachelor of Music in Commercial Music (BMCM) will be available in the 2012-2013 online catalog (110-116). In addition, new-student orientation materials include general education learning outcomes for enrolled students.<sup>42</sup>

***2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.***

All credits and degrees are awarded according to institutional policies. Credits reflect learning outcomes appropriate to courses, programs, and degrees. Course instructors are responsible for assessing student learning in their courses and assigning grades appropriate to the learning outcomes established for the course. Students are aware of course learning outcomes at the beginning of a course, as all outcomes are a component of course syllabi that are provided to students. All courses/programs are initiated by qualified faculty and subsequently reviewed and approved by faculty committees (department, division, Curriculum Committee). Courses that have alternate delivery methods are subject to the same curriculum approval processes.

All new degrees and instructional programs must be approved by the Board of Regents

<sup>41</sup><http://www.snow.edu/general/outcomes.html>

<sup>42</sup><http://www.snow.edu/startsmart/images/syllabus.pdf>

and must meet established criteria<sup>43</sup> applicable to all institutions in the USHE. Existing programs are reviewed every five years by the Regents. Consequently, the programs and degrees offered by Snow College are consistent with comparable programs and degrees offered by other public higher education institutions in the State.

***2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.***

All Snow College degree programs demonstrate coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Transfer degree programs are anchored in general education areas including writing skills, quantitative skills, communication, humanities, natural sciences, physical sciences, and social sciences. These programs are also influenced by the expectations and curriculum of the four-year transfer institutions, which Snow College advisors and faculty members track vigilantly. One way the coordination with other faculty members in the State occurs is through “Faculty Discipline Majors’ Meetings” coordinated by the Office of the Commissioner of the Utah System of Higher Education. Faculty representatives from every institution and from every discipline meet together once a year to discuss issues of transfer between institutions and many other common academic issues. These face-to-face meetings have proven to be invaluable in opening communication between the divisions and keeping the conversation going year round as all participants work together to help students successfully navigate their educational paths and make the best use of their time and money.

Career and Technical Education (Applied Technologies effective Fall 2012) courses and programs are developed in partnership with industry, economic development professionals, and business and educational representatives, who provide input via advisory committees. The College has a Career and Technical Education (CTE) Advisory Committee which meets every other month and contributes information on trends in industry, economic development, and business needs. (See the Appendix for a list of committee members.) The committee also advises on outreach, concurrent enrollment, and continuing education needs in the region. Each CTE instructional program also has an advisory committee that meets at least twice each year and contributes information on skills, standards, and employment needs to ensure the curriculum is up to date. Programs also incorporate published industry-based competencies (skills standards); core courses are typically sequential and build successively on skills mastered previously.

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<sup>43</sup><http://higheredutah.org/sbr/policy/pdf/R401.pdf>



Multiple opportunities exist for students to learn about admissions and graduation requirements. These include the Snow College webpage and catalog, (16-18 and 71-73) interactions with professional academic advisors, the college orientation meetings, and program counselors.

Snow College admission policies are clearly explained in the catalog (16) and on the Snow College webpage. Because Snow College is an open enrollment institution, the information is focused primarily on procedure rather than policy.

Graduation requirements for all degrees and certificates are published in the catalog (71-73). Academic Advisors communicate graduation requirements to students in advising sessions. In addition, each student receives a graduation audit the semester before they plan to graduate to ensure that they are on track for graduation.

***2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.***

Faculty members have clearly defined authority and responsibilities in the design, approval, implementation, and revision of the curriculum. The Curriculum Committee is the subcommittee of the Faculty Senate responsible for the academic integrity of the College. The Curriculum Committee bylaws ensure that faculty members, through Curriculum Committee representatives, are responsible for “academic integrity” and the “continuous improvement of educational programs.”<sup>44</sup> The Curriculum Committee consists of one member elected from each division in the College. The Curriculum Committee approves the adoption of new courses and programs and coordinates a cyclical review process that ensures all courses and programs are reviewed and updated at least every five years. Courses originate at the academic program or department faculty level, and the Curriculum Committee reviews and approves courses, programs, and changes to degree or certificate requirements.

The Curriculum Committee has also established two subcommittees to advise the members in specific areas. The General Education Committee advises the Curriculum

Committee on matters specifically related to the courses that fulfill general education requirements for the College. A second subcommittee that has been created to begin

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<sup>44</sup>[www.snow.edu/ir/IRPDF/Provost/CurriculumByLaws.pdf](http://www.snow.edu/ir/IRPDF/Provost/CurriculumByLaws.pdf)



operation in the fall of 2012, the AAS Degree and Certificate Assessment Committee, will provide advice regarding the learning outcomes and their assessment for AAS degrees. The three committees, along with division deans and faculty members at large, are responsible to make certain that identifiable and assessable learning outcomes exist at the degree, program, and individual course level.

Each course taught at Snow College has a Master Course Syllabus (MCS) that provides details about the course. Although this document is not the classroom syllabus given to students, all of the materials in the classroom document are derived from the MCS, including expected student learning outcomes. These MCS documents are available to all faculty members online, and each syllabus document undergoes a review and update process every five years with the exception of those courses fulfilling general education requirements, which are reviewed every three years.

The Career and Technical Education (Applied Technologies) programs offered at Snow College undergo the same process of review as the academic programs. Student learning outcomes are a part of each MCS for CTE courses, and the MCS for each course is reviewed by the division and the Curriculum Committee every five years. It is expected that the individual programs contained in the Division of Business and Applied Technologies will be reviewed at five-year intervals as well.

In addition to the described review process by the College, the CTE programs also have external advisory committees of various types that review the curriculum and make suggestions for change and improvement. The external committees vary in makeup from program to program, but generally consist of professionals and community leaders who specialize in the area being taught. Committees meet at regular intervals to discuss concerns and changes related to the industry, and to review curriculum for pertinence and scope.

Beginning in 2011, the process of reviewing existing instructional programs (not just the master course syllabi) was added to the Curriculum Committee's list of responsibilities. It is expected that these program reviews (which will take place in conjunction with department chairs and division deans) will also occur at five-year intervals, although other intervals may be used to help this review coincide with professional accrediting reports for those programs that have external accreditation.

At the course, program, and degree levels, faculty members provide students with expected student learning outcomes, and then they are expected to assess and report the results of student accomplishment of those learning outcomes. College, department, and program units use assessment data to guide them in the decision-making process for designing, approving, implementing, and revising the curriculum for their degree programs. Through alignment with a division, discipline, or professional/technical program, faculty members take collective responsibility for assessing student

achievement of learning outcomes. Program-level outcome statements and means of assessment are faculty-defined. Results are compiled with assistance from the Institutional Research office. The General Education Committee and the AAS Degree and Certificate Assessment Committee, made up of faculty representatives from each division, are responsible to see that the approved learning outcomes are assessed regularly and that the data are used to make meaningful improvements to courses that fulfill the GE and the AAS requirements.

Faculty members have an active role in the selection of new faculty. Snow College Policy 13.2.1<sup>45</sup> outlines employment policies at Snow College. In practice, when a faculty search is conducted, a committee of faculty members within and outside the discipline is formed. That committee is responsible for reviewing applications, conducting interviews, and making a hiring recommendation to the Vice President for Academic Affairs.

***2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.***

The primary way that faculty members partner directly with the library is by requesting new materials for the collection. Also, during fall and spring semesters, the Library Committee, consisting of a faculty representative from each division, meets monthly to discuss library needs and teaching issues. Many faculty members use the library to place materials on reserve. Librarians review and sign all new and revised syllabi to ensure the library has the material to support courses.

The Teaching and Technology Center (TTC) provides the infrastructure to enable faculty members to make maximum use of the appropriate information technology tools in their teaching responsibilities.<sup>46</sup> These tools include Banner, Blackboard, and Canvas. Canvas, the college's learning management system, is populated automatically with every course in the schedule. Students are then automatically enrolled in the course sites based upon their course registration data. A learning management system enhances student learning by providing easy access to course materials, the ability to communicate with other students in the class, the ability to communicate with the instructor, and the ability for students to turn in assignments electronically, check grades throughout the term, and create personalized portfolios.

The department of Information Technology (IT) provides network infrastructure, internet connectivity, telephone services, media services, web services, and instructional

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<sup>45</sup><http://www.snow.edu/hr/pdf/13.2.1.pdf>

<sup>46</sup><http://www.snow.edu/ttc/>

technology to support teaching by integrating technology into the learning environments.<sup>47</sup> Information Technology (IT) relies on faculty members serving on IT committees to ensure IT services and resources are successfully integrated into the learning process. There are two active committees with faculty representation: the Information Technology Advisory Committee (ITAC) and the Teaching and Technology Center (TTC) Committee.

***2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.***

Credit for prior experiential learning has not been granted at Snow College. Policies are published for credit by examination, advanced placement, CLEP, FLATS test, Military Training Credit, and POST in the catalog (31).

***2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.***

Transfer credit is accepted according to procedures that provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. That information is published in the catalog (17). The College accepts passing, non-remedial credit from any institution accredited by one of the six regional accrediting agencies. Any questions about GE credit are referred to the faculty member teaching the course. Credit from a non-accredited institution is examined on a course-by-course basis. In those situations, the College requires a

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<sup>47</sup><http://www.snow.edu/it/>

syllabus, which is reviewed by the faculty member who teaches the same or comparable course.

Within the State, the College has solid articulation agreements in place. In fact, throughout Utah's public institutions, there are many common course numbers, and the content of those courses is consistent.

International transcripts must be submitted from World Education Services. Only those courses that are equivalent to a Snow College GE course are awarded credit.

### ***Strengths, Weaknesses, Future Plans for the Education Resources Section (2.C.1 to 2.C.8)***

#### **Strengths:**

Since 2010, more emphasis has been placed on moving responsibility to faculty members in the divisions to oversee and manage the process of new course and program creation. Input is encouraged from all interested parties when courses and programs are reviewed. Once approved by the division submitting the proposal, new courses and programs undergo detailed review by the Curriculum Committee, whose mandate is to maintain consistency and high standards at the College. As a result, there is a high degree of collaboration among divisions.

Student learning outcomes are available to students in a variety of electronic and print media. New student orientation has, in recent years, focused heavily on informing students of general education outcomes.

Faculty members have meaningful input on all issues related to teaching and education resources.

#### **Weaknesses:**

In prior years, the review process for courses and programs was cumbersome. During the last academic year, a new procedure for the review and approval of new courses and programs was implemented to address this concern. Significant authority for reviewing new courses and programs was invested at the program and division levels, with the Curriculum Committee maintaining final approval authority. The outcome of this process is that proposals come to the Curriculum Committee having been extensively vetted and in good order. Additionally, the new process encourages and supports active engagement in curriculum decisions by faculty members most closely associated with the needed student learning outcomes and content.

The Curriculum Committee has strongly encouraged faculty members to include student learning outcomes on individual course syllabi, but doing so was not required for several years. It is now required.

There is no policy in place that outlines or clarifies how a search committee is constituted. In practice, faculty members hire other faculty, but there is no policy that requires this practice.

At present, there is no formal policy for Credit for Prior Learning: the College needs to establish a definition and policy for such.

#### Future plans:

The College adopted a new online management tool for assessment called TracDat during the 2011-2012 academic year. The software is used to record learning outcomes and assessment data at the course, program, and degree levels. It is also being used by administrative departments to assess progress toward their goals. Training faculty and staff on the use of TracDat is an ongoing process.

Beginning January 1, 2012, the College moved to a new learning management system: Blackboard was replaced by a new system called Canvas (a statewide change). The Teaching and Technology Center provides continuous support to faculty members as they learn to use Canvas.

Degreeworks is a new program the College is implementing that will allow students to independently monitor their progress to degree completion.

***2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.***

At Snow College, the following degrees focus on preparing students to transfer and succeed at upper division institutions of higher education: Associate of Arts (AA), Associate of Science (AS), and the Associate of Science Business (ASB). All three degrees require that 36 or more general education credits be taken. (The ASB degree requires the same general education outcomes plus specific additional courses.) The Associate of Pre-Engineering degree is also designed to prepare students to transfer, but it requires that students earn 24 credits of general education plus the demonstration of nine pre-engineering outcomes.

For several years, the general education outcomes for students were the following:

1. *Read effectively, constructively, and critically.*
2. *Write clearly, informatively, and persuasively.*
3. *Speak effectively in a variety of contexts.*
4. *Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.*
5. *Apply a cultural and historical awareness to a variety of phenomena.*
6. *Apply computational skills to a variety of contexts.*
7. *Apply scientific reasoning to a variety of contest.*
8. *Apply ethical reasoning to a variety of contexts.*
9. *Respond with informed sensitivity to an artistic work or experience.*
10. *Apply personal-fitness and wellness-management principles to lifestyle choices.*

Following the collection and analysis of various forms of assessment data, the College adopted in December 2011, (via the GE committee, Curriculum Committee, Faculty Senate, and Board of Trustees) a revised set of general education outcomes that are explained in NW Standard 2.C.10.

The specific degree requirements for those pursuing the AA, AAS, APE, AS, and ASB or certificate programs are available in the online catalog (throughout) and at the Snow College Academic Advisement (67) website<sup>48</sup> as well as on individual department web pages.

All applied degree or certificate programs of 30 credits or more do include a recognizable core of related instruction in communication, computation, and human relations. More information about outcomes expected of students in applied disciplines is presented in NW Standard 2.C.11.

In summary, Snow College has clearly defined student learning outcomes as they relate to general education requirements. Those outcomes are published in the catalog (throughout) for access by students and faculty. In addition, the College has similar outcomes as they relate to CTE courses. All of these outcomes are consistent with the mission and core themes of the College.

***2.C.10 The institution demonstrates that the general education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.***

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<sup>48</sup><http://www.snow.edu/advice/>



As of December 2011, it is expected that a student who graduates from Snow College with an Associate of Science (AS) or Associate of Arts (AA) degree:

1. *has a fundamental knowledge of human cultures and the natural world, with particular emphasis on:*
  - *American institutions;*
  - *the social and behavioral sciences;*
  - *the physical and life sciences;*
  - *the humanities;*
  - *the fine arts;*
  - *and personal wellness;*
  - *can read, retrieve, evaluate, interpret, and deliver information using a variety of traditional and electronic media;*
2. *can speak and write effectively and respectfully as a member of the global community, and work effectively as a member of a team;*
3. *can reason quantitatively in a variety of contexts;*
4. *can reason analytically, critically, creatively, and with sensitivity about nature, culture, facts, values, ethics, and civic policy;*
5. *can respond with informed sensitivity to an artistic work or experience.*
6. *can address complex problems by integrating the knowledge and methodologies of multiple disciplines.*

*Additionally, a student who graduates from Snow College with an AA degree:*

7. *can speak, read, and write a foreign language with basic proficiency.*

All of the outcomes are consistent with the institution's mission and core themes. They are the essential core component of Snow's transfer degree requirements. Because Snow College fits in the category of a community college according to the Board of Regents classification system, the College does not offer "majors" per se; so there are no lengthy lists of required courses to complete in a major to earn an AA or AS degree. Students wanting to earn such a degree must complete 36 credits of general education courses and an additional 27 credits. The College encourages students to pursue studies in and complete the required courses in a chosen area, but doing so is not a requirement for the AA or AS degree. Consequently, completing the general education learning outcomes is a very important part of transfer degrees. A detailed discussion about the assessment of the general education outcomes occurs in Chapter Four. To summarize, Snow College has identifiable and assessable student learning outcomes for all of the general education courses offered. It is the responsibility of the Faculty Senate through two subcommittees (curriculum and general education) to make certain that these outcomes are contained in approved master syllabi, and that these documents, and the programs that teach the courses, are reviewed at regular intervals. In terms of assessment, a new software-based system has replaced the older reporting system, and, although new, it seems to be both more efficient and simpler in helping those who need to review the data generated.



***2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly-identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.***

On March 21, 2012, members of the Curriculum Committee approved a change to the student learning outcomes required for the Associate of Applied Science degree at Snow College. The new outcomes are as follows:

*A student who graduates from Snow College with an AAS degree:*

- 1. can describe the scope and principal features of his/her field of study, citing its core theories and practices, and use the current terminology of the field;*
- 2. can read, retrieve, evaluate, interpret, and deliver information using a variety of traditional and electronic media;*
- 3. can speak and write effectively and respectfully as a member of the global community, and work effectively as a member of a team;*
- 4. can reason quantitatively in a variety of contexts;*
- 5. can reason analytically, critically, and creatively about his/her field of study*
- 6. can address complex problems by integrating the knowledge and methodologies of multiple disciplines;*
- 7. can generate products, recreate products, or provide services respective to his/her field;*
- 8. has acquired entry-level skills specific to and appropriate for employment in his/her field of study;*
- 9. is aware of industry specific certifications and has developed skills sufficient to acquire the same;*

*A student who graduates from Snow College with an AAS degree with career specific hazards:*

- 10. can demonstrate safe practices and awareness of potential hazards in his/her field of expertise*

Previously the outcomes expected of students graduating in CTE disciplines were the following:

- 1. Students will acquire entry-level skills specific to and appropriate for employment in their chosen field of study.*
- 2. Students will become aware of industry specific certification and develop skills sufficient to acquire the same.*
- 3. Students will demonstrate safe practices and awareness of potential hazards in their field or expertise.*
- 4. Students will demonstrate interpersonal skills specific to the skills and environment inherent in their field.*

In addition to completing the outcomes listed above, students wanting to earn the AAS degree must also complete the requirements identified by the selected program of study. Students completing certificates in CTE programs are not required to complete the above list of outcomes, but they are required to satisfy the related instruction components of their program.

In summary, the CTE programs offered at Snow College are subject to the same process of approval and review as those applied to the academic programs. In addition, most of these programs have external advisory committees which help to guide the design of curriculum and other requirements that the marketplace or other entities might demand.

***2.C.12 to 2.C.15 – Graduate programs are not available at Snow College.***

### Continuing Education and Non-Credit Programs

***2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.***

Snow College offers credit and non-credit continuing education programs and other special programs that are compatible with the institution's mission and goals. The Office of Continuing Education, Concurrent Enrollment, and Economic Development (CEED), created in 2011, offers personal and work-related classes to enrich communities and provide opportunities for life-long learning and skill development. Offerings are demand-driven and address a variety of topics, including music, cooking, computer skills, business skills, health and wellness, merit badges, and arts and crafts. Programs and divisions manage all credit-bearing offerings in the same manner as other credit-bearing Snow College courses; they are also subject to review by the Curriculum Committee.

Non-credit continuing education programs are managed through CEED. Instructors must write a class proposal and submit it to the CEED office. Continuing education courses are offered on a self-support model, and the courses do not carry college credit.

***2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.***

Non-credit continuing education courses are taught by either adjunct faculty members or individuals with specialized experience or industry certification in the subject area. These courses are typically more focused and shorter in duration than credit courses and present content at a less advanced level. When a CE course is offered for credit, it is offered through and monitored by an academic department. The course is presented to the Curriculum Committee and other appropriate governance bodies for review, revision, and/or approval.

Snow College participates in a program authorized by the Utah Legislature and overseen by the Board of Regents called Concurrent Enrollment. High school teachers with the appropriate credentials are authorized as adjunct instructors to teach college-level courses to their high school students who can receive high school as well as college credit concurrently. Snow College currently authorizes and monitors approximately 60 instructors in the high schools in central Utah to teach Snow College courses. The courses that are taught by the authorized concurrent enrollment teachers are regular Snow College courses. The instructors must teach the same curriculum that is taught in an on-campus course, utilizing the same textbooks used at the College. The students are granted credit which appears on a Snow College transcript. In addition, approximately 10 Concurrent Enrollment courses are taught each semester by Snow College instructors on campus with the courses being broadcast to high schools in the college's service area via Interactive Video Conferencing.

***2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.***

The granting of credit for continuing education courses taught by Snow College is consistent with the items stated in 2.C.18 above. Continuing Education Units (CEUs)

are rarely offered by Snow College. When offered, they are done so in conjunction with the academic department that oversees the class.

***2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.***

The office of Continuing Education maintains enrollment records for CE courses. This includes course descriptions and registration records.

***Strengths, Weaknesses, Future Plans for the Undergraduate Programs Section  
(2.C.9 to 2.C.11 and 2.C. 16 to 2.C.19)***

**Strengths:**

The review and modification of learning outcomes for general education and the six degrees offered at Snow College have received considerable attention in the last 12 months; as noted in the previous material. Learning outcomes have been updated, and added in some cases, and plans have been updated and revised for the assessment of outcomes. As part of that process, the review of related instruction in the applied programs has also occurred.

A variety of continuing education courses are offered each semester that respond to demand in the community and help fulfill the college's mission of engaging surrounding communities in life-long learning.

**Weaknesses:**

The College placed considerable emphasis in the past on the need to identify learning outcomes and assessment measures, but, partly due to turnover in the office of the Vice President for Academic Affairs, follow up to ensure that assessments were done, reviewed, and used to make improvements did not occur as needed.

Non-credit courses have not typically been reviewed nor approved by academic departments on campus. There could be more collaboration between the CEED office and academic departments.

**Future Plans:**

The College has mapped out a plan to assess outcomes at the degree level on a rotating basis in a way that has not been in place in the past.

To improve student attainment of their educational goals, the College is developing more strategic pathways of study for students connecting completion of concurrent study courses in high school with degree requirements at the College.

With the implementation of the TracDat assessment management software, a more-comprehensive system is now in place to record and track learning outcomes and their assessment at the degree, program, and course levels. Administrative departments are also becoming more accustomed to the ideas of setting, assessing, and modifying goals each year by using the TracDat software.

## Standard 2.D – Student Support Resources

***2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.***

In July 2009, Snow College reorganized the Student Success Division to create a “one-stop shop” approach to serving students. The Student Success Center was designed to assist students in the areas of admissions, academic advisement, scholarships, financial aid, financial account information, academic support, and career advisement. This was done in an attempt to streamline the student experience and make it more efficient and productive.

Both campuses, Ephraim and Richfield, have also gone through some changes to better meet the needs of the students. The remodel of a newly acquired elementary school in Ephraim was described earlier. One of the most exciting changes is the addition of a new library facility on the Ephraim campus. The \$3.5 million complete renovation of the Lucy Phillips building, the former library building, was finished in December 2010. New features include twelve state-of-the-art classrooms fully enhanced to meet the new campus technology standard of surround sound, PC or Mac computers, ceiling mounted projectors, Elmos, DVD players and stereo systems. Each classroom also boasts movable furniture and white boards allowing faculty to set up their learning environments in the configurations that best meet their students’ needs. There are also two new Utah Education Network broadcast classrooms, a conference room, and a new, larger testing center. Thirty laptop computers have been added to expand computer testing capabilities, which have led to an approximately 175 percent increase. Finally, a new datacenter for the Information Technology (IT) department was added to the building including raised flooring for cable and air management, and data cabinets with access on both sides.

Several changes have been made to the facilities on the Richfield campus as well. With the addition of full time instructors in the life sciences, math, and English, the campus has added new instructor offices and a new life science lab. Previously, students were having to car pool to Ephraim to take the life science labs. Now, all life science labs can be taken on the Richfield campus. The addition of full time instructors with available

office hours has given students much better access to instructor support in core academic classes.

The Allied Health area, which covers the licensed practical nurse (LPN), certified nursing assistant (CNA), and the pharmacy technician programs, has been upgraded, and a new clinical simulation area has been included to help students gain the skills necessary for the Allied Health field. Several of the Allied Health classrooms have been upgraded in size and technology as well.

The Student Success Office has now moved into the same building as the cashier and the bookstore making the “getting started” process easier for students. Finally, the Richfield campus also gained a new student life area. Previously, the student council held their meetings in an anteroom outside the Director’s office. Now students have a place to gather with friends, enjoy activities such as Ping-Pong or video games, study, and hold leadership classes or meetings.

In addition to the facility changes that have taken place, student success is also addressed by the following student services: Tutoring, (48) Accessibility Services, (173) a Multi-cultural Center, (182) TRIO programs, (177) Testing Centers, (178) Veterans Benefits, (47) Student Life (182) and Leadership, a Counseling and Wellness Center, Service Learning, (183) online services and computer labs. Detailed information about these services can be found in the catalog.

***2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.***

The Public Safety Department of Snow College is responsible to ensure the safety and security of students. The members of the department attend several conferences and workshops each year to stay up-to-date on safety and security. They also provide a variety of training programs for students and other college personnel.

Crime statistics are included in the Annual Security Report, and the Public Safety Department distributes statistical crime information in pamphlets each year that are provided to freshmen during orientation. The pamphlets are available at several other locations on the two campuses. College crime statistics are also available on the college’s website.<sup>49</sup>

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<sup>49</sup><http://www.snow.edu/studentlife/safety/>



Emergency contact numbers are located in the Annual Report, on Campus Safety pamphlets, and on the Emergency Procedure Checklist which is located in every office and class room. Students and employees can go to the Emergency Procedure Checklist and go to the Emergency Alert System tab which outlines the warning system via cellular phone/computer/text, etc.

New this year, Snow College has completed an audio alert/warning system. These outdoor sirens, located on both the Richfield and Ephraim Campuses, are part of a six county emergency alert system. The warning system is covered in the Emergency Alert/Warning System pamphlet. Students can learn more about Public Safety on the web<sup>50</sup> and in the catalog (182).

***2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.***

#### **Recruitment:**

During the year, personnel from the Office of Admissions visit high schools in the state. The office also works with student ambassadors who conduct campus tours and coordinate visits to campus by prospective students. Approximately 4,500-5,000 students take an organized tour of one of the campuses each year. Students can learn about Campus Visits on the web.<sup>51</sup>

Throughout the year, the admissions advisors attend approximately 70 college fairs. Fifteen of the fairs are scheduled events conducted within the State in various cities. In addition, the department also attends approximately 11 out-of-state college fairs in Arizona, New Mexico, Colorado, Nevada, and Idaho.

Snow College has received grant money the last two years to fund a program of early-preparedness for high school students providing financial aid information, study skills workshops, admissions information, and college credit for participation in a summer college survival skills class. Students are selected into the program based upon need.

#### **Orientation:**

Both campuses provide a New Student Orientation called Start Smart. Activities during the orientation include opportunities to get acquainted with other students, a keynote

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<sup>50</sup><http://www.snow.edu/studentlife/safety/>

<sup>51</sup><http://www.snow.edu/welcome/admissions/visit.html>



speaker, exploration of major options, meeting student body officers, discovering campus resources, computer training, teambuilding exercises, and a variety of Workshops on topics ranging from getting along with roommates to time and money management. Starting in Fall 2012, new entering students who may be at risk academically will be required to take a College Study Skills class in their first semester to better prepare them for the transition to college-level study.

**Admissions:**

Snow College has an open admissions policy. Admissions information can be found in the catalog (16-19). Students can also access information about admissions on the web.<sup>52</sup>

Snow College places students in the appropriate level math class and English class based on their ACT score to ensure their successful completion of those courses. Students who disagree with their math placement or who do not have an ACT score can also take the ACCUPLACER test. Students can find out about placement requirements in the catalog (18) and on the web.<sup>53</sup>

**Advisement:**

The Student Success Centers on both campuses provide a variety of advisement services to students: advisement for classes and program selection, financial aid information, career exploration information, scholarship information, and academic support.

Students at Snow College are encouraged to do the online pre-advisement session located on the website.<sup>54</sup> This brief online session introduces students to important Snow College academic information as well as the registration and graduation processes. Completing the online pre-advisement session makes subsequent advising appointments more productive.

Students can learn more about the information available to them through the Student Success Center, in the catalog (21), and online.<sup>55</sup> Transfer articulation information can be accessed online.<sup>56</sup>

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<sup>52</sup><http://www.snow.edu/welcome/admissions/>

<sup>53</sup><http://www.snow.edu/advise/MathEnglplace.pdf>

<sup>54</sup><http://www.snow.edu/advise/preadvise/>

<sup>55</sup><http://www.snow.edu/advise/>

<sup>56</sup><https://its.snow.edu:7764/pls/prod/SZPTRANSARTIC.SZTransHist>

***2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.***

Due to four consecutive years of state-mandated budget cuts, Snow College has suspended four career and technical programs. In accordance with Board of Regents policy, students enrolled in the programs were either given the opportunity to complete the program in a given timeframe or they were given scholarships and assistance to complete their programs at another college. A few were given scholarships and assistance to complete a different program at Snow College.

***2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:***

- a) Institutional mission and core themes;***
- b) Entrance requirements and procedures;***
- c) Grading policy;***
- d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;***
- e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;***
- f) Rules, regulations for conduct, rights, and responsibilities;***
- g) Tuition, fees, and other program costs;***
- h) Refund policies and procedures for students who withdraw from enrollment;***
- i) Opportunities and requirements for financial aid;***
- j) And Academic calendar.***

All of the information listed above is available in the Snow College catalog.

***2.D.6 Publications describing educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered, and descriptions of unique requirements for employment and advancement in the occupation or profession.***

Programs that include special licensure include Certified Nursing Assistant (CNA), Pharmacy Technician, Licensed Practical Nursing (LPN), Cosmetology and Barbering

Technology, and Nail Technology. Students can locate information about special requirements and licensure requirements in the following locations and in the catalog (75, 88).

Program	Website
CNA	<a href="http://www.snow.edu/alliedhealth/">http://www.snow.edu/alliedhealth/</a>
Pharmacy Tech	<a href="http://www.snow.edu/alliedhealth/">http://www.snow.edu/alliedhealth/</a>
LPN	<a href="http://www.snow.edu/alliedhealth/images/packet.pdf">http://www.snow.edu/alliedhealth/images/packet.pdf</a>
Cosmetology	<a href="http://www.snow.edu/cosmetology/images/cosmo.pdf">http://www.snow.edu/cosmetology/images/cosmo.pdf</a>
Nail Technology	<a href="http://www.snow.edu/cosmetology/images/nail.pdf">http://www.snow.edu/cosmetology/images/nail.pdf</a>

**2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.**

Student applications, transcripts, ACT scores, and other documents pertaining to student records are scanned in a timely manner. One hundred percent of the 2009-2010 documents have been scanned. Thirty percent of the records from 2005-2009 have been scanned. Add/drop cards are scanned daily. Scanned records can be viewed by authorized Student Success staff members on both campuses. This decreases the amount of time spent between departments retrieving paperwork and increases student satisfaction.

To help in the transfer process, a new program called DegreeWorks will be implemented to help the Student Success staff and the Registrar's Office in major advisement and graduation audits. Training in this program is scheduled for both campuses during the Fall 2012 Semester.

All transcript requests are handled through the Registration Office in Ephraim. There are plans to implement transcript ordering through the National Student Clearinghouse in the current academic year, and the Registration Office is currently in the process of building an improved website.

Students can access information about their student records, transcripts, and graduation in the catalog (23, 71). Transcript request information can be found online.<sup>57</sup> Snow College follows the guidelines and standards in accordance with the provisions of

<sup>57</sup><http://www.snow.edu/general/transcript.html>

the Family Educational Rights and Privacy Act of 1974 (FERPA). Students can find information about FERPA in the catalog (29).

***2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.***

For the 2009-2010 academic year, \$4,121,068 was awarded in Financial Aid. A total of 1057 students or 24 percent of the student population received the Pell Grant with an average award of \$3,899. Sixteen percent or 705 students received a student loan in the 2009-2010 academic year for a total of \$2,349,591 and an average loan award of \$3,333. Awards are determined by the federal methodology. Financial Aid is awarded using SCT's Banner System. When a student applies for aid, Snow College requires them to complete a Free Application for Federal Student Aid (FAFSA). Once the FAFSA is received into the Banner system, students submit all supporting documentation and aid is awarded. The awards are based on unmet need. Pell grant amounts are based on federal guidelines, and loans and campus based aid are awarded based on need and availability of funds. The SEOG deadline is March 1 which is the first priority deadline as stated in the catalog (44). Students meeting that deadline are awarded from that point on. Students may research financial aid in the catalog (40) and online.<sup>58</sup>

Students may now make payment arrangements through Nelnet. The payment plan option is a program intended to help students who are not able to pay their account in full by the tuition and fee deadline. Instead of one large payment, tuition and fees are broken down into equal monthly payments. Students can access information about the monthly payment plans on the web.<sup>59</sup>

***2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.***

Each student is required to complete loan entrance and loan exit counseling. Loan entrance counseling is required before the loan is disbursed. During loan counseling, the students learn they are borrowing money that must be repaid. They learn they may accept any portion of a loan, they learn about the interest rates, repayment plans, debt

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<sup>58</sup><http://www.snow.edu/finaid/>

<sup>59</sup>[www.snow.edu/finaid/paymentplan.html](http://www.snow.edu/finaid/paymentplan.html)

management, average amount of borrowing, maximum amounts that can be borrowed, and they learn about default and the penalty of defaulting on a Federal Direct Loan.

Snow College's current cohort default rate is 5.1 percent. When students default on loans, they are contacted numerous times by the lender or guarantee agency. When one of the previously mentioned loan agencies cannot find a student, the Financial Aid Office assists with trying to find valid contact information. Students are flagged when in default with NSLDS; and no further aid is offered until the loans are resolved to the satisfaction of the lender or guarantor.

Snow College's Financial Aid Office stays abreast of training and consistently identifies areas to help streamline processes. The Financial Aid Office sets goals for completion of files from the FAFSA process to awarding. The department feels that it is important to make several notifications of missing information in order to aid students in successful financial aid applications. If an individual is unresponsive, the Financial Aid Office addresses those files less often but does not ignore them. The goal is to teach students about deadlines and reward those that meet the deadlines by having their aid available when the semester begins. Students can find out about student loans in the catalog (40-44).

***2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.***

Students attending Snow College for the first time are encouraged to complete the online Snow Start pre-advisement session. During this session students learn college terminology, degree information, graduation information, academic standards, success skills, and how to register for classes online. Information is obtained from the pre-advisement return response survey located at the end of the session allowing advisors to be informed about designated majors, transfer credit, AP credit, and student preference on how to be advised. Students can make an appointment with an advisor on either campus. Students can walk in or students can be advised by email or by phone. During Fall and Spring semesters 2010-11, 890 students completed pre-advisement; 221 of those completing the pre-advisement session opted to work with academic advisors via email.

During an advisement session, students can get help with deciding a major, career exploration, selecting classes and then developing a class schedule, registration, and program familiarization. They can receive help with learning the Badger Web system,

financial aid information and checking financial aid status, scholarship information, and academic support strategies.

The Student Success Advisors on both campuses attend various workshops and conferences throughout the year to improve their advising skills. In addition, efforts are made to share information between both campuses. One of the staff's continuous goals is that the Student Success Center will seek out, evaluate, and incorporate best practices to promote and maximize student success by remaining updated about majors at four-year institutions, remaining up to date in all areas of financial aid and scholarships, networking with other schools, and attending current informational conferences and workshops.

Program guides for a wide variety of majors are kept up to date in both the catalog (throughout) and on the Snow College website. All of the program guides for both campuses have been revised over the past academic year to provide more information to the student and to ensure accuracy. Program guides list possible career options, salary expectations, faculty names and contact information, any special licensure requirements, and, in the case of the Associate of Applied Science degrees, a list of all the classes needed to graduate. For the AS or AA degrees, information provided includes a list of the general education requirements and possible core classes pertinent to a student's area of study. Program guides are available online<sup>60</sup> and information on all of the academic programs offered by Snow College can be found in the catalog (throughout).

***2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.***

### **Student Life and Leadership:**

The primary purpose of the Student Life and Leadership Office is to provide out-of-class experiences for students to socialize, meet other students, develop leadership skills, engage in meaningful service, and enjoy their college experience in a safe environment in accordance with Core Theme Three, Atmosphere of Engagement. The professional staff members of the Student Life and Leadership Office are engaged in leadership training, student orientation and retention, activities, campus and community service, and campus safety in order to enhance student learning outside the classroom.

Both the Ephraim and Richfield campuses have elected and appointed Student Body Advocates (officers) who have a major responsibility for developing the Student Life programs on their respective campuses.

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<sup>60</sup> [www.snow.edu/advise/ephraimmajors.html](http://www.snow.edu/advise/ephraimmajors.html) [www.snow.edu/advise/richfieldmajors.html](http://www.snow.edu/advise/richfieldmajors.html)

**Service Learning and Volunteerism:**

The service learning program exists to help students develop and learn in the areas of citizenship, interpersonal communication, academics, character building, and awareness of the community around them through volunteer service. The services performed focus on community needs and the resolution of real community problems with the goal of making an impact for good while learning course content. Approximately 1000 students per year over the past two years (2010/2011) have enrolled in service learning classes. Students can learn about service learning in the catalog (182) and online.<sup>61</sup>

**Clubs & Organizations:**

The Student Life and Leadership Office is where all clubs and organizations register, charter, and request funding. The Student Life and Leadership Office has developed a procedural manual for clubs and organizations and works closely with advisors and students regarding event planning and club management.

Approximately 44 different clubs are available to students on the Ephraim campus. There are six clubs on the Richfield campus, several of which are specifically attached to instructional programs. Richfield clubs also host campus activities, serve in the community, and help students raise money to participate in state and national competitions. Students can learn all the necessary procedures for forming and maintaining a club on either campus.<sup>62</sup>

***2.D.12 The institution operates auxiliary services (such as student housing, food service, and bookstore), and they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.***

**Student Housing:**

In Ephraim there are options for on-campus and private, off-campus housing units. The College provides a means for private providers to list their property(s)<sup>63</sup>. This service allows students to search and compare available housing, on and off campus, with a common set of criteria.

On-campus housing is composed of five student residential halls. Student housing also provides apartments for married couples. In the residential halls there are both cooking and non-cooking options. All buildings have community leaders (RAs) available to assist students in dealing with community issues/concerns.

<sup>61</sup><http://www.snow.edu/servicelearning/>

<sup>62</sup><http://www.snow.edu/studentlife/clubs/>

<sup>63</sup>[www.snow.edu/housing/listings](http://www.snow.edu/housing/listings)



Currently, all Snow College units in Ephraim provide 247 bedrooms which will accommodate 413 students. A new four story student housing complex featuring suite style living is in its final phases of construction and will add 394 beds.

Adjacent to the Richfield Campus, housing is provided by a private property management firm. The apartments are located within walking distance and have options for both single students and families as well.

#### **Food Services:**

On the Ephraim campus, food services are provided by a private company. Three years ago Snow College discontinued its contract with the previous provider and contracted with Sacco Foods. Since then, the number of cash transactions per day has tripled. Current plans are to remodel the present eating area in the student center to make room for more seating. Both campuses have a full range of beverage and snack vending machines.

With the opening of the new Karen L. Huntsman Library in August 2010, a second food services outlet was opened in that facility. Snacks, sandwiches, salads, beverages and other to-go items are available there.

#### **Bookstore:**

Follett operates the bookstore for Snow College Ephraim Campus. Besides offering new or used books, supplies, and clothing, the bookstore also has e-books that can be purchased or books that can be rented. In Richfield, a small bookstore offering similar products and services is operated and staffed with part-time employees.

***2.D.13 Intercollegiate athletic and other co-curricular programs and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.***

The intercollegiate athletic program of the College reports to the college President who ensures that policies and procedures of the College and all financial operations meet institutional expectations. Other co-curricular programs report to vice presidents who, by means of annual reviews and ongoing monitoring of operations, also ensure consistency with the College mission and policies.

The financial operations of athletics and all co-curricular programs follow established Snow College financial policies and procedures. Appropriate financial audits ensure that the programs adhere to the institution's expectations.

**Athletics:**

Students participating in the athletic program go through the same admission and registration process as any other student at the College. They are eligible for financial aid as are other students, but they may be offered scholarships for their talents in their respective sports.

All student athletes must be enrolled in a minimum of 12 credits to be eligible to compete. They also must maintain a minimum GPA depending on years of competition and have a certain number of passed credits. A 2.0 minimum GPA is required. As a member of the National Junior College Athletic Association, Snow College Athletics will continue to follow the guidelines and requirements for membership in the Association. If the Association should modify admission standards or financial assistance rules, the College will adhere to the rules of the NJCAA as a minimum.

Snow College has nearly 200 student athletes who compete in five sports which include men's and women's basketball, football, plus softball and volleyball for women. These athletes have regular study hall plus grade checks and other forms of monitoring grades to improve academic performance. With the location of Snow College, travel to compete is a challenge both academically and financially. Most trips are taken with chartered buses to ensure safety and to provide a better opportunity for success.

The athletics department is funded through student fees, summer programs and camps, and an allotment from the general fund. Fundraised monies are used to improve facilities and equipment for the athletes. Scholarship monies are part of the general scholarship fund of the College.

**Theatre:**

Students seeking theatre scholarships must audition or have an interview and portfolio review. All students are considered for participation regardless of GPA or class enrollment. Students who receive a theatre scholarship must maintain six credit hours of theater courses each semester and a minimum 2.5 GPA. Students must be committed and are expected to be in rehearsals as assigned. Failure to do so will result in them not being cast in future productions.

**Music:**

Scholarships are awarded each spring. Students who are recipients of music scholarships are required to maintain a GPA of 2.5 or above and be enrolled for 12 to 15 credit hours depending upon the requirements of the particular music scholarship awarded. They must participate satisfactorily in assigned ensembles, attend all rehearsals, participate in all performances, and be prepared in all rehearsals.

Students who receive a music scholarship must participate in two ensembles as assigned by the department. Private instruction is available to students on a wide variety of instruments and voice, and the fees for these lessons are an additional fee paid by the students involved.

***2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.***

Classes that are sent out over the video conferencing system always have a facilitator or proctor at the sites to verify the student registered and the student being evaluated and credentialed is the same person. Students enrolled in online classes are issued a student ID number. To log into an online class, the student must use this ID.

### ***Strengths, Weaknesses, Future Plans for the Student Support Resources Section (2.D)***

#### **Strengths:**

- A “one-stop shop” advisement experience for students.
- New library facilities including an increase in seating (370), an increase in study rooms and areas, a small café and a Student Lab Production Center.
- Lucy Phillips Building renovation including 12 state-of-the-art classrooms with movable furniture and an expanded testing center.
- New Student Life area on the Richfield Campus.
- Upgrades in the Allied Health and Business Departments on the Richfield Campus.
- Addition of an Accessibility Services Advisor to address the increase in students in need of ADA services on the Richfield Campus.
- A new Director of Student Life that oversees both campuses and handles student discipline issues.
- The purchase of a computerized record system which is designed to help the Counseling and Wellness Center staff track student sessions more efficiently and to help monitor at-risk students.
- New audio alert/warning system outdoor sirens located on both campuses, to assist students in determining the type of emergency so that they can respond appropriately.
- Development, training, and implementation of a new online advising system (Degree Works).

- Addition of a 394 student residential unit on the Ephraim campus that includes an additional parking area for student residents.

### **Weaknesses:**

- Financial Aid has had problems streamlining the process for receiving financial aid assistance. In response to this issue, the Financial Aid Director has visited several other institutions of higher learning within the state of Utah to learn their best practices and find solutions to financial aid issues at Snow College. As a result, funding is being considered for two hourly student positions that would be focused on doing the manual processing tasks, leaving awarding and verification as the priority for the full time financial aid staff.
- The Student Life and Leadership Office has three priority initiatives to address areas of improvement in the student life experience. These initiatives include expanding the services of the Multi-Cultural Center, increasing and improving diversity awareness and events on campus, and successfully implementing the Leadership & Service transcript system.
- As of February 2012, the Accessibility Services Coordinator on the Ephraim Campus and Accessibility Services Advisor on the Richfield campus provide services for approximately 278 students. This steadily growing student case load needs to be examined and addressed.
- Student parking has been a long time issue for Snow College in Ephraim. With the additional residential housing on campus that includes student parking for residents, this should free up space for students that commute to campus.
- International enrollment and retention of international students at Snow College has drastically decreased.
- Student athletes at Snow College have been using college scholarship funds for living in off-campus housing.

### **Future Plans:**

- Hire a second full-time Counseling and Wellness Center counselor/therapist to help meet the demands of students on both campuses.
- Hire two part-time student workers for the Financial Aid department to help with the manual processing tasks to free up time for the full-time financial aid staff to work on verification and awarding.
- Work on developing and implementing initiatives in the Student Life and Leadership Office focusing on the Multi-Cultural Center, diversity, and the Leadership/Service transcripts.
- Address the growing case load of students needing accommodations for disabilities with additional budget and/or staffing resources.
- The committee that facilitates Service Learning is researching ways to make the administration of the program more efficient and effective.
- All advisors in the Student Success Center will be trained on the advising program to better assist students with their academic needs.

- Implement transcript ordering through the National Student Clearinghouse in the current academic year.
- The registration office is currently in the process of building an improved website.
- The athletic department is working with the Office of Residence Life to partner and have more of the athletes live in on-campus housing to better integrate the athletes with the campus.

## Standard 2.E – Library and Information Resources

***2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.***

Since 2002 both campus libraries have worked to merge operations, systems, communications and resources. Today both libraries are using the same policies and procedures, Integrated Library System (ILS), web interface, job descriptions and utilizing all staff to resolve everyday issues.

As part of Snow's Core Theme One, "providing a vibrant learning environment," the newly completed Huntsman Library has been a boon to learning on the Ephraim campus with flexible learning spaces and furniture to accommodate a wide range of learning styles and increased capacity. Also, the number of study rooms and training rooms doubled. The new design created spaces for campus and library programming, and two large classrooms. The building has state of the art technology including wireless access throughout and flat screen monitors in the group study rooms and common areas. An extended hours study space was also designed to provide longer hours. During the last year the Ephraim library hosted a weekly entrepreneurial seminar, art talks, international cinema, and numerous other events to attract campus and local community members.

The Richfield Campus library is not new but has had significant changes and renovation to make it more vibrant. Aging carpet was replaced and space was reconfigured to provide more open study areas. Informational monitors were also installed and implemented along with a new color copier. The library also played a significant role in the Richfield Campus 50th anniversary celebration. Memorabilia was collected, digitized, and viewed in an array of posters, year books and fun displays.

The Huntsman library is open every day of the week for a total of 94 hours. The Richfield library is open 6 days a week for a total of 71.5 hours.

Cooperative purchasing through the Utah Academic Library Consortium provides ample subscription database content, but needs to be better configured for effective student access. The library recently upgraded to a new ILS system which has reduced downtime and increased speed of information retrieval. The library webpage needs to be redesigned.

The library is in the process of shifting from VHS to DVD format. Staff also created a floating collection of DVDs and books on CD that freely move from campus to campus. A courier transports library materials five days a week between campuses providing access to materials at either location.

Off-campus users have access to library databases using a proxy server. Off-campus access could be improved by not requiring a visit to campus to login before using database.

***2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.***

The former Ephraim campus library was regularly at seating capacity, providing insufficient study space. With recent completion of the new Huntsman Library on the Ephraim campus, seating needs have been increased to meet the needs for years to come. Use of the library has increased dramatically with the opening of the new facility.

When syllabi are being revised or created, the library has a signature line allowing librarians to review library needs specific to courses on each campus.

A “Suggest a Purchase” form on the library home page allows any member of the campus community to suggest an item that should be in the library. The library purchases most of the Inter-library Loan (ILL) requests as part of collection development. Faculty, staff, and students are always welcome to request library materials.

During fall and spring semesters, the library committee (made up of six division representatives, staff, Richfield campus librarian, and student representation) meets monthly to discuss the needs of the library. As a member of the committee, the director regularly reports library issues and updates faculty members and other committee representatives. Requests for suggestions to improve the library are always sought.

In a survey conducted by the Huntsman Library during the spring semester 2011, a need was indicated for more computers in the library. A response to this was the



installation of wireless printing. This seems to have helped reduce demand on library computers as the load of students using the learning commons lab appears to be reduced, and more laptops are being observed in the library.

***2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.***

Instruction on library topics is provided on an “as-requested basis.” The instruction is typically a 50-minute session held in the library training rooms or provided by librarians visiting the classrooms. Before the class meets, librarians consult with faculty members to determine specific needs and learning outcomes of the class. These initial sessions are often followed with subsequent research sessions in the library and training rooms with faculty consultation on student projects.

The library provides an Introduction to the Library session during the freshman orientation (Start Smart) each Fall semester.

“Text a Librarian” and email is used to help library users with research needs or when help is needed at the main desks and Learning Commons area. In-depth research help is available from librarians as needed.

The library staff has been using Twitter to share library news and events and to feed onto the Snow College news feed.

***2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.***

A student survey, the Community College Student Experiences Questionnaire, has been administered to a sample of students every other year for approximately 10 years. In a recent administration of that survey, results in the library section showed that there had been a 37 percent overall increase in the use of the library since 1997. The increase in use helped justify the construction of the new library that was completed in 2010. Two additional questionnaire results showed that there had been a 107 percent increase in the number of students who never “read newspapers, magazines, or journals located in the library or online.” There was also an 80 percent increase in the



number of students who “very often” “checked out books and other materials to read at home.” The response of the library was to conclude that print appears to be an important format for students, thus they have continued to order print materials of all types.

Other results of the questionnaire revealed that there had been a 160 percent increase with students “never” using the library catalog or computer to find materials on a topic. The library responded by upgrading to a new Integrated library system (summer 2011) and exploring more ways to make access to content simpler. There had also been a 59 percent increase of students “never” asking the librarians for help finding materials. The library has continued to work with teachers requiring research paper assignments and library presentations, and by providing student access to librarians through texting and email.

Security of the library collection has recently been enhanced with the conversion to Radio-Frequency Identification (RFID) tags and new security screens on each campus.

### **Strengths, Weakness, and Future Plans for the Library and Information Resources Section (2.E)**

#### **Strengths:**

The Snow College Library consistently tries to improve services and provide access to information and materials for both campuses. The library mission statement provides an excellent summary of what library staff members do best. It reads: “The Snow College Library is dedicated to providing an environment where learning occurs. As the intellectual and social center for campus, the library is a place where intellectual communities are formed and where students can find a place for study and creativity. The library serves as a collaborative center for learning, and is a leader on campus for state of the art technology for students. The library provides research instruction and quality curriculum supporting information sources in the most appropriate formats. Space, equipment and support are provided for student projects.”

Additional strengths of the library include a new student computer lab which gives students access to state-of-the-art software and databases with more powerful technology providing them help with more demanding projects. The very simple idea of moveable furniture allows students to configure their study groups in ways that best help them to study and learn. The new library also includes “The Arcade” which has several seating areas for study as well as a small café that serves a variety of foods.

#### **Weaknesses:**

Areas needing improvement include the better utilization of many databases. Also, as part of utilizing RFID more fully, the inventory system needs to be implemented. Off-

campus access to subscription databases could be improved by not requiring a visit to campus to login before using the databases.

**Future plans:**

1. Re-design the library web presence to increase usability.
2. Complete the department goal of digitizing the Oral History Collection and Snow College Yearbooks plus identify other digitizing projects. Identify an online information literacy tutorial.

## **Standard 2.F – Financial Resources**

***2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.***

Snow College maintains sufficient cash flow and reserves to support its programs and services. The Business Office is responsible for monitoring all institutional funds, investing when there are surplus funds on hand and transferring them into checking whenever demand is higher. This function is extremely important given the downturn in the economy for the past three years. In light of the budget cuts imposed upon the institution by the Utah Legislature, Snow College has sought to gain the maximum return from its own investments in order to provide additional revenue to maintain ongoing programs or to assist with other critical financial needs.

Financial Planning at Snow College occurs at all levels and within all fund types. Our main funding source is the General Fund appropriation which we receive from the State of Utah and also tuition revenue (dedicated credits). All obligations of the College have been short term in nature until the recent bonding for the construction of Student housing. This bond is the first of its kind at Snow College, and much analysis and examination was conducted to ensure that sufficient funding to repay the bond exists and will continue to exist for years to come.

The State of Utah provides risk management insurance to all of its institutions. Snow College pays an annual premium to them, and they cover all liabilities that may occur for any financial implication or disaster.

Snow College is subject to Utah's Money Management Act. This act serves as a guideline for investment and handling of tax dollars. It sets forth criteria for maintaining and safeguarding all institutional funds.

***2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.***

Snow College conducts an annual budgeting process that begins in late February and concludes with a Trustee approved budget for the following fiscal year usually by mid-June. The fiscal year begins July 1. This budgetary process includes receiving input from numerous personnel, administrators, faculty, and staff of Snow College as well as input from State Legislative Financial Analysts and the Utah System of Higher Education (USHE). Participation in this process occurs at the division level as well as department and sub-department levels.

Great effort is taken to accurately predict revenues. Projected student enrollment is monitored weekly and even daily during critical admission and registration periods to more accurately forecast tuition revenues for the ensuing school year. The State of Utah also begins a process of forecasting expected tax revenues to predict what appropriations may be available for all state entities early in the legislative cycle. Snow College is a state owned institution and receives 70 percent of its operating budget from tax revenues collected by the State. During this economic recession, budget cuts by the state legislature can come late in the budget process, and Snow College regularly anticipates last minute adjustments to the budget.

Annual grant revenue is a minimum factor at Snow College. Grants are generally for specific programs and are not available for general usage. Snow College does not have a significant overhead fee that is charged to these grants and thus does not count on additional operating assistance from this source.

***2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.***

Financial planning processes for Snow College have undergone remarkable and significant changes in the most recent years. In 2008 a new Budget Director position was created at Snow College under the supervision of a newly hired Vice President for Finance and Administrative Services. As a result of this change, for the first time in recent history, Snow College published its General Fund Budget, complete with general and detailed overviews of the circumstances facing the College. Additionally, economic issues facing government agencies across the nation and specifically issues faced by the State of Utah and its agencies are included in the publication to give the reader an idea of the financial environment the College operates within. This publication is distributed widely to any interested party.

The initial budget publication for the fiscal year of 2008-09 was produced with the cooperation of both faculty and staff. In the fall of 2008, however, as the national and local budget crisis began to unfold, a Budget Reduction Committee was formed composed mostly of the President's Cabinet and a few key faculty representatives. This committee expanded over the next few years as the recession continued to include representatives from all departments, divisions, and campuses of the College. The committee met often during the ensuing years, especially during the budget formulation months of March through June.

The committee continues to operate through the present day. After receiving a baseline of information about the likely appropriation from the State of Utah, the President and Vice Presidents present to the committee a variety of potential budget adjustments, budget cuts, program eliminations, departmental restructurings, and possible carry-forward restrictions among others. Positive changes are of course also presented, such as possible program expansions, increases in part-time wages to accommodate more instructors as a result of a larger enrollment, increases in software budgets, and equipment purchases. After numerous weeks of consideration and after hearing the different alternatives available, the Budget Reduction Committee considers options and ultimately makes recommendations to the President. The President and his Vice Presidents, along with the Director of Budgeting, eventually arrive at a final budget which is submitted to the Board of Trustees for approval.

Publication of the annual General Fund Budget has continued since that initial date and is considered a major planning tool in the strategic budgeting process of Snow College. Its publication is also a fulfillment of Snow's commitment to transparency.

***2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.***

Snow College has a modern, computerized financial system that allows accurate and timely financial reporting. The College Banner system was mandated by the Utah State Board of Regents and eight of the nine public institutions of higher education in Utah use the Banner system. Banner is also widely used throughout the U.S. by colleges and universities.

The financial system is set up to facilitate financial reporting according to budget requirements and the various requirements of restricted funds. It also produces financial statements in accordance with generally accepted accounting principles for institutions of higher education.

The College's accounting system, policies, internal controls, staffing, and procedures ensure timely and accurate financial information.

The software system, Banner, brings to faculty, staff, and students on-line, 24/7 access to financial and institutional data. Budget managers have the ability to view their budgets with drill-down, detail capability at any time. Departments can access monthly reports electronically and can have access to electronic real time budget information as needed. Internal controls begin at each department on campus to ensure accurate information is provided and departments are able to track their expenditures and reconcile those with the campus accounting system for another level of internal control.

***2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.***

Each year in September, Snow College submits to the Department of Facility Construction and Management (DFCM) a list of physical plant improvements that the College deems necessary. The list is prioritized by the College. Usually the first three or four items on the list are eventually funded by the State through DFCM depending on State revenues. In the most recent years, Snow College has received approximately \$1.2 million dollars per year for these purposes.

Capital Development projects, which are generally much more involved and more expensive, are submitted to the Board of Regents as well as DFCM for annual funding consideration. A new building that is considered by both the institution and the State of Utah as critical can take anywhere from five to ten years from initial request to approval. The State Board of Regents is deeply involved in the described process and establishes their own prioritization through the use of what is called the Q&P (Qualification & Prioritization) formula. If the building is selected by the Board of Regents as one of three or four top projects, then the project is presented to the Building Board of the State of Utah for their consideration. This prioritization, however, does not guarantee approval since the State Building Board has to consider all State needs and not just those of Higher Education.

***2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.***

Snow College's accounting system (Banner) specifically provides for the separation of funding sources as well as uses such as are found in general appropriations and

enterprise funds, federal and state grants, agencies, continuing projects, physical plant operations and more. Any movement between these various funds can only be accomplished through the use of journal vouchers. These vouchers require appropriate authorization and are carefully controlled through access-restrictive measures and procedures. The vouchers are numerically filed and available for inspection, review, and scrutiny by the college's financial administrators and auditors, both internal and external.

General appropriated funds are not used to support auxiliary enterprises. Auxiliary enterprises are considered standalone entities and are expected to support themselves. During the FY11 year Snow College hired an internal auditor for the specific purpose of ascertaining compliance with the required separation of funds and provides Snow College and, more specifically, the Board of Trustees the assurance that funds – no matter the source – are appropriately controlled and used for none other than College purposes. Revenues of auxiliary enterprises have been sufficient to meet both the short-term and long-term needs of auxiliary services.

***2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.***

As a State institution, Snow College's financial statements are included in the State's comprehensive financial statements and are audited each year by the Utah State Auditor's Office. The audit is a full-scope financial audit of the college-prepared financial statements with accompanying notes. The audit includes a detailed review of college operations and an audit opinion as well as a management letter upon completion. The management letter is reviewed and responses are prepared for each comment on the letter. A review of progress on corrective actions necessary as recommended by the auditors is taken very seriously and monitored by the Board of Trustees through its audit committee chairman member. The most recently completed audit of Snow College was

***2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.***

for the year ended June 30, 2010. The State issued an unqualified opinion of the College's financial statements.



The Snow College Foundation and Advancement Office administer the College's fundraising activities and accepts and manages all gifts. The Advancement Office has the authority through the college president to approve all fundraising activities undertaken by and on behalf of the College. The Snow College Foundation, a private, nonprofit Utah corporation, operates under a Memorandum of Understanding with the College and is managed by the Advancement Office. The Snow College Foundation, through the Advancement Office, has the responsibility for officially accepting and receipting all contributions offered to the College. The Advancement Office, as manager of the Snow College Foundation, oversees fundraising programs and activities with professionally trained staff.

The Snow College Business Office provides accounting, finance, investment and administrative services for all fundraising operations. In conjunction with the Snow College Business Office, the Advancement staff ensures fiduciary compliance with all college, state and federal laws. These functions include: the coordination of documentation to ensure that donor intent is clearly expressed and followed; compliance with internal policies as well as federal and state statutes, including the Internal Revenue Code; processing of gift agreements for endowed and restricted gifts, whether funded with cash or noncash assets (noncash assets include marketable securities, real property, collections and archives, as well as intellectual property); validation for compliance with gift policies and IRS regulations; receipting of all gifts and maintenance of a historical database of all such gifts.

The mission of the Snow College Office of Advancement is to operate exclusively for educational purposes to assist the College in developing programs, services and facilities and to provide broader educational service opportunities to its students, staff, faculty, and the residents of the area that it serves through gifts, grants, and donations.

### **Strengths, Weakness, and Future Plans for the Financial Resources Section (2.F)**

#### **Strengths:**

With the changing financial situation for community colleges and institutions of higher education in general across the nation, Snow College has worked very hard to find ways to accommodate continuing budget reductions while at the same time maintaining student enrollment and college programs. Seventy-Five percent of the college's operating budget is provided by state appropriations derived from tax dollars. Eighty percent of the total operating budget (which includes tuition revenues) is committed to personnel costs.

When a budget reduction occurs, the College has to absorb most if not all of the cuts directly into its core operation which can only be imposed ultimately as a reduction in force of its employees. No other significant financial resources exist to mitigate this



imposition. The strength of Snow College has been its ability to compensate for this economic stress without sacrificing critical education coursework or essential programs.

Snow College has experienced a record enrollment increase during the past three years while at the same time experiencing a twenty percent reduction in its revenue sources. This dichotomy has been accomplished through very intense strategic planning involving dozens of staff and faculty members alike, as well as in-depth reviews of industrial trends and successful job placements. Snow College remains a very healthy and viable institution of learning as a result of this type of planning and review.

#### Weaknesses:

A recognized weakness that corresponds to the economic downturn discussed above is that too much of Snow's operating budget depends on state appropriations and not enough from other sources. Though Snow College has not sought in a significant way to respond to published requests for proposals for federal or state grants, future plans will likely need to focus on this alternative supplement to diminishing funding.

#### Future Plans:

For FY2011, Snow College continued to have the lowest ratio of General Dedicated Credits (Tuition) to total General Fund expenditures among all the other state institutions. The state average for percentage of budgeted expenditures covered by tuition revenue is 45 percent. Currently at Snow College, it is just 30 percent. Although no higher education budgets were cut in the State for FY13, Snow College still raised tuition by seven percent in order to cover many critical needs. It is likely that future plans will include a continued increase in tuition to meet the demands of growth and program expansion.

## **Standard 2G – Physical and Technological Infrastructure**

### **Physical Infrastructure**

***2.G.1 Consistent with its mission, core values, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure and sufficient in quality and quantity to ensure or that health/learning and working environments that support the institution's mission, programs, and services.***

Since the last full-scale accreditation visit, Snow College has experienced significant growth in student enrollments and programmatic space and equipment needs. To keep pace with physical infrastructure needs on two campuses, the institution has expended significant general state and institutional resources to address these needs. Although the institution has been known for well-maintained buildings and grounds, the investment of millions of dollars in growth, replacement, and renovation projects have

significantly changed the institution's physical plant and facilities. An additional investment by the students is being added with the completion of a dormitory project currently under construction. The institution now housed on two campuses approximately 60 miles apart, has just over 1,000,000 gross square feet of campus facilities. With buildings well over one hundred years of age, many of the college's facilities have been replaced or remodeled as visualized in Table 1.

## Snow College Buildings

Table 1

Building	Construction	Renovation	Gross Square Feet
Noyes Building	1904	1999	44,569
Greenwood Hall (Dorm)	1940		5,704
Cottages 1-4 West (Dorm)	1941	1990	3,821
Cottages 5-8 East (Dorm)	1941	1990	3,821
Fern Young Hall	1956	2003	18,101
Nielson Hall (Dorm)	1963	2000	13,382
Nuttall Hall (Dorm)	1963	2001	19,490
Stadium	1965		6,527
Lucy Phillips Library	1966	1993	33,700
Anderson Hall (Dorm)	1967	2001	15,768
Snow Hall (Dorm)	1967		16,947
Castilleja Hall (Dorm)	1969	2002	30,580
Heat Plant	1973	2006	3,395
Science	1973		32,672
Social Science	1937	2003	11,872
Activity Center	1977	2004	84,192
Washburn Building	1977		101,537
President's House	1977	2005	5,000
Business Department (Portable)	1985		1,400
Humanities & Arts	1992	2004	43,072
Admin/Convention Building	1996		34,450
Snow College Sports Complex	1996		2,320
Maintenance Building - Grounds - Richfield	1996		9,100
Greenwood Student Center	1997		54,000

Sevier Valley Center - Multi Events Center	2003		139,000
Family Life Building	1965	1990	10,496
Performing Arts Center	2003		96,748
Physical Plant Building	1966		10,745
Scene Shop-West Campus	1981		8,161
Technical Building-West Campus	1990		49,083
Trades & Industries Building-West Campus	1988	2002	52,132
Huntsman Library	2010	-	72,218
Ephraim Elementary	1961	1998	22,213

Several strategies have been employed to make significant progress related to capital projects and capital improvements by the current administration. These changes have allowed Snow College to compete successfully in the “qualification and priorities process” of the Utah System of Higher Education (USHE) that incorporates an authentic evidence-based appraisal of campus physical facilities priorities to be undertaken across the System. Within the last year, USHE completed a study commissioned to evaluate, from a third party perspective, if campuses had used recently appropriated resources to meet student space needs. The study document shows that Snow College has the greatest amount of assignable space available per student compared to any institution in the USHE with 33 percent more space than national standards require. The data indicate that Snow College campuses have 164 square feet per full-time student enrollment.

***2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage and disposal of hazardous or toxic materials.***

Beginning in 2006 Snow College institutionalized and strategically adopted, communicated, and now enforces a Hazardous Waste and Communication Policy to address the use, storage, and disposal of hazardous materials by college employees and students. The College complies with OSHA’s regulations (CFR 49-19.10.120), Employee’s Right to Know, and EPA regulations that relate to buying, storing, and disposing of hazardous materials and waste. A professional handler removes all chemicals from the campus. In all material regards, the College meets or exceeds current policy and state law. Snow College provides for the constant tracking, logging, and accounting for hazardous materials. It also requires ongoing training related to:

identifying hazardous materials, the health hazards associated with these materials, symptoms of exposure to these materials, procedures to protect against such hazards, first aid procedures where appropriate, procedures in case of spills, leak or loss of these materials, and finally the appropriate use of fire, safety, and protection equipment. The areas of the institution that use potentially hazardous materials have been outfitted with appropriate equipment and supplies to properly handle and dispose of the materials.

***2.G.3 The institution develops, implements and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.***

Snow College utilizes a twenty-year master planning process with additional five-year updates to plan and implement campus growth and change. (See the accompanying campus maps.) Additionally, professional firms have been engaged three times in the last decade to update and adjust the master plan with the addition of a newly merged campus or private donor building projects. The Snow College Board of Trustees and The Utah State Board of Regents regularly review all master plan documents for approval every other year. As one can see from the “Master Plan Prints” that follow, future capital building projects are planned and located prior to the institution seeking private or state funding. Each project must pass through the USHE “qualification and priority process” that prioritizes each project with others in the System based on a number of quantifiable measures of quality including financial means, mission compatibility, and student need.

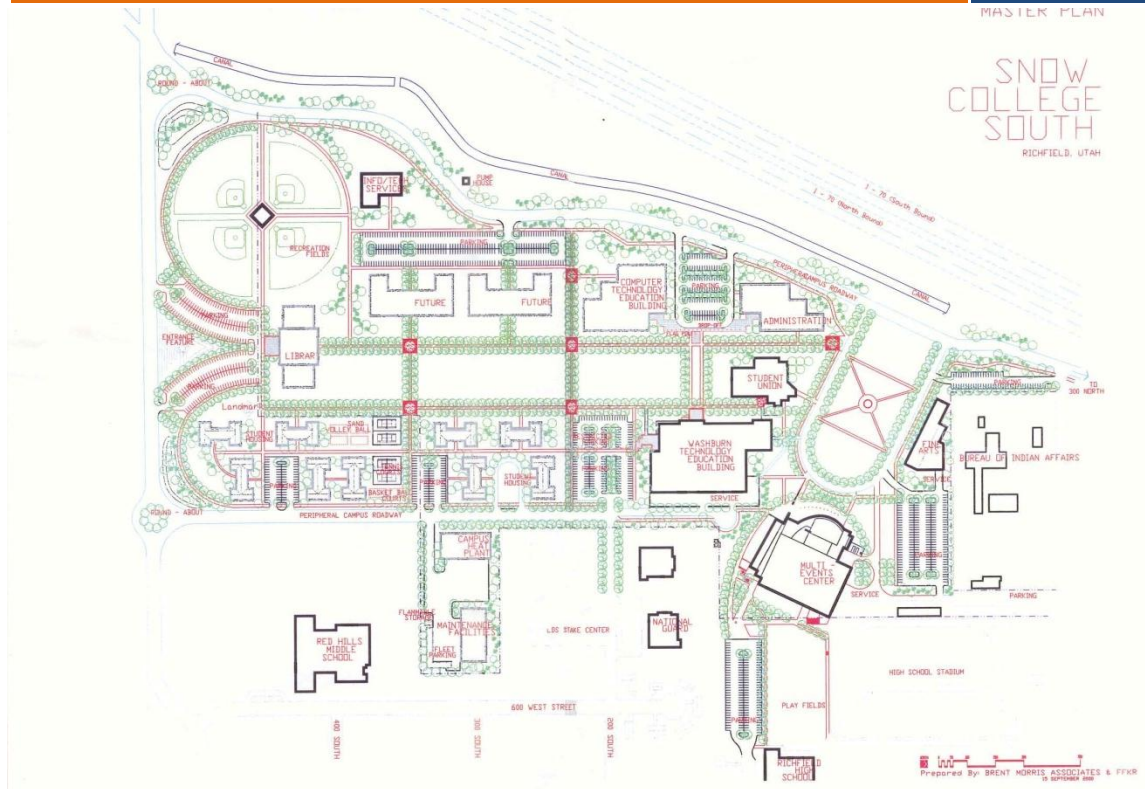
# SNOW COLLEGE

- 1 Alma & Melissa B. Greenwood Student Center
- 2 Badger Stadium
- 3 Business Building
- 4 Catholic Church
- 5 Ephraim Co-op
- 6 George S. & Dolores Dore' Eccles Center for the Performing Arts
- 7 Hans Reed Christensen Science Building
- 8 Heat Plant
- 9 High Tech Building
- 10 Home & Family Studies
- 11 M. Seth Horne Activity Center
- 12 Humanities & Visual Arts Building
- 13 Karen H. Huntsman Library
- 14 LDS Institute of Religion
- 15 Lucy Phillips Classroom Building
- 16 Maintenance Building
- 17 Noyes Building
- 18 Rasmussen Bell Tower
- 19 Residence Halls
  - A Anderson Hall
  - B Castilleja Hall
  - C Future Student Housing
  - D Greenwood Hall
  - E Mary Nielson Hall
  - F Nuttall Hall
  - G Snow Hall
  - H The Cottages
- 20 Robert L. Stoddard Field
- 21 Snow College Sports Complex/ Ephraim City Park
- 22 Social Science Building
- 23 Solid Rock College Ministry
- 24 Theatre Prop Building
- 25 Trades & Industry Building
- 26 Traditional Building Skills Institute

- Existing Campus Building
- Future Campus Building
- Future Replacement
- Existing Building by Others
- Greenscape







***2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.***

With the construction and renovation of more than 14 major facilities since the last full accreditation visit to Snow College, equipment needs have been significantly upgraded and added to the college inventory. Needed funds for furnishings, fixtures, and equipment have been budgeted into each completed new construction or additive reuse project. During the college's 2002 self-study and visit, it was reported that "most divisions indicate that the capital outlay budgets are not sufficient to cover needs... and departments complain that a process for regular replacement of equipment is not in place." Recently budgets have been created to enhance the replacement of critical instructional equipment and computer labs. The current administration has budgeted \$160,000 for equipment replacement and repair which will replace computer resources approximately every four years across the institution. Snow has invested in technology enhanced teaching classrooms in every building where instruction takes place.

Academic divisions, under the direction of the deans, have the primary responsibility for and control over instruction equipment selection, repair, and replacement. This is true of small classroom items as well as large industrial equipment for the heavy trades. The office of the Vice President for Finance and Administrative Services carefully manages the functions of control and inventory.

### ***Strengths, Weaknesses, Future Plans for the Physical Infrastructure Section (2.G.1 to 2.G.4)***

#### **Strengths:**

Snow College is positioned to meet the space needs of students well into the next decade. Significant investments on both campuses have given Snow College the largest allocated footage per student of any institution in the Utah System of Higher Education. Facilities and space are strengths for the institution compared to other Utah colleges and, more importantly, relative to student immediate space needs. Newly added classrooms have met the need for more general classrooms during peak hours. Grounds and facilities are well maintained and adequately equipped overall.

#### **Weaknesses:**

The most critical immediate facility needs are for modernized and larger capacity student laboratory facilities across both campuses, especially in the sciences. Laboratories are currently antiquated in a number of teaching ways.

#### **Future Plans:**

The College is actively engaged in pursuing a new science laboratory facility through the State's "Qualification and Priority System." With support from campus, community, and legislative leaders, Snow College intends to begin a laboratory addition to the current Science Building within a year or two. Additionally current consolidations (both programmatic and the attendant facilities) on both campuses will help students complete coursework needed for graduation more easily.

### **Technological Infrastructure**

***2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.***

Snow College continues to maintain and improve a technological infrastructure to support its mission, core themes, and characteristics, including providing a vibrant learning environment. As demand for internet access continues to increase, Snow College continues to improve capacity and functionality.



The campus network has 1 gigabit (Gbit) connections to almost all of its buildings. On the Ephraim campus, 10 Gbit capacity has been added to the core of the network. The library building now has a 10 Gbit connection with more buildings to follow. Wireless networking now covers both campuses, reflecting the increasing number of students bringing laptops to campus. Wireless printing has also been implemented to support laptop users.

Years ago the College committed to buying only switches that provide power over Ethernet (POE). Now all of the network ports provide POE. POE enables the move to Cisco Voice over Internet Protocol (VoIP) telephone services that was begun two years ago, and it supports the effort to expand wireless access.

Snow College has also improved its network security by upgrading and expanding firewall services. This has allowed the College to isolate segments of the network, thereby improving network security.

The Office of Information Technology is housed in the Lucy Phillips Building on the Ephraim campus. The Lucy Phillips Building has been extensively remodeled, and a new data center has been built. The new data center has sufficient capacity for many years to come.

The College operates Sungard Banner for several services including, student, finance, financial aid, scholarships, and others. The Alumni Office has established services with Talisma® to support their operations.

Snow College supports computer labs for specialized and general use. Students are provided email services via Gmail. Snow College provides faculty and staff email services using Microsoft Exchange.

Many classrooms are configured with media equipment such as projectors, document cameras (ELMOs®), computers, audio equipment, etc. The College has video broadcast capability (Tandberg® and Polycom®) in about nine classrooms in Ephraim, six classrooms in Richfield, and one classroom in Nephi. These are Interactive Video Classrooms or IVC rooms. Staff members have been identified to support those classrooms. General-use computer labs are staffed with students working as lab assistants to address the needs of the patrons.

***2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.***

The Office of Information Technology has a Helpdesk with staff that support faculty, staff, and students, including going to offices to troubleshoot and resolve problems. The

College also has a Teaching and Technology Center (TTC) that supports faculty and staff in using technology in teaching and other responsibilities.

Full-time staff are dedicated to supporting IVC rooms on the campuses. Students are also hired to be in the IVC rooms during class time to facilitate the faculty member's use of the technology. The full-time support staff provides training for faculty in the use of the IVC technology.

***2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.***

The Information Technology Advisory Committee (ITAC) serves to advise the Office of Information Technology and campus regarding campus technology needs. There are representatives from each faculty division, staff department, and the Office of Information Technology.

The Chief Information Officer (CIO) of the College reports to the President and is a member of the President's Cabinet. This cultivates input from all parts of the institution regarding technology planning.

The Utah System of Higher Education (USHE), including Snow College, holds meetings where CIOs meet regularly to collaborate and make plans to meet the needs of the System. The CIOs collectively maintain a strategic plan for the system. IT planning at Snow College supports the USHE strategic plan.

***2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.***

In the past Snow College replaced computer labs in an ad hoc fashion with one-time funding. Now, Snow College has implemented a plan that replaces computers in computer labs on a four-year cycle. This is supported by a line item in the budget that funds the annual replacement.

The age of information technology equipment is monitored by the Office of Information Technology and is replaced as needed. Faculty and staff departments and divisions replace technology as needed.

***Strengths, Weaknesses, Future Plans for the Technological Infrastructure Section (2.G.5 to 2.G.8)*****Strengths:**

Snow College has excess bandwidth, state-of-the-art wireless, and other quality infrastructure. A new data center at the College will meet the needs for the foreseeable future. More and more classrooms are being enhanced with technology. The TTC is a great resource for faculty and staff. Lab computers are being replaced every four years. IT staff have been added, including an ISO and System Administrator/System Engineer.

**Weaknesses:**

The Helpdesk is staffed by students, and the Helpdesk manager has other (lab) responsibilities. ITAC meetings have recently been irregular. Infrastructure still has room for improvement.

**Future Plans:**

The new IT office space and conference room should help with the regular meetings of the ITAC. The infrastructure is updated as funding becomes available.

## CHAPTER THREE

### Standard Three – Planning and Implementation

*The institution engages in ongoing participatory planning that provides direction for the institution and leads to fulfillment of its mission, accomplishment of its core theme objectives, and achievement of the identified goals or intended outcomes of its programs and services. The resulting plans reflect the interdependent nature of its operations, functions, and resources in achieving intended results. The institution demonstrates that its planning and implementation processes are sufficiently flexible to address unexpected circumstances with the potential to impact the institution's capacity to accomplish its core theme objectives and fulfill its mission. It demonstrates that its plans are implemented and influence practice, resource allocation, and application of institutional capacity.*

#### Standard 3.A – Institutional Planning

*3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.*

Scott Wyatt was appointed President in August 2007, and, since his arrival, virtually every cabinet member has been replaced, including all three vice presidents (Academic, Finance and Administrative Services, and Student Services), plus Development Director, Recruiting Director, Human Resources Director, and Athletic Director.

Strategic and institutional planning has become a focal point of President Wyatt's administration. While Snow has been deficient in strategic planning as outlined in past accreditation reports, an entirely new administration, combined with a prolonged national economic recession, led to five years of focused strategic thinking and decisions. Even with a firm strategic plan in place, no college could have foreseen the severe economic conditions experienced recently. Since 2008, the college's state appropriation has been reduced by a total of 19.6 percent. Compounding this reduction has been a steady growth in student enrollment in both headcount (18 percent) and fulltime equivalent students (35 percent). Like colleges and universities across the nation, Snow College has implemented far-reaching measures to adjust to changing conditions.

Snow College administrators recognize that an established process for developing, vetting, and implementing a multi-year strategic plan is needed. While departments and divisions are continually engaged in planning efforts, many are not formalized and at times lack the broad perspective and input to ensure coordination across the College. It is difficult for the new administration to answer for past planning deficiencies; however, following the strategic decisions made over the past five years, along with a newly created College Council and new administrative tools in place, Snow College will be able to move forward with a more comprehensive strategic planning effort.

A first phase of planning under President Wyatt began in early 2008 in the wake of budget reductions. As it became evident that legislative budget cuts would be forthcoming, the President assembled his cabinet to conduct an intensive three month review of the College, its programs, and employees. Instructional deans were consulted one-on-one regarding potential cuts to their divisions. Every academic program was reviewed in detail including the number of sections offered, instructors, class size/enrollment, and outcomes. Course and instructor evaluations were consulted, staff functions were reviewed in light of workflow and workloads to determine potential efficiencies, and facility operations were reassessed to look for potential outsourcing and other cost-saving measures. All reductions in academic programs and faculty were based on enrollment trend data and labor market data. The resulting strategic course of action from this study is outlined in the Snow College *Budget Reduction Plan* published on November 10, 2008. (See Budget Reduction Plan in the Appendix.)

In conjunction with the publication of the College's first budget reduction plan, the President enhanced the strategic planning process by creating a broader group spanning both campuses and all academic divisions. A Strategic Budget Task Force was established including members of the President's Cabinet, members of the College Council as it existed at the time, all instructional deans, all members of the Faculty Senate, and selected representatives from the faculty and staff associations, student government, Institutional Research, and student advising. Once established, the task force included thirty individuals or approximately ten percent of the college full-time workforce.

The task force further reviewed the assumptions and data outlined in the budget reduction plan to build on the foundational tenets of the plan. In the spring and summer of 2009, it was requested that each academic division and administrative unit present an outline of their goals and objectives for the future. In addition, recommendations for new faculty and funds to accommodate enrollment growth were included. One purpose of the review was to consider how important each element was to the college's mission. The task force suggested that: (1) the administration bring back a proposal for budget cuts, and (2) the depth of the cuts be discussed, and, if cuts resulted in available funds, that they should be reinvested in areas needed for growth or other strategic needs. Due to continued legislative budget reductions, further budget cuts were outlined and

approved. The same basic process was used each subsequent year, and the task force played a key role in establishing the process and reviewing the proposals for budget reductions. Members of the Faculty Senate reviewed all program closures.

A second phase of planning was tied to further refinement of the task force and its efforts. In January 2012, President Wyatt announced the creation of a new College Council to take the lead in strategic planning and shared governance of the College. In development for a year, the Council was created through negotiations between the President, Faculty Senate, and key administrators. While the council will have fewer members than the original task force, it will include representatives from all College functions and key constituencies.

A third phase of Snow's new strategic planning effort was the creation of *Snow College – A Blueprint for the Future (Blueprint)*, published in January 2012. This document is a strategic vision for Snow College in direct response to the overall strategic plan created by the Utah System of Higher Education called, *HigherEdUtah 2020*. The 2020 plan outlines three strategic priorities for Utah's colleges and universities, i.e., first, increase student participation; second, increase the rate of student completion; and third, increase the level of economic innovation. The *Blueprint* identifies five "Centers for Opportunities" for the College as initiatives for planning and programming.

Being part of a state system is important to Snow College and its students. Some of the benefits include such items as regular scheduled majors meetings with faculty from all the institutions, common course numbering through all institutions, and united messaging to the Governor and State Legislature.

The College also enjoys collaborative relationships with departments in every college and university in the state. Academic program-specific partnerships are in place, or are being explored, with every university in Utah. The most significant relationship is with Utah State University which has three of its faculty members housed and teaching upper division courses on the Snow College Ephraim campus. They offer classes in early childhood development, education, and agribusiness. Students can earn one of 17 bachelor's degrees, 15 master's degrees, and one doctorate from Utah State University Extension in classrooms on Snow College's campuses.

Additionally, the University of Utah, Weber State University, and Southern Utah University all offer classes and degree programs on Snow College's campuses. The College actively seeks and supports partnerships with any willing Utah college or university. Reflecting these partnerships, and in an effort to provide information about these opportunities to the residents across the six-county service region, Snow College recently created "Beyond Snow." This web-based portal, accessible from the college webpage, provides easy access to information about the locally available upper division and graduate programs. And, as the College monitors educational needs beyond what

Snow College provides, additional partnerships can be formed—providing more options for the region's residents.

Snow College also has strategic long-term plans in place for key issues. In 2011 the College developed and published an updated campus master plan including greater details for on-campus housing options. The Physical Facilities Department maintains and annually updates a multi-year list of major capital improvement projects for facilities on both campuses. Due to an increase in campus violence across the U.S. and heightened concern for student safety, an emergency management plan has been developed complete with leadership training and emergency drills. The Information Technology Department maintains a capital development plan that includes emerging technology, hardware replacement cycles, campus system upgrades, software upgrades, and other costs incident to growth and development.

***3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.***

Ensuring Snow's planning process is comprehensive and inclusive of the appropriate constituencies has been critical to its success. Growing enrollment and reduced state support triggered many discussions with on-campus constituencies over the past three years. Strategic decisions affecting all aspects of the College included the suspension of four CTE programs (Art and Graphic Communication, Collision Repair, Culinary Arts, and Drafting) with a reduction of associated faculty, the elimination of two duplicated CTE programs that existed on both campuses (Automotive from Ephraim; Building Construction and Construction Management from Richfield) with a consolidation of administrative and student service functions with a companion reduction of staff positions.

To address growing enrollment and a potential soft enrollment cap due to full class sections, planning included adding class sections in various disciplines in an effort to accommodate all students wishing to attend college. This effort resulted in creating eleven new full-time faculty positions and hiring additional adjunct faculty members in areas of high growth and high demand. Funding for additional positions came from a reallocation of current resources, tuition increases, and donated funds.

Particular focus has been addressed on career and technical education offerings since the College views itself as a primary driver for regional economic development. As outlined in the *Blueprint* document, the College gathered all available externally collected data and increased its own internal data collection efforts. The College partnered with the Utah Department of Workforce Services to assess workforce needs. Extensive research concluded that (1) most of what the College offers in the CTE area is vital to regional labor needs, (2) four CTE programs were not likely to lead completing



students to related careers in the region due to a persistent lack of job openings, and (3) there are significant labor needs in the region for which the College has no training programs.

Snow College has also been utilizing the UCAP (Utah Cluster Acceleration Partnership) process starting in 2010 to improve its alignment with the economic development needs of the Six-County Region. With the process, Snow College administrative personnel met at the work sites of key employers in the Region as identified by each county's economic development director to seek input on changes the College should make to better serve employers' needs. After digesting the feedback received and drafting possible program changes to meet those needs, the President and other College leaders held meetings in each of the counties to report on what the College planned to do and to solicit feedback facilitating fine tuning of those plans. Snow College is continuing Phase I with a Six-County committee to perform a study to identify the economic strengths and weaknesses of the Region. Phase II will be performed later this year to develop an acceleration strategy to encourage development of businesses which mesh well with the Region's identified strengths. Phases III and IV will complete the UCAP process by implementing the acceleration plan and reporting on the outcomes of the process.

President Wyatt and the new administration remain very open to discussion, planning, and information sharing. Regular staff and faculty forums are held on both campuses to relay important information and to receive feedback and input on the college's overall direction. Multiple forums on the Richfield campus have sought the input of faculty and staff on the future of CTE offerings and the development of new programs. Ultimately all strategic planning, budget decisions, and programmatic changes are vetted and approved by the Board of Trustees prior to implementation.

Annually the College Budget Office publishes the General Fund budget including a summary of accomplishments and funded goals and initiatives. This document includes line-item budget tables with a breakdown of appropriations by department and expenditure type.

***3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.***

Through strategic planning and budgeting, accompanied by budget reductions implemented to date, the College is poised to move forward stronger and more focused on meeting student needs into the future. While creating the *Blueprint*, the College identified five Centers for Opportunities based on an extensive and constituency-involved process conducted in 2011. The five Centers include: (1) Natural Science and

Mathematics, (2) Regional Workforce and Economic Development, (3) Fine Arts, (4) Student Leadership, Service, Diversity and Global Engagement, and (5) Heritage and Tradition. Several new programs are under development and are being prepared for Board of Trustee and Board of Regent approval during 2012-13.

The College relies heavily on the Office of Institutional Research to gather the statistical data used in much of its program analysis and development. In addition, the College Registrar's office continually tracks the number of class sections offered and enrollment trends. One trend addressed in strategic planning was an increasing demand for general education courses on the Richfield campus. Growing enrollments and demand for adjunct faculty led the administration to hire three full-time faculty members in math, English, and science. These are the first full-time general education faculty members on the Richfield campus and represent a significant move to develop Richfield as a comprehensive community college.

#### ***3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.***

Multiple year budget cuts and the resulting need to reallocate resources have clearly influenced resource allocation at the College. The plan defined and documented in the 2008 *Budget Reduction Plan* was implemented during fiscal year 2008-2009. Additions to the original plan are documented in annual budget reports issued by the Budget Office.

During 2011, the College purchased and implemented the TracDat software program for the purpose of documenting and managing the volumes of data tied to overall College goals and objectives. To underscore the need for data collection and to encourage use of TracDat, the Budget Office is utilizing system budgeting functions to tie programmatic goals with costs. Budget information will be gathered using templates for the calculation and documentation of costs in a uniform manner and the prioritization of budget requests will be linked to the college mission, core themes, and objectives and other priorities on an annual basis.

Recent examples of budget priorities tied to college goals and priorities include the following items.

- 1) Construction of a new 77,000 square foot library;
- 2) Remodeling the old library into a state-of-the-art classroom building; including a new testing center;
- 3) Purchase of the former Ephraim Elementary School which was remodeled into the College's Business Division building;

- 4) Construction of a new 390 bed on-campus student living and learning center (currently underway);
- 5) Implementation of a technology refresh program to replace all open lab computers every four years;
- 6) Breaking down silos by cross-training student advisors and creating a one-stop student services model;
- 7) Creation of the Office of Global Engagement;
- 8) Creating positions and recruiting additional full-time employees;
- 9) Eleven new full-time faculty members to address enrollment growth;
- 10) Creation of the Office of the Internal Auditor and hiring the college's first internal auditor;
- 11) Hiring of an information technology security officer;
- 12) Creation of a full-time Career Services Advisor position.

***3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.***

The College is very active in efforts to ensure emergency preparedness and contingency planning. Training efforts and coordination with local emergency responders has increased since such tragic events as those at Virginia Tech. Emergency preparedness and planning is a campus-wide effort involving all campus constituencies. The college Chief of Campus Police is very active in planning and conducting emergency drills and mock disasters.

The relatively small communities that are home to the college's two campuses have limited resources and rely primarily on volunteers for fire and ambulance services. One major benefit of smaller departments is a stronger reliance on mutual-aid agreements and a tradition of helping one another.

Emergency planning and preparation is a core emphasis in the college's institutional planning. A primary example is an excellent relationship with local law enforcement in both campus communities. Ephraim City Police Department and Snow College campus police officers are cross-trained and sworn in both departments. Calls for service on campus or in the community are responded to by officers from either agency. Both campuses enjoy the benefit of volunteer emergency responders, as well as CERT and HAZMAT trained employees. Ongoing training opportunities are made available to employees with costs borne by the College.

All emergency agencies within the county enjoy shared dispatch services through a central dispatch. This allows for increased information sharing and coordination. In addition to campus two-way radios, Snow public safety is trained to utilize a Ham radio

should first level communications break down. During 2011, the College purchased a camping trailer that was converted into a portable incident command center with the appropriate gear and equipment necessary for emergency responders.

Regular emergency exercises are conducted on campus and within the local community. During 2011 the College hosted several exercises on campus. A half-day training and tour was conducted with invitations to all emergency responder personnel to tour campus facilities, identifying chemical storage, hazardous materials, fuels, heating and cooling systems, the campus tunnel system, building layouts, and other items ensuring officials are familiar with campus facilities.

An active shooter incident exercise was conducted for emergency responders on the Ephraim campus and is now part of the annual and/or semi-annual emergency preparedness training. This was in addition to table-top exercises and bimonthly training meetings hosted by the County Sheriff's Office. All documentation for exercises and training, including after-action reports, is completed and on file in the NIMS database.

Fire alarm drills are conducted twice a year on both campuses while classes are in session. These drills include the college dorms to ensure on-campus residents are appropriately trained in case of an emergency.

In response to shootings and other significant incidents at other colleges and universities, Snow College has expended significant resources to enhance communication efforts and opportunities. In partnership with "Send Word Now", Snow College can immediately contact students about emergencies via phone calls, cell calls, texting, and e-mail. An audible emergency alert system has been installed on both campuses in conjunction with the county-wide emergency siren early alert system. An earthquake drill conducted in April 2012 used these siren alerts in their first live test. Emergency messages can also be sent across both campuses using the college messaging system which has TV monitors in campus buildings.

In light of the importance of notifying students about disasters, emergencies, or other concerns in a campus community the College struggles to ensure students sign up for "Send Word Now" or other means of contact. Each semester advertisements are placed in the campus newspaper and on the radio encouraging students to sign up for notifications. Letters to parents and students and other notices are also utilized in this effort. It remains a continual challenge.

Public Safety officers and the administration have entertained discussions about stocking emergency water and food supplies in the event students needed to leave campus or town during an emergency. A significant portion of the college's students rent housing in Ephraim or Richfield. In the case of evacuation many students would

find themselves driving back to their hometown. Discussions are ongoing about having and rotating a sufficient stock of supplies to meet such a need if it occurred.

While Sanpete and Sevier Counties have in place mutual aid agreements for emergency services, both counties rely heavily upon volunteers for many emergency functions. A weakness, depending on the size and nature of a disaster, is the extent to which services would be strained beyond capacity if a disaster impacted the entire region.

Procedures, warnings, contacts, phone numbers, and other emergency information are outlined in booklet form and posted in every classroom and office throughout both campuses. These booklets are updated regularly in conjunction with the campus Public Safety Office and Risk Management.

A majority of college buildings were built or remodeled to current seismic standards and should withstand an earthquake in the event one occurred. Most academic buildings have access to emergency power through stand-alone generators. These generators provide emergency power to key systems at the College including the Information Technology Center, computer networks, phones, emergency lighting, heating/climate controls, and other critical systems. Snow College also enjoys sufficient square footage of academic space due to recent construction and remodeling projects such that, should a building become unusable due to disaster, adequate space exists to relocate classes while repairs are made.

Information technology is a critical component of disaster recovery and continuity. The College recently completed a \$3.5 million remodel of the Lucy Phillips Building; which houses the IT offices and datacenter. This remodel completely overhauled the IT space including creation of a state-of-the-art datacenter. Added security measures were built into the office space, and additional square footage was provided for future expansion.

Snow College has also focused on IT security as computer hackers, viruses, and bots become more of a concern at American colleges and universities. A new IT security officer position was created and funded during 2011 to address growing concerns about cyber-attacks. Additional software and hardware tools have been purchased to enhance security measures at the College.

Most emergency response plans call for systems and services to be “operational” during or immediately following a disaster. Snow needs to explore further what operational means, who it impacts, and a prioritization of bringing services back on-line following a disaster. Many campus discussions have been limited to offices, departments, or divisions; however, overall campus integration and planning is lacking and needs to be formalized into a comprehensive plan.

Although Snow College is aggressively attacking problems with student safety in the event of a disaster, more work is ongoing to ensure that every employee and student is covered. Formal shelter agreements with other government and religious organizations need to be negotiated to ensure the thousands of students attending the College would have shelter arrangements in the possibility their housing is destroyed during a disaster. Arrangements should also include emergency supplies, food, clothing, medical care, or other assistance. Plans need to be formulated for the discontinuance of classes and college activities as well as their reinstatement after the disaster has passed.

### **Strengths, Weaknesses, and Future Plans for Institutional Planning (3.A)**

#### **Strengths:**

President Wyatt and the other members of the President's Cabinet are dedicated to ensuring that Snow College operates according to a comprehensive strategic plan. The President and Cabinet meet frequently to understand and create the framework for strategic planning at Snow College. This framework is fleshed out with information gathered and/or submitted by faculty and staff in their respective areas. Due to institutional budget cuts that resulted from decisions made by the legislature, the Cabinet had to take a rapid look at what was going on within the school to make immediate changes. This review clearly identified a need for a more formal strategic planning process. President Wyatt has led the charge on planning and has included all key personnel throughout the organizational chart. Recently, the President has instituted a College Council that has representation from throughout the College, wherein, after proper input and analysis, strategic plans are reviewed and modified.

The college *Blueprint* is a comprehensive strategic vision statement that is evidence of the ability of Snow College to self-analyze, articulate those things that make Snow College what it is, and to identify things the College should be doing. The identification of Five Centers of Opportunity that are outlined in the *Blueprint* are based on this analysis and give Snow College a framework for the near future to help fulfill the institution's mission.

Emergency preparedness and student safety are high priorities at Snow College. Vice President Dodge and Safety Officer Bob Wright, along with many others, have made a concerted effort to ensure that Snow College is prepared to handle the needs and safety of faculty, staff, and students. New equipment to inform people about emergency situations has been installed, notification systems have been put in place, and appropriate relationships have been tapped with local law enforcement and emergency preparedness personnel to ensure the safety of employees and students.

#### **Weaknesses:**

If there was a formal strategic plan in place when President Wyatt came on board at Snow College, the plan was not transferred in a manner that made for a smooth



transition for the College. A proper and complete strategic plan for Snow College should be outlined. As mentioned above, the President has led the charge on strategic planning for Snow College, formalizing the process in which the plan is continually reviewed, assessed, and modified. Mechanisms to ensure that the proper stakeholders are involved in the decision making process is key to the success of the strategic plan.

Snow College has a weakness in articulating overall direction and priorities and identifying resource allocation. Although key stakeholders are needed for input and recommendations, final approval of direction and allocation of resources to meet those priorities will always rest with the President and/or the cabinet. Systematic and official notification of final decisions, triggering appropriate activities with stakeholders, needs to be improved, perhaps a tightening of the feedback loop.

Although Snow College has pushed forward in a positive direction with emergency preparedness, final touches need to be applied. Thereafter, a comprehensive strategic plan addressing leadership continuance, mission fulfillment, systems, faculty and student safety, and more need to be drafted and disseminated.

#### **Future Plans:**

The College has embarked on and will continue in efforts to conduct focused analysis and review of each school to ensure that the activities are in line with mission fulfillment. As mentioned above, input from stakeholders for strategic planning needs to continue as a core operational activity. The inclusion of individuals in various positions in the organizational chart will ensure that strategic planning includes mission fulfillment, division objectives, departmental objectives, and more. It is also important that Snow College has input from outside the institution to obtain objective input to potential changes; therefore, the College will continue in its efforts to seek input from advisory committees and the Snow College Board of Trustees.

It will be important going forward to annually review progress in adhering to the five centers of opportunity. Each area is designed to serve the communities that Snow College is responsible for and that emphasize key competencies at Snow College; clearly focusing and measuring the College's progress in these areas is key to the success of the institution and its students. To assist in such analysis will be a continued focus to gather meaningful and timely statistical data to ensure the College is accomplishing core theme objectives, core themes, and fulfilling its mission. Snow College is using the TracDat system as the main program to gather information related to student learning outcomes and key performance indicators. The program allows the mapping of objectives from the Snow College mission down to individual course objectives or, vice versa, mapping of individual course objectives to mission fulfillment. The continued rollout of the TracDat system and its inclusion in the Snow College culture will prove to be a key tool in the success of any strategic initiative.

Finally, Snow College has made great progress in establishing emergency preparedness policies and procedures. The two main focus areas are employee/student safety and business continuity. Adding to the work that has already been done, the responsibilities and associations with local governmental bodies, to ensure employee and student safety needs, should be formalized and completed. Following this, official policy and procedures need to be drafted and disseminated throughout the College for successful implementation of strategic emergency plans.

## CHAPTER FOUR

### Standard Four – Effectiveness and Improvement

*The institution collects data related to clearly-defined indicators of achievement, analyzes those data, and forms evidence-based judgments of achievements of core theme objectives. It regularly and systematically applies clearly-defined evaluation procedures to appraise the relationship of institutional planning, resources, capacity, and practices to the objectives of its core themes; and assesses the extent to which it accomplishes those objectives and achieves the goals or intended outcomes of its programs and services. It uses assessment results to effect improvement and disseminates its findings to its constituencies.*

#### *Executive Summary of Eligibility Requirements 22 and 23*

##### **22. STUDENT ACHIEVEMENT**

*The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.*

Degree and certificate programs list student learning outcomes in the Snow College catalog (throughout). In NW Standard 2.C.2 of Chapter Two, the regular and ongoing assessment work of the College is described.

##### **23. INSTITUTIONAL EFFECTIVENESS**

*The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.*

The evaluation and planning procedures of the College have been renewed and reinforced during the past year. Because the mission and core themes are new at the College, the process to assess them is also new, but there is strong commitment that the process will be regular and ongoing, and information obtained will be used to improve the operation of the College. The goal of assessment at Snow College is

information-based decision making which leads to action. Selected results of assessment are published periodically. The monitoring of relevant environments is leading to changes at the institution. The issues raised by this eligibility requirement are discussed in detail later in this chapter.

### Standard 3.B – Core Theme Planning

**3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.**

The successful integration of the planning efforts of Snow College, consistent with its new core themes, will be a key measure under the new accreditation paradigm. As discussed earlier, Snow College has identified three core themes: 1) Tradition of Excellence, 2) Culture of Innovation, and 3) Atmosphere of Engagement. Narrowing the focus to these areas is a vast improvement over previous accreditation reports outlining seven different roles the College said it should fulfill along with ten separate goals tied to the college's mission. Having too many goals was a weakness for Snow College relative to tracking and reporting efforts. Without a focused approach, planning for and ultimately achieving desired outcomes is disorienting and frustrating.

As previously stated, the College's formal strategic planning efforts have been spotty though decisions in recent years have been driven with a strategic vision in mind. A major challenge in previous years was a struggle to track the volumes of data tied to objectives for ten different goals. Coordinating academic goals, and the need to fulfill them, with budgetary resources was insufficient due to disconnects between leaders and a closed and centralized budgeting process.

While the College lacks a formal strategic plan, it is not without planning efforts at individual division levels and for the College as a whole. It was previously reported that a budget reduction plan was developed and published; and the *Blueprint* document represents a significant plan outlining Snow's future program development.

To address the lack of a strategic plan, the College has devised several solutions moving forward. Rather than create a plan independent of the institution's accreditation efforts, a blended approach to developing a strategic vision tied to the new accreditation framework is underway. With a completely new administration at Snow College has come a new vision and strategic direction for the College. Numerous discussions with the Board of Trustees, President's Cabinet, Accreditation Steering Committee, student leaders, and other key constituencies have resulted in a new mission statement, core themes, and objectives. What is needed is a lasting management framework to implement, monitor, and continually assess the college's strategic vision.

The newly formed College Council is designated as the forum to discuss, debate, and formulate Snow's strategic vision and plan. With representatives from across the College, the council is best suited to provide perspectives from academics, student services, and administrative functions. Strategic planning efforts will be consistent with the college mission and core themes.

An important part of strategic planning is the process of surveying the landscape to find opportunities to address the needs of the communities and individuals Snow College serves. The world is rapidly changing and to maintain excellence and relevance in education the College must change with it. Much of the strategic direction in recent years required the College to reevaluate its program offerings and realign limited resources with the needs of tomorrow. Analysis looked beyond filling classrooms to ensuring there would be opportunities to secure employment and earn a living wage in rural Utah as well as preparing students for successful transfer to four-year degree programs and beyond. Within the college's six county service region, Snow College is a primary resource to drive future economic development and success. New programs have been and continue to be developed in conjunction with industry and economic leaders.

In 2011 the college administration approved and funded the purchase of TracDat software designed specifically to aid colleges and universities in documenting and monitoring the assessment of outcomes for core themes and strategic plan objectives. The College Council and administration use the information entered into TracDat to formulate strategies where improvements or adjustments are needed as well as to make changes and updates to the strategic planning efforts of the College.

Further, to address concerns raised in previous accreditation reports and to organize and streamline the annual budgeting process, the College is utilizing the budget module of TracDat. Faculty and staff members in college programs and departments enter into TracDat their financial needs to successfully achieve outcomes or goals and their budget requests for expansion or enhancement efforts. Capturing this level of detail and tying measures and outcomes to budget resources, when combined, will establish a prioritized list of needs to consider when annual budget planning begins.

***3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.***

Instructional programs and administrative departments at Snow College, with their learning outcomes and goals, are aligned with the core themes of the institution. Ongoing research by the administration of the College, and other personnel, help to ensure that the offerings of the institution remain aligned with institutional priorities.

Contributing components are developed in conjunction with input from local industry, program advisory committees, student and other surveys, review of data from Snow College and other colleges and universities, the Utah State Board of Regents, and government agencies. When there appears to be misalignment, necessary changes are made as explained above with the revisions to CTE program offerings. More will be reported in following sections about the alignment of programs and departments with core theme objectives.

***3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.***

A wide variety of data are collected and analyzed to help determine how well the institution is achieving the target levels of performance for the Snow College core theme objectives. More about the data collected and the results realized during the last year will be reported later in this chapter.

A summary of large-scale data collection efforts coordinated by the Office of Institutional Research is summarized below.

### Freshman Survey

The Freshman Survey is an internal assessment primarily administered to Start Smart participants within the first week of college as well as at the conclusion of the Start Smart academic experience. The first administration asks questions related to pre-college experiences (e.g., concurrent enrollment, decision to attend). The second administration is directed toward an assessment of the Start Smart orientation and in-class experience.

### SENSE

The Survey for Entering Student Engagement (SENSE) is a national survey sponsored by the Center for Community College Student Engagement. The SENSE provides data focused on an entering student's first impressions of college processes and classroom experiences. Results from the SENSE can be compared to nationally normed data in order to establish institutional benchmarks as well as to identify areas for improvement and practices that may better engage students during their first year of college. (A summary of the SENSE results are in the Appendix.)



### Community College Student Experiences Questionnaire

The Community College Student Experiences Questionnaire (CCSEQ) is an instrument that looks at how community college students spend their time as well as how well they perceive personal gains in their community college experience. At Snow College, the CCSEQ has been administered to every other graduating class, alternating with ACT's CAAP assessments for Reading, Mathematics, and Science.

### ACT's Collegiate Assessment of Academic Proficiency

The Collegiate Assessment of Academic Proficiency (CAAP) is a standardized, nationally normed assessment program from ACT that enables postsecondary institutions to assess, evaluate, and enhance student learning outcomes and general education program outcomes. At Snow, CAAP tests for Reading, Mathematics, and Science Reasoning have been administered to graduating students in alternating years to obtain assessment information.

### Community College Survey of Student Engagement

The Community College Survey of Student Engagement (CCSSE) is a sister-survey to the SENSE and is sponsored by the same Center for Community College Student Engagement. Snow College first administered the CCSSE to students April 2012, and the results became available online on July 31, 2012 as this report to Northwest was being finalized. A preliminary review of the results revealed that students at Snow College scored higher than students in the national cohort on all five benchmarks that make up the survey: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, Support for Learners. For the Active and Collaborative Learning benchmark, the standardized score for Snow College students was 65.2 compared to 50 for the 710 colleges that make up the national CCSSE cohort. On one question in the survey, 54.4 percent of Snow College students, compared with 23.5 percent of other students in the cohort, responded *often* or *very often* to the following question: "Worked with classmates outside of class to prepare class assignments." The Student Effort benchmark was the lowest of the five for Snow College students. A full review of the survey results will occur at the College, and the information will be used to help guide decision making. (See CCSSE Results – Summary in the Appendix.)

### National Community College Benchmark Project

The National Community College Benchmark Project (NCCBP) is a data collection process sponsored by the National Higher Education Benchmarking Institute located at

Johnson County Community College and works with more than 450 community colleges to standardize a nation-wide benchmark reporting process. The NCCBP is a survey completed by the Snow College Office of Institutional Research using data reported to state agencies and the National Center for Educational Statistics via the IPEDS reporting system.

NCCBP participants receive reports on the following benchmarks: students demographics such as developmental course retention and success, minority participation, distance learning participation and outcomes, degree completion, graduation and transfer rates, student performance at other institutions, student satisfaction, overall student grade distributions; institutional effectiveness in the areas of average class size, student/faculty ratio, instructional load, student services/student ratio, cost per credit hour, human resource data, and training expenditures per employee; and community and workforce development as reported by market penetration rates and business/industry productivity.

Participation by Snow College with the NCCBP began in the summer 2011 and will likely continue. A summary of last year's institutional data compared to national benchmarks is included in the Appendix. Data from the report were used to establish acceptable thresholds for the College's core theme KPIs.

Consistent with data reported by the Aspen Institute and CNNMoney, as discussed in the Institutional Overview section of this report, the NCCBP indicated that students at Snow College are ranked in the 90<sup>th</sup> percentile or higher in categories such as Fall to Fall Persistence Rate, Retention Rate, and Percent Graduates and Completers.

#### **Other Assessment Efforts:**

Decisions relative to program creation and closures are accompanied by internal research data including enrollment, class sections offered, and student demand. The College also consults with the Utah Department of Workforce Services (DWS) to utilize their economic data tracking and projections in determining the potential for future full-time employment opportunities and the ability to earn a living wage within Central Utah.

The addition of a full-time career services advisor in 2011 has enhanced the college's contact with industry leaders within Snow's six county service region. This person is able to obtain useful information from employers in the region that influence decisions about program offerings by the College. A consistent schedule of meetings between industry and the college administration has also helped in the formulation of new program development as outlined in the *Blueprint*.

**Strengths, Weaknesses, and Future Plans for Core Theme Planning (3.B)****Strengths:**

A major strength and foundation for Snow College is the mission statement that ties a Tradition of Excellence, Culture of Innovation, and Atmosphere of Engagement to everything that occurs at Snow College. The mission statement is clear and concise, emphasizing continued excellence, which is a hallmark at Snow College, while encouraging innovation and engagement to benefit students in their pursuit of their educational goals. President Wyatt and other college leaders have been, and continue to be, willing to make appropriate changes in the college structure and culture to ensure that the mission will be fulfilled and that strategic planning is in place to accomplish the mission. The College Council has been formed as an inter-departmental group including administration, faculty, and staff members to ensure the proper cross-section of representation to assist in the discussion, debate, and formulation of Snow College strategic vision and planning.

A key to the success of the college's strategic planning is understanding the environment and geography in which the school is located. The College has made great effort to ensure that a close relationship between stakeholders exists. Encouraging relationships with local industry, program advisory committees, students via surveys, the Board of Trustees, the Board of Regents, and various governmental agencies indicates a willingness to involve, listen to, and understand input from these bodies.

**Weaknesses:**

Aside from the forced analysis due to legislative budget cuts over the last several years, Snow College has not had as formal a strategic planning effort as needed in place. Although the President and members of the Cabinet are seasoned analysts and place a high value on analyzing and properly reviewing an issue prior to making a decision, no formal strategic plan or planning mechanism has been in place until recently. The Snow College *Blueprint* is a signal, and a huge step, indicating that this procedure of self-analysis and formalized strategic planning is beginning to take root at Snow College. One major issue with strategic planning at the College is the lack of a comprehensive assessment effort up to this point. Understanding how the College is fulfilling its mission and objectives is largely a function of being able to properly assess. The purchase of the TracDat software will greatly increase the college's ability to gather data and properly assess progress toward achieving strategically planned and outlined core themes and their objectives.

**Future Plans:**

Strategic planning, primarily academic, is at the core of the Snow College mission. The largest areas of concern for strategic planning revolve around what competencies Snow

College possesses and what are the best applications of those competencies, what the general public and industry are asking of the institution, and what transfer institutions would like to see the College do. Much of the strategic planning information is and/or will be entered into the TracDat system wherein the College will be able to align mission and objectives as mentioned before. Utilizing TracDat as the core information system for strategic planning will be most helpful in the future and for the future of Snow College.

Along with utilizing TracDat to tie together mission statement, core competencies and objectives, the College will also be utilizing TracDat to assess all aspects of the institution in order to gauge performance. Adopting TracDat as the defacto application for continual review and analysis is core to Snow College's success. Secondly, the system will be used to track budgetary requests as they are tied to strategic plans from new courses to new divisions.

Overarching importance needs to be placed on communication networks and collaboration mechanisms to ensure that the direction and resources for change are consistent throughout the organization. Answers to the following questions should have consistent answers at all levels of the organization: What are we doing now?, What should we do next?, and What are the plans for the future?

### Standard 4.A – Assessment

***4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.***

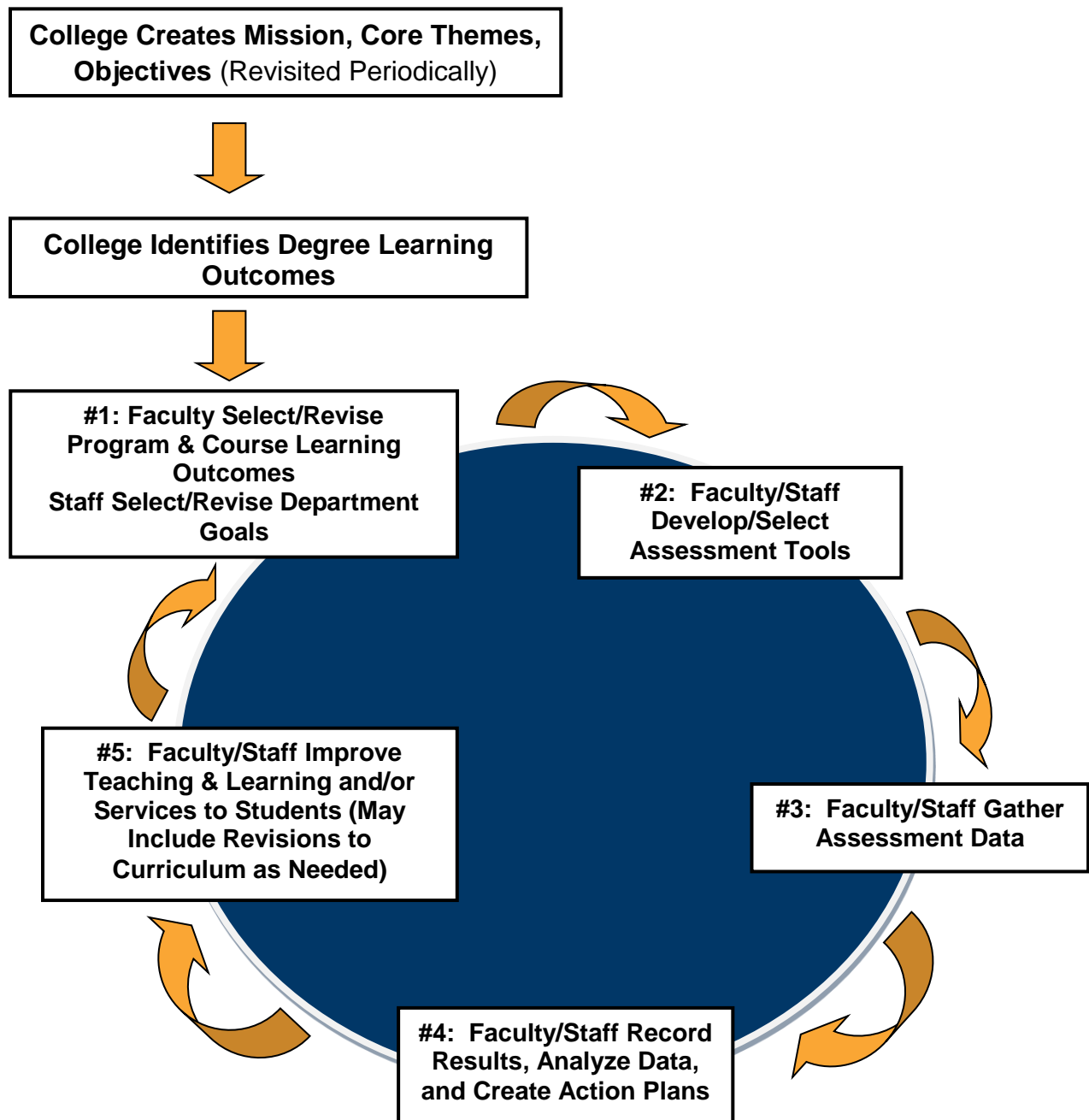
Snow College is engaged in **ongoing assessment** at four levels.

1. The assessment of the mission, core themes, and their objectives
2. The assessment of degrees and certificates offered by the College
3. The assessment of student learning outcomes in instructional programs and goals in administrative departments
4. The assessment of course-level student learning outcomes

Figure 1, Cycle of Effectiveness: Creating a Culture of Assessment and Accountability, illustrates the iterative nature of assessment at Snow College.

## Cycle of Effectiveness: Creating a Culture of Assessment and Accountability

Figure 1



At each of the four levels of assessment, the effective collection of relevant information that will be used to guide decision making is the key to improving performance at the institution. Snow College collects multiple forms of data in its effort to assess core theme objectives, student learning outcomes, and administrative department goals. Examples of the multiple forms of data are illustrated in Table 2.

## NINE DATA CELLS

Table 2

Type of Data	Level of Impact		
	College	Program	Course
Direct Indicators	Degree Student Learning Outcomes	Program Student Learning Outcomes	Course Student Learning Outcomes
Indirect Indicators	CCSEQ Survey NCCBP	Alumni Surveys Job Placement	Course Evaluations
Institutional Data	Enrollment Data Transfer Rates	Retention Rates Graduation Rates	Course Completion Rates

(The two abbreviations in the table stand for Community College Student Experiences Questionnaire and National Community College Benchmark Project.)

Direct indicators of student learning as seen in the table require students to demonstrate their learning in various ways, e.g., essays, presentations, tests, written assignments, and demonstrations. Indirect indicators include the perceptions of students or others as to what students learned. Such information is obtained by conducting surveys, using information about comparisons with other institutions, focus groups, and interviews. Institutional data provide information about the overall condition and effectiveness of the College, e.g., transfer rates. Snow College collects, analyzes, and uses all three forms of assessment data at the college, program, and course levels.

The data that have been collected in the past, as shown in the nine cells, have been informative, but the analysis and use of the data have not been as thorough and comprehensive as necessary. The sharing of assessment results has not happened consistently nor have the results been shared widely throughout the College.



Consequently, personnel at the College are not yet fully benefiting from the assessment work that is occurring. Future use of TracDat and annual reviews of the data by the President and Cabinet, College Council, Deans Council, and others will help ensure that the data are being considered and used for decision making.

The following explanation is primarily concerned with assessment at the first level of assessment, that of the mission, core themes, and their objectives. A review of assessment at the other three levels follows in subsequent NW Standards.

As stated earlier, Snow College has a new mission statement and three core themes that were drafted initially by the members of the Accreditation Steering Committee and reviewed by the various constituencies of the College. Members of the committee also identified 13 objectives under the three core themes. Thirty nine key performance indicators (KPIs) were then chosen by the committee as measures for assessing the 13 objectives. Once the 39 KPIs were selected, each was assigned to an individual or group of individuals to be responsible for coordinating the collection of assessment information for the KPI. For each of the 39 KPIs, a target and a threshold were stated. Data were then collected and analyzed to determine how well the College is achieving the targets for the KPIs. The information was entered into TracDat along with a plan of action for the future.

Because this is the first year that the College has used the 39 KPIs and assessed them as such, it is expected that revisions and improvements will be made for the coming year. In fact, because NW Standard 4.A.1 states that “the institution engages in **ongoing** systematic collection and analysis of meaningful, assessable, and verifiable data,” the process of identifying targets, conducting assessment, and making revisions will repeat itself for many years to come at Snow College. In the analysis of the data collected this year for the 39 KPIs, it has been learned that some KPIs are more useful in “defining” the core theme objectives than are others, and some objectives and KPIs are more process than outcome in nature given the newness of Core Themes Two and Three. As a result, revisions will be made to the KPIs and certain objectives in the ongoing work to assess the college’s achievement of the core theme objectives and the fulfillment of the mission. A discussion of the assessment results for the 39 KPIs occurs in the last part of this chapter.

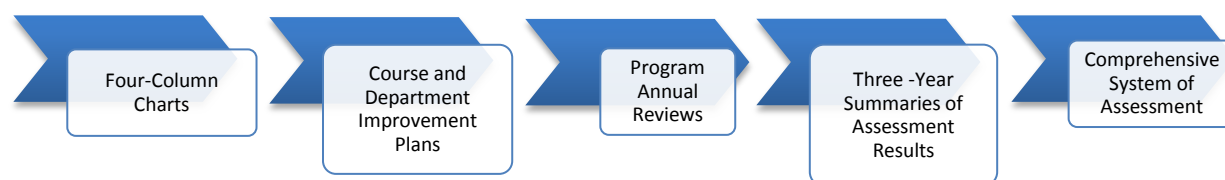
***4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly-identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.***

This section integrates a description about the evolution of the system of assessment used at Snow College with comments about the evaluation of programs and services.

The reporting procedures at the College occasionally combine assessment and evaluation, so both are examined here. More about the assessment of student learning outcomes at the course, program, and degree levels will be covered in NW Standard 4.A.3.

Through several accreditation visits, the Northwest Commission has urged Snow College to improve its system of assessing outcomes. That improvement process has been evolving over the last eight years and continues to this day. Shown below is a representation of that evolution from left to right over the last eight years. The five stages of the evolution of Snow College assessment (below) are discussed both in this standard and subsequent standards.

### Evolution of Snow College Assessment



For many years, faculty members, including department chairpersons and division deans, have been identifying learning outcomes and other goals for their courses, departments, and divisions, and have been assessing students and making improvements to increase student learning. The participation of administrative departments in a formalized goal-setting process has been slower in the evolutionary process.

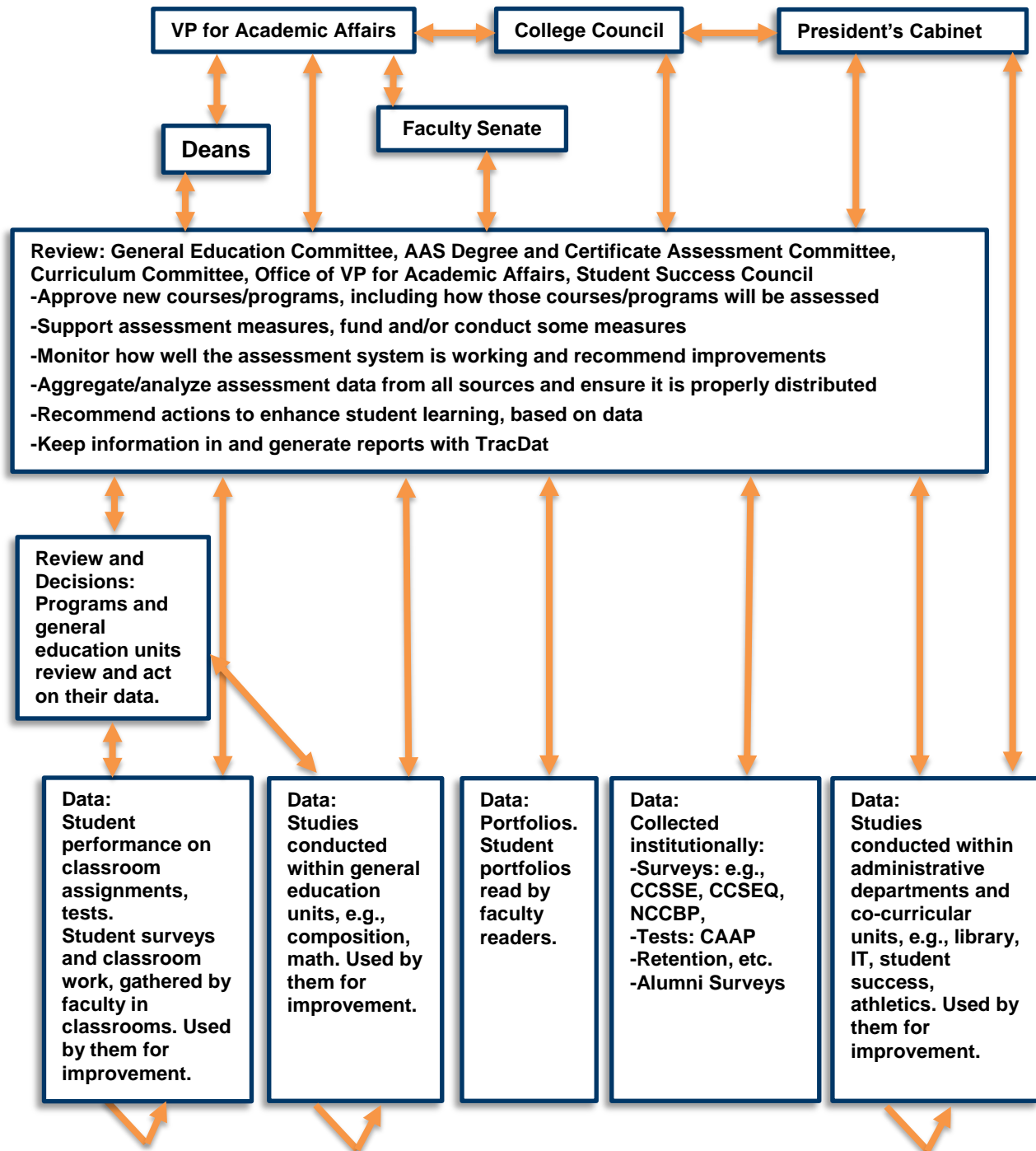
Beginning in 2004, the College requested that faculty members record their information in four-column charts which were later called “Course Improvement Plans” (CIPs) and “Department Improvement Plans” (DIPs). (Examples of Course Improvement Plans and Department Improvement Plans can be found in the Appendix). When faculty members were first requested to create CIPs and DIPs, the expectation was that the assessment of student performance would flow logically from the identified student learning outcomes. The headings for the four columns in the charts read from left to right: (1) “Mission Based Learning Outcomes: Students will...,” (2) “Assessment Measures,” (3) “Assessment Results,” and (4) “Action Taken.” Faculty member participation in submitting the CIPs and DIPs was far from universal.

In August, 2010 Snow College hired a new Vice President for Academic Affairs, Dr. Gary Smith. In February 2011, the College changed the work assignment of Dr. Richard White from 20 percent working on accreditation and assessment to 100

percent. Since that time, more changes have occurred to the Snow College system of assessment. Further explanation concerning these changes will be provided later in the chapter. A visual representation of the Comprehensive System of Assessment the College is currently working to achieve can be seen in Figure 2.

# Snow College Comprehensive System of Assessment

Figure 2



The diagram in Figure 2 should be read from the bottom up. The boxes on the bottom row are meant to show examples of various types of information that the College collects to inform decision-making at the institution. The boxes in the center portion of the figure show the various entities at the College which aggregate, analyze, interpret, and disseminate the data that are collected. The top portion of the figure shows the groups at the institutional level which use the data to inform decisions, policies, planning, and budgeting. The TracDat software system is the organizing tool for assessment at the institutional, degree, program/department, and course levels.

Barbara Walvoord, author of Assessment Clear and Simple, says there are “six functions” that each institution should perform relative to assessment (pages 35-39).

They are the following:

- 1) Approving new courses and programs, and regularly reviewing general education courses, including the requirement that those courses are regularly being assessed
- 2) Supporting and coaching assessment efforts at the course, department, program, and general education levels
- 3) Monitoring the effectiveness of the overall assessment system and offering recommendations to improve it
- 4) Aggregating, interpreting, and disseminating assessment information to centers of decision making where they can best be used
- 5) Recommending ways to improve student learning, based on data analysis and sending those recommendations to centers of decision making where they can best be used
- 6) Keeping records and writing reports about assessment to various audiences, internal and external

Snow College is performing all of the functions outlined above in varying degrees of effectiveness. Achieving perfection in all items listed in the assessment system diagrammed in Figure 2 is a work in progress that is in a constant state of development and refinement, but the College now knows the direction it is heading.

The **ongoing evaluation** of instructional programs and administrative departments occurs by means of a variety of methods, including the three described below.

**1) A periodic review process established by the Utah State Board of Regents.** The Regents require that every instructional program undergoes a formal review every five years. The program review consists of three stages, and resembles the accreditation process:

- 1.1 The program faculty members conduct a self-study where data are collected about the program's resources and performance during the previous five years. The faculty members create a narrative that describes and analyzes the program's strengths and challenges vis-à-vis its mission statement and goals,

curriculum, student learning outcomes and assessment measures, academic advising efforts, faculty, financial resources, relationships with external communities, and alumni. In addition, faculty members report the results of previous program reviews and provide a strategic plan for the next five years.

- 1.2 A committee of reviewers, comprised of consultants from other universities with specialties that match the program being reviewed, and consultants from Snow College departments unrelated to the program under review, review the self-study document that was prepared and make a visit to the College to interview the program's faculty members, students, and staff, and to observe its functions.
- 1.3 The review committee of consultants writes a joint report at the end of the on-site visit and provides an objective, critical, and constructive assessment of the program, and lists its strengths and suggests areas for improvement.

The process described above helps ensure that programs are relevant, that they comply with identified goals, and that they meet student needs.

Snow College had been out of compliance in submitting completed program reviews to the Regents for several years, due to neglect by the previous Vice President for Academic Affairs, but by the end of the Spring 2011 semester, all program reviews were up-to-date.

**2) Reviews conducted by local or national accrediting organizations, such as those completed in Music, Theatre, Visual Arts, Business, Nursing, and other career and technical education programs.** Such reviews are comprehensive in nature and help to ensure that the programs are comparable to those offered by other accredited institutions.

**3) The yearly process of evaluating the success of each instructional program and administrative department in achieving its student learning outcomes or goals.** As described above, each year instructional programs and administrative departments are expected to report on their assessment and evaluation efforts. With the introduction of TracDat, that reporting will occur using the new software.

Snow College faculty members play an important role in assessing and evaluating academic programs. Each faculty member is responsible for identifying learning outcomes and assessing and evaluating the courses he/she teaches. Faculty members also participate with their colleagues in assessing and evaluating their programs. Faculty members who serve as department chairpersons and division deans also play a critical role in assessment and evaluation by overseeing the process and making recommendations for improvement to their faculty members and to the administration.

Since 2004, non-academic administrative departments on both campuses have also been subject to an annual departmental review process in conjunction with assessment



of the institution's stated goals and objectives. Supervisors and staff members in these units were expected to identify department goals that related to or supported institutional goals or objectives stated in the mission and goals document. During the course of the academic year, department staff members were to gather relevant data to measure progress toward those goals. The data were to be evaluated to determine how the department did in fulfilling the goals. Based on those results, department objectives were to be revised and the assessment and improvement cycle was to begin again with the revised objectives focusing attention and effort for the next academic year. The underlying assumption has been that annual assessment of the mission-based goals and objectives will help foster a culture of steady, on-going commitment to the annual development of department improvement plans to prompt improvement in administrative support services.

The ongoing involvement of the non-academic support units with regular reviews has not been consistent over the last eight years. A review of the archived reviews of administrative departments from 2006-2010 indicates that what started out as a rather robust effort to engage in assessment and program improvement declined in strength and intensity over time, especially after 2008 when the College experienced a significant restructuring/realignment of non-academic support services as the institution dealt with a series of state budget reductions.

The appointment of a new Vice President for Academic Affairs (VPAA) in 2010, the work of two other persons in that office (the Associate Vice President for Academic Quality and Institutional Effectiveness and the Director of Institutional Research), the subsequent creation of a revised mission, and new core themes and objectives statements, have resulted in renewed assessment efforts for administrative support services. For example, in Spring 2011 the administrative units again submitted department reviews that addressed institutional objectives, and since Fall 2011 those departments have been gathering data, evaluating targets, and entering information in the new TracDat system to assess progress toward department goals.

Faculty members play an indirect but important role in assessment and evaluation of the institution's administrative services. The Deans Council collaborates with personnel in the office of the VPAA to guide the college's ongoing assessment and evaluation efforts and to review assessment data gathered by instruments like the CCSEQ, SENSE, and CCSSE. Faculty governance committees review and offer feedback on support services and functions such as the library, information technology, and the policies and procedures that guide student admission, enrollment, and graduation services. Through additional informal and at times more-formal feedback processes, faculty members help shape support services to ensure that they serve the students and the College effectively.

***4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.***

In NW Standard 4.A.2 above, the concept of an eight-year evolution of assessment at Snow College was introduced, as well as a discussion about program and department evaluation. A description of the Snow College Comprehensive System of Assessment was presented. The following paragraphs will provide information about ongoing assessment at the course, program, and degree levels of the institution.

#### **Assessment of Course Learning Outcomes**

Faculty members identify student learning outcomes for Snow College courses taught at both the Ephraim and Richfield campuses, at local high schools via the concurrent enrollment program, and for online and hybrid courses. With the use of TracDat, faculty members now enter into the software the student learning outcomes for each course along with the assessment methods (key performance indicators – KPIs) to be used. Faculty members evaluate student achievement of outcomes using a variety of assessment tools such as course assignments, quizzes and exams, class discussions, participation in extra-curricular learning and leadership activities, questionnaires, and course evaluations. In addition, targets and threshold levels are identified for each course.

When the assessment information is collected, it is analyzed by faculty members and decisions are made about improvements to be made the next time the course is taught. Summary information about the results, the analysis of the results, and action plans for improvement are also entered into TracDat. In addition, TracDat provides a document repository that allows faculty and administration to upload and store past assessment work submitted over the last decade, as well as current documents such as tests, surveys, student essays or reports, and more that provide proof and examples of student achievement. Once the information is entered into TracDat as described above, various reports can be run by the faculty members to provide a visual summary of their assessment efforts. Samples of some TracDat reports can be found in the Appendix as TD – Course Assessment Report.

Faculty members analyze the results of their course assessment efforts at least once a year and report these in TracDat. The 2011-2012 academic year has been a year of training faculty and staff to use the new system, but since faculty members are already

used to the process of identifying learning outcomes, indicators of achievement, and assessment data, the switch to TracDat is proceeding fairly smoothly. Once a year, each faculty member also meets with his/her dean to discuss the results of student achievement in his/her courses.

### Assessment of Program Learning Outcomes

In the spring of 2011, it became clear that more needed to be done to help faculty members close the loop with assessment, i.e., review past assessment information and use it to make improvements. Assessment at the College in the recent past had revolved primarily around the submission of CIPs and DIPs. Not enough discussion about assessment at the program or institutional levels had been occurring. As part of the evolution to the Snow College Comprehensive System of Assessment, faculty members in all instructional programs met in April 2011 to assess the achievements of their programs, and to plan for the next year. They provided the following information:

1. Program activities for the 2010-2011 academic year, including
  - a. Recent instructional improvements
  - b. Summary of student performance
  - c. Analysis of the results
2. Planned program activities for the 2011-2012 academic year, including
  - a. Snow College core theme objectives to target
  - b. Student learning outcomes
  - c. Key performance indicators

Program Annual Reviews (PARs), as they were called, (the third phase of the Evolution of Snow College Assessment) were prepared and submitted to the Office of the VPAA. The PARs provided a kind of transition between the data collected, somewhat inconsistently, in the past and the data collected and submitted directly into TracDat after the software was purchased. An analysis of the PARs that were submitted revealed the following.

1. Data collection on past student performance has not been strategic or intentional for nearly half of the 30 ongoing programs that submitted a PAR. Only 16 provided an adequate summary of data collected on past student performance; of those, only nine provided a meaningful analysis of their results. Those programs that answer to individual outside accrediting bodies (e.g., Business Technology, ESL, Nursing, Music, Pharmacy Technician, Visual Arts) tend to have a history of cohesive curriculum development and regular, effective, comprehensive assessment of student outcomes.
2. As of April 2011, there was still some confusion about how to craft a well-written, appropriate student learning outcome (SLO), and even more confusion about how to choose and align a key performance indicator (KPI) with an SLO.

3. As of April 2011, few programs had identified a person, or persons, responsible for collecting and analyzing the data to be collected in the future. In some cases it was not clear how the faculty members would be involved in the assessment process at the program level.

(An example of a Program Annual Review and also a Department Annual Review can be found in the Appendix.)

The results described above are likely due to the emphasis the institution had placed in the past on student performance at the course level. Although departments and divisions had been asked to submit improvement plans, their focus was not always on student achievement. Some departments' *raison d'être* has been to support the general education mission of the College, and so the faculty members have not thought in terms of "programs" or "majors." With the changes in the Northwest standards, faculty members have had to readjust their thinking and adapt.

In addition to the PARs, in spring 2012, the fourth phase of the Evolution of Snow College Assessment occurred when each program submitted a written Three-Year Summary of Assessment. It was intended that the summaries provide a more complete picture of the history of assessment work done by each program and the results of those efforts. Faculty members were asked to answer the following requests in the three-year summaries:

1. Please summarize what assessment data you have collected during the last three years that gave you information about the performance of your students relative to the learning outcomes you expected them to achieve.
2. What did you learn about your students' knowledge, skills, and attitudes relative to the learning outcomes as a result of your analysis of the data you collected?
3. What changes have you made as a result of the above?
4. What results have you seen because of those changes? How have the changes you made altered students' achievement of the learning outcomes?

The three-year summaries show that program faculty members are engaged in effective, regular, and comprehensive assessment of student learning outcomes. Faculty members list a variety of sources from which they obtain data about their students' achievement of learning outcomes: course assignments and exams; lab observations; grades; students' performance in subsequent courses; students' performance at local, regional, national, and international competitions; student focus groups; pass rates on licensure exams; accreditation reports and program reviews; client/employer feedback; tutor/adviser feedback; program faculty discussions.

For the most part, the changes made to programs are aligned with the data analysis. For example, after reviewing feedback from advisory boards and observing best

practices at national conferences, the Business Management (BMGT) program determined that its students needed more opportunities to observe and develop innovative business ideas. As a result, the BMGT program added several courses, including an entrepreneurship seminar and a course on strategic innovation, and it initiated “Opportunity Quest,” a business plan contest open to all students on campus. Other examples of three-year summaries of assessment results can be found in the Appendix.

Making the transition to TracDat has been a year-long process. During the summer of 2011 the academic deans and other select administrators were introduced to the system. At the fall faculty workshop held August 2011, faculty members were introduced to TracDat by the Office of the VPAA and given the assignment to enter into TracDat their course and program student learning outcomes (SLOs) and to identify key performance indicators (KPIs) for each SLO, as well as targets for achievement. As the 2011-2012 year progressed, faculty members were asked to use TracDat to link, or show alignment of, their course SLOs to program outcomes, and program chairs were asked to link their program SLOs to Snow College’s core theme objectives. Finally, after the Spring 2012 semester, faculty members reviewed the data that they had collected at the course and at the program levels, analyzed the data, and entered the assessment results, their analysis of the results, and action plans into TracDat. Where appropriate they used TracDat to make budget requests to support initiatives for improvement. In addition, faculty members uploaded supporting documents into TracDat as examples of KPI instruments and data that show the results of their assessment efforts. The move to TracDat has helped streamline the work of assessment as it has centralized the storage of information and made it easier to monitor ongoing assessment and improvement efforts.

Reports are also available from TracDat that can aid analysis. Because it is important that expected student learning outcomes at the course level align with and support the outcomes at the program level, faculty members indicate in the TracDat software which course outcomes relate to or support which program-level outcomes. After the information is entered, TracDat reports can be run which show the faculty members in the program which course outcomes support which program outcomes. One such report that can be run is a curriculum map. The map shows on a spread sheet which courses address which program-level student learning outcomes. The map also shows which courses “introduce,” “reinforce,” or “assess” which outcomes. An example of a program curriculum map can be found in the Appendix as TD - Program Curriculum Map – Theatre Arts.

As the assessment system at Snow College has evolved over the last eight years, improvement by faculty members in their understanding, assessment, and reporting of student achievement can be seen in a comparison of the discussion of assessment

results and analysis that was entered into the original four-column charts and that which is now occurring and is being entered into TracDat.

### **Assessment of Degree Learning Outcomes**

As previously stated, Snow College offers six different degrees and several certificates. Information about the current status of assessing the learning outcomes for those degrees at the College is presented below.

### **Associate of Arts (AA) and Associate of Science (AS)**

Students wanting to earn an AA or AS degree at Snow College must complete a minimum of 63 credit hours, including a minimum of 36 credits of general education (GE) courses, and should achieve the general education learning outcomes. The College uses a variety of methods to assess general education outcomes. Figure 3 shows the Snow College System of General Education Assessment.



# Snow College System of General Education Assessment

Figure 3

**Decisions:** VP for Academic Affairs, General Education Committee, Curriculum Committee, Faculty Senate

**Review:** Office of the VP for Academic Affairs, General Education Committee, Curriculum Committee, Faculty Senate, and others analyze data and make recommendations

**Review and Decisions:** Programs that offer general education courses. Each analyzes its data and takes action. Each enters its analysis into TracDat.

**Data:** Student classroom work

**Data:** Student surveys, focus groups, or interviews administered by the program in its general education courses

**Data:** Institution-wide student surveys

**Data:** Other institution-wide data beyond simplest system: e.g., standardized tests, portfolios, alumni surveys, retention data

As with Figure 2 showing the Snow College Comprehensive System of Assessment, the diagram in Figure 3 should be read from the bottom up. Data about the performance and opinions of students relative to the general education outcomes are collected in various ways. That information is reviewed, analyzed, interpreted, and disseminated by multiple parties. Decisions about modifications to general education at the institutional level are made by the individuals and groups at the top of the diagram.

For approximately 10 years, the College has used periodically two national instruments as part of its system to assess general education outcomes: The Collegiate Assessment of Academic Proficiency (CAAP) and the Community College Student Experiences Questionnaire (CCSEQ). The most-recent administrations of the CAAP test were in the spring of 2007, 2009, and 2011. In 2007 and 2011, three CAAP tests were administered, i.e., Mathematics, Reading, and Science. In 2009, an insufficient number of students took the Science test, so only scores for Mathematics and Reading were reported back to the College by ACT. A summary of the results can be found in the Appendix.

The CCSEQ is an instrument that reports how community college students spend their time as well as how they perceive personal gains from their community college experience. Many questions tie fairly directly to Snow College General Education Outcomes. Survey data are, of course, subjective, but make a reasonable adjunct to more objective data.

During the last academic year, members of the General Education Committee decided to review carefully the two instruments and their results. Detailed reports about that analysis can be found in the Appendix. The end result of the review by the General Education Committee was that revisions to the GE Outcomes of the College were proposed and were then ratified by the Faculty Senate on December 7, 2011. The list of the current outcomes was presented in NW Standard 2.C.10 above.

With the revised GE Outcomes in place, the members of the committee decided to engage in a three-year rotational cycle for assessing the outcomes. Under the old GE Outcomes, math, reading, and science were reviewed most recently. During the 2011-2012 year, three areas were assessed: speaking and writing from outcome number three and quantitative reasoning from outcome four. The GE Assessment Schedule can be found in the Appendix as GE Assessment – Future Schedule. The committee members have also created a curriculum map showing which GE courses at the College address which GE outcomes. The Curriculum Map can be found in the Appendix as TD – GE Curriculum Map.

### Associate of Applied Science (AAS)

Learning outcomes for the Associate of Applied Science degree were revised and approved by the Curriculum Committee of the College on March 21, 2012. The old and new outcomes were shown in NW Standard 2.C.11 above.

The assessment of the earlier CTE outcomes occurred primarily at the course level. With the recent approval of new AAS degree outcomes and a new AAS Degree and Certificate Assessment sub-committee of the Curriculum Committee, the assessment of the AAS outcomes will occur at the institutional level. Assessment of the AAS degree outcomes did not occur in the 2011-2012 year but will occur in the upcoming academic year.

### Associate of Science – Business

The learning outcomes for the ASB degree are listed below.

1. *ASB graduates will have completed all of the requirements for the AS degree.*
2. *Students will complete the ASB degree core requirements.*
3. *Students will understand the law of demand and movement along the demand curve.*
4. *Students will be able to describe and explain the general working of the market system using the simplified model of the circular flow diagram.*
5. *Students will be able to apply the principles of calculus in making business decisions.*
6. *Students will understand accounting principles, practices, and methods used in business.*
7. *Students will be able to use a computer and apply various software applications in common business settings.*
8. *Students understand how to create effective and proper written business documents.*
9. *Snow College transfer students' academic performance at the transfer institution will be equivalent or above that of native students at the four-year institution.*

During the 2011-2012 year, assessment was done to determine how well ASB graduates are achieving the outcomes. A report in the Appendix titled TD – Associate of Science Business Assessment Results provides more-detailed information.

### Associate of Pre-Engineering

Learning outcomes for the APE degree are listed next. Students graduating with the APE degree

1. *have a working knowledge of the theories and principles of physics in the areas of Newtonian mechanics, gravitation, electricity and magnetism, wave motion and physical optics;*
2. *are acquainted with standard methods of mathematical analysis including trigonometry and analytic geometry, differential and integral calculus, matrices and linear algebra, and the solutions to differential equations;*
3. *understand the role of chemistry in our physical and biological environment as it pertains to atomic and molecular structure, the laws of thermodynamics and how energy is exchanged between systems;*

4. *can work effectively in a group to accomplish an objective, and make a significant contribution to its outcome;*
5. *can combine the knowledge of physics and chemistry, together with the analytical skills of mathematics to find solutions to technical problems that benefit society;*
6. *can use the computer to store and process technical data, to access information remotely over the internet, and as a computational tool related to the engineering process;*
7. *feel an appreciation for the physical world and the laws that govern it;*
8. *enjoy the beauty of mathematics and elegance of physical theories;*
9. *appreciate the importance of professional ethics as practiced by engineers as they apply their knowledge and skills to serve society.*

Graduates must also complete 24 hours of general education. Assessment of the APE learning outcomes will be a focus for the 2012-2013 academic year.

### **Bachelor of Music in Commercial Music**

This degree was approved in May of 2012 by the Board of Regents and is scheduled to begin offerings at the upper-division level in Fall Semester 2012.

***4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.***

Because it is important that the program-level student learning outcomes align with and support the core theme objectives and key performance indicators, faculty members in each instructional program indicate in the TracDat software which program outcomes relate to or support which core theme objectives and KPIs. Department heads of administrative units do the same. Doing so enables the College to produce reports showing which core theme objectives are supported by which program outcomes and department goals. An example, TD - Alignment to Core Theme One, can be found in the Appendix.

Because the TracDat software was not introduced to the college community until August of 2011, the entering of data and the use of that data for thorough analysis and to guide improvements is still in the initial stages, but preliminary indications are that the reports produced by TracDat will be useful to the College.

***4.A.5 The institution evaluates 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 integration of planning to achieve the newly adopted core themes with the institution's strategic planning efforts is discussed in NW Standards 3.A and 3.B. Because the college's mission, core themes, and objectives were recently reviewed and adopted in preparation for the accreditation process, college administration, faculty, and staff members are learning together to align planning, resource allocation, policies and practices, and assessment efforts with those objectives.

When President Scott Wyatt reorganized his administrative team after arriving in 2007, the group identified five major benchmarks to guide and inform planning and decision making activities. They were enrollment, quality, student engagement, partnerships, and financial responsibility. The new core themes replaced those benchmarks, and they now help focus the alignment of the college's programs and services with its mission and objectives. The college's ongoing efforts to align continuing assessment with institutional mission fulfillment are discussed in Chapter Five.

***4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.***

Snow College is moving from a sporadic review and revision of institutional assessment practices, occasioned when changes were made in administrative leadership, to a comprehensive, regular, systematic, intentional process of assessing core theme objectives and mission fulfillment. Alignment with the newly adopted institution's mission and core themes and Northwest Commission standards has become a primary focus of Snow College's assessment activities and practices.

Snow College regularly reviews its assessment processes at the institutional, program/department, and course levels. Historically, the Vice President for Academic Affairs (VPAA) assumed most of the responsibility for coordinating this review, but increasing participation by employees on a variety of college committees which address planning and assessment has become more common.

In accordance with NWCCU standards, program faculty members and department staff members determine and review their own assessment efforts and results. Program Annual Reviews submitted by faculty members in spring 2011 reported the review of assessment that took place that semester. For example, the Criminal Justice /Social Work faculty members claimed on their PAR that group presentations and portfolios required in program courses are an effective measure of assessment because they inspire students to know the material well and engage with it. The faculty members determined that portfolios and group presentations, along with exams and observed classroom participation, would continue to provide data for program assessment.

Another example of program review of assessment processes comes from the Foreign Languages. When faculty members met to discuss the PAR, they decided that they needed a more uniform way to rate student performance and achievement of program learning outcomes; therefore, they adopted a rubric rating system akin to the one used by the Linguafolio project. The rubric provides a more systematic approach to assessment.

Annually, program faculty members meet to review their assessment processes at the program level, and they report their assessment results in TracDat. At the course level, faculty members review assessment results on a regular basis. Examples of assessment at this level can be found in the Appendix.

### Standard 4.B – *Improvement*

***4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally-identified indicators of achievement; b) used for improvement by informing planning, decision-making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.***

As described earlier, members of Snow College's Accreditation Steering Committee discussed at length a new mission statement with corresponding core themes and objectives, and then identified meaningful indicators of achievement for each objective. Subsequently, the indicators were refined further and then submitted to Snow College's Board of Trustees which endorsed them.

In the program three-year summaries of assessment submitted spring 2012, several faculty members identified ways that assessment had led to improvements in their programs. Several examples of programs reporting successful use of data to plan changes and use resources more effectively include Automotive Technology, Business Management, Business Technology, CNA, Communication, Cosmetology, Engineering, English, Farm/Ranch Management, Machine Tool Technology, Mathematics, Music, Pharmacy Technician, Philosophy, Physical Science, Practical Nursing, and Theatre. In the PARs submitted April 2011, program faculty members identified the core theme objectives they would address in the coming year. Data entered into TracDat during the spring of 2012 indicate continued attention to improvement based on assessment at the program level.

With the new TracDat system, program faculty members make their assessment results available to department chairs, deans, and college administrators. Assessment results that are part of program reviews are sent to the college trustees and the Utah State



Board of Regents. Programs that have outside accrediting bodies inform them of assessment results as well.

***4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.***

As the results of assessment efforts at Snow College are collected and reported, administrators, committees, faculty members, and department personnel use them to inform planning and allocate resources for the future. Examples of the ways that results are used to improve instructional programs “by informing planning, decision-making, and allocation of resources and capacity” appear in the program three-year summaries:

- The Cosmetology faculty collected data from a variety of sources (e.g. observations of students’ work in the lab on mannequins and clients, test scores, rate of client return, and advisory reports on employer satisfaction with program graduates), and determined that students are meeting most program expectations, but they could improve on certain aspects of client management (e.g. keeping track of chemical service records, completing salon services in a timely manner, building a clientele). The faculty members implemented changes that aimed to improve students’ abilities to build and manage a clientele. As a result of these changes, faculty members have seen improvement in students’ record keeping and time management.
- The Engineering program faculty members assessed student achievement of program outcomes through assignments and tests, feedback from program graduates, and rates of retention. They found that students were struggling to apply theory and that they were “bored” in ENGR 1000. As a result, faculty members made changes to the curriculum, including an increased number of contact hours and the addition of hands-on labs. The faculty members report that students’ improved performance on assignments and tests, achieved greater understanding of certain engineering principles, and increased retention.
- The Communication program determined that their students needed more guided practice on speeches outside of class and opportunities to integrate technology into their oral presentations. In response to these findings, the faculty members repurposed a classroom to serve as a part-time speech lab, and requested funds to hire advanced students to work as tutors in the lab. Results show that the quality of speeches has improved in organization and delivery.

Similar improvements in administrative departments have also occurred as a result of their assessment work.

The collection and dissemination of program assessment results have not always been systematic. Information about course-level assessment was collected, but not distributed. A recent change of focus to program assessment and the move to the TracDat online-based assessment tracking system now mean that results can be made available to a wide range of constituencies, e.g., program faculty members, department chairs, deans, and college administrators. The accessibility of results at Snow College is helping to develop a culture of evidence-based improvement and data-informed decision making and resource allocation.

### **Strengths, Weaknesses, and Future Plans for Assessment (4A) and Improvement (4.B)**

#### **Strengths**

After a period of several years of revising the requests of faculty and staff members to submit information about their student learning outcomes or department goals, it is believed that the new Snow College Comprehensive System of Assessment will be helpful in collecting, organizing, disseminating, and using information needed to make improvements. Virtually all faculty members are involved in the assessment of student learning outcomes at the course level. Assessment at the program and degree levels is becoming more recognized as an essential responsibility of faculty members. Administrative departments are becoming more involved in the identification of department goals and then assessing their success in achieving the goals. The system that is now in place for the ongoing evaluation of programs and services should also provide useful information to help with strategic decision making. The purchase of the TracDat software and the appointment of Dr. Richard White to fulltime coordination of accreditation and assessment work at the College are also considered to be strengths.

#### **Weaknesses**

Snow College has been aware of the importance of assessment for many years, but due to various changes in key administrators and a lack of follow through in successfully collecting, analyzing, interpreting, and disseminating information, the use of this critical information in decision making processes has not been as effective as possible. More organized and comprehensive discussions among faculty members about assessment at the program level are needed. While assessment of general education outcomes has been occurring, using that information as part of a process to assess degree outcomes needs further refinement. The sharing of relevant assessment information institution-wide needs to be done more deliberately and consistently.

#### **Future Plans**

Now that TracDat has been introduced to faculty and staff members, continued use of the software to evaluate the assessment work of the College should become commonplace. Further refinement of the assessment of core theme KPIs should help

the College to become more confident in its work to achieve the core theme objectives and core themes, and thus fulfill the institution's mission.

### *Core Themes One, Two, and Three*

Core Themes One, Two, and Three have 13 objectives and 39 KPIs between them. The last portion of this chapter includes 20 pages of TracDat reports for the three core themes. (The same reports are available in the Appendix with a larger font size.) Each row of the reports is a separate core theme KPI, or component of the KPI. Each report has nine columns. An explanation of each column follows.

- 1) Core Theme Objective Number
- 2) Core Theme Objective: Statement of the core theme objective
- 3) Key Performance Indicator: An assessment measure to help determine success in achievement of the objective
- 4) Threshold: The minimally acceptable level of performance for the assessed KPI
- 5) Target: The desired level of performance
- 6) Results: The results of the assessment that occurred during the last year
- 7) Result Type: Five options were available: Target Met, Threshold Met But Not Target, Threshold Not Met, Inconclusive Data, Not Assessed (NA)
- 8) Analysis of Results: A discussion about the results that were realized
- 9) Action Plan: The plan for improvement – usually for the next year

(The nature of TracDat reports can occasionally result in formatting peculiarities, e.g., word breaks in unusual places.)

Following the collection of assessment information for each core theme KPI, the results, result type, analysis of results, and action plan were entered into TracDat for each of the 39 KPIs. To keep the length of the TracDat reports manageable for this chapter, information about results, analysis of results, and action plans was summarized. In some cases, because faculty and staff members are still learning how to best utilize TracDat, action plans are not as robust as they are expected to be in the future.

It was stated earlier in the report that each of the 39 KPIs was assigned to one or more individuals who had the responsibility to identify the threshold and target, collect the assessment information, and then enter the information into TracDat. For 11 of the KPIs, the six deans of the divisions were assigned responsibility as a group. Each dean collected the necessary assessment information for his/her division and then entered the results into TracDat. Reports of the assessment information for each division can be found in the Appendix, e.g., TD - Core Theme KPIs - Humanities. Dr. Richard White reviewed the reports from the six deans and prepared a tentative summary of the combined results for the six divisions and entered that information into TracDat for each of the 11 KPIs.

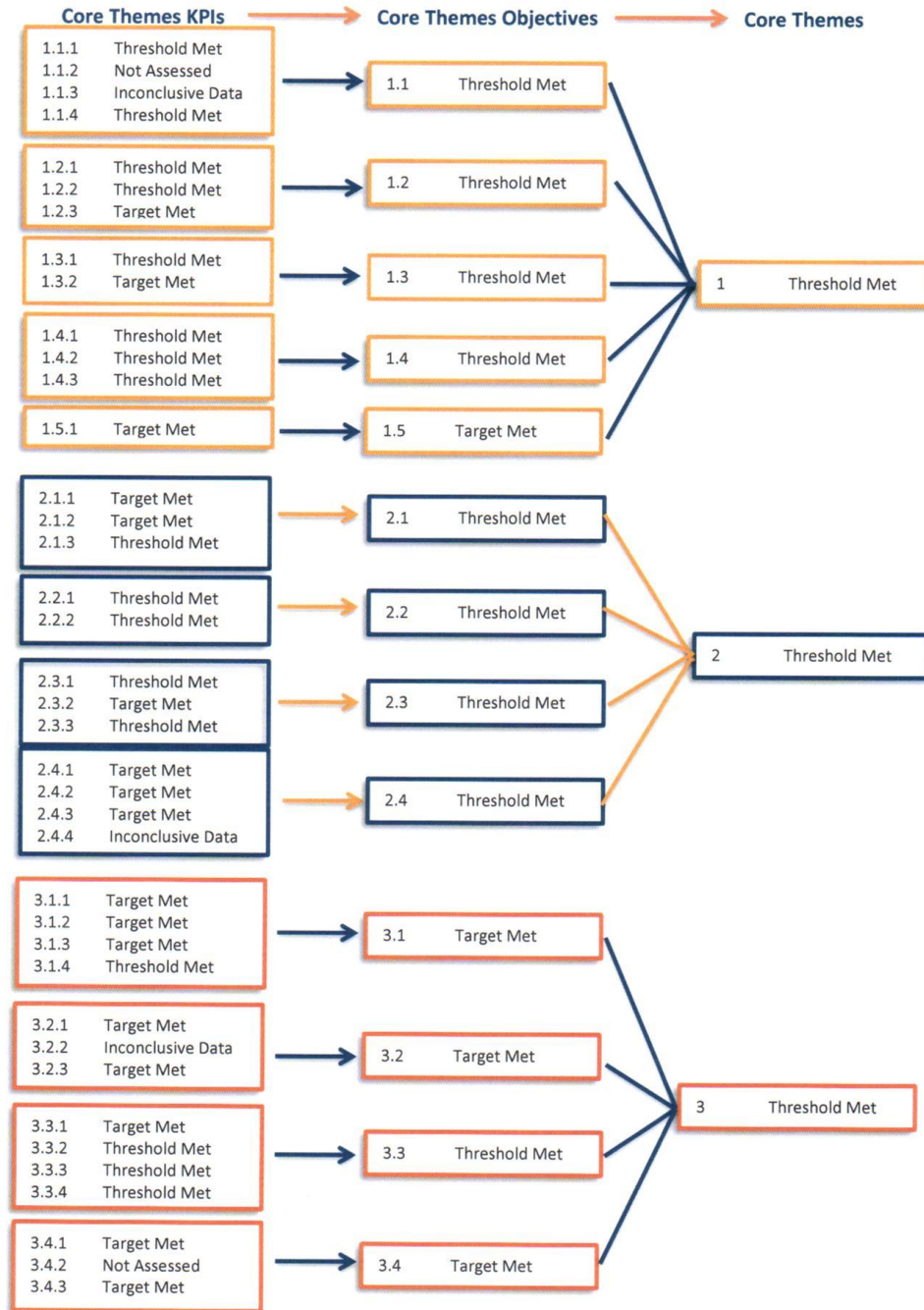
An invited group of representatives of the College met in late June of 2012 as the Mission Fulfillment Review Committee and evaluated the core theme reports which showed the results and analysis for all 39 KPIs. The members of the Mission Fulfillment Review Committee included the following:

Kari Arnoldsen, Department Chair, Mathematics  
Sheryl Bodrero, Dean of Humanities  
Heidi Johnson, faculty member, Science  
Susan Larsen, Director of Student Success  
Vance Larsen, Dean of Fine Arts  
Stacey McIlff, faculty member, Business and Technology  
Gary Smith, Vice President for Academic Affairs  
Richard White, Associate Vice President for Academic Quality and Institutional Effectiveness

The review by the members of the committee resulted in the Core Themes Scorecard seen in Figure 4 below.

## CORE THEMES SCORECARD

Figure 4



In the boxes of the Scorecard, Target Met stands for the Target Met result type. Threshold Met stands for Threshold Met But Not Target. Not Assessed means that KPI was not assessed during the 2011-2012 year. Inconclusive Data means that the information collected was insufficient to make a judgment about the Result Type. Threshold Not Met was a Result Type option, but was not an outcome of the assessment of the Core Themes KPIs.

The members of the review committee began first by looking at each **core theme KPI** with its stated threshold, target, results, and analysis of results. The committee then decided which “result type” applied to each of the KPIs. As part of their review, the committee members analyzed the 11 KPIs that had been assigned to the deans, considered Dr. White’s summary for each KPI, and then made a final judgment about the result type for those KPIs. The committee members then reviewed each group of KPIs that relate to each **core theme objective** and the result types and decided which result type applied to each objective. For example, the first four KPIs at the top of the left column in Figure 4 were considered first. Those KPIs relate to Core Theme Objective 1.1. The members of the committee concluded that Core Theme Objective 1.1 met the threshold but not the target. That decision is shown in the top box in the center column. (The members of the committee considered the mixed results for the four KPIs, but concluded that the threshold level was met.)

The same process was used to evaluate all other core theme objectives. Similarly, each **core theme** was assigned a result type after the committee members reviewed the result type for the core theme objectives. Finally, a decision was made about **mission fulfillment** in the same manner after reviewing each of the core themes.

It will be seen in the Scorecard that four core theme objectives (center column) were judged to have met their targets: 1.5, 3.1, 3.2, and 3.4. Nine objectives were judged to have met their threshold levels but not their targets: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, and 3.3.

The members of the committee, after reviewing the information, concluded that, **for all three core themes, Snow College is meeting the threshold level but not reaching the target level. The committee members also concluded that the College is fulfilling its mission, but continuing improvement is always the goal of the College.**

The next 20 pages are the core theme assessment reports.



## 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 (for AA, AS, APE, ASB degrees) 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) (GE Outcome 3)	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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Core Theme Objective Number	Core Theme Objective	Key Performance Indicator	Threshold	Target	Results	Result Type	Analysis of Results	Action Plan
		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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Core Theme Objective Number	Core Theme Objective	Key Performance Indicator	Threshold	Target	Results	Result Type	Analysis of Results	Action Plan
Core Theme Objective 1.2	Students achieve their intended educational goals at Snow College.	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 available for staff and every other year assessment.	A new 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 since the CCSEQ is available for staff and every other year assessment.
	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 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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Core Theme Objective Number	Core Theme Objective	Key Performance Indicator	Threshold	Target	Results	Result Type	Analysis of Results	Action Plan
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 fail 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.	"bottleneck" courses (summer 2013). Persistence rates will be added to the Snow College dashboard. "The SnowPack". Persistence rates will be presented to the Deans Council and other academic leadership fall semester 2012.
		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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Core Theme Objective Number	Core Theme Objective	Key Performance Indicator	Threshold	Target	Results	Result Type	Analysis of Results	Action Plan
		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 be 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 right-to-know information is based on first-time freshman cohorts as	Snow College students who transfer within 150% of time is 35% or higher 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 Number	Core Theme Objective	Key Performance Indicator	Threshold	Target	Results	Result Type	Analysis of Results	Action Plan
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 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, and 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 Objective 1.4	Students succeed in licensure and certification	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 Target	Not all students in every course take the	Identify single point of contact for licensure and

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Core Theme Objective Number	Core Theme Objective	Key Performance Indicator	Threshold	Target	Results	Result Type	Analysis of Results	Action Plan
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	certification 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.	Create database to gather and analyze 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 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 Number	Core Theme Objective	Key Performance Indicator	Threshold	Target	Results	Result Type	Analysis of Results	Action Plan
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 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 satisfaction advising services.	also reported their contact 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).

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## Core Theme Two Assessment Report

Core Theme Objective Number	Key Performance Indicator	Threshold	Target	Results	Result Type	Analysis of Results	Action Plan
Core Theme Objective 2.1	<p>The College 2.1.1 The establishment and continuing operation of an Innovation Task Force to serve as a resource for innovative curricular and co-curricular staff, and students, practices.</p>	Completion of an innovation kick-off event identifying key faculty and staff stakeholders. In addition, the college will create a web-site presence by which faculty and staff can continually and dynamically develop, share, and collaborate on innovative projects.	<p>Innovation activities integrated in faculty fall workshops, lunch bunch meetings, readings, conference attendance, as well as the end-of-the year celebration. In addition, the presence of an active web-site/presence for idea collaboration and generation.</p>	<p>An inaugural "kick-off" activity was held on 10/31/2011 at which faculty and key stakeholders were in attendance and current innovative teaching/learning projects were identified.</p>	Target Met	<p>The "kick-off" event accomplished three main objectives: (1) key individuals who will proactively develop innovative projects were identified; (2) existing creative teaching/learning efforts were shared; (3) a site by which the pioneering efforts of faculty and staff was suggested.</p>	<p>Presentation of the "Innovation" web-site will be held in February to faculty and at the college's Lunch Bunch. The Innovation web site is in development and will be "launched" 2/1/2012.</p>
2.1.2	The authoring and compiling of a series of white papers internally circulated to promote instructional and service creativity.	Three white papers will be presented at the Innovation Symposium (April 2012). Topics will represent innovative projects and/or ideas germane to Snow College's innovative initiatives.	Three or more "white" papers presented to faculty and staff each semester with active participation at professional innovation symposiums/conferences, including at least 3 presentations at the League of Innovation National Conference each spring.	Several "white" paper topics have been identified and will be ready for publication and dissemination throughout the campus beginning fall 2012.	Target Met	<p>Potential "white" paper topics include the following:</p> <ol style="list-style-type: none"> <li>1. The Girl Project (Beckie Hermansen)-- A template for "white" paper composition will be created in order to stimulate faculty and staff contributions.</li> <li>2. The Innovative University (compilation of faculty comments to the book)</li> <li>3. Innovation Conference (ideas from the national Innovation conference)</li> <li>4. Innovation Symposium Summary Document</li> </ol>	<p>A clearinghouse for "white" papers will be established on the web as well as the means by which these documents can be actively circulated among faculty and staff via email.</p> <p>A template for "white" paper composition will be created in order to stimulate faculty and staff contributions.</p> <p>Three "white" papers will be presented to the Snow College Board of Trustees, July 2012 (see related documents).</p> <p>Establish monthly due dates for each "white" paper beginning with "The Girl Project" (January), the book (February), and so forth. Continue with monthly due dates and topics projected for fall 2012 and spring 2013.</p>
2.1.3	The	A collection of	Annual collection	The first annual	Threshold	The event was	The end-of-year document will

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Core Theme Objective Number	Key Performance Indicator	Threshold	Target	Results	Result Type	Analysis of Results	Action Plan
	<p>compilation of an end-of-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.</p>	<p>white papers, poster session information, and other innovative practices at the college (including Innovation Symposium results) as well as future funding requests and germinating ideas will be presented to the College Council and Board of Trustees.</p>	<p>and dissemination of Snow College's innovation practices to the college as a whole (Innovation Celebration) and the Board of Trustees. The establishment of a streamlined innovation funding request process.</p>	<p>Innovation Celebration/Symposium was held April 20th, 2012 in the Eccles Library and in conjunction with the Community College Undergraduate Research Conference.</p>	<p>Met But Not Target</p>	<p>held with minimal attendance. The PowerPoint presenting the innovative efforts of faculty and staff is a related document. Efforts to continue to encourage and highlight pioneering teaching and learning initiatives will be planned for the fall assembly, "Lunch Bunch" gatherings, and various other departmental meetings. The second annual Innovation Symposium is already in the planning stages.</p>	<p>be circulated among faculty and staff as well as placed on Snow College's web-site for public review. The compilation of a new "end-of-year" document will begin fall semester 2012 collecting innovative initiatives and best practices for the 2012-2013 academic year. This document will be presented to the Board of Trustees the summer of 2013.</p>
<p>Core Theme Objective 2.2</p> <p>The College supports a culture of innovation by allocating a portion of its resources to promote inventive responses to needs identified during regular assessment procedures.</p>	<p>2.2.1 The creation and funding of faculty and/or staff proposals based on assessment that pioneer innovative teaching and learning practices and student-success services.</p>	<p>Funding provided for at least 1 faculty and/or staff proposal each semester based on assessment and innovative teaching/learning practices.</p>	<p>Funding provided for at least 3 faculty and/or staff proposals each semester based on assessment and innovative teaching/learning practices.</p>	<p>Monies (\$1000 to \$2000) have been reserved to support innovative teaching/learning projects by faculty. Ideally these funds will support 4 main projects.</p>	<p>Threshold Met But Not Target</p>	<p>The funding is in place but lacks a proposal and approval process.</p>	<p>Work with the Vice President for Academic Affairs to establish current funds as on-going/renewable (i.e. two awards for fall semester and two awards for spring semester) each year. Establish a formal proposal and approval process by which the funds can be awarded. Identify at least two faculty members to submit proposals for the fall 2012 semester.</p>
		<p>Funding provided for at least 1</p>	<p>Funding provided for at least 3</p>	<p>The Director of Institutional Research</p>	<p>Threshold Met But Not Target</p>	<p>A white paper detailing the</p>	<p>Snow College will make at least 2 presentations at the</p>

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Core Theme Objective Number	Key Performance Indicator	Threshold	Target	Results	Result Type	Analysis of Results	Action Plan
Core Theme Objective 2.3	2.2.2 The organization of an "Innovation Symposium" for faculty, staff, and student leaders through which efforts toward a culture of innovation are shared, recognized, and celebrated.	Implementation of an "Innovation Symposium" for faculty, staff, and student leaders as well as the local community through efforts toward a culture of innovation are shared, recognized, and celebrated.	Establishment of an annual "Innovation Symposium" for faculty, staff, and student leaders as well as the local community with annual participation and attendance increases among faculty greater than or equal to 5%.	The inaugural "Innovation Symposium" was held on April 20, 2012.	Threshold Met But Not Target	The college met the target by holding the symposium and is committed to future events. However, attendance was minimal indicating the need to drive participation up by 5% annually.	Work with task-force members to prepare both fall and spring semester for the 2nd annual celebration. Confirm an April date and a location as well as a format for celebration and energetic commencement of more innovation.
	2.3.1 The College seeks out, analyzes, and incorporates new/best practices to promote/maximize student success.	80% of full-time employees will participate in professional development activities.	100% of full-time employees will participate in professional development activities each year.	Faculty: Two of the six schools reported that the target was met while four schools reported that the threshold was met but not the target. Staff: 95% of the staff members participated in professional development activities.	Threshold Met But Not Target	During their annual review with their supervisors, faculty and staff members will be asked about their professional development activities during the past year and their future plans for continued development.	
League of Innovation national conference in Dallas, TX March 2013. The Director of Institutional Research as well as new faculty and/or staff members will attend the League of Innovation national conference in Dallas, TX March 2013. Those attending the Innovation conference will submit a collaborative white paper detailing their experience at the conference as well as ideas supportive of the college's pioneering efforts.							
League of Innovation national conference in Dallas, TX March 2013. The Director of Institutional Research as well as new faculty and/or staff members will attend the League of Innovation national conference in Dallas, TX March 2013. Those attending the Innovation conference will submit a collaborative white paper detailing their experience at the conference as well as ideas supportive of the college's pioneering efforts.							

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Core Theme Objective Number	Key Performance Indicator	Threshold	Target	Results	Result Type	Analysis of Results	Action Plan
Core Theme Objective 2.3	The College seeks out, analyzes, and incorporates new/best practices to promote/maximize student success.	80% of full-time employees will participate in professional development activities.	100% of full-time employees will participate in professional development activities each year.	Faculty: Two of the six schools reported that the target was met while four schools reported that the threshold was met but not the target. Staff: 95% of the staff members participated in professional development activities.	Threshold Met But Not Target	Involvement in professional development activities may not have been encouraged as much in the past as is desired.	During their annual review with their supervisors, faculty and staff members will be asked about their professional development activities during the past year and their future plans for continued development.
	2.3.2 Number/percentage of College employees who incorporate information and skills obtained from professional development activities into their work	80% of full-time employees will incorporate information and skills obtained from professional development activities into their work.	80% of full-time employees will incorporate information and skills obtained from professional development activities into their work.	Faculty members: 78% of faculty members reported that they incorporated new information. Staff members: 88%	Target Met	Faculty and staff members have not been asked in the past in any consistent, formal way to report what they have done to incorporate new information into their work.	Faculty and staff members will be asked to report about what they are doing to incorporate their newly obtained information and skills into their work. Such self reports will be reviewed by their supervisors.
	2.3.3 Summary reports of faculty and staff self-evaluations of their success in using best practices obtained from professional development activities	80% of full-time employees will submit self-evaluations of their success in using best practices obtained from professional development activities.	100% of full-time employees will submit self-evaluations of their success in using best practices obtained from professional development activities.	Faculty: 61% report using best practices. Staff: 70%	Threshold Not Met	The reporting process did not work as intended.	Faculty and staff members will review their self-evaluations with their supervisors at least once per year.
Core Theme Objective 2.4	The College creates a culture of innovation by encouraging creative and original thinking among its students.	Start Smart plans activities that exhibit and encourage innovation and invite student creative thinking strategies.	At least 3 Start Smart activities will exhibit and encourage innovation and invite student creative thinking strategies.	The Start Smart program had lecture based presentations on (1) brainstorming and critical thinking skills, (2) a global/community service project that encouraged creative thinking by students, (3) a campus tour based on the "Amazing	Target Met	The target was met and new leadership for StartSmart will be charged with the same directive. StartSmart re-organization limits the program to the first two days prior to fall semester. Credit based	Re-evaluate the two-day activities for incoming students for creative thinking and global engagement activities. This re-evaluation is due to the new format for Start Smart as well as new leadership for both the two-day pre-fall semester activities and the semester-based curriculum (College Survival).
	2.4.1 The College provides exposure/instruction to new freshmen on creative thinking in the classroom during its Start Smart Orientation program.	Start Smart plans activities that exhibit and encourage innovation and invite student creative thinking strategies.	At least 3 Start Smart activities will exhibit and encourage innovation and invite student creative thinking strategies.	The Start Smart program had lecture based presentations on (1) brainstorming and critical thinking skills, (2) a global/community service project that encouraged creative thinking by students, (3) a campus tour based on the "Amazing	Target Met	The target was met and new leadership for StartSmart will be charged with the same directive. StartSmart re-organization limits the program to the first two days prior to fall semester. Credit based	Re-evaluate the two-day activities for incoming students for creative thinking and global engagement activities. This re-evaluation is due to the new format for Start Smart as well as new leadership for both the two-day pre-fall semester activities and the semester-based curriculum (College Survival).

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Core Theme Objective Number	Key Performance Indicator	Threshold	Target	Results	Result Type	Analysis of Results	Action Plan
Core Theme Objective 2.4	The College creates a culture of innovation by encouraging creative thinking and original thinking among its students.	Start Smart plans activities that exhibit and encourage innovation and invite student creative thinking strategies.	At least 3 Start Smart activities will exhibit and encourage innovation and invite student creative thinking strategies.	Race"--students were given clues to unique places on campus for which they had to work together to creatively solve (the riddle) and find.	Target Met	learning will be achieved by the College Survival course taught fall semester. All incoming students will attend the two-day festivities while less prepared students are required/encouraged to enroll in the College Survival course.	Re-evaluate the two-day activities for incoming students for creative thinking and global engagement activities. This re-evaluation is due to the new format for Start Smart as well as new leadership for both the two-day pre-fall semester activities and the semester-based curriculum (College Survival).
2.4.2	Percent of faculty who identify and promote teaching and learning activities that encourage innovation and problem-solving thinking by students.	80% of the faculty will identify and promote teaching and learning activities that encourage innovation and problem-solving thinking by students.	80% of the faculty will identify and promote teaching and learning activities that encourage innovation and problem-solving thinking by students.	86% of faculty members reported that they identified and promoted such activities	Target Met	The process for collecting the information from faculty members and checking on its accuracy was not precise this first year using this KPI.	The process for obtaining information from the faculty members will be reviewed and refined by the deans.
2.4.3	Based on constituent feedback, the College sustains a culture of innovation by adjusting its curricular offerings to benefit a wide-range of students. Such adjustments may include (but are not limited to) course redesign, new course offerings, program changes, and technology.	10 curriculum modifications college-wide will occur to promote original and creative thinking by students.	10 curriculum modifications college-wide will occur to promote original and creative thinking by students.	The reporting methods were not consistent, but it was obvious that many more than 10 curriculum modifications college-wide occurred.	Target Met	The definition of "curriculum modifications" was not clear.	The deans will clarify what is meant by "curriculum modifications" and will collect information consistently in accordance with the definition.
2.4.4	Students will be asked on course evaluations to indicate the extent	50% of the students who complete course evaluations will	70% of the students who complete course evaluations will	For the 2012 spring semester, 74% of students responded to the question, "this	Inconclusive Data	The college met the target of the number/percentage of students	This question will be added to all course evaluation templates for the fall semester's evaluations. Fall

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Core Theme Objective Number	Key Performance Indicator	Threshold	Target	Results	Result Type	Analysis of Results	Action Plan
	to which they were encouraged to think creatively and originally.	indicate that they were encouraged to think creatively and originally ?often? or ?very often.?	indicate that they were encouraged to think creatively and originally often or very often.	<p>course and/or the instructor encouraged me to think creatively and originally".</p> <p>The response breakdown was 52% of students "strongly agreeing", 29% "agreeing", 15% "being neutral", 3% "disagreeing", and 2% "strongly disagreeing" with the statement.</p> <p>The college average was 4.37 (on a scale from 1 to 5 with 5 as the high score).</p>	Inconclusive Data	<p>responding to the question. It is recommended that the college maintain/improve this percentage as well as seek to improve the average to 4.5 or higher for the institution collectively and schools/programs individually.</p>	<p>semester's evaluation will incorporate all class and lab experiences.</p> <p>Provide the summary document to school deans and encourage a discussion regarding the improvement of school and program averages.</p> <p>A new assessment will occur using data from the fall 2012 course evaluations.</p>

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## Core Theme Three Assessment Report

Core Theme Objective Number	Core Theme Objective	Key Performance Indicator	Threshold	Target	Results	Result Type	Analysis of Results	Action Plan
3.1	The College develops the whole student through wide-ranging student-centered activities and experiences.	3.1.1 Students' perceptions of their experience at Snow College related to engagement (e.g., Community College Student Experiences Questionnaire)	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 their satisfaction with student centered activities and experiences. In addition, student responses from the SENSE (a cross section of students) instrument indicate that at least 50% of the respondents have favorable responses toward student-centered activities and experiences.	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 their satisfaction with student centered activities and experiences. In addition, student responses from the SENSE instrument (a cross section of students) indicate that at least 75% of the respondents have favorable responses toward student-centered activities and experiences.	The CCSEQ average scores for student approval with activities and experiences was 3.32 (target met) with 87% of students either "strongly agreeing" or "agreeing" with the statement: "I benefited from a wide-range of activities and experiences with at Snow College."	Target Met	It appears the out-of-class experience positively supports the curricular experience.	The CCSEQ trend data report will be updated and available for staff and faculty review. Use anticipated results from the CCSEQ instrument (due August) to provide additional information/data regarding the student engagement experience. Assessments on specific Snow College activities such as intramurals, large-campus events, campus forums, housing and club events are needed to further determine the positive influence of such events.
3.1.2	Number/percentage of students involved in structured, organized service-learning activities		800 students will participate in a service-learning experience per academic year	1,000 students will participate in a service-learning experience per academic year	1,171 students participated in a service-learning experience	Target Met	Offering students the opportunity to engage in a service-learning experience outside of the classroom is a great way for students to connect with their community in ways that are mutually beneficial for the student, the teacher, and the community partner. The target of 1,000 students having a meaningful service-learning as	At the September 2012 service-learning meeting the committee members will discuss increasing the target for how many students will have an organized service-learning as part of their classroom experience. Additionally, the committee will consider whether or not to recruit more teachers to use service-learning as

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Core Theme Objective Number	Core Theme Objective	Key Performance Indicator	Threshold	Target	Results	Result Type	Analysis of Results	Action Plan
3.1.2	Number/percentage of students involved in structured, organized service-learning activities	Number/percentage of students involved in structured, organized service-learning activities	800 students will participate in a service-learning experience per academic year	1,000 students will participate in a service-learning experience per academic year	1,171 students participated in a service-learning experience	Target Met	learning experience was successfully met.	part of their pedagogy.
3.1.3	Number/percentage of students involved in defined "leadership" activities at the College	Number/percentage of students involved in defined "leadership" activities at the College	7% of the on campus fulltime students enrolled at the college will participate in a student leadership experience during each academic year	10% of the on campus fulltime students enrolled at the college will participate in a student leadership experience during each academic year	From the data gathered to date, we have 312 unduplicated students who are reported as having completed a defined leadership assignment or responsibility. That is 9.5% or rounds off to 10% of the 3,270 FT students at SC.	Target Met	Our target for this goal was 10% so we either met the target or came very close. Our threshold was 7% or 229. We far exceeded that. With the data from the missing student groups we would have come even closer to the goal if not met it outright.	Now that we have baseline of the level of leadership experiences open to students at Snow we need to create a campus wide dialogue about how to expand those opportunities and give additional students access to leadership opportunities in service, academic and student engagement efforts. We can also examine leadership type courses available to students and how many students complete those courses.
3.1.4	Number of global-learning and engagement projects and/or experiences in which students and faculty participate.	Number of global-learning and engagement projects and/or experiences in which students and faculty participate.	Students and faculty participate in at least three global-learning and engagement projects and/or experiences.	Students and faculty participate in at least five global-learning and engagement projects and/or experiences.	Since the director started 10 months ago, the College has had two faculty-led experiences in which faculty and students participated. We have had two students participate in a global engagement experience abroad, one is currently abroad and going to stay an additional semester. We have a third who has been	Threshold Met But Not Target	To meet the goal of five global-learning and engagement projects and/or experiences in which students and faculty participate, we must increase the opportunities for such experiences. In surveying a population of Snow College students, the overwhelming majority indicated Learning courses will	A website will be created to share information about and to promote the increase of faculty-led trips. Cooperation with study abroad companies should expand opportunities. The newly created Global Scholars Program will help students become more involved. Global Learning courses will

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Core Theme Objective Number	Core Theme Objective	Key Performance Indicator	Threshold	Target	Results	Result Type	Analysis of Results	Action Plan
Core Theme Objective 3.2	The College creates collaborative discipline-specific professional engagement experiences among students and faculty.	3.1.4 Number of global-learning and engagement projects and/or experiences in which students and faculty participate.	Students and faculty participate in at least three global-learning projects and engagement experiences.	Students and faculty participate in at least five global-learning and engagement projects and/or experiences.	approved to have her global engagement experience abroad at Otemon Gakiun University this Fall. Our International Food Festival involved faculty, students, staff, and the local community.	Threshold Met But Not Target	they would enjoy an experience abroad such as faculty led or a global experience abroad, but also indicated that financial hardships make that very challenging.	help students learn more about opportunities for their involvement. More details about future plans are available.
		3.2.1 Number of faculty-directed learning experiences that employ classroom instruction in real-world and/or field-work settings	50 faculty-directed learning experiences that employ classroom instruction in real-world and/or field-work settings	60 faculty-directed learning experiences that employ classroom instruction real-world and/or field-work settings	174 experiences were reported.	Target Met	Confusion occurred about what is meant by some of the words in the KPI.	A review of the KPI and its target and threshold will occur and possible revisions made so faculty members know what is being assessed.
		3.2.2 Percent of students who participate in faculty-directed learning experiences that employ classroom instruction in real-world and/or field-work settings	35% of students surveyed will participate in faculty-directed learning experiences that employ classroom instruction in real-world and/or field-work settings.	67% of students will participate in faculty-directed learning experiences that employ classroom instruction in real-world and/or field-work settings.	Approximately 67% of the students participated in such experiences.	Inconclusive Data	It was felt that the target and threshold were unclear. To obtain the results, faculty members were surveyed rather than the students. Some thought the definitions of some of the terms of the KPI were unclear.	The deans will review the KPI and make possible revisions to improve clarity about what is being assessed.
Core Theme Objective 3.3	The College connects with high school and middle school students who participate in communities.	3.2.3 Number of professional conferences in which students and faculty collectively participate	15 professional conferences in which students and faculty collectively participate	20 professional conferences in which students and faculty collectively participate	31 conferences were reported.	Target Met	More involvement by students occurred than had originally been anticipated.	Most likely the success of the past year will lead to increasing the target.
		3.3.1 Number of high school and middle school students who participate in academic activities sponsored by divisions	10,000 high school and middle school students who participate in academic activities sponsored by divisions	10,000 high school and middle school students who participate in academic activities sponsored by divisions	11,047 students participated.	Target Met	While it is still not clear what activities are to be included in the report, the number of students	The deans will review the KPI and will clarify what activities to include in the assessment of this

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Core Theme Objective Number	Core Theme Objective	Key Performance Indicator	Threshold	Target	Results	Result Type	Analysis of Results	Action Plan
Core Theme Objective 3.3	The College connects with and enriches surrounding communities.	academic activities sponsored by divisions or departments at the College (e.g., math contest, subject-specific events, career exploration events)	or departments at the College	or departments at the College	11,047 students participated.	Target Met	who attended was high relative to the target.	KPI.
3.3.2	Number of adults and seniors who participate in continuing and community education activities	250 adults and seniors who participate in continuing and community education activities	500 adults and seniors who participate in continuing and community education activities	Community Ed students, Spring 2012 (no Community Ed classes were held in Fall 2011) - 130. Online and Independent Study students, Fall 2011 and Spring 2012 - 81. TBSI workshop participants - 98. Total = 309	Threshold Met But Not Target	The director was not employed by Snow College in time to offer activities last fall semester. Consequently the attendance did not reach the target level.	The director is planning a full slate of activities for the coming year.	
3.3.3	Responsiveness to community needs	Attendance at the 2nd Annual Community Conference (a forum that showcases college resources available to the community) at Snow College will be commensurate with the previous year.	Attendance at the 2nd Annual Community Conference (a forum that showcases college resources available to the community) at Snow College will be greater than the previous year (approximately 100 attendees). In addition, two white papers will be completed that highlight college-to-community outreach projects.	Attendance was commensurate with the previous year despite the inclusion of the Innovations Celebration.	Threshold Met But Not Target	The combination of the Innovations Celebration with the community conference is a sound idea because it allows for faculty and staff efforts/resources to be recognized by citizens outside the college network. Different efforts to increase attendance at both events needs to be explored.	A community survey will be conducted fall semester to find topics of interest to serve as keynote addresses and workshops in order to boost attendance. The planning committee will meet fall semester 2012 to evaluate and discuss the 2013 conference. Specific attention will address date and time issues in order to increase community attendance.	
3.3.4	Number/percentage of	Collection and reporting of community	Collection and reporting of community	The collection of community engagement activities	Threshold Met But Not Target	Data from the web-based collection are used to complete	Report will be generated July 2012 according to the Utah	

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Core Theme Objective Number	Core Theme Objective	Key Performance Indicator	Threshold	Target	Results	Result Type	Analysis of Results	Action Plan
		community members who attend or participate in College-sponsored events and programs	participation in college activities will be collected via a web-based portal by all college agencies. Such reporting will represent the areas of supplemental workforce education, personal enrichment, community outreach, and campus events. Specific reporting parameters include participation rates and attendance dates/hours.	participation in college activities will be collected via a web-based portal by all college agencies. Such reporting will represent the areas of supplemental workforce education, personal enrichment, community outreach, and campus events. Such reporting will show increases in community participation from the previous year.	via the web-based portal was completed fall semester 2011 using SurveyMonkey. The URL to the survey is <a href="https://www.surveymonkey.com/s/scscomenga">https://www.surveymonkey.com/s/scscomenga</a> .	Threshold Met But Not Target	the Community Engagement report send annually to the Board of Trustees. Results will show and increase in community participation given that the Event category for the previous year was excluded from mandatory reporting. The Regents disseminate aggregated data state-wide, but an internal report will be completed regarding Snow College information.	State Board of Regents reporting calendar. Institutional data will be reported to academic leadership at that time or provided during the fall faculty assembly. Current results will be compared to prior year results in order to assess improvement as well as initiate trend study/analysis. Institutional results will be compared to system-wide published results (aggregated)--January 2013.
Core Theme Objective 3.4	The College fulfills its regional stewardship role by helping to establish "sustainable regions" defined as "innovative economies, livable communities, collaborative governance and social inclusion."	3.4.1 Number of new programs in career and technical fields that are created in response to identified local needs	Two new programs in career and technical fields that are created in response to identified local needs	3 new programs in career and technical fields that are created in response to identified local needs	5 new programs created	Target Met	The focus was on credit programs during the 2011-2012 year.	The KPI may need to be modified in the future. The need for non-credit programs may also be a consideration.
		3.4.2 Percentage increase in the average per capita income in the six-county region relative to the state per	Threshold value is 76% for 2012-2013	Target is to increase to 77% for year 2012-2013.	Did not assess for 2011-2012.	Not Assessed	Latest data available is year ending 2010 showing per capita income in 6 county region was 76.0% of state per capita	Will assess with availability of updated state data.

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Core Theme Objective Number	Core Theme Objective	Key Performance Indicator	Threshold	Target	Results	Result Type	Analysis of Results	Action Plan
		capita average	Threshold value is 76% for 2012-2013	Target is to increase to 77% for year 2012-2013.	Did not assess for 2011-2012.	Not Assessed	Latest data available is year ending 2010 showing per capita income in 6 county region was 76.0% of state per capita	Will assess with availability of updated state data.
		3.4.3 Percentage increase in the number of non-government jobs in the region	Baseline was 67.3% of total jobs for 1st quarter 2011. Threshold is 68% of total jobs.	Target is to increase to 69% of total jobs	In 6 County Region, non-government jobs were 69.7% of total jobs for 4th quarter 2011	Target Met	2011 data are the latest available	Will continue to assess with availability of updated state data.

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## CHAPTER FIVE

### Standard Five – Mission Fulfillment, Adaptation, and Sustainability

*Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishments of its core theme objectives, the institution develops and publishes evidence-based judgments regarding fulfillment of its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates a capability to adapt as necessary its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.*

#### *Executive Summary of Eligibility Requirement 24*

**Requirement 24: Scale and Sustainability**  
*The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.*

Snow College has a tradition of providing educational excellence for nearly 124 years. During that history, in numerous ways, the College has demonstrated that its operational scale is sufficient to achieve its first core theme: Tradition of Excellence. Recent recognition by the Aspen Institute that, according to their criteria, Snow College is in the top ten percent of all community colleges in America adds credence to the College's claim that it does have a tradition of excellence. The placement of Snow College as sixth on the "Success Rating" by CNNMoney is an additional confirmation of the institution's quality.

In recent years, the enrollment of the College has demonstrated consistent growth or maintained a steady state. The human and financial resources of the institution, while challenged during a difficult economy, have continued to prove to be sufficient to enable the College to accomplish its purposes. The investment by the State of Utah in a new library and a new residence hall on the Ephraim campus also demonstrates a

confidence on behalf of the State that Snow College will continue to be a successful provider of higher education opportunities to students for many years to come.

Core themes two and three are relatively new drivers for the college's vision and assessment. Culture of Innovation and Atmosphere of Engagement, while present in various ways in the past at the College, are new emphases that are intended to guide institutional activities in the future. Chapter Four presented the results of the first round of assessing the 13 core theme objectives and the 39 key performance indicators (KPIs). The information obtained will, no doubt, lead the institution to make modifications to help it better achieve its core themes and fulfill the mission in the future. It is expected that each year, as the core theme objectives and KPIs are modified and assessed, the College will continue to improve in its ability to accomplish its purposes.

### **Standard 5.A – Mission Fulfillment**

#### ***5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.***

The Snow College Comprehensive System of Assessment was presented and discussed in Chapter Four. Full-scale implementation of the system is an ongoing process, but one with very significant advances in the last year. The assessment of accomplishments continues to increase in importance each year at the College. Making the assessment process even more “regular, systematic, participatory, and self-reflective” has been enhanced with the use of TracDat. Each year faculty members and administrative department directors now enter into TracDat the results of their assessment work during the year. Those same individual faculty members and department heads, plus other administrators, can now use the information to carefully and thoroughly review the quality of their own assessment work at the College and then use the information to make needed improvements. Institution-wide reports are now provided to administrators showing the extent to which assessment is occurring and information is being reported at the College.

#### ***5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.***

Assessment at Snow College has been an evolutionary process over the past dozen years or so. It is expected that that evolutionary process will continue into the future as well. With the Snow College Comprehensive System of Assessment in place, Snow College should be even more successful in its work to obtain and use information to help it improve.



Because the current year is the first time that Snow College has assessed its new mission and core themes in accordance with the new Northwest standards, the process outlined in Chapter One to determine mission fulfillment also occurred for the first time this year. That process included the review of assessment information for core theme KPIs, followed by a review of the core theme objectives, then the core themes, and finally a consideration of mission fulfillment. The process was described in detail in chapter four, including TracDat reports showing the results of the assessment of the core theme KPIs.

Prior to the revision of the Northwest standards, the College had used assessment results in a variety of ways to determine what improvements needed to be made. Examples of the improvements that have been made as a result of assessment information have been provided earlier in this report. The communication of assessment results and the determination of quality, effectiveness, and mission fulfillment at the College have also occurred in the past, but perhaps not in ways as deliberate and comprehensive as occurred this last year. The creation of an accreditation and assessment link on the Snow College web page will enable the College to provide assessment information for anyone to view in the future.

### **Standard 5.B – Adaptation and Sustainability**

***5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.***

Aspects of this standard were addressed in Eligibility Requirement 24 at the beginning of this chapter. Despite the unwelcome challenge in recent years to deal with budget reductions, the annual budget-building process of the College enables the institution to assess carefully the adequacy of its resources, capacity, and effectiveness of operations to accomplish the ends desired. The annual performance evaluation meetings, now with the aid of information that is entered into TracDat, enable the leaders of the College to carefully review the accomplishment of student learning outcomes and administrative department goals. Requests for budget increases, based on information about assessment results that occurred the previous year, are now entered into TracDat and discussed between supervisor and subordinate during the annual performance review. Meetings of the President's Cabinet and College Council also utilize information about assessments, results, and budget requests, as well as additional information about the College, to evaluate operational effectiveness. Meetings with the Board of Trustees and the Board of Regents provide regular opportunities to evaluate the College and its potential to fulfill its mission.



***5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.***

Chapter three of this report explained the planning processes at the College. That planning has produced documents in the past showing the results of the process. Since the arrival of Vice President Marvin Dodge, the annual budget documents are comprehensive and explain in detail the analysis and reasons behind the resource allocation decisions that are made. The revision of the Snow College mission and the creation of core themes resulted in documents that are guiding widespread involvement in assessment throughout the College. The purposes of the assessment are to help ensure that all resources of the institution are properly aligned to enable the College to fulfill its mission and advance students in the achievement of their educational goals.

***5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.***

As part of the Utah System of Higher Education, Snow College participates regularly in monitoring external environments to obtain information needed to guide the institution. A recent example of that ongoing monitoring was the involvement of the College in the Utah Cluster Analysis Project described in chapter three. President Scott Wyatt and others met in several meetings throughout the central Utah region to obtain feedback from community leaders about their perceptions of how well Snow College is preparing graduates to meet the training needs of employers. The information obtained led to several program deletions and the creation of and planning for new programs. A very important part of the UCAP process was the creation of the Snow College *Blueprint*.

The process of entering learning objectives and administrative goals into TracDat, conducting ongoing assessment, entering results, and reviewing them with supervisors enables the monitoring of internal environments in ways that have been too informal in the past to ensure follow up.

## CONCLUSION

The new Snow College mission statement and the first core theme, Tradition of Excellence, convey a pride in the institution's 124-year history of excellent service to its students, its six-county service region, the State of Utah, and beyond. The two newest themes, Culture of Innovation and Atmosphere of Engagement, also convey an intention to help the institution continue to innovate and be engaged with the world. This report has provided information which demonstrates that 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 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.

Snow College is not yet where it wants to be in the assessment of student learning outcomes and department goals, but it has been making accelerated strides of improvement since the arrival of Dr. Gary Smith, Vice President for Academic Affairs. In the summer of 2010, the College was keenly motivated by the revision of the Northwest standards to pursue a new direction for the College and to establish a more comprehensive approach to planning and assessment. One of the first actions taken was to initiate a process of revising the mission statement and establishing core themes, the results of which have proven to be extremely useful in providing a general direction for the College. The process of identifying core theme objectives and associated key performance indicators has forced a specificity of thinking about assessment at the institutional level that had not occurred in the recent past. The purchase of the TracDat software and the process of involving faculty and staff members throughout the institution in identifying learning outcomes and department goals and assessing them has helped engage many more people in thinking about what purposes should be pursued, how to better assess the results of work efforts, and how assessment information should be used to make improvements.

The revised Northwest standards and the new seven-year cycle are welcome at Snow College because they have helped focus the various activities that can move the institution forward. Preparing this comprehensive self-study has brought more clearly into focus what Snow College needs to do to improve until the next report to Northwest. With an assessment system mapped out, a software package in place to organize information, and an annual review process established, Snow College is ready to continue its upward trajectory of better use of information to guide the decision-making processes of the College toward greater services to students and the State.



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