

**SNOW COLLEGE
REGULAR INTERIM REPORT
FALL 2007**

PREPARED FOR
NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

SUBMITTED BY
SNOW COLLEGE, EPHRAIM, UTAH
OCTOBER 2007

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I. INTRODUCTION

Snow College is a public two-year college serving over 3,700 students. The College is located in Central Utah with campuses in Ephraim and Richfield. Students can complete associate degree programs in arts, science, pre-engineering, business and applied science or earn short-term certificates. Snow College is governed by the Utah State Board of Regents which has delegated selected authority to the Snow College Board of Trustees. Founded in 1888, Snow College is one of the oldest two-year colleges in the western United States.

The mission of Snow College is to educate students, inspire them to love learning, and lead them to serve others. Snow College achieves this mission through a constant pursuit of excellence in teaching; through a nurturing, positive learning environment; and through people who demonstrate a love for learning and service to humanity. Building upon a tradition and heritage of academic distinction and personalized attention, Snow College fills the following roles:

1. Snow College serves as one of the nation's finest two-year transfer institutions with a focus on liberal arts and sciences, and maintains cooperative relationships with distinguished colleges and universities.
2. Snow College enhances the economic development of Central Utah through partnering with business, industry, government, and community to provide high-demand professional, career, and applied technology education.
3. Snow College enriches the educational, cultural, and recreational life of Central Utah through community and continuing education opportunities, cultural and athletic events, and community outreach services.
4. Snow College is dedicated to helping individual students achieve their academic goals through a caring, personalized learning environment, providing comprehensive student success services, library and learning resources, and targeted supplemental and developmental education programs.
5. Snow College is focused on developing the whole student and encourages student involvement in a wide variety of co-curricular activities, service organizations, service learning opportunities, academic and special interest clubs, athletics, and student leadership opportunities.
6. Snow College welcomes all who will gain from or contribute to its educational and student-centered environment including individuals with diverse backgrounds and perspectives.
7. Snow College partners with higher education institutions that offer baccalaureate and graduate programs in select disciplines for the citizens of Central Utah.

The purpose of this regular interim report is to review the general recommendations received and actions taken by Snow College since the 2002 comprehensive evaluation. The report also addresses institutional changes relative to the NWCCU standards.

II. OVERVIEW OF COMMISSION ACTIONS

Snow College has received nine general commendations and nine general recommendations since submitting its full-scale institutional self study in 2002. The following general commendations support the purpose of this report and provide insight into the College's commitment to the NWCCU standards:

Fall 2005

1. Snow College is to be commended for engaging broad participation in the development of a comprehensive, collaborative and inclusive assessment process that encompasses all levels of the institution.

Spring 2004

1. Snow College is commended for its enthusiastic and professional attitude to meet the NWCCU standards.
2. The College is commended for clearly stating its mission and role that encompasses both the Ephraim and Richfield campuses.

Fall 2002

1. The committee commends Snow College...for the commitment of faculty and staff who continue to demonstrate a strong empathy and commitment to students.
2. The committee commends the College's commitment in preparing students for transfer to four year institutions.

In 2002 Snow College received six general recommendations. Since then five of the six general recommendations have been brought into compliance based on subsequent evaluations. The remaining recommendation was reiterated as Recommendation 1 in the Spring 2004 focused interim evaluation report.

In its letter dated January 27, 2006, the Commission found that Recommendation 1 of the spring 2004 focused interim evaluation report is now in compliance with Commission criteria for accreditation.

In its January 2006 letter, the Commission also issued two additional recommendations relative to Standards 1.B, 2.B., and Policy 2.2. For these two recommendations, the Commission stated that the College was substantially in compliance, but in need of improvement.

A detailed review of the Commission’s actions and general recommendations since 2002 can be found in Attachment 1. A summary of NWCCU recommendations and actions by year is shown in Figure 1.

Figure 1: NWCCU Recommendations and Actions					
	Fall 2002 Self Study	Spring 2003 Progress Report	Spring 2004 Focused Interim Report	Fall 2005 Focused Interim Report	Fall 2007 Regular Interim Report
Recommendations Issued	1,2,3,4,5,6		1 ('04)	1, 2 ('05)	
Recommendations in Compliance		6	1,2,3,4,5	1 ('04)	
Recommendations Pending					1,2 ('05)
Northwest Actions	Reaffirmed Accreditation Issued Warning		Reaffirmed Accreditation	Reaffirmed Accreditation Removed Warning	

Snow College is appreciative of the accreditation process and has taken seriously the recommendations of the Commission. The College is pleased to submit this Fall 2007 Regular Interim Report.

Part A of the Regular Interim Report is a summary of the actions taken regarding general recommendations since 2002. Part B provides an overview of institutional changes since 2002 relative to the Commission’s standards.

III. PART A: GENERAL RECOMMENDATIONS

Part A provides a summary of the actions taken for general recommendations received since 2002.

Part A, Section 1 provides a brief overview for the following recommendations which have been previously addressed, reviewed by the Commission, and brought into compliance.

1. The evaluation committee recommends that Snow College develop and promulgate widely a clearly stated institutional mission statement that reflects both the State of Utah's prescribed mandate as well as the institution's goals and objectives and the educational activities for the student body (Standard One – Institutional Mission and Goals, Planning and Effectiveness; 1.A.1; 1.A.4; 1.A.5).
2. The evaluation committee recommends that Snow College engage in ongoing planning to achieve its mission and goals. The process is to include board members, administrators, faculty, staff, students, and other interested parties. The College will analyze itself and revise its goals, policies, procedures, and resource allocation (Standard One – Institutional Mission and Goals, Planning and Effectiveness; 1.B.1 through 1.B.9).
3. The relationship between Snow College Ephraim and Snow College Richfield remains unclear. The evaluation committee recommends that the College President collaborate with the Board of Trustees to develop and implement policies and procedures to clarify this affiliation (Standard Six – Governance and Administration; 6.A.1).
4. Despite recommendations made in 1992 and 1997, the College had not yet institutionalized an understanding, application and documentation of Outcomes and Assessment and Institutional Effectiveness. The evaluation committee recommends therefore that the College develop and implement an assessment/outcomes program as part of overall institutional effectiveness (Standard One – Institutional Mission and Goals, Planning and Effectiveness; 1.B; 2.B; and Policy 2.2 – Educational Assessment).
5. The evaluation committee recommends that Snow College ensures that there is a substantive, timely and regular evaluation using multiple indices for all faculty at all locations (Policy 4.1 – Faculty Evaluation).
6. The evaluation committee recommends that the College adopt well-defined policies for the evaluation of the performance of staff and clearly define procedures to ensure that this evaluation occurs on a regular, ongoing and systematic basis (Standard Three – Students; 3.A.2).

1. (Spring 2004 Recommendation 1.) The initial implementation of its pilot assessment and established outcomes assessment scheme is recognized; however, the scheme is so new that data are not available to provide a proper evaluation of their long term efforts. Snow College must continue this scheme across the curriculum and the institution. This will provide evidence of an effective assessment and outcomes plan that can bring them into full compliance with Standards 1.B., 2.B. and Policy 2.2.

Part A, Section 2 provides an overview of actions taken on the 2005 Recommendations 1 and 2 which have not been reviewed by the Commission and are “substantially in compliance but in need of improvement.”

1. (Fall 2005 Recommendation 1) The relationship between institutional assessment and institutional planning is undeveloped. It is recommended that the College formalize and document this relationship. (Standards 1.B., 2.B and Policy 2.2)
2. (Fall 2005 Recommendation 2) Snow College has developed a structure and baseline for implementing ongoing assessment. It is recommended that the College refine its methods and improve the quality of its performance measures. (Standard 2.B.3)

PART A, SECTION 1 OVERVIEW OF RECOMMENDATIONS PREVIOUSLY REVIEWED

Part A, Section 1 provides an overview of the recommendations that have been previously addressed through the 2003 progress report, the 2004 focused interim report, or the 2005 focused interim report and have subsequently been brought into compliance. (Fall 2002 Recommendation 2, Fall 2002 Recommendation 4, and Spring 2004 Recommendation 1 are included Section 2 of Part A in order to avoid repeating the same information since they reference the same Standards.)

Fall 2002 Recommendation 1

In 2002, the Commission issued the following recommendation:

The evaluation committee recommends that Snow College develop and promulgate widely a clearly stated institutional mission statement that reflects both the State of Utah’s prescribed mandate as well as the institution’s goals and objectives and the educational activities for the student body (Standard One – Institutional Mission and Goals, Planning and Effectiveness; 1.A.1; 1.A.4; 1.A.5).

This recommendation has had a direct and positive impact on Snow College. It has influenced the collaborative mission development process and the use of mission driven values to steer institutional priorities and resources. It has also become the impetus for the entire planning and assessment process.

Snow College demonstrated compliance with this recommendation based on the 2004 focused interim visit and the 2005 focused interim visit. Since that time, the College has continued to make progress in achieving the Commission's Standard 1.A – Mission and Goals; 1.A.1; 1.A.4; 1.A.5 which state: "The institution's mission and goals derive from, or are widely understood by, the campus community, are adopted by the governing board, and are periodically reexamined. Goals are determined consistent with the institution's mission and its resources....The institution's mission and goals give direction to all its educational activities, to its admission policies, selection of faculty, allocation of resources, and to planning."

Below is a summary of the various actions that have been taken to develop a clearly stated and widely promulgated mission statement and institutional goals.

Snow College has developed a clearly stated institutional Mission and Roles Statement that was derived from the larger college community and has been adopted by the Snow College Board of Trustees and Utah State Board of Regents. The development of the mission began by gathering over 50 pages of feedback from faculty, staff, students, alumni, community members, statewide leaders, legislators, etc. The College involved numerous individuals from these groups to identify the key components that served as the foundation for developing the mission statement and supporting institutional goals. The Mission and Roles Statement and the institutional goals were developed in a collaborative manner as part of the College's evaluation and planning process that is explained fully under Recommendation Two.

On November 7, 2003, the Snow College Board of Trustees approved the Mission and Roles Statement which was then submitted on November 15, 2003, to the Utah State Board of Regents for its approval. The Regents' review process took several months and through consultation between the Regent's staff and the statewide Council of Chief Academic Officers several revisions were incorporated. The final Snow College Mission and Roles Statement (see Introduction) was approved by the Board of Regents on March 12, 2004.

Since receiving Recommendation 1 in 2002, the College has developed a new Mission and Roles Statement through the following participative process:

- Led by a forty-member Executive Planning Council
- Developed over an 8-month period
- Informed by over fifty pages of survey data
- Included the work of ten planning subcommittees
- Involved hundreds of individuals from the Ephraim and Richfield campuses
- Included faculty, staff, students, employers, community members and trustees
- Approved by the Snow College board of Trustees on November 7, 2003
- Approved by the Utah State Board of Regents on March 12, 2004

As described above the institutional mission derived from and is widely understood by the college community. This highly participatory planning process not only resulted in a written document, but it increased the level of shared understanding and common commitment regarding

the purpose and future directions of Snow College. This broad-based process also increased the quality of the planning as it has the advantage of insights from all levels and functions within the College. The participatory process to which Snow College is committed not only resulted in a Mission & Roles Statement and institutional goals, it better positioned the College for implementation of the planning process given the College community's strong voice in the development process.

Snow College continues to maintain its three-fold historical mission of educating students, inspiring them to love learning, and leading them to serve others, but has added seven clarifying role statements which addressed concerns relative to the former Mission Statement with regard to its broad and non-specific nature (See Mission and Roles Statement, p. 1).

The Mission and Roles Statement has been approved by the Utah State Board of Regents and reflects the State of Utah's prescribed mandate (Attachment 2) as articulated in Regents Policy R312: Configuration of the Utah System of Higher Education & Institutional Missions and Roles (Attachment 3).

The institutional goals which support the mission and roles, also derive from the College community (see planning process in response to Recommendation Two). These goals and objectives provide further specificity and concrete direction for the College.

The Mission and Roles Statement as well as the institutional goals were examined on October 27, 2003 by the Snow College Executive Planning Council (Attachment 4) and are scheduled to be reexamined by the same council in 2008. The current schedule calls for formal reexamination every five years. The institutional goals are also reviewed annually by the Presidents Cabinet and the Dean's Council.

The roles of the College as well as any changes to the educational programs undergo extensive review by Snow College, by peer colleges and universities across the state, and by the Board of Regents to ensure that they are consistent with the institution's mission and resources (Attachment 5).

The College supports its institutional mission with human resources, physical resources, and financial resources. The Snow College Mission, Roles, and Goals give direction to its educational activities including its admission policies (Attachment 6), selection of faculty (Attachment 7), and planning (see Recommendation 2).

The institution pays specific attention to the budgeting and allocation of resources based on mission and goals. Snow College academic and support units identify their individual objectives based on the institutional mission and goals, prioritize existing resources to accomplish unit objectives, prioritize outstanding needs based on unit objectives, and then communicate mission-based prioritized budget needs to respective Vice Presidents. The President's Cabinet then prioritizes budget decisions based on institutional mission and goals. In fact, the college president literally begins each annual final budget meeting by reading aloud the institutional mission and goals.

In July 2007 the Utah State Board of Regents announced the appointment of Scott L. Wyatt as the 15th president of Snow College. President Wyatt's first communication to the College community and the media in general was to confirm his commitment to the existing mission of Snow College. Since beginning his service in August 2007 he has spent countless hours promoting and clarifying the mission and goals of Snow College and has engaged personally in preparing the College for its Regular Interim Review by the Northwest Commission on Colleges and Universities.

Fall 2002 Recommendation 2

In 2002, the Commission issued the following recommendation:

The evaluation committee recommends that Snow College engage in ongoing planning to achieve its mission and goals. The process is to include board members, administrators, faculty, staff, students, and other interested parties. The College will analyze itself and revise its goals, policies, procedures, and resource allocation (Standard One – Institutional Mission and Goals, Planning and Effectiveness; 1.B.1 through 1.B.9).

Snow College demonstrated compliance with this recommendation based on the 2004 focused interim visit. In order to organize this report so that information is not repeated, please see Part A, Section 2 which includes a review of Snow College's actions relevant to this recommendation and Standard 1.B – Planning and Effectiveness.

Fall 2002 Recommendation 3

In 2002, the Commission issued the following recommendation:

The relationship between Snow College Ephraim and Snow College Richfield remains unclear. The evaluation committee recommends that the College President collaborate with the Board of Trustees to develop and implement policies and procedures to clarify this affiliation (Standard Six – Governance and Administration; 6.A.1).

The College received the recommendation and responded. In 2004 this recommendation was brought into compliance. Since that time, the College has continued to make progress toward achieving the Commission's Standard Six – Governance and Administration; 6.A.1 which states "The system of governance ensures that the authority, responsibilities, and relationships among and between the governing board, administrators, faculty, staff, and students are clearly described in a constitution, charter, bylaws, or equivalent policy document."

Below is a summary of the various actions that have been taken to ensure that the relationship between Snow College Ephraim and Snow College Richfield is clear.

The Utah State Legislature passed legislation in 2003 which eliminated the Central Applied Technology College in Richfield and merged all college personnel with Snow College effective July 1, 2003 (see H.B.161 on file, Document 1). Since that time, all facets of the College have been impacted and personnel at all levels have been working through the merger process.

Early in the process the financial operation of the College was completely merged. All financial procedures used in Richfield are now the same as those used in Ephraim. Finance personnel in Richfield meet regularly with the finance personnel in Ephraim to coordinate their work. The preparation of budget requests which are submitted to the legislature and the allocation of funds appropriated by the legislature to the College involve the input of both campuses. Requests for capital development and capital improvement projects are submitted only after assessing the needs of both campuses. The president's cabinet, which includes representatives from both campuses, ultimately makes the final decisions after reviewing and considering needs of the total institution.

Student applications for admission to Snow are entered by either campus into a common student information system and are accessible by Ephraim or Richfield. Scholarships are coordinated by Ephraim, and students with academic scholarships can use their scholarships on either campus. The procedures used for registering students for courses are the same on both campuses and reports are generated showing enrollments on both campuses. Enrolled students are allowed to attend either campus and can pursue instruction in career and technical fields and/or in arts and sciences programs of study depending on their interests.

Faculty, staff and students on the Richfield Campus are included in college-wide meetings regularly. The use of two-way audio/video communication technology has also helped to bring the two campuses closer together. Most meetings involving personnel from both campuses are now made available via technology which reduces the number of 120-mile round trips between Ephraim and Richfield. Faculty from both campuses participate in meetings of the Deans Council, Faculty Senate, Curriculum Committee, Advancement and Tenure Committee, Faculty Professional Track Committee, Library Committee, Scholarship Committee, etc.

Faculty members reside in one of six divisions including, Business, Career and Technical Education (CTE), Fine Arts, Humanities, Natural Science and Mathematics, and Social Sciences. Students can take courses from each division on both the Richfield and Ephraim campuses. Two of the divisions, Business and CTE, have full-time faculty members that reside at both the Ephraim and Richfield campuses. The Chief Academic Officer works with the six academic deans and the Richfield Campus Executive Vice President which comprise the Academic Deans Team. This team meets regularly to promote and coordinate the operations of the College's educational programs.

Most faculty members in the CTE Division are located on the Richfield Campus and teach in the various fields of career and technical education. Most faculty members in the other divisions are located on the Ephraim Campus and teach in various disciplines of arts and sciences. With about one-third of its faculty in Richfield, the Business Division is fairly balanced teaching a majority of its courses in professional-technical areas.

In general, members of the CTE division have spent several years working and training in industry and may have less formal academic training. To accommodate this, a new faculty professional promotion track (see Attachment 8) was created and faculty members are reviewed either through the “tenure track” or the new “professional track.” The tenure track is the track with which most academic faculty members are familiar, and the professional track is designed to encourage and reward faculty members in ways different from the traditional use of academic degrees and academic rank. Four of the six divisions have faculty members on both tracks. There are faculty members on both campuses who are on the tenure track and the same is true for faculty members on the professional track.

In addition to creating new faculty promotion and advancement policies which recognize and incorporate both academic and vocational factors, the College has developed a new Faculty Salary Values Guide (see Attachment 9) to address salary equity issues across two historically differentiated pay structures based on different value systems. The guide recognizes not only formal academic degrees, but also professional-technical training such as the journeyman credential. In addition to recognizing formal higher education degrees, the guide incorporates professional development units (PDUs) which recognize faculty members’ continuing education and training in workshops and technical conferences.

The Staff Association Constitution was rewritten to formally recognize and include all staff on both the Ephraim and Richfield campuses (see Staff Association Constitution on file, Document 2). The staff constitution ensures that at least one member of the three-person Staff Association Executive Council comes from the Richfield Campus. The president of the Snow College Staff Association Executive Council this coming year is an employee from the Richfield campus.

The Student College Associated Students Constitution was rewritten to formally recognize and include all students on both the Ephraim and Richfield campuses (see Student Association Constitution on file, Document 3). The student constitution reorganized the membership of the Student Executive Council and the Student Senate to include students from the Richfield campus. A new student Executive Vice President for the Richfield Campus position was created to better represent the Richfield student interests and coordinate training, programs and activities.

Since the merger in 2003, several college wide meetings and events have been held on the Richfield Campus. Two of the last four “welcome back” assemblies, which included all faculty and staff, were held on the Richfield Campus. Several different student performing groups from the Snow College music department housed on the Ephraim Campus have visited and performed at the Richfield Campus. The new president of Snow College, Scott Wyatt, has expressed his intention to be on the Richfield campus regularly, and, since the middle of August when he began, he has visited approximately once per week. He is undertaking a project to meet with all employees on both campuses to get to know them better.

In 2003 the Utah State Legislature clarified the governance question by fully merging the Ephraim and Richfield campuses. Since then Snow College has merged the major policies and procedures which impact students and their success, regardless of location. The benefit of this

can be seen in Ephraim students having greater access to CTE programs such as nursing and Richfield students having greater access to arts and science programs. College personnel are committed to acting as one institution in our efforts to serve a broader array of student needs.

Fall 2002 Recommendation 4

In 2002, the Commission issued the following recommendation:

Despite recommendations made in 1992 and 1997, the College had not yet institutionalized an understanding, application and documentation of Outcomes and Assessment and Institutional Effectiveness. The evaluation committee recommends therefore that the College develop and implement an assessment/outcomes program as part of overall institutional effectiveness (Standard 1.B., Standard 2.B and Policy 2.2)

Snow College demonstrated compliance with this recommendation based on the spring 2004 focused interim visit. In order to organize this report so that information is not repeated, please see Part A, Section 2 which includes a review of Snow College's actions relevant to this recommendation and Standard 1.B., Standard 2.B and Policy 2.2.

Fall 2002 Recommendation 5

In 2002, the Commission issued the following recommendation:

The evaluation committee recommends that Snow College ensures that there is a substantive, timely and regular evaluation using multiple indices for all faculty at all locations (Policy 4.1 – Faculty Evaluation).

The College received the recommendation and responded. Snow College demonstrated compliance with this recommendation based on its 2004 focused interim visit and again during its 2005 focused interim visit. Since that time, the College has continued to make progress in achieving the Commission's Policy 4.1 – Faculty Evaluation.

Below is a summary of the various actions that have been taken to ensure that the College has adopted substantive, timely and regular evaluations using multiple indices for all faculty at all locations.

Snow College has made significant progress from 2002—2004 and has progressed even further since then. Since 2002 the College has adopted a new Guide to Faculty Reviews (see Attachment 10), developed a new Faculty Development Plan policy, and has fully implemented regular, annual faculty reviews using multiple indices.

Each Fall Semester all faculty members are given a thorough interview by their academic dean. In this annual review the dean and faculty member discuss the faculty member's current teaching practices and goals and plans for improvements. If there are areas of concern then suggestions

are provided, which can include plans to utilize the services of the Teaching and Technology Center and of the Director of Faculty Development.

One important piece of the annual dean review is a discussion of the faculty member's own self-evaluation or faculty development plan. The faculty member reviews with the dean past performance and future goals in the areas of teaching excellence, scholarship and professional development, and service to the College and the community. Faculty development plans are reviewed by the Director of Faculty Development and the Provost, and are approved by the appropriate faculty review committee.

Student evaluations are also a part of the faculty review process. On a regular basis faculty members are evaluated by their students on a numerical scale. When a faculty member receives the results after the semester is over he or she can compare scores with department, division, and institutional averages. This data is valuable, but faculty members often find the additional written comments by the students to be even more valuable. Deans also have access to the student evaluation data and the evaluations are discussed in the annual dean review.

In the faculty member's annual performance review, the faculty member's Course Improvement Plans are discussed. The Course Improvement Plans document a continuous cycle of assessment and improvement. We have witnessed a dramatic shift in attitude toward the Course Improvement Plans since they were first implemented after the 2002 visit. Faculty members now generally agree that they are a valuable way to document assessments and course improvements. They also agree that the Course Improvement Plans provide a good opportunity for further reflection on their teaching methods. These Course Improvement Plans are used in the development and revision of Department Improvement Plans, which are in turn used in the development and revision of Division Improvement Plans.

Peer review is another of the multiple indices used in the evaluation of Snow College faculty. Peer review committees are organized whenever a faculty member is scheduled to go before the Advancement and Tenure or Professional Track Committees for advancement, promotion, or tenure review, and also for the regular five-year review of post-tenure faculty. That is, post-tenure faculty members are held to the same standards and review processes as are tenure-track faculty members. Peers visit various classes taught by the faculty member; then the peer review committee convenes to discuss what they observed. They write a detailed letter containing commendations and suggestions, which they then discuss with the faculty member.

At the conclusion of the annual dean review of faculty, the dean and the faculty member document the key points of their discussion, sign the document, and submit it to the Office of the Provost for inclusion in the faculty member's file (File Document 4).

Snow College recognizes the crucial and pivotal role that excellent faculty play in fulfilling the mission of the College, and the College continues to ensure that there is substantive, timely, and regular evaluation of all faculty members by themselves, peers, students, and deans.

Fall 2002 Recommendation 6

In 2002, the Commission issued the following recommendation:

The evaluation committee recommends that the college adopt well-defined policies for the evaluation of the performance of staff and clearly define procedures to ensure that this evaluation occurs on a regular, ongoing and systematic basis (Standard Three – Students; 3.A.2).

The College received the recommendation and responded. Snow College demonstrated compliance with this recommendation based on its 2003 progress report and again during the 2004 focused interim visit and the 2005 focused interim visit. Since that time, the College has continued to make progress in achieving the Commission's Standard Three – Students; 3.A.2 which requires that staff “assignments are clearly defined” and the “performance of personnel is regularly evaluated.”

Below is a summary of the various actions that have been taken to ensure that the College has adopted well-defined policies for the evaluation of staff and has procedures in place to ensure regular, ongoing, and systematic performance reviews.

Snow College Personnel Policy 13.2.8 (see Attachment 11) requires annual performance reviews for all staff. Key components of the evaluations include employee and supervisor reviews of major responsibilities and areas of accountability. The reviews assess how close the employee meets the requirement, exceeds the requirement, or falls below the requirement and helps supervisors focus on employee strengths as well as weaknesses. Work habits and attitudes are reviewed similarly. Additionally, both the supervisor and the employee have an opportunity to comment on the review in writing.

The following components of the performance review are also documented for each staff member: goals or major accomplishments for the year, new responsibilities to be assigned, recommendations for training, and an action plan for the coming year.

Concurrent with the performance review process, supervisors are asked to review job descriptions with their employees in an effort to maintain up-to-date and appropriate reflections of duties, knowledge, skills, and abilities required for the job. The Human Resource Office keeps a binder of all job descriptions in the reception area for use by the College.

In 2007, the President's Cabinet allocated resources toward employees who completed a successful performance review. Recognizing the importance of regular and ongoing communication of supervisors with their employees, the Cabinet funded a one percent salary increase for each employee who had completed a successful performance review. The goal of increasing communications between supervisors and employees regarding performance was met with 100 percent participation which had never before been achieved by the College. Below is a summary of performance review completion rates for the past four years.

Staff performance reviews:

<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
93.4%	87.2%	83.0%	100%

Recognizing the importance of the quality of employees' performance, the Cabinet also allocated merit funding to department heads/supervisors to distribute at their discretion to those employees deserving of recognition for service/performance. Merit increases ranged from approximately .21 to 5.71 percent in additional increases to base salaries.

In summary, Snow College has taken the Commission recommendation seriously and has adopted policies and practices that ensure regular performance reviews occur for all staff members.

Spring 2004 Recommendation 1

In 2004, the Commission issued the following recommendation:

The initial implementation of its pilot assessment and established outcomes assessment scheme is recognized; however, the scheme is so new that data is not available to provide a proper evaluation of their long term efforts. Snow College must continue this scheme across the curriculum and the institution. This will provide evidence of an effective assessment and outcomes plan that can bring them into full compliance with Standard 2.B and Policy 2.2.

Snow College demonstrated compliance with this recommendation based on the fall 2005 focused interim visit. In order to organize this report so that information is not repeated, please see Part A, Section 2 which includes a review of Snow College's actions relevant to this recommendation, Standard 2.B, and Policy 2.2.

PART A, SECTION 2 OVERVIEW OF FALL 2005 RECOMMENDATIONS (& PREVIOUS RECOMMENDATIONS REFERENCING STANDARDS 1.B, 2.B, & POLICY 2.2)

Part A, Section 2 provides an overview of the most recent two recommendations which were issued during the fall 2005 focused interim review. These two recommendations reference Standards 1.B (Planning and Effectiveness), 2.B (Educational Program Planning and Assessment), and Policy 2.2 (Educational Assessment).

Fall 2005 Recommendation 1

The relationship between institutional assessment and institutional planning is undeveloped. It is recommended that the College formalize and document this relationship. (Standards 1.B., 2.B and Policy 2.2)

Fall 2005 Recommendation 2

Snow College has developed a structure and baseline for implementing ongoing assessment. It is recommended that the College refine its methods and improve the quality of its performance measures. (Standard 2.B.3)

In order to organize this report so that information is not repeated, this section also provides an overview of the following recommendations issued previously in 2002 and 2004 which also reference Standards 1.B, 2.B, and Policy 2.2. These recommendations have been previously brought into compliance.

Fall 2002 Recommendation 2 (see Section A, Part 1)

Fall 2002 Recommendation 4 (see Section A, Part 1)

Spring 2004 Recommendation 1 (see Section A, Part 1)

The above five recommendations will be reviewed by addressing first, Standard 1.B – (Planning and Effectiveness), and second, Standard 2.B and Policy 2.2 (Educational Program Planning and Assessment and Educational Assessment).

Standard 1.B – Planning and Effectiveness

The College has continued to make progress in achieving the Commission's Standard 1.B – Planning and Effectiveness which states: "The institution engages in ongoing planning to achieve its mission and goals. It also evaluates how well, and in what ways, it is accomplishing its mission and goals and uses the results for broad-based, continuous planning and evaluation. Through its planning process, the institution asks questions, seeks answers, analyzes itself, and revises its goals, policies, procedures, and resource allocation."

Below is a summary of the various actions that have been taken to engage in college-wide ongoing planning and effectiveness addressing Fall 2002 Recommendation 2, Fall 2002 Recommendation 4 and Fall 2005 Recommendation 1.

The collaborative development process of the College Goals Statement has had a positive impact because of the level of shared understanding and common commitment regarding the purpose and future directions of the College. This development of a shared understanding of the institution's mission has allowed the College to engage in ongoing planning, revision of goals, policies, procedures and resource allocation using the same broad-based processes and collaborative efforts.

Following Snow College's October, 2002 full-scale accreditation visit, the response by the College to this recommendation has been significant. The administration immediately saw the need to engage in ongoing institutional planning and evaluation. In order to help facilitate this emphasis, a new chief academic officer with expertise in planning, assessment and accreditation

was hired in December, 2002. His position was to oversee the institutional effectiveness, assessments and progress in all areas as they support the mission of Snow College.

In order to involve the campus community most effectively the new Chief Academic Officer, Dr. Bradley Winn, worked with a central committee to organize and oversee planning and assessment. Planning committees were formed at various levels to analyze needs and provide input on issues critical to the future of the College and its mission.

The Curriculum Committee focused on planning and assessment of the educational program. Over the next two years it worked to develop a new syllabus policy for expected learning outcomes and assessments laying the framework for the current Snow College outcomes assessment and improvement plan. An operational budget was established to support the costs of conducting assessment, data collection, and analysis on an ongoing basis.

The Executive Planning Committee (EPC) was created to provide a broad-based forum for input with regards to college-wide planning. This committee is a purposefully large body of over 40 individuals, including the president (chair), vice presidents, deans, trustee representatives, business representatives, elected student body officers, elected faculty senators, elected staff association officers, and key department directors. After analyzing information gathered through college-wide surveys concerning the future of Snow College, the Executive Planning Council created a list of ten priorities for improvement to be studied further. In May, 2003 the EPC was divided into ten planning subcommittees which were assigned to make recommendations on ten planning issues:

1. Mission and Goals
2. Learning and Instruction
3. Funding and Funding Sources
4. Richfield Merger
5. Enrollment Management
6. Student and College Services
7. Communication and Work Environment
8. Information Technology and Facilities
9. Strategic Partnerships and Marketing
10. Institutional Effectiveness and Assessment

During the summer of 2003, these planning subcommittees developed their initial reports clarifying key planning issues, reporting data collected, and submitting initial recommendations for improvement. At the beginning of the fall semester, these reports were presented for discussion and further input by the Executive Planning Council. When the deliberations were completed, the final recommendations were posted on the Internet, with the administration

requesting that all faculty and staff review the reports and forward any feedback. After synthesizing all additional input, the subcommittees were then asked to prioritize their recommendations.

The planning subcommittees' recommendations became the basis for the development of the institutional Goals Statement. The President's Cabinet incorporated final modifications and forwarded the following institutional Goals Statement to the Snow College Board of Trustees for approval on November of 2003:

Snow College Goals

1. Create a vibrant learning environment that enlightens and enables students within the liberal arts and sciences, the professions, and applied technology education, and promotes seamless transfer to further education or employment.
2. Attract students who will gain from and contribute to Snow College, including individuals with diverse backgrounds and perspectives.
3. Attract, retain, and develop faculty and staff who demonstrate excellence in teaching and professionalism, a love for learning, and service to humanity.
4. Promote a collaborative and effective work environment for faculty and staff.
5. Partner with higher education institutions that offer baccalaureate and graduate programs in select disciplines.
6. Promote student success and retention through supportive student services, library and learning resources, and targeted supplemental and developmental education programs.
7. Promote the development of the whole student through wide-ranging student life activities and experiences.
8. Enrich our communities through service learning, volunteer service, civic engagement, cultural and athletic events, community education, and outreach services.
9. Enhance and efficiently utilize human, financial, facility, equipment and technological resources.
10. Engage in continual and meaningful evaluation of all Snow College programs to provide evidence that the highest standards of excellence are maintained and the changing needs of our students, community, and state are addressed.

The Snow College Goals Statement was developed through a highly participatory planning effort, involving essentially all levels of the College community, has resulted not only in a written document, but in an increased level of understanding and commitment to the purpose and

future direction of Snow College. Since then the College has been in a position not only for the implementation of the planning but to continuously review its goals.

During the fall of 2005, the College published “A Report to the Community” publicizing the institutional goals and an assessment of progress toward achieving the goals. In order to communicate institution effectiveness to the public, this publication was distributed among college faculty and staff, local communities, trustees, regents, business and civic leaders, state legislators, and other officials. The Snow College Goals are posted on the institution’s website at <http://www.snow.edu/provost/mission.pdf>.

The President’s Cabinet and the Deans Council regularly review the institutional goals, establish priorities, assign responsibilities, and reallocate resources (Attachment 12). Academic and support units review their department assessment plans annually, including a reassessment of their mission-based goals, assessment measures, data collected, and actions for improvement as needed. Faculty members are also asked annually to update an assessment plan for improvement in their teaching or employment areas. These plans are reviewed by the department chairs, division deans, or supervisors annually. At the unit levels, academic departments conduct program reviews every five years (see Attachment 13).

The institutional goals have become an integral part of strategic decision-making at the President’s Cabinet level. The administration uses the results of evaluation activities and ongoing planning process to influence resource allocation toward improving programs as outlined in the Goals Statement. Planning and budget hearings have been used to ensure the mission and goals are the primary influence in resource allocation decisions at the division level as well. Deans and directors cite a specific institutional goal for each budget request that is developed and resources are allocated based upon institutional priorities informed by the institutional mission and goals.

Examples of resource allocations supporting the 10 institutional goals include:

1. Teaching and Learning

- a. Nine new faculty positions in previous two years
- b. Child development lab staff increases
- c. Biology ultra low freezer
- d. Portable planetarium
- e. \$18M new funding for a new library

2. Student Recruitment

- a. Engineering recruiter/instructor
- b. Student recruitment position (Richfield Campus)
- c. International Center recruitment funding
- d. Developed new enrollment enhancement fund

3. Employee Development and Commitment to Excellence
 - a. Sabbatical fund increases
 - b. Professional development fund
4. Work Environment
 - a. Faculty/staff 2.5% average salary increase 2005
 - b. Faculty/staff 3.5% average salary increase 2006
 - c. Faculty/staff 6.0% average salary increase 2007
5. University Partnerships
 - a. \$1M new funding for university partnerships
6. Student Services
 - a. Registration budget and support staff increase
 - b. Advising support staff increase
 - c. Student wellness increased institutional funding
7. Student Life
 - a. Cultural arts fund increase
 - b. Student field trips and athletics travel fund increases
8. Community Enrichment and Relations
 - a. New volunteer community service and service-learning operating budget
 - b. Funding increases for public relations functions
9. Physical Resources
 - a. High-tech classroom equipment funding
 - b. Activity Center remodel
 - c. New dance Studio
 - d. Richfield Science labs remodel
 - e. Computer replacement fund
 - f. Intercampus telecommunications and distance education equipment
10. Assessment & Improvement
 - a. Developed new Executive Director for Planning and Assessment position in IR
 - b. Increased planning and assessment budget for evaluation expenditures such as the CAAP instrument

Examples of progress toward the ten institutional goals include:

1. Teaching and Learning

Snow College has enjoyed a long-standing reputation of academic excellence within a supportive, personalized collegiate environment. The College exists to help students achieve their educational goals, whether these goals are to complete a two-year transfer degree, a technical career program, or selected courses for life-long learning.

To enhance student learning, each faculty member has a course improvement plan in place where assessments are used to find ways of improving instruction. Additionally, each course syllabus has recently been redesigned to clearly articulate the learning outcomes and assessments for each course.

Class sizes average fewer than 20 students and new courses are opened every semester depending upon student interest. Many courses are available at multiple locations and on-line. Students can select from among 50 different two-year pre-major options.

The quality of these programs is widely recognized as exemplified in our new collaboration with the Julliard Music School of New York, our new one-of-a-kind associate of applied science degree in historic traditional building skills, and our new status as one of only a few associate programs in the nation to be accredited by the National Accreditation for Schools of Theatre and the National Accreditation for Schools of Music.

The physical environment of Snow College significantly affects the learning environment as well. Snow continues to make significant strides with the recent opening of the \$22 million Eccles Center for the Performing Arts, the \$23 million Sevier Valley Center Theatre and Arena, and is planning for a new state-of-the-art library at its main campus in Ephraim, Utah.

The following assessment data show the results of the learning environment at Snow College. Snow students are achieving above their peers academically, student satisfaction is high and increasing, graduates are completing in an efficient manner, and graduates are successfully transferring.

Graduating students were given a national test (Collegiate Assessment of Academic Proficiency) to measure their academic proficiency. In each category assessed, Snow students scored higher than the national average.

Student evaluations show that 83% of students rate their courses as exceptionally good and these ratings are improving significantly. Students complete their programs efficiently and over 75% of Snow's graduates report that they have successfully met their

transfer goals. Finally, the number of students who complete degrees and certificates continues to increase. Last year over almost 800 such awards were given.

Other examples include:

- a. Course-level improvements (See <http://www.snow.edu/ir/CourseImpPlans.html>)
 - b. In December 2005 the College established a dual enrollment program for high school students in career and technical education programs allowing them to begin a college transcript and facilitate the transition to full time enrollment after high school completion.
 - c. Since spring 2004 on line courses offered have increased from 4 to 14 in 2005 to 20 in 2006 with 10 more classes in development. It is the goal of the College to offer every GE required course on line.
 - d. In spring 2004 interactive video conferencing technology was introduced to deliver the Practical Nursing program from Richfield to Ephraim. In Fall 2005 a second remote site was established in Nephi. In addition, a growing number of other academic courses are delivered via this same technology from Ephraim to Richfield. (Growth from 3 courses in spring 2004 to 6 courses planned in Spring 2007.)
2. Student Recruitment

Snow is the college-of-choice for over 3,700 students from Central Utah, from across the state and nation, and from over 20 foreign countries. Our students come from a variety of backgrounds and within the next decade, the student body is expected to grow to over 5,000.

Prospective students may participate in campus tours, weekend-overnight orientation days, and scholarship advisement days. Interested parties can access information about Snow College at the College website (www.snow.edu) or by calling the Snow College Welcome Center (435-283-7150). An aggressive enrollment management plan is in place for student recruitment.

Other examples include:

- a. Students began registration for classes online Fall 2005.
- b. Students began online credit card and check payments Fall 2006.
- c. The College developed a website for parents (see <http://www.snow.edu/general/parents.html>.)

- d. Summer programs for campus youth conferences and related programs grew from 3955 participants in 2002 to 6004 participants in 2007.
- e. The College was awarded a family literacy grant from the State of Utah and Zions Bank to assist Latino/a students and their families in English acquisition.

3. Employee Development and Commitment to Excellence

Snow College is deeply committed to the success of our students. To this aim, Snow employs 270 full-time faculty and staff members who are committed to the highest standards of professional excellence. For example, a recent assessment reveals that over half of the faculty members hired since 2002 have the highest degree offered in their field. New strategies are in place to find and reward qualified employees who are dedicated to serving students and humanity. These strategies include new hiring questions that focus on the college mission. Faculty and staff members regularly participate in statewide and national training opportunities and new funding has been set aside for expanded professional development.

Service to humanity is demonstrated by the significant number of faculty, staff and students who engage in volunteerism. Just a few examples include organizing students to provide accounting services for the elderly, building homes for habitat, serving in the military, building water systems in Mexico, serving in the state legislature, volunteering in the public schools, participating in community clean up programs, leading drug and alcohol prevention programs, taking student groups to provide food for mine victims, etc.

Other examples include:

- a. Average monthly services (appointments) in technology training and assistance for faculty and staff increased from 154 in 2003 to 232 in 2007 from the Teaching and Technology Center.
- b. New tuition benefit offered to all employees interested in USU distance education degrees.
- c. New sabbatical fund created to support faculty professional development.

4. Work Environment

Faculty and staff have worked collaboratively to articulate plans and goals for achieving the mission of Snow College. Snow's turnover rate is one of the lowest in the Utah System of Higher Education. The non-retirement turnover rate is less than 3% per year.

Weekly professional development and information meetings are held for faculty members to communicate and coordinate on issues important to the academic enterprise. Snow

College has also expanded its faculty assemblies to include both faculty and staff members.

Examples include:

- a. A new Staff Association Charter was adopted Fall 2006.
- b. Richfield Campus faculty and staff are included in information technology committees, Deans Council, President's Cabinet, and other meetings via interactive video conferencing.
- c. President and Cabinet meet monthly during "President's Forum" as a way to improve communications to faculty and staff.
- d. Provost and Faculty Development Director continue to meet weekly with all interested faculty for "Faculty Lunch Bunch" to update faculty members on college news and provide professional development opportunities.

5. University Partnerships

Snow College is committed to ensuring that citizens of Central Utah have access to the higher education they need to compete in the 21st century. This will increasingly require more than a two-year degree as society moves into an information-based, high-tech, and sophisticated-services economy. In response to this need, the College and the Utah State Board of Regents have recently approved a new role statement for Snow: to partner with universities offering high-demand, four-year and graduate programs in Central Utah.

Currently we are developing access to live, university partnership programs in business and nursing. Twenty-four additional bachelor and graduate degrees can be earned from universities in central Utah.

Specific examples include:

- a. Received \$1,000,000 in ongoing funds from the 2007 legislative session to create university partnerships that offer increased local four-year and graduate programs in the Central Utah region.
- b. Since 2004 Snow College has entered into a partnership agreement with Weber State University for a Registered Nursing program to be offered on Snow campuses with the intention of turning the program over to Snow College in the future.

6. Student Success

Snow College is committed to helping students succeed and offers an array of supportive services to help students complete their educational programs. Library resources and supplemental programs, such as tutoring, continue to grow each year. Student participation in college success courses and orientation activities also increases annually.

Snow students complete their degrees in an efficient manner. A “graduation efficiency rating” compares the number of credits required for the degree to the number of credits actually taken by graduates. A 1.00 rating indicates that students do not take any extra courses for their degrees. Snow College students have an average rating of 1.14, the most efficient in the Utah System of Higher Education.

Other examples include:

- a. Revised the Associated Students of Snow College Constitution in Spring 2006 to allow for representation of Richfield Campus student leader on the student executive council and student senate and focus student government efforts on leadership and service.
- b. Conducted detailed study of our new student orientation program (Start Smart) in 2006-2007 -- Results of this analysis affirmed Start Smart’s positive role in new student first-term and first-year overall GPA as well as a significant influence on participant graduation rates. Based on the results of these assessments, discussion among Academic Deans and Curriculum Committee members has focused on improving the overall academic influence of the program. Recommendations include changing implementation of Start Smart to a full-time, tenured faculty member, adjusting the curriculum to more directly expose/educate each student on Snow College’s general education outcomes, improving the course text to include more student support/preparation materials and exercises, connecting the course experience with the Capstone seminar, and plans for continued assessment of program attributes and overall influence on student learning. For a full analysis of the Start Smart program go to <http://www.snow.edu/~ir/studiespaper.html>.
- c. Established a new way to identify the educational goals of new and continuing students through an educational interest survey which students take when they register for classes each fall. This allows for better academic planning to meet the needs of students.

7. Student Life

A student’s academic success is affected by many factors, including his or her social, physical, and emotional well-being. Snow College offers experiences and services designed to enhance the quality of the student’s life outside the classroom.

Examples include:

- a. Snow College is home to more than 40 active clubs, including Badgers Against Alcohol and Drugs (BAAD club), which is the largest active drug and alcohol prevention club in Utah. This group of individuals shows students how to enjoy life in a drug-free environment.
 - b. Student Government, President's Leadership Team, Snow College Ambassadors, the Varsity Experience Team, and academic clubs are examples of opportunities that students have to develop personal and professional leadership skills.
 - c. Snow College's surrounding communities provide religious support for students' spiritual and emotional needs.
 - d. Motivational speakers from around the country offer students new ways of succeeding in college and in life.
 - e. Students have increased opportunities to get involved at Snow because of the College's ideal size. Students may join or start a club, write for the school newspaper, participate in intramural sports, run for student office, or participate in numerous other socially-oriented activities.
 - f. Ephraim Campus performances have been taken to the Richfield Campus.
 - g. The College established new Cultural Arts account to help groups fund events.
 - h. The College established the new "Top of the Mountains" Bowl Game venue for national NJCAA championship competition.
8. Community Enrichment and Relations

Snow College enriches community life in Central Utah through cultural, athletic, and volunteer service activities, as well as community education and outreach services. The following examples document Snow's outreach results:

- a. The College established a Center for Service and Learning in 2004 which promotes student volunteerism and academic service-learning. Through the Center, not only did the number of student volunteers and hours double, but the quality of service rendered also improved. A new "Service Scholar Distinction Award" was developed to recognize exemplary service-oriented students, and 50 community partnerships have been identified. This year Snow College budgeted ongoing funding to give permanence to the Center for Service and Learning.

- b. A coordinated effort with Ephraim City to secure adequate lighting for the Snow College / Ephraim Sports Complex was successfully completed. Snow secured \$230,000 through the Eccles Foundation, while the community was able to contribute \$80,000. It has proven to be a meaningful partnership and an enhancement to the community of Ephraim.
- c. The interest in community education courses has increased over the past year by 54%. Snow College also supports the Boy Scouts of America. Participation in merit badge courses has increased by 26%.
- d. Nursing programs are now available in Richfield and Ephraim, and the CNA (Certified Nursing Assistant) program was launched in Nephi, opening the opportunity to deliver higher education in Juab County. Additional classes were delivered through distance education beginning Fall Semester, 2005.
- e. The College was the host to many high school and college athletic events including the state 2A semi-final basketball playoffs, multiple sports camps, swimming and yoga classes, as well as season ticket offerings to those in the community.
- f. In 2006 and 2007 Snow College hosted the Utah Symphony, the Salt Lake Ballet, the Mormon Tabernacle Choir and the Utah Philharmonic Symphony.
- g. Snow College recently hosted Elie Wiesel, Nobel Peace Prize recipient and Holocaust survivor.
- h. In Fall 2005 the Richfield Campus appointed a continuing education coordinator and began offering continuing/community education courses. Over 40 courses are offered every semester for the public.
- i. In the last few years Sanpete Academy, MediConnect, Utah State University Extension, Sanpete Economic Development, 4-H, and many others have been hosted at Snow College
- j. Hundreds of tourists visit Snow College each Memorial Day weekend to participate in the well-known "Scandinavian Days" celebration and events.
- k. The College provides short-term intensive training services to local businesses and industries.

9. Human and Physical Resources

Snow College is able to serve a large number of students on a limited budget. Noel-Levitz, a nationally-known education consulting firm, commented during a site visit to

Ephraim that Snow College is an exceptionally “lean” institution that makes the most of available financial and human resources.

- a. Snow’s 270 employees regularly participate in performance reviews and professional development training that leads to continuous improvement.
- b. All budget allocations are tied to the college mission and goals.
- c. Snow College succeeded in procuring a \$200,000 federal grant for Snow College to invest in its information technology infrastructure and develop its distance education offerings.
- d. The College continues to update its master facilities plan for future buildings and activity space.
- e. Early in 2004 staff attended campus housing seminar. As a result of attendance staff began a long term plan to update facilities and market on campus housing more effectively. Since 2004 Mary Nielson , Nuttall, Anderson and Castilleja Halls have been remodeled.
- f. Combined Master Plan presented to Board of Regents June 9, 2006. Plan accepted and approved.
- g. Developed and brought on line several new distance learning classrooms and created a new Distance and Tech-enhanced Learning Committee.

10. Assessment & Improvement

Snow College is committed to the highest standards of educational excellence and works to continually improve the quality of its academic and student service programs and units. To this end, the College has adopted a comprehensive college-wide assessment and improvement strategy (see Part A, Section 2, Standard 2.B). Examples of assessments include:

- a. Graduating students take the College Assessment of Academic Proficiency Test (CAAP) which indicates their academic achievements compared to their peers across the country.
- b. The College follows up on graduates to find out whether they have successfully transferred to a university. The College recently became a member of the National Student Tracker Clearinghouse
- c. The College conducts a formal review of budgeting to determine that adequate resources are allocated to the achievement of college goals.

- d. As part of their annual reviews, faculty members present their individual course assessment/improvement plans for each course that address learning goals, measures of success, and plans for improvement. This is also done at the academic and administrative department levels, and at the degree levels.
- e. Students are surveyed to determine their satisfaction with their individual courses and with the overall Snow College experience. Information gathered is used to improve courses and college-wide programs and activities.
- f. The College has elevated the former position of Director of Institutional Research to Executive Director of Institutional Planning and Research to better meet the demands of planning and assessment.
- g. The Community College Student Experience Questionnaire (CCSEQ) is administered every other year. The non-returning student survey is administered annually to determine why students leave Snow College.

In reviewing the evolution of ongoing planning and evaluation at Snow College, this broad-based collaborative effort has had a positive, long-term impact on the college community as a whole. Snow College has increased the engagement of the college community in institutional planning and evaluation activities resulting in a Mission and Roles Statement, an institutional Goals Statement, and an ongoing planning process. The process has been more widely accepted and adopted in practice because of the inclusive process by which these documents were developed. There has been significant improvement in both attitude and activities toward institutional planning and assessment at Snow College since 2002.

Standard 2.B – Educational Program Planning & Assessment / Policy 2.2 Ed. Assessment

The College has continued to make progress in meeting the Commission’s Standard 2.B – Educational Program Planning and Assessment which states: "Educational program planning is based on regular and continuous assessment of programs in light of the needs of the disciplines, the fields or occupations for which programs prepare students, and other constituencies of the institution." The College has also made progress with regard to the Commission's Policy 2.2 – Educational Assessment.

Below is a summary of the various actions that have been taken to engage in educational program planning and assessment. This section addresses the recommendations which reference Standard 2.B and Policy 2.2 including:

- Fall 2005 Recommendation 1 (see p. 16)
- Fall 2005 Recommendation 2 (see p. 16)
- Spring 2004 Recommendation 1 (see p. 16)
- Fall 2002 Recommendation 4 (see p. 13)

Since 2002 the institution has developed a clearly defined, comprehensive, and regularly administered planning and evaluation strategy, entitled the “Snow College Improvement Strategy.”

The Snow College Improvement Strategy has been designed to support all levels of the College in using planning and assessment results as a means toward quality improvement. The Snow College Improvement Strategy is also designed to assist the College document planning and assessment results in a systematic, regular, and organized manner.

The improvement strategy uses a modified Nichols institutional effectiveness model beginning with objective-setting to support the College mission and goals. It includes assessing success through identifying assessment measures and reporting those results, tracking improvements and accomplishments, and determining next steps to modify the original objective or set new ones.

The Snow College Improvement Strategy encompasses all offerings and levels of the institution. Planning and assessment activities begin with individual faculty and staff members reviewing their performance with their supervisor or academic head. Faculty members then evaluate each course they teach on an annual basis using the framework of the course improvement plan. Faculty department chairs and staff supervisors then evaluate their departments annually using the department improvement plan framework.

Academic divisions and associate degrees are then reviewed annually in a similar manner. Finally, guided by institutional goals, college personnel use assessment results to set strategic priorities, make decisions, and determine resource allocations (see Figure 2).

Figure 2: SNOW COLLEGE IMPROVEMENT STRATEGY

Using Planning & Assessment Results for Quality Improvement

Annual Cycle	Objectives (based on College mission & goals)	Assessments (measures/ results)	Improvements (accomplishments)	Next Steps
March - October				
<ul style="list-style-type: none"> • Faculty & Staff Reviews¹ • Course Improvement Plans² • Department Improvement Plans³ 	What are the mission- and goal-based objectives?	How is success measured? What are the results?	What improvements have been made?	What improvements will be made? (Cycle begins again.)
October - December				
<ul style="list-style-type: none"> • Division/Area Improvement Plans⁴ • Degree & Certificate Improvement Plans⁵ 	"	"	"	"
December - March				
<ul style="list-style-type: none"> • College Goals Statement⁶ 	"	"	"	"

Notes:

1. Review of faculty and staff by deans and supervisors (includes self-evaluations, goal statements, and development plans)
2. Review of course effectiveness, objectives, and expected learning outcomes
3. Review of academic/administrative department effectiveness and objectives (may include 5-yr. program reviews and specialized accreditation)
4. Review of division/area effectiveness and objectives
5. Review of degree and certificate effectiveness and expected learning outcomes
6. Review of college effectiveness and goals

Evaluation at the Individual Faculty Level

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, faculty members participate in annual reviews and formal five-year reviews. 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 have peers review their teaching on a regular basis. Where areas for improvement in a faculty member's performance are identified, deans work with the faculty member to develop and implement a plan to address identified areas of concern.

The key components of the faculty review include:

- Goal statement/self evaluation or faculty development plan
- Course improvement plans
- Administrative review
- Peer review
- Student evaluations

Assessment at the Course Level

In spring 2002, a new Course Syllabus Guideline was also developed requiring each course syllabus to articulate (1) course outcomes, (2) general education outcomes, and (3) outcomes assessments. Course outcomes describe what a successful student will know (cognitive), feel (affective), or be able to do (behavioral) as a result of taking the course. General education outcomes at Snow College include a set of ten cognitive, affective, and behavioral outcomes. Each course syllabus describes the extent to which it teaches one or more of the general education outcomes. Virtually all courses address at least one general education outcome and many address several general education outcomes.

Additionally, each course syllabus is required to include a section describing outcomes assessment. The outcomes assessment section of the syllabus explains the methods used to assess achievement of the intended outcomes, including portfolios, performances and student assessments. In addition, all courses and instructors receive student evaluations at least once every year (Attachment 14).

Course improvement plans (see Attachment 15) are used by faculty to modify their courses. The plans can be found on the College website at <http://www.snow.edu/ir/CourseImpPlans.html>.

Faculty members annually bring to their performance review updated course improvement plans for each course to be taught in that academic year. The assessments embedded within the course improvement plans are conducted on a regular, annual basis. The course improvement plan allows the instructor to reflect upon the course and answer the following questions:

1. What are the mission-based objectives and learning outcomes for this course?
2. How is success measured? What were the results of the assessments?
3. What improvements have been made based on assessments?
4. What improvement will be made based on assessments? Based on these assessments, what steps should I take regarding the planning of the course for next year?

The following are examples of successful changes in teaching and learning based on data gathered from the Course Improvement Plans:

Language Course

Learning Assessment: In a Spanish 1010 course, course evaluations completed by students showed that there was a need to decrease students' anxiety levels during oral performance and evaluation.

Action Taken: The number of oral exams was increased from four to eight per semester.

Action Results: Reviewing student evaluations revealed a decrease in the frequency of students' comments on oral evaluation anxiety.

Physics Course

Learning Assessment: In a Physics for Scientists and Engineers course, the instructor, because of his background in physics education research, found deficiencies in the textbook used in the class.

Action Taken: A textbook based on Physics Education Research was sought and found.

Action Results: Assessment scores were more highly grouped and slightly higher than the previous year.

Literature Course

Learning Assessment: In a Western American Literature course, students were having a difficult time writing longer, finished literary response papers. This detracted from the enjoyment and discussion of the literature.

Action Taken: The students were asked to write daily responses to the selections they had read, with the purpose of helping them to think more deeply and critically about what they read.

Action Results: Daily quiz scores and quality of discussion went up significantly.

Psychology Course

Learning Assessment: In an Experimental Analysis of Behavior course, statistics scores and statistical ability on report writing were low.

Action Taken: A focus was put on the statistical portion of instruction with an emphasis on procedure and application.

Action Results: Average score on reviews improved from 8 to 9.5. Correct procedures and answers on final report improved from 50% to 75%.

Art Course

Learning Assessment: In a Drawing 1 course, assessment made it clear that a more in-depth use of the text would greatly enhance the students' knowledge and vocabulary of the course.

Action Taken: In place of a written comprehensive exam at the end of the semester, six quizzes are given throughout the semester to evaluate learning periodically throughout the

course.

Action Results: The collective scores on quizzes were higher than the average of the comprehensive exam, which indicates that the students retained more information.

English Course

Learning Assessment: Written assignments were low

Action Taken: Additional personalized feedback on their papers during the revision process and new in-class workshops with small groups of students..

Action Results: Students writing scores improved.

Music Course

Learning Assessment: Music theory assessment scores low

Action Taken: Added software program and piano lab opportunities

Action Results: Students can now hear intervals more proficiently as measured by interval assessment.

Engineering Course

Learning Assessment: Feedback from transfer students to University of Utah and Utah State University stating that transfer students design skills are not proficient

Action Taken: Added more design assignments and tests to all the engineering courses

Action Results: New feedback from transfer students is that they are ahead of their classmates in all areas now.

Planning and Assessment at Multiple Levels of the Institution

Department Chairs meet annually with their department faculty and update their department improvement plans. The department improvement plan allows the department chair and faculty to reflect upon the same types of questions as listed above and provides an opportunity for departments to modify their planning based on assessments. All departments have expected learning outcomes are published in the Snow College Catalog. The department improvement plans are reviewed by the Division Deans in their annual performance review with the appropriate Department Chair.

Division Deans use the data collected from the individual faculty reviews, the course improvement plans, and the department improvement plans to formulate the division improvement plans. This provides the Dean an opportunity to reflect upon similar questions as above and to determine their strategic priorities and modify their strategic planning based on data. The division improvement plans are then reviewed by the Chief Academic Officer and the Deans Council on an annual basis.

Those plans are then compiled at the Presidents Cabinet level to determine priorities, make decisions, and allocate resources. College wide goals and objectives are then reviewed, evaluated and adjusted.

In the Provost's Area (Academic Affairs, Student Services, Information Technology, and Institutional Research), planning and goal setting starts at the course or support department level. Academic and support departments develop their plans and priorities based on data. Improvement plans that policy support, coordination and organizational support, or funding, flow up to the Dean level. The Deans then determine their plans and priorities based on department input and other

data. The improvement plans and priorities then flow to the Provost level for review and presentation to the Cabinet.

A prime example has been the funding for a new library which was supported at the department level and flowed up to the number one campus priority for the past several years and was funded in 2007 by the Utah State legislature. Other planning that is modified by assessment data occurs at the degree level, division level, department level, and course level.

Planning and Assessment at the Degree Program and Certificate Levels

Faculty members have a central role in planning and evaluating educational programs and are central to the planning for and execution of expected student learning.

Snow College offers the following associate degrees and certificates of completion:

1. Associate of Science
2. Associate of Arts
3. Associate of Science Business
4. Associate of Pre-Engineering
5. Associate of Applied Science in Art and Graphic Communications
6. Associate of Applied Science in Automotive Technology
7. Associate of Applied Science in Building Construction and Construction Management
8. Associate of Applied Science in Business Technology
9. Associate of Applied Science in Business Management
10. Associate of Applied Science in Child Care Management
11. Associate of Applied Science in Collision Repair and Refinishing Technology
12. Associate of Applied Science in Computer Information Systems
13. Associate of Applied Science in Cosmetology and Barbering
14. Associate of Applied Science in Culinary Arts
15. Associate of Applied Science in Diesel Mechanics Technology
16. Associate of Applied Science in Drafting Technology
17. Associate of Applied Science in Machine Tool Technology
18. Associate of Applied Science in Traditional Building Skills
19. Associate of Applied Science in Welding Technology
20. Certificate of Completion in Building Construction and Construction Management
21. Certificate of Completion in Business Technology
22. Certificate of Completion in Business Management
23. Certificate of Completion in Computer Information Systems
24. Certificate of Completion in Culinary Arts
25. Certificate of Completion in Family Life
26. Certificate of Completion in Practical Nursing

Snow College has identified and publicized the expected learning outcomes for each of its degree and certificate programs. The College has also developed improvement plans for its associate degrees and certificates of completion.

Degree improvement plans for the A.S., A.A., A.S.B., and the A.P.E. can be found in Attachment

The Curriculum Committee meets to update the Associate of Science and Associate of Arts Degree Improvement Plans. By addressing the questions required in these Degree Improvement Plans the committee has an opportunity to reflect upon modifying the degree program based on assessment results.

Academic leaders responsible for the A.A.S. degree or certificates of completion programs are responsible to develop degree improvement plans and certificate improvement plans for their respective areas (available on file, Documents 5).

Degree and certificate improvement plans are shared with the Chief Academic Officer, the Deans Council, and the Curriculum Committee, and the assessment results are integrated in the overall planning for the College.

Additional efforts to demonstrate that assessment activities lead to improvements in teaching and learning include:

1. using results of the CAAP assessment
2. using results of our pilot capstone courses/portfolio project
3. using results of transfer data
4. using results of the general education outcomes assessment

1. The Collegiate Assessment of Academic Proficiency (CAAP)

In 1996, 1997, 2004, and 2007 the College conducted an assessment of associate degree graduates using the nationally-normed Collegiate Assessment of Academic Proficiency (CAAP). Students at Snow College have scored higher than their national peers on each of these assessments.

Data from these assessments were compared with data from a statewide CAAP assessment to determine action to be taken that would improve the degree programs at Snow College and help students with their learning goals. Analysis of the CAAP test data indicate that our students enter with somewhat lower ACT scores than, say Utah State University, but their point gain after two years of study is similar to the gain registered by students at USU.

We continue to take actions that will bring us closer to the ideal of a “university parallel experience” for our transfer students. The CAAP data also indicate that undecided students score somewhat below those students who are motivated by a pre-declared major. The College has taken steps to encourage more students to declare their academic goals, including a massive restructuring of student government based on representation by declared pre-majors. We have also instituted a survey that students take when they register for courses at the beginning of the semester. This survey encourages students to consider their areas of interest and to declare a major if they are prepared to do so.

In 2007, CAAP tests were given to a representative sample of graduating sophomores. The results indicate that Snow College students on average perform higher than their national peers in the three areas tested (reading comprehension, mathematics, and science). Individual analysis of each student tested in 2007 has been distributed to the respective

academic areas. Department Chairs and Deans received the CAAP tests scores, relevant grades of classes taken during the students' time at Snow and the copy of their respective incoming ACT scores. Trend and correlation analysis were also included in the reports.

The correlation analysis showed positive correlations between key general education classes in Math, English and Science with scores on the respective CAAP sections. For example, the college algebra course is shown to have an effect on CAAP Math and CAAP Algebra scores. The intermediate research writing had a direct relationship on the CAAP Reading assessment. Biology 1010 and 1050 were positively aligned with CAAP Science scores as were academic achievements (grades) in Geology, Chemistry and Physical Science general education courses.

Using the CAAP as an assessment of Snow College's learning outcome achievement, the aforementioned correlations suggest that the general education courses in Math, English, Life Science and Physical Science are effectively addressing those outcomes (see the full CAAP Correlation analysis on file, Document 6).

Departments are again currently analyzing the results to determine improvement opportunities. Partially as a result of the 2004 CAAP test the English Department has done several analytical studies trying to draw correlations as to successful Freshman English students and those that need to take English 980 to prepare them for College Freshman English.

As part of linking assessment to planning the Advising Office in cooperation with the Math Department developed a plan to use ACT scores and ACCUPLACER to aid the placement of students into appropriate math classes.

2. Pilot Capstone Courses/Portfolios

The College participated in a pilot program to assess the value of capstone courses that included student portfolios. One such course was sponsored by the Art Department. This capstone course assessed student achievement using a portfolio model. Starting after the 2002 accreditation visit the Art Department began to seriously develop individual faculty course improvement plans. Those plans evolved into annual department plans that addressed specific deficiencies in the program. As a result of this process the Art Department has developed an assessment strategy that informs future planning. Each student must

- develop a photographic portfolio of demonstrated proficiencies and projects
- make application to a transfer institution,
- create a current resume/curriculum vita,
- conduct an artist talk of their own work,
- create a coherent body of new work as an individual artist,
- enter a piece into the Snow College Art Exhibition.

Each department faculty member reviews and determines student learning of each portfolio. As the Art Department has reviewed the portfolios and reviewed transfer data they have:

- instituted a visiting artist series design to address various diverse issues such as employment, techniques, applications to transfer institutions, etc.
- developed a series of capstone courses and with specific outcome objectives.

3. Transfer Data (A.P.E. Graduates)

A study of the transfer success for Associate of Pre-Engineering (A.P.E.) graduates was conducted in 2007. This study gathered information on the transfer status of Snow College's A.P.E. graduates from 2000 to present. A 100% transfer rate occurred for all graduates to in-state and out-of-state four-year degree granting institutions, which resulted in 41% of the students obtaining a Bachelor's of Science degree and 15% achieving a Masters of Engineering or Master's of Science degree.

Since the Associate of Pre-Engineering degree adheres to strict guidelines and specific outcomes for transfer articulation. This study indicated that Snow College's APE preparation satisfies those outcomes and successfully prepares pre-engineering students to successfully matriculate into the bachelors degree program and in some cases into a masters degree program (see the full A.P.E. Transfer Study on file, Document 7).

Additionally, an assessment of Utah State University valedictorians found that about half of the last ten USU valedictorians in engineering were Snow College transfer students.

4. General Education Outcomes Assessment

A student who earns an A.A. or A.S. degree at Snow College should be able to do 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 contexts.
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.

Through a multi-year process, the Snow College faculty has identified general education outcomes for the hundreds of courses offered. The faculty then updates the relevant course syllabi with this information. This has allowed the institution to analyze whether or not students who graduate with an A.A. or A.S. degree have successfully passed courses that together address all of the 10 general education expected learning outcomes.

A comprehensive assessment of general education outcomes on Snow College's 2007 graduating class has demonstrated that, indeed, Snow College students have successfully passed courses that together address each of the 10 general education outcomes at least once during their tenure at the institution. In fact, the study shows that in taking the 20-plus courses required to earn these degrees, graduates successfully passed embedded course assessments that on average addressed each of the general education outcomes multiple times.

The assessment included an analysis of all 471 A.S. graduates and 134 A.A. graduates in 2007. Figure 3 shows the average number of times each general education outcome was addressed for the average Associate of Science graduate. Figure 4 shows the average number of times each general education outcome was addressed for the average Associate of Arts graduate.

Figure 3: Average Number of Times A.S. Graduates Addressed G.E. Outcomes

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9	Outcome 10
Average	11.2	11.1	4.2	9.2	8.1	6.2	6.2	4.3	5.0	5.7

Figure 4: Average Number of Times A.A. Graduates Addressed G.E. Outcomes

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9	Outcome 10
Average	12.6	12.7	5.6	9.2	9.7	5.1	5.2	4.5	6.6	4.9

Based on the results of this comprehensive assessment, the Curriculum Committee is encouraging course instructors to increase general education teaching and learning in those areas that are addressed less frequently, e.g. general education outcome 3 (Speak effectively in a variety of contexts) and general education outcome 8 (Apply ethical reasoning to a variety of contexts).

SUMMARY

In summary, much has been accomplished over the past five years relative to educational program planning and assessment. Multiple approaches have been used and the results of assessments have been utilized to affect educational planning and the improvement of teaching and learning.

IV. PART B: INSTITUTIONAL CHANGES

The Commission has commended Snow College for its enthusiastic and professional attitude toward meeting the NWCCU standards. Part B addresses questions related to institutional changes made since 2002 for each of these nine standards.

Many of the questions below have been covered in Part A. Rather than repeat this information, this report provides a reference for answers that have previously been addressed.

Standard One-Institutional Mission and Goals, Planning and Effectiveness

- What changes, if any, have been made in the mission and goals of the institution since the last full-scale evaluation and why have they been made? How have these changes been reflected in the educational program and/or functioning of the institution?

In 2002, the Commission recommended that Snow College develop a clearly stated institutional mission statement. Since then the College has created a new Mission and Roles Statement. The College has also developed a new College Goals Statement. The Mission and Roles Statement and the College Goals Statement are listed, respectively, on pages 1 and page 17.

In 2004 the Commission reviewed the new Mission and Roles Statement and the supporting College Goals Statement. Based on this review the Commission issued a commendation to the College for its clearly-stated mission and role.

The mission and roles of the College have been reflected in the educational program and institutional functions. Because the College now has a more clearly-stated mission and a set of institutional goals, the programs and functions of the College can now more easily set program-level objectives that are linked to the institutional goals and mission.

For a full review of the changes made in the mission and goals of the institution, please see Part A (p. 5).

- What existing plans for the future have been achieved and what new plans have been formulated?

Snow College has achieved many of its plans and objectives. For example, the College has planned carefully for several years to obtain funding for a new library. That funding was realized in an appropriation of approximately \$18,000,000 from the 2007 Utah State Legislature.

In addition, the College Goal Statement includes a goal to “partner with higher education institutions that offer baccalaureate and graduate programs in select disciplines.” The College has been planning with Utah State University to provide greater access to four-year degrees in Central Utah. Based on these plans, the College received an appropriation of \$1,000,000 that is a base ongoing allocation each year. Snow College officials are working

with Utah State University that will provide these new four-year programs.

These are just two examples of a myriad of existing plans that have been achieved toward each of the College's ten goals. For a full review of achievements by institutional goal, please see Part A (pp. 18 – 28).

Each year the Deans Council develops a list of newly formulated plans or strategic priorities for the new academic year. The Deans Council's priorities are determined based on an annual strategic discussion of the institutional goals and mission. The strategic priorities for the 2007 – 2008 academic year include:

Enrollment

- Increase student enrollment including new & underrepresented markets
- Expand distance education and develop centers throughout 6-county area

Quality

- Maintain and improve academic quality
- Communicate evidence of quality
- Continually update and adjust courses to meet needs
- Improve communication and mutual respect
- Engage in Central Utah economic development

Student Life

- Enhance the student life experience and student “connections”
- Evaluate student achievement and success and develop an intentional student academic support plan based on data

Partnerships

- Develop university partnerships and access to four-year programs;
- Develop K-12 partnerships and early college H.S.

Financial Responsibility

- Increase resources and financial responsibility

Regarding Snow College's educational program, the Utah State Board of Regents have approved the College to begin planning for three new associate degrees including, the Associate of Music, the Associate of Theatre, and the Associate of Art.

Under the leadership of President Wyatt, the President's Cabinet developed a list of newly formulated plans or “markers” for his new administration. They include: enrollment, quality, student life, partnerships, and financial responsibility. These five markers support the goals and mission of the College and will be used to evaluate new plans that will be formulated in the future.

- Succinctly describe the institution's current status in meeting the requirements of Standard 1.B – Planning and Effectiveness

In 2002, the Commission recommended that Snow College engage in ongoing planning to achieve its mission and goals. In 2004 the Commission recommended that the College implement an assessment program.

Since that time the College has implemented a planning and assessment strategy. Planning and assessment activities are guided by the Snow College Improvement Strategy which provides for broad-based, continuous planning and evaluation of progress toward the college goals and mission. The Snow College Improvement Strategy is described in Part A beginning on page 28 and summarized in Figure 2 on page 30.

In 2005 the Commission reviewed the College's new planning and assessment strategy. Based on this review the Commission issued the following commendation:

“Snow College is to be commended for engaging broad participation in the development of a comprehensive, collaborative and inclusive assessment process that encompasses all levels of the institution.”

For a full review of the changes made to the College's planning and assessment activities, please see the section entitled, Standard 1.B – Planning and Effectiveness, pages 15 – 28.

- What are the institution's expectations of itself and how does it assess itself regarding the achievement of those expectations?

Snow College's self expectations are expressed in the College's Mission and Roles Statement and College Goals Statement. The Mission and Roles Statement and the College Goals Statement are listed on pages 1 and page 17.

In addition, the College expects that its educational programs are effective in helping students achieve the prescribed student learning outcomes, including the general education outcomes for students seeking the Associate of Science and the Associate of Arts degrees. These general education outcomes are listed on page 38.

Achievement of these expectations is reflected in Snow College's planning and assessment activities at all levels of the institution. A summary of the College's planning and assessment activities is articulated in the Snow College Improvement Strategy (see Figure 2, page 30).

Given that the College received recommendations to strengthen planning and assessment, a full review is provided in Part A, Section 2 beginning on page 14.

Standard Two—Educational Program and Its Effectiveness

- What changes, if any, have been made in the requirements for graduation and why?

No changes in graduation requirements have been made since 2002.

- In the undergraduate (or lower division) curriculum, what new majors, minors, or degree/certificates have been added? What majors, minors, or degrees/certificates have been discontinued? What significant changes have been made in existing majors, minors or degree/certificates?

During the 2005-2006 academic year the College received approval from the Utah State Board of Regents to offer the following new Associate of Applied Science degrees:

1. Associate of Applied Science in Culinary Arts
2. Associate of Applied Science in Traditional Building Skills

No majors, minors, or degrees/certificates have been discontinued since 2002. No significant changes have been made in existing majors, minors, or degrees/certificates since 2002.

- What changes have been made in special programs providing academic credit (summer session, extension, correspondence, travel and foreign centers) and why have they been made?

No changes have been made in special programs providing academic credit since 2002.

- What are the intended educational program outcomes and how does the institution assess student achievement of those intended outcomes? In light of the requirements of Commission Policy 2.2-Educational Assessment, how does the institution regularly and continuously assess its educational programs and use the results of assessment in planning?

Snow College has identified intended learning outcomes at the course level, the department level, and the degree/certificate level.

The course-level learning outcomes are identified in the course syllabi. The department-level outcomes are printed in the college catalog. The degree-level expected learning outcomes are available on file in the Office of the Provost (Document 8).

Ten general education outcomes have been identified for the Associate of Science and Associate of Arts degree programs. These intended learning outcomes are listed in Part A, page 38.

The institution assesses student achievement of the intended outcomes through the course improvement plans, the department improvement plans, and the degree/certificate improvement plans.

In accordance with Policy 2.2 – Educational Assessment – Snow College has established a continuous program of assessment and review. For a review of intended outcomes and assessment at the course, department, and degree levels, please see Part A, pages 31 – 39.

In addition, once every five years each academic division is required to conduct a program review. The Fine Arts Division and the Business Division will complete their program reviews this year. The Snow College academic program review policy is referenced on page 18.

- Keeping to a concise format, what are the institution’s expectations regarding achievements of its students and what reliable procedures are used to assess student achievement of those expectations?

Snow College expects that students will achieve the prescribed learning outcomes for their respective educational programs. For those students seeking the A.S. or A.A degree the student learning outcomes are the 10 general education outcomes listed on page 38. For those students seeking the A.S.B., A.P.E. and the A.A.S. the student learning outcomes are referenced on page 35. The procedures for assessing student achievement of the expected learning outcomes are addressed beginning on page 28.

Standard Three—Students

- What changes have been made in undergraduate and graduate admissions, grading, student non-academic programs, and student support services? Why? Compare the current enrollment figures with those reported in the last institutional self study.

Snow College is an open enrollment institution and no changes have been made in the admissions process at Snow College since 2002. Additionally, no changes have been made in grading and no significant changes have been made in non-academic programs or student support services.

Enrollments at Snow College have held steady over the last decade, with a slight bubble during the recession of six years ago. Fall 2007 headcount is 3,746 up 12.66% from the Fall 1997 headcount of 3,325. The enrollment numbers below are end of term fall enrollment numbers.

<u>Year</u>	<u>Enrollment</u>	<u>Growth over previous year</u>
1997	3,325	4.9%
1998	3,318	0%
1999	3,853	19.9%
2000	4,073	5.4%

2001	4,096	0%
2002	3,768	-7.3%
2003	3,638	-3.5%
2004	3,645	0%
2005	4,201	13.2%
2006	4,221	0.5%
2007	TBA	End of term report not available for Fall 2007

Standard Four—Faculty

- What significant changes have been made in policies affecting the faculty? How have faculty salaries and other benefits been improved? How does the institution conduct a substantive performance evaluation of all faculty?

Since 2002, Snow College has created several new and revised faculty policies and practices including a new professional track policy, revised advancement and tenure policy, new faculty development plan template, revised guide to faculty reviews, new faculty course and department improvement plan template, new adjunct faculty hiring guidelines, revised full-time faculty hiring guidelines, and new faculty conduct and grievance policies. These policies are on file with the Office of the Provost (Document 9).

Salaries have changed between -1% and +4% over the past four years with an additional 2% merit offered for the 2007-2008 academic year.

Substantive performance evaluation of all faculty has been implemented since 2002 (see full explanation in Part A, page 11). The annual dean review of all faculty members occurs during the first part of each new academic year and includes the following components:

- Goal statement/self evaluation or faculty development plan,
- Course Improvement Plans
- Administrative review

The formal five-year review occurs for all faculty members (including tenured faculty) at least once within each five year period of service, and includes the following components:

- Goal statement/self evaluation or faculty development plan
- Course improvement plans
- Administrative review
- Peer review
- Student evaluations (these are reviewed by the faculty member annually and by the

dean at least every five years)

Standard Five—Library and Information Resources

- How have the library/learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?

During the last five years the library has responded to the needs of the campus by purchasing requested new materials. Examples include, but are not limited to, 804 titles in music, 909 titles in theatre, and 762 titles in art. On-line access to national medical resources for nursing programs is now available.

Purchases include books and multimedia formats. Total expenditures in these areas over the last five years have been over \$56,000. Computer labs are continually updated and expanded. Finally, faculty multimedia training has steadily grown each year.

Standard Six—Governance and Administration

- Explain significant changes in the governing board, leadership, and management of the institution.

In 2002, Dr. Richard L. White was appointed as Executive Vice President, Richfield Campus, a newly created position.

In 2003, Dr. Bradley A. Winn was appointed as Provost and Vice President for Academic Affairs, replacing Dr. Richard L. White.

In 2005, Mr. Jed H. Pitcher was appointed Chair of the Utah State Board of Regents, replacing Mr. Nolan Kerras.

In 2005, Mr. John Willmore was appointed Chair of the Snow College Board of Trustees, replacing Chair Scott L. Wyatt.

In 2006 Mr. Gary Arnoldson was appointed Interim Vice President for Administration and Finance, replacing Mr. Larry Christensen. A national search is underway for a permanent Vice President for Administration and Finance.

In 2006, Mr. Richard W. Wheeler was appointed Interim President, replacing Dr. Michael T. Benson.

In 2007 Dr. Scott L. Wyatt was appointed as President, replacing Interim President Richard W. Wheeler.

Standard Seven—Finance

- What significant changes have been made in the financial structure and condition of the

institution (budgetary increases and/or decreases, operating surpluses or deficits, plans for the future)?

The total institutional operating budget was increased this year to \$27,153,000. This represents an increase of 13.5 percent. The Utah State Legislature increased ongoing funding by \$3,395,000 or 18%, one of the largest increases in the history of Snow College. In addition, the legislature appropriated approximately \$18,000,000 for the construction of a new library facility.

In 2005 the financial system of the new Banner software was successfully installed. This relational data base software has allowed for increased options relative to the services and accounting of institutional finances and management.

Standard Eight—Physical Facilities

- What changes have been made in the physical plant (new buildings, demolition/remodeling of old ones)?

\$18 million funding and approval for a new library building was approved by the 2007 State Legislature. The architectural contract was issued summer of 2007. Construction is anticipated to begin winter 2008.

Construction of a \$1.2 million dance studio, dance director office space, and dance storage room began spring 2007 scheduled to be completed by late October 2007.

\$329,000 Sculpture Facility was added to the Humanities building the winter of 2005.

\$220,000 Fern Young remodel for Public Safety Facility completed summer 2005.

\$1.8 million Activities Center remodel completed fall 2005 which included a three new classrooms, upgraded locker rooms, multi-purpose lifetime sports room, and conference room.

New \$400,000 boiler was installed Fall 2005 and upgrades to steam completed.

Science Building greenhouse completed October 2003.

Standard Nine—Institutional Integrity

- How does the institution ensure high ethical standards in its treatment of students, faculty and staff?

The institution adheres to high ethical standards in its representation to the public. The College publishes its mission and roles and represents itself accurately to its constituencies.

Conflict of interest statements are submitted annually by members of the Board of Regents,

Board of Trustees and President's Cabinet.

The Advancement and Tenure policy protects faculty academic freedom.

Snow College has established student, faculty and staff organization bylaws. Student, faculty and staff organizations review and adhere to the bylaws consistently.

Snow College provides an Ombudsmen Office for students.

Employee appeals processes are in compliance with State and Federal employment regulations.

Employment and payroll requirements meet all State and Federal regulations.

Snow College is an equal employment opportunity institution.

Concluding Statement

Snow College has made significant progress since 2002 in addressing the Commission's general recommendations and standards. The president, administration, faculty and staff are pleased to present this 2007 Regular Interim Report which documents our commitment to continuous improvement and the highest standards of excellence.

IV. ATTACHMENTS

Attachment 1: REVIEW OF COMMISSION ACTIONS AND GENERAL RECOMMENDATIONS

In fall 2002 an evaluation team from the Northwest Commission on Colleges and Universities visited Snow College for the purpose of conducting its full-scale accreditation evaluation and submitted its comprehensive evaluation report which included the following general recommendations:

1. The evaluation committee recommends that Snow College develop and promulgate widely a clearly stated institutional mission statement that reflects both the State of Utah's prescribed mandate as well as the institution's goals and objectives and the educational activities for the student body (Standard One – Institutional Mission and Goals, Planning and Effectiveness; 1.A.1; 1.A.4; 1.A.5).
2. The evaluation committee recommends that Snow College engage in ongoing planning to achieve its mission and goals. The process is to include board members, administrators, faculty, staff, students, and other interested parties. The College will analyze itself and revise its goals, policies, procedures, and resource allocation (Standard One – Institutional Mission and Goals, Planning and Effectiveness; 1.B.1 through 1.B.9).
3. The relationship between Snow College Ephraim and Snow College Richfield remains unclear. The evaluation committee recommends that the College President collaborate with the Board of Trustees to develop and implement policies and procedures to clarify this affiliation (Standard Six – Governance and Administration; 6.A.1).
4. Despite recommendations made in 1992 and 1997, the College had not yet institutionalized an understanding, application and documentation of Outcomes and Assessment and Institutional Effectiveness. The evaluation committee recommends therefore that the College develop and implement an assessment/outcomes program as part of overall institutional effectiveness (Standard One – Institutional Mission and Goals, Planning and Effectiveness; 1.B; 2.B; and Policy 2.2 – Educational Assessment).
5. The evaluation committee recommends that Snow College ensures that there is a substantive, timely and regular evaluation using multiple indices for all faculty at all locations (Policy 4.1 – Faculty Evaluation).
6. The evaluation committee recommends that the college adopt well-defined policies for the evaluation of the performance of staff and clearly define procedures to ensure that this evaluation occurs on a regular, ongoing and systematic basis (Standard Three – Students; 3.A.2).

Based on the team's comprehensive evaluation report and the institution's presentation, the Northwest Commission took the following actions at its December 2002 meeting:

1. Reaffirmed the accreditation of Snow College
2. Issued a warning
3. Requested a progress report in spring 2003
4. Requested a focused interim report and visit in spring 2004.

In spring 2003 Snow College submitted its progress report which was accepted by the Commission at its June 2003 meeting. The following year (spring 2004), Snow College submitted a focused interim report and hosted an evaluator from the Commission for its 2004 focused interim review. Based on the evaluator's spring 2004 focused interim evaluation report, the Commission took the following actions at its June 2004 meeting:

1. Reaffirmed the accreditation of Snow College.
2. Found Snow College to be in compliance with five of the six recommendations.
3. Issued the following single remaining recommendation:

The initial implementation of its pilot assessment and established outcomes assessment scheme is recognized; however, the scheme is so new that data are not available to provide a proper evaluation of their long term efforts. Snow College must continue this scheme across the curriculum and the institution. This will provide evidence of an effective assessment and outcomes plan that can bring them into full compliance with Standards 1.B., 2.B. and Policy 2.2.

4. Reaffirmed the warning status.
5. Requested a focused interim report and visit in fall 2005.

In fall 2005 Snow College submitted a focused interim report and hosted an evaluator from the Commission for its 2005 focused interim review. Based on the evaluator's fall 2005 focused interim evaluation report, the Commission took the following actions at its December 2005 meeting:

1. Reaffirmed the accreditation of Snow College.
2. Removed the warning status.
3. Found Snow College to be in compliance with Recommendation 1 of the spring 2004 focused interim evaluation report
4. Found Snow College to be substantially in compliance, but in need of improvement with Recommendation 1 and Recommendation 2 of the fall 2005 focused interim evaluation report:

1. The relationship between institutional assessment and institutional planning is still

undeveloped. It is recommended that the College formalize and document this relationship. (Standards 1.B, 2.B and Policy 2.2)

2. Snow College has developed a structure and baseline for implementing ongoing assessment. It is recommended that the College refine its methods and improve the quality of its performance measures. (Standard 2.B.3)

Attachment 2: SNOW COLLEGE ROLES & RELATED REFERENCES TO R312

**SNOW COLLEGE ROLES
& RELATED REFERENCES TO R312**

Snow College Roles	Related References to R312.7 (Type IV)
1. Snow College serves as one of the nation’s finest two-year transfer institutions with a focus on liberal arts and sciences, and maintains cooperative relationships with distinguished colleges and universities.	...transmitting knowledge and skills through transfer education at the Associate...level... Transfer programs are intended to prepare graduates to begin upper-division work.
2. Snow College enhances the economic development of Central Utah through partnering with business, industry, government, and community to provide high-demand professional, career, and applied technology education.	The institution contributes to the economic development of the community... ...transmitting knowledge and skills through... applied technology education...
3. Snow College enriches the educational, cultural, and recreational life of Central Utah through community and continuing education opportunities, cultural and athletic events, and community outreach services.	The institution contributes to the quality of life...of the community...
4. Snow College is dedicated to helping individual students achieve their academic goals through a caring, personalized learning environment, providing comprehensive student success services, library and learning resources, and targeted supplemental and developmental education programs.	...transmitting knowledge and skills through...developmental education and strong student services... Student success is supported through developmental programs and services... The institution provides library services, support services... and other resources to support...the intellectual needs of students...
5. Snow College is focused on developing the whole student and encourages student involvement in a wide variety of co-curricular activities, service organizations, service-learning opportunities, academic and special interest clubs, athletics, and student leadership opportunities.	
6. Snow College welcomes all who will gain from or contribute to its educational and student-centered environment including individuals from diverse backgrounds and perspectives.	(Associate) colleges are open admission institutions.
7. Snow College partners with higher education institutions that offer baccalaureate and graduate programs in select disciplines for the citizens of Central Utah.	Where need has been demonstrated and costs are not prohibitive, selected degree programs beyond the associate degree are offered on (associate) college campuses by other USHE institutions through cooperative agreements or university centers.

Attachment 3: CONFIGURATION OF THE UTAH SYSTEM OF HIGHER EDUCATION AND INSTITUTIONAL MISSION AND ROLES

Configuration of the Utah System of Higher Education & Institutional Missions and Roles

R312-1. Purpose

To recognize the distinct and unique missions and roles of the institutions in the Utah System of Higher Education. To configure a system of colleges and universities to meet the educational needs of the citizens of the State of Utah, and to maintain system integrity by defining institutional categories. The Regents will review institutional roles and missions every five years in light of the educational needs and resources in the State of Utah.

R312-7. Comprehensive Community Colleges/Associate's Colleges: Type IV (Snow College, College of Eastern Utah, Salt Lake Community College)

7.1. Definition –Type IV institutions offer associate degrees and certificate programs. No upper-division course work or awards above the associate degree level are offered.

7.1.1. Mission -The institution's mission is that of a comprehensive community college, transmitting knowledge and skills through transfer education at the Associate of Arts and Associate of Science Degree level; applied technology education; customized training for employers; developmental education; and strong student services to support these functions. Transfer programs are intended to prepare graduates to begin upper-division work. Emphasis is placed on teaching, training, scholarly, professional, and creative achievement, and community service. The institution contributes to the quality of life and economic development of the community and the state. Student success is supported through developmental programs and services associated with a comprehensive community college.

7.2. Programs

7.2.1. Instructional Programs -The institutions offer general education, certificates, diplomas, and Associate of Arts, Associate of Science, and Associate of Applied Science Degrees. Transfer programs are intended to prepare graduates to begin upper-division work. Specialized training programs designed to meet employers' needs are also provided. Where need has been demonstrated and costs are not prohibitive, selected degree programs beyond the associate degree are offered on community college campuses by other USHE institutions through cooperative agreements or university centers.

7.2.2. Accreditation -Regional, state, and specialized accreditation is a goal for programs for which this accreditation is available and appropriate for the institution's mission and role. Such accreditation should enhance the excellence of the program and education of the student.

7.3. Faculty

7.3.1. Criteria for Selection, Retention, and Advancement -Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching and training. Secondary criteria complementary to the teaching role include scholarly, professional, creative achievements and

service.

7.3.2. Educational Preparation -Regular full-time tenure track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement.

7.3.3. Teaching Loads -Average teaching loads are somewhat higher than those of faculty in Type 11 and Type IIIA institutions, because faculty are not involved in upper-division and graduate level instruction. Institutional teaching loads will average at least 30 credit hour equivalents each academic year, the same as those of faculty teaching lower-division instruction in Type IW institutions.

7.4. Student Admission -Comprehensive community colleges are open admission institutions. Incoming students may be tested for course placement and the ability to benefit from specific courses for financial aid purposes. Satisfactory completion of other developmental or prerequisite courses and work experience may also be factors.

7.5. Support Services -The institution provides library services, support services, equipment, and other resources to support lower-division programs in applied technology, general education, and the intellectual needs of students and faculty.

7.6. Snow College Institutional Mission and Role Statement (being revised).

7.7. College of Eastern Utah Institutional Mission and Role Statement (being revised).

7.8. Salt Lake Community College Institutional Mission and Role Statement (being revised).

Attachment 4: EXECUTIVE PLANNING COUNCIL MEMBERSHIP (2007)

<p><i>Executive Staff</i> Scott L Wyatt, EPC Chair Claudia Jarrett Marcia Larsen Rick Wheeler Rick White Brad Winn</p> <p><i>Trustee and Community Representatives</i> Dan Adams Theresa Alder Doug Barton Alan Christensen Mark Stoddard John Willmore</p> <p><i>Faculty Senate</i> Ralph Brenchley Morris Casperson Kari Arnoldson Mike Kowalski Brad Taggart Andy Morgan Ted Olson</p> <p><i>Staff Association Executive Council</i> Mike Jorgensen Carol Jacobsen Jerry Hawley</p> <p><i>Student Body Executive Council</i> Jordan Snedaker Lindsey Mason Emily Wyatt Joanne Kim Judy Chamberlain Nicole Peterson Emily Greenhalgh</p>	<p><i>Academic Deans</i> Sue Dalley Doug Dyreng Vance Larsen Stan Nielson Larry Smith Steve Petersen</p> <p><i>Student Services Deans</i> Mat Barreiro Katie Jean Larsen Craig Mathie Jon Ostler Lynn Schiffman Brach Schlueter</p> <p><i>Selected Directors</i> Shawn Lindow Trent Mabey Bob Oliver Bob Trythal</p> <p><i>Planning and Assessment Team</i> Cindy Averett Boyd Beck Kim Cragun Paul Harnett Melanie Jenkins Gary Parnell Ron Aschcroft Beckie Hermansen Margie Anderson</p>
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Attachment 5: R401 FLOW CHART

R401, Approval of New Programs, Program Changes, and Discontinued Programs

R401, Approval of New Programs, Program Changes, and Discontinued Programs

R401-1. Purpose.

To provide guidelines and procedures for Board approval and notification of new programs and programmatic and administrative changes in academic and applied technology education programs. In addition, this policy includes notification of discontinued programs and other program-related items that institutions shall provide to the Office of the Commissioner.

R401-2. References

- 2.1. Utah Code §53B-16-102, (Changes in Curriculum)
- 2.2. Policy and Procedures R220, Delegation of Responsibilities to the President and Board of Trustees
- 2.3. Policy and Procedures R315, Service Area Designations and Coordination of Off-Campus Courses and Programs
- 2.4. Policy and Procedures R355, Planning, Funding, and Delivery of Courses and Programs via Statewide Telecommunications Networks
- 2.5. Policy and Procedures R411, Review of Existing Programs
- 2.6. Utah Code §53B-16-102 (Continuing Education and Community Service R430)
- 2.7. Policy and Procedures R465, General Education
- 2.8. Policy and Procedures R467, Lower Division Major Requirements

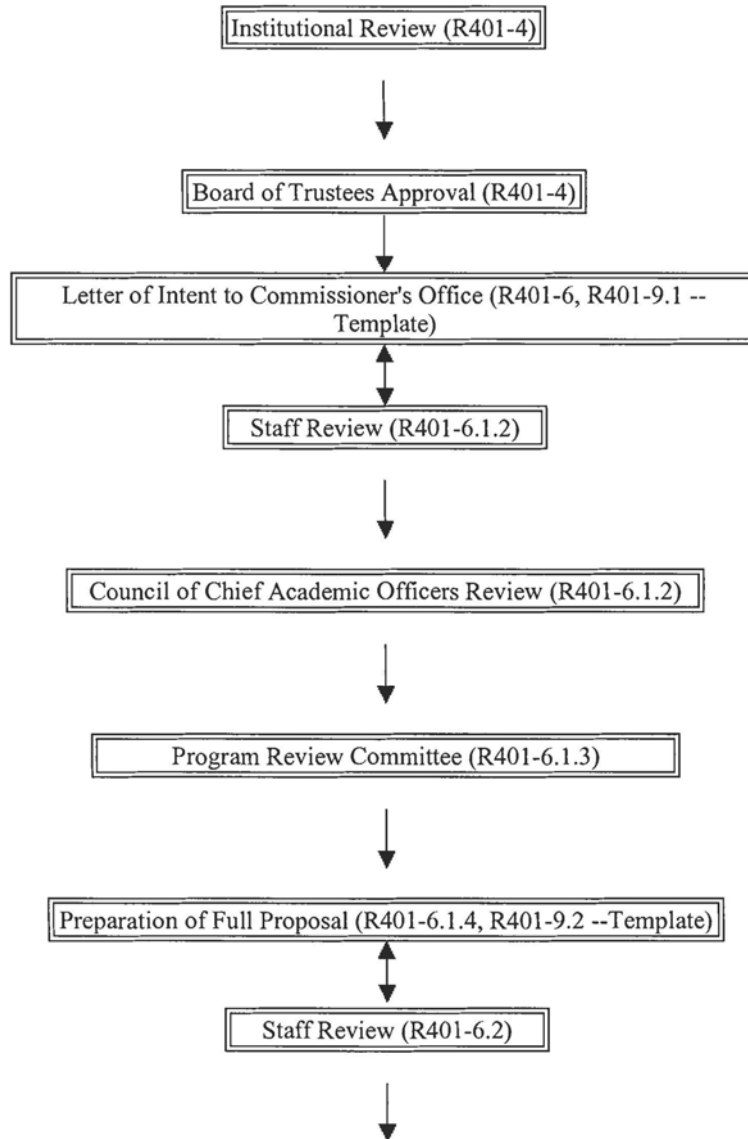
R401-3. Summary of Process

Institutions submitting program proposals for the Action Calendar, the Consent Calendar, and the Information Calendar shall adhere to the processes described in the flow charts found in Appendixes A, B, and C. . . .

... APPENDIX A

ACTION CALENDAR FLOW CHART (R401-4.1)

Board of Regent approval is required of all new certificate, diploma, and degree programs, including new K-12 school personnel programs. Such programs will have undergone institutional review and been approved by the Board of Trustees prior to submission to the Office of the Commissioner. The approval process for Fast Track applied technology certificate programs is described in R401-7.



Council of Chief Academic Officers Review (R401-6.3)

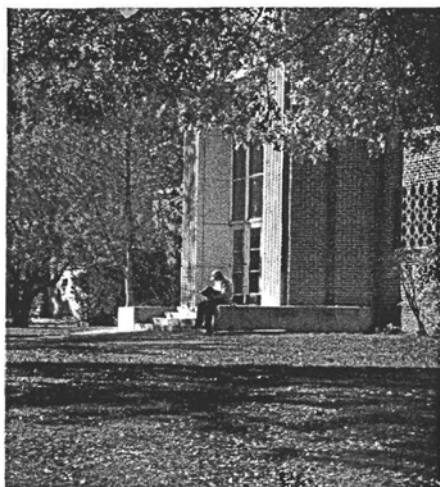


Regents' Academic, Applied Technology and Student Success Committee (R401-6.4)



Board of Regents Action in Committee of the Whole
Approval requires a majority vote of the Board; graduate programs require a 2/3 majority
vote.
(R401-6.5)

Attachment 6: SNOW COLLEGE ADMISSION POLICIES



ADMISSIONS

Dean: Brach Schlueter
Director of Admissions & Marketing: Timothy Dolan
Assistant Director: Beau Hunter
Administrative Assistant: Lorie Parry
Administrative Assistant: Ruth Williams
Richfield Campus Contact: Janet Fautin

ADMISSIONS POLICY

Snow College is an open admission institution, committed to a policy of equal opportunity and non-discrimination in educational services to our students, employees, and the public.

ADMISSION PROCEDURES

New Students

To be officially admitted to the College, an applicant must do the following:

1. complete the admissions application;
2. make out a check or obtain a money order for the \$30 application fee (nonrefundable).
3. send both to: Admissions Office
Snow College, Box 1028
150 East College Avenue
Ephraim, UT 84627
4. take the ACT or SAT and request that your scores be sent to Snow College;
5. ask your high school to send a copy of your transcript and ACT or SAT scores to Snow College (or send a copy of your GED certificate and scores).

Transfer Students

Transfer students must submit an application and a copy of the official transcripts from each institution where any credits were earned. A minimum GPA of 2.0 (C) is required for admission to Snow College in good standing. A transfer student is defined as a student whose class has graduated from high school and has earned 20 or more transferable college credits. **Transcripts must be submitted at the time of application.**

ACT or SAT scores are required of all applicants unless they are admitted as a transfer student, or they are 25 years of age or older. Concurrent enrollment credit is not considered towards a waiver of the ACT or SAT scores.

Returning Students

A student who has been away for more than one semester must submit a new application for admission. A \$15.00 readmission fee is assessed.

Early Admission

Under certain circumstances, a high school student may attend Snow College prior to graduation from high school. Early admission requires the following:

1. be a high school senior;
2. have an above average high school grade point average (3.5 range);
3. have the intention of still earning a high school diploma;
4. have a release letter from the student's current high school releasing the student to take on-campus courses and verifying that the college credits will be accepted to satisfy graduation requirements;
5. have a letter from the parents or guardian giving the student permission to attend Snow College;
6. complete the General Education Development Test according to the standards set forth by the Utah State Board of Education if the student does not plan to earn a high school diploma;
7. submit all the required documents (application for admission, high school transcript, ACT or SAT scores).

Students admitted under this option will be admitted for one semester at a time, and will be allowed to continue only if they earn a minimum grade point average of 2.00 (C) each semester.

Home School

Graduates from a home school may be admitted if:

1. they have completed the General Education Development Test (GED)

- in accordance with the standards prescribed by the Utah State Board of Education;
2. they submit the results of the American College Test (ACT) or the College Board Scholastic Aptitude Test (SAT);
 3. their high school class has graduated;
 4. they have attended any high school, an official transcript from that high school must be submitted;

Non-Graduates

Applicants who have not completed high school but are past high school age may be admitted if:

1. they have completed the General Education Development test (GED) in accordance with the standards prescribed by the Utah State Board of Education;
2. they submit the results of the American College Test (ACT) or the College Board Scholastic Aptitude Test (SAT);
3. their high school class had graduated;
4. they have attended any high school, an official transcript from that high school must be submitted.

Snow College Concurrent Enrollment Students

A student who took Snow College concurrent enrollment classes may enter Snow College without paying an additional admission fee if there is no break between the time of high school graduation and attendance on campus. (Summers not included.) A student with a break longer than one semester must pay a \$15 change of status fee.

ACADEMIC PREPARATION

Even though Snow College is an open admission college, strong preparation is still recommended. Students who are likely to succeed at Snow will have solid academic and study skills. Students are expected to have the reading, writing, and thinking abilities necessary for college-level coursework.

Those who need remedial help should understand that Snow College does not at this time have a developmental education program.

ACADEMIC ASSESSMENT

Assessment testing is required of all new degree-seeking students. Students may meet this requirement by:

1. taking the ACT or SAT test and having a copy sent to Snow College;
2. taking a TABE (Test of Adult Basic Education) if enrolling in non-credit applied technology programs on the Richfield Campus.

The ACT or SAT scores are required of all applicants unless they have completed 20 semester hours of college credit with a minimum GPA of C, or are 25 years of age or older, or are enrolling in applied technology programs for non-credit.

Participation in Assessment Activities

Snow College's commitment to its mission and goals requires conducting regular evaluations of progress in achieving those goals. A student enrolled at Snow College may be asked to participate in assessment by taking special tests, by allowing the college access to scores on nationally standardized examinations, by completing questionnaires and surveys, and by serving as members of focus groups or other discussion groups designed to obtain information.

Some assessment work requires statistical sampling of the student population, so it is important that students be willing to help with assessment when asked. Students should feel no reluctance about participating in assessment because any information obtained is used solely in the improvement of college instruction at the curricular or programmatic level and in ways that do not reflect individually on the student. The scores will not be part of any students official record.

RESIDENCY

Snow College will determine student residency in accordance with Utah Law and the policy of the State Board of Regents.

Resident tuition applies to permanent residents of the State of Utah. With few exceptions, a student must be domiciled in Utah for at least 24 continuous months as a non student, or earn at least 60 semester credits at a regionally accredited Utah higher education institution, or an equivalent number of applicable contact hours at the Utah College of Applied Technology. Students must also be able to show intent of becoming a Utah resident before an application for residency may be filed. International students on temporary visas do not have the ability to become Utah residents for tuition purposes.

Applicants for resident classification should complete an application for Residency, available at the Admission Office. The application, including all supporting documents, must be submitted at least two weeks prior to the start of the semester for which residency is requested. Specific questions should be directed to the Admission Office.

INTERNATIONAL STUDENT ADMISSION

In order to be eligible for college or university work in the United States, international students need to have graduated from a high school which is equivalent to the twelfth grade in the United States. It is also recommended

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LANG
PHIL
TSFL

Natural Science & Mathematics

AGRI
BIOL
CHEM
CPSC
ENGR
GEOL
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Social & Behavioral Science

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Attachment 7: SNOW COLLEGE SELECTION OF FACULTY DOCUMENT

PERSONNEL POLICIES & PROCEDURES

13.2.1 EMPLOYMENT POLICIES (Faculty and Staff)

March, 1990; Rev/April, 1997; Rev/ August, 2000; Rev/ March, 2004 (Effective March 10, 2004)

13.2.1.1. GENERAL PROCEDURES

1. Snow College shall recruit applicants from as broad a base as possible and employ from a pool of qualified applicants in accordance with the Snow College Affirmative Action Policy (13.1.2.) legislative enactments including the Snow College Nepotism Policy (13.2.6), Board of Trustees policies, and the Federal Equal Employment Opportunity Act.

2. Internal Posting: (See also Policy #13.2.10 - Promotions and Transfers) For positions extending six months or more, the College President may conduct an internal search. Such openings shall be posted for a period of five working days. If the position is not filled from candidates in the internal search, an external search may be initiated. Internal and External posting may be done simultaneously.

13.2.1.1.1. APPOINTMENTS (Faculty and Staff)

Appointments will be for faculty and staff employed on an annual basis of 75 percent time or more with eligibility for benefits. All appointments will be conducted in accordance with the hiring procedures established by this policy unless otherwise appointed by the President. The President in his/her discretion can internally reassign personnel (for Richfield Campus in consultation with the Executive Vice President) without the necessity of going through the hiring procedures established by this policy.

13.2.1.1.1.1. FACULTY APPOINTMENT

1. Faculty appointments will be initiated through an identification of need and appropriate approval on the "Position Announcement Request and Official Approval Form."

2. Upon approval of the President, a search committee will be convened to finalize the job position announcement, the broadness of posting, and the screening criteria.

3. External Posting: Faculty positions will be posted at least 30 calendar days. Under extenuating circumstances, the President may authorize a shorter search period.

4. Faculty applicants will be required to submit a "Faculty Application Form," a resume/vitae, a letter of application, and may be asked to submit letters of recommendation and/or copies of transcripts. Other materials may also be requested at the discretion of the search committee.

5. Faculty search committees will be responsible for selecting applicants to be interviewed, for interviewing, and for recommending to the Provost and the President the final candidate(s) for appointment.

6. Upon the President's approval of the successful candidate, the search committee chair will submit

a completed "Salary Offer Checklist" before making an official candidate for signature and acceptance of the offer.

8. Employment notification will be coordinated through the Human Resource Office.

9. The search committee members must return all application forms and rating sheets to the Human Resource Office immediately following the completion of the search process.

13.2.1.1.2 STAFF APPOINTMENT

1. Staff appointments will be initiated through an identification of need and appropriate approval on the "Position Announcement Request and Official Approval Form."

2. Upon approval of the President, a search committee will be convened to finalize the job position announcement, the broadness of posting, and the screening criteria.

3. External Posting: Non-exempt staff positions will be posted at least 15 calendar days and 30 calendar days for Exempt positions. Under extenuating circumstances, the President may authorize a shorter search period.

4. Staff applicants will be required to submit a "Staff Application Form," a resume/vitae, a letter of application, and may be asked to submit letters of recommendation and/or copies of transcripts. Other materials may also be requested at the discretion of the search committee.

5. Staff search committees will be responsible for selecting applicants to be interviewed, for interviewing, and for recommending to the President the final candidate(s) for appointment.

6. Upon the President's approval of the successful candidate, the search committee chair will submit a completed "Salary Offer Checklist" before making an official offer of employment to the candidate.

7. The Human Resource Office will generate and deliver the official appointment including a "Memo of Understanding at Time of Hire" if required to the candidate for signature and acceptance of the offer.

8. Notification of employment will be coordinated through the Human Resource Office.

9. The search committee members must return all application forms and rating sheets to the appropriate Human Resource Office immediately following the completion of the search process.

13.2.1.2. SELECTION OF OTHER EMPLOYEES

13.2.1.2.1. PART-TIME SELECTION

Part-Time Staff Employees

Part-time Staff employees are hired at less than 75% time annually but retained 6 months or more as a part-time employee and are not eligible for benefits.

Part-Time Adjunct Faculty

Part-time Adjunct Faculty assignments are made each semester/term with a signed "Snow College Semester/Term Adjunct Teaching Agreement" and then processed through a "payroll action form" with no continuation of employment beyond the particular semester/term assigned. The College shall not offer nor shall the Adjunct Faculty member accept any r/term with a signed "Snow College Semester/Term Adjunct Teaching Agreement" and then processed through a "payroll action form" with no continuation of employment beyond the particular semester/term assigned. The College

shall not offer nor shall the Adjunct Faculty member accept any teaching assignment(s) which exceeds 22.4 credit hour equivalencies per academic year in any combination of divisions, campuses, distance education, locations, or other assignments paid by the College. Exceptions can be made in urgent circumstances and must be in the best interest of the College as approved by the President before the start of the semester/term. They should not teach more than 11 credit hour equivalents during the summer semester/term unless approved in advance by the President. The part-time faculty time must be coordinated with all other employment at the College to reflect less than 75% time.

Temporary

Temporary employees work less than 6 months, with breaks in employment of at least three months or more, and are not eligible for benefits.

General

1. Selection of part-time adjunct faculty and part-time staff will be handled by the Human Resource Office consistent with the "Hiring Procedures" outlined above for appointed faculty and staff or with the needs of the hiring department.
2. Upon the appropriate Vice President's and/or Executive Vice President's or designee's approval of the successful candidate, the Human Resource Office will approve the Payroll Action Form.
3. If requested by the appropriate Vice President and/or Executive Vice President or designee and/or Supervisor, a "Memo of Understanding at Time of Hire" will be prepared and delivered to the part-time employee.
4. Part-time adjunct faculty and part-time staff hired using the "Hiring Procedures" established by these policies may have their position expanded to full time if recommended by the hiring department with the approval of the President.

13.2.1.2.2 PART-TIME STUDENT SELECTION

Part-time students work less than 20 hours a week.

1. All requests for temporary and part-time student employees will follow the procedures of the Financial Aid Office and the Nepotism Policy of the College.
2. Upon selection of the successful candidate, a " Part-Time/Hourly Payroll Action Form" will be completed and delivered to the Human Resource Office.
3. Part-Time employees are responsible to submit an I-9 Form to the Human Resource Office within three days of performing work.

13.2.1.2.3. ONE-TIME PAY FOR SERVICES

"Independent Contractors" or others whose services are for one-time/one-payment will not be required to go through the hiring practices and procedures outlined by the Human Resource Office. The " Part-Time/Hourly Payroll Action " form, or the " Independent Contractor Payment Request" form, and/or a "Check Request" form should be completed and processed through the Human Resource Office.

13.2.1.3. RECOMMENDATIONS FOR POTENTIAL, CURRENT AND FORMER EMPLOYEES

1. Solicitation of recommendations. All Faculty, Staff, and Permanent Part-Time positions will be required to have reference checks. Before an offer of employment is extended, the Human Resource Office and/or the Search Committee will take responsibility to investigate educational attainment, previous employment records, and other pertinent work-related factors of all recommended candidates for employment.

2. Generation of recommendations. All oral and written recommendations given by Snow College employees about a current or former employee will be required to use the standards and procedures established by these policies. Any other communication from an employee of the College is done as an individual and not as a representative of the College.

The only information to be given on a letter of recommendation or reference check of our employees is dates of employment, salaries, and positions held. If a current employee or a separating employee or past employee wishes to have a letter of recommendation prepared or to have information released from his/her personnel file in a reference check, a signed "Information Release and Waiver Agreement" by the employee must be on file in the Human Resource Office. This form remains in the file until the employee requests removal

A copy of a written recommendation or notification of an oral recommendation being given should be submitted to the Human Resource Office for inclusion in the employee file.

13.2.1.4. DISCUSSION OF POSITION AND SALARY

The Human Resource Office will coordinate the salary offer with the President, Vice President of Administration and the appropriate department, before an offer is extended to an applicant.

The Human Resource Office will explain the general job description, salary and employment benefits. Mandatory personnel policies and where employees can obtain complete copies of the policies will be explained to qualified applicants.

13.2.1.5. TESTS (Non-Exempt Staff Only)

1. All qualifying tests for positions shall be arranged for by the Human Resource Office. All tests shall be validated according to EEOC standards. Scores of such tests shall be recorded with the application materials. GATB and type tests, when required, can be taken at local Job Service offices.

2. Recent scores from tests administered by the U.S. Civil Service Commission and the Utah State Employment Security Commission may be accepted.

13.2.1.6. NOTIFICATION OF EMPLOYMENT STATUS (See Policy # 13.2.5. Reduction in Force/Layoffs)

1. To respect the right of appointed/contracted staff employees of Snow College and to let them know as early as possible their employment status for the following year, the following procedures have been established:

(a) If there is probability that employees will not be hired the following year, they will be notified as early as possible but not less than 60 days prior to the end of the fiscal year. If re-employment is contingent upon legislative appropriations which cannot be known before the end of the legislative session, they will be notified as early as possible thereafter. (See Policy #13.2.14 Payment in Lieu of Notice)

(b) Employees who do not receive notice of intent to discontinue employment as stated above may

expect an appointment as soon as practical after the Legislature, Board of Regents, Board of Trustees, and College Administration have completed the budgeting process and providing probationary requirements have been met. (See Policy 13.2.9 Probationary Period, Policy 13.2.14 Payment in Lieu of Notice)

2. To respect the right of non-tenured tenure track faculty employees of Snow College and to let them know as early as possible their status regarding the final tenure decision, the procedures outlined in the applicable "Advancement and Tenure Document" will be followed.

3. To respect the right of coaches/teachers and to let them know as early as possible their status for continued appointments, they will be notified no later than March 1 of their status for continued employment for the next fiscal year.

Attachment 8: PROFESSIONAL TRACK PROMOTION POLICY

5.5 PROFESSIONAL-TRACK (NON-TENURE-TRACK) FACULTY PROMOTION

Drafted & recommended by Ad Hoc Committee, December 2, 2004;

Modifications added by the Academic Deans, December 13, 2004;

the Faculty Senate, January 13, 2005;

President, January 20, 2005;

Modifications added by

Modifications added and approved by Provost &

Approved by Board of Trustees, January 31, 2005.

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1. PROFESSIONAL-TRACK FACULTY DEFINITION & QUALIFICATIONS

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1. PROFESSIONAL-TRACK FACULTY DEFINITION & QUALIFICATIONS

1.1 Professional-track faculty are non-tenure-track members of the Snow College faculty.

1.2 Professional-track faculty will be expected to be academically and professionally qualified for the discipline in which they teach. A minimum of an associate degree and journeyman status (or equivalent) is required for faculty members in the Career and Technical Education (CTE) Division. A minimum of a baccalaureate degree is required for faculty members in all other divisions. Exceptionally qualified candidates without the above minimum requirements may be hired on a one-year contractual basis with the approval of the appropriate division Dean, Vice President for Academic Affairs, and the President of the College.

1.3 The journeyman equivalent requires four years of full-time related work experience in the occupational area taught by the instructor. All of the work experience must have been within six years of the date of hire to teach at Snow and should have been a part of a progressive, rigorous learning program, or (2) documentation showing that the instructor has passed a recognized industry standard examination or state-approved competency examination at or above the established cut-off scores.

2. PROFESSIONAL-TRACK FACULTY DUE PROCESS

2.1 All professional-track faculty members will be governed and protected by Snow College policies 15.1: Faculty Professional Responsibility & Standards of Conduct, 15.2: Academic Due Process: Sanctions and Hearing Procedures, and 15.3: Academic Due Process: Grievances.

3. PROFESSIONAL-TRACK PROMOTION COMMITTEE

3.1 The Professional-track Promotion Committee is a committee of the Faculty Senate and consists of at least six (6) voting members. The Professional-track Promotion Committee will make recommendations regarding professional faculty promotion and professional leave to the appropriate Division Dean and Vice President for Academic Affairs, who recommends to the President.

3.2 The makeup of the Committee will be as follows: One faculty member will come from each division

wherein professional-track faculty members reside. A representative of the Faculty Senate will sit on this Committee as a voting member. At least half of the members of the Professional-track Promotion Committee will be professional-track faculty members. The Vice President for Academic Affairs and the Executive Vice President will sit on this Committee as non-voting members. After one representative from each division with professional-track faculty is assigned, the remaining seats will be apportioned based on the number of professional-track faculty members in each division. Decisions regarding these remaining seats will be the responsibility of the Vice President for Academic Affairs. Voting committee members will serve two-year staggered terms.

Attachment 9: REVIEW OF FACULTY SALARY VALUES

REVIEW OF FACULTY SALARY VALUES

Approved April 15, 2005

Revised June 20, 2005 (increased entering credentials 2.5%; changed non-HE teaching to 215)

Revised July 1, 2005 (added less-than-bachelor entering degrees, added associate for additional degree)

Revised August 15, 2005 (corrected less-than-bachelor entering degrees)

Revised April 19, 2006 (increased entering degree and credentials by 3.5%, adjusted non-HE teaching to 225)

Revised June 25, 2006 (8 year maximum cumulative experience if using both higher ed and industry experience)

Revised April 24, 2007 (increased masters degree by 6%; adjusted entering degrees by additional degree points)

Revised June 11, 2007 (6 yr industry experience relevancy clarified; 7 yr additional educ. recency guideline added)

Revised Sep 12, 2007 (increased additional degrees: Assoc 420-1000, Masters 2700 -3000, Doctorate 3582-4000)

Faculty compensation can affect retaining and rewarding the highest quality faculty. The following factors have emerged out of traditional faculty salary values from Snow College's campuses: (1) entering degrees, credentials and experience, (2) additional degrees and education, (3) advancement and promotion, and (4) merit and market. The purpose of this document is to generate expected faculty salaries. The faculty salary values, factors and weightings are as follows:

1. Entering Degrees, Credentials and Experience

Degrees and Credentials

Journeyman credential without associate = 31,794 pts.

Bachelors degree, or associate and journeyman credential (or equivalent) = 32,214 pts.

Masters degree, or bachelors and journeyman credential (or equivalent) = 34,914 pts.

Doctoral degree = 38,496 pts.

Experience

Each successful year of relevant higher education teaching experience = 450 pts.

Each successful year of relevant non-higher education teaching experience = 225 pts.

(8 year maximum)

Each successful year of relevant industry experience when required for position = 450 pts.

(Must have been required in job posting; 6 years industry experience not relevant if applied to journeyman credential; 8 year cumulative [teaching + industry] maximum)

2. Additional Degrees and Education/Training

Additional Degrees

Associate degree = 1,000 pts.

Bachelors degree = 2,700 pts.

Masters degree = 3,000 pts.

Doctoral degree = 4,000 pts.

Additional Education/Training (may be limited to previous seven years)

Approved graduate semester credits = 90 pts./credit (45 credit maximum)

Approved undergraduate semester credits = 60 pts./credit (45 credit maximum)

(credits beyond highest degree are credited as earned and deducted at new degree)

Approved professional development units (PDUs) = 60 pts./PDU (60 PDU maximum)

3. Advancement and Promotion

Three tenure-track advancements and tenure status = 7,758 pts.

(1,790 pts. for each advancement and 2,388 pts. for tenure)

Six professional-track promotions = 7,758 pts.

(700, 950, 1150, 1400, 1650, 1900 pts. for levels 1-6 respectively)

4. Merit and Market

Additional points may be awarded based on merit and market. Merit and market points are recommended by the Academic Divisions to the Vice President for Academic Affairs/College President (with recommendations from the Executive Vice President regarding CTE faculty).

Attachment 10: GUIDE TO FACULTY REVIEWS

GUIDE TO FACULTY REVIEWS

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, faculty members participate in annual dean reviews and formal five-year reviews. 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.

This guide supplements the Faculty Evaluation Policies and Procedures document and is designed to assist faculty members and deans in preparing for the annual dean review and the formal five-year review.

I. ANNUAL DEAN REVIEW OF FACULTY

The annual dean review occurs for all faculty members during the first part of each new academic year and includes the following components:

- Goal statement/self evaluation (Att. 1) or faculty development plan (Att. 2)
- Course improvement plans (Att. 3)
- Administrative review (Att. 4)

II. FORMAL FIVE-YEAR REVIEW OF FACULTY

The formal five-year review occurs for all faculty members at least once within each five year period of service and includes the following components:

- Goal statement/self evaluation (Att. 1) or faculty development plan (Att. 2)
- Course improvement plans (Att. 3)
- Administrative review (Att. 4)
- Peer review (Att. 5)
- Student evaluations

Deans will document the reviews (see Att. 6) and submit them to the Office of the Vice President for Academic Affairs by November 1st of each academic year.

GOAL STATEMENT & SELF EVALUATION

Name _____

Date _____

I. Teaching and Learning Excellence

- A. What teaching improvement goals did you set for yourself last year? What were the results?
- B. What are your teaching improvement goals for next year?
- C. What specific steps will you take to accomplish these goals and what assistance do you need from Snow College?

II. Scholarly, Creative, and Professional Development

- A. What scholarly, creative and professional development goals did you set for yourself last year? What were the results?
- B. What are your scholarly, creative, and professional development goals for next year?
- C. What specific steps will you take to accomplish these goals and what assistance do you need from Snow College?

III. Institutional and Public Service

- A. What institutional and public service goals did you set for yourself last year? What were the results?
- B. What are your institutional and public service goals for next year?
- C. What specific steps will you take to accomplish these goals and what assistance do you need from Snow College?

FACULTY DEVELOPMENT PLAN

Faculty Development Plans articulate plans for improvement in the faculty's "constant pursuit of excellence," (see Snow College Mission Statement). The FDP describes intended actions including teaching improvement activities, scholarly achievement in academic coursework and degrees, professional development activities, and institutional, professional, and community service. Activities in each area that are pre-approved, documented and verified can indicate eligibility for advancement or promotion. The FDP also includes advancement/promotion point information, pre-approval signatures, and final recommendation signatures. In preparing FDPs, faculty members should have access to the following resources: division dean, dept chair, mentor(s), A&T/PTC representative, faculty development director, TTC Director, etc.

FDP: Name _____	Date _____
Plans for teaching improvement activities	
•	
•	
•	
Plans for academic coursework and additional degree programs (Optional: estimated credits _____)	
•	
•	
•	
Plans for professional development activities (Optional: estimated hours _____)	
•	
•	
•	
Plans for service to institution, profession, and community	
•	
•	
•	

Point Information	Date _____
Total points required for advancement/promotion:	_____
Points earned from years of experience, credentials, or credits/PDUs beyond degree:	_____
Points awarded by A&T/PTP Committee for academic coursework/degrees:	_____
Points awarded by A&T/PTP Committee for professional development activities:	_____

Pre-Approval of Faculty Development Plan		Recommended for Advancement/Promotion	
_____	_____	_____	_____
Department Chair	Date	A&T/PTP Committee Chair	Date
_____	_____	_____	_____
Division Dean	Date	Vice President for Academic Affairs	Date
_____	_____	_____	_____
Vice President for Academic Affairs	Date	College President	Date
_____	_____	_____	_____
A&T/PTP Chair (final approval)	Date	Trustees Chair (final approval)	Date

COURSE IMPROVEMENT PLANS

Using Planning & Assessment Results for Improvement at the Course Level

Course Number _____ Course Title _____
 Date Submitted/Updated _____ Submitted By _____

Learning Outcomes (mission/goal-based)	Assessments (measures/results)	Improvements (accomplishments)	Next Steps
<p>What are your mission/goal-based objectives? List 2 or 3 key learning outcomes (G.E. outcomes, applied education outcomes, or other outcomes) that your course is intended to meet.</p>	<p>How is success measured? Develop at least 2 measures for each outcome from previous column (e.g., exams, quizzes, field work observations, student surveys, course evaluations, rubric scored portfolios, etc.).</p> <p>What are the results? Summarize assessment results (e.g., 75% students' research papers included less than 10 references).</p>	<p>What improvements have been made? List actions taken to improve your course (e.g., added an early non-graded first draft assignment, ensured that library research resources were available).</p>	<p>What improvements will be made? Improvements may include modifications to course objectives, content, teaching methodologies, etc. (Cycle begins again.)</p>
<p>Outcome 1:</p>	<p>Assessment/Results 1: Assessment/Results 2: Etc...</p>		
<p>Outcome 2:</p>	<p>Assessment/Results 1: Assessment/Results 2: Etc...</p>		
<p>Outcome 3: Etc...</p>	<p>Assessment/Results 1: Assessment/Results 2: Etc...</p>		

Note: Updated course improvement plans should be submitted via email to Ron Ashcroft, Executive Director of Institutional Planning and Assessment. Those previously submitted can be located at <http://www.snow.edu/~ir/CourseImpPlans.html> (Updated October 10, 2007)

ADMINISTRATIVE REVIEW -- DISCUSSION TOPICS

Name _____

Date _____

1. Teaching and Learning Excellence
 - a. How are your classes going?
 - b. What are your strengths in the classroom?
 - c. Do you have any concerns?
 - d. Do you have clear learning outcomes in your syllabi? Have you updated your course improvement plans (4-column charts)?
 - e. What teaching improvement goals did you set for yourself last year? What were the results?
 - f. Do you have any goals for this year to improve (teaching methods, experiential/service-learning, out-of-class involvement with students, alignment of expected outcomes/course content/student assessment)?

2. Scholarly, Creative, and Professional Development
 - a. How is your professional/scholarly/creative development going?
 - b. What works well for you in keeping up with developments in your field?
 - c. Do you have any concerns?
 - d. Do you have a professional or departmental website?
 - e. What scholarly, creative, and professional development goals did you set for yourself last year? What were the results?
 - f. Do you have any goals for this year to improve (creative activity, curricular development, cross-disciplinary work, reading journals/listserves, professional development and conferences, publications, presentations, sabbaticals, credits beyond degree)?

3. Institutional and Public Service
 - o How are you doing with institutional and public service?
 - o What are your strengths with regard to service?
 - o Do you have any concerns?
 - o Are you involved in advising, mentoring or recruiting?
 - o What institutional and public service goals did you set for yourself last year? What were the results?
 - o Do you have any goals for this year (committee assignments, clubs, campus presentations, support of campus events, teaching in Richfield/Nephi/Delta/Polycom, articulation, community service, service-learning, using your expertise for entrepreneurial ventures)?

4. Review of Student Evaluations (optional for annual dean review)

5. Review of Peer Evaluations (optional for annual dean review)

PEER REVIEW

Colleague Classroom Observation Report

Instructor _____ Course _____
Number of Students Present _____ Date _____
Evaluator (s) _____

Purpose: The purpose of this classroom observation is (1) to provide a database for more accurate and equitable decisions on tenure, promotion, and salary increases and (2) to improve faculty performance.

Instructions: Please consider each item carefully and rate the instructor, giving the highest scores when you agree with the statement and the lowest scores when you disagree. After each statement please circle the rating that most closely expresses your view.

	Strongly Agree	7	6	5	4	3	2	1	Strongly Disagree	Don't Know
1. The class presentation was planned well and organized. Comments: _____ _____		7	6	5	4	3	2	1		X
2. The instructor demonstrated enthusiasm for the subject matter. Comments: _____ _____		7	6	5	4	3	2	1		X
3. The teacher demonstrated mastery of the subject matter. Comments: _____ _____		7	6	5	4	3	2	1		X
4. The material presented by the instructor was clear and understandable. Comments: _____ _____		7	6	5	4	3	2	1		X
5. The instructor's interactions with the students was positive and appropriate. Comments: _____ _____		7	6	5	4	3	2	1		X
6. The relationship between the instructor and the student was one of mutual respect. Comments: _____ _____		7	6	5	4	3	2	1		X
7. Considering the previous items I would rate this instructor as excellent in comparison to others in the division. Comments: _____ _____ _____		7	6	5	4	3	2	1		X

The instructor's major strengths were _____

My suggestions to the instructor for improvement are _____

RESULTS OF FACULTY REVIEWS

Faculty Member: _____ Academic Dean: _____

- Reviewed goal statement/self evaluation or faculty development plan
- Reviewed course improvement plans
- Conducted administrative review
- Discussed peer review (optional for annual dean review)
- Discussed student evaluations (optional for annual dean review)

Comments on teaching and learning excellence:

Comments on scholarly, creative, and professional development:

Comments on institutional and public service:

Comments on student evaluations and peer reviews (optional for annual dean review):

Action Plan:

REVIEWED: _____ Date: _____
Faculty Member's Signature

REVIEWED: _____ Date: _____
Dean's Signature

Attachment 11: SNOW COLLEGE PERSONNEL POLICY

Snow College Personnel Policies Table of Contents

Section 13 Definitions

(Currently not included)

Section 13.1. Snow College Personnel Policy

[13.1.1. Snow College Personnel System](#)

[13.1.2. Statement of Affirmative Action Policy, Application and Purposes](#)

[13.1.3. Confidentiality and Employee Access to Records](#)

[13.1.4. Changing or Establishing General Personnel Policies](#)

[13.1.5. Salaries and Wages \(Staff Only\)](#)

13.1.6. Salaries and Wages (Faculty Only) [Under Revision]

[13.1.7. Extra, Overload and Overtime Compensation \(Salaried Employees Only\)](#)

[13.1.8. Supplemental and Extended Appointments \(Salaried Employees\)](#)

[13.1.9. Alcohol and Drug Free Work Place \(All Employees\)](#)

[13.1.10 Americans With Disabilities Act \(ADA\) \(All Employees\)](#)

Section 13.2. Employment Policies (Faculty and Staff)

[13.2.1. Employment Policies \(Faculty and Staff\)](#)

[13.2.2. Classification Procedure \(Staff Only\)](#)

[13.2.3. Disciplinary Sanctions of Staff Personnel \[A\]](#)

[13.2.5. Reduction In Force/Layoffs \(Staff Only\)](#)

[13.2.6. Nepotism \(All Employees\)](#)

[13.2.7. Payroll Action Requests \(All Employees\)](#)

[13.2.8. Performance Evaluation \(Faculty and Regular Staff\)](#)

[13.2.9. Probationary Period \(Staff Only\)](#)

[13.2.10. Promotions and Transfers \(All Employees\)](#)

[13.2.11. Rest Breaks \(Staff Only\)](#)

[13.2.12. Student Hourly - Wage Personnel](#)

[13.2.13. Notice of Termination of Employment \(Staff Only\)](#)

[13.2.14. Payment in Lieu of Notice of Termination \(Staff Only\)](#)

[13.2.15. Working Hours \(Staff Only\)](#)

[13.2.16. Sexual Harassment \(All Employees\)](#)

[13.2.17. Hourly Payroll Procedures](#)

Section 13.3. Leave Policies (Salaried Employees Only)

[13.3. Funeral Leave \(Salaried Staff Only\)](#)

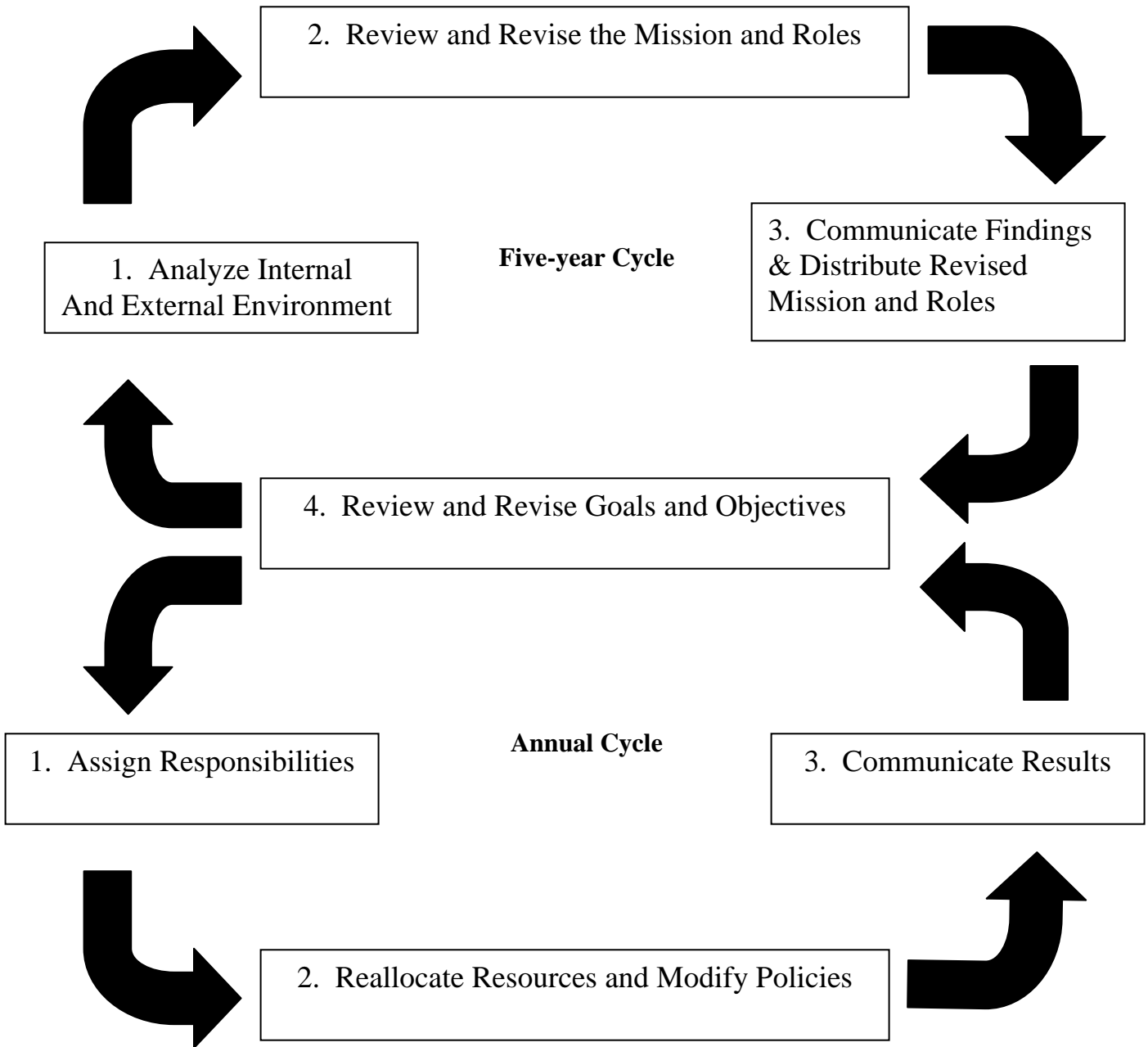
[13.3.1. Holidays \(Salaried Staff Only\)](#)

[13.3.2. Jury and Witness Leave \(All Employees\)](#)

[13.3.3. Personal Leave](#)

[13.3.4. Leave Without Pay \(Salaried Staff Only\)](#)
[13.3.5. Military Leave \(All Employees\)](#)
[13.3.6. Sick Leave \(Salaried Staff Only\)](#)
[13.3.6.13 Sick Leave Conversion \(Salaried Staff Only\)](#)
13.3.7. Sabbatical Leave (Faculty Only) [Under Revision]
[13.3.8. Special Leave With Pay \(Salaried Staff Only\)](#)
[13.3.9. Vacation Leave \(Salaried Staff Only\)](#)
13.3.10. Coordination of Disability Benefits (Salaried Employees Only) [Under Revision]
[13.3.11 Family and Medical Leave Act Policy \(FMLA\)](#)
[13.3.12 Faculty Leave for Extended Illness](#)
Section 13.4. Employee Privileges
[13.4.1. Athletic Events, Concerts, Lyceums, Plays, Musicals, and Other Cultural Events \(Identification Cards\)](#)
[13.4.2. Tuition Reduction \(Salaried Employees Only\)](#)
[13.4.3. Part-Time Employee Privileges](#)
Section 13.5. Financial Information (All Employees)
[13.5.1. W-4 Form, Beneficiary Designations, I-9 Form, W-2 Form \(All Employees\)](#)
[13.5.2. Garnishments \(All Employees\)](#)
[13.5.3. Pay Periods \(All Employees\)](#)
[13.5.4. Retirement Systems \(Salaried Employees Only\)](#)
[13.5.5. Early Retirement Program \(All Eligible Employees\)](#)
[13.5.6. Travel Expenses \(All Employees\)](#)
[13.5.7. Workers Compensation \(All Employees\)](#)
[13.5.8. Unemployment Compensation \(All Employees Except Students\)](#)
[13.5.9. Death Benefits \[A\]](#)
[13.5.10. Qualifications & Wages for Substitutes \(SCS Staff Only\)](#)
Section 13.6. General Information (All Employees)
13.6.1. College Property (All Employees) [Under Revision]
[13.6.2. Conflict of Interest \(Ethics\) \(All Employees\)](#)
[13.6.3. Outside Employment \(All Full-Time Employees 75% FTE or More\)](#)
[13.6.4. Personnel Records \(All Employees\)](#)
[13.6.5. Safety \(All Employees\)](#)
[13.6.6. Professional Development \(Staff\)](#)
[13.6.7. Solicitation of Employees \(All Employees\)](#)
[13.6.8. Technology Acceptable Use Policy](#)
[13.6.9. Employee Conduct](#)
[13.6.10. Employee Performance](#)
Section 13.7. Discrimination/Grievance Complaint Procedure
[13.7.1. Discrimination/Grievance Procedure Procedure \(All Employees\)](#)
[13.7.2. Blank](#)
[13.7.3. Blank](#)
[13.7.4. Grievance Procedure \(Regular Staff Only\)](#)
[Back to Human Resources Home Page](#)

Attachment 12: SNOW COLLEGE ON-GOING PLANNING MODEL



Attachment 13: PROGRAM REVIEW POLICY

ACADEMIC PROGRAM REVIEW AT SNOW COLLEGE

Affirming Excellence; Assessing for Improvement

Building upon a tradition of academic distinction, Snow College serves as one of the nation's finest two-year colleges offering liberal arts, sciences, and professional/technical education. Snow College achieves its mission through a constant pursuit of excellence in teaching and learning.

In support of teaching and learning excellence, Snow College conducts regular academic program reviews. The primary reason for conducting program reviews is to assure and improve the quality of education.

Program Self-Study

An academic Program Self-Study is developed by each division every five years under the leadership of the division dean and with assistance from the academic chairs, division faculty, and institutional research. The division dean forwards the self-study to the provost by December of each year per the following schedule:

- 2007: Fine Arts and Business programs
- 2008: Career and Technical Education programs
- 2009: Natural Science and Mathematics programs
- 2010: Social and Behavioral Science programs
- 2011: Humanities programs

The Program Self-Study includes: 1) program description, objectives, justification, program learning outcomes, quality indicators and ratings, etc., 2) curricula and summaries of expected course-level learning outcomes, 3) students served including numbers and trends for course enrollments, majors, graduates, etc. 4) numbers and trends of faculty and staff supporting the program, 5) numbers and trends of budgets and physical resources supporting the program, 6) evaluation of cost effectiveness, and 7) other pertinent information.

Program Review Team and Report

The dean and provost establish a Program Review Team which typically includes a member external to the division and a member external to the college. The Program Review Team reviews the Self-Study and submits a Program Review Report (see attached template) which includes general findings, program strengths, program challenges, and recommendations. The provost appends an institutional response to the report and forwards it to the Commissioners Office of Academic Affairs with a copy to the college president.

PROGRAM REVIEW REPORT (TEMPLATE)

Affirming Excellence; Assessing for Improvement

NAME OF PROGRAM/DIVISION

In March 2006, the following individuals conducted an evaluation of the Snow College _____ Program.

Name
Title
Institution

Name
Title
Institution

Student and Faculty Statistical Summary

	2001-02	2002-03	2003-04	2004-05	2005-06
Student Credit Hours Total					
Student FTE Total					
Student Major (program x)					
Program Graduates Bachelor Degree					
Student Demographic Profile Female Male					
Faculty Adjunct FTE Contract FTE Total FTE					
Student/Faculty Ratio					

Program Strengths

Program Challenges

Program Recommendations

Institutional Response to the Review Team Report

Attachment 14: COURSE EVALUATION FORM

Course: _____	Course Evaluation	Instructor: _____																								
Thoughtful student appraisal can improve teaching effectiveness. This questionnaire is designed for that purpose, and your assistance is appreciated. Please do not sign your name.																										
SECTION I: Please complete SECTION I before going on to the other sections. Use the back of this form to answer the following questions or write any other comments you wish to make.																										
1. What did you like best about this course and instructor? 2. What could be done to improve this course to help you learn more?																										
SECTION II: Please answer each question by filling in the circle that corresponds with your choice.																										
		Strongly Agree ----- Strongly Disagree																								
3. Compared to other college courses you have taken:																										
a. overall the course was exceptionally good.	<input type="radio"/>	<input type="radio"/>																								
b. overall the instructor was exceptionally good.	<input type="radio"/>	<input type="radio"/>																								
4. I was satisfied with what I learned in this course.	<input type="radio"/>	<input type="radio"/>																								
5. The course outline clearly defined my responsibilities.	<input type="radio"/>	<input type="radio"/>																								
6. The instructor was well prepared for each class.	<input type="radio"/>	<input type="radio"/>																								
7. The instructor presented material clearly and effectively.	<input type="radio"/>	<input type="radio"/>																								
8. The instructor provided helpful feedback.	<input type="radio"/>	<input type="radio"/>																								
9. The instructor responded respectfully to students' questions.	<input type="radio"/>	<input type="radio"/>																								
10. The instructor showed genuine interest in helping me learn this subject.	<input type="radio"/>	<input type="radio"/>																								
11. The grading policy was clearly outlined and followed.	<input type="radio"/>	<input type="radio"/>																								
12. The instructor was willing to meet with students out of class.	<input type="radio"/>	<input type="radio"/>																								
SECTION III: For the following questions, please fill in the circle for your answer. For questions 13 and 14 below, "1/4" means about one fourth of the time or less; "1/2" means about one half of the time; "3/4" means about three fourths of the time; or "All" means nearly all the time.																										
<p>13. How often did the instructor use the following teaching methods during the semester?</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 10%; text-align: center;">1/4</th> <th style="width: 10%; text-align: center;">1/2</th> <th style="width: 10%; text-align: center;">3/4</th> <th style="width: 10%; text-align: center;">All</th> </tr> </thead> <tbody> <tr> <td>A. Lecture</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>B. Class Discussion</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>C. Group Activities</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>D. Audio/Visual aids(computer, slides, etc)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </tbody> </table> <p>14. How often did you use the textbook? <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p>15. Were you encouraged to buy the textbook?</p> <p style="padding-left: 20px;"><input type="radio"/> YES <input type="radio"/> NO</p>		1/4	1/2	3/4	All	A. Lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	B. Class Discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	C. Group Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	D. Audio/Visual aids(computer, slides, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>16. I'm taking this course because it fulfills:</p> <p style="padding-left: 20px;"><input type="radio"/> Major requirement <input type="radio"/> General Education Requirement <input type="radio"/> Elective Credit</p> <p>17. My current estimated college GPA is:</p> <p style="padding-left: 20px;"><input type="radio"/> 0.0-2.0 <input type="radio"/> 2.1-2.5 <input type="radio"/> 2.6-3.0 <input type="radio"/> 3.1-3.5 <input type="radio"/> 3.6-4.0</p>
	1/4	1/2	3/4	All																						
A. Lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																						
B. Class Discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																						
C. Group Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																						
D. Audio/Visual aids(computer, slides, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																						
18. I averaged the following <u>hours per week</u> on out-of-class study and assignments for this course.																										
<input type="radio"/> 0 to 2 hours <input type="radio"/> 3 to 4 hours <input type="radio"/> 5 to 6 hours <input type="radio"/> 7 to 8 hours <input type="radio"/> 9 or more hours																										
Thank You for Your Cooperation																										

Attachment 15: COURSE IMPROVEMENT PLAN

COURSE IMPROVEMENT PLANS

Using Planning & Assessment Results for Improvement at the Course Level

Course Number _____ Course Title _____
 Date Submitted/Updated _____ Submitted By _____

Learning Outcomes (mission/goal-based)	Assessments (measures/results)	Improvements (accomplishments)	Next Steps
<p>What are your mission/goal-based objectives? List 2 or 3 key learning outcomes (G.E. outcomes, applied education outcomes, or other outcomes) that your course is intended to meet.</p>	<p>How is success measured? Develop at least 2 measures for each outcome from previous column (e.g., exams, quizzes, field work observations, student surveys, course evaluations, rubric scored portfolios, etc.).</p> <p>What are the results? Summarize assessment results (e.g., 75% students' research papers included less than 10 references).</p>	<p>What improvements have been made? List actions taken to improve your course (e.g., added an early non-graded first draft assignment, ensured that library research resources were available).</p>	<p>What improvements will be made? Improvements may include modifications to course objectives, content, teaching methodologies, etc. (Cycle begins again.)</p>
<p>Outcome 1:</p>	<p>Assessment/Results 1:</p> <p>Assessment/Results 2:</p> <p>Etc...</p>		
<p>Outcome 2:</p>	<p>Assessment/Results 1:</p> <p>Assessment/Results 2:</p> <p>Etc...</p>		
<p>Outcome 3:</p> <p>Etc...</p>	<p>Assessment/Results 1:</p> <p>Assessment/Results 2:</p> <p>Etc...</p>		

Attachment 16: EXPECTED LEARNING OUTCOMES FOR DEGREE PROGRAMS

DEGREE IMPROVEMENT PLANS

Using Planning & Assessment Results for Improvement at the Degree Level

Associates of Science

Date Submitted/Updated: September 30, 2007 Submitted By: Ron Ashcroft

Learning Outcomes (mission/goal-based)	Assessments (measures/results)	Improvements (accomplishments)	Next Steps
<p><u>GE Outcome 1:</u> Read effectively, constructively, and critically.</p>	<p>CAAP 2007 test- Snow average 61.3, National average 60.5</p> <p>Snow College Exposure Analysis- students graduating in spring 2007 were exposed to GE 1 on average of 11.2 times while at Snow College</p> <p>Capstone pilot program- Several students submitted papers that they had written for their courses at Snow College</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.</p>
<p><u>GE Outcome 2:</u> Write clearly, informatively, and persuasively.</p>	<p>Snow College Exposure Analysis- students graduating in spring 2007 were exposed to GE on average of 11.1 times while at Snow College</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a</p>

Learning Outcomes (mission/goal-based)	Assessments (measures/results)	Improvements (accomplishments)	Next Steps
	<p>Capstone pilot program- Several students submitted papers that they had written for their courses at Snow College</p>		<p>portfolio from their first semester.</p>
<p><u>GE Outcome 3:</u> Speak effectively in a variety of contexts.</p>	<p>Snow College Exposure Analysis- students graduating in spring 2007 were exposed to GE on average of 4.2 times while at Snow College</p> <p>Capstone pilot program-addressed very little in portfolios.</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.</p>
<p><u>GE Outcome 4:</u> Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.</p>	<p>Snow College Exposure Analysis- students graduating in spring 2007 were exposed to GE on average of 9.2 times while at Snow College</p> <p>Capstone pilot program-Students addressed in their portfolios.</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.</p>

Learning Outcomes (mission/goal-based)	Assessments (measures/results)	Improvements (accomplishments)	Next Steps
<p><u>GE Outcome 5:</u> Apply a cultural and historical awareness to a variety of phenomena.</p>	<p>Snow College Exposure Analysis-students graduating in spring 2007 were exposed to GE on average of 8.1 times while at Snow College</p> <p>Capstone pilot program-Students addressed in their portfolios.</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.</p>
<p><u>GE Outcome 6:</u> Apply computational skills to a variety of contexts.</p>	<p>CAAP 2007 test-Snow average 58.5, National average 56.1</p> <p>Snow College Exposure Analysis-students graduating in spring 2007 were exposed to GE on average of 6.2 times while at Snow College</p> <p>Capstone pilot program-Students addressed in their portfolios.</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.</p>
<p><u>GE Outcome 7:</u> Apply scientific reasoning to a variety of contexts.</p>	<p>CAAP 2007 test-Snow average 59.6, National average 59.1</p>		<p>When students first come to Snow College they should be introduced to the GE Outcomes and</p>

Learning Outcomes (mission/goal-based)	Assessments (measures/results)	Improvements (accomplishments)	Next Steps
	<p>Snow College Exposure Analysis-students graduating in spring 2007 were exposed to GE on average of 6.2 times while at Snow College</p> <p>Capstone pilot program-Students addressed in their portfolios.</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>their importance, and that they begin putting together a portfolio from their first semester.</p>
<p><u>GE Outcome 8:</u> Apply ethical reasoning to a variety of contexts.</p>	<p>Snow College Exposure Analysis-students graduating in spring 2007 were exposed to GE on average of 4.3 times while at Snow College</p> <p>Capstone pilot program-addressed very little in portfolios.</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.</p>
<p><u>GE Outcome 9:</u> Respond with informed sensitivity to an artistic work or experience.</p>	<p>Snow College Exposure Analysis-students graduating in spring 2007 were exposed to GE on average of 5.0 times while at Snow College</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.</p>

Learning Outcomes (mission/goal-based)	Assessments (measures/results)	Improvements (accomplishments)	Next Steps
	Capstone pilot program-Students addressed in their portfolios.		
<p><u>GE Outcome 10:</u> Apply personal-fitness and wellness-management principles to lifestyle choices.</p>	<p>Snow College Exposure Analysis-students graduating in spring 2007 were exposed to GE on average of 5.7 times while at Snow College</p> <p>Capstone pilot program- Several students submitted portfolio items for this outcome in the form of photographs, statistics (some students in the course played for the Snow College athletic teams), newspaper clippings</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.</p>

DEGREE IMPROVEMENT PLANS

Using Planning & Assessment Results for Improvement at the Degree Level

Associates of Arts

Date Submitted/Updated: September 30, 2007 Submitted By: Ron Ashcroft

Learning Outcomes (mission/goal-based)	Assessments (measures/results)	Improvements (accomplishments)	Next Steps
<p><u>GE Outcome 1:</u> Read effectively, constructively, and critically.</p>	<p>CAAP 2007 test- Snow average 61.3, National average 60.5</p> <p>Snow College Exposure Analysis- students graduating in spring 2007 were exposed to GE on average of 12.6 times while at Snow College</p> <p>Capstone pilot program- Several students submitted papers that they had written for their courses at Snow College</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.</p>
<p><u>GE Outcome 2:</u> Write clearly, informatively, and persuasively.</p>	<p>Snow College Exposure Analysis- students graduating in spring 2007 were exposed to GE on average of 12.7 times while at Snow College</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their</p>

Learning Outcomes (mission/goal-based)	Assessments (measures/results)	Improvements (accomplishments)	Next Steps
	Capstone pilot program- Several students submitted papers that they had written for their courses at Snow College		first semester.
<u>GE Outcome 3:</u> Speak effectively in a variety of contexts.	Snow College Exposure Analysis-students graduating in spring 2007 were exposed to GE on average of 5.6 times while at Snow College Capstone pilot program-addressed very little in portfolios.	Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes	When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.
<u>GE Outcome 4:</u> Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.	Snow College Exposure Analysis-students graduating in spring 2007 were exposed to GE on average of 9.2 times while at Snow College Capstone pilot program-Students addressed in their portfolios.	Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes	When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.

Learning Outcomes (mission/goal-based)	Assessments (measures/results)	Improvements (accomplishments)	Next Steps
<p><u>GE Outcome 5:</u> Apply a cultural and historical awareness to a variety of phenomena.</p>	<p>Snow College Exposure Analysis-students graduating in spring 2007 were exposed to GE on average of 9.7 times while at Snow College</p> <p>Capstone pilot program-Students addressed in their portfolios.</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.</p>
<p><u>GE Outcome 6:</u> Apply computational skills to a variety of contexts.</p>	<p>CAAP 2007 test-Snow average 58.5, National average 56.1</p> <p>Snow College Exposure Analysis-students graduating in spring 2007 were exposed to GE on average of 5.1 times while at Snow College</p> <p>Capstone pilot program-Students addressed in their portfolios.</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.</p>
<p><u>GE Outcome 7:</u> Apply scientific reasoning to a variety of contexts.</p>	<p>CAAP 2007 test-Snow average 59.6, National average 59.1</p>		<p>When students first come to Snow College they should be introduced to the GE Outcomes and</p>

Learning Outcomes (mission/goal-based)	Assessments (measures/results)	Improvements (accomplishments)	Next Steps
	<p>Snow College Exposure Analysis-students graduating in spring 2007 were exposed to GE on average of 5.2 times while at Snow College</p> <p>Capstone pilot program-Students addressed in their portfolios.</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>their importance, and that they begin putting together a portfolio from their first semester.</p>
<p><u>GE Outcome 8:</u> Apply ethical reasoning to a variety of contexts.</p>	<p>Snow College Exposure Analysis-students graduating in spring 2007 were exposed to GE on average of 4.5 times while at Snow College</p> <p>Capstone pilot program-addressed very little in portfolios.</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.</p>
<p><u>GE Outcome 9:</u> Respond with informed sensitivity to an artistic work or experience.</p>	<p>Snow College Exposure Analysis-students graduating in spring 2007 were exposed to GE on average of 6.6 times while at Snow College</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.</p>

Learning Outcomes (mission/goal-based)	Assessments (measures/results)	Improvements (accomplishments)	Next Steps
	Capstone pilot program-Students addressed in their portfolios.		
<p><u>GE Outcome 10:</u> Apply personal-fitness and wellness-management principles to lifestyle choices.</p>	<p>Snow College Exposure Analysis-students graduating in spring 2007 were exposed to GE on average of 4.9 times while at Snow College</p> <p>Capstone pilot program- Several students submitted portfolio items for this outcome in the form of photographs, statistics (some students in the course played for the Snow College athletic teams), newspaper clippings</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.</p>

Note: Updated degree improvement plans should be submitted via email to Ron Ashcroft, Executive Director of Institutional Planning and Assessment. Those previously submitted can be located at <http://www.snow.edu/~ir/CourseImpPlans.html> (Updated October 10, 2007)

DEGREE IMPROVEMENT PLANS

Using Planning & Assessment Results for Improvement at the Degree Level

Associates of Science Business

Date Submitted/Updated: September 30, 2007 Submitted By: Ron Ashcroft

Learning Outcomes (mission/goal-based)	Assessments (measures/results)	Improvements (accomplishments)	Next Steps
<p><u>GE Outcome 1:</u> Read effectively, constructively, and critically.</p>	<p>CAAP 2007 test- Snow average 61.3, National average 60.5</p> <p>Snow College Exposure Analysis- students graduating in spring 2007 were exposed to GE on average of 11.5 times while at Snow College</p> <p>Capstone pilot program- Several students submitted papers that they had written for their courses at Snow College</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.</p>
<p><u>GE Outcome 2:</u> Write clearly, informatively, and persuasively.</p>	<p>Snow College Exposure Analysis- students graduating in spring 2007 were exposed to GE on average of 11.4 times while at Snow College</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their</p>

Learning Outcomes (mission/goal-based)	Assessments (measures/results)	Improvements (accomplishments)	Next Steps
	<p>Capstone pilot program- Several students submitted papers that they had written for their courses at Snow College</p>		<p>first semester.</p>
<p><u>GE Outcome 3:</u> Speak effectively in a variety of contexts.</p>	<p>Snow College Exposure Analysis-students graduating in spring 2007 were exposed to GE on average of 4.4 times while at Snow College</p> <p>Capstone pilot program-addressed very little in portfolios.</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.</p>
<p><u>GE Outcome 4:</u> Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.</p>	<p>Snow College Exposure Analysis-students graduating in spring 2007 were exposed to GE on average of 9.1 times while at Snow College</p> <p>Capstone pilot program-Students addressed in their portfolios.</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.</p>

Learning Outcomes (mission/goal-based)	Assessments (measures/results)	Improvements (accomplishments)	Next Steps
<p><u>GE Outcome 5:</u> Apply a cultural and historical awareness to a variety of phenomena.</p>	<p>Snow College Exposure Analysis-students graduating in spring 2007 were exposed to GE on average of 8.3 times while at Snow College</p> <p>Capstone pilot program-Students addressed in their portfolios.</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.</p>
<p><u>GE Outcome 6:</u> Apply computational skills to a variety of contexts.</p>	<p>CAAP 2007 test-Snow average 58.5, National average 56.1</p> <p>Snow College Exposure Analysis-students graduating in spring 2007 were exposed to GE on average of 6.0 times while at Snow College</p> <p>Capstone pilot program-Students addressed in their portfolios.</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.</p>
<p><u>GE Outcome 7:</u> Apply scientific reasoning to a variety of contexts.</p>	<p>CAAP 2007 test-Snow average 59.6, National average 59.1</p>		<p>When students first come to Snow College they should be introduced to the GE Outcomes and</p>

Learning Outcomes (mission/goal-based)	Assessments (measures/results)	Improvements (accomplishments)	Next Steps
	<p>Snow College Exposure Analysis-students graduating in spring 2007 were exposed to GE on average of 5.8 times while at Snow College</p> <p>Capstone pilot program-Students addressed in their portfolios.</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>their importance, and that they begin putting together a portfolio from their first semester.</p>
<p><u>GE Outcome 8:</u> Apply ethical reasoning to a variety of contexts.</p>	<p>Snow College Exposure Analysis-students graduating in spring 2007 were exposed to GE on average of 4.4 times while at Snow College</p> <p>Capstone pilot program-addressed very little in portfolios.</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.</p>
<p><u>GE Outcome 9:</u> Respond with informed sensitivity to an artistic work or experience.</p>	<p>Snow College Exposure Analysis-students graduating in spring 2007 were exposed to GE on average of 5.2 times while at Snow College</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.</p>

Learning Outcomes (mission/goal-based)	Assessments (measures/results)	Improvements (accomplishments)	Next Steps
	Capstone pilot program-Students addressed in their portfolios.		
<p><u>GE Outcome 10:</u> Apply personal-fitness and wellness-management principles to lifestyle choices.</p>	<p>Snow College Exposure Analysis-students graduating in spring 2007 were exposed to GE on average of 5.4 times while at Snow College</p> <p>Capstone pilot program- Several students submitted portfolio items for this outcome in the form of photographs, statistics (some students in the course played for the Snow College athletic teams), newspaper clippings</p>	<p>Exposure analysis indicates that each Snow College graduate was exposed to each of the outcomes</p>	<p>When students first come to Snow College they should be introduced to the GE Outcomes and their importance, and that they begin putting together a portfolio from their first semester.</p>

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PROGRAM IMPROVEMENT PLANS

Using Planning & Assessment Results for Improvement at the Program Level

Associate of Pre-Engineering

Date Submitted 27 Sep 2007

Submitted By Garth O. Sorenson

Learning Outcomes (mission-based)	Assessments	Results	Action
Students who complete an emphasis in engineering at Snow College will be expected to demonstrate that they			
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	<p>1. PHYS 2210 (Physics for Engineers I) and PHYS 2220 (Physics for Engineers II)</p> <p>2. Students must be able to apply these theories and principles in ENGR 2010 (Statics), ENGR 2030 (Dynamics), and ENGR 2270 (Analog Circuits)</p>	<p>1. Students must pass this sequence with a C grade to graduate with the APE degree</p> <p>2. Students generally show ability to apply this working knowledge in follow-on engineering courses</p>	<p>1. Continue to require course</p> <p>2. Identify areas of concern of those students in follow-on engineering classes and provide feedback to physics courses</p>
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	<p>1. MATH 1210 (Calculus I), MATH 1220 (Calculus II), MATH 2270 (Linear Algebra), and MATH 2280 (Differential Equations)</p> <p>2. Students must be able to apply these methods in ENGR 2010, ENGR 2030, ENGR 2140 (Strength of Materials), ENGR 2240 (Survey & Global), ENGR 2270, ENGR 2300 (Thermodynamics), ENGR 2450 (Numerical Methods), and ENGR 2700 (Digital Circuits)</p>	<p>1. Students must pass these courses with a C grade to graduate with the APE degree</p> <p>2. Students show good ability to apply these methods in follow-on engineering courses</p>	<p>1. Continue to require course</p> <p>2. Provide feedback to mathematics courses</p>
understand the role of chemistry in our physical and biological	1. CHEM 1210 (Principles of Chemistry I)	1. Students must pass this course with a C grade to graduate with	1. Continue to require course

environment as it pertains to atomic and molecular structure, the laws of thermodynamics and how energy is exchanged between systems	2. Students must be able to apply this understanding in ENGR 2300	the APE degree 2. Students who enroll in ENGR 2300 generally do well applying this understanding	2. Continue
can work effectively in a group to accomplish an objective, and make a significant contribution to its outcome	1. Students work in teams for various activities in ENGR 1000 (Introduction to Engineering), ENGR 2010, ENGR 2240, and ENGR 2300	1. Most teams succeed with these activities	1. Document all the team activities being required in engineering courses
can combine the knowledge of physics and chemistry, together with the analytical skills of mathematics to find solutions to technical problems that benefit society	1. Real-world problems are assigned as homework and projects in most if not all engineering classes 2. Real-world problems are used on quizzes and exams	1. Students are generally successful at completing homework and projects. 2. Students struggle a bit more on quizzes and exams	1. Ensure a mixture of analytical and creative problems are being used 2. Continue with quizzes and exams. Use results to improve the use of homework problems
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	1. Most engineering courses assign computer-based problems requiring students to utilize the computer as a engineering tool	1. Students are generally successful working with the computer as a problem solving tool	1. Ensure that engineering courses are utilizing appropriate computer-based problems
understand the importance of professional ethics as practiced by engineers as they apply their knowledge and skills to serve society	1. Case studies of engineering failures are presented in many engineering courses 2. Students are required to considered published ethical standards for engineers in some courses	1. Students are generally interested in these real-world examples of engineering failures 2. Students have a reasonable understanding of the stated ethical standards	1. Document the courses presenting these studies and encourage in additional courses 2. Continue requirement