SNOW COLLEGE

Fall 2020

Year Seven
Self-Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities

T·H·E BEST TWO-YEAR COLLEGE IN AMERICA

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SNOW COLLEGE

Submitted August 2020

Year Seven Self-Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities

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THE ASPEN INSTITUTE ASPEN PRIZE FOR COMMUNITY COLLEGE EXCELLENCE TOP 150 2019

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SNOW COLLEGE

Institutional Overview

SNOW COLLEGE IS RANKED No. 1 IN THE NATION BY THE CHRONICLE OF HIGHER EDUCATION

2020 Year Seven Self-Evaluation Report

Institutional Overview

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

Founded in 1888, Snow College is one of the oldest two-year state colleges in the western United States. Originally established as a residential academy, the institution provided teaching and learning opportunities tailored to the formative years of early adult and adult learning. Today, Snow College is a comprehensive two-year community college with campuses in Ephraim and Richfield. Its purpose is to transmit knowledge and skills through transfer education, a bachelor of commercial arts (in music) degree, a bachelor of software engineering, associate of arts and associate of science degrees along with offering associate of applied science degrees, career and technical education, customized training for employers, developmental education. Strong student services support these functions. Emphasis is placed on teaching, training, scholarly and professional achievement, and community service.

Most course offerings are delivered in a face-to-face format, frequently with technology enhancement, with some courses broadcast from one campus to another. Beginning fall 2012, Snow College became the leader in rural concurrent/dual enrollment education using face-to-face and interactive video technology. In addition to a robust cadre of online classes, the college recently expanded its market by offering accelerated online learning to high school and post-high school students throughout Utah and the surrounding states. Some limited Snow College courses are offered at the Central Utah Correctional Facility in Gunnison and in area high schools. Snow College is a teaching institution where the majority of faculty (66%) devote their full attention to instructing students.

The composition of the student body is approximately 43 percent from the local six-county area, another 49 percent from

elsewhere in Utah, and 8 percent from other states and international locations.

Snow's rural location is a wonderful setting for a college. Students and their parents like the fact that Snow is a safe, comfortable environment. There is a real feeling of "home" at Snow College, with many students representing the third or fourth generation of their family to attend the college.

Snow College also serves as the intellectual, artistic, musical, educational, and sports center of central Utah. The institution is accredited by the Northwest Commission for Colleges and Universities (NWCCU, since 1953), and holds specialized program accreditation by the National Association for Schools of Music (NASM), the National Association for Schools of Theatre (NAST), the Accreditation Council for Business Schools and Programs (ACBSP), the Accreditation Commission for Education in Nursing (ACEN), and the National Automotive Technicians Education Foundation (NATEF).

In recognition of the quality of Snow College, the Aspen Institute, headquartered in Washington, D.C., recently announced that Snow College was included in their list of 2021 Top 150 Community Colleges in America (seventh year in a row).

Additionally, Snow College's collegiate performance groups have been honored across the intermountain west and the athletic programs are consistently ranked among the best in the country. This includes a new varsity Esports team (fall 2019) that won the FIFA Championship in spring 2020.

Key Partnerships

In fulfillment of its mission to provide exceptional academic preparation and sustained economic development, Snow College has established key collaborations with the following:

- **Utah State University:** Snow College has extension campuses in Ephraim and Richfield.
- **The University of Utah:** Snow College has a 3+1 articulation in visual arts.
- **Weber State University:** Snow College has a 4+1 articulation in music education and a 3+1 agreement in visual arts.
- **Southern Utah University:** Snow College has a 2+2 Rural Health Scholars (pre-medicine) arrangement.
- **Southwest Technical College:** Snow College provides Professional Driving (CDL) certification.

- **Utah Department of Corrections:** Snow College provides prison education in construction management and culinary arts.
- **State of Utah Office of Economic Development**: Grant funding to develop immediate, short-term training programs to bolster local and regional pandemic-laden economies.

Partnerships in Progress

The following partnership are being actively pursued but were suspended during COVID-19 pandemic.

- **Utah State University:** A four-year Agribusiness degree on the Ephraim campus. (2+2 arrangement)
- **Utah Valley University:** A four-year elementary education degree on the Ephraim campus and a four-year Bachelor of Applied Science degree in Nursing on the Richfield campus (2+2 arrangement).
- **Southern Utah University:** An associate degree program in aviation maintenance.
- **Utah System of Technical Colleges:** Beginning 2020, the Utah System of Higher Education (USHE) was re-organized to represent traditional higher education and technical education, formerly affiliated with the Utah System of Technical Colleges. This new organization provides Snow College the opportunity to provide technical education courses to non-credit and/or adult learners and explore options for competency-based learning.
- **Weber State University:** A four-year degree in business (2+2 arrangement).
- **Salt Lake Community College:** Additional prison education courses.

Basic Institutional Data Form

Information and data provided in the institutional annual report data form are from the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit.

Institution: **Snow College**

Address: **150 E College Avenue**

City, State, Zip: **Ephraim, Utah 84627**

Degree Levels Offered: ☐ Doctorate ☐ Masters ☐ **Baccalaureate** ☐ **Associate** ☐ Other

If part of a multi-institutional system, name the system: **Utah System of Higher Education**

Type of Institution: ☐ **Comprehensive** ☐ Specialized ☐ Health-centered ☐ Religious-based ☐ Native/Tribal ☐ Other (specify) _____

Institutional Control: ☐ **Public** ☐ City ☐ County ☐ State ☐ Federal ☐ Tribal ☐ Private/Independent **(**☐ **Non-Profit** ☐ for Profit**)**

Institutional Calendar: ☐ Quarter ☐ **Semester** ☐ Trimester ☐ 4-1-4 ☐ Continuous Term ☐ Other (specify) _____

Specialized/Programmatic Accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education.

College/Division	Department	Accrediting Agency	Accreditation Period
Business & Applied Technologies	Automotive Technology	National Automotive Technicians Education Foundation	
Business & Applied Technologies	Business	Association of Collegiate Business Schools and Programs	
Business & Applied Technologies	Nursing	Accreditation for Education in Nursing	
Fine Arts & Communications	Music	National Association of Schools of Music	
Fine Arts & Communications	Theatre	National Association of Schools of Theatre	

Full-Time Equivalent (FTE) Enrollment: The formula used to compute FTE = total undergraduate credit hours/15 + total graduate credit hours/10).

Official Fall 2020 (most recent year) FTE Student Enrollments

Classification	Current Year (Fall 2019)	One Year Prior (Fall 2018)	Two Years Prior (Fall 2017)
Undergraduate	3,931.03	4,021.71	4,097.15
Graduate	0	0	0
Professional	0	0	0
Unclassified	0	0	0
Total all levels:	**3,538.30**	**4,021.71**	**4,097.15**

Full-time Unduplicated Headcount (count students enrolled in credit courses only).

Official Fall 2020 (most recent year) Student Headcount Enrollments

Classification	Current Year (Fall 2019)	One Year Prior (Fall 2018)	Two Years Prior (Fall 2017)
Undergraduate	5,450	5,574	5,589
Graduate	0	0	0
Professional	0	0	0
Unclassified	0	0	0
Total all levels:	**5,450**	**5,574**	**5,589**

Other Student Demographics

Graduation, Transfer and Retention Rates

Classification	Cohort Year (2013) most recent available year	Graduation Rate (150% of normal time)	Graduation Rate (200% of normal time)
Graduation Rates		43%	
	Cohort Year (2013) most recent available year	Full-Time, First-Time Transfer Rate	
Transfer Out rate		39%	
	Cohort Year (2018) most recent available year	Full-time (n = 1,394)	Part-time (n = 110)
Retention Rate		67%	34%

Numbers of Full-Time and Part-Time Instructional Research Faculty and Staff and Numbers of Full-Time (only) Instructional and Research Faculty and Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number			Number of Full-Time (only) Faculty and Staff by Highest Degree Earned					
Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	16		-	-	-	5	1	10
Associate Professor	37				1	22	-	14
Assistant Professor	45		-	-	1	40	-	4
Instructor	55	153	-	-	39	15	-	1
Lecturer and Teaching Assistant	NA	NA	-	-	-	-	-	-
Research Staff and Research Assistant	NA	NA	-	-	-	-	-	-
Undesignated Rank	NA	NA	-	-	-	-	-	-

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	**$73,706**	**24**
Associate Professor	**$65,137**	**14**
Assistant Professor	**$58,580**	**5**
Instructor	**$55,683**	**5**
Lecturer and Teaching Assistant	**NA**	**NA**
Research Staff and Research Assistant	**NA**	**NA**

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, bookstores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal Year of the Institution	**7/1/2019 – 6/30/2020**	**7/1/2018 – 6/30/2019**	**7/1/2017 – 6/30/2018**
Reporting of income:	Accrual Basis	Accrual Basis	Accrual Basis
Reporting of expenses:	Accrual Basis	Accrual Basis	Accrual Basis

BALANCE SHEET DATA

ASSETS	**Last Completed FY (FY 2019)**	**One Year Prior to Last Completed FY (FY 2018)**	**Two Years Prior to Last Completed FY (FY 2017)**
CURRENT FUNDS			
Unrestricted			
Cash	$11,192,669	$6,458,365	$6,239,487
Investments	$6,679,092	$9,177,608	$9,293,008
Accounts receivable gross	$434,311	$423,879	$491,844
Less allowance for bad debts	($294,380)	($203,905)	($223,220)
Inventories	$188,432	$156,140	$139,696
Prepaid expenses and deferred charges	$98,404	$173,059	$80,374
Others (identify)	-	-	-
Due from	-	-	-
Total Unrestricted	**$18,298,528**	**$16,185,146**	**$16,025,189**
Restricted			
Cash	$3,204,951	$160,683	$2,669,678
Investments	$10,243,825	$10,016,047	$8,011,956

Other (identify)-Capital assets	$810,726	$686,651	$1,480,798
Due from	-	-	-
Total Restricted	**$14,259,502**	**$10,863,281**	**$12,162,432**
TOTAL CURRENT FUNDS	**$32,558,030**	**$27,051,427**	**$28,187,621**
ENDOWMENT AND SIMILAR FUNDS			
Cash			
Investments			
Other(identify)			
Due from			
TOTAL ENDOWMENT AND SIMILAR FUNDS	*included with Restricted balance above	*included with Restricted balance above	*included with Restricted balance above
PLANT FUND			
Unexpended	-	-	-
Cash	-	-	-
Investments	-	-	-
Other (Accounts Receivable)	-	-	-
Total unexpended	**-**	**-**	**-**
Investment in Plant	-	-	-
Land	$3,686,498	$3,638,852	$3,386,441
Land improvements	-	-	-
Buildings	$99,733,552	$101,073,607	$78,675,822
Equipment	$1,992,889	$1,629,177	$1,205,915
Library resources	$306,370	$379,415	$406,420
Other (CIP)	$3,605,484	-	$2,726,356
Other (Works of Art)	$369,100	$369,100	$360,100
Other (Infrastructure)	$4,209,179	$4,084,460	$2,427,880
Total investment in plant	**$113,957,072**	**$111,174,611**	**$89,197,934**
Due from	-	-	-
Other plant funds (identify)	-	-	-
TOTAL PLANT FUNDS	**$113,957,072**	**$111,174,611**	**$89,197,934**
OTHER ASSETS (IDENTIFY)	-	-	-
TOTAL OTHER ASSETS	-	-	-
TOTAL ASSETS	**$146,515,102**	**$138,223,038**	**$89,197,934**

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY (FY 2019)	One Year Prior to Last Completed FY (FY 2018)	Two Years Prior to Last Completed FY (FY 2017)
CURRENT FUNDS			
Unrestricted			
Accounts payable	$1,335,907	$1,226,338	$1,068,183
Accrued liabilities	-	-	-
Unearned revenues	$293,395	$391,788	$422,410

Deposits	$440,034	$648,719	$509,818
Deferred credits	-	-	-
Other: Compensated Absences and Termination Benefits and Other	$896,065	$958,749	$1,206,122
Contracts and Capital Lease payable	-	-	-
Due to Primary Government	$1,637,065	$325,366	$1,014,963
Bonds payable	-	-	-
Other: Net Pension Liability	$5,343,501	$3,404,951	$4,750,002
Fund Balance	$10,111,703	$9,253,930	$5,658,565
Total Unrestricted	**$20,058,305**	**$16,209,841**	**$14,650,063**
Restricted			
Accounts payable	-	-	-
Other (Annuities Payable)	-	-	-
Due to	-	-	-
Fund Balance	$14,453,958	$11,105,349	$14,898,267
Total Restricted	**$14,453,958**	**$11,105,349**	**$14,898,267**
TOTAL CURRENT FUNDS	**$34,512,263**	**$27,315,190**	**$29,548,330**
ENDOWMENT AND SIMILAR FUNDS			
Restricted	-	-	-
Quasi-endowed	-	-	-
Due to	-	-	-
Fund balance	*included with Restricted balance above	*included with Restricted balance above	*included with Restricted balance above
TOTAL ENDOWMENT AND SIMILAR FUNDS	**-**	**-**	**-**
PLANT FUND			
Unexpended	-	-	-
Accounts payable	-	-	-
Notes payable	-	-	-
Bonds payable	-	-	-
Other liabilities (identify)	-	-	-
Due to	-	-	-
Fund balance	$99,715,957	$96,287,566	$74,007,092
Total unexpended	$99,715,957	$96,287,566	$74,007,092
Investment in Plant	-	-	-
Notes payable	$771,446	$848,862	$824,374
Bonds payable	$13,405,024	$13,962,084	$14,504,144
Mortgage payable	-	-	-
Other liabilities (identify)	-	-	-
Due to	-	-	-
Other plant fund liabilities (identify)	-	-	-
TOTAL INVESTMENT IN PLANT FUND	**$113,892,427**	**$111,098,512**	**$89,335,610**
OTHER LIABILITIES (IDENTIFY)	**-**	**-**	**-**
TOTAL OTHER LIABILITIES	**-**	**-**	**-**

TOTAL LIABILITIES	**$24,123,072**	**$21,766,857**	**$24,300,016**
FUND BALANCE	**$124,281,618**	**$116,646,845**	**$94,563,924**

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY (FY 2019)	One Year Prior to Last Completed FY (FY 2018)	Two Years Prior to Last Completed FY (FY 2017)
Tuition and fees	$10,467,688	$9,676,091	$9,370,017
Federal appropriations	$0	$0	$0
State appropriations	$31,221,808	$52,182,752	$25,807,407
Local appropriations	-	-	-
Grants and contracts	$9,609,911	$9,279,940	$8,889,074
Investment income	$1,223,834	$741,482	$1,061,290
Auxiliary enterprises	$3,213,842	$3,029,513	$3,275,695
Other (private gifts, grants, contracts)	$1,735,938	$821,270	$1,191,595
Other (sales and service of Educ. Activities)	$102,073	$96,821	$110,901
Other sources	$1,888,671	$1,739,140	$1,873,538
Total Current Fund Revenues	**$65,463,765**	**$77,567,009**	**$51,579,787**

EXPENDITURE AND MANDATORY TRANSFERS			
Educational and General			
Instruction	$24,432,172	$24,624,201	$22,052,357
Research	$36,039	$82,640	$50,815
Public Services	$982,693	$969,378	$984,258
Academic Support	$5,549,622	$4,727,875	$4,416,528
Student Services	$6,719,525	$4,327,711	$4,688,389
Institutional Support	$10,173,828	$8,867,110	$9,305,065
Operation and Maintenance of Plant	-	-	-
Scholarships and Fellowships	$4,493,794	$4,535,668	$4,138,513
Other (identify)	-	-	-
Mandatory transfers for:	-	-	-
Principal and interest	-	-	-
Renewal and Replacements	-	-	-
Loan Fund and Matching Grants	-	-	-
Other (identify)	-	-	-
Total Educational and General	**$52,387,673**	**$48,134,583**	**$45,635,925**
Auxiliary Enterprises	$5,441,319	$7,243,099	$6,046,720
Expenditures	-	-	-
Mandatory transfers for:	-	-	-
Principal and Interest	-	-	-
Renewals and Replacements	-	-	-

Total Auxiliary Enterprises	**$5,441,319**	**$7,243,099**	**$6,046,720**
TOTAL EXPENDITURE AND MANDATORY TRANSFERS	**$57,828,992**	**$55,377,682**	**$51,682,645**
OTHER TRANSFERS AND ADDITIONAL/DELETIONS (identify)	**-**	**-**	**-**
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	**-**	**-**	**-**

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	**Last Completed FY (FY 2019)**	**One Year Prior to Last Completed FY (FY 2028)**	**Two Years Prior to Last Completed FY (FY 2017)**
For Capital Outlay	$14,421,115	$14,887,044	$15,328,518
For Operation	$46,428	-	-

Substantive Changes/Program Name Changes: Substantive changes including degree or certificate programs planned for and approved by the institution's governing body (add additional pages if necessary). This also includes program name changes or changes where 25% of the student learning outcomes have changed.

SUBSTANTIVE CHANGES OR PROGRAM NAME CHANGES (where 25% of the learning outcomes have changed)			
Substantive Change	**Certificate/Degree Level**	**Program Name**	**Discipline or Program Area**
None			

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree and academic coursework is offered (add additional pages if necessary).

- **Degree Programs:** list the names of degree programs that can be completed at the site.
- **Academic Credit Courses:** report the total number of academic credit courses offered at the site.
- **Student Headcount:** report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

- **Faculty Headcount:** report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Program	Academic Credit Courses	Student Headcount	Faculty Headcount
Central Utah Correctional Facility (CUCF)	AAS, Construction Management	12	61	1

Distance Education Sites: Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate (add additional pages if necessary).

DISTANCE EDUCATION SITES						
Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (unduplicated headcount)	On-Site Staff (Y/N)	Co-Sponsoring Organization
Snow College, Ephraim	150 E. College Avenue, Ephraim, UT 84627	CER, AS, AA	General Education	2,971*	Y	None
Snow College, Ephraim	150 E. College Avenue, Ephraim, UT 84627	CER, GIS	Geographic Information Systems	44	Y	None
Snow College, Richfield	800 W. 200 S. Richfield, UT 84701	CER, AS, AA	General Education	516*	Y	None

**Most students declare General Studies as their major (despite having a pre-major emphasis) prior to transfer. High school concurrent/dual enrollment students can achieve the CER and AS in General Education degree while in high school.*

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic

credit courses are offered, including study abroad programs and education operations on military bases (add additional pages if necessary).

- **Degree Programs:** list the names of degree programs that can be completed at the site.
- **Academic Credit Courses:** report the total number of academic credit courses offered at the site.
- **Student Headcount:** report the total number (unduplicated headcount) of students currently enrolled in programs at the site.
- **Faculty Headcount:** report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Program	Academic Credit Courses	Student Headcount	Faculty Headcount
N/A				

SNOW COLLEGE

Preface

2020 Year Seven Self-Evaluation Report

Update on Institutional Changes

This *Year Seven Self-Study Report* provided Snow College the opportunity to reflect on progress made as well as anticipate future improvement. Significant institutional changes since the *2015 Mid-Cycle Report* include the following:

- **Construction of new science building:** Approved by the Utah State Legislature on March 12, 2015 with support from a capital Science Building Campaign, this new and modern building serves as an anchor for the College's STEM programs. The facility features at least four modern lecture rooms, ten high-tech integrated classrooms/labs, six additional advanced labs, and new spaces where faculty and students can collaborate and explore. Its physical construction represents science themes and interactive displays immersing all who enter the structure into a world of science.

- **Associate Vice President of Academic Affairs/General Education Director:** With the implementation of a Certificate in General Education, Snow College established a full-time General Education Director position, fall 2015. Progression toward a new, integrative General Education model along with the need for improved administrative governance of faculty policy, compensation, and instructional development transformed the GE Director position into the Associate Vice President of Academic Affairs position. The GE Director was appointed to this position, fall 2017.

- **Bachelor of Science in Software Engineering degree:** The Utah State Board of Regents approved Snow College's request to offer a Bachelor of Science (BS) in Software Engineering effective Fall Semester, 2017. The degree will include three areas of emphasis which students may choose: Entrepreneurship, Digital Media Design, and Web Development. The Bachelor of Science in Software Engineering degree prepares software engineers: collaborative professionals working on a team to develop software products on time, within budget, and that meet customer requirements. Graduates of this program will possess the practical knowledge and skill of a defined engineering approach for complex systems analysis, planning, design, and construction.

- **Significant Legislative Funding:** The 2018 Utah State Legislative Session awarded Snow College nearly $8.2 million dollars in on-going and one-time funds. The most significant portion of funding ($1,135,000) was earmarked for compensation equity adjustments, allowing the College to address salary equity challenges. This was in addition to a 2.5% state-wide salary increase. The rest of these dollars were allocated to support economic development, dual/concurrent enrollment offerings, high-impact positions, an integrative model for general education, and expansions to the college's nursing and software engineering program.

- **Implementation of a Strategic Enrollment Management Plan:** Starting fall 2017, Snow College commenced the development of a comprehensive strategic enrollment management (SEM) plan in response to stagnant first-year student enrollments and in support of goals associated with the College's strategic plan. The SEM plan enables Snow College to navigate the shifting tides of student recruitment and stem the wayward drift of students leaving before degree completion. The plan emphasized the need for Snow College to adapt to the times and focus on strategies that will shore-up the College's financial footings, allow the College to provide a top-notch education for students, and maintain Snow College's status as one of America's premier two-year higher education institutions.

- **Presidential Retirement and Administrative Appointments:**
    - President Gary L. Carlston announced his retirement in May 2018. The Utah State Board of Regents appointed a search committee and conducted a nation-wide search and announced Dr. Bradley J. Cook as the 17th president of the college (effective May 2019).

    - Vice President of Student Services retired from Snow College in January 2019. This position was re-organized under the new Associate Vice President for Enrollment Management, Teri Clawson.

    - Spring 2020, the Office of Academic Affairs was re-organized under a Provost/Vice President for Academic Affairs and an Associate Vice President for Academic Affairs. Currently, Melanie Jenkins serves and the interim Provost/Vice President with Stacee McIff as Associate.

- Beginning July 1, 2020 Utah's two systems of postsecondary education, the Utah System of Higher Education and the Utah System of Technical Colleges, merged into one Utah System of Higher Education (USHE). This system now represents eight technical colleges, two community colleges, four regional universities, and two research universities. This opened opportunities for Snow College to expand its career and technical education curriculum and provide additional short-term training opportunities under the direction of a new Vice President for Career and Technical Education.

- Summer 2020, Snow College partnered with the Sundance Education Group to expand Snow College courses and degree programs to the online market.

- Summer 2020, Governor Herbert made CARES money available to all higher education institutions to support short-term training programs. The funds were earmarked for rapid training of in-demand skills to restore the state's economic vitality. Snow College received $900,650 for ten short-term training programs launched fall 2020.

- Farm Safety Training
- QuickBooks for Small Business
- Certificate of Proficiency in GIS
- Rural Online Initiative Supplement Training Partnership
- Eaton, Komatsu, Cummins Heavy Duty Transmission, Hydraulics and Tier 4 Emissions Certification
- Certificate of Proficiency in Basic Accounting
- Human Services Certificate
- Cybersecurity Short-Term Training
- Essential Skills in GIS using ArcGIS Pro, ArcGIS Online, and industry-level GPS data college equipment.
- Data Analytics Bootcamp

Response to Recommendations Previously Requested by the Commission

This *Year Seven Self-Study* responds to the recommendations made by NWCCU following the *Year One Self Study* and review.

Recommendations following the Year One Self-Study and Review

1. ***Snow College must continue to develop and update financial policies that are approved by its governing board regarding oversight and management of financial resources. It is recommended that the College clearly define and consistently follow its approved policies, guidelines, and processes for financial planning and***

budget development that include appropriate opportunities for participation by its constituencies (Standard 2.A.30 and 2.F.3).

The College Budget and Finance Office strives to keep its policies and procedures updated to maintain compliance with the ever changing rules and regulations issued by Federal, State, and other relevant agencies, as well as protect the overall financial health of the College. Official College finance policies are drafted under the direction of the Vice President of Finance and Administrative Services and follows the institution's established policy approval procedure https://www.snow.edu/general/policies/101%20Policy%20Development%20and%20Review%20Policy.pdf). The College's Payment Card Handling Policy was officially approved in January 2013 and is found on the College's website under the Budget and Finance Office webpage (https://www.snow.edu/general/policies/201%20Cash%20Policy.pdf).

Updated tuition collection procedures changed the tuition payment deadline from the 21st day to the 5th day of each semester. The updated procedures were put into effect for the fall 2015 semester and have already resulted in significant improvements in the tuition collection payments compared to prior years. As a result of the strategic plan, the Budget and Finance Office was restructured, adding two new positions.

Additionally, Snow College created the Budget Task Force to provide transparency, accountability, and informed recommendations for the deployment of the College's limited financial resources. Budget Task Force membership represents administration, faculty, staff, who all serve as voting members for two fiscal year terms. A student representative serves on an annual basis.

2. ***The College must continue to clarify, update, and organize academic policies—including those related to teaching, service, scholarship, research, and artistic creation—and clearly communicate them to students and faculty and to administrators and staff along with responsibilities related to these areas (Standard 2.A.12).***

Since the May 2016 *Ad Hoc Report*, Snow College conducted a systematic and comprehensive review of all current Snow College polices and the institution's process for policy development and review. This review resulted in the following improvements:

- Enhanced practices for policy development and policy review
- Improved policy organization under distinct Vice Presidents holding main responsibility for policy implementation
- Greater transparency of policy development, review, and approval using a variety of communication channels

This review directly influenced academic policies related to faculty hiring, faculty review, and faculty governance. Specific improvements were made to faculty leadership, academic workload, academic advancement for tenure-track and professional track positions, and faculty governance as represented by newly revised Faculty Senate By-Laws and Curriculum Committee By-Laws. These policies were organized under the Vice President of Academic Affairs (sections 400-412 of the Snow College Policy Handbook—see https://www.snow.edu/general/policies/index.html)[1].

The following represent academic policies that have been approved since the *2012 Peer Review Report* that resulted in Recommendation 2. These policies are organized under the Vice President of Academic Affairs (sections 400 – 412) and can be reviewed in detail on-line at https://www.snow.edu/general/policies/index.html.

- **Snow College Credit Hour Policy** (approved March 2013): This policy defines the credit hour for Snow College as applied to instruction, laboratory work, internships, practica, and studio work.
  See https://www.snow.edu/catalog/academic_policies.html#credit

- **Professional Track and Non-Tenure Track Faculty Promotion** (updated and approved May 2014): Updates were made to this existing policy regarding the eligibility and process for professional track/non-tenure track promotion.
  See https://www.snow.edu/general/policies/411-professional_track.html

The following represent academic procedures and/or policies that have been approved since the *2016 Ad Hoc Report on Recommendation 2*. These policies are organized under the Vice President of Academic Affairs (sections 400 – 412) and can be reviewed in detail on-line at https://www.snow.edu/general/policies/index.html.

- **Responsibilities of Dean and Department Chairs Document** (Spring 2015): This document clarified the roles of division deans and program/department chairs in terms of academic leadership, workload release, adjunct hiring, faculty review, program review, and fiduciary responsibility. This document was written by the Vice President of Academic Affairs, the Associate Vice President of Academic Affairs, and respective division deans. Not considered policy, this document was sent out to all faculty for 30-day review and was the topic of many in-person faculty meetings at the division and department level prior to being ratified as an official procedural document. Subsequently, the Vice President and Associate Vice President of Academic Affairs established monthly dean and department chair training meetings.

[1] The Snow College website is in the process of transitioning policies approved under the old format to the new format for improved consistency and greater transparency.

These meetings provide deans and department chairs an additional avenue for policy and/or procedural discussion as well as academic leadership training. The results have been the establishment of a faculty mentoring system (particularly between new and existing faculty) and the cross-pollination of ideas and best practices among departments. The transparent delineation of dean and department chair duties greatly facilitated progress toward a new workload policy and supported revision efforts governing faculty tenure and advancement.

- **Rules for the Appointment and Review of Deans and Department Chairs** (fall 2016): Not considered policy, this document outlined a new process for the selection of deans and department chairs that moved away from an inconsistent and highly debated election process to an official application procedure open to all tenure-track faculty. This document also outlined the practice of regular dean and department chair performance reviews by the Vice President of Academic Affairs and program-distinct full and part-time faculty. This document was written by the academic division deans and the Vice President of Academic Affairs and was accepted as an official procedural document by the faculty after the 30-day comment period.

- **Curriculum Committee Bylaw and General Education Committee Constitution Revisions** (2016-2017): Not considered official policy, Snow College's Curriculum Committee and General Education Committee completed revisions to their bylaws spring semester 2016. These revisions followed the same procedure for policy proposal by completing a 30-day college community review. Revisions made to the bylaws more accurately reflected the regular operations of the respective committees and provide for better alignment between the institution's general education curriculum and the work of the General Education Committee (a sub-committee of the Curriculum Committee)

- **Academic Workload Policy** (approved August 2017): This policy defined the role of faculty according to state-mandated acceptable teaching loads. It also further clarified lab, studio, and other non-traditional teaching requirements; addressed multiple course sections and large class sizes taught using distance education technology; and outlined appropriate release time for deans, department chairs and general faculty with administrative or other special assignments.

- **Advancement and Tenure Policy** (approved December 2018): The Advancement and Tenure policy was re-written to emphasize the following main areas: standards of good teaching, service to the College, and professional development. The new document eliminated a confusing point-system, clarified the review process,

established a better timeline for review, and established an appeals process. This document was written by an ad hoc faculty committee, the Vice President of Academic Affairs, and state-appointed legal counsel. The document was presented to the campus community for a 60-day review (spring 2018). A final draft added professional track review and advancement and was approved March 2020.

- **Faculty Senate By-Laws** (approved fall 2018): Snow College's Faculty Senate oversees the work of the Advancement and Tenure Committee as well as the Curriculum Committee. As a result, revisions to the Advancement and Tenure guidelines and Curriculum Committee rules support improvements to Snow College's Faculty Senate bylaws.

3. ***While recognizing the College's purposeful, systematic, integrated, and comprehensive planning, it is recommended this be an ongoing process leading to mission fulfillment. Implemented plans must be made available to appropriate constituencies. In addition, it is recommended that the institution's planning process continue to be broad-based and offer opportunities for input by appropriate constituencies.***

Snow College acknowledged the practice of a few past administrators to make single-handed decisions that were communicated to personnel void of the consultation associated with sound decision-making processes. With feedback from faculty and staff regarding these inefficiencies, the College commenced to correct these behaviors by engaging in a systematic and comprehensive strategic planning process leading to mission fulfillment (2012-2013).

Central to the strategic planning process was the meaningful engagement with internal and external stakeholders in a manner that was collaborative and transparent. Strategic task force members attended department, division, area, and small group meetings to answer questions and gather extra feedback. Concept papers were circulated among all personnel and two large-group "conferences" mixed solicited feedback from college personnel and external stakeholders. All meeting minutes, concept papers, and other written work (including news, events, and resources) were published to a public strategic planning website. This entire process spanned nine months and involved every campus community member as well as key external associates.

Since then, additional proposals (such as distinct four-year degree program proposals) have assimilated the same process. For example, the General Education Committee continued to meet with the various academic and non-academic units of the College to gather input on a newly proposed general education model. And efforts toward the revision of a faculty workload policy involved faculty and staff on both campuses

communicating openly through structured meetings and one-on-one conversations. Additionally, the college president holds a comprehensive assembly prior to each fall semester and regular (at least 4 to 5 times a year) informal meetings (*Conversations with the President*) with faculty and staff on both the Ephraim and Richfield campuses regarding institutional progress and legislative developments.

The creation of the Budget Task Force (2018-2019) offered Snow College another broad-based layer of purposeful, integrated, and systematic planning. As mentioned in Recommendation 1 (page 18), the Budget Task Force represented a cross-section of college personnel and provided transparency, accountability, and informed recommendations regarding the College's financial resources.

During the 2019-2020 academic year (just one year prior to Snow College's Year Seven visit), Snow College completed a new strategic planning process that (similar to the previous strategic planning process) sought input from a wide-range of internal and external constituents.

Given the COVID-19 pandemic, President Cook pioneered virtual town halls using Microsoft Teams. Starting in March, these "gatherings" provided vital updates and information about the current environment and the state of the college. Participants were welcome to pose questions via the chat that were answered "on-air". These meetings continued approximately every two weeks and included guests from administration, human resources, USHE, government, and local health agencies. It is anticipated that these town hall meetings will continue throughout the fall semester.

The practice of seeking broad-based input from various College constituencies has proved to be time-consuming and imperfect. However, these efforts have advanced campus morale and attest to be worthwhile activities. The College will continue to provide avenues for across-the-board collaboration and transparent communication in the advance of achieving its goals and fulfilling its mission.

4. ***The College must engage in and develop an effective system of evaluation of all its programs and services, wherever offered and however delivered, and evaluate achievement of clearly identified program goals or intended outcomes. It is further recommended that Snow College evaluate holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and***

assessment with respect to achievement of the goals and intended outcomes of is programs or services (Standard 4.A.2 and 4.A.5).

Beginning March 2013, Snow College organized a 21-member task force to develop a strategic plan for the Institution. After a tremendous amount of work with internal and external stakeholders during contract and off-contract time periods, five strategic themes/goals were identified. These goals, as detailed in a comprehensive final strategic plan, were approved by the Snow College Board of Trustees on November 15, 2013.

Additional organized activities that support the outcome and evidence-based assessment are described as follows:

- **Assessment Day:** In spring 2016, Snow College initiated a dedicated day on which faculty convened to complete course and program learning outcome assessment. "Assessment Day" now systematically occurs the day after final grades are due each spring semester. Faculty use the day for "closing-the-loop" conversation (instructional reflection), evidence collection, assessment analysis and improvement plan development at both the course and program level. Institutional level assessments are provided to all faculty on this day as well as regularly throughout the semester at division, department, and faculty development/training meetings. Institutional program assessments results are also available via published reports and interactive dashboards.

- **Systematic Program Reviews:** Utah System of Higher Education policy R411 requires the regular review of existing programs to improve the quality of education. These reviews occur every five years at the program level and are organized by academic division. Faculty spend at least nine-months participating in review activities that include a comprehensive self-study document and an on-site visit by external evaluators (typically faculty or professionals from other institutions). The on-site visit results in distinct program recommendations for which faculty must provide a planned improvement response. Results from the self-study and on-site visit (including program recommendations and the institutional response) are compiled in an official R411 document presented to the Snow College Board of Trustees for review prior to submission to the Utah State Board of Regents.

- **Strategic Enrollment Planning:** Facing significant challenges with student recruitment and retention, Snow College commenced a comprehensive and coordinated process by which distinct enrollment goals and targets were aligned with the college mission, core themes, and strategic plan. Beginning fall 2017, the College's SEM plan has enabled the school to stem, if not improve, recruitment and retention trends of students. Fundamentally data-driven, Snow College's SEM plan

aligns recruitment strategies with market-yield analysis, environmental factors, and enrollment projections. Recruitment activities are supported by enrollment behavior tracking, academic performance, financial aid, and withdrawal behavior data (predictive analytics using CIVITAS Learning, implemented fall 2020). SEM plan data and goal progress are used to inform overall funding and distinct budget allocation decisions.

During the 2019-2020 academic year (just one year prior to Snow College's Year Seven visit), Snow College completed a new strategic planning process. This new review asked internal and external constituencies to SWOT-assess all areas of the institution (academic, service, and administration) and resulted in the following new mission-based goals and strategies. Metrics for each strategy and goal are currently being determined (see Appendix, page 168).

Goal--Students: Increase national markers of student success throughout the institution by focusing on achievement gaps identified by the Aspen Institute.

- Strategy 1: Increase student access to effective advising
- Strategy 2: Implement more robust student success supports and engagement opportunities throughout the college and curriculum.
- Strategy 3: Launch and aggressive scholarship initiative focused on need-based, diversity, and retention scholarships, leveraging engagement with alumni and community.

Goal—Academics: Improve the quality of academic programs in all mediums with a focus on student learning.

- Deepen quality goals for student experiences through High Impact Practices
- Reevaluate and revise curriculum in all delivery formats to reflect quality, inclusivity, contemporary content in academic disciplines, and needs of employers.
- Develop consistent and robust online programs that allow access to program completions.
- Leverage CTE/technical education funding and infrastructure.

Goal—Recruitment & Retention: Strategically increase enrollment

- Significantly strengthen marketing structure and brand awareness, goals, resources, and strategies.
- Focus recruitment efforts on new target markets, prioritizing non-traditional, diverse, and international student populations; maintain successful existing recruitment activities.
- Market online programs specifically to a variety of potential student populations.
- Create accessible information sites to support strategic enrollment.

- Develop and implement a college-wide retention strategy.

Goal—Employees: Foster an environment of employee engagement characterized by a spirit of belonging and teamwork.

- Prioritize compensation package for full and part time employees.
- Implement measures to ensure equitable and reasonable distribution of workload.
- Develop a diversity and inclusion plan designed to attract and retain diverse employees.
- Expect, reward, and recognize service-oriented behaviors.

Goal—Infrastructure: Create a campus plan that supports infrastructure, capital facilities, and rural development.

- Invest in technology and remove technological barriers for students, faculty, and staff.
- Develop a capital facilities prioritization list which supports the College's strategic priorities and growth.
- Provide measurable economic development contributions through an entrepreneurial mindset.

SNOW COLLEGE

Standard 1: Student Success and Institutional Mission and Effectiveness

2020 Year Seven Self-Evaluation Report

Standard 1A – Institutional Mission

Snow College articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. Snow College's programs are consistent with the institutional mission and culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher education institutions or programs. Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.

1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

Mission Statement: Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals.

Snow College strives to fulfill its mission by: Honoring its history and advancing its rich tradition of learning by providing a vibrant learning environment that empowers students to achieve their educational goals, encouraging and supporting innovative initiatives that create dynamic learning experiences for the college community, and creating learning and service opportunities, locally and globally, to engage students, faculty, staff, and surrounding communities.

Snow College's Mission Statement was approved by the Snow College Board of Trustees, February 16, 2011 and the Utah State Board of Regents, July 15, 2011 (see https://www.snow.edu/academics/office/mission.html)

Snow College, through an inclusive process of discussion and decision-making with faculty, staff, and students defined three Core Themes and established goals and assessable metrics for each Core Theme. The three Core Themes were approved by the Board of Trustees and served to guide the College's decision-making, strategic initiatives and actions, and continuous improvement endeavors for the academic year 2011-12 and forward (see https://www.snow.edu/academics/office/themes.html).

- **Core Theme 1:** Tradition of Excellence--Snow College honors its history and advances its rich traditions of learning by providing a vibrant learning environment that empowers students to achieve their educational goals.

- **Core Theme 2:** Culture of Innovation--Through initiatives that create and sustain a college-wide culture of innovation, Snow College encourages and supports innovation by developing dynamic teaching, learning, and engagement experiences for students, faculty, and staff, as well as for the larger College community.

- **Core Theme 3:** Atmosphere of Engagement--Snow College creates learning and service opportunities, locally and globally, to engage students, faculty, staff, and surrounding communities.

Snow College publishes its mission in the general Snow College Catalog. It is included on institutional announcements, college publications, official college documents, and external press releases. Core themes are posted in common areas and classroom spaces throughout the Ephraim and Richfield campuses.

National acknowledgement of Snow College as a premier two-year state institution recognizes to the larger community that the college is executing its mission successfully. Such recognition includes:

[Snow College Ranked #1 in the nation for student success by the Chronicle of Higher Education]

This unsolicited honor distinguished Snow College for the high percentage of first-time, full-time students who obtained an associate degree and/or transferred to four-year program within 150% of time (85%).

- NWCCU accreditation since 1953
- Specialized disciplinary accreditation for undergraduate programs in music (NASM), theatre (NAST), business (ASCSB), and nursing (ACEN).
- US News and World Report ranking of the college as the best "two-year college."
- Aspen Recognition among the top 100 two-year colleges in America consecutively since 2001. Aspen Prize competitor for three years (2015, 2017, 2019).
- Best Value School (2017) awarded by University Research & Review.
- NJCAA Academic Excellence (2018-2019) for volleyball and men's and women's basketball.
- NJCAA Top 20 Rankings for football, basketball, soccer, and volleyball.
- Snow College E-Sports team won the spring 2020 FIFA Championship in its first year of competition.
- Carnegie Classification for the Advancement of Teaching classification of Snow College as
    - Baccalaureate/Associate's Colleges: Associate's Dominant
    - Exclusively undergraduate two-year with select four-year programs
    - Four-year, full-time, inclusive, lower transfer-in
    - Four-year, medium, primarily nonresidential

Standard 1B – Improving Institutional Effectiveness

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

Snow College has articulated outcomes that measure mission fulfillment and progress toward long-term goals. These goals are established through internal planning processes and work in concert with the Utah System of Higher Education's (USHE) reporting and performance funding metrics (see Appendix, page 171). These metrics represent retention, graduation, and transfer success measures associated with the Complete College America initiative and the Aspen Institute's Equity Gaps. Snow College's Strategic Plan (2014 – 2020, 2020 – 2025) and Strategic Enrollment Management Plan feature many quantitative objectives both for obtaining and allocating resources that facilitate the college's mission and help determine mission fulfillment. In preparing for this Year Seven Self-Study and in response

Snow College Planning and Assessment Model

the NWCCU Year Three Self-Study, the college has updated and refined earlier objectives and identified more informative indicators to demonstrate achievements.

All academic programs participate in a structured annual assessment of program outcomes. This Assessment Day occurs at the end of spring semester and allows faculty to coordinate course learning outcome evidence as feedback on program educational outcomes. Course achievement data dashboards allow faculty to analyze overall student success and student achievement by known equity gaps. The disaggregated analysis allows faculty to look at student achievement by group, semester, course, grade distribution, and individual faculty assignment. Each program completes a summary report detailing the extent of assessment procedures (number of students, courses, etc.), program achievements, and goals/plans for program improvement to be implemented during the subsequent academic year. All summary reports are due to the Office of Academic Affairs by June 1 with feedback reports returned to each program by August 1. This is in advance of the new academic year and faculty planning meetings that occur in August (see Appendix, page 187).

Additionally, all degree programs undergo an external review on a five-year cycle (USHE R411 policy). These comprehensive program reviews require a complete self-study, evaluation by external peer reviewers, and responses from program chairs, directors, or deans regarding reviewer recommendations. All programs address progress toward program review recommendations during assessment day activities.

Proposals for new degree programs (USHE R401 policy) must demonstrate alignment with the overall mission of the college, quantified student growth, market/need-based evidence for the new program, consultation and/or collaboration with other USHE institutions, and fiscal plans for available and/or future resources before they are forwarded to the Snow College Board of Trustees for ratification prior to USHE approval and NWCCU substantive change approval. Once approved new programs must complete a year-three intermediary progress report that is ratified by the institution's Board of Trustees and the Utah System of Higher Education (USHE).

Independent program accreditations and associated annual quality assurance reports are completed by Snow College's Music, Theatre, Nursing, Business, and Software Engineering programs. Aspen Award applications, National Science Foundation grants, and other external entities provide additional opportunities for the College to measure the progress and achievement of the institution's objectives, core themes, and mission.

In October 2018, USHE implemented a "scorecard" of ten system and institution metrics and goals. Snow College adopted these metrics as a part of mission fulfillment. In most cases, the metrics either aligned seamlessly with or helped clarify existing mission fulfillment key performance indicators. These metrics are reviewed by government officials and system administrators annually in advance of capital improvement and legislative funding requests.

The college monitors its progress regularly and data are made available to faculty, staff, students, the Snow College Board of Trustees, and the community through descriptive and analytical studies prepared by the Office of Institutional Research, the Office of Internal Audit, and regular reports to USHE. Institutional assessment and program review information and data are made publicly available.

- Institutional Assessment Data
- Cyclical Program Reviews
- Program Dashboards
- Strategic Enrollment Management Data
- Mission Fulfillment Reporting and Dashboard

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison, with regional and national peer institutions.

Working under NWCCU's 2010 standards, Snow College established core themes, objectives, and measures that are central to the college's mission statement. Collectively, they articulate the college's directives to provide exceptional associate degree transfer education and workforce ready preparation in a supportive environment that "emphasizes teaching, training, scholarly, professional, and creative achievement, community service, and contributes to the quality of life and economic development of the community and the state" (USHE Policy R312, section 4.3).

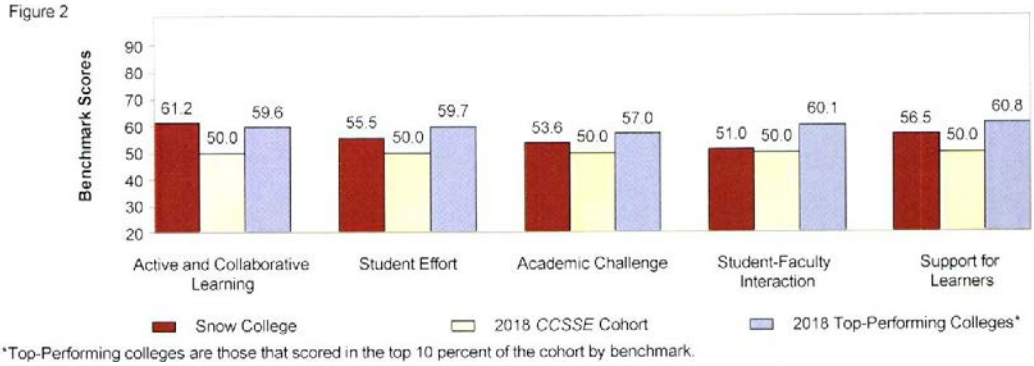
Each key performance indicator has a benchmark and target or achievement goal. Key performance indicator benchmarks are determined by nationally normed peer data or USHE system-wide standards. For example, Snow College uses the IPEDS-determined peer comparison group with retention, graduation, and transfer rates. The IPEDS annual data feedback report is also used to determine institutional progress toward faculty compensation and student access to financial aid.

Starting in 2016, Snow College initiated a comprehensive faculty and staff compensation study using independent measures and benchmarks provided by the CUPA-HR Staff and Faculty survey, the National survey of Higher Education institutions, TechNet (a salary benchmarking service purchased by USHE), the USHE Data Book, and the Mountain States Association of Community Colleges (2018, 2019). The goal of this effort was to bring institutional compensation to within 90% of commensurate regional median salaries and resulted in a remarkable $1.1 million dollar allocation from the 2018 Utah State Legislature. Furthermore, the data enabled Snow College to develop a job scoring mechanism to determine fair salaries/wages for internal constancy.

Snow College administers the Community College Survey of Student Engagement (CCSSE) every two years and uses the data to determine institutional progress compared to

regional and top-performing institutions. The 2020 administration of the CCSSE was interrupted by COVID-19 and was postponed to spring 2022.

Figure 2

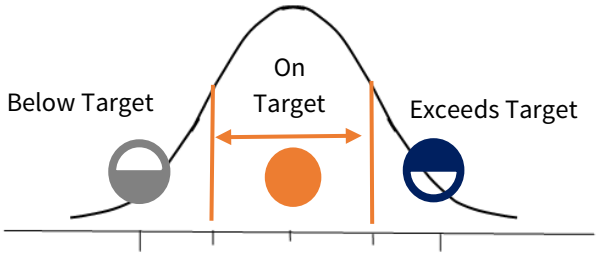


*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

Since 2009, Snow College has been recognized by the Aspen Institute as one of the nation's premier two-year institutions. Snow College has used data published by the Aspen Prize's top ten finalist institutions to measure progress in reducing student equity achievement gaps.

Benchmarks not associated with external sources are established using five-year rolling averages. Targets are determined by consensus among faculty/staff committees with interest in the activities associated with distinct key performance indicators.

Key performance indicators rate current year data against benchmarks and targets using the following scale: below benchmark = "needs improvement" (scored as a 1); between benchmark and target = "meets expectations/making progress" (2); above target = "exceeds expectations" (3). Core theme objectives will use KPI averages, rounded to the whole number, against the same three-point scale. The extent of mission fulfillment will be determined by the percentage of objectives that "meet" or "exceed expectations" (average scores of 2 or higher). The threshold for mission fulfillment is that 90% of all objectives will meet or exceed expectations.



The assessment and measurement of core theme objectives and key performance indicators occurs throughout the calendar year. Formal reporting of mission fulfillment progress occurs bi-annually to the Snow College Board of Trustees and other internal and external stakeholders using the Mission Fulfillment Scorecard. The Snow College Institutional Effectiveness Report presents 10-year trend data on many key performance indicators and is published annually in January. Various mission fulfillment dashboards (updated at the end of each academic term) provide more dynamic access to KPI data.

In spring 2020, Snow College reviewed and revised its Strategic Plan. The new 2020 Strategic Plan was ratified by the Snow College Board of Trustees summer 2020 and the Utah State Board of Regents summer 2020. It was presented to the Snow College community in August 2020. In concert with NWCUU's revised 2020 standards, the institution plans to start its new accreditation cycle by developing benchmarks and measures consistent with the goals and themes of the institution's 2020 Strategic Plan (see Appendix, page 168).

CORE THEME 1 • TRADITION OF EXCELLENCE

Snow College honors its history and advances its rich tradition of learning by providing a vibrant learning environment that empowers students to achieve their educational goals

Goal 1: *Provide for student achievement of degree and/or certificate learning outcomes*

Goal 1 KPIs
1.a: Student recognized accomplishment of General Education outcomes
1.b: Number of degrees and/or certificates awarded

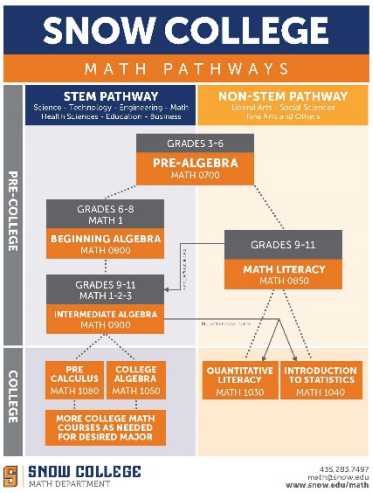
Rationale: These indicators provide evidence of the quality of Snow College's general education program and other undergraduate programs. These indicators are meaningful because they address a primary reason most students attend college: to achieve their learning goals prior to transfer and/or graduation to a four-year degree or to earn the requisite knowledge and skills for immediate job placement. Snow College seeks to provide a high-quality general education program that aligns well with state and nationally recognized essential learning outcomes and helps student recognize their role as lifelong learners. Program specific outcomes match with state and regional program articulation agreements, independent national accreditation standards, and relevant business/industry job criteria to safeguard a seamless transition to advanced college programs and/or workforce placement.

Goal 2: *Promote efficiency in academic outcome achievement*

Goal 1 KPIs
2.a: The number of degrees per 100 FTE
2.b: % of undergraduates completing 30 or more credits per academic year
2.c: Retention rates (fall to fall) of all undergraduate students
2.d: Quantitative Literacy completion rates (%) for underprepared students
2.e: Average time to associate-level degree completion in years

Rationale: These indicators provide evidence of timely student progress toward their learning goals. Snow College seeks to help all undergraduate students understand the

value of the degree or stackable credential as a signpost supporting their pathway to success. By offering a tuition break at 10 or more credits, students are encouraged to take full semester loads. This enables them to stay on track and graduate on time while saving money. A main obstacle to timely graduation is college math completion. As an open institution, Snow College strives to provide math remediation that effectively and efficiency prepares students to complete one of three college-level math pathways. Using the average time to associate level degree completion, allows the college to measure the efficacy of overall student learning goal achievement. In addition, these measures answer to the Utah System of Higher Education's institutional performance metrics and support Utah's 2020 initiative that recognizes the direct link between educational achievement and economic prosperity.



Goal 3: *Student achievement of intended educational goals*

Goal 3 KPIs
3.a: Persistence rates from fall to spring of all undergraduate students
3.b: Graduation rates of first-time freshmen cohorts at 150% of time
3.c: Transfer rates of first-time freshman cohorts at 150% of time
3.d: Success rates of first-time freshman cohorts at 150% of time
3.e: Outcome achievement of first-time students at six years

Rationale: These indicators provide evidence of undergraduate achievement. Graduation and transfer are two main pillars of Snow College's mission statement. The graduation rate accounts for first-time freshman students who earn a degree within six semesters and the transfer rate represents first-time freshman students who transfer to another institution without a degree within the same time frame. Since many Snow College graduates also transfer, the success rate accounts for all students who realized their learning goals either through graduation and/or transfer. The outcomes achievement measure extends the assessment of student success beyond 150% of time to the four, six, and eight-year mark. Snow College uses national peer group graduation and transfer rates as benchmarks. The IPEDS peer group is a group of comparable public and similarly sized institutions that are degree-granting four-year, primarily associate's Carnegie classification of Associate's Dominant. The Utah System of Higher Education uses the success rate and the outcome achievement rate at six years as institutional performance measures.

Goal 4: *Student employment and workforce placement success*

Goal 4 KPIs
4.a: Licensure and certification pass rates
4.b: Job placement within six years of graduation

Rationale: This indicator provides evidence that the college fulfills its responsibility to provide workforce training, career education, and job placement to career and technical education undergraduates. Licensure and certification rates are reported annually by respective CTE programs and attest that students are either (1) qualified for immediate employment or job promotion or (2) are prepared to become self-employed. Utah's Department of Workforce services provides student wage-match data. Snow College compares this information to declared major records to account for distinct job placement and wage earnings. It is used at the six-year mark to mitigate the effect of students who augment their credentials by transferring to four-year programs or take non-major associated jobs immediately after graduation.

Goal 5: *Support of underserved populations*

Goal 5 KPIs
5.a: Percent of minority undergraduates
5.b: Percent of undergraduates from the regional service area
5.c: Minority undergraduate student retention rates
5.d: Minority undergraduate student success rates at 150% of time
5.d: First Generation undergraduate student retention rates
5.e: First Generation undergraduate student success rates at 150% of time
5.e: Pell student success rates at 150% of time
5.f: % of tuition as a part of service area household income

Rationale: These indicators provide evidence of undergraduate recruitment, retention, and success. The college seeks to have a diverse student body that is representative of the state and attentive to the college's service region population. The college also seeks to "close the gaps" to student persistence and success, as shown in measures of first- and second-year retention, and the percentage of students who complete their studies in a timely manner. Snow College's service region represents some of the poorest counties in

the state of Utah, making reasonably priced tuition and fee rates vital to institutional success. Collectively these measures empower the college to meet local and state-wide economic needs for a well-educated citizenry.

Goal 6: *Effective educational practice and student satisfaction*

Goal 6 KPIs
6.a: CCSSE Active and Collaborative Learning scores
6.b: CCSSE Student Effort scores
6.c: CCSSE Academic Challenge scores
6.d: CCSSE Student-Faculty Interaction scores
6.d: CCSSE Support for Learners scores
6.e: % of friends and family alumni admission referrals
6.f: % of exiting students who would refer Snow College to a potential student

Rationale: These indicators provide student-perceived evidence of the quality of Snow College undergraduate experience. The Community College Survey of Student Experience (CCSSE) benchmarks represent five key areas that educational research has shown to be important to students' college experiences and educational outcomes. Snow College seeks to maximize the student experience by matching and exceeding top performing college scores in each of the five areas. Snow College's reputation as a high-quality educational institution is supported by an indirect, multi-generational word-of-mouth alumni campaign. Referral information collected from distinct entering and exiting student surveys speaks to the general quality of the student experience and helps the institution improve upon its reputation.

CORE THEME 2 • CULTURE OF INNOVATION

Snow College encourages and supports innovation by developing dynamic teaching, learning, and engagement experiences for students, faculty, and staff, as well as for the larger College community.

Goal 1: *Resource allocation to promote assessment-based innovation*

Goal 1 KPIs
1.a: Resources allocated toward innovative/best practice initiatives

Rationale: This indicator provides evidence of the college's commitment toward developing best practices in student learning. Line item, specific program budget re-allocations, and the acquisition of grant funds are used to assess the institution's overall commitment to the innovative student learning efforts of faculty and staff.

Goal 2: *Incorporation of new/best practices that maximize student success*

Goal 2 KPIs
2.a: Course evaluation scores that recognize high impact classroom practices.
2.b: Number of faculty participating in workshops and/or professional development opportunities.
2.c: Number/percent of courses with DFWI rates below 20%
2.d: Number of course re-designs based on identified learning achievement gaps
2.e: Number of syllabi revised to improve learning outcomes and assessment
2.f: Number of new courses developed based on high impact practices

Rationale: These indicators provide feedback on the degree to which innovations and best practices are working at the College. They are assessed using scores obtained from distinct course evaluation questions that address course rigor, engaged instruction, media and course material relevance, and the degree to which the course integrates with or applies to other course(s) or life learning. These scores provide immediate feedback to the institution and can be disaggregated for assessment at various levels of the college (division, department/program, course, or section) at the end of each academic term. In addition, junior faculty annually report to deans and department chairs the degree to which they incorporate best practice(s) and professionalism (See Appendix, page 288).

Faculty seeking tenure and/or rank advancement are reviewed at least every three years using criteria that address their commitment to lifelong learning and professional development opportunities that advance their teaching. Course, program, and division DFWI rates inform faculty on the balance of instructional rigor and student learning support particular to achievement at-risk populations (first generation students, minority students, academically underprepared students, and financially challenged students). Snow College's annual academic assessment day allows faculty to collect, analyze and report course-to-program-level learning outcome achievement, which includes plans for improved student learning, and five-year program reviews address specific curricular changes and program improvements to advance student success. Finally, Snow College's General Education and Curriculum committees regularly review existing syllabi and approve new course syllabi with attention directed toward high impact practice implementation and assessment-driven student learning outcomes.

Goal 3: *Degree and certificate programs that address the academic and vocational needs of students*

Goal 3 KPIs
3.a: Number of new careers to advanced degree stackable credentials
3.b: Number of established four-year degrees
3.c: Number of 2+2, 3+1 or other established partnerships
3.d: Number of degrees and certificates in Utah's DWS 5-star Occupation-Related programs
3.f: Number of degrees and certificates in Utah's DWS 4-star Occupation-Related programs

Rationale: These indicators provide information on Snow College's pioneering efforts that expand the traditional, narrow role of technical education to include knowledge in science, engineering, math, communication and writing; and supply the customary liberal arts education with readily employable vocational skills. Snow College uses the number of stackable credentials to measure the innovation of well-designed career pathways that allow students of all ages to learn, earn and build careers with family-sustaining middle-class incomes. As an associate's dominant institution that also offers career and technical education, Snow College's four-year programs uniquely combine an educational foundation with vocational preparation that allows graduates to find immediate employment and/or graduate degree placement. In addition, these programs distinctively address local and regional economic needs. The number of four-year program

partnerships measures the College's ability to expand and/or increase locally housed educational opportunities. Starting in 2019, the Utah System of Higher Education (USHE) implemented new performance metrics under Utah code 53B-1-102 (updated in 2017) that outlines USHE's responsibility to "establish measurable goals and metrics and delineate the expected contributions of individual institutions of higher education toward these goals." The number of degrees and certificates associated with Utah's DWS 5-star and 4-star occupation-related programs not only fulfills this requirement, but also allows the college to target program improvements that support USHE's Workforce and Research strategic objectives and contribute to student vocational achievement.

CORE THEME 3 • ATMOSPHERE OF ENGAGEMENT

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

Goal 1: *Development of the whole student through wide-ranging student-centered activities and experiences*

Goal 1 KPIs
1.a: Number of service-learning courses
1.b: Number of students enrolled in service-learning courses
1.c: Number of Honors program participants
1.d: Percentage/number of students participating in co-curricular programs or activities
1.e: Percentage/number of students participating in global engagement opportunities (i.e. international partners, tutoring, etc.) and events.
1.f: Percentage/number of students with on-campus student employment opportunities

Rationale: These metrics help Snow College determine the degree to which students participate in learning experiences outside the traditional classroom. They are measurable using Snow College's fine-tuned course section numbering system that delineates the type of course, the type of student, the type of delivery, and the course location. The percentage/number of students participating in co-curricular activities is tracked using the institution's Fine Arts performance ticketing system, Student Life's event feedback forms, Athletics intramural participation rates, and QR entrance codes via the Snow College app. Snow College uses this information to gauge the success of current activities and explore other potentially successful student-engagement undertakings Esports competitions. Global engagement opportunities are measured by general attendance to on-campus international events and the number of students participating in out-of-class academic support opportunities (e.g. language partners, multi-cultural tutoring, etc.). The number of students with on-campus employment opportunities is tracked by Snow College's Human Resource office using specific employee classification codes. This is complimented by financial aid information regarding the number of employed work-study students.

Goal 2: *Provide learning, cultural, and social opportunities to the surrounding communities*

Goal 2 KPIs
2.a: Number of college-sponsored events for public education students
2.b: Number of high school students enrolled in for-credit college courses
2.c: Number of cooperative education classes and/or events.
2.d: Number of continuing education participants
2.e: Number of cultural events hosted by the Richfield and/or Ephraim campus

Rationale: Snow College serves as the intellectual, artistic, musical, educational, and sports center of central Utah. These indicators help determine the success to which the college embodies this designation. Data regarding the number of college-sponsored secondary student events was traditionally available through the various host programs, departments, and/or divisions. In 2018, a full-time K-16 Liaison position was created to align the educational goals of Snow College regional school districts, provide programmatic support to faculty hosting on-campus events, and serve as a clearinghouse for all outreach data. Starting fall semester 2012, Snow College became the lead provider of concurrent or dual enrollment instruction to rural high schools throughout the state of Utah. Snow College obtains this information using a fine-tuned course section numbering system, and uses the data to make budget, program, and curricular decisions. Snow College's Continuing Education office tracks the number of courses and participants each semester. Snow College's main campus in Ephraim is home to the Eccles Performing Arts Center which sponsors four high quality theatre and numerous musical productions each year. The Richfield campus is home to the Sevier Valley Center that annually hosts a variety of athletic, concert, and commercial events. Ticketing systems at both facilities allow the institution to track the type of event and the number of participants.

Goal 3: *Provide stewardship toward a "sustainable region" based on educational opportunity/advancement and economic development.*

Goal 3 KPIs
3.a: Number partnerships established with local business and industry.
3.b: Number of programs that support local workforce needs and economic development

3.c: Number of participants/students in economic partnership programs 3.d: Number of established K-16 initiatives and/or partnerships
3.e: Number of hours provided by Custom Fit, Economic Development, or STIT programs.
3.f: Number of people served by Custom Fit, Economic Development, or STIT programs.

Rationale: Snow College actively partners with central Utah's Six County Association of Governments (AOG) on many projects that enhance the local labor market and expand regional economic activity. Snow College also actively supports the state of Utah's 2020 economic plan by improving existing and developing new degree pathways. Degree, partnership, and participant data was traditionally collected from distinct career and technical education programs. Starting in 2019, this data is centrally collected and reported by the newly established Economic Development Liaison office. Data regarding the number of K-16 partnerships and/or initiatives (such as our math pathways) is coordinated through the college's K-16 Liaison. Additional information regarding vocational outreach to business and industry is collected through the institution's Short-Term Intensive Training (STIT) and Custom Fit programs. Snow College uses this information to better align traditional and new program offerings with local business and industry needs and track the college's impact on regional economic activity.

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

According to the Chronicle for Higher Education, a shared governance model in higher education accounts for two important concepts: (1) it gives various groups of people a share in key decision-making either through elected or appointed representation; (2) it gives certain constituencies the primary responsibility for specific areas of decision-making. Snow College operates under a shared governance model by awarding faculty decision-making authority on curricular reviews, syllabi approvals, tenure awards, and rank advancements. In particular, the Snow College Faculty Senate serves a partner to administration, trustees, and staff by representing "the faculty in the policy-making process of the College" (Snow College Faculty Senate By-Laws) and promoting the mission fulfillment in the areas of academic freedom, curriculum, degree and certificate requirements, educational program development, standards/policies regarding student preparation and success, governance structures related to faculty roles, academic standards, faculty advancement and tenure, and professional development.

Snow College's policy development and review process (Policy #101) governs the manner by which institutional policy is developed, revised, and consistently reviewed in a manner that is transparent, collaborative, efficient, and supportive of institutional integrity. Any member of the college community may propose new or revised policy to the College Council (a comprehensive body of faculty, staff, and administrative personnel). Once approved, college employees have thirty days to review and provide written feedback to the policy sponsor and College Council before the final, fully vetted, policy is submitted to the Snow College Board of Trustees.

Beginning in 2018, Snow College implemented a Budget Task Force as a standing committee that provides a democratized, transparent, and open process by which budget recommendations are made to the college President and Board of Trustees (Budget Task Force Charter). Budget Task Force membership represents administrative, faculty and staff personnel from both the Ephraim and Richfield campuses, each serving for a term of two consecutive years.

In addition, faculty and staff are well represented on various standing and ad hoc committees such as strategic enrollment management, strategic planning, hiring, student academic standards, and emergency planning. Snow College also seeks input from external stakeholders using regular meetings with area economic development directors, K-16 educational professionals, and local civic leaders.

Prior to the commencement of each fall semester, Snow College hosts a campus-wide assembly at which college information, progress, and planning is shared with faculty and staff. Additional town halls and open assemblies are held monthly throughout fall and

spring semester where all college personnel and other interested external parties can receive up-to-date information and provide feedback on key college issues. Separate meetings are held on the Richfield and Ephraim campuses to ensure that all college personnel have a chance to attend. Minutes or information briefs and any presentations are subsequently published on the Snow College website.

At the beginning of the COVID-19 pandemic, President Cook used distance technology (Microsoft Teams) to apprise college personnel and the surrounding community with vital health information and the institution's response and planning given the changing environmental and economic landscape. Participants were informed of institutional tactics, academic issues, enrollment projections, graduation plans, accreditation progress, personnel issues, and budget strategies. Open chat allowed for questions that were read and answered, "on air." Each forum was recorded and published to Snow College's dedicated COVID-19 website along with other pandemic related information and resources. President Cook continues to offer these public meetings twice monthly.

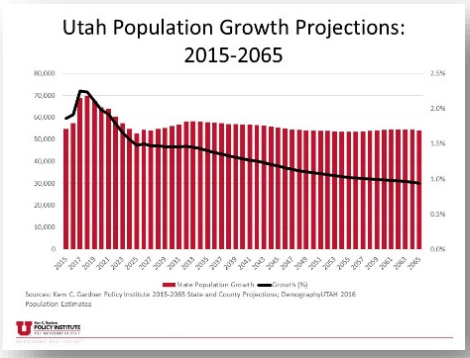
In addition, at the beginning of his presidency, President Cook commemorated Snow College's 130-year history with a 130-day listening tour. Complimentary to formal meetings and informal conversations, two surveys were published that asked for feedback from the internal and external Snow College community. The first survey was a general SWOT analysis of the institution (n = 365 respondents). General concepts from this survey were used in a follow up survey (n = 162 respondents) to prioritize the foundational themes of Snow College's new strategic plan (2020-2025). Additional research and dialog around these foundational themes resulted new mission-based goals and strategies representing student achievement, academic quality, student recruitment and retention, employee engagement, and a sustainable physical and technological campus plan (see page 24-25 for more detail).

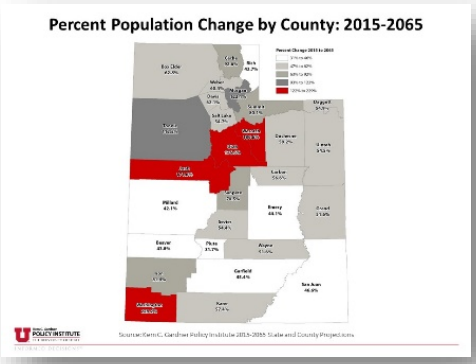
1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

In response to consecutive years of declining freshman class enrollments, Snow College initiated a comprehensive strategic enrollment management plan, fall 2017. This plan was supported by an environmental scan of national, regional, and local trends in high school graduates, new student yields, higher educational legislation (allocations), college funding options, marketing and recruitment, the influence of social media, student mental health

concerns, food insecurity, and other issues relative to current and future student enrollment. A second, updated environmental scan was provided to the Snow College community spring 2020. The environmental scan incorporates information from the National Center on Educational Statistics, United States census information, WICHE, the Kem C. Gardner Policy Institute and Utah's Department of Workforce Services.

Information from the environmental scan as well as institutional data on retention, graduation, transfer, and course completion rates are regularly used by the institution to inform decision-making and measure mission progress. For example, population forecast data by county, gender, and age group published by the Kem C. Gardner Policy Institute is used to refine the methodology supporting Snow College's annual enrollment projections. Snow College uses data on its first-generation student population (36%) to inform specific student support resources and activities. Such an effort is Snow College's CARE team that allows faculty and staff to initiate early alert concerns to rally resources to help with monetary, mental health, or other extraneous barriers to student achievement.





During the 2019-2020 academic year, Snow College consulted several internal and external groups in the development of a new strategic plan:

- Student Stakeholder Group (n = 4,701)
- Parent Stakeholder Group (n = 3,902)
- K-16 and Public Education Stakeholder Group (n = 69)
- Alumni Stakeholder Group (n = 446)
- Economic Development and Civic Leader Stakeholder Group (n = 164)
- Faculty and Staff Stakeholder Group (n = 517)

Snow College's Strategic Planning Committee analyzed more than 100 ideas at length and determined five top priorities that will support enhanced diversity among faculty, staff and students, increase instructional quality and rigor, and expand ways students can engage with the campus community. These priorities were determined to provide the best avenue by which Snow College can proceed and gain a competitive advantage in the higher

education space. Beginning fall 2020, metrics associated with each group will be used to determine direction and measure institutional progress (See Appendix, page 167)

Snow College consistently consults with state and local economic development directors to develop new programs and partnerships that advance the workforce placement and transfer success of students. For example, the following Career and Technical Education programs (each with stackable credentials) were recently developed in collaboration with regional Economic Development Directors and CTE advisory boards: Industrial Manufacturing, Composites, Industrial Technology, Agribusiness, Agriculture Mechanics, Natural Resources, and Nursing. Starting in 2012, Snow College added two bachelor-degree programs, each supported by regional and state-wide higher education and economic development data: a Bachelor of Arts with Emphasis in Commercial Music (2012) and a Bachelor's of Science in Software Engineering (2018).

In addition, Snow College consulted with other in-state institutions to develop articulated partnerships with Weber State University (music education and visual arts), Southern Utah University (Rural Health Scholars and pre-medicine) and the University of Utah (visual art). Snow College seeks to develop similar partnerships with other system institutions (see page 3). Currently, Snow College is working with the Governor's Office to develop short-term training opportunities for service area businesses and citizens in response to the economic plight associated with the COVID-19 pandemic (see update on page 17, and appendix, page 325).

The regional K-16 alliance brings public education officials and Snow College representatives (including faculty and staff) together to share information, discuss the overall educational needs of six county service area, and develop programs and initiatives to advance secondary and post-secondary student achievement. For example, high school and college faculty math faculty worked together to develop math pathways in tune with the common core curriculum an indicative of a student's carrier aspirations. Students attracted to science, technology, engineering or math were directed to complete college algebra; students interested in education, communication, the social sciences, or nursing focused on completing a college-level statistics class; and students pursuing art-related fields achieved quantitative literacy through a basic quantitative literacy math class. The result of this effort assisted high school math advising, improved the accomplishment of high school math requirements, and provided better college math placement. Snow College continues to consult with the K-16 alliance through monthly meetings and a dedicated faculty member lead (.25 workload). K-16 Alliance meetings are held every six weeks on either the Richfield or Ephraim campus.

In recognition of the economic value Snow College provides neighboring communities, and in support of HB 53B-16-206, Snow College established the office of Economic Development and Workforce Preparation. This office coordinates with service area

economic development professionals, public education administrators, and local business/industry leaders to expand central Utah's economic activity, prepare students for employment in the region, and enhance the skills of currently employed workers. In fall 2018, the office hosted the Utah Governor's Office of Economic Development (GOED) annual conference on the Richfield campus—a forum at which individual county strategic economic development plans are reviewed with support from state and higher education programs. Moreover, the office supports the Custom Fit and Small Business Development Center outreach programs that help local companies improve their business and make a positive impact on the economy.

Throughout the 2019-2020 academic year, Snow College consulted with Dr. Charles Schroeder (Gardner Institute) and Ruffalo-Noel Levitz on the college's strategic enrollment management plan. Two on-campus visits complete with various individual and group interviews resulted in four recommendations to comprehensive improve the recruitment and retention efforts of the college. Under the direction of the Associate Vice President for Enrollment Management, Snow College is actively

1. Enhancing the focus of the Strategic Enrollment Management group under a recommended "Senior Leadership Team" representing Academic Affairs, Enrollment Services, and Student Affairs.
2. Identifying and providing support for the most "at-risk" first-time, full-time freshman of the 2019 and 2020 cohorts. This will enable Snow College to improve retention and completion rates by improving student academic performance during the critical first and second term.
3. Improving the design, access, and delivery of successful academic support. To this end, Snow College has shifted to an intrusive advising model and implemented Civitas predictive analytics software to pinpoint appropriate support and resources at identified "at-risk" students.
4. Providing faculty and staff on the Richfield campus more tools to be a full partner in implementing Snow College's SEM plan.

Standard 1C – Student Learning

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

The Carnegie classification of Snow College is *Associate College: Mixed Transfer/Career with a high traditional student population*. Under this classification, Snow College offers two bachelor programs that account for less than 10% of the institution's conferred degrees. All programs and recognized credentials have distinct program and student learning outcomes. The strength of each degree is consistent with Snow College's tradition of excellence and supported by program and course content that, through service learning, undergraduate research, travel abroad, or internships, accommodate innovation and community engagement as a part of the learning process.

- The Bachelor of Science in Software Engineering degree consists of 126 credits represented by a strong GE core (27 credits), program pre-requisites (that are also eligible for transfer to other programs), the bachelor's core (97 credits), electives (3 credits), and respective areas of emphasis in either entrepreneurship (7-9 credits), digital media design (9 credits), or web development (7 credits). The Bachelor of Arts in Commercial Music degree is represented by a GE core of 36 credits, traditional music theory, pedagogy, and performance pre-requisites (54 credits), and a rigorous cadre of songwriting, production, and performance courses/experiences culminating in a senior performance capstone (32 credits). Related certificates of

proficiency are available in Business and Music Technology, Entrepreneurship, and Marketing. Graduates of this program typically have published songwriting or performance credits by the time they graduate.

- The Associate of Arts and Associate of Science degrees qualify as the first two years of a bachelor's degree for transfer students. The learning outcomes associated with each degree can be used to satisfy the general education requirements at four-year institutions in the Utah System of Higher Education (USHE) and most accredited institutions outside the state of Utah. Students completing each degree can also have a pre-major emphasis that completes pre-requisite major credits associated with four-year programs. The Associate of Arts program consists of Snow College's GE core (35-40 credits) and electives to satisfy the 60-credit degree requirement. This includes two courses of foreign language credit. The Associate of Science program comprises the GE core (34-38 credits) and electives culminating in 60 credits. Both programs require course completion at a C- grade or higher.

- Snow College has specialized Associate degree programs in Fine Arts (AFA), Business (ASB), Pre-Engineering (APE), Nursing (ASN), and Outdoor Leadership. The AFA degree (80 credits) is a unique interdisciplinary studio arts degree that provides students with fundamental competencies in artistic practice, critical thinking and creative problem solving. Program graduates can successfully transfer to a senior studio art institution or find independent work in an evolving creative industry. The ASB degree is designed for students who want to transfer to a senior program as a business major. The degree specifically qualifies as the first two years of a business baccalaureate degree and is independently accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The APE degree is offered to students who plan to transfer to a university and pursue a bachelor's degree in any of the traditional engineering fields. The program requires 64 credit hours with learning outcomes consistent with the Accreditation Board for Engineering and Technology (ABET), independent accreditation anticipated fall 2021. The ASN degree prepares students for entry-level clinical practice as a registered nurse and as a member of a healthcare team. Graduates can find immediate work in the health care industry or pursue a Bachelor of Science in Nursing (BSN) degree. This program is also independently accredited by the Accreditation Commission for Education in Nursing.

  Snow College's Outdoor Leadership program offers an Associate of Arts and an Associate of Science degree in Outdoor Leadership and Entrepreneurship. These programs serve as pre-majors for students who desire to transfer to a four-year

institution and pursue an outdoor leadership related bachelor's degree.

- Snow College offers several Associate of Applied Science programs. These programs provide training in specific career and technical education fields for students who seek immediate employment upon completion. Each program has distinct program and student learning outcomes that are associated with industry standards and regularly reviewed by independent advisory boards and economic development agencies associated with Snow College's six county service region.

- Certificates of Completion (CERT-C) range from 30 to 35 credits that are awarded to students who complete a series of courses outlined by a respective program/department. These certificates indicate the student's readiness for entry-level employment. They also serve as stackable credentials to associate of applied science, associate, and bachelor's degrees. Snow College offers 14 certificates of completion with descriptions located here, the Snow College Catalog, and on each main program's web page. This includes a Certificate of Completion in General Education (34 credits).

- Certificates of Proficiency (CERT-P) are awarded to students who complete courses related to mastery or competency in useful and/or marketable skills. They serve as entry-level stackable credentials to CERT-C, AAS, associate, and bachelor programs. Students can use these certificates for career advancement. Snow College offers 29 certificates of proficiency with descriptions located here, the Snow College Catalog, and on each main program's web page.

- Awards are granted in programs that require less than 16 credit hours to complete. Snow College offers two awards in Nursing (Certified Nursing Assistant or CNA) and Nail Technology.

- Beginning Fall 2020, Snow College received a grant from the Utah Governor's Office of Economic Development (GOED) to offer several short-term training programs. Known as the Learn & Work in Utah initiative, the funds were earmarked for rapid training of in-demand skills to restore the state's economic vitality. Snow College received $900,650 for ten short-term training programs.

Program Designators

Each education program has designators that are recognized in respective fields of study. For example, Snow College's General Education program is comprised of courses that formulate a GE core (mandated by the State of Utah) and a selection of courses that represent several key knowledge areas. The GE core includes quantitative literacy (QL designator), American Institutions (AI), and English (E1 and E2, which are reported state-wide as C for Composition). The knowledge areas include fine arts (FA), foundations (FND), humanities (HU), integrated exploration/study (IE), natural science (NS), life science (LS), and social science (SS). These designators are widely published throughout the institution and the Utah's system of higher education. Each knowledge area has distinct learning outcomes that are communicated to students at the program and course level. The strength of Snow College GE program is supported by USHE policy R470 and a state-wide task force that meets regularly to discuss the purpose of general education, program requirements, core and knowledge area assessments, and seamless articulation agreements. This is further supported by the annual *What is an Educated Person?* conference hosted by various USHE institutions, now in its 21st year (fall 2020).

USHE Policy R470 also supports clearly defined program designators and learning outcomes that are consistently reviewed at various "majors' meetings". State-wide faculty and USHE representatives at these meetings work together to ensure the seamless transfer of pre-major or major credit through the USHE system. These meetings also foster innovative program partnerships like the those previously mentioned.

Snow College also actively participates in the WICHE Interstate Passport system, which is the only nationwide network of regionally accredited public and private two- and four-year institutions committed to the comprehensive transfer of lower-division general education credit. As an approved Passport institution, Snow College tracks the institutional progress of transfer-in and transfer-out students to inform other member institutions of general education student learning achievement. The learning outcomes of the passport system are determined by well-qualified faculty from multiple states and represent areas of

foundational skills, general knowledge areas (like Snow College's GE knowledge areas) and crosscutting skills (e.g. critical thinking, teamwork, and value systems/ethics).

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Consistent with the information provided in section 1.C.1., Snow College awards credit, certificates, associate, and bachelor credentials based on student learning outcomes. For each award level and for respective programs, learning outcomes represent comprehensive learning achievement and skills mastery. For example, the college's general education mission is designed to "stretch students' minds and enlarge the foundation of their intellectual and practical skills in order to create in them a lifelong love of learning" (General Education Mission). The GE curriculum has a three-part design: (1) provide students with a broad exposure to different academic disciplines aligned with a well-educated person, (2) assist students in the selection of a specialized field of study, and (3) encourage the development of knowledge connections and integrated learning opportunities. Courses included in the GE curriculum must demonstrate evidence that advances this mission, fulfills GE learning outcomes, addresses key knowledge area outcomes, and possesses a clear assessment plan of student learning. Each GE approved course must participate in the general assessment of the GE knowledge area, which occurs on a five-year cycle (see Appendix, page 362).

Snow College maintains and active master syllabus database. New and existing courses must submit a syllabus to Snow College's General Education and/or Curriculum Committees for review. In addition to general information, these proposals require

- Justification for the course at it relates to general education fulfillment, specific major requirements, certification or employment conditions, or a unique community response need.
- Explanation on the extent to which the course teaches to one or more of Snow College's general education outcomes.
- Rationale on how the course fulfills specific GE knowledge area outcomes.
- Identification of course-specific student learning outcomes that describes what the successful student will be able to know, feel, or do because of taking the course.

All these elements must address how the outcomes will be assessed at the course level and how each course-level assessment will be used to inform program and degree level achievement (Snow College Syllabus Instructions).

Over the past few years, a special general education task force comprised of administrators, faculty, and staff conducted an extensive review of Snow College's entire general education curriculum. This resulted in a redesign of general education better focused on providing students with the breadth and depth of learning associated with higher education. Specific changes were GE credit and course re-designs (outside the required GE core), the implementation of a GE Certificate of Completion, and the development of a GE Foundations course (approved Fall 2018). The GE Foundations course purposefully exposes new students to learning that is connected, dependent, and relevant. Each Foundations course studies one thematic issue (i.e. what is beauty) from three different disciplinary perspectives. For example, the "Coding My Story" course examines the connections between genetics, folklore, and software engineering taught by faculty members from English, biology, and software engineering. The "Zombie Apocalypse Survival Guide" uses the same interdisciplinary teaching to explore concepts of ethics, international relations, and psychology. Additionally, foundations courses focus on habits of the mind (intellectual, motivational, emotional, self-awareness, and self-directedness) that are essential for becoming a learner in an interdisciplinary world. The course is open to all students, who can choose from at least 12 different curricular themes with recommended enrollment during the freshman year (see Appendix for Fall 2020 Foundations Courses, page 327).

Snow College's Career and Technical Education (CTE) programs use stackable credentials to help students sequentially achieve the knowledge and skills relevant to degree completion, workforce placement, or career advancement. For example, the Snow College's Nursing program starts with the Certified Nurse Assistant (CNA) Award, which can be earned as early as the junior year of high school. CNA students can exit the program for immediate employment in the healthcare industry or add to their learning with a Licensed Practical Nursing certificate, a Registered Nursing associate degree, and eventually a Bachelor of Science in Nursing (taken at another institution). Each step (or stack) along this educational pathway secures the student's prior learning achievements, advances workplace opportunities, and increases salary and wage benefits. All CTE programs sequence student learning using certificates of proficiency, certificates of completion, and associate of applied science credentials. Snow College's General Education Certificate of Completion serves as a stackable credential to any pre-major for students seeking to transfer to four-year programs of study.

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Snow College offers four general degree types: Certificates and Awards, Associate of Applied Science degrees, Associate degrees, and Bachelor (specific) degrees. Students may receive multiple degrees during the same semester with the exception that students may not receive both the Associate of Arts and the Associate of Science degrees. Open access to each degree and the relevant programs is available in the Snow College Catalog and the Snow College website. Specific program requirements, including student learning outcomes, are listed on division and program catalog and web pages.

Most Snow College students seek to finish their general education requirements prior to transfer to another institution. Snow College's general education requirements and learning outcomes are in the catalog and on on-line. In addition, Student Success Advisors and program faculty advisors provide students with hard copy degree and program requirements.

All programs have curriculum maps (see Appendix, page 330) that link course and program learning outcomes. Faculty update and assess these outcomes (with student evidence)

annually on assessment day. Program learning outcomes are also evaluated during each program five-year review (see Appendix, page 337). Programs with independent accreditation submit annual outcome-based quality standard reports to their reporting agency.

Snow College's Syllabus System requires all course syllabi to list the student learning outcomes and the key performance indicators by which the outcomes will be assessed. The appropriateness and quality of course learning outcomes are regularly reviewed by General Education Committee and the Curriculum Committee.

At the beginning of each course, specific learning outcomes are communicated to students through the Canvas Learning Management System and hard copy in-class handouts. The Transparency in Learning and Teaching Project (TILT) was introduced to faculty fall 2019 to further help students understand how and why they are learning course content as it relates to program, degree/career pathways. New faculty received TILT instruction during a series of new faculty seminars held each fall, beginning fall 2019. Existing faculty have access to TILT information; formal training has not been implemented.

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

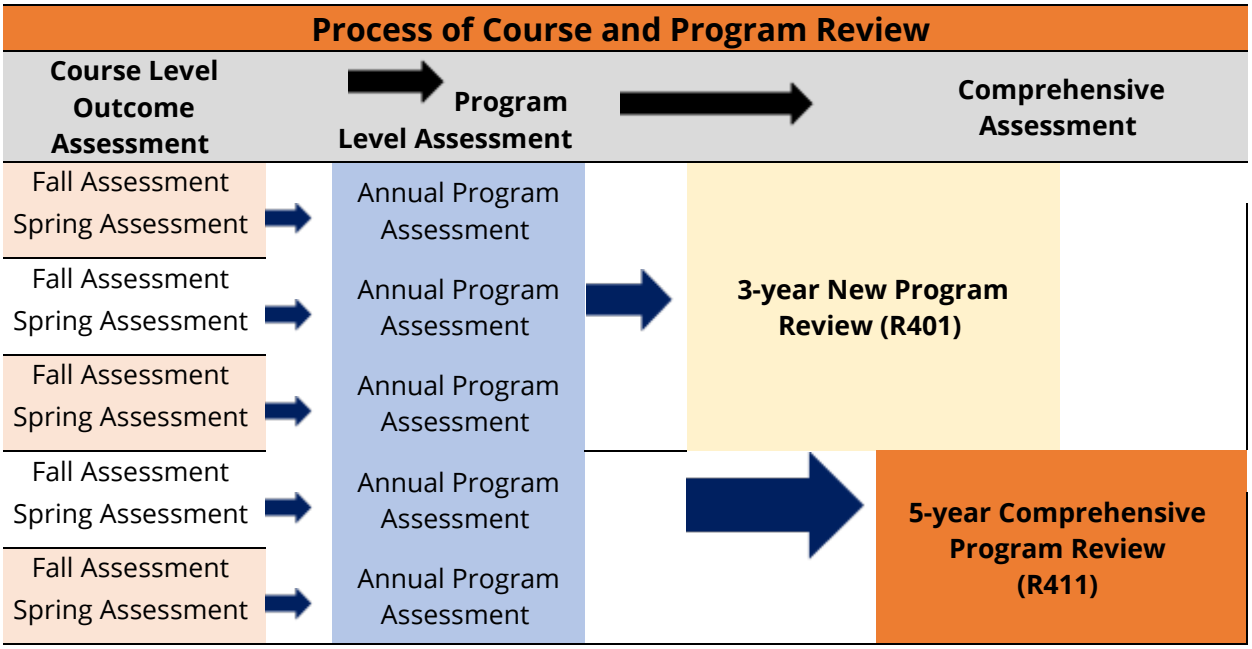
Snow College is an open-enrollment institution, committed to a policy of equal opportunity and nondiscrimination in educational services to students, employees, and the public. Students can be admitted to the institution without a high school diploma or earned GED; however, a record of their secondary education career and ACT or SAT scores are strongly recommended. Snow College mandates assessment testing of all new degree-seeking students. Students meet this requirement by submitting their ACT or SAT scores, which are used for proper placement in mathematics and English courses. Students may challenge their placement in mathematics by taking the ALEKS Assessment tool ($25). The mathematics and English placement guidelines are located in the Snow College Catalog and online.

Official Academic Standards policy outlines the criteria for students to make satisfactory progress toward the completion of their academic goals. This policy also seeks to identify students in need of academic support and other available resources. The policy covers the various levels of academic standing: good, warning, probation, and suspension. The policy also details the academic appeals process and academic renewal—a process that enables a student to recalculate their GPA by discounting failing grades earned five or more years prior to the renewal petition date. This information is available to students through the Snow College Catalog. It is also published on academic progress reports and/or transcripts and is reviewed with students as they meet with Snow College's Student Success Advisors.

Students have immediate access to their curricular progress to graduation through DegreeWorks. The Snow College DegreeWorks online tracking program provides self-service access to completed and current classes, term and cumulative GPA, progress toward graduation, and the option to explore other degree options. Student access is through the BadgerWeb portal using a student's single sign-on credentials.

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

Snow College faculty actively evaluate the quality of program learning and student achievement through an effective system of assessment on continuous improvement. Assessment and review of student outcomes at the course level occurs at the end of every semester using examples and/or artifacts of student work. Comprehensive program outcome evaluations using evidence generated by course level outcome assessment happens annually at the end of each spring semester. On-going improvements to curriculum and/or pedagogy as well as student achievement is measured through this process (see Appendix, page 337). Pursuant to USHE Policy R411, each program performs a comprehensive program review every five years. This review includes a self-study document and peer review by at least two external evaluators. Program strengths and areas of improvement are recognized. Faculty must develop plans to address program recommendations. The review, recommendation, and faculty response are compiled in a report submitted to the Snow College Board of Trustees for consideration. After their approval, the Snow College Board of Trustees forwards the report to the Utah System for Higher Education (USHE) for final endorsement. For new programs, the Utah System of Higher Education requires a 3rd year interim review (USHE R401-8).



At the end of each spring semester, all faculty participate in Assessment Day—a contractual day dedicated to the assessment of program learning outcomes (using course level data) and development of improvement plans for the next academic year. Each year, faculty complete an Assessment Day template that reports on their evaluative results. In Spring 2020, the template was revised to include improved access and processing of course and program level data, a focused reflection and goal setting section, and the inclusion of evidence-based (student artifacts) program learning outcomes evaluation. All Annual Program Reviews were submitted to the Office of Academic Affairs by June 1 (all but one program reported), and independent feedback reports (closing the loop) were returned to each program by August 1st in advance of faculty planning meetings prior to the commencement of fall semester (see Appendix, page 283).

Snow College's Curriculum Committee is a standing committee of the Faculty Senate designed to ensure the academic integrity of Snow College and promote the continuous improvement of it educational programs. The Curriculum Committee is comprised of one faculty member elected from each teaching division, a Faculty Senate representative, the chair of the General Education Committee, and the Vice President of Academic Affairs and Registrar (who serve as non-voting members). Central to the committee's duties is the regular review of Snow College courses and curricular policy (see Curriculum Committee Constitution). All Snow College master syllabi undergo complete review every five years and new courses must adhere to the same review criteria, which includes course

justification, student learning outcomes, related general education and/or knowledge area outcomes, pedagogical methods, and KPI-based assessment plans.

Programs with independent accreditation status perform additional program reviews and report regular quality assurance reports. Snow College's Music program and Theatre program report comprehensive evaluations and annual reports to the National Association of Schools of Music (NASM) and the National Association of Schools of Theatre (NAST) commissions, respectively. The Business program is accredited by The Accreditation Council for Business Schools and Programs (ASCBP), which follows the Baldrige model with annual quality assurance reports and three-year comprehensive reviews. Snow College's Nursing program answers to the Accreditation Commission for Education in Nursing. Snow College's Software Engineering program is in the process of receiving independent accreditation from the Accrediting Board for Engineering and Technology, Inc.--anticipated fall 2021.

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

Snow College's General Education curriculum is designed to accomplish several goals: to provide students with a broad exposure to different academic disciplines in order to assist them in selecting their course of study; to introduce a variety of ways of making knowledge so students understand the complexity of information and knowledge; to facilitate the development of a passion for a specific area of study and a love of learning in general; to provide connections between disciplines by providing interdisciplinary, integrated learning opportunities; and to prepare students to participate fully in human culture, ask probing and thoughtful questions, and engage as responsible citizens.

The General Education curriculum is comprised of 34 credits representing core learning in quantitative literacy, American institutions, and English and key knowledge areas of foundations, fine arts, humanities, integrated exploration, natural science, and social

science. Only courses numbered 1,000 level or above are counted toward general education and completion of the General Education program is required of all associate and bachelor's degrees.

The General Education curriculum has the following overall program level outcomes:

- Has a fundamental knowledge of human cultures and the natural world
- Can read and research effectively within disciplines
- Can draw from multiple disciplines to address complex problems
- Can communicate effectively through writing and speaking
- Can reason quantitatively

In addition, each knowledge area has specific learning outcomes which are assessed on a five-year review cycle using rubrics and student signature assignments (see Appendix, page 363). Relevant faculty are involved in all knowledge area learning outcome assessments (see Academic Support Dashboards).

- Effective Communication
- Information Literacy
- Integrated Studies
- Problem-Solving

Foundations: Foundations (GNST 1200) exposes students to three disciplines wrestling with one thematic issue (e.g. cloning, GMOs, definitions of beauty). Foundations is designed to give students college success skills while instilling in students an appreciation for the importance of diversity of thought and perspective to the understanding and addressing of important questions or concerns today. The learning outcomes for Foundations include

- Understand expectations of a college education and they will be able to articulate habits of the learning mind.
- Identify the College's general education outcomes and design an educational objective that will enable them to achieve those outcomes.
- Validate knowledge from a variety of perspectives.
- Understand and practice methods of communication.
- Read critically, with an understanding of multiple disciplinary conventions.
- Articulate roles and responsibilities inherent in teamwork, and they will be able to work effectively as a member of a team.

The Foundations course began fall 2019 and initial assessment occurred using Snow College's course evaluation system (SurveyDig). This baseline assessment asked students to rate their foundations experience on a four-point Likert scale from Strong Agree (4) to Strongly Disagree (1) regarding the value of a liberal education, an understanding of Snow College's GE outcomes, the ability of the student to see connections in learning across different disciplines, the level to which the student understood the three disciplines

associated with the course, and degree to which students identified their role in being an intentional, responsible learner. The overall average for the entire group of questions was 3.24 (sd = .85) indicating students agreeably achieved the foundations learning outcomes. Together with disaggregated data for each course evaluation statement was used to established targets for future course and faculty improvement. These data were also analyzed at distinct course and faculty member levels.

Foundations Course Evaluation Questions	Total Count = 4,969	Strongly Agree	Agree	Disagree	Strongly Disagree	Ave	SD
This course helped me understand the value of a college education.	994	453 (46%)	354 (36%)	135 (14%)	52 (5%)	**3.22**	0.87
This course helped me understand the college's GE outcomes.	994	406 (41%)	378 (38%)	151 (15%)	59 (6%)	**3.14**	0.88
This course helped me understand connections between academic disciplines and how what I learn in one class can be helpful in another class.	994	462 (47%)	384 (39%)	99 (10%)	47 (5%)	**3.27**	0.83
I understood how the three disciplines in this course related to each other.	994	456 (46%)	373 (38%)	121 (12%)	43 (4%)	**3.25**	0.83
This course has helped me to identify ways to take more responsibility with my own education.	994	482 (49%)	374 (38%)	90 (9%)	45 (5%)	**3.30**	0.82

Fine Arts: Courses to be designated as a Fine Arts (FA) General Education experience are expected to provide students with an understanding of the basic conceptual frameworks, historical and cultural contexts of artistic works, and be instilled with a sensibility of the creative process. Assessment will occur through the student's ability to critically evaluate creative works using the language and methodology appropriate to the disciplines of dance, music, theater, and/or the visual arts. Students who complete a course designated to fulfill the Fine Arts GE requirement should be able to

- Critical Thinking
- Logical Thinking
- Global Awareness

- Articulate the dynamics of the creative process including the development of a lifetime sensibility as it applies to the disciplines of dance, music, theater, or visual arts.
- Provide an informed synopsis of the performing and/or visual arts in the contexts of culture and history through reading and interpreting pertinent information using a variety of traditional and electronic media.
- Demonstrate an understanding of the conceptual and elemental principles fundamental to the creation of various forms of artistic expression.
- Exhibit an ability to critically analyze artistic works using appropriate techniques, vocabulary, and methodologies.

Humanities: The Humanities are a group of academic disciplines that study the many ways by which humans have attempted to understand themselves and their world. At Snow College, the Humanities focus on cultural traditions that are expressed largely through text or which have a strong textual component: languages, literature, and philosophy. The methods by which the Humanities study culture are at once analytical and interpretive, objective, and subjective, historical, and aesthetic. General education courses in this area enable students to

- Cultural Sensitivity
- Critical Thinking

- Ask and explore a variety of philosophical and theoretical questions about human thought and experience.
- Understand how knowledge is created through the study of language systems, literature, and/or philosophy.
- Understand cultural traditions within an historical context and make connections with the present.
- Critically read and respond to primary texts (original, uninterpreted) from a Humanities' perspective.
- Write effectively within the Humanities discipline to analyze and form critical and aesthetic judgments.

The Humanities knowledge area assessment indicated needed improvement in curriculum, pedagogy, and/or assignment design where students explored a variety of philosophical and theoretical questions about human thought and experience (average score = 1.75; benchmark = 2.0).

- Scientific & Quantitative Reasoning
- Critical Analysis
- Logical Thinking

Integration Exploration: Students who fulfill this General Education requirement will be able to either be (a) able to work effectively as a member of a team or (b) practice writing and/or speaking respectfully and effectively.

Natural Science (Life and Physical Science): For the natural sciences, science is the systematic inquiry into natural phenomena organizing and condensing those observations into testable models and hypotheses, theories, or laws. The success and credibility of science is anchored in the willingness of scientists to: 1) expose their ideas and results to independent testing and replication by other scientists which requires the complete and open exchange of data, procedures, and materials; 2) abandon or modify accepted conclusions when confronted with more complete or reliable experimental evidence. Adherence to these principles provides a mechanism for self-correction that is the foundation of the credibility of science (Adapted from a statement by the Panel on Public Affairs of the American Physical Society which was endorsed by the Executive Board of the American Associations of Physics Teachers in 1999). Broad categories of the Natural Science disciplines include Physics, Astronomy, Chemistry, Geology, Meteorology, and Biology. At Snow College, the first five are considered physical sciences and biology the life science. While properties of matter and energy in the physical sciences are common to life science, the emergent properties resulting from the complexities of life require additional study to amplify and clarify the scientific mechanisms of nature.

Life Science learning outcomes are:

- Integrated Learning
- Effective Communication

- Demonstrate understanding of science as a way of knowing about the natural world.
- Demonstrate basic understanding of how organisms live, grow, respond to their environment, and reproduce.
- Discuss the organization and flow of matter and energy through biological systems.
- Explain from evidence patterns of inheritance, structural unity, adaptation, and diversity of life on Earth.
- Describe how the Life Sciences have shaped and been shaped by historical, ethical, and social contexts.

The Life Science knowledge area assessment indicated needed improvement in curriculum, pedagogy, and/or assignment design where students

Physical Science learning outcomes are:

- Apply scientific reasoning in a variety of con texts.
- Use the concepts of physical science to solve daily problems.
- Understand how physical scientists think and form judgments about the physical world.
- Asses the credibility of scientific information.
- Recognize the manifestations of physical science in phenomena of the everyday world.
- Acquire the tools necessary for life-long learning in physical science.
- Identify something acquired in the course about which he/she has become passionate.

- Global Awareness
- Information Literacy
- Effective Communication

The Physical Science knowledge area assessment indicated needed improvement in curriculum, pedagogy, and/or assignment design where students demonstrated an understanding of the FORCES of in the physical world (ave = 1.78; benchmark = 2.0); students described how the physical Sciences have been shaped by historical, ethical, and social contexts (ave = 1.62; benchmark = 2.0); students articulated evidence-based arguments regarding the effect of human activity on the Earth (ave = .37; benchmark = 2.0); and students exhibited the ability to discuss the flow of matter and energy through systems (ave = 1.34; benchmark = 2.0).

Social Science (Social and Behavior Sciences): Students will develop understanding of the world around them through study of content and the processes used by social and behavioral scientists to discover, describe, explain, and/or predict human behavior and social systems. Students must understand the diversities and complexities of the cultural and social world, past and present, from a social scientist's perspective, and methodologies, and come to an informed sense of self and others. A student who earns General Education in the Social and Behavioral Sciences will be able to:

- Explain social institutions, structures, and processes across a broad range of historical periods and cultures from a social and behavioral science perspective.
- Develop and communicate hypothetical explanations for individual human behavior within the large-scale historical or social context.
- Draw on the social and behavioral sciences to evaluate contemporary problems using social science research methodology.
- Describe and analytically compare social, political, economic, cultural, geographical, and historical settings and processes other than one's own.

- Explain and use the social-scientific method to test research questions and draw conclusions.
- Write effectively within the social science discipline, using correct disciplinary guidelines, to analyze, interpret, and communicate about social science phenomena.

Findings from the Social Science knowledge area assessment indicated needed improvement in curriculum, pedagogy, and/or assignment design where students communicated hypothetical explanations for individual human behavior within large-scale social and historical contexts (ave = 1.47; benchmark = 2.0); students were able to use social and/or behavioral science to evaluate contemporary problems using social science research methodology (ave = 1.29; benchmark = 2.0); students wrote effectively within the social science discipline, using correct disciplinary guidelines to analyze, interpret, and community social science phenomena (ave = .24; benchmark = 2.0). This extremely low score influenced social science faculty to re-evaluate writing as an essential program learning outcome.

In addition, a student who graduates from Snow College with an Associate of Applied Science degree

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

The assessment of AAS degree outcomes are a part of the program-specific outcome assessment.

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

Snow College is committed to a cycle of learning outcome improvement and uses the results of assessment activities to inform academic and learning support planning. Each annual program review contains a reflection and goal-directed improvement section. In addition, faculty are encouraged to incorporate their five-year comprehensive program review recommendations and/or independent accreditation recommendations as a part of their assessment planning efforts. These annual review and improvement plans are submitted to the Office of Academic Affairs by June 1. The Office of Academic Affairs helps "close the loop" by providing distinct feedback reports to each program by August 1, in advance of academic year faculty planning meetings (mid-August). Data from the annual program reviews is also used to identify common themes or issues that are addressed at the annual fall faculty assembly and various division, department, and faculty training meetings throughout the year. Results from knowledge area and national assessment activities are also shared with faculty during assessment day and at fall faculty assemblies. For example, program feedback on DFWI rates, attendance issues, and observations of student apathy resulted in formal presentations and training on the characteristics of today's college student and high impact practices leading to better student engagement (e.g. TILT). When Snow College expanded its high school concurrent/dual enrollment instruction to include inter-active video conferencing, faculty and administration used detailed feedback from student course evaluations to develop distance learning teaching techniques commensurate with the institution's tradition of excellent face-to-face instruction. Snow College used feedback from spring semester student evaluations to improve online instruction given the COVID-19 pandemic. Multiple faculty workshops were held through summer 2020 on high impact practices to improve the online instructional environment. Faculty, staff, and administration can also share additional assessment and research findings at Faculty Lunch Bunch—an informal setting where faculty can openly discuss best practices and share improvement ideas.

Snow College's Strategic Enrollment Management plan utilizes retention and graduation/transfer data to help programs mitigate barriers to student learning achievement and overall student success.

Peer comparison data from the IPEDS Student Financial Aid component, influenced better messaging and resources dedicated to FASFA completion. Many Snow College students miss out on Pell funding simply because they do not complete a FASFA. An assessment of the Scholarship Office highlighted the underutilization private scholarships, the result of which is a more transparent, student-friendly private scholarship application process and the improved disbursement of those funds. In addition, Snow College is reviewing scholarship policies that appear detrimental to new student recruitment and continuing student retention.

Snow College uses information collected from the Office of Internal Audit to improve student support programs and services. Starting in 2016, the following audits investigated the efficiency and effectiveness in achieving unit-specific goals and objectives while operating in compliance with Snow College's policy and procedures.

- **Athletics (2017):** This audit resulted in the standardization of cash handling procedures for ticket sales to prevent fraud or abuse of funds. Control deficiencies with fundraising here resolved by Athletics and the Advancement/Foundation Office.
- **Admissions (2017):** This audit results in a strategic and comprehensive communications plan to ensure timely, personalized, and appropriate contact with prospective students, parents, and other stakeholders. Traditional time-consuming admissions processes were digitized to improve the turn around time of acceptance letters from months/weeks to days (less than a week). This assessment also allowed Snow College to secure legislative funding for a predictive analytics program aimed at supporting the college's strategic enrollment management plan (CIVITAS), and provided information necessary to seek a CRM contract to better support of Snow College's mission and goals.
- **Scholarship Office (2018):** This audit identified the need to update scholarship policies and procedures to prevent inconsistencies in scholarship awarding. This included the development of a distinct private scholarship application (Qualtrics). The audit also identified the need to have more adequate budget control and reporting in place to award amounts where appropriate.
- **Great Basin Research Station (2018):** This audit identified the need for a separation of duties with booking reservations and cash handling to prevent fraud or abuse of funds. The audit also identified areas of non-compliance with contracts and agreements made with the forest service and with Board of Regents policy. A new contract is being formulated between the forest service and Snow College.
- **Residence Life/Student Housing (2019):** This audit identified the need to establish reserves and funding to properly maintain current on-campus housing units and to comply with Regent policy. Recommendations also encouraged housing to more proactively to support the College's strategic enrollment management plans as a leader in student retention and the overall student experience. In addition, Resident Life was re-organized into an Auxiliary Services unit that includes the Snow College Store and Food Services. The new unit lead is the Assistant to the President for Athletics & Auxiliary Services (effective fall 2019).

A review of the Student Success office (advising) influenced a shift to an intrusive advising model along with a meta-major-type academic pathway. In fact, Snow College quickly adapted this model to meet the demands of the new pandemic environment. Instead of coming to campus for face-to-face advising (beginning in March 2020) new students

completed a brief on-line survey regarding their academic interests and desired program of study. Results of this survey were processed daily, matching each new student with a program advisor specialist. Each advisor was provided with ACT scores, concurrent enrollment credit/grades, and other student data to build a first semester schedule best suited to the student. Students were contacted via phone and email within two to three days after completing the survey. Although new, it is anticipated that this program will produce better new student placement, course completion, and retention, not to mention eliminate the frustration and/or confusion experienced by many new students trying to build a first semester schedule on their own (See Appendix, page 365).

Online Registration On-boarding Information as of August 11, 2020			
Number of Completed Surveys	Percent of students matched using first name, last name, birthday algorithms	Percent of students with a fall semester 2020 schedule	Percent of projected new students (n = 1,500)
1,232	97%	94%	82%

Snow College continues to conduct these reviews and other assessments as a part of the institution's culture of continual improvement. The following heat map is a recent illustration of annual program data (faculty load and program costs) being used to make need-based program expansion and faculty hiring needs. The data illustrate the faculty FTE (full-time and part-time), the student FTE, and average students per section, the distinct number of courses, and the total number of credits taught by programs during a full academic year (including summer). Darker colors on the heat map represent higher values (loads, FTE, etc.) to differentiate areas of need. Additional views are available for each program by course and by respective full-time and part-time faculty member. The full interactive dashboard is available to Snow College administration via Tableau Server.

2019 **PROGRAM** Heat Map for Natural Science & Mathematics

Programs	Annualized Faculty FTE	Annualized Student FTE	Ave Students/Section	CRN Count	Credits
BIOL	11.4	298.7	23.0	167.0	295.0
CHEM	5.3	125.9	18.8	76.0	143.0
CS	2.9	39.2	13.6	35.0	82.0
ENGR	1.8	20.5	10.6	23.0	52.0
GEO	2.0	25.6	11.9	26.0	56.0
HONR	0.2	1.9	9.5	2.0	6.0
MATH	19.2	396.3	19.0	167.0	577.0
NR	1.3	14.5	7.8	21.0	37.0
PHSC	0.5	10.8	15.4	7.0	15.0
PHYS	3.3	63.3	18.3	42.0	89.0
SE	1.4	12.6	9.1	14.0	42.0

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Snow College follows the transfer policy of the Utah State Board of Regents (Policy R470) concerning the integrity, acceptance, and awarding of transfer credit. General transfer and articulation information for Snow College is located in the Snow College Catalog and on-line at https://www.snow.edu/catalog/transfer_articulation.html. There is no limit to the amount of transfer credit received by Snow College provided the credit is received at least three weeks prior to registration.

Transfer credit is accepted from institutions accredited by any of the six regional accrediting bodies. Snow College also allows transfer credit from international institutions, Advanced Placement exams, College Level Placement Exams, Foreign Language Achievement Testing, International Baccalaureate Exams, the United States Military, Policy Officer Standards and Training (POST), and WICHE's Interstate Passport system. Credit is also awarded on a case-by-case basis as the discretion of academic departments. Each semester, Snow College hosts a college fair and various one-on-one campus visits from transfer institutions to inform students on specific transfer requirements.

The transfer policy (R470), articulation agreements, accredited status, and independent evaluations along with Snow College's grading system and standards for academic progress attest that appropriate program transfer credit matches the content and quality of institution. Snow College informs students about these policies through its catalog, online, advisors, and instructors. Snow College students can view their transfer credit and monitor their progress to graduation using the on-line tracking program (DegreeWorks), and can discuss transferrable credit face-to-face with Student Success Center professionals.

In addition, students have access to unofficial transcripts (including transfer credit) using the institution's BadgerWeb portal and may request official transcripts from the Registrar's Office. Transcripts provide clear and accurate information between developmental/remedial and college level coursework. Non-credit classes are not included on the transcript.

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Snow College does not offer graduate programs.

Standard 1D – Student Achievement

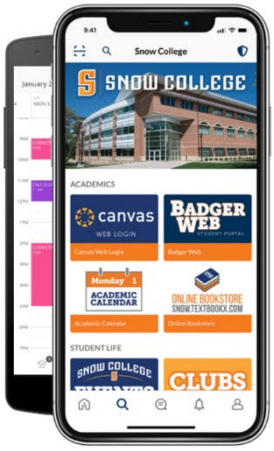
1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Snow College is an open enrollment institution that prides itself on preparing students from all backgrounds and preparation levels to succeed in the higher education environment. Snow College's main recruitment area includes the institution's six county service region (Juab, Millard, Piute, Sanpete, Sevier, and Wayne counties), the Wasatch Front (Utah, Salt Lake, and Weber counties), other areas of Utah, out-of-state students (most of whom come from the western United States), and international students. Regionally located admissions advisors provide one-on-one contact/appointments to help all students transition to the college environment. The college's Strategic Enrollment Management plan considers national, regional, state, and local data to establish recruitment and retention targets among service area students, first-generation students, minority students, and a growing non-traditional (over the age of 25) population.

The Snow College application process walks students through each step of the process. Separate information is available for international students. Detailed scholarship and housing information is also available on-line.

Snow College offers video tutorials (*What's Next for Fall 2020*) that cover all aspects of admissions and enrollment: registration, scholarships, FASFA, Student Support Services, housing, and job placement. In addition, students can sign up for virtual group information sessions on scholarships and financial aid, academic advising (class registration), campus housing, and diversity and inclusion. Independent virtual sessions are also available by appointment.

Once admitted, students are assigned a student ID number (their Badger number) that enables them to access their registration, finance, payments, housing, job, grades, and course information using a single sign on interface (Badger Web and Canvas). The same sign-on permits students to track their own progress toward graduation through DegreeWorks. This interface accounts for prior college credit, earned credit, GPA, progress toward graduation and other degree options. Students can make appointments with Success Center Advisors or their faculty advisor at any time. Snow College also hosts a variety of transfer institutions throughout the academic year. Announcements for these visits are posted on the web, the Snow College student app, the Canvas LMS interface and on signs located on the Richfield and Ephraim campus.



As mentioned in item 1.C.7, the college has adopted a holistic advising model that includes intentional enrollment planning for first-time students. To help underprepared students succeed, Snow College uses Math ACT scores and the Aleks placement exam to determine appropriate math placement. Furthermore, during high school, potential students are provided with math pathways that direct students toward the math class commensurate with their area of interest. For example, students pursuing art or literature fields are encouraged to take Quantitative Literacy (1030); students interested in the social sciences or nursing take Math 1040 (Statistics); and students seeking STEM programs enroll in College Algebra (Math 1050). Students with ACT English scores below 17 are placed into remedial English courses or a modified section of English 1010 that provides an additional day of instruction each week (the course meets four instead of three days a week).

Snow College's Upward Bound program serves students from low-income families and/or first-generation students with college entrance information and pre-college preparation in literature, composition, mathematics, and science after school, on Saturdays, and during the summer. The Snow College Student Support Service office (a Federal TRIO program) provides scholarships, advising, and resources to assist students with basic college requirements and motivate them toward graduation. Most Snow College students in this program are first-generation students from low-income and/or minority backgrounds. Snow College serves approximately 200 students each year with TRIO grant funds.

In Fall 2019, Snow College commenced data validation with Civitas, a predictive analytics platform that uses student data to provide intrusive advising and persistence management. The Civitas student success suite helps Snow College personnel manage the student journey with better accuracy and college resource alignment to support all students, most importantly those in need. The entire platform went live fall 2020.

1.D.2 Consistent with its mission and in the context of and in comparison, with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Feedback from Snow College's Mid-Cycle evaluation prompted a comprehensive review of the institution's mission fulfillment metrics. This review was also influenced by changes to legislative funding and goals associated with institutional strategic planning and strategic enrollment management. Snow College also incorporated measures from its participation with the Aspen Institute, Complete College America, Community College Survey on Student Engagement and AAC&U's Multi-State Collaborative. Snow College's Mission Fulfillment Report provides current measures compared to established targets, many of which are associated with benchmarks from regional or national peer institutions. The following table compares mission-based student achievement measures against these external standards. Disaggregated data is published in the Snow College Institutional Effectiveness Report, on various dashboards, and made available to distinct groups upon request.

CORE THEME 1 • TRADITION OF EXCELLENCE

Snow College honors its history and advances its rich tradition of learning by providing a vibrant learning environment that empowers students to achieve their educational goals

- **Goal 1:** *Provide for student achievement of degree and/or certificate learning outcomes*
- **Goal 2:** *Promote efficiency in academic outcome achievement*
- **Goal 3:** *Student achievement of intended educational goals*
- **Goal 4:** *Student employment and workforce placement success*
- **Goal 5:** *Support of underserved populations*
- **Goal 6**: *Effective educational practice and student satisfaction*

Key Performance Indicator	Current Measure	Target	Peer Benchmark	Peer Source	Disaggregated Information
1.a: Student accomplishment of General Education outcomes	1.4	2.0	2.0	AAC&U's Multi-State Collaborative	Information on student gender and ethnic is available via data spreadsheets provided by AAC&U.
2.a: Percent of undergraduates completing 30 or more credits per academic year	59%	60%	65%	USHE	
2.c: Number of degrees per 100/FTE	28	30	35	USHE	
3.a: Persistence rates from fall to spring of all undergraduate students	70%	75%	62%	IPEDS, USHE, National Student Clearinghouse	Snow College Institutional Effectiveness Report, p. 90-93
3.b: New freshmen fall-to-fall persistence rates	55%	66%	49%	IPEDS, USHE, National Student Clearinghouse	Snow College Institutional Effectiveness Report, p. 94-97

3.c: Graduation rates of first-time freshman cohorts at 150% of time	45%	50%	32%	IPEDS	
3.d: Transfer rates of first-time freshman cohorts at 150% of time	39%	30%	15%	IPEDS	
3.e: Success rates of first-time freshman cohorts at 150% of time	84%	80%	47%	IPEDS	Snow College Institutional Effectiveness Report, p. 88
4.a: Licensure and certification pass rates	80%	80%			
4.b: Job placement within six years of graduation	70%	70%	67%	Utah Department of Workforce Services USHE	
5.a: Minority student success rates at 150% of time	63%	66%	20%	IPEDS	Snow College Institutional Effectiveness Report, p. 89
5.b: First generation student success rates at 150% of time	40%	50%			
5.c: Pell grant student success rates at 150% of time	41%	40%	26%	IPEDS	Snow College Institutional Effectiveness Report, p. 89
5.c: Service area student success rates at 150% of time	41%	40%			
6.a: CCSSE Active and Collaborative Learning scores	61%	60%	60%	CCSSE Institutional Findings Report (2018)	Snow College Institutional Effectiveness Report, p. 102
6.b: CCSSE Student Effort scores	56%	59%	60%	CCSSE Institutional Findings Report (2018)	Snow College Institutional Effectiveness Report, p. 102
6.c: CCSSE Academic Challenge scores	54%	57%	57%	CCSSE Institutional	Snow College Institutional Effectiveness Report, p. 102

				Findings Report (2018)	
6.d: CCSSE Student-Faculty Interaction scores	51%	60%	60%	CCSSE Institutional Findings Report (2018)	Snow College Institutional Effectiveness Report, p. 102
6.e: CCSSE Support for Learners scores	57%	61%	61%	CCSSE Institutional Findings Report (2018)	Snow College Institutional Effectiveness Report, p. 102

CORE THEME 2 • CULTURE OF INNOVATION

Snow College encourages and supports innovation by developing dynamic teaching, learning, and engagement experiences for students, faculty, and staff, as well as for the larger College community.

- **Goal 2:** *Incorporation of new/best practices that maximize student success*
- **Goal 3:** *Degree and certificate programs that address the academic and vocational needs of students*

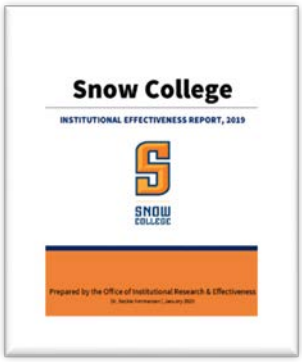
Key Performance Indicator	Current Measure	Target	Benchmark	Peer Source	Disaggregated Information
2.c: Institutional DFWI rate	11%	20%	37%	John N. Gardner Institute for Excellence	Faculty Dashboards
3.d: Percent of degrees and certificates in Utah's DWS 5-star Occupation-Related programs	1%	2%		USHE	
3.f: Percent of degrees and certificates in Utah's DWS 4-star Occupation-Related programs	1%	2%		USHE	

The Aspen Institute has recognized Snow College as one of the top performing colleges in the United States for several years. As such, Snow College has competed on numerous occasions for the $1 million-dollar Aspen Prize, that honors the College as an institution that has achieved levels of student success in the areas of completion/transfer, student learning, equity, and labor market outcomes. Snow College's most recent prize application highlighted the following:

- ***Minority Students***: The minority population at Snow College has grown by 7%. On average, 62% of minority students achieved timely completion. Inclusion initiatives such as a multi-cultural center offers advising, tutoring and social support, and The IME-Becas Scholarship for Higher Education (sponsored by the Snow College Foundation) have increased completers by 12% over four years.
- ***Economically Disadvantaged***: Snow College's six county service region represents the lowest per capita income areas of the state and 39% of the student body. Initiatives such as financial aid outreach to high schools have increased Pell recipients by 10%. Snow College also works with companies such as the Norbest Turkey, Inc. and local school districts to promote the value of higher education and assist with the completion of application forms. Snow College offers free English language translation services for FASFA completion.
- ***First Generation Students:*** First generation students represent 36% of the Snow College student body. To assist with student achievement, Snow College uses TRIO grant funds for tutoring, dedicated advising, and peer mentoring to help these students develop the personal and academic skills associated with college completion. The college has increased campus employment opportunities--up by 60 positions. Starting fall 2018, Snow College provided an automatic tuition/waiver award ($500 a year for at least two years) to dual enrollment students who matriculate as full-time college students (BadgerTracks Scholarship).

These initiatives and associated Aspen Prize data elements are published on the Snow College website.

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.



The table provided in item 1.D.2. shows disaggregated indicators of student achievement used to determine institutional mission fulfillment. The table also illustrates benchmarks established by peer institutions, the data sources used for comparison, and the location of Snow College's disaggregated data. Snow College publishes an Institutional Effectiveness Report with detailed and disaggregated information on these and other data such as enrollment by student type, enrollment by geographic area, enrollment by age, enrollment by gender, first generation enrollment, minority student enrollment, tuition and fees as a part of regional and state household income, faculty by gender, faculty by ethnicity, staff by gender, and staff by ethnicity.

The Utah System of Higher education collects data from all eight public institutions of higher education to help with system-wide reporting, planning, and management. The Data Book is an annual compilation published each spring. Data Book information provides system-wide and institutionally specific gender, age, and ethnic data. In addition, USHE publishes several interactive dashboards representing system and institutional data such as

- 2018 High School Feedback Reports
- Wage information
- Fall 3rd week enrollment numbers
- 8-year outcome of first-time students who enrolled full-time
- Where are Utah college graduates employed?
- Job placement rates

Snow College measures student engagement data every other year (positive year spring semesters) using the Community College Survey of Student Engagement (CCSSE). The Institutional Findings Reports allow Snow College to measure student engagement against peer institutions and top performing colleges. Snow College also uses information from IPEDS Peer Feedback Reports to determine gains and highlight areas of improvement for retention, graduation, faculty compensation, and student financial aid. Consistent with

Standard 1.D.4, the measures and methodology associated with these reports are clearly defined and widely published.

Every other year, Snow College publishes a comprehensive Environmental Scan. This report was the first step in the development of the college's Strategic Enrollment Management plan, and provides a solid empirical foundation for the college to expand is recruitment footprint, leverage additional financial aid opportunities, and provide the personal support to help student success. Environmental scan data represent national, regional, state, and local information on the potential college student population, the cost and affordability of college, the college recruiting environment, and other factors affecting student recruitment and retention. Consistent with Standard 1.D.4, data sources and collection methods are listed with each data element.

Snow College uses this information to inform planning, decision-making and the allocation of resources. For example, during the 2018-2019 academic year, Snow College reported performance funding measures and used the data to leverage funds toward a peer mentoring program. Additional data was used to receive funding for the purchase of a predictive analytics program and a full-time program administrator. In 2019, Snow College purchased Civitas, a powerful predictive analytics program that provides a 360-degree view of student activity to support intrusive advising and improve student performance (retention, transfer, and graduation). Data validation and full implementation of the product (in three distinct modules) was completed summer 2020. Administrative, staff, and faculty training will start fall 2020.

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

The Office of Institutional Research publishes an annual Institutional Effectiveness Report. This report presents institutional data related to mission fulfillment, state performance funding, Aspen Award, and other essential metrics. Each data entry provides point-in-time and ten-year trend information, data definitions, and source material. Elements of this report are disaggregated by achievement/equity gap groups.

Weekly fall and spring recruitment and enrollment metrics draw directly from Snow College's database. These metrics provide week-to-week and prior-year comparison on

student enrollment, disaggregated by equity gap student groups. From these data, Snow College directs resources to an increasing first-generation, low income student population enrolling from the institution's service region (see Appendix, page 371).

As a member of the Utah System of Higher Education, Snow College is required to provide enrollment, graduation, student financial aid, Perkins, faculty workload, and annual cost study information to the system office. The collection of these data is regulated by system-wide approved definitions and SQL extraction methodology. The Office of Institutional Research & Effectiveness meets regularly with USHE officials and IR representatives from peer institutions to review and improve the data definitions and collection procedures.

At the program level, faculty are provided institutional, division, and program student demographic and completion data. Faculty analyze equity achievement gaps using interactive program assessment dashboards. For example, the Chemistry program noticed that minority males had significantly lower course completion rates (grades of C- or higher) during fall semester in introductory or general education chemistry classes. For the 20-21 academic year, Chemistry faculty planned to coordinate additional academic resources with the Multicultural Office. The faculty also considered an alternative course section that provided instruction four days of week (instead of the typical three days a week).

All data dashboards are published on the Snow College website or shared with leadership using Tableau Server. These dashboards are updated regularly and provide data source and glossary information. The Office of Institutional Research & Effectiveness also provides independent training sessions on dashboards upon request. Snow College also uses Evisions Argos reports to view student, departmental and institutional data. These reports range from line item financial reports and public disclosure salary and wage information to student athlete eligibility tracking and classroom availability.

The most recent strategic planning process helped Snow College recognize the importance of documenting institutional achievement and outcome progress leading to mission fulfillment while being good stewards of the College's financial and human resources. To accomplish this and other objectives, Snow College restructured a few positions and created the Office of Institutional Effectiveness (beginning September 1, 2020). The Office of Institutional Effectiveness (OIE) will support the College's mission, values, and core commitments by providing institutional research and leadership in a variety of areas including accreditation, assessment, strategic planning, and process review. The overarching questions this office will focus on are:

- How do we know we are meeting our mission?
- How do we know we are successful in our collective objectives?
- How can we make better data-driven decisions?
- How might we optimize current resources to reduce unusually high workloads and professional frustrations?
- How do we know where to best spend new resources on areas that need it most?

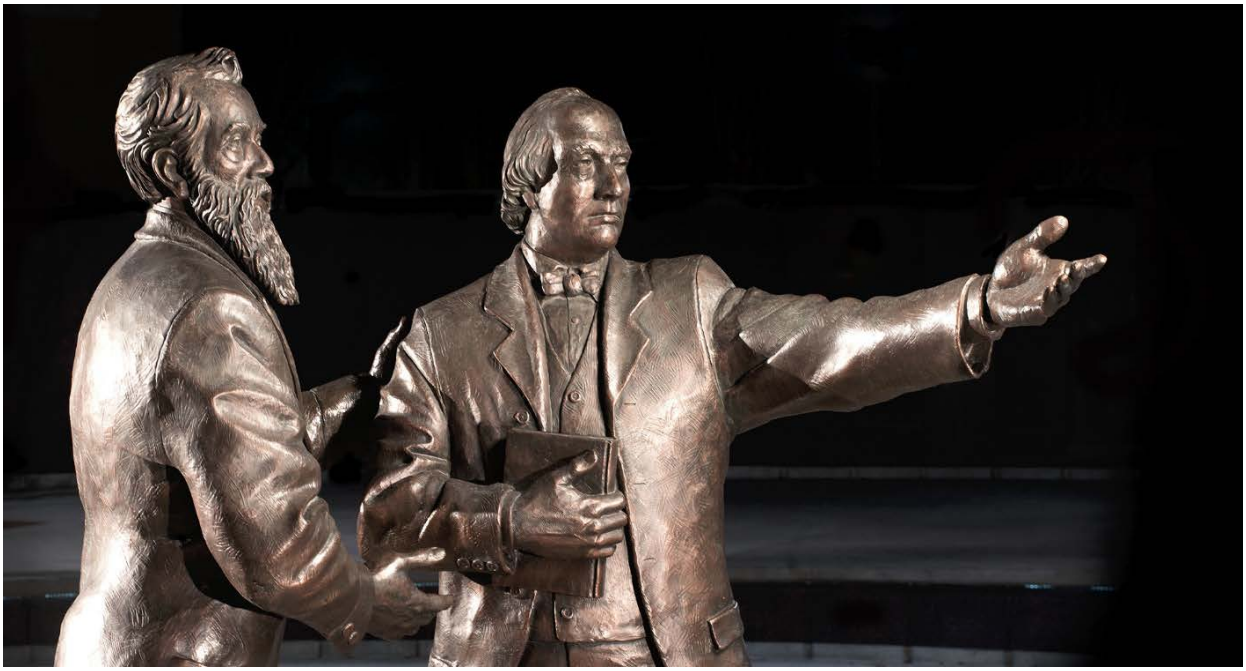
- How might we identify and solve processes and work-flow redundancies that unnecessarily slow our work and sap institutional energy?

The organization of the office will be a team that can help identify and outline solutions for the many workflow challenges that we might have on campus. Another goal is to ensure educational quality and data integrity with a focus on student success and learning. This will allow us to ensure mission-critical functions remain a priority and provide appropriate reporting to federal, state, and various accrediting authorities. Included on the team are the Director of Information Security, the Director of Institutional Research, and experts in registration services, information technology, and project management.

SNOW COLLEGE

Standard 2: Governance, Resources and Capacity

2020 Year Seven Self-Evaluation Report



Standard 2A - Governance

2.A.1. The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Snow College is a member of the Utah System of Higher Education (USHE). The exclusive control and administration of the college are vested in an appointed Board of Regents according to Utah Code 53B-1-103. The Commissioner of Higher Education serves as the chief executive office of Utah's system of higher education and is responsible for system leadership, strategic development, and implementation of Regent policies. The institutional presidents report directly to the Commissioner and the Board of Regents. As of July 1, 2020 the Utah System of Higher Education merged with the Utah System of Technical Education so that all public post-secondary institutions report to one governing board.

Regent policy R312 outlines the organizational and administrative structure of the institution, including the mission statement, and the general policies regarding faculty, student admission, and support services.

Snow College's governance structure is well-defined and effectively sustains the various functions of the institution. The President is the chief executive officer of the institution and is accountable for the leadership and direction of the college. Details of the system of leadership for the college are outlined in sections 2.A.2, 2.A.3, and 2.A.4

Snow College has ten-member board of trustees that serve to advise the President on matters related to the institution. The President's authority to develop policy for the institution and prepare initiatives for response by the Board of Trustees are subject to approval by the Board of Trustees (USHE policy R220, section 4.4).

UTAH SYSTEM OF HIGHER EDUCATION

System Relationship

The Utah System of High Education (as of July 1, 2020) is comprised of eight technical colleges, two community colleges, four regional universities, and two research universities. Snow College functions in a system of governance that is clearly described in Utah State statute, Utah Board of Regents policies, and institutional policies. These statutes and policies define the authority, responsibilities, and relationships between Snow College's two main governing bodies: the Utah State Board of Regents and the Snow College Board of Trustees.

Utah Code (Title 53B-1-103) stipulates that Utah State Board of Regents "shall control, manage, and supervise the institutions of higher education" in a manner that provides strategic leadership and links system capacity to the economy and workforce needs of the state of Utah. The Regents delegate certain powers and authorities to localized boards of trustees and presidents (Regent Policy R220). Utah Code defines the duties and responsibilities of the Board of Regents, which include

- **System Efficacy:** Directs planning involving institutional mission and roles, facilitates program articulation between institutions, and enhances the efficacy of the system through well-defined goals and established metrics on institutional performance.

- **System Leadership:** Appoints presidents, evaluates the performance of presidents, and determines the retention or transition of presidents in consultation with respective boards of trustees.
- **System Reporting:** submits system and institutional budgets to the governor and state legislature, approves tuition and fee schedules, provides system reporting to the governor, legislature, and federal agencies using regularly supplied institutional data, and advocates higher education needs with the state legislature.

The Commissioner of Higher Education serves as the chief executive officer of the board, and the board elects a member to serve as chair. The appointment of a new chair every two years provides opportunities for the board to review its performance and make necessary revisions.

The Utah State Board of Regents is the governing body for the Utah System of Higher Education (USHE). The Utah Legislature grants it power to control, manage, and supervise USHE. The Board's major responsibilities including "selecting and evaluating institutional presidents, setting policy, reviewing programs and degrees, approving institutional missions, and submitting a unified higher education budget request to the Governor and State Legislature" (https://ushe.edu/board-of-regents/about-the-board/). The Board of Regents is represented by ten trustees representing higher education, six trustees representing technical education, and two selected student regents from higher education and technical education, respectively. All board members are appointed for six-year terms and the student regents serve a one-year term. Voting board members are appointed by the Governor and approved by the Utah State Senate.

The Regents hold approximately six public meetings (located at the different USHE campuses) during which they plan, prioritize, and approve operations, initiatives, programs, and services at the state institutions. All actions are taken as a committee of the whole. Board of Regent meetings are public meetings that are livestreamed online and all meeting agendas and minutes are available on the Board of Regents website at https://ushe.edu/board-of-regents/meeting-schedule-and-agendas/. No member or subcommittee of the Regents my act on behalf of the Regents without formal delegation.

Governing Board

In addition to the Board of Regents, each institution in the Utah System of Higher Education has a Board of Trustees that operates with duties delegated by Board of Regent policy (R120, section 3.3.4). Specifically, institutional boards of trustees may "enact bylaws for its own government as it deems necessary, including provision for regular meetings of the institutional Board of Trustees, consistent with Regents policies."

Snow College's Board of Trustees is the governing body of Snow College and acts on behalf of Snow College in performing such duties, responsibilities, and functions as authorized and delegated by the Board of Regents. The bylaws of the Snow College Board of Trustees outline the membership and duties of the board as follows:

- Membership consists of ten persons, eight of whom are appointed by the Governor with the consent of the Utah State Senate. The President of the Snow College Alumni Association serves as the ninth member, and the President of the Associated Students of Snow college serves as the tenth member of the Board (Utah Code 53B-2-104).
- The eight appointed members serve four-year terms, four expiring on June 30 of each odd-numbered year. The two ex officio members serves for the terms of their respective offices.
- The principal sources of Board of Trustees authority are (a) statues enacted by the State Legislature and (b) bylaw of the Utah State Board of Regents and (c) policies of Snow College.
-

Statutory Powers:

- The Board shall act on behalf of Snow College in performing such duties, responsibilities, and functions as provided by law and as may be specifically authorized and delegated to the Board by the Board of Regents.
- The Board shall act in behalf of Snow College in facilitating communication between Snow College and the community; in assisting, planning, and implementing, and executing fund-raising and development programs; and in strengthening alumni and community identification with the institution's traditions and goals.
- The Board shall have the authority to adopt a Policy and Procedure Guide and other rules and regulations necessary or convenient and desirable for the efficient and well-ordered administration of the institution.
- The Board shall have the authority to establish such standing and ad hoc committees as it deems necessary to properly fulfill its responsibilities.
- Unless reserved by or to the Board of Regents, the Board shall have the authority to approve the actions of the President of the College regarding personnel issues and policies, institutional organization and leadership, the direction of student instruction, admission, and classification, the provision of administrative committees over specified institutional matters, and the publication of institutional standards regarding education policy and programs.
- The Board shall assist the President in carrying out his/her responsibilities (1) for the protection, repair, and maintenance of all property, both real and personal, of Snow college and (2) for the protection, education, welfare and general well-being of all

persons admitted and enrolled at Snow College or otherwise entered upon the premises of the institution, under such rules and regulations as the President may establish with the approval of the Board.
- The Board shall select persons to be awarded honorary degrees by Snow College in recognition of outstanding achievement or distinctive public service.
- The Board shall approve all candidates for earned degrees and diplomas authorized by law and the Utah State Board of Regents which are conferred by Snow College.

The Snow College Board of Trustees and committees of the Trustees meet monthly according to a published schedule. Special meetings may be convened by the chairperson, by six members of the Board acting jointly, or by the college President. No member or subcommittee of the Board of Trustees may act on behalf of the Regents without formal delegation.

Delineation of Authority and Responsibility

The Utah State Board of Regents appoints the Snow College president, who is regularly evaluated according to Regent policy R209: Evaluation of Presidents. Each college or university president is comprehensively evaluated following the first year of his or her tenure and every four years thereafter. Comprehensive evaluations occur during the spring semester. Evaluations on shorter intervals may be requested by the Regents or the institutional president. The formal appraisal of each president involves confidential interviews from a broad range of vice presidents, deans, academic and administrative department heads, faculty, students, community leaders, alumni, and local and state government leaders. Consideration is also given to leaders or representatives from the Faculty Senate, Board of Trustees, and the Board of Regents. The president is evaluated using the following criteria:

- The vision, mission, strategic goals (short-term and long-term), and action plans to achieve those goals as well as mission fulfillment.
- The fiscal health of the institution according to budgetary priorities and the efficient and effective use of institutional resources.
- Academic/institutional leadership and planning that promotes scholarship, intellectual diversity, academic freedom, teaching quality, course rigor, regular program review, and program outreach supportive of economic development.
- The morale of faculty and staff and the nature of the work environment, including the enforcement of personnel policies regarding employee performance and corrective action.
- His or her ability to assume responsible decision-making associated with a full understanding of issues, the interrelated nature of the various business and

academic functions of the institution, and the ability to proactively and collaborative seek solutions.
- His or her ability to establish positive relationships with external communities that includes but is not limited to local civic leaders, business/industry executives, other college presidents, legislators, alumni, and donors.
- The establishment of a vibrant, challenging, safe, supportive, and positive environment for the institution's students.

Regent Policy 201: Presidents' Responsibility to the System, the Assigned Institution, and for Legislative Relations details the duties and responsibilities of the college president. As an executive officer, the president is accountable to the Utah State System of Higher Education as well as to the respective institution. "It is the duty of the Presidents under the law to support the State Board of Regents' decisions including, but not limited to, budget, finance, facilities, planning, roles, curriculum, programs, and System-wide administrative policies." Presidents must also maintain effective informational liaison with members of the Utah Legislature such that they are fully informed of the problems and accomplishments of each institution. Utah Code 53B-2-106 further describes the duties of the President to establish institutional standards; appoint faculty, staff, and administrative personnel, prescribe their duties, and determine their compensation; provide for the organization of faculty and administration; establish a prescribed system of instruction and examination, admission, and classification of students; enact rules and/or policies for the effective operation of Snow College, which may or may not include the appointment of administrative, faculty, student, staff, and joint committees.

Regent Policy 123: Board Self-Evaluation and Orientation requires the Board of Regents conduct annual self-assessments on its performance as a governing and policy making body. The aim of this self-evaluation is to strengthen the Board's effectiveness. This policy "is also intended to meet relevant accreditation standards for Utah's public colleges and universities."

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

Snow College has three main organizational areas: Academic Affairs, Student Success, and Finance and Administrative Management. President Cook appoints vice presidents to oversee each division typically through a screening/hiring process and approved by the Snow College Board of Trustees. The screening/hiring process ensures that each position is staffed by personnel who have the education, qualification, work experience, and ethical

conduct to effectively fulfill the role. Job descriptions are posted on the Snow College Human Resources website. All vice presidents are evaluated annually by the president using performance feedback from direct reports, peers, and external constituents.

All hiring decisions are governed by the Affirmative Action/Equal Employment Opportunity policy and reviewed by the institution's AA/EEO officer.

These vice presidents along with the Associate Vice President for Academic Affairs, the Associate Vice President for Enrollment Management, the Assistant to the President over Auxiliary Services, the Senior Assistant to the President, the Human Resource Director, and the Executive Director of the Richfield campus serve on the President's Cabinet. As an advisory council to the president, the Cabinet provides representation and communication among the three main institutional divisions as well as with other internal consultative or constituent groups. The President's Cabinet meets weekly or as needed for timely decision-making.

President Cook has other direct reports representing the offices of Internal Audit, Alumni and Institutional Advancement, and Economic Development. Beginning September 1, 2020, qualified professionals from the Office of Institutional Effectiveness will meet monthly with the President's Cabinet to better provide data-driven information on Snow College's achievements and effectiveness.

2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board but may not serve as its chair.

Snow College's president, Dr. Brad Cook was appointed by the Utah State Board of Regents in May 2019 as the 17th president of Snow College. President Cooks previous experience was as Provost at Southern Utah University, President of the Abu Dhabi Women's College in the United Arab Emirates, Vice President of College Relations, and later Vice President of Academic Affairs at Utah Valley State College. President Cook has full-time responsibilities to the college and does not serve as a member of the Snow College Board of Trustees.

2.A.4 The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of

the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

The Snow College administrative manual has established policies, procedures, and guidelines for specific tasks. These policies, procedures and tasks are also broadly communicated on the Snow College website at https://www.snow.edu/general/policies/index.html. Snow College Policy 101 outlines the process proposing new policy or requesting updates to existing policy through College Council, which advises the President on proposals it has received.

College Council

The primary purpose of College Council is to approve and revise policy. The Council is chaired by the college president and staffed by the president's assistant. Council membership includes representatives from faculty, staff, students, and administration to create a shared governance body for the college as follows:

- One academic dean (selected by the Deans Council)
- Faculty Senate President
- Four faculty members (selected by the Faculty Senate)
- Staff Association President
- Staff At-Large representative
- Student Success Center representative
- Student Body President
- Vice President for Academic Affairs
- Vice President for Finance & Administrative Services
- Vice President for Student Success

College Council also works to improve communication and the dissemination of information campus wide. College Council meets every other month with agendas and meeting minutes posted at https://www.snow.edu/offices/president/council.html.

Faculty Involvement

The Snow College Faculty Senate (13 members) represents the faculty in the policy-making process of Snow College. It is a partner with the administration, Board of Trustees, and staff in promoting the mission of the College in the areas of academic freedom, curriculum and program development, degree and certificate requirements, academic standards, faculty advancement, professional development, institutional planning, and budget development. The following faculty committees are assembled under the direction of the Faculty Senate:

- Advancement & Tenure
- Curriculum, including the General Education curriculum sub-committee
- Faculty Development
- Global Engagement
- Honors Program
- Library
- Professional Track
- Service Learning
- Teaching and Technology Center

Faculty Senate membership consists of two full-time faculty members (a junior faculty member and a senior faculty member) from each academic division. Snow College has five academic divisions representing the areas of Business and Applied Technologies, Fine Arts & Communications, Humanities, Natural Science & Mathematics, and Social Science. Senior faculty members are tenured or have the equivalent of seven years teaching experience at Snow College. Junior faculty members have taught on either the Richfield or Ephraim campus for one full year. The Faculty Association President is a voting member of the Faculty Senate. The Faculty Association President and all members of the Faculty Senate are elected by their faculty peers. An adjunct faculty representative and a student representative are appointed, non-voting positions on the Senate. Faculty Senate representatives serve for three years on alternating terms.

In addition to the Faculty Senate and respective Senate committees, there are administrative standing committees such as the Deans Council and ad hoc committees that allow faculty to participate in institutional governance. These committees report to the Vice President for Academic Affairs (see Duties of Deans and Department Chairs document in Appendix, page 165).

Staff Involvement

The Snow College Staff Association (SCSA) represents all part-time and full-time staff at Snow College to the administration on matters of equality, benefits, salaries, training, and professional development. The SCSA Executive Council is comprised of the past president, current president, president-elect, and chairs to each of the SCSA committees, each of whom are elected to serve at two-year term. The Executive Council also promotes open communication and collaboration with the Faculty Senate, administration, and the college community.

Several administrative departments within the college are led by senior level administrators and/or directors. These positions report to their respective vice president and are responsible to seek input and discuss relevant issues with members of their division.

Administrators below the level of the vice president are evaluated regularly for formative purposes. The evaluation of academic deans and department chairs is guided by policy.

Student Involvement

Student involvement with institutional governance occurs through multiple channels. Student body officers represent either the executive or legislative branches of student government. The executive branch has a generally elected President and Vice President, an appointed Executive Assistant, an appointed clubs/organization representative, and ten other appointed Student Advocates responsible for student event programming and marketing. The legislative branch is comprised of five elected Student Advocates representing the areas of academics, inclusion and diversity, services, arts and lectures, and athletics. The Student Body President serves as a non-voting member on the Snow College Board of Trustees, College Council, and the Snow College Student Fee Advisory Board. The Student Body President also represents Snow College students to the Utah System of Higher Education as a member of the Utah Student Association. Other student body officers serve on several institutional committees such as the Alumni Board, Deans Council, Strategic Enrollment Management Committee, and Faculty Senate.

Alumni and Community Involvement

Snow College enjoys collaborative relationships and seeks input from a variety of external constituencies. The Snow College Alumni Board is comprised of eleven former students and helps communicate college events such as Homecoming, Founder's Day, the Athletic Hall-of-Fame, and capital campaigns to former students and the local community.

Since 1982, the Snow College Foundation has been dedicated to the philanthropic support of Snow College. This 15-member volunteer board sponsors charitable giving campaigns and creates community awareness. For example, the Kim Christison Theatre Scholarship Endowment honors retired faculty member Kim Christison through named seat donations. These donations are used to fund scholarships to new and returning Theatre major students. The newly announced Reimagine

Scholarship Campaign provides permanent endowment funding for student need-based scholarships. Since 2019, this campaign has raised $4 million of its $5 million dollar goal.

Statewide the K-16 Alliance was established in 2006 with representatives from Utah's System of Higher Education, Utah's State Office of Education, the Governor's Office, and members from Utah's Senate and House of Representatives. Locally, Snow College administration, faculty, and staff meet regularly with public education superintendents and counselors to unify and minimize boundaries between K-12 and higher education with the added perspective to help secondary school students in the College's service area be better prepared for college-level work.

Snow College is a significant contributor to the quality of life in its six-county service area, providing programs and activities that enrich and connect the population of central Utah. In 2010, the state of Utah published the Higher Education 2020 plan, which called for all higher education institutions to increase their level of economic innovation. In response, Snow College identified itself as a Center for Opportunity in Regional and Workforce Economic Development. This role was further supported during the College's strategic planning process, which recognized economic development and workforce preparation as one of five critical areas supporting the direction of the institution over the next five to ten years (2020 to 2025). Working extensively with local economic development leaders, regional employers, and Utah's Department of Workforce services the college has developed certificate and associate of applied science pathways for livable wage-paying jobs in the areas of industrial mechanics, industrial manufacturing, nursing, natural resources, outdoor leadership, and computer information science.

Standard 2B – Academic Freedom

2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Snow College abides by the definitions of academic freedom established in Regent Policy 481, which supports academic freedom in teaching, research, and public life. Further, policies, approved by the Snow College Board of Trustees, that support the "free search for truth and its free exposition" are outlined in the Snow College Advancement & Tenure document.

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

Snow College supports and encourages the free exchange of ideas and believes that it is central to the core themes and mission of the College. The Snow College Employee Conduct policy details how all Snow College personnel are to conduct themselves in a manner consistent with the ethical standards and values of the community, treating each

other, the administration, students, and the College's clients within a framework of mutual trust and respect. Snow College recognizes that a faculty member is a citizen who "should be free from institutional censorship or discipline" provided the faculty member recognizes his or her position as a learning and education officer and strives to be accurate, appropriate, and show respect for others (Snow College Advancement and Tenure Policy). Likewise, students are expected to explore ideas while upholding the highest standards of academic honesty and respect for others (Snow College Catalog, pages 14-20 and pages 70-85).

Standard 2C – Policies and Procedures

Snow College develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.

2.C.1 The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

Snow College follows the transfer policy of the Utah State Board of Regents Policy R470 concerning the integrity, acceptance, and awarding of transfer credit. General transfer and articulation information for Snow College is located in the Snow College Catalog and on-line at https://www.snow.edu/catalog/transfer_articulation.html. There is no limit to the amount of transfer credit received by Snow College provided the credit is received at least three weeks prior to registration.

Transfer credit is accepted from institutions accredited by any of the six regional accrediting bodies. Snow College also allows transfer credit from international institutions, Advanced Placement exams, College Level Placement Exams, Foreign Language Achievement Testing, International Baccalaureate Exams, the United States Military, and Policy Officer Standards and Training (POST). Credit is also awarded on a case-by-case basis at the discretion of academic departments. Snow College's grading system and standards for academic progress are described in the Snow College Catalog and on-line. Students have access to unofficial transcripts using the institution's BadgerWeb portal and may request official transcripts from the Registrar's Office. Transcripts provide clear and

accurate information between developmental/remedial and college level coursework. Non-credit classes are not included on the transcript.

Snow College students can view their transfer credit and monitor their progress to graduation using an on-line tracking program (DegreeWorks) and can discuss transferrable credit face-to-face with Student Success Center professionals.

2.C.2 The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Snow College is committed to providing a safe, positive learning environment that promotes student success and goal achievement. By enrolling in Snow College, students assume responsibility to behave according to the institution's Student Code of Conduct, which outlines students' rights and responsibilities and disciplinary procedures. In addition, the Student Code of Conduct outlines the Snow College Drug and Alcohol Policy, the Information Technology Acceptable Use Policy, and the Title IX policy. Student concerns, grievances, appeals, and consumer complaints are also described in the Snow College Catalog and website.

Procedures for students and college employees who may have experienced discrimination based on a disability are outlined in the Snow College Catalog and Snow College's personnel policies. These policies and procedures are in accordance with the American Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973 and other applicable law. The Accessibility Services Office serves to provide equal access and opportunity to all students with disabilities. Snow College provides reasonable accommodations, academic adjustments, and/or auxiliary aids to qualified students with medical, psychological, learning, or other documented disabilities. The Accessibility Services Coordinator also facilitates reasonable accommodations to visitors or college guests.

2.C.3 The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Snow College is an open-enrollment institution, committed to a policy of equal opportunity and nondiscrimination in educational services to students, employees, and the public. Students can be admitted to the institution without a high school diploma or earned GED;

however, a record of their secondary education career and ACT or SAT scores are strongly recommended. Snow College mandates assessment testing of all new degree-seeking students. Students meet this requirement by submitting their ACT or SAT scores, which are used for proper placement in mathematics and English courses. Students may challenge their placement in mathematics by taking the ALEKS Assessment tool. The mathematics and English placement guidelines are located in the Snow College Catalog and online at https://www.snow.edu/catalog/admissions.html.

Official policy outlines the standards for students to make satisfactory progress toward the completion of their academic goals. This policy also seeks to identify students in need to academic support and other available resources. The policy covers the various levels of academic standing: good, warning, probation, and suspension. The policy also details the academic appeals process and academic renewal—a process that enables a student to recalculate their GPA by discounting failing grades earned five or more years prior to the renewal petition date. This information is available to students through the Snow College Catalog (hard copy and online). It is also published on academic progress reports and/or transcripts and is reviewed with students as they meet with Snow College's Student Success Advisors.

2.C.4 The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Snow College's secure retention of student records balances three principles: (1) Snow College protects students' privacy while helping secure the benefits of higher education; (2) Snow College students can rightfully expect the College to safeguard their personal information; and (3) Snow College abides by a strict set of standards as to who has access to student records. Snow College adheres to all the regulations established by the Family Educational Rights and Privacy Act (FERPA).

Snow College's Office of Information Security works with the campus community to secure system and network resources. The mission of the Information Security Office (ISO) is to protect the confidentiality of student, faculty, and staff information by increasing network-related security, reducing risk, and enabling access to information for those that need it.

Standard 2D – Institutional Integrity

2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

Snow College provides accuracy and integrity in all public communications. Accurate information regarding admissions, programs, and other services is published on the Snow College website and in the Snow College Catalog. Information on retention, graduation rates, transfer rates, and other statistical data is maintained by the Office of Institutional Research and is published on the National Center for Educational Statistics College Navigator website. Additional data is published annually in the Snow College Institutional Portfolio and several interactive dashboards on the Institutional Research website.

Snow College's Office of Marketing and Communications works collaboratively with College offices, divisions, departments, and programs to produce accurate and strategic communications that support the excellence of the College as one of the best educational institutions in America.

2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

As a higher education institution, Snow College is committed to performing all its mission-related tasks and strategic planning goals with integrity and high ethical standards. This includes elevated standards of fiscal integrity. Snow College is also dedicated to providing all employees with a positive and productive work environment, including a strong emphasis on shared governance.

The Snow College Mission statement explicitly states the institutions support for honesty and integrity by promoting "a vibrant learning environment that empowers students to achieve their educational goals" through dynamic educational experiences and service opportunities that engage students, faculty and staff in the free exchange of ideas and respect for individual differences.

General Snow College policy asserts that the college is an equal opportunity institution "providing education and employment opportunities without regard to race, color, national or ethnic origin, ancestry, age, religion, religious creed, disability, or handicap, sex or gender, sexual orientation, marital status, military or veteran status, genetic information, or any other characteristic protected under applicable federal, state or local law" (Snow College Ethics & Compliance). Snow College's academic policies insist that all students "uphold the highest standards of academic honesty" and expect students to submit work representative of their own learning skills and efforts. The Office of Academic Affairs oversees the academic quality and integrity of all things teaching and learning.

All employees share responsibility for promoting a positive environment. There are many federal and state laws, and professional codes of ethics that guide the ethical behaviors of the college's faculty, staff, students, administrators, and board members. The institution supports this environment through Ethics Point: a private contractor that administers a 24/7 anonymous and confidential ethnics and compliance hotline and website.

Snow College monitors is compliance with NWCCU Standards for Accreditation. This is achieved by sending representatives to NWCCU workshops, annual meetings, and regular reporting to NWCCU. Dr. Beckie Hermansen, Director of Institutional Research, is the Accreditation Liaison Officer at the college, serves as and NWCCU evaluator, and oversees all the NWCCU reporting activities, including annual reports, accreditation report preparation, and evaluation site team member visits. Snow College does not have any collective bargaining agreements.

Snow College Policy 389 outlines the fair and equitable manner for discrimination-based complaints or grievances for all employees. Snow College Policy 390 provides for the fair and expeditious process to resolve work related complaints or grievances for all staff, adjunct, and at-will employees. Snow College Policy 403 secures the reasonable manner for all faculty complaints or grievances.

2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

The Utah State Board of Regents, the Snow College Board of Trustees, and all college personnel are bound by the Utah Public Officers and Employees Ethics Act, which controls the disclosure of private and/or protected information, the use of position to secure privileges or exemptions, the acceptance of gifts, compensation, loans, or donations, and any other employment that would potentially weaken good judgment or honest behavior. Snow College has the following additional policies regarding employee or board member conflicts of interest:

- Policy #275: Gift Acceptance Policies and Procedures
- Policy #277: Procedures for Soliciting Gifts
- Policy #278: Reviewing and Accepting Gifts
- Policy #279: Who Can Accept a Gift
- Policy #280: Gift Types, Terms, and Definitions
- Policy #283: Acknowledging/Receipting Gifts
- Policy #320: Nepotism
- Policy #381: Conflict of Interest (Ethics) for all employees
- Policy #382: Outside Employment (All Full-time Employees at 75% FTE or more)
- Policy #386: Solicitation of Employees
- Policy #387: Employee Conduct
- Policy #401: Faculty Professional Responsibility & Standards of Conduct

Utah State Board of Regents Policy R481 adheres to basic concept that institutions of higher learning operate for the common good and not to further the private interests of individual faculty members or the institution. Furthermore, The Snow College Advancement and Tenure Policy protects the rights of teachers to teach and students to learn as it applies to areas of instruction, research, and public life.

Contractual agreements obtained by Snow College are designed to benefit the college and each contract has specifically defined roles and responsibilities. Snow College's has comprehensive procurement policies that help maintain the integrity of the institution.

Standard 2E – Financial Resources

2.E.1 The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

At the transition of every fiscal year, Snow College's Board of Trustees receive a comprehensive budget report (the Budget Book) that details the audited expenses of the previous fiscal year and the current fiscal year's legislative appropriations and fiscal plan. Also included are proposed changes to applicable policies and procedures and mandated financial reports forwarded to the Utah System of Higher Education. On-going financial reports are presented at each Board of Trustees meeting. These reports provide continual updates on Snow College's investments, cash management and handling, and reserves. Snow College administration follows a full-disclosure approach to the Board of Trustees by providing information on any requested financial related issues.

2.E.2 Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

Snow College has established board-approved policies regarding the oversight and management of all financial resources. The Snow College President has ultimate responsibility for the oversight and management of the financial resources of the College. The Vice President for Financial Affairs and Administrative Services and the Assistant to the President for Athletics and Auxiliary Services assists the President in the discharge of this responsibility. The Vice President for Financial Affairs and Administrative Services serves as the chief financial officer and provides leadership throughout the division's organization for operational and financial management. The Assistant to the President for Athletics and

Auxiliary Services provides operational and fiscal leadership to ensure the profitability of athletics, residence life, food services, the campus bookstore, and summer camp programs. Financial management responsibilities are centralized when practical. Responsibilities delegated to other executive officers are coordinated through the Vice President for Financial Affairs and Administrative Services.

Sound financial leadership and practices are further distributed using line-item responsibilities to all areas of the college. Each vice president or equivalent supervisor is empowered to authorize budgets, expenditures, and budget transfers and is responsible to ensure faithfulness to all institutional financial policies.

All personnel associated with Snow College's financial resources and financial planning activities have the appropriate educational background and professional experience. Additionally, all staff have extensive Snow College experience.

Snow College's financial planning is linked to its mission, goals, and strategic plan. Financial planning and budgeting require constant communication with the Snow College Board of Trustees, the Office of the Commissioner of Higher Education, the Utah State Board of Regents, and the Utah State Legislature. Mission and core theme fulfillment as measured by aligned performance metrics is the guiding principle in all financial planning and budget decisions. As a state-sponsored institution, Snow College receives approximately 65% of its funding from state resources. As a result, the College maintains accountability to state-wide financial initiatives. Both state government and the state's economy heavily influence Snow College's financial planning and budgeting process. Snow College's conservative approach to fiscal management allots 8% of the overall budget to institutional reserves. Currently the College averages 3.5 million in this fund with $300,000 built into the ongoing budget. Any savings from prior fiscal years are rolled over into the reserve. These reserves have been established for academic facility improvements, scholarly activities, and one-time exigencies as needed.

The Snow College Budget Committee is a shared governance committee of faculty and staff. This representation includes the Vice President of Academic Affairs, the Associate Vice President for Enrollment Management, academic deans (n = 5), department chairs, two faculty members at-large, a representative from Faculty Senate, a staff representative from Student Services, a staff representative from Finance, a staff at-large representative, and a student representative. The duties of this committee are to support and review budget requests, particular to new full-time or part-time positions and other additional funding requests outside established budget line item amounts. The Budget Committee meets monthly, except for the budget preparation season during which the committee meets weekly.

2.E.3 Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

The management of Snow College's financial resources are developed under the umbrella of the Snow College Board of Trustees, the office of the Commissioner for Higher Education and the Utah State Board of Regents (USHE). These policies abide by all state and federal laws. The college's mission is the guiding principle in financial planning and budgeting.

Snow College regularly communicates the acquisition and allocation of financial resources to the public.

- ***The Budget Book:*** Provides a comprehensive review of the past fiscal year's revenues and expenditures. The Budget Book also provides notable changes to budgets, key legislation, tuition and fee information, current financial data, details of all budget accounts, and a list of Snow College retirees.
- ***The Budget Task Force:*** Systematizes the democratic methodology for making budget recommendations to the Snow College President and Board of Trustees. Members of the Budget Task Force represent administrative, faculty, staff, and student personnel working together to implement a transparent budget recommendation process consistent with the college's mission and strategic objectives.
- ***Financial Audit:*** Accounts for the financial operations of the college each year through an Annual Financial Reports that are submitted to the Office of the Utah State Auditor. Snow College submits to a comprehensive financial audit each year by the Utah Office of the State Auditor.
- ***Internal Audit:*** Conducts systematic evaluations of the College's risk management controls and governance processes. Snow College's Office of Internal Audit reports directly to the Finance and Facilities Committee of the Snow College Board of Trustees and complies with Regent Policy R567. Audit reports are available upon request.
- ***Truth in Tuition:*** Provides tuition and fee information to all Snow College students each year (see Regent Policy R511). Proposals to increase tuition and fee rates are openly presented to the Snow College student body for consideration.
- ***Town Halls:*** Allows the college community to understand Snow College budget information such as legislative requests, legislative appropriations, and budget reductions. Budget information is also shared during each fall semester's all campus assembly.

Line item budgets amounts are regularly provided to designated account holders via the Snow College database and/or direct email. Snow College also provides a comprehensive cost study analysis of academic budget activity (report C-2) to the Utah State Board of

Regents. The same data is made available to all academic departments in an interactive data dashboard. State allocations, endowment funds, and expenditures by institutional function are published in the Snow College Institutional Effectiveness Report (see pages 51-53). Snow College's Office of Budget provides regular training on budget allocation, management, and funds processing. Additional budget management training is also available to Snow College personnel upon request.

Standard 2F – Human Resources

2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

All new employees receive general new hire onboarding that includes an on-line checklist regarding the required hiring paperwork and face-to-face and/or online training on Title IX, Sexual Harassment, and IT Acceptable Use and Data Security policies. Supplemental orientation occurs with respective department, division, or organizational leadership. New faculty receive additional instruction from the Assistant Vice President for Academic Affairs through a 15-week new faculty orientation seminar. New staff employees meet with their direct supervisor to establish goals and expectations used for subsequent performance reviews. The following summarizes the information provided to all new Snow College employees:

- **Conditions of Employment**
  - ***General Personnel Policy (Policies #300 - #310):*** Snow College's personnel system, EO/AA, confidentiality and access to records, alcohol and drug free workplace, ADA, sexual harassment, and the use of animals on campus.
  - ***Employment Policies for Faculty and Staff (Policies #311 - #399):*** general employment policies, criminal background checks, personnel classification procedures, corrective action, reduction of force, nepotism, payroll action forms, probationary periods (for staff only), promotions and/or transfers, notice of termination, payment in lieu of termination, hourly payroll procedures.
  - ***Leave Policies (Policies #340-359)*** for salaried employees only: bereavement leave, holiday schedule, jury leave, leave without pay, military leave, sick

leave, maternity leave, special leave, vacation leave, FMLA, extended illness leave, birth and adoption leave.
    - ***General Information, Discrimination (Policies #380-399):*** conflict of interest, outside employment, personnel records, safety, professional development for staff, solicitation of employees, discrimination and grievance procedure, and grievance policy.
    - Adjunct Hiring Procedure (Policy #408)

- **Work Assignments**
    - Working Hours for Staff Only (Policy #329)
    - Rest Breaks for Staff Only (Policy #325)
    - Academic Workload Document (Policy #404)
    - Advancement and Tenure Policy (Policy #410)
    - Professional Track, Non-Tenure Promotion (Policy #411)

- **Rights and Responsibilities (see also conditions of Employment)**
    - ***Employee Privileges, Programs, and Payroll Information (Policies #360-379):*** athletic event, concert, play, musical or other cultural event admission, tuition reduction policy, W-4/I9 and voluntary deductions, garnishments, pay periods, retirement systems, early retirement program, travel policy, workers compensation, death benefits, wellness activities.
    - Faculty Professional Responsibility & Standards of Conduct (Policy #401)
    - Faculty Academic Due Process—Sanctions and Hearings (Policy #402)
    - Faculty Academic Due Process—Grievances (Policy #402)

- **Criteria and Procedures for Evaluation and Retention**
    - Employee Performance (Policy #388)
    - Faculty Advancement and Tenure Policy (Policy #410)
    - ***Annual Performance Reviews:*** Snow College faculty and staff participate in annual performance reviews. Staff performance reviews are based on minimum job qualifications (knowledge and skills) and employee goals and expectations. Qualtrics software facilitates all staff performance reviews. Faculty reviews focus on pedagogy, teaching skills, and service to the college community. Faculty performance reviews use fillable pdf forms (see Appendix, page 289).

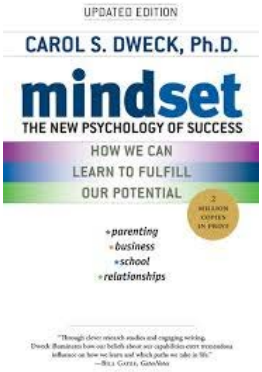
In response to the COVID-19 environment, Snow College quickly developed pandemic-related alternative work procedures, a leave policy compliant with FFCRA, and a temporary face covering policy for administrators, faculty, staff, students and campus visitors.

Snow College strives to provide continuous employment through strategic planning and the proper selection of individuals most qualified to perform and succeed in their employment. Snow College has a very robust benefit program, including tuition reduction for immediate family members and reduced costs for most Snow College services (daycare, sporting events, musicals, etc.).

2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

All performance reviews are designed to assist faculty and staff in establishing goals and objectives supportive of professional performance and development. The Snow College Faculty Senate sponsors the Faculty Development program that provides a range of opportunities to professional and personal renewal and growth to faculty in all stages of their careers. These activities include but are not limited to

- A Faculty Handbook published annually to help assist faculty fulfill their duties and responsibilities.
- **Bi-monthly Lunch Bunch meetings**: A soup and salad gathering where faculty can present research, share ideas, and or discuss topics relevant to teaching and best practice.
- **An Information Guide for New Faculty** that welcomes and orients new faculty to Snow College (see Appendix, page 374).
- **New Faculty Development Seminar:** Weekly meetings for newly hired faculty held throughout fall semester that present topics relative high impact pedagogy and institutional transition/acclimation.
- **Campus-wide book reads:** An opportunity for faculty to build community and share their experience based on an assigned book. Campus-wide book reads occur for faculty, faculty, and staff, and (most recently) female faculty and staff through the Utah Women in Higher Education professional network.



- **Undergraduate Quality Initiative (UQI) funds**, available (up to $3,000), that provide how faculty and improve themselves. Faculty can apply for UQI funds each year. All faculty UQI applications are approved by the Deans Council.
- **Faculty Development Travel Funds:** Each academic year, Snow College appropriates money to be used for faculty professional development travel requests. The Deans Council oversees the application and distribution of these funds.

- **State Opportunities:** Each year, Snow College collaborates with other USHE institutions to provide faculty development by focusing on the best practices at two multi-campus events: The Educated Persons Conference (held each October/November) and The Great Teachers' Retreat (held each spring). In addition, female faculty and staff are encouraged to attend the Utah Women in Higher Education annual conference (held each April).
- **General Education Foundations Courses:** Beginning fall 2018, faculty from three different disciplines were encouraged to develop inter-disciplinary general education courses. These courses would be required of all incoming freshman, providing them with a comprehensive understanding on the purpose of college education and interrelated/growth mindset learning. Faculty developing these courses enjoyed cross discipline pollination of ideas and peer-supported instructional best practices. Each inaugural faculty member received a small stipend for their work.
- **Assessment Day** provides dedicated, paid time for faculty to convene and assess course and program learning outcomes. Scheduled at the end of each spring semester, this day provides faculty the opportunity to determine previous academic year successes, share ideas within the discipline, and construct coming year improvement plans.
- **Sabbatical Leave Program:** The sabbatical leave program is a professional development opportunity offered to qualified faculty to engage in scholarly and creative activities that will enhance their capacity to contribute to the College. Faculty may take sabbatical leave for one semester or two consecutive semesters (a full academic year).

Snow College staff and administrators are provided ample opportunities and support for professional growth through the Snow College Staff Association (SCSA). The SCSA represents all full-time and part-time staff, serves as a voice for staff in Snow College issues, and a provider for staff professional development opportunities. These activities include professional development workshops (held monthly with lunch), staff awards and recognition (held monthly and each semester), recognition opportunities for Snow College staff "unsung heroes", legislative representation opportunities, and a Fitbit sponsored health and wellness incentive program.

Snow College staff are also provided ample opportunities to attend professional conferences, state-wide meetings, and other trainings.

In addition, all Snow College employees receive regular training on an Alcohol and Drug Free workplace, the Americans with Disabilities Act, Sexual Harassment, Corrective Action,

Internet Privacy and Security, and state-mandated Defensive Driving (required to use Snow College vehicles).

2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Snow College has added and maintained enough qualified personnel to support the academic and co-curricular needs of students and sustain the operational quality of the institution. Currently the institution has 136.0 full-time and 126 part-time faculty and 181 full-time and 180 part-time staff (includes student hourly workers). The ratio of staff to faculty is 1.35. The following table represents faculty to staff comparisons from Snow College's peer institutions.

Institution	Faculty	Staff	Staff to Faculty Ratio
Community College of Denver	206.33	217.00	1.05
Whatcom Community College	144.00	168.00	1.17
Olympic College	196.33	229.67	1.17
Georgia Highlands College	183.00	220.33	1.20
North Seattle College	162.33	212.00	1.31
Columbia Basin College	180.33	237.00	1.31
Snow College	178.00	241.00	1.35
Colorado Northwestern Community College	56.33	77.00	1.37
Clover Park Technical College	107.00	151.67	1.42
Carroll College	107.67	157.67	1.46
College of Southern Idaho	260.67	432.33	1.66
Salt Lake Community College	723.33	1238.00	1.71
Midland College	180.33	335.67	1.86

Part-time faculty/staff are divided by three and added to full-time faculty/staff to arrive at these numbers. The following policies govern the college's recruitment, hiring and advancement procedures to ensure a systematic and objective approach for employing qualified personnel.

- Policy 301: Snow College Personnel System
- Policy 302: Statement of Equal Employment Opportunity/Affirmative Action Policy, Application and Purposes

- Policy 315: Hiring, Promotions, and Transfers Policy
- Policy 316: Criminal Background Checks
- Policy 317: Classification Procedure (Staff only)
- Policy 320: Nepotism (All Employees)
- Policy 323: Probationary Period (Staff only)
- Policy 329: Working Hours (Staff only)
- Policy 330: Hourly Payroll Procedures
- Policy 408: Adjunct Hiring Procedure

Each position vacancy announcement contains a job description describing the minimum and desired qualifications, responsibilities, and authority of position. For faculty positions, the duties are determined by the hiring supervisor (faculty dean or department chair) working with the Vice President and Associate Vice President of Academic Affairs. Faculty positions announcements are consistent with academic program needs.

Snow College uses a point-based rating system determined by consensus of each respective hiring committee. Each hiring committee is comprised of relevant faculty and/or staff, related administrators, and human resource personnel.

Of the 153 full-time faculty, 30 hold doctoral or other terminal degrees, 82 have non-terminal master's degrees, and 41 possess bachelor's degrees. In addition, all adjunct teaching faculty hold a bachelor's degree or higher. The full-time equivalent student to faculty ratio is 20:1.

Snow College faculty are devoted teachers who have very heavy responsibilities. These responsibilities are meant to enrich students' learning experiences. The Snow College Workload policy (Policy 404) defines basic full-time faculty workload to maintain high standards of excellence in teaching and acknowledge the great things instructors do beyond their professional expectations. With a few exceptions approved by the Dean's Council, nearly all full-time faculty members have the same workload responsibilities, which are outlined in Policy 404. The baseline instructional workload formula is as follows:

Course Credit Hour + (Course Contact Hour – Course Credit Hour)/2

Nearly all academic labs have twice the contact hours as assigned credit hours and vocational program labs have approximately three times the contact hours as assigned credit hours. In situations where the formula does not adequately represent actual workload, faculty may petition for load adjustment by submitting a Snow College Credit Workload Adjustment Request to the Dean's Council. The Dean's Council annually reviews both approved and proposed workload adjustments. All approved adjustments are on file in the Vice President of Academic Affairs office.

2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

The development of quality full-time faculty is very important to Snow College. All non-tenured full-time faculty members participate in annual performance reviews conducted by their respective department chair. Tenured faculty members complete three-year performance evaluations by their respective academic dean. Beginning spring 2019, the faculty review process for advancement and tenure implemented review by a Faculty Evaluation Team (FET) comprised of discipline-related faculty peers. These reviews are summative in nature and used to make recommendations to Snow College's Advancement and Tenure committee by a faculty member's standing. All reviews focus on teaching, professional development, and service and are submitted to the Office of Academic Affairs upon completion (see Appendix, page 288).

Snow College policy 402: Academic Due Process: Sanctions and Hearing Procedures and Policy 403: Academic Due Process: Grievances outline the measures that address faculty performance areas of concern. Snow College is dedicated to the improvement of all faculty members. For example, Policy 402 describes non-punitive measures such as guidance, counseling, therapy, leave of absence, voluntary resignation, or early retirement that are considered in lieu of sanctions. The imposition of sanctions (at various levels) are designed to induce self-improvement and reform by a faculty member, indicate the seriousness of the professional misconduct, and reassure the institutional community that violations of standards of conduct are not tolerated.

Snow College staff complete performance evaluations each year. Full-time staff employees are formally evaluated each October by their immediate supervisor using Snow College's current evaluation forms. Part-time employees have recommended (but optional) annual performance reviews. Probationary employees (including faculty) are evaluated at the end of three months and again prior to the end of six months.

The evaluation of administration occurs annually by the college president with feedback obtained from the administrator's direct reports. The college president is reviewed by the Snow College Board of Trustees each year. In addition, the Utah State Board of Regents conducts comprehensive evaluations of each president following the first year of his or her tenure and every four years thereafter (Policy R209-4).

Standard 2G – Student Support Resources

2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Regardless of their origin, Snow College is a great place for students to begin their educational journey. With small class sizes, personable professors, high-impact pedagogy, and amazing student support; Snow College offers a very positive learning environment located in a small-town community with clean air, no traffic, and plenty of conveniences within walking distance.

The Snow College Student Success Center provides students with information regarding academic planning, institutional and transfer requirements, class scheduling, short and long-range goal planning, financial aid/scholarship information, and academic support sessions. Students can also go to their advisor (or any advisor) for assistance with their BadgerWeb account, college deadlines, cashiering services, and career testing/interpretation.

Snow College's Disability Services office is in the Student Success Center and helps eligible students work with faculty on reasonable accommodations. Additional ADA services include semi-private testing, alternate formats for books (audio), note-takers, deaf

interpreters, and extended exam time in the Snow College Testing Center. Certified service animals are allowed on campus and approved emotional support animals are allowed in campus housing. The Snow College Student Success Center also provides credit-based instruction on Principles of Student Success (GNST 1010), College Success Skills (GNST 1020) and Career Development (GNST 1090 and GNST 1095).

Student Support Services is a federally funded program (TRiO) designed to provide free academic and non-academic services to qualified students, namely first-generation students. This assistance is in the form of specialized advising, class scheduling, tutoring, financial aid, and specialized class sessions in math and English.

Snow College administration, faculty, and staff are committed to building a more equitable and inclusive environment/college community where everyone can develop physically, emotionally, and intellectually. Snow College welcomes the respectful dialogue and the exploration of diverse ideas, promotes equitable access to all academic, leadership, and employment opportunities, and encourages the sharing of cultural experiences and identities and a critical part of the learning environment. Beginning fall 2020, Snow College launched a campus-wide inclusion initiative focused on consistent training of inclusion topics/issues among faculty and staff throughout the academic year. For example, the all-campus fall assembly hosted a keynote address by Dr. Kyle Reyes (Vice President of Student Affairs at Utah Valley University) who developed a nationally-recognized Strategic Inclusion and Diversity Plan consisting of nearly 40 proposals focused on making institutions more inclusive campuses.

Other activities associated with this initiative include Hispanic Heritage Month, the Mole Festival, Cultural Diversity Awareness Day, Day of the Dead, Martin Luther King Jr. March, Black History Month, Disabilities Awareness Week, Native American Heritage celebration, the Snow College Polynesian Luau, and a common book read. The Snow College Multicultural Office also sponsors a Multicultural Mentor Program, scholarships and financial aid resources (including translation services), tutoring services, and advocacy.

The Career Services Office helps student find part-time on-campus employment, matches students to employers for internships, and provides summer job and full-time employment

resources. BadgerHandshake is a digital platform through which students can easily find and apply for careers, paid internships, part-time jobs, or on-campus student positions. The Career Center also helps students build resumes, write cover letters, network with professionals, research career choices, and gain valuable job search skills. Snow College provides approximately 350 campus employment opportunities to students each year. On-campus jobs open each year on August 1. More than 150 employers visit the Snow College campus each year to meet with students about full and part-time employment openings. The Career Services Office posts information about this and other events such as practice interview days, summer job fairs, and career fairs online and through the BadgerHandshake portal.

Snow College is home to numerous student clubs among which are the Multicultural Club, the Native American Club, the Black Student Union, the PRIDE Club, Latinos in Action Club, the Polynesian Club, and the Creeds Club. The Student Life Office also builds upon Snow's legacy of engagement and opportunity by providing fun and diverse activities in a safe environment. The Snow College Student Association (SCSA) is the instrument of student government that provides academic advocacy and student program on the Ephraim and Richfield campuses. For example, Buster's Pantry is a student operated food pantry (by students, for students) designed to mitigate food insecurity issues. The pantry stocks canned food, pasta, personal care, and toiletry items. Members of the entire college community can make donations to the pantry.

Snow College supports the health and wellness of each student by providing numerous services to help students with the challenges of life that can occur during college. Three full-time, state-licensed health professionals offer individual, group, and relationship counseling. Wellness advocates are students who offer hope and support to students in need and provide awareness and education about student mental health issues. The Counseling and Wellness Office also links students with community resources and provides a 24-hour crisis hotline.

Insurance is available to any student registered for six or more credits. This policy covers accidental injury while involved in campus activities (excluding collegiate athletics) and runs secondary to any other insurance coverage the student may have.

Snow College's Residence Life encourages the social and academic growth of students and works to provide an environment conducive to such goals for single and married/family students. Residence Life provides on-campus housing students with programming,

security, resources, and a Residence Hall Association (RHA). Each Residence Hall is equipped with 24-hour camera observation, keycard entry access, on-campus security, and Resident Assistants (RAs) on-duty nightly. Public Safety officials have access to all housing facilities for the purposes of securing buildings and for emergency response. Residence Halls also include free laundry, parking, internet, utilities, and cable. Additionally, students can feel that their voice can be heard by participating in the on-campus housing student government known as RHA. Residence Life also provides Living Learning Communities (LLCs) in several on-campus housing locations. These LLCs are designated for students of a similar interests such as Fine Arts and Athletics. Students may apply to live in such communities through the Residence Life on-campus housing application. Family Housing is also provided on-campus with a limited number of apartments. Payment plans are available for students and families for both housing and badger buck plans.

The Snow College Horne Activity Center is open to all students and the public with a variety of activities such as an indoor swimming pool, racquetball courts, volleyball, wallyball, basketball courts, an indoor track, indoor soccer, and a fitness center. Snow College also has a robust intramurals program offering 15 different individual and team sports.

Snow provides varsity athletics in football, men's and women's basketball, men's and women's soccer, women's volleyball and women's softball. In 1985, the football team won the national NJCAA championship and since then has made several post-season bowl appearances. The volleyball, basketball, and soccer programs have all been consistently ranked in the top 20 of NJCAA sports. A varsity e-Sports team was added fall 2019, making it the first esports program to administered by a school's athletic department in the state of Utah.

The Snow College Public Safety office employs three certified law enforcement officers and publishes an annual campus/public safety plan. Additional campus security is provided through a cooperative arrangement with the Ephraim City Police Department, the Sanpete County Sheriff's Office, and student employees. The Snow College Public Safety Office is responsible for all public safety announcements, which are delivered using email, phone voice, and text alerts. Active Shooter training occurs each semester in residence halls, classrooms, and campus offices. In cooperation with Physical Facilities, the Office of Public Safety conducts regular fire alarm tests and practices fire evacuation protocols. Snow College also promotes earthquake safety by participating in the Great American Shakeout (spring semester). Incidents involving campus safety are made available to the campus community on the Public Safety Announcements page. The Snow College Office of Public Safety considers accurate crime reporting and federal compliance a high priority. The

Annual Campus Security and Fire Report details all safety and security incidents occurring on campus and the surrounding community in support of the Clery Act.

Snow College also has an Emergency Preparedness/Operation Plan that assists Snow College officials in providing timely, adequate, and effective response to any natural or manmade disaster that may affect Snow College. It is designed to assist all College entities in taking steps to mitigate potential disasters, and to develop plans and strategies to cope with and mobilize resources for appropriate response and recovery. This plan was effectively utilized during the COVID-19 pandemic. Members of Snow College's Emergency Operations team quickly provided information, action plans, and resources during spring semester's shift to online instruction (and a closed campus), and effectively prepared the campus for face-to-face instruction starting August 24, 2020.

Overall, Snow College offers many opportunities for students seeking leadership, academic, athletic, musical, or social experiences. There are over 43 student organizations, 18 academic clubs and 12 performance groups. Nearly all Snow students participate in at least one activity ranging from student government to intramural sports to the KAGE radio club.

2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

Snow College's Catalog contains the institution's academic policies pertaining to students, including admissions requirements and procedures, students' rights and responsibilities, academic regulations, the grading policy, academic appeals process, and course descriptions. The catalog also contains information on policies related to tuition and fees, student conduct, academic honesty, equal opportunity, affirmative action, anti-

discrimination, and student grievances. It also has information on student government, student clubs and/or organizations, and athletics.

Snow College provides an inclusive one-day orientation program for new students prior to the start of fall semester and a specialized orientation program for new and/or transfer students at the start of spring semester. These events include presentations on the various college offices and services available to all students, academic success tips, contact information, the Student Code of Conduct, and contact information of academic and student support offices. Recently, this new student orientation program adopted an online instructional modality using Snow College's Canvas learning management system.

BadgerWeb is the online portal by which all students, faculty, and staff access the institution's student information system (Banner Oracle Solutions), and contains valuable information enrollment, course availability, prerequisites, course evaluations, grades, and progress tracking toward degree completion. The Snow College website also has resource links to Student Success Advising, the Snow College Catalog, the Cashier's Office (including an online payment portal), Snow College's Libraries, the Student Wellness Center, and other support programs provided by student life and other college services.

Snow College requires that each student receive a course syllabus that includes course learning outcomes, grading criteria, attendance policies, instructor office hours and contact information, and general classroom behavior expectations. In addition, all syllabi are required to include formal statements on Snow College's Academic Dishonesty Policy and Disability Services.

2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Snow College programs that lead to licensure or direct entry into an occupation or profession have the respective requirements listed on their individual websites. Students can find additional information on Utah's Department of Occupational Licensing website (DOPL).

General Program Information	Licensing Requirements
Certified Nurse Assistant	Certified Nurse Assistant Testing
Licensed Practice Nurse	License Practice Nurse Testing
Registered Nurse	Registered Nurse Testing (DOPL site)
Salon Service Technology	Cosmetology/Barbering Testing (DOPL site)

Snow College hosts Commercial Driver's License (CDL) training on the Richfield campus but the Southwest Technical Center (Cedar City, UT) provides the truck, the instructor, and the testing. Students register through the Southwest Technical Center.

2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

The Snow College Financial Aid and Scholarship office assists students in financing their education through a variety of federal, state, and institutional loans, as well as grants, scholarships, tuition waivers, and work programs. All forms of financial aid are openly communicated to students through admissions emails, published materials, during orientation on-boarding, and on the Snow College Financial Aid website. The Snow College Financial Aid website also provides cost comparison links and cost calculators to help students fully understand college costs. Students, parents, and secondary school personnel work directly with financial aid personnel to understand various financial aid programs, complete application/payment procedures, and obtain general assistance. Accountability of financial aid, including the use of tuition waivers and scholarship funds, is completed using regular internal, state, and federal audits. Snow College provides approximately $11.5 million dollars in federal, state, and institutional funding to students. This includes $6.8 million in Pell Grants and $2.6 million in federal student loans. Nearly half of all Snow College students (49%) receive some form of student financial aid. Snow College has policies in place to ensure the fair treatment of all financial aid applicants. Each form of financial aid is separately monitored and annually reviewed by institutional, state, and federal agencies.

2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

All student loans are monitored by the National Student Loan Data System (NSLDS). Institutional loan default rates and student loan programs are regularly reviewed. Nationally, 1 out of every 5 students will default on their student loan. The most current default rate for Snow College students (FY 2016) is 10.8%.

Record 1 of 1

OPE ID	School	Type	Control	PRGMS		FY2016	FY2015	FY2014
003679	SNOW COLLEGE 150 EAST COLLEGE AVENUE EPHRAIM UT 84627-1299	Bachelor's Degree	Public	Both (FFEL/FDL)	Default Rate	10.8	12.7	12
					No. In Default	72	76	73
					No. In Repay	664	598	607
					Enrollment figures	5,680	5,507	5,378
					Percentage Calculation	11.6	10.8	11.2

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2016 CDR Year will use 2014-2015 enrollment).

Current Date : 07/27/2020

To combat this and comply with new federal regulations, Snow College asks students who receive a loan to complete a loan default prevention program. This program is a free on-line class in Canvas (Snow College's LMS). Students who accept a load are automatically enrolled and learn valuable information on loan obligations and repayment options. The class serves as a good resource to help students understand the amount of student loan debt they should accept. Additional information regarding student loans is available in the Snow College Catalog and includes links to repayment plans, schedules, and estimators.

2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program, and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Snow College adheres to the tenets of intrusive advising by proactively reaching out to students with personalized contact (face-to-face, phone, email, online or otherwise) from a student success center advisor or faculty members. During COVID-19, success advisors used online video appointments to meet with students. Snow College has centralized and decentralized academic advising. Centralized advising occurs through the Student Success Center, where students are assigned a success advisor based on their general academic interest or field of study (meta major). The success advisors serve as a "one-stop-shop" of information and resources for academic planning, transfer requirements, class scheduling,

goal development, testing, and other academic matters. Decentralized advising occurs with assigned faculty or staff members in respective academic programs of study (e.g. commercial music, software engineering, business, nursing, etc.). Snow College employs twelve dedicated and qualified success advisors (nine on the Ephraim campus; three on the Richfield campus). Additional members of the Student Success Center include the Director, Assistant Director, Coordinate of Disability Services, Assistant Coordinator of Disability Services, and an Office Manager; all of whom are certified to help students best navigate their academic experience.

2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Identify verification of all students enrolled in credit bearing classes is performed by the Admissions Office. This includes standards and secure protocols for students submitting social security numbers, birth dates, high school transcripts, college transcripts, and test scores. Once admitted, students receive a unique "banner number or Badger ID" that is used for all interactions. This id works as a single sign-on to all student-based digital platforms along with a password. The student password must pass a minimum-security standard (of at least 12 characters representing numbers, uppercase and lowercase letters, and symbols) and must be changed every six months. Verification of distance education high school students is in cooperation with participating/partner high schools and uses the student's official high school transcript. Snow College also collects and reports an SSID, which is a unique student identification number associated with Utah public education students. This number helps the Utah Office of Education (secondary education) and Utah System of Higher Education (post-secondary education) track in-state student progress through the entire K-16 system.

Snow College protects student privacy by enforcing FERPA regulations and providing training to all college personnel on a regular basis. Independent training is provided to offices or departments upon request. The College publicly provides directory information. Students can "opt out" of this release by requesting their records be confidential. Students are regularly notified of their FERPA rights at no cost to the student.

Standard 2H – Library and Information Resources

2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Snow College has libraries located on the Ephraim and Richfield campuses. All library policies follow the American Library Association guidelines that provide equal access to all materials and resources. The policies are consistently followed and published online at https://www.snow.edu/library/policies.html. The Snow College Library (as a system) provides annual reports (via IPEDS) that reflect the volume of hard copy, digital, reserve, and inter-library loan collections.

The Huntsman Library (Ephraim) and the Richfield Library provide students, faculty, staff, and the public access to a full range of hard copy and digital materials, including expert reference assistance and information literacy instruction. The Huntsman Library has two conference-style broadcast classrooms, two teaching computer labs (one Mac; the other PC), a general purpose computer lab complete with a large format printer and two 3D printers, several independent and group study rooms, a soup and sandwich bistro, and open air patio space. The Huntsman Library is centrally located on the Ephraim campus within easy walking distance of all campus buildings. The Richfield Library is centrally located within the Washburn Academic building. Library collections include 58,984 hard copy books, 102 digital databases, 8,013 media materials, and 696 serials. Library circulation for the 2019 fiscal year included 12,037 physical and 82,343 digital materials. During the school year, the Huntsman Library is open from 8:00 a.m. to 11:00 p.m. The

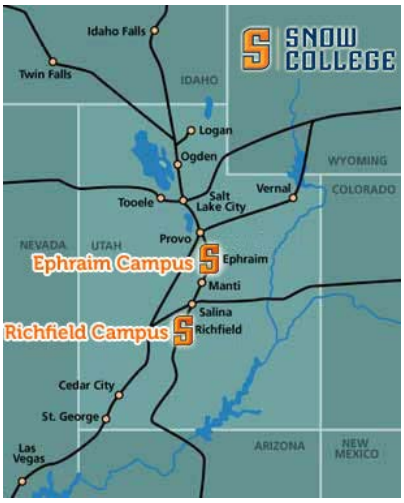
Richfield Library is open from 8:00 a.m. to 5:00 p.m. Both libraries also offer virtual library services and virtual library research assistance.

Snow College's Information Technology Acceptable Use policy (Policy #225) follows the best practices of other institutions, allowing for equal access to a variety of technological resources (computers, scanners, printers, programs, etc.). This policy is complimented by Snow College's Information Security Policy (Policy #227) that adheres to federal and state laws and regulations regarding information security.

Standard 2I – Physical and Technology Infrastructure

2.I.1 Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Snow College's mission, core themes, and related objective/goals providing excellent, innovative, and engaged education are supported by physical facilities and equipment are constructed, maintained, and managed to provide a safe, clean, and comfortable environment (see Snow College Master Plan).

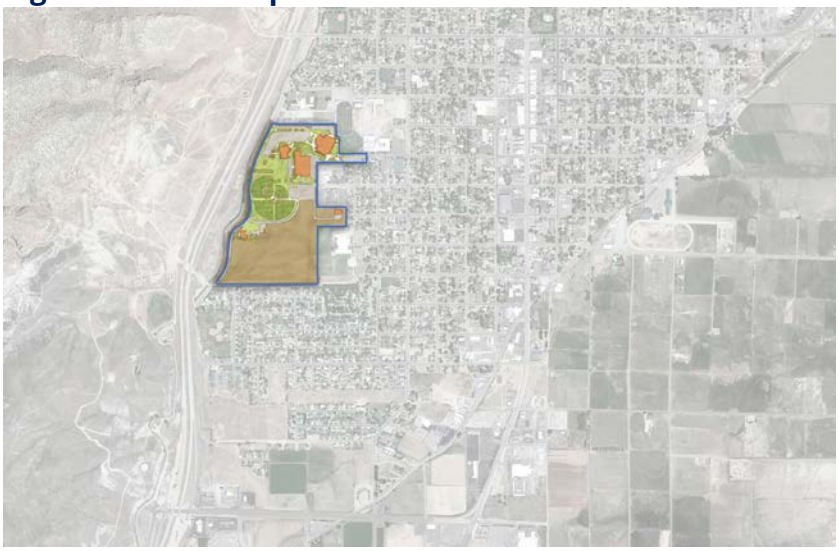


Snow College has two campus locations. The main campus is in the heart of Ephraim City. This campus has three individual areas: the main campus, west campus, and a sports complex area. Snow College owns 82 acres in Ephraim. The main campus is just over 50 acres and houses core academic, student services, housing, and athletic buildings. West Campus sits on 6.5 acres and is home to more self-contained programs, such as nursing, construction management, and a commercial music recording studio. West Campus is also used for campus operations and maintenance storage. The Sports Complex is comprised of recreational fields and competition venues for soccer and softball. Snow College owns approximately 24 acres, which is located one-quarter mile north of the main campus.

The Snow College Ephraim campus:

The Richfield campus is in central Utah along the 1-70 corridor, approximately 60 miles southwest of Ephraim and 40 miles east of the 1-15/1-70 junction. This campus presents a unique location with access to two major interstate highways. It is a single contiguous campus located on the west side of the city, just east of 1-70. The campus is 56 acres and includes three prominent structures, the Sevier Valley Center, the Administration Building, and the Washburn Building. The Richfield Campus is the most undeveloped campus. The Washburn Building serves as the primary education space with trade-oriented classrooms, laboratories, and other learning spaces. The Washburn Building also includes a library and some student service functions. The Administration Building supports the campus and provides administrative office space, student services (including a student lounge, cafeteria, bookstore, and fitness center), and community event/meeting space.

The Snow College Richfield campus:



Both campuses are pedestrian oriented with academic buildings located on the interior and parking and other service functions around the perimeter. Parking on either campus is sufficient and free to all college personnel and guests, although some spots are reserved for faculty and staff. Parking is also available on West Campus and the Sports Complex.

Access

The roadways surrounding the core campus are all owned and maintained by the Utah Department of Transportation (UDOT). UDOT has offered to give ownership of these roadways to Ephraim City, but the city has not had the budget for road maintenance. Pedestrian and bicycle access are maintained through the Ephraim community with planned sidewalk improvement along 100 North from Main Street West Campus. Ephraim City has a park and trail map that distinguishes key pathways that connect parks, trails, and other amenities.

Over the past two years, vehicle-pedestrian accidents have occurred within the first few weeks of fall semester on the Ephraim campus. These accidents have been attributed to drivers blinded by the sun rising over the east mountains and the lack of attention by students with "iPod Oblivion"—walking across the street while listening to music or talking on their mobile device. Snow College has worked with Ephraim City to improve crosswalk visibility, general signage, and a safety officer presence at major pedestrian intersections. In addition, the Snow College Business Club created a pedestrian awareness campaign to further address campus roadway safety.

Roadways surrounding the Richfield campus are owned by Richfield City and do not provide a clear path of travel to the campus. As the campus grows, the College will work with city officials to create a terminus at 200 South as the primary access to campus with sufficient parking and wayfinding signage to the campus buildings.

All campus buildings provide ease of access to the physically challenged through designated parking slots, sloping sidewalks, ramps, and elevators. Interior campus signage includes braille for the visually impaired.

Each campus building is regularly inspected by a representative of the Environmental Health and Safety department and the local Fire Marshall to identify and correct critical safety concerns. Inspections are also conducted on each campus to identify hazardous materials and assess their proper containment and storage. All campus buildings and tunnels have been evaluated for asbestos-containing materials, which have been recorded and removed as resources allow. In addition, the Environmental Health and Safety office

ensures the proper use, storage, and disposal of all hazardous materials and assures Snow College's compliance with state and federal regulations. All hazardous and toxic materials are stored in segregated and approve storage facilities before disposal by licensed professionals.

Snow College is committed to making improvements to the physical architecture of each campus. Planned campus improvements and details of existing structures is found in the Snow College Master Plan. This master plan also includes architectural guidelines that preserve the main campuses historical classic design, landscape design that conforms with Utah's Division of Facility and Construction Management landscape standards, and recommendations for physical sustainability and energy performance.

Like all other state institutions for higher learning, Snow College identifies projects for facilities construction, renovation, or improvement and submits them through the State Division of Facility Construction and Management (DFCM). These projects are then validated through the DFCM facility condition assessment program that is conducted very five years. Information regarding urgency, need, impact, and cost are aggregated for all campus facilities to establish an operations and maintenance capital investment program for the next five years or more.

Each year Snow College follows state protocols to identify capital development and capital improvement projects. For capital development projects, the college submits proposals through State Board of Regents (USHE), the State Building Board, and the state legislature for approval. For capital improvement projects, the college submits proposals through DFCM to the State Building Board for approval. Snow College's building and improvement projects compete with similar projects submitted by other institutions of higher education and state agencies each year.

Instructional Support/Facilities

Classrooms, laboratory space, and support facilities on each campus are designed based on assessments from faculty and state guidelines established by the Utah Division of Facilities Construction and Management Design Criteria (DFCM). Snow College continues to focus its energy and resources toward more "smart" classrooms, complete with multi-media and broadcast instructional capability. All plans for future classrooms include the same enriched classroom delivery materials. In the last few months, Snow College invested approximately $250,000 (CARES Act money) in cameras, microphones, and other audio-visual resources to broadcast classes synchronously and provide student access to recorded lectures.

Maintenance and repair of campus facilities are managed through a computerized maintenance management system (Maintenance Connection). This system allows for maintenance and/or repair requests to be received electronically and assigned to the

appropriate area for execution. Time, costs, materials, and the status of each request is also entered into the system for reporting and analysis. The use of Maintenance Connection has reduced the backlog of requests and allows shop managers better control over the time and energy required of their employees.

Snow College's summer term is largely on-line, which provides several months for facilities to deep clean classroom buildings and equipment. This includes refinishing hardwood floors, scrubbing tile floors, shampooing carpets, cleaning interior and exterior windows, and sanitizing desks and work stations. In response to the COVID-19 pandemic, campus facilities worked with administration to provide plexiglass screens, sanitizing stations, disinfectant supplies, deep cleaning of public restrooms, and "mask-required" signs throughout the Ephraim and Richfield campuses. Facilities also worked with the Snow College's Emergency Operations Center to provide on-campus student quarantine housing for COVID-19 positive students (n = 28 beds).

Snow College's Campus Services also used a computerized system to control and monitor the HVAC system. Campus Services regularly communicates with the college community regarding large-scale maintenance and repair issues, the heating/cooling schedule, fire alarm tests and other protocols.

Equipment Control

The Controller's office directs all Snow College's Property Control, which inventories and audits all institutional equipment. Snow College has distinct protocols established regarding the accountability of purchased assets. Inventory tracking is completed annually using bar-coded tagged tracking system. The Controller's Office clearly outlines the protocols for equipment tracking and the disposal of used or surplus equipment.

Technology

Snow College's Office of Information Technology supports the mission of the college by providing the highest quality technological services to that students, faculty, and staff and excel and begin an advocate for the innovative and effective use of technological information. Currently, the IT department is comprised of 14 highly skilled professional staff, under the direction of a Chief Information Officer, focused on supporting the academic and operational endeavors of the college. These individuals represent specialties in network services, enterprise computing and application, programming, system analysis, database administration, systems engineering (Linux), systems engineering (Windows), Richfield IT services, network/IP collaboration, web systems analysis, technical services (email), multi-media network technology, library operations technology, and information/data security. The Chief Information Office reports directly to the president and represents the institution at system wide (USHE) CIO meetings to maintain a cooperative and comprehensive strategic plan.

A significant IT resource is the improved data network infrastructure, including both highly a reliable fiber optic-based network among all buildings and 100% wireless connectivity on both campuses and in all campus-owned residence halls. Snow College continues to upgrade its fiberoptic backbone and increase its wireless density as more wireless devices appear on campus. The Office of Information Technology also maintains Snow College's database management system, Oracle-SunGard Banner, and all other related systems. The Alumni Office has established services with Talisma to support their operations. Snow College currently operates on Banner 9 and improvements to the main database and related systems are made as time and resources allow. Other constant improvements include network security and upgrades/expansions to firewall security.

General use computer labs are in the Karen H. Huntsman library on the Ephraim campus and the computer lab (in the Washburn Building) on the Richfield campus. Both labs provide Windows PC and Mac computers as well as access to scanning and printing services. All students are complimented $10 per semester for printing. Additional printing costs are $.10 per page for black and while and $.30 per page for color. Large format printing is available in both libraries and 3D printing is available in the Huntsman Library for an additional fee. Computer help desks are operated from 8:00 a.m. to 5:00 p.m. in both libraries. The Snow College Computer Help Desk also maintains a web presence to help students, faculty, and staff with common computer issues. Snow College operates a four-year computer technology replacement plan for all on-campus individual computers and computer labs. This is supported by a line-item budget that funds the annual replacement. Currently, all individual computer purchases made by college personnel must be through the Office of Information Technology that includes additional security features and data encryption on all college-owned devices.

Click on the image to experience a 360-degree tour

Email services are provided to all faculty, staff, and students using Microsoft Exchange. The college community also has access to Microsoft 365 and Microsoft Teams. Other large license purchases such as Adobe products are made available to faculty and staff. Telephone services are supported by Cisco Voice over Internet Protocol (VoIP).

During COVID-19, the Office of Information Technology provided exceptional service to students, faculty, and staff quickly converting to on-line instruction and remote work arrangements.

The Snow College Information Security Policy (Policy #227) applies to all Snow College organizations and is in accordance with federal and state laws regarding information security. This security policy governs the processing, transmission, and storage of any personal or restricted information on any Snow College IT resource, centralized or decentralized. The policy also oversees the protocols for the physical security, data security, back and recovery, and incident reporting of all information systems according to industry standards. Snow College personnel receive regular training from the Office of Information Security on the safe handling of personally identifiable information (PII) and internet/email security (phishing scams, ransomware, etc.).

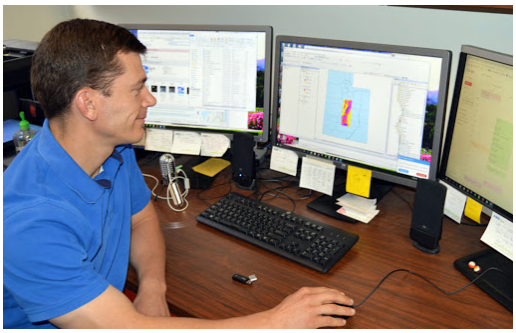
Policies

Policies that support the physical and information technology safety of Snow College personnel are as follows:

- Policy 125: Free Speech Policy
- Policy 126: Social Media Policy
- Policy 127: Institutional Business Email Communications Policy
- Policy 225: Information Technology Acceptable Use
- Policy 226: Data Classification and Handling
- Policy 227: Information Security
- Policy 228: Mobile Device
- Policy 229: Noncapital Asset Inventory and Tracking
- Policy 272: Environmental Impact
- Policy 305: Alcohol and Drug Free Work Place
- Policy 306: Americans with Disabilities Act
- Policy 307: Sexual Harassment
- Policy 309: Animals on Campus
- Policy 384: Safety
- Policy 387: Employee Conduct
- Policy 405: Faculty Professional Responsibility & Standards of Conduct
- Policy 405: Intellectual Property
- Policy 525: Accessibility

Training/Support

The Snow College Teaching & Technology Center (TTC) brings together pedagogy and state-of-the-art computer technologies to create engaging classroom experiences for students.



The TTC oversees Snow College's learning management system (LMS), Canvas and provides related resources, training, and support to students and faculty. Faculty and staff have access to the lab as a place to work and receive help with instructional design. The lab also provides access to and instruction on high-end software, computer, video, and audio tools.

Snow College provides interactive video conferencing (IVC) instruction to high schools and other sites through the state of Utah. Support for IVC instruction is provided by Snow College's IVC manager and several on-campus and off-site technology and instruction facilitators. Students are hired to be in IVC classrooms during class time to facilitate faculty members' use of the technology. The full-time support staff provides training for faculty in the use of all IVC technology.

Assessment

The Utah System of Higher Education (USHE) partnered with institutions to complete annual space utilization studies focused on the use of classrooms and teaching laboratories in order inform each institution and the Board (USHE) on the effective use of facility resources. This information is also used by the Board of Regents (USHE) to review existing facility inventories and prioritize additional institutional capital requests. Each space utilization study focuses on standard metrics for Room Utilization Rate--RUR (how many hours a room is scheduled) and Station Occupancy Rate--SOR (the percent of stations/seats that are occupied when compared to total capacity) for credit-bearing instruction only. Current space utilization metrics recognize but do not accommodate for community engagement and non-credit bearing activities that occur in campus spaces. In 2010, minimum use criteria were established by the Board of Regents (USHE) and the State Building Board as follows:

- Classroom RUR: 75% scheduling of classrooms during a 45-hour-week = 33.75 hours per week.
- Classroom SOR: 66.7% station/seat occupancy
- Laboratory RUR: 50% scheduling of all laboratories during a 45-hour-week = 22.5 hours per week.
- Laboratory SOR: 80% station occupancy

These criteria serve as an information piece for institutions and a starting point for system discussions leading to more formalized space utilization standards. Each space utilization report presents the prior fiscal year's RUR and SOR metrics disaggregated by academic term, campus, and building. Snow College's Space Utilization report for the 2018-2019 fiscal year reported a college-wide Classroom RUR of 29.4 hours per week and SOR of 57.6%, and a Laboratory RUR of 21.25 hours per week and SOR of 48.9%. This aggregated reporting does not include summer term as many institutions have lobbied for the exclusion of summer term in academic year calculations.

Snow College also provided detailed space utilization data to college personnel through an interactive dashboard. The dashboard provides the same information submitted to USHE and provides additional breakdowns for building, room, and time-of-day.

	Classroom (110) Utilization											
	Spring 2019				Fall 2018				Summer 2018			
	Room Utilization	# Rooms	Station Occupancy Rate	# Seats	Room Utilization	# Rooms	Station Occupancy Rate	# Seats	Room Utilization	# Rooms	Station Occupancy Rate	# Seats
Snow College Total	**26.6**	**81**	**55.2%**	**5,641**	**32.2**	**83**	**60.0%**	**5,959**	**20.2**	**25**	**28.1%**	**848**
Ephraim Campus	***27.6***	***68***	***60.9%***	***5,024***	***28.3***	***69***	***66.4%***	***5,348***	***13.4***	***21***	***28.6%***	***748***
Horne Activity Center	22.3	3	57.4%	120	25.7	3	60.5%	120	4.6	2	26.3%	80
Business Building	23.3	7	61.5%	240	16.9	8	75.6%	240				
Eccles Performing Arts Bldg.	5.2	10	55.1%	2,680	7.0	10	55.6%	3,030	13.3	1	16.0%	50
Graham Science Center	32.3	5	68.2%	240	31.8	5	62.6%	240	15.9	2	16.1%	80
Home and Family Studies	27.3	2	92.2%	80	27.3	2	87.7%	80				
Huntsman Library	17.5	3	40.3%	300	17.5	3	54.4%	300				
Health Science Center	10.3	2	48.8%	50	10.5	1	80.2%	24				
Humanities Building	32.1	13	58.0%	390	34.3	13	68.1%	390	14.3	7	25.5%	210
Lucy Philips Building	25.3	13	63.3%	540	27.6	14	68.1%	540	13.2	5	46.4%	180
Noyes Building	29.5	4	59.1%	144	26.8	4	78.2%	144	20.1	2	27.6%	68
Social Science Building	29.9	5	74.1%	200	30.6	5	73.3%	200	10.5	2	24.1%	80
Trades Building	18.0	1	26.6%	40	18.8	1	41.7%	40				
Richfield Campus	***47.2***	***13***	***21.9%***	***617***	***46.3***	***14***	***19.6%***	***611***	***56.0***	***4***	***25.7%***	***100***
Sorensen Administration Bldg.	4.4	2	14.6%	111	6.3	3	63.3%	105				
Washburn Building	58.8	11	23.5%	506	57.2	11	17.3%	506	56.0	4	25.7%	100

	Teaching Labs (210) Utilization											
	Spring 2019				Fall 2018				Summer 2018			
	Room Utilization	# Rooms	Station Occupancy Rate	# Seats	Room Utilization	# Rooms	Station Occupancy Rate	# Seats	Room Utilization	# Rooms	Station Occupancy Rate	# Seats
Snow College Total	**21.9**	**70**	**48.1%**	**3,948**	**20.6**	**72**	**49.7%**	**3,985**	**14.6**	**9**	**38.2%**	**214**
Ephraim Campus	***20.4***	***59***	***49.3%***	***3,607***	***20.0***	***62***	***51.9%***	***3,675***	***14.6***	***9***	***38.2%***	***214***
Horne Activity Center	23.6	9	28.8%	1,170	22.5	9	30.8%	1,170				
Business Building	51.0	1	53.3%	20	50.0	1	66.2%	20				
Eccles Performing Arts Bldg.	16.5	18	32.3%	1,350	17.5	18	37.7%	1,350	23.8	2	28.0%	50
Graham Science Center	23.2	14	73.5%	672	21.5	15	73.7%	720	8.2	4	65.5%	96
Home and Family Studies	11.0	2	91.7%	24	9.1	3	83.6%	36				
Huntsman Library	20.0	1	78.7%	15	32.8	1	73.3%	15				
Health Science Center	12.1	3	48.5%	96	20.5	2	23.0%	64	32.0	1	9.4%	32
Humanities Building	17.2	8	66.3%	200	17.7	8	68.1%	200	16.7	1	50.0%	16
Trades Building	21.2	3	78.4%	60	13.2	5	70.5%	100	2.3	1	15.0%	20
Richfield Campus	***29.4***	***11***	***36.8/%***	***341***	***24.4***	***10***	***30.4%***	***310***				
Washburn Building	29.4	11	36.8%	341	24.4	10	30.4%	310				

Eligibility Requirements

2020 Year Seven Self-Evaluation Report

Snow College affirms that as a member of the Northwest Commission on Colleges and Universities (NWCCU), it is a degree-granting institution with a mission focused on academic excellence in higher education and meets the following Eligibility Requirements.

Eligibility Requirement 1: Operational Status

The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of NWCCU's acceptance of its Application for Consideration of Eligibility. The institution has graduated at least one class in its principal education program(s) before NWCCU's evaluation for initial accreditation.

Snow College was granted full accreditation status in 1953 by the Northwest Commission of Colleges and Universities (NWCCU). The institution has maintained that status, which was most recently reaffirmed in February 2012. In 1953, Snow College graduated a little over 100 students. The class of 2020 represents the College's highest number of potential graduates at 1,375.

Eligibility Requirement 2: Operational Focus and Independence

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

Snow College is a part of the Utah State System of Higher Education and operates under the standards and guidelines set by USHE and its Board of Regents (see policies R312 and R201). Snow College has been accredited as an institution for higher education since 1953. Snow College's organizational structure, described in Standard 2.A.10-11, provides sufficient operational independence for the college to be held accountable for meeting the Commission's standards.

Eligibility Requirement 3: Authority

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

Founded in 1888 by local citizens, Sanpete Stake Academy was later named Snow College (1923) and is one of the oldest junior colleges west of the Mississippi. The college was transferred from The Church of Jesus Christ of Latter-day Saints to become one of eight stand-alone institutions in the Utah System of Higher Education in 1931 and is accredited separated from those other institutions (https://le.utah.gov/xcode/Title53B/53B.html, Chapter 2, Section 101).

Eligibility Requirement 4: Institutional Effectiveness

The institution demonstrates and publishes evidence of effectiveness and uses ongoing and systematic evaluation and planning to refine its key processes and measures to demonstrate institutional mission fulfillment. Through these processes, it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

The assessment and measurement of core theme objectives and key performance indicators occurs throughout the calendar year. Formal reporting of mission fulfillment progress occurs bi-annually to the Snow College Board of Trustees and other internal and external stakeholders using the Mission Fulfillment Scorecard. The Snow College Institutional Effectiveness Report presents 10-year trend data on many key performance indicators and is published annually in January. Various dashboards (updated at the end of each academic term) provide more dynamic access to KPI data.

Data collection for all KPI measures began fall semester 2012 and was reported annually using fall semester or fiscal year information. Nearly all the KPIs use the most current five-year rolling average as the target measure. The exceptions are distinct targets for (1) student satisfaction measures that use the most recent Community College Survey of Student Engagement (CCSSE) top performing college scores, and (2) success rate goals reported to USHE for all students and minority students. Each KPI compares the most

recent data point to the five-year-rolling average and determines target completion using a three-point scale. This three-point scale uses a normal distribution standardized score as follows:

On Target: Current measures that are within plus-or-minus (+/-) one standard deviation of the average.

Exceeds Target: Current measures that are greater than one positive standard deviation of the average (x > +1).

Below Target: Current measures that are less than one negative standard deviation of the average (x < -1).

A detailed Mission Fulfillment Report tracks Snow College's progress toward mission fulfillment and is presented to the Board of Trustees each year (summer) and is made public to the college community. Aggregated results from the most recent report indicate that Snow College is **on target** toward mission fulfillment.

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

A Mission Fulfillment Scorecard provides a brief snapshot of current mission fulfillment measures/progress. This is also presented to the Board of Trustees annually (winter). The Office of Institutional Research maintains a dynamic dashboard for mission fulfillment. This dashboard presents current and trend information for each core theme and related objectives and goals.

Mission Fulfillment Report Card Summary						◓ = Exceeds Target	● = At Target	◒ = Below Target		
Core Theme: Tradition of Excellence										
KPI	**Description**	**5YR Ave**	**Target**	**CY**	**Result**	**Institutional Metrics**	**Aspen Gaps**	**Strategic Plan**	**SEM**	**State Performance**
1. Objective: Student achievement of degree/certificate learning outcomes										
1.a	Student accomplishment of GE outcomes	1.7	2	1.4	●	Outcomes Achievement	Learning Outcomes	Quality Instruction/GE	X	
1.b	Recognized General Education outcome achievemnet	60%	75%	75%	●					
1.c.	Number of degrees and/or certificates awarded	910	965	1055	◓	Outcomes Achievement	Learning OUtcomes	Quality Instruction	X	
2. Objective: Efficiency in academic outcome attainment										
2.a.	Percent of undergraduates completing 30 or more credits per year	56%	60%	59%	●	Completion	Completion		X	E&G, Metrics
2.b.	Average time to associate-level degree completion in years	2.10	2.00	1.30	◓	Outcomes Achievement			X	
2.c.	Number of degrees per 100/FTE	26.00	30.00	28.00	●	Outcomes Achievement	Learning Outcomes	Quality Instruction?	X	
2.d.	Quantitative literacy completion rates for underprepared students	35%	55%	36%	●	Completion	Learning Outcomes	Quality Instrucion/GE	X	
3. Student achievement of intended educational goals										
3.a.	Persistence rates from fall to spring for all undergraduate students	68%	71%	70%	◒				X	
3. b.	New freshmen fall-to-fall persistence rates	21%	21%	19%	◒				X	
3. c.	Graduation rates of first-time-freshman cohorts at 150% of time	43%	45%	45%	◓	Completion	Completion		X	E&G, Metrics
3. d.	Transfer rats of first-time freshman cohorts at 150% of time	36%	35%	35%	◓	Completion	Transfer		X	E&G, Metrics
3. e.	Success rates of first-time freshman cohorts at 150% of time	79%	80%	80%	●	Completion	Completion/Transfer		X	E&G, Metrics
3. f.	Outcome achievment of first-time students at six years	88%	90%	86%	●	Completion			X	E&G, Metrics
4. Student employment and workforce placement success										
4. a.	Licensure and certification pass rates	80%	80%	80%	●	Licensing Pass Rates	Labor Market	Economic Development	X	CTE
4. b	Job placement rates within six years of graduation	70%	70%	70%	●	DWS/Equifax Information	Labor Market	Economic Development	X	
5. Support of underserved populations										
5. a.	Minority student success rates at 150% of time	66%	66%	63%	●	Access & Participation	Equity		X	EdDisadv
5. b.	First generation student success rates at 150% of time	50%	50%	40%	◒	Access & Participation	Equity		X	EdDisadv
5. c.	Pell grant student success rates at 150% of time	40%	40%	41%	◓	Access & Participation	Equity		X	EdDisadv
5. d.	Service area student success rates at 150% of time	50%	50%	38%	◒	Access & Participation	Equity	Economic Development	X	EdDisadv
6. Effective educational practice and student satisfaction										
6.a.	CCSSE Active and Collaborative Learning scores	50%	60%	61%	◓			Quality Instruction	X	
6.b.	CCSSE Student Effort scores	50%	59%	56%	◒			Quality Instruction	X	
6.c.	CCSSE Academic Challenge scores	50%	57%	54%	◒			Quality Instruction	X	
6.d.	CCSSE Student-Faculty Interaction scores	50%	60%	51%	◒			Quality Instruction	X	
6.e.	CCSSE Support for Learners scores	50%	61%	57%	◒			Quality Instruction	X	
6.f.	Course evaluation satisfaction scores	1.92	1.90	1.93	●			Quality Instruction	X	
6.g	Percent of exiting students who would refer Snow College to a potential student	80%	80%	87%	◓			Quality Instruction	X	

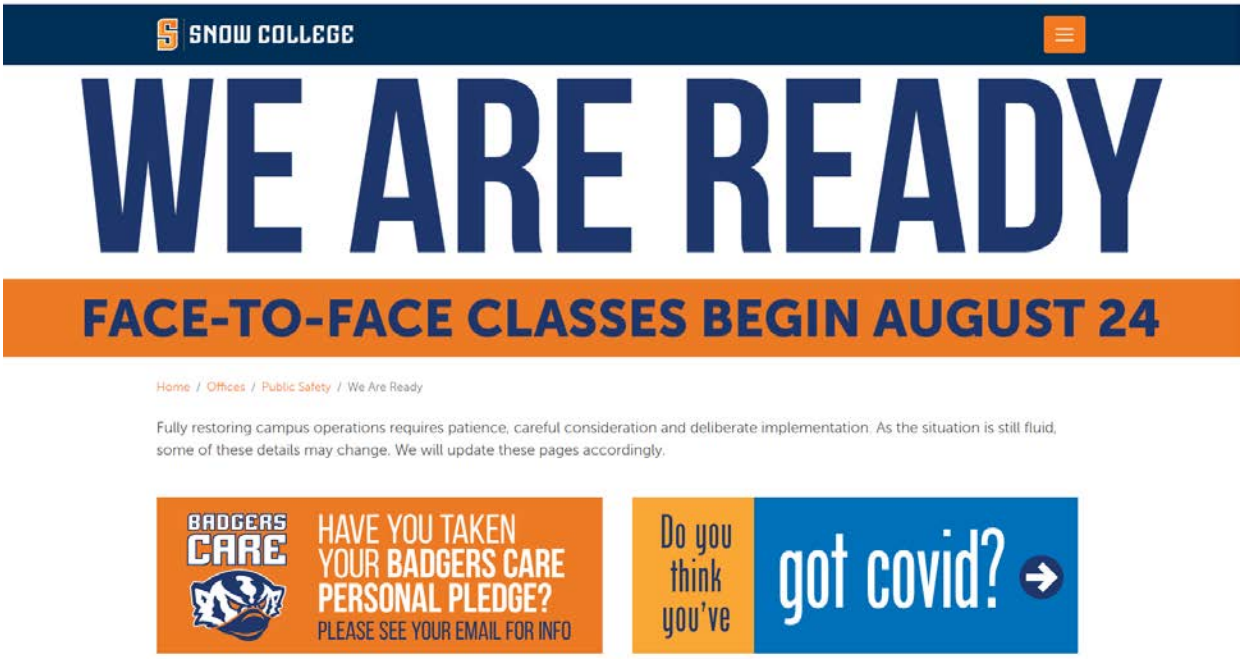
In spring 2020, Snow College reviewed and revised its Strategic Plan. The new 2020 Strategic Plan was ratified by the Snow College Board of Trustees summer 2020. It was presented to the Snow College community in August 2020. The new Strategic Plan is designed around strategies "that can propel the College forward" and provide the institution a "competitive advantage in the higher education space." In concert with NWCUU's revised 2020 standards, the institution plans to start its new accreditation cycle by developing benchmarks and measures consistent with the goals and themes of the institution's 2020 Strategic Plan (see Appendix, page 167).

Snow College uses the Snow College Environmental Scan to monitor national, regional, and local trends in high school graduates, new student yields, higher educational legislation (allocations), college funding options, marketing and recruitment, the influence of social media, student mental health concerns, food insecurity, and other issues relative to current and future student enrollment. The Snow College Environmental Scan incorporates information from the National Center on Educational Statistics, United States census information, WICHE, the Kem C. Gardner Policy Institute and Utah's Department of Workforce Services. This report is published every two years and supports Snow College's Strategic Enrollment Management plan. Information from the environmental scan as well as institutional data on retention, graduation, transfer, and course completion rates are regularly used by the institution to inform decision-making and measure mission progress (see Standard 1.B.4).

The development of Snow College's Strategic Plan (2020-2025) consulted several internal and external stakeholders (see Standard 1.B.4). Snow College regularly consults with state and local economic development directors, business and industry leaders, and public education professionals to develop new programs or establish partnerships that serve the

economic needs of the region, advance workforce placement and training, and improve the educational opportunities of surrounding communities.

In response to the COVID-19 pandemic, Snow College consulted regularly with government leaders and health officials before announcing face-to-face instruction for the fall 2020 semester. Regular Town Halls provided helpful information related to the pandemic and communicated the college's preparation for fall semester and COVID-19 response plan.



In addition, Snow College worked with county health officials to report positive test counts, provide contact tracing, establish an on-campus quarantine center (Nuttal Hall), and determine thresholds that would alter the nature of fall semester instructional delivery. An interactive dashboard was quickly developed to publicly communicate the number of positive cases associated with Snow College and their proximity to decisive thresholds.

- 8% of on-campus enrollment = CONCERN—yellow risk phase
- 10% of on-campus enrollment = WARNING—orange risk phase
- 15% of on-campus enrollment = SEVERE—red risk phase

Thresholds were calculated respective of on-campus headcounts for the Ephraim and Richfield campuses. The color-coded phases were consistent with those established by the State of Utah. The on-going tracking and established thresholds will help Snow College remain viable during acute COVID-19 outbreaks, including the decision to close campus and switch to all on-line learning.

To further advance Snow College's vitality and sustainability, Snow College restructured a few positions and created the **Office of Institutional Effectiveness** (beginning September

1, 2020). The Office of Institutional Effectiveness (OIE) will support the College's mission, values, and core commitments by providing institutional research and leadership in a variety of areas including accreditation, assessment, strategic planning, and process review. The overarching questions this office will focus on are:

- How do we know we are meeting our mission?
- How do we know we are successful in our collective objectives?
- How can we make better data-driven decisions?
- How might we optimize current resources to reduce unusually high workloads and professional frustrations?
- How do we know where to best spend new resources on areas that need it most?
- How might we identify and solve processes and work-flow redundancies that unnecessarily slow our work and sap institutional energy?

The organization of the office will be a team that can help identify and outline solutions for the many workflow challenges that we might have on campus. Another goal is to ensure educational quality and data integrity with a focus on student success and learning. This will allow us to ensure mission-critical functions remain a priority and provide appropriate reporting to federal, state, and various accrediting authorities. Included on the team are the Director of Information Security, the Director of Institutional Research, and experts in registration services, information technology, and project management (see Standard 1.D.4)

Eligibility Requirement 5: Student Learning

The institution identifies and publishes the expected learning outcomes for each of its degree, certificate, or credential programs. The institution engages in regular and ongoing assessment to validate student learning and, consistent with its mission, the institution establishes and assesses student learning outcomes (or core competencies) examples of which include, but are not limited to, effective communication, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy that are assessed across all associate and bachelor level programs or within a General Education curriculum.

Snow College offers four general degree types: Certificates and Awards, Associate of Applied Science degrees, Associate degrees, and Bachelor (specific) degrees. Students may receive multiple degrees during the same semester with the exception that students may not receive both the Associate of Arts and the Associate of Science degrees. Open access to each degree and the relevant programs is available in the Snow College Catalog and the Snow College website. Specific program requirements, including student learning

outcomes, are listed on division and program catalog and web pages. See all Standard 1.C.1.

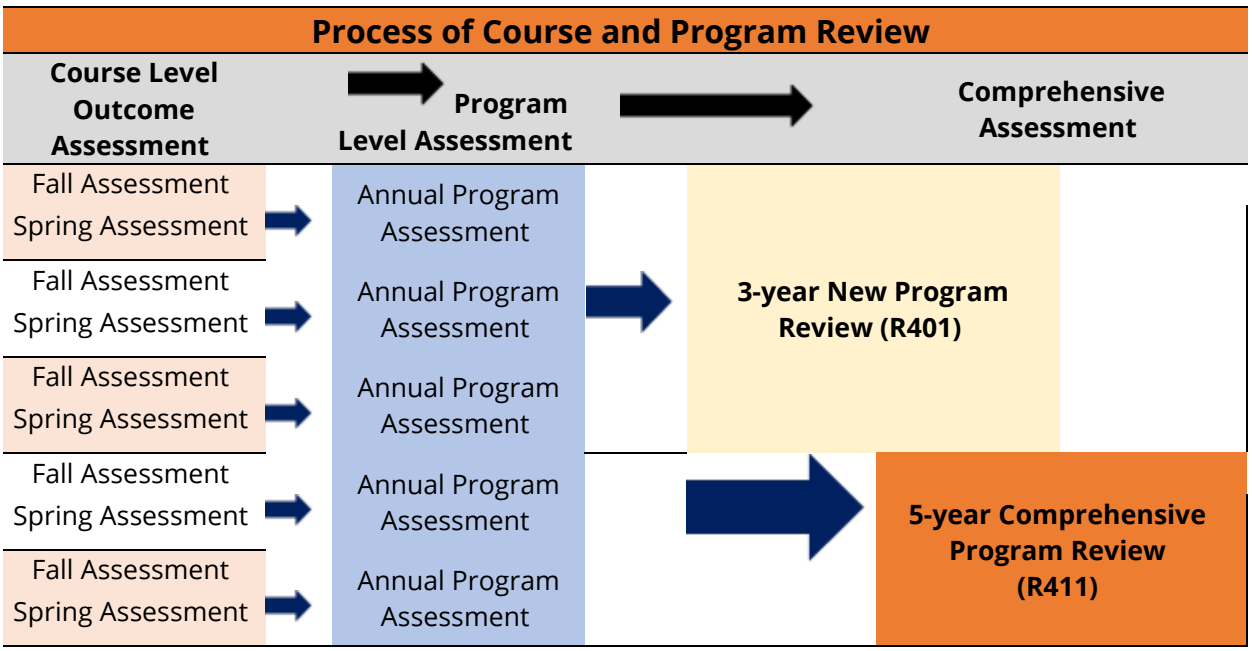
Most Snow College students seek to finish their general education requirements prior to transfer to another institution. Snow College's general education requirements and learning outcomes are in the catalog and on on-line.

Course Learning Outcome Assessment (see Standard 1.C.5)

Assessment and review of student outcomes at the course level occurs at the end of every semester using examples and/or artifacts of student work. Comprehensive program outcome evaluations using evidence generated by course level outcome assessment happens annually at the end of each spring semester. On-going improvements to curriculum and/or pedagogy as well as student achievement is measured through this process (see Appendix).

Program Learning Outcome Assessment (see Standard 1.C.5)

Pursuant to USHE Policy R411, each program performs a comprehensive program review every five years. This review includes a self-study document and peer review by at least two external evaluators. Program strengths and areas of improvement are recognized. Faculty must develop plans to address program recommendations. The review, recommendation, and faculty response are compiled in a report submitted to the Snow College Board of Trustees for consideration. After their approval, the Snow College Board of Trustees forwards the report to the Utah System for Higher Education (USHE) for final endorsement. For new programs, the Utah System of Higher Education requires a 3rd year interim review (USHE R401-8).



Programs with independent accreditation status perform additional program reviews and report regular quality assurance reports. Snow College's Music program and Theatre program report comprehensive evaluations and annual reports to the National Association of Schools of Music (NASM) and the National Association of Schools of Theatre (NAST) commissions, respectively. The Business program is accredited by The Accreditation Council for Business Schools and Programs (ASCBP), which follows the Baldrige model with annual quality assurance reports and three-year comprehensive reviews. Snow College's Nursing program answers to the Accreditation Commission for Education in Nursing. Snow College's Software Engineering program is in the process of receiving independent accreditation from the Accrediting Board for Engineering and Technology, Inc.--anticipated fall 2021.

Knowledge Area Learning Outcome Assessment (Standard 1.C.6)

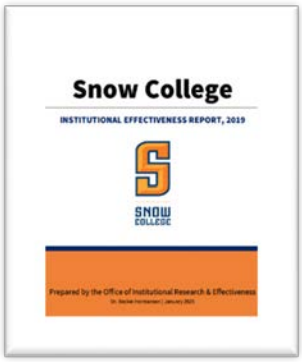
Snow College's General Education curriculum is designed to accomplish several goals: to provide students with a broad exposure to different academic disciplines in order to assist them in selecting their course of study; to introduce a variety of ways of making knowledge so students understand the complexity of information and knowledge; to facilitate the development of a passion for a specific area of study and a love of learning in general; to provide connections between disciplines by providing interdisciplinary, integrated learning opportunities; and to prepare students to participate fully in human culture, ask probing and thoughtful questions, and engage as responsible citizens.

Assessment of specific core competencies such as effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy are assessed within specific knowledge areas on a five-year cycle. Assessment results for each knowledge area are shared with faculty ("closing the loop") and published the Assessment Day website. See also Standard 1.C.6 for detailed information on the core competencies addressed by each knowledge area.

Eligibility Requirement 6: Student Achievement

The institution identifies and publishes expected outcomes and metrics for student achievement, including, but not limited to, graduation, retention, completion, licensure, and measures of postgraduation success. The indicators of student achievement are disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that are used to help promote student achievement and close barriers to academic excellence and success (equity gaps).

Feedback from Snow College's Mid-Cycle evaluation prompted a comprehensive review of the institution's mission fulfillment metrics. This review was also influenced by changes to legislative funding and goals associated with institutional strategic planning and strategic enrollment management. Snow College also incorporated measures from its participation with the Aspen Institute, Complete College America, Community College Survey on Student Engagement and AAC&U's Multi-State Collaborative. The following table compares mission-based student achievement measures such as retention, graduation, transfer, and licensure against external standards. Disaggregated data is published in the Snow College Institutional Effectiveness Report, on various dashboards, and made available to distinct groups upon request (see Standard 1.D.2)



Snow College publishes an Institutional Effectiveness Report with detailed and disaggregated information on these and other data such as enrollment by student type, enrollment by geographic area, enrollment by age, enrollment by gender, first generation enrollment, minority student enrollment, tuition and fees as a part of regional and state household income, faculty by gender, faculty by ethnicity, staff by gender, and staff by ethnicity.

The Utah System of Higher education collects data from all eight public institutions of higher education to help with system-wide reporting, planning, and management. The Data Book is an annual compilation published each spring. Data Book information provides system-wide and institutionally specific gender, age, and ethnic data. In addition, USHE publishes several interactive dashboards representing system and institutional data such as

- 2018 High School Feedback Reports
- Wage information
- Fall 3rd week enrollment numbers
- 8-year outcome of first-time students who enrolled full-time
- Where are Utah college graduates employed?
- Job placement rates

Student completion rates are shared with faculty at the end of each semester through an interactive dashboard. Faculty are guided on the extraction and interpretation of their program's completion rates which are detailed by academic year, semester, course, and faculty; and disaggregated by gender, age, ethnicity, first-generation status, low-income (Pell), and service area. Assessment Day 2020 feedback reports from the Office of Academic Affairs noted two outstanding achievement gaps:

- ***First Generation Students.*** These are students who are the first in their family to attend college. This implies that these students may lack the critical capital

(knowledge and resources) needed for college success. All programs are encouraged to consult the following resources as they tailor ways to mitigate first-generation student achievement gaps:
    - Beyond Barriers: Best Practices for First-Generation Students
    - Supporting First-Generation Students
- ***Diversity/Minority Students.*** For years institutions of higher education have been working hard to increase the racial and ethnic diversity on campus. Snow College is no different. The new Strategic Plan (2020 -2025) calls for an increase in student enrollment and retention (goal) by directing "recruitment and retention efforts on non-traditional, diverse, and international student populations" (strategy 2).

A focus on closing minority student achievement gaps is the focus of the entire institution for the 2020-2021 academic year. Beginning with the all campus assessment (August 2020), Snow College launched an Inclusion Initiative that reviews campus programs and pedagogies to be more inclusive and reduce achievement gaps; analyzes hiring and recruiting practices to promote more diversity; assesses institutional policies to encourage diversity in race, gender, background, and thought; and sponsors lectures, performances, workshops, and conversations on the complex and ongoing issues of diversity.

Eligibility Requirement 7: Non-Discrimination

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

Snow College adheres to formal USHE Policy R801 which provides for the "equal opportunity and diversity, and nondiscrimination in employment and educational programs, services and activities on the basis of race, color, religion, national or ethnic origin, gender, pregnancy, childbirth, pregnancy-related conditions, age, disability, veteran status, or otherwise provided by law". Snow College Policy 389 outlines the fair and equitable manner for discrimination-based complaints or grievances for all employees. Snow College Policy 390 provides for the fair and expeditious process to resolve work related complaints or grievances for all staff, adjunct, and at-will employees. Snow College Policy 403 secures the reasonable manner for all faculty complaints or grievances. In addition, Snow College has a full-time Multicultural/Diversity officer and a full-time Risk Management/Title IX officer operationally separate from Human Resources, who help ensure that all policies are equitably and sensitively applied.

Eligibility Requirement 8: Institutional Integrity

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

As described in Standards 2.D.2 and 2.D.3, Snow College faculty, staff and students are subject to policies and procedures indicative of a professional, respectful, and honest community. The College has well-defined rules regarding the academic freedoms of faculty and students and policies that safeguard the fair and equitable treatment of employees. Snow College provides accurate information regarding policies, programs, and services. It prohibits discrimination and provides equal opportunity, equal access, and a safe environment.

Snow College provides accuracy and integrity in all public communications. Accurate information regarding admissions, programs, and other services is published on the Snow College website and in the Snow College Catalog. Information on retention, graduation rates, transfer rates, and other statistical data is maintained by the Office of Institutional Research and is published on the National Center for Educational Statistics College Navigator website. Additional data is published annually in the Snow College Institutional Portfolio and several interactive dashboards on the Institutional Research website.

Snow College's Office of Marketing and Communications works collaboratively with College offices, divisions, departments, and programs to produce accurate and strategic communications that support the excellence of the College as one of the best educational institutions in America.

General Snow College policy asserts that the college is an equal opportunity institution "providing education and employment opportunities without regard to race, color, national or ethnic origin, ancestry, age, religion, religious creed, disability, or handicap, sex or gender, sexual orientation, marital status, military or veteran status, genetic information, or any other characteristic protected under applicable federal, state or local law" (Snow College Ethics & Compliance). Snow College's academic policies insist that all students "uphold the highest standards of academic honesty" and expect students to submit work representative of their own learning skills and efforts. The Office of Academic Affairs oversees the academic quality and integrity of all things teaching and learning.

All employees share responsibility for promoting a positive environment. There are many federal and state laws, and professional codes of ethics that guide the ethical behaviors of the college's faculty, staff, students, administrators, and board members. The institution supports this environment through Ethics Point: a private contractor that administers a 24/7 anonymous and confidential ethnics and compliance hotline and website.

Snow College monitors is compliance with NWCCU Standards for Accreditation. This is achieved by sending representatives to NWCCU workshops, annual meetings, and regular reporting to NWCCU. Dr. Beckie Hermansen, Director of Institutional Research, is the Accreditation Liaison Officer at the college.

Eligibility Requirement 9: Governing Board

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

The Utah System of Higher Education (USHE) is governed by the Board of Regents and is comprised of Utah's eight public colleges and universities. The CEO of USHE is the Commissioner of Higher Education. The Utah Legislature grants the Board of Regents the power to control, manage, and supervise USHE. The Board of Regents selects and holds ultimate accountability over the college president. In addition, the Board of Regents sets policy, reviews college programs and degrees, approves institutional missions (and core themes), and submits a unified higher education budget request to Utah's Governor and the Utah State Legislature each year. The Board of Regents is represented by 17 Utah citizens, all appointed by the Governor: 8 at-large; 8 previous institutional trustees with representation from each USHE institution, and 1 student regent representative.

The Snow College Board of Trustees is a governing body of Snow College and functions under the direction of the Board of Regents. The Board of Trustees consists of ten appointed members and acts on behalf of Snow College in performing such duties, responsibilities, and functions as authorized and delegated by the Board of Regents. No member of the board has a contractual, personal employment, or financial relationship with the college.

Eligibility Requirement 10: Chief Executive Officer

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

The President of Snow College is appointed by and serves at the pleasure of the Board of Regents. The President's full-time responsibility is to the college. Working with the Snow

College Board of Trustees, the Board of Regents annually evaluates the president's performance. Neither the President not any Executive Officer of the college chairs the Board of Trustees or the Board of Regents. For more detail see Standard 2.A.3.

Eligibility Requirement 11: Administration

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

The college's operations are divided into three main areas: Academic Affairs, Student Success, Finance and Administrative Services, with each overseen by an appropriate qualified administrator (either a vice president or a director) who reports to the President. Snow College's Athletics and Auxiliary Services (Bookstore, Housing, Food Service) report directly to President through a special Assistant to the President. The Development Office also reports directly to the President. Other executive level leadership groups (the President's Cabinet, and the College Council), the Faculty Senate, Deans Council, and Snow College Staff Association meet regularly to discuss institutional initiatives, coordinate their work, approve and/or revise college policy, and advise the President and their respective Vice President regarding the accomplishment of Snow College's mission and core theme objectives. See also Standard 2.A.2.

Eligibility Requirement 12: Faculty

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

Snow College maintains a highly qualified core of faculty to meet institutional goals. Of the 151 full-time faculty members, 85% are either tenured or tenure eligible. There are 22 faculty members who are classified as professional track, meaning they have multi-year contracts but are not on a tenure track. All full-time faculty possess a bachelor's degree or higher; the majority of which have master's or terminal degrees. As of fall 2020, Snow College maintained a 20:1 ratio of students to full-time faculty. Snow College's Faculty Workload Policy (#404) defines the basic full-time workload to maintain high standards of excellence in teaching. All full-time faculty are evaluated annually. Faculty eligible for tenure or rank advancement undergo a comprehensive evaluation and recommendation

from three-member faculty evaluation teams. Typically rank advancement occurs after three or more years of exceptional teaching and tenure is awarded after seven years of service (some faculty are hired with tenure reduction agreements).

The Snow College Faculty Senate (13 members) represents the faculty in the policy-making process of Snow College. It is a partner with the administration, Board of Trustees, and staff in promoting the mission of the College in the areas of academic freedom, curriculum and program development, degree and certificate requirements, academic standards, faculty advancement, professional development, institutional planning, and budget development. The following faculty committees are assembled under the direction of the Faculty Senate:

- Advancement & Tenure
- Curriculum, including the General Education curriculum sub-committee
- Faculty Development
- Global Engagement
- Honors Program
- Library
- Professional Track
- Service Learning
- Teaching and Technology Center

See also Standard 2.A.3 for more information.

Eligibility Requirement 13: Educational Program

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

As of fall 2020, Snow College offered 2 baccalaureate degree programs, two general associate degrees, 7 specialized associate degrees, 16 associate of applied science degrees, 16 certificates of completion, 33 certificates of proficiency, and 2 awards. Each degree program has clearly identified program learning outcomes that are published on online and in the Snow College Catalog. Program learning outcomes are mapped to program curriculum and evaluated annually at the end of spring semester on Assessment Day. All degree programs are subject to period review every five years pursuant to Board of Regents Policy, R411 (Cyclical Institutional Program Reviews), that includes a comprehensive self-study and visit by a qualified expert from a peer institution or related industry and an internal professional not associated with the program. The external review

team assess the program with respect to program learning outcomes and recognized field of student best practices. The results of each program review are reported to the Snow College Board of Trustees and the Board of Regents. In addition, four programs (Music, Theatre, Business, and Nursing) have specialized accreditation by accrediting agencies in the associated discipline.

Bachelor's degrees	Associate Degrees
Bachelor of Music with an emphasis in Commercial Music	Associate of Arts
Bachelor of Science in Software Engineering	Associate of Science
	Associate of Fine Arts
	Associate of Pre-Engineering Degree
	Associate of Science Business
	Associate of Science Nursing
	Associates of Arts in Outdoor Leadership and Entrepreneurship

Associates of Applied Science	Certificates of Completion
Agribusiness	Agribusiness
Automotive Technology	Business
Child Care Management	Computer Numerical Control (CNC) Machining
Computer Information Systems	Construction Management
Construction Management	Cosmetology/Barbering
Diesel & Heavy Duty Mechanics Technology	Engine Performance, Electrical Systems, and Automatic Transmissions
Equine Management	Engine, Drivetrain, Chassis, and Climate Control
Industrial Manufacturing Technology	Equine Management
Industrial Mechanics Technology	General Education
Innovative Livestock Management	Industrial Manufacturing Technology
Machine Tool Technology	Industrial Mechanics Technology
Natural Resources	Manual Machining
Precision Agriculture	Practical Nursing (LPN)
Salon Business	Precision Agriculture
Teaching English as a Second Language	
Welding Technology	

Certificates of Proficiency	Awards
Advanced Composites	Certified Nursing Assistant (CNA)
Advanced Cybersecurity	Nail Technology
Advanced Networking Technology	
Advanced Server Administration	
Agribusiness	
Basic Accounting	
Business and Music Technology	
Chassis and Climate Control	
Composites	
Cosmetology/Barbering	

Cybersecurity
Diesel Chassis & Electrical Systems
Diesel Drivetrain & Climate Control
Diesel Engine Performance
Diesel Engines & Hydraulics
Electrical Systems and Automatic Transmissions
Engines and Drivetrains
Engine Performance
Entrepreneurship
Equine Management
Family Life
Geographic Information Systems (GIS)
Industrial Manufacturing
Industrial Mechanics
Marketing
Natural Resources
Networking Technology
Outdoor Leadership and Entrepreneurship
Outdoor Product Design and Development
Outdoor Skills
Precision Agriculture
Server Administration
CERT-P in Wireless Networking

Eligibility Requirement 14: Library and Information Resources

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

The Snow College Library system provides digital and/or electronic access to 102 databases and a circulation of 82,343 digital and 12,037 hard copy materials. Working with the state of Utah's inter-library network Snow College received 281 interlibrary loans/document and provided 530 similar materials to other libraries. Currently, there are 8,013 media sources, 696 serials, and 58,984 books physically located on the Ephraim or Richfield campuses. The Ephraim campus library also houses access to a variety of computers and software applications in addition to two 3-Dimensional printers and a large-format commercial printer. Librarians provide individual and group information literacy instruction to students, faculty, and staff each year and supply point-of-need help through web pages, guides, printed materials, email, phone, and in-person assistance. Library staff members also assist and provide students, faculty and staff access to technology and media

resources and tools required for emerging 21st-century literacies. See also Standard 2.H.1.

Eligibility Requirement 15: Physical and Technology Infrastructure

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

Snow College has two campuses: one located in Ephraim, Utah; the other located approximately 70 miles away in Richfield, Utah. The Ephraim campus is comprised of 28 academic or administrative buildings and 8 residence halls, representing 923,548 square feet. The Ephraim campus has 70 classrooms that seat approximately 6,000 students and 65 teaching laboratories that accommodate 4,000 students. The Richfield campus is represented by three main buildings and 285,987 square feet. This campus has 14 classrooms that seat 600 students and 11 teaching laboratories that serve 340 students. The physical infrastructure of both campuses varies in age from older to state-of-the art. The technology infrastructure primarily includes fiber optic connections between buildings and most floors. Both campuses have a dedicated wireless network available to faculty, staff, students, and campus guests. There is also brocade routing and switching and global backup solutions for campus network environments. The Richfield campus serves as the data warehouse/backup security center for the state of Utah. While there is continuing need to plan for growth and accommodate the growing technological needs of students, faculty, and staff, Snow College provides the physical and technological infrastructure needed to achieve its mission in excellence, innovation, and community engagement. See also Standard 2.I.1

Eligibility Requirement 16: Academic Freedom

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

Consistent with the institution's mission and core themes, Snow College promotes an atmosphere in which independent thought and the freedom of expression in the pursuit of the dissemination of knowledge, understanding, and learning are protected. Policies regarding Academic Freedom are clearly stated, published, and accessible: Board of Regents Policy, R481: Academic Freedom, Professional Responsibility, Tenure, Termination, and Post-Tenure Review (specifically, R481-3.3, 3.3.1, 3.3.2, and 3.3.3), Snow College Policy #125: Free Speech; Snow College Policy #401: Faculty Professional Responsibility & Standards of Conduct and Snow College Catalog: Academic Policies and Standards. Faculty and students are encouraged to conduct research, participate in conferences, and discuss

intellectual topics in the classroom as well as engage in professional, intellectual and/or citizen and community-oriented exchanges in support of the common good. Snow College's new Diversity and Inclusion Initiative (2020) aims to foster a culture of care and respect supportive of "conversations on the complex and ongoing issues that face our nation and the world."

Eligibility Requirement 17: Admissions

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

Admission requirements for all students are published on the Office of Admissions website. Snow College is an open enrollment institution. As such, the institution does not have admissions deadlines, but does post enrollment deadlines, which are the first day of classes for each academic semester/term including mid-semester or block classes. Admissions to bachelor's degree programs are posted on the specific program websites and students seeking those degrees are informed of distinct admissions requirements during advising sessions. Snow College adheres to these requirements in its admissions procedures and practices. Snow College's application fee is $30. This fee is waived for all Utah students during the state-wide college application month (November).

Eligibility Requirement 18: Public Information

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

Snow College publishes digitally and in limited hard copy an Academic Catalog that is updated annually. The catalog includes the college's mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition; feeds, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar. In addition, students may find the same information via dedicated web locations using external and the institutional internal web search engines.

Eligibility Requirement 19: Financial Resources

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

As a member of the Utah System of Higher Education, Snow College is funded by allocations from the Utah State Legislature. Fiscal year 0708 marked Snow College's highest allocation from the state legislature--$20,298,700. Recession-fueled budget cuts and a slow turn-around to the economy reduced Snow College's state funding by up to -15%. Beginning FY 1314, the state of Utah dedicated increased funding to higher education, and by FY 1516, Snow College received $20,057,400 tax dollars, which was ($241,300) short of the FY 0708 peak. Only 65% of Snow College's operating budget is comprised of state tax dollars. Tuition revenues along with the re-allocation of programs, general fund resources, grant acquisition, and capital campaigns have compensated for the lack of state funding.

First established in 2013, higher education Performance Funding was a one-time basis subsidy, making it a challenge for institutions to fund ongoing initiatives that drive improved performance. In the 2017 legislative session, a revised performance funding, outcomes-focused model was passed that established the Performance Funding Restricted Account (S.B. 117—Higher Education Performance Funding by Millner/Wilson). The account is funded from 14% of the estimated revenue growth from targeted jobs in FY 2019, and 20% in FY 2020 and thereafter. Starting in 2018, future funding to his account is dependent on revenue growth of Utah's targeted "5-Star" jobs as defined by the Department of Workforce services. Also, in 2018, the Utah System of Technical Colleges (UCAT) will be granted 10% of the funding increase from the Performance Funding Restricted Account. The Legislature determines to send those funds to institutions that have met the required performance metrics set by the Board of Regents.

All USHE institutions can submit a budget request to the Utah Legislature via the Utah Board of Regent's Commissioner. Institutional requests along with performance funding metrics help determine USHE's annual funding and distinct institutional disbursements. Snow College consistently prioritizes its funding requests according to immediate and three-to-five year operational and capital project needs (see Utah Code 53B).

Typically, Snow College receives an annual disbursement of funds from the State of Utah at the beginning of each fiscal year. Tuition and fee revenues are received August/September for the fall semester; January/February for the spring semester; and April/May for summer term schedules. The college monitors all its accounts for cash balance monthly.

Snow College has well-established financial planning linked to the college's mission and core themes. This is reflected in the 2012-2013 strategic plan and Snow College's Program Prioritization report. Snow College Strategic Enrollment Management plan necessitates short-term and long-term financial planning for internal resource allocation, marketing, and leveraged scholarship dollars that are driven by state tuition and fee waivers as well as private donor contributions. Short-term/annual financial planning is informed by enrollment analyses and projections performed by Snow College, the Utah System of Higher Education, and the Governor's Office of Planning and Budget. Financial planning is designed to accommodate projected enrollment and target population dynamics as well as external elements that potentially compete for tuition and fee amounts (i.e. out-of-state online education). Annual and extended budgets are strategically designed to accommodate these projected trends. In all financial planning, operational and capital requirements are examined.

Snow College's financial planning placed strong support on academic instruction and academic support activities, which is indicative of the institution's tradition of excellence, culture of innovation, and community engagement core themes. The college has increased its reliance on tuition and fee collections versus state appropriations (formerly 78% dependence, now 65%) without implementing a drastic tuition and fee burdens on current and potential students. Snow College consistently has the most affordable tuition and fee rates among all USHE institutions. In addition, the institution has placed an emphasis on private gifts and grants; has diversified endowment funds to increase endowment dollars (up from $5.6 million in 2015 to over $8 million in 2018); and has conservatively managed debt.

Snow College has averaged $3 million in operational carry forward in the Educational and General (E & G) budget over the past 10 years. Reserves from operations have also been established for auxiliary and service enterprises over the same time frame. See also Standard 2.E.

Eligibility Requirement 20: Financial Accountability

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

By policy, (Utah Code 53B, Regent Policy R561), the Utah State Auditor performs an independent audit of Snow College's finances at least annually. An audit committee representing members of Snow College's Board of Trustees and qualified financial

professionals review each audit. In addition, all USHE institutions are required to issue an annual financial report for each fiscal year using generally accepted accounting principles for college and universities. These annual reports are filed with the Office of the Commissioner for Higher Education for the use of the Board of Regents and associated staff upon publication. See also Standard 2.E.3.

Eligibility Requirement 21: Disclosure

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

Snow College is committed to institutional integrity and transparency. The college makes every effort to be accurate in all disclosures and will continue to share all information to NWCCU requests.

Eligibility Requirement 22: Relationship with NWCCU

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

Snow College accepts the standards and related policies of the Commission and agrees to comply with those standards currently states or as modified in accordance with Commission policy. This includes the right of the Commission to disclose the institution's status to other agencies and/or members of the public.

Eligibility Requirement 23: Institutional Capacity

The institution demonstrates operational capacity (e.g., enrollment, human and financial resources, and institutional infrastructure) sufficient to fulfill and sustain its mission. It allocates resources as necessary to achieve its mission and engages in realistic budgeting, enrollment management, and capital planning to support the achievement of its identified strategic indicators of institutional capacity.

Snow College has maintained a traditional of excellence for 132 years. During that history, the College has demonstrated in numerous ways its operational scale is sufficient to achieve it mission and core themes. Originally named Snow Academy (1900s), the name was changed to Snow Junior College in 1922 and finally to Snow College in 1923. In 1938 (50-year anniversary), Snow College showed the remarkable characteristics of a thriving

small school: a strong, loyal, and distinguished alumni group, growing enrollments, a faculty dedicated to teaching and student achievement, and the pervading feeling of sacrifice and service known as the "spirit of Snow."

Snow College has continued to build upon its outstanding reputation being the first two-year institution to offer an Honors Program. Snow College has also been recognized for its theatre productions, forensic awards, music contributions, noteworthy programs, and athletic accomplishments. College growth expanded to Richfield, Utah in 1997 when Snow College acquired the Sevier Valley Applied Technology Center as branch campus and the Career and Technological Education division of the institution.

Even during difficult economies, the human and financial resources of the institution have continued to provide growing and/or steady enrollments excellence in academics and experience. This includes the advancement programs such as the Bachelor of Arts degree in Music with an Emphasis in Commercial Music, the Bachelor of Science degree in Software Engineering, specialized associate degrees, numerous stackable certificated of completion and proficiency, and four-year partnerships with other state institutions.

The George and Delore Dore Eccles Center (2003) was built to house the newly created Fine Arts Division that supports Snow College's exceptional music and theatre programs. On the Richfield campus, the Sevier Valley Center (2003) was constructed to provide a college/regional entertainment center, higher education resources, and public education classrooms. The Karen H. Huntsman Library (2009) was constructed along with a new 400-bed student housing complex (The Suites at Academy Square (2012). Most recently, Snow College added a state-of-the-art science center, the Graham Science Building (2018) and the Bergeson Athletic Center (2019) adjacent to the newly renovated Badger Football Stadium.

Utah is changing, and the needs of the state's growing population are changing. Snow College is well positioned to meet the challenges of this growth and provide unique opportunities to students seeking a higher education. This is best demonstrated in the expansion of Snow College's concurrent/dual enrollment to rural and urban high schools throughout the state of Utah via using in-person and technology-enhanced instruction. Even during this difficult COVID-19-time, Snow College has demonstrated growth and the capacity to provide students with a high-quality face-to-face education while being fully prepared to expand on-line offerings of the same high caliber. For example, starting summer 2020, Snow College immediately offered 9 short-term workplace ready training programs supported by CARES Act funding, and partnered with Sundance Education to build a comprehensive online program.

During his inauguration, President Cook noted how higher education is amid multiple massive disruptions along with the single largest economic shift since the industrial revolution. The technology, automation, and globalization that affects the entire world is

no more profound than in work and learning environments, in which the species most response to change (not the strongest or the most intelligent) survives. To this end, Snow College anticipates the further under five guiding propositions:

- **Snow College needs to remain accessible and affordable and do everything possible to help students succeed once they matriculate.** Snow College intends to improve course completion, retention, graduation, transfer, and workforce placement rates with a comprehensive Strategic Enrollment Management plan and greater attention to need-based scholarships that includes the Re-Imagine Campaign (currently at $4.5 million dollars).

- **Snow College needs to better harness technology to expand the "high-touch" academic and personalized experience to students who live beyond the borders of the resources of a traditional college education.** This includes the development of a robust online division that provides accessible, affordable, and flexible education to working adults and family caregivers who are unable to attend one of Snow College's physical campuses.

- **Snow College needs to better align program offerings to benefit and economic needs and skill-gaps of its regional service area.** This incorporates the concept of "new-collar jobs" in computer science, cybersecurity, cloud computing, programming, data analytics, and other high demand digital fields.

- **Snow College needs to strengthen relationships among local education, civic, economic and industry leaders in order be a strategic asset for the state of Utah and make a difference in the economic and social well-being lives of the college's surrounding communities.** This includes renovation projects and a proposed replacement building for the now 70-year old Family Life Building. The new building is anticipated to be a dedicated rural innovation and development center empowering students with the learning and skills to be leaders in the advancement of rural communities.

- **Snow College needs to adopt a more entrepreneurial mindset to overcome the obstacles and "wicked problems" that plague most higher education institutions.** This involves tapping into new revenue streams through auxiliary outreach, expanding international outreach, and creating more partnerships with private industry.

Conclusion

This accreditation cycle and self-study document have afforded Snow College the welcome occasion to reflect on past accomplishments, realize present challenges, and reimage a vibrant future. As evidenced throughout this report, Snow College has started a time of transformation. Preserving the quality of teaching, providing a more inclusive and innovative environment, expanding undergraduate educational opportunities, and becoming a leader in the economic development of rural communities are some of the challenges already facing the institution. As one accreditation cycle ends, another one begins with the College well poised to assess and evaluate it shortcomings and successes. Snow College honors its century-old past by planning for a century-long future to be a responsive, relevant, and innovative institution such that more students from all walks of life can benefit from the promise of education and rural communities can rise up and be successful.

Because Snow College creates the space for this magic to happen, students thrive; they become a self-supportive learning community. That can be said of our sports teams, our undergraduate research teams, study groups, and classroom discussions. The convergence of space and time with young minds under the careful guidance of caring and dedicated faculty [and staff]; these are the ingredients for powerful, transformative learning."

~ President Bradley J. Cook~
17th Snow College President

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APPENDICES

2020 Year Seven Self-Evaluation Report

Responsibilities of Deans and Department Chairs

Deans	Chairs
Report to the Vice President for Academic Affairs.	Report to the division dean.
Communicate administrative information to division.	Communicate information from dean to department.
Articulate a vision and/or strategic plan for the division; provide leadership and support to see that vision through.	In consultation with the dean, articulate a vision and/or strategic plan for the department; provide leadership and support to see that vision through.
Complete annual full-time faculty reviews before the end of fall semester.	In consultation with Dean, hire, oversee, and review (annually) adjunct faculty including concurrent enrollment, TICE and IVC instructors.
When necessary, communicate administrative review results with chair.	Follow up, when necessary, with dean's concerns of full time faculty.
Review department chairs annually in consultation with department faculty.	Provide requested feedback to VPAA for annual dean review.
Conduct A&T reviews of faculty members in their divisions. Present the A&T Committee with faculty reviews, letters of concern, and other documents for the Committee's consideration.	Conduct A&T reviews of faculty members in their departments. Present the A&T Committee with faculty reviews, letters of concern, and other documents for the Committee's consideration.
Coordinate advancement and tenure reviews for faculty within the division including assembling a peer review team.	
Provide regular and straightforward communication, both verbally and in writing, with faculty regarding performance.	Provide regular and straightforward communication, both verbally and in writing, with faculty regarding performance.
Follow closely faculty documents 15.1 (Professional Responsibility and Standards of Conduct) and 15.2 (Academic Due Process: Sanctions and Hearing Procedures) in working with faculty members who are not in compliance with professional standards. Deans have a duty to help faculty perform to these standards and are authorized to issue reprimands and other sanctions as outlined in document 15.2.	Follow closely faculty documents 15.1 (Professional Responsibility and Standards of Conduct) and 15.2 (Academic Due Process: Sanctions and Hearing Procedures) in working with faculty members who are not in compliance with professional standards. Chairs have a duty to help faculty perform to these standards and are authorized to issue reprimands and other sanctions as outlined in document 15.2.
Serve on hiring committees within the divisions.	Serve as chair for department faculty search committees (search committee chairs can be appointed by the department chair in consultation with the dean).

Deans	Chairs
Orient and assist new faculty as they matriculate in the division.	Orient and assist new faculty as they matriculate in the department.
Oversee faculty course load; conduct workload audit each semester. Ensure that offerings are evenly distributed based upon personnel and student demand.	Provide workload reports to the dean each semester.
Track overload teaching contracts (Per policy 13.2.17: Extra and Overload Assignments, and Overtime Compensation).	Schedule courses and manage individual faculty course loads (Per policy 13.2.17: Extra and Overload Assignments, and Overtime Compensation).
Recommend merit pay increases.	Consult with deans on merit pay decisions.
Provide chair with guidance and training regarding faculty development and mentoring.	Oversee faculty development and mentoring in department.
Mentor division members to become effective leaders: committee chairs, department chairs, and future deans.	Mentor department members to become effective leaders: committee chairs, department chairs, and deans.
Consult, approve, and forward to appropriate administrative channel any proposals from the division.	Propose additional faculty positions and/or new programs to division deans. If the dean rejects a proposal, an appeal can be made and presented to the dean and the VPAA.
Present to the Dean's Council any division proposal regarding faculty positions, either renewal or new positions. Dean's Council will make recommendations to the President.	Present to the dean any department proposal regarding faculty positions, either renewal or new position who will make a recommendation to the Dean's Council.
Manage and maintain division budgets.	Manage and maintain department budgets; provide regular budget reports to department members and division dean.
Review and approve departmental budgets and monthly p-card statements under dean's purview.	Review and approve monthly p-card statements under department chair's purview.
Ensure courses submitted by chairs meet expected outcomes; approve courses submitted by chairs; submit these syllabi to the appropriate committee (GE or Curriculum Committee).	Oversee syllabi development for proposed courses.
Ensure that course syllabi are current and systematically reviewed and that course revisions are regularly submitted to the GE and Curriculum Committee.	Systematically review course syllabi; manage course revisions submitted to the GE and Curriculum Committee.
In consultation with department chairs, oversee annual reviews of individual course outlines, assignments, exams, and grading criteria to ensure rigor, currency, and outcome fulfillment.	In consultation with dean, conduct annual reviews of individual course outlines, assignments, exams, grading criteria to ensure rigor, currency, and outcome fulfillment.
Oversee 5-year program reviews.	Oversee assessment of programs and courses.

Deans	Chairs
Work with the General Education Committee to coordinate assessment of GE outcomes.	Work with the General Education Committee to assess courses within department that meet GE requirements.
Conduct monthly division meetings.	Conduct regular department meetings (suggested monthly).
Fulfill College-defined role in student and faculty grievance process (Policy 15.3: Academic Due Process: Grievances).	Fulfill College-defined role in student and faculty grievance process (Policy 15.3: Academic Due Process: Grievances).
Assist departments in overseeing compliance with outside accrediting agencies.	Oversee compliance with outside accrediting agencies.
Work with chairs to maintain classroom needs.	Work with dean to maintain classroom needs.
Assist departments in marketing, recruiting, and community building programs within the division.	Coordinate marketing, recruiting, and community-building efforts of the department.
Oversee catalog changes.	Ensure department information is accurate in the catalog. Submit changes by March 1st.
Understand and communicate the College's emergency plan to division.	Maintain content consistency in course offerings of the same number.
Oversee division representation on campus committees.	Represent Snow College at USHE meetings, including majors meetings.
Complete an annual review of the VPAA and submit this to the President of the College by December 1st.	Work with Advising Office in the advising of students.
Serve as building coordinator or appoint a responsible faculty member to serve as coordinator.	Work with the Director of Institutional Research in collecting and using pertinent data from student interest surveys.
	Ensure that department webpage is regularly updated.

New Strategic Plan with Proposed Metrics

SNOW COLLEGE

Snow College Strategic Priorities

Updated 5.21.2020

Snow College is committed to the principles of Quality, Accessibility, and Affordability. These guiding principles are woven throughout the strategies in this plan. Snow College is one college, two campuses. Strategies apply equally to both campuses.

*The Strategic Planning Task Force has been meeting for the last few months in an effort to discuss Snow College's strengths, weaknesses, opportunities, and threats. Campus stakeholders, community members, and parents were invited to provide their thoughts about Snow College's strategic direction. Similar to various strategies employed by sports teams in an effort to gain a competitive advantage over the opposing team, the Task Force discussed different **strategies that could propel Snow College forward**. More than 100 ideas have been discussed at length. It is important to note that the discussions of the Task Force uncovered many overarching responsibilities that are important for Snow College. For example, we must enhance diversity among faculty, staff, and students; we must continue to increase the quality and rigor of our teaching; and we must look for ways to develop opportunities for students to become more engaged in the campus community. Even though these are important areas for Snow College to be successful, the charge to the Strategic Planning Task Force was to not simply look for areas of importance. Each one of the more than 100 strategies discussed is important and could be implemented to improve teaching, learning, and the environment at Snow College. The following strategies are not a comprehensive listing of all that Snow College could carry out, but are those priorities that the Task Force felt provided Snow College an opportunity to **gain a competitive advantage** in the higher education space.*

The highlighted fields are proposed metrics for which Snow College either has data or can get the data.

STUDENT SUCCESS (Steve & Jason)	Increase national markers of student success throughout the institution by focusing on achievement gaps identified by the Aspen Institute
Strategy 1	Increase student access to effective advising • Metrics: Student to Advising ratio (national best practice benchmarks). Data source: Banner • Metrics: Student wot Wellness Center ratio (national best practice benchmarks). Data source: Banner • Metric: New Student Onboarding Process (there is data on this first year). Data source: Banner • Metric: Civitas implementation (I need to dig into the data that is available here). Data source: Civitas *All data points can be disaggregated by specific student groups if needed.*
Strategy 2	Implement more robust student success supports and engagement opportunities throughout the college and curriculum • Metric: We could do customer satisfaction-type surveys using Qualtrics. We have the tool and the Qualtrics are the experts in this field.
Strategy 3	Launch an aggressive scholarship initiative focused on need-based, diversity, and retention scholarships, leveraging engagement with alumni and community

	• Metric: # or % of students from disaggregated groups that get need-based aid (we have financial aid data on this already. Data source: Banner and IPEDS Student Financial Aid reporting. • Metric: # of new initiatives or grants that provide need based financial support (e.g. STEM NSF grant for stop-out students). Data source: Grants Office • Metric: # or % of students served by and emergency/retention fund (needs to be established) or could be the $$$ spent providing retention-type funding to students. Data Source: potentially the scholarship office
ACADEMICS (Steve & Melanie)	**Improve the quality of academic programs in all mediums with a focus on student learning**
Strategy 1	Deepen quality goals for student experiences through High Impact Practices • Metric: Course evaluation questions (institutional core questions)—rating above a 2 on a 4-point scale. Can be disaggregated by equity gaps and by division/department, type of course etc. Data Source: SurveyDig (Course Evaluation platform) • Metrics: # or % of classes that employ TILT and other recognized HIP (we can collect this annually on assessment day and/or use as a part of the syllabus review—add a question). Data Source: Faculty reporting for Annual Assessment Day Program Review Template.
Strategy 2	Reevaluate and revise curriculum in all delivery formats to reflect quality, inclusivity, contemporary content in academic disciplines, and needs of employers • Metric: # of short-term training courses provided, hours trained, participants, and/or certifications awarded. Data source: Banner and UHSE reporting structures • Metric: # of technical education certificate of STIT training programs developed to improve workforce placement and meet economic needs. Data Source: Banner and USHE reporting structures • Metric: % breakdown of types of course delivery (traditional, online, STIT, technical education, etc.). This will work if we can establish % targets for each group. Data source: Banner
Strategy 3	Develop consistent and robust online programs that allow access to program completions • Metric: # of courses developed (look for growth) Data source: Banner/Sundance? • Metric: # of students participating by location and disaggregated by student type (equity gaps). Data Source: Banner and it is a part of IPEDS reporting on Distance Education • Metric: # of transfers and/or graduates of online programs (all online). Data source: Banner and USHE graduation extract. • Metric: % of courses taken by transfers/graduates that were online (show an increasing percentage?). Data source: Banner
Strategy 4	Leverage CTE/technical education funding and infrastructure • Metric: Have a strategic plan for CTE and TE (that differentiates between the two programs) • Metric: $$$ awarded by state or other funds to support CTE or TE instruction. Data Source: 3rd week and EOT reports, Legislative Funding, COBI/LFA (maybe). • Metric: # of certificates developed/awarded in CTE or TE. Data source: Banner
RECRUITMENT & RETENTION (Teri & Josh)	**Strategically increase enrollment**
Strategy 1	Significantly strengthen marketing structure and brand awareness, goals, resources, and strategies • Metric: Qualtrics survey using strategic planning groups that focus on brand awareness (Qualtrics is the specialist in this area and we can tap into this resource) Data Source: Qualtrics
Strategy 2	Focus recruitment efforts on new target markets, prioritizing non-traditional, diverse, and international student populations; maintain successful existing recruitment activities • Metric: Improvement measures for specific target markets (e.g. non-traditional, first-generation, etc.). Data source: Banner • Metric: Applications processed compared to 3- or 5-year averages. Data source: Banner • Metric: New student yield rates disaggregated by equity or target market groups. Data source: Banner
Strategy 3	Market online programs specifically to a variety of potential student populations

	• Metric: Define the target market groups and then set a benchmark—we can then measure progress against that benchmark, need the target groups first. Data source: Banner or Sundance?
Strategy 4	Create accessible information sites to support strategic enrollment.
Strategy 5	Develop and implement a college-wide retention strategy • Metric: Recruitment/persistence data broken down by division/department/program. Data source: Banner
EMPLOYEES (Josh & Marci)	**Foster an environment of employee engagement characterized by a spirit of belonging and teamwork**
Strategy 1	Prioritize compensation package for full and part time employees • Metric: $$$ awarded to employees for compensation equity. Data source: Legislative appropriations. • Metric: Equity pay gap(s) based on disaggregated groups. Data source: Banner, AAUP, CUPA, IPEDS HR • Metric: % of employees within 1 SD of median comparable wages. Data source: Banner and comparable wage tables • Metric: % of compensation dedicated to benefits (aggregated by employee type) compared to state and/or national benchmarks for similar employee categories. Data source: AAUP and IPEDS Peer Institution information taken from HR component.
Strategy 2	Implement measures to ensure equitable and reasonable distribution of workload • Metric: % of overload reported by program or faculty member? A potential data source for faculty workload is the S-11 report and the C-2—as long as we are correctly collecting overload information.
Strategy 3	Develop a diversity and inclusion plan designed to attract and retain diverse employees • Metric: # of qualified applicants from diverse groups: Data source: HR • Metric: # of employees from diverse groups (can measure over time—IPEDS HR or AAUP reporting for faculty or CUPA reporting). This means we really need to do a better job collecting the ethnicity of employees.
Strategy 4	Expect, reward, and recognize service-oriented behaviors • Metric: Average tenure of employees by employee category (at recognized levels—five-year, 10 year, etc.). Data source: Banner and/or CUPA • Metric: If we can a consistent system of employee recognition, then we could use # or % by employee type from that system. The issue is there is not a consistent system. • Metric: # of employees with external recognitions or leadership positions. Data source: self-report.
INFRASTRUCTURE (Carson, Rob & Heidi)	**Create a campus plan that supports infrastructure, capital facilities, and rural development**
Strategy 1	Invest in technology and remove technological barriers for students, faculty, and staff • Metric: Need to define the technological barriers, then can develop the metrics.
Strategy 2	Develop a capital facilities prioritization list which supports the College's strategic priorities and growth • Metric: Develop a structure by which capital facilities get on the list. I have a list of all our buildings that includes the year they were built/occupied, and I think we can add the square footage. Once there is a structure, then we can develop metrics like the number of buildings on the capital facilities list and the number of capital facilities projects funded or improved, etc. • Metric: Room Utilization Rate at or above USHE standards for space utilization—classrooms and laboratories (can be disaggregated by campus, building, and classroom). Data source: USHE Space Utilization • Metric: Station Occupancy rate at or above USHE standards for space utilization—classrooms and laboratories (can be disaggregated by campus, building, and classroom). Data source: USHE Space Utilization
Strategy 3	Provide measurable economic development contributions through an entrepreneurial mindset • Metric: # of programs supporting economic development. Data source: self-report • Metric: # of partnerships with business/industry. Data source: self-report • Metric: $$$ saved or generated through partnerships or innovative enterprises. Data source: self-report

USHE Performance Metrics

Snow College Institutional Metrics

prepared for USHE

January 2019

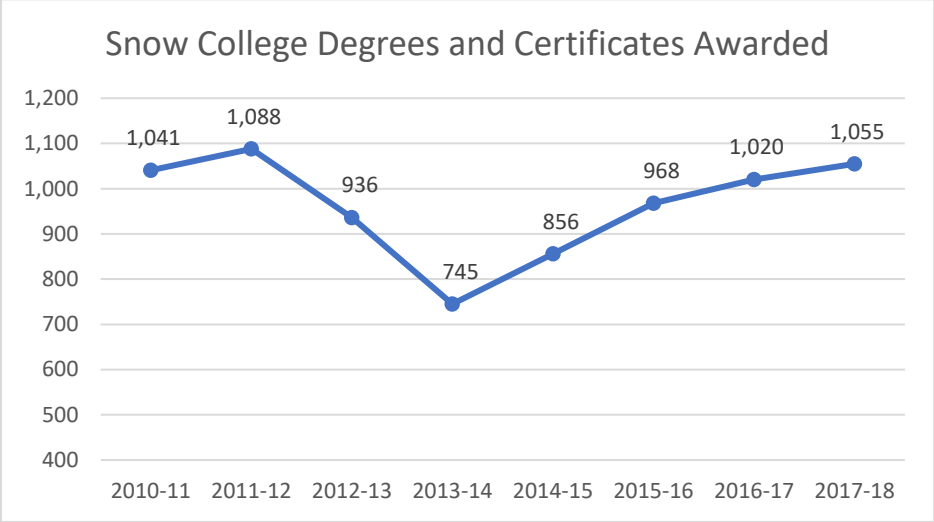
1) **General Attainment**: Increase completion rates to support 2020 USHE completion goals with an emphasis on two areas: 1) graduation with intended degree or certificate; and 2) those who typically fall into the achievement gap.

Definition: Snow College includes both graduation rates and transfer rates in its completion numbers. Graduates include those who complete the full degree requirements within 150% of time; transfers include those who transfer to another 2-year or 4-year institution within a 150% but do not graduate from Snow College. 150% of time is calculated at 6 years because of the bachelor's degrees. Many of those who do not transfer or graduate are impacted by traditional barriers: race, low income, first generation, gender.

Benchmark: The benchmark for this measure is the cumulative number of graduates and transfer students over the last five years and includes disaggregated numbers for traditional barriers.

Current Baseline: Snow College Degrees and Awards

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
1,041	1,088	936	745	856	968	1,020	1,055



Source: USHE via IPEDS Completions Reporting Component

All Students	Cohort	Completers	% Completers	Transfers	% Transfers	Total Success	% Success
Cohort 2005	1227	474	39%	419	34%	893	73%
Cohort 2006	1108	430	39%	260	23%	690	62%
Cohort 2007	1044	495	47%	299	29%	794	76%
Cohort 2008	1107	435	39%	444	40%	879	79%
Cohort 2009	1049	380	36%	435	41%	815	78%
Cohort 2010	1335	624	47%	448	34%	1072	80%
Cohort 2011	1442	*506*	*35%*				
Cohort 2012	1481	*446*	*30%*				
Cohort 2013	1396	*493*	*35%*				
Cohort 2014	1507	*595*	*39%*				
Cohort 2015	1477	*545*	*37%*				
Cohort 2016	1468						
Cohort 2017	1490						
Cohort 2018	1424						

With the two Bachelor's degrees, IPEDS considers Snow College a 4-year institution. As a result, graduation and transfer rates are on a 6 year (150%) to time reporting cycle. Graduation rates for cohorts 2011 to present are only preliminary estimates.

Minority Students	Cohort	Completers	% Completers	Transfers	% Transfers	Total Success	% Success
Cohort 2005	108	11	10%	12	11%	23	21%
Cohort 2006	129	11	9%	25	19%	36	28%
Cohort 2007	139	51	37%	31	22%	82	59%
Cohort 2008	164	49	30%	53	32%	102	62%
Cohort 2009	185	41	22%	74	40%	115	62%
Cohort 2010	183	56	31%	57	31%	113	62%
Cohort 2011	230	68	30%				
Cohort 2012	203	49	24%				
Cohort 2013	229	53	23%				
Cohort 2014	279	67	24%				
Cohort 2015	242	55	23%				
Cohort 2016	257						
Cohort 2017	270						
Cohort 2018	273						

With the two Bachelor's degrees, IPEDS considers Snow College a 4-year institution. As a result, graduation and transfer rates are on a 6 year (150%) to time reporting cycle. Graduation rates for cohorts 2011 to present are only preliminary estimates.

Pell Eligible Students	Cohort	Completers	% Completers	Transfers	% Transfers	Total Success	% Success
Cohort 2005	190	55	29%	2	1%	57	30%
Cohort 2006	160	50	31%	83	52%	133	83%
Cohort 2007	155	51	33%	76	49%	127	82%
Cohort 2008	299	158	53%	3	1%	161	54%
Cohort 2009	378	170	45%	3	1%	173	46%
Cohort 2010	547	240	44%	17	3%	257	47%
Cohort 2011	585	243	42%				
Cohort 2012	615	208	34%				
Cohort 2013	568	244	43%				
Cohort 2014	575	221	38%				
Cohort 2015	550	243	44%				
Cohort 2016							
Cohort 2017							
Cohort 2018							

With the two Bachelor's degrees, IPEDS considers Snow College a 4-year institution. As a result, graduation and transfer rates are on a 6 year (150%) to time reporting cycle. Graduation rates for cohorts 2011 to present are only preliminary estimates.

First-Generation Students	Cohort	Completers	% Completers	Transfers	% Transfers	Total Success	% Success
Cohort 2005	2	0	0%	0	0%	0	0%
Cohort 2006	5	0	0%	1	20%	1	20%
Cohort 2007	4	1	25%	1	25%	2	50%
Cohort 2008	5	0	0%	4	80%	4	80%
Cohort 2009	2	1	50%	0	0%	1	50%
Cohort 2010	65	17	26%	27	42%	44	68%
Cohort 2011	209	83	40%				
Cohort 2012	54	15	28%				
Cohort 2013	179	44	25%				
Cohort 2014	617	192	31%				
Cohort 2015	612	132	22%				
Cohort 2016	589						
Cohort 2017	544						
Cohort 2018	452						

Goal: Over next five years, increase completer (graduation) numbers rate by 5%; increase success rates in achievement gap areas by 5%.

Data Report: IR, IPEDS and USHE reports

2) **Access and Participation:** Increase number of entering freshmen with a particular focus on six-county students enrolling in Snow College post-secondary programs.

Definition: The number of students registered as first-time, full-time students and the number of first-time, full-time students in each of the six-county area who enroll in Snow College post-secondary education programs within five years of graduation.

Benchmark: The benchmark for this measure is the freshmen enrollment count and the average of the cumulative number of students from six-county service areas entering post-secondary programs over the last five years.

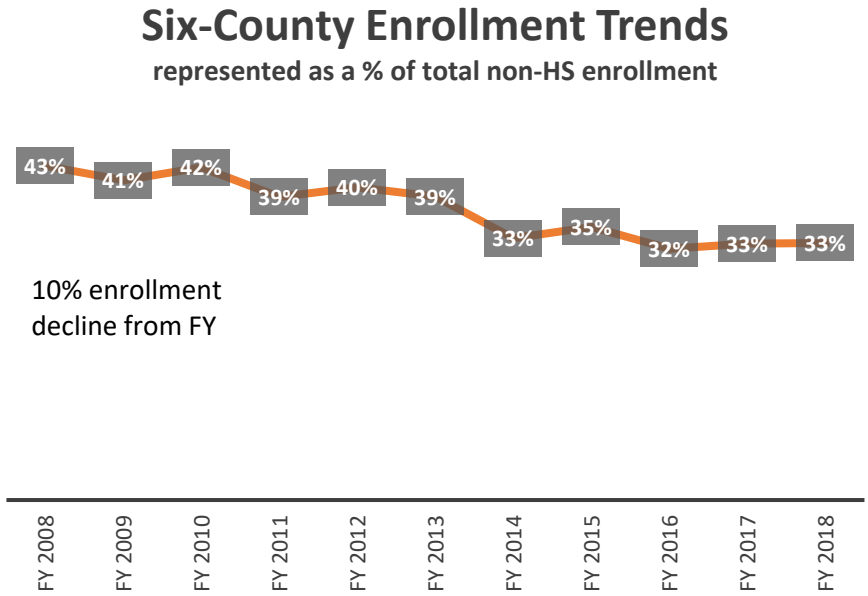
Current Baseline:

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
First-time Freshmen	1,361	1,224	1,434	1,466	1,528	1,403	1,588	1,570	1,537	1,554	1,512

2010 High School Graduates - 5 Year Participation Rate								
H.S. County	**Total**	**UT Public**	**Utah Private**	**Public, Out of State**	**Private, Out of State**	**No College**	**College Going**	**College Going Rate**
JUAB	163	85	4	3	4	67	96	59%
MILLARD	214	130	8	7	2	67	147	69%
PIUTE	31	17	1	1		12	19	61%
SANPETE	359	230	8	12	7	102	257	72%
SEVIER	327	215	7	12	4	89	238	73%
WAYNE	43	22		2		19	24	56%

2010 High School Graduates - 8 Year Participation Rate								
H.S. County	**Total**	**UT Public**	**Utah Private**	**Public, Out of State**	**Private, Out of State**	**No College**	**College Going**	**College Going Rate**
JUAB	163	88	4	3	4	64	99	61%
MILLARD	214	133	9	7	3	62	152	71%
PIUTE	31	17	1	1	1	11	20	65%
SANPETE	359	233	8	14	7	97	262	73%
SEVIER	327	216	7	14	5	85	242	74%
WAYNE	43	23		2	1	17	26	60%

	Juab	PY % Growth	Millard	PY % Growth	Piute	PY % Growth	Sanpete	PY % Growth	Sevier	PY % Growth	Wayne	Totals	PY % Growth	Total Headcount	% of Headcount
FY 2008	97		140		13		710		398		26	1,384		2,888	48%
FY 2009	59	-64%	100	-29%	10	-23%	676	-5%	286	-28%	23	1,154	-17%	2,707	43%
FY 2010	68	13%	104	4%	21	110%	635	-6%	410	43%	33	1,271	10%	3,116	41%
FY 2011	93	27%	118	13%	16	-24%	743	17%	437	7%	24	1,431	13%	3,372	42%
FY 2012	106	12%	118	0%	15	-6%	730	-2%	405	-7%	23	1,397	-2%	3,613	39%
FY 2013	109	3%	107	-9%	11	-27%	724	-1%	395	-2%	24	1,370	-2%	3,434	40%
FY 2014	109	0%	116	8%	14	27%	649	-10%	373	-6%	21	1,282	-6%	3,312	39%
FY 2015	112	3%	99	-15%	10	-29%	596	-8%	347	-7%	19	1,183	-8%	3,544	33%
FY 2016	109	-3%	105	6%	21	110%	675	13%	354	2%	25	1,289	9%	3,701	35%
FY 2017	92	-18%	103	-2%	18	-14%	629	-7%	330	-7%	20	1,192	-8%	3,719	32%
FY 2018	101	9%	95	-8%	7	-61%	650	3%	332	1%	17	1,202	1%	3,676	33%
FY 2019	98	-3%	90	-5%	17	143%	648	0%	326	-2%	13	1,192	-1%	3,635	33%



Goals: Increase the number (total headcount) of entering freshmen and particularly the students from six-county areas enrolling in post-secondary programs by 1% each year.

Data Report: USHE data; Snow IR

3) **Affordability and Access**: Leverage affordability as a tool for access.

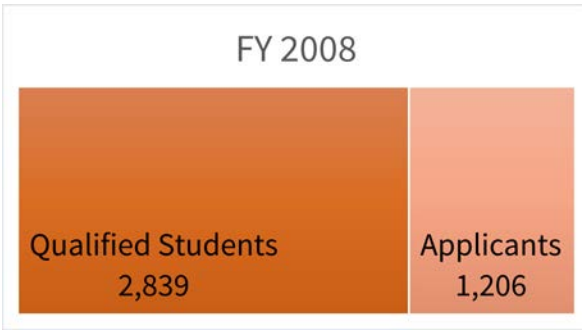
Definition: Published tuition and fees rates; scholarship support dollars; FAFSA applications; Department of Workforce Services median household income.

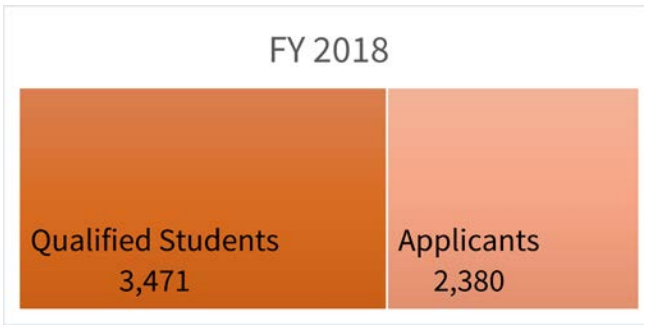
Benchmark: Net tuition and fee rates over the past five years figured as percentage of annual household state income. Number of students applying for financial aid. Number of students receiving institutional and financial aid.

Current Baseline:

County	Median household income	Median household income - Utah	Tuition & Fees	Percent State HH	Percent County HH
Juab County	$54,861	$62,518	$3,742	6.0%	6.8%
Millard County	$53,902	$62,518	$3,742	6.0%	6.9%
Piute County	$37,112	$62,518	$3,742	6.0%	10.1%
Sanpete County	$48,866	$62,518	$3,742	6.0%	7.7%
Sevier County	$48,872	$62,518	$3,742	6.0%	7.7%
Wayne County	$41,684	$62,518	$3,742	6.0%	9.0%

	Annualized FTE's	Annualized Tuition Rate	Gross Tuition	Non-Private Institutional Aid	Average Net Tuition Cost per Student	State Median Household Income	Net Tuition as a % of Household Income
FY 2012	3,259	$2,696	$8,786,264	$2,043,774	$2,069	$57,067	3.63%
FY 2013	3,238	$2,830	$9,163,540	$2,102,505	$2,181	$59,715	3.65%
FY 2014	3,210	$2,998	$9,623,580	$2,291,504	$2,284	$60,943	3.75%
FY 2015	3,433	$3,088	$10,601,104	$2,893,442	$2,245	$62,961	3.57%
FY 2016	3,637	$3,196	$11,623,852	$3,115,335	$2,339	$65,931	3.55%
State median household income comes from: https://jobs.utah.gov/wi/data/library/wages/annualprofilewages.html Average net tuition cost per student is the gross tuition less non-private institutional aid divided by the annualized FTE's Non-private institutional aid includes waivers, WUE, and College provide scholarships							





	Qualified Ugrads	Total Applicants	Yield	Total with Federal Aid	% with Aid	Pell	% Pell	Work Study	% Work Study	Institutional Aid	% Institutional Aid
FY 2008	2,839	1,206	42%	728	26%	666	23%	195	7%	904	32%
FY 2009	2,610	1,267	49%	739	28%	667	26%	225	9%	1,000	38%
FY 2010	3,002	1,755	58%	1,107	37%	1,059	35%	212	7%	1,167	39%
FY 2011	3,266	2,037	62%	1,419	43%	1,398	43%	185	6%	1,242	38%
FY 2012	3,306	2,167	66%	1,437	43%	1,417	43%	219	7%	1,257	38%
FY 2013	3,188	2,108	66%	1,430	45%	1,403	44%	164	5%	1,370	43%
FY 2014	3,051	1,989	65%	1,328	44%	1,316	43%	89	3%	1,364	45%
FY 2015	3,394	2,188	64%	1,464	43%	1,439	42%	208	6%	1,550	46%
FY 2016	3,470	2,163	62%	1,443	42%	1,416	41%	269	8%	1,667	48%
FY 2017	3,509	2,265	65%	1,532	44%	1,490	42%	236	7%	1,643	47%
FY 2018	3,471	2,380	69%	1,625	47%	1,553	45%	416	12%	1,693	49%
FY 2019	*3,374*	*2,166*	64%	*1,480*	*44%*	*1,425*	*42%*	*388*	*11%*	*1,725*	*51%*

Qualified Ugrads exclude high school, non-matriculated, and continuing education students.
FY 2019 is an incomplete financial aid year. The numbers reported only represent aid that has been awarded as of fall semester.
Institutional Aid is in the form of WUE, Waivers, and Scholarship (institutional, departmental, and private)

Institutional Aid	Private Scholarships	% of Institutional Aid	# of Students with Private Institutional Aid	% of Students with Institutional Aid receiving Private Aid	Average Private Aid Package	% of Resident Tuition and Fees covered by Private Aid
FY 2008	$213,050	15%	178	20%	$1,197	53%
FY 2009	$176,866	11%	213	21%	$830	35%
FY 2010	$165,766	8%	200	17%	$829	33%
FY 2011	$175,619	8%	199	16%	$883	32%
FY 2012	$166,492	8%	196	16%	$849	29%
FY 2013	$277,604	12%	320	23%	$868	28%
FY 2014	$479,623	17%	457	34%	$1,050	33%
FY 2015	$465,298	14%	501	32%	$929	27%
FY 2016	$365,498	11%	442	27%	$827	24%
FY 2017	$252,528	7%	369	22%	$684	19%
FY 2018	$217,461	5%	274	16%	$794	21%
FY 2019	*$183,400*	*8%*	*357*	*21%*	*$514*	14%

Institutional Aid	Non-Private Institutional Aid (Waivers, WUE, etc.)	% of Institutional Aid	# of Students with non-Private Institutional Aid	% of Students with Institutional Aid receiving non-Private Aid	Average Private Aid Package	% of Resident Tuition and Fees covered by non-Private Aid
FY 2008	$1,190,312	85%	726	80%	$1,640	72%
FY 2009	$1,387,571	89%	787	79%	$1,763	75%
FY 2010	$1,827,490	92%	967	83%	$1,890	74%
FY 2011	$2,005,848	92%	1043	84%	$1,923	70%
FY 2012	$2,043,774	92%	1061	84%	$1,926	66%
FY 2013	$2,102,505	88%	1050	77%	$2,002	65%
FY 2014	$2,291,504	83%	907	66%	$2,526	78%
FY 2015	$2,893,442	86%	1049	68%	$2,758	81%
FY 2016	$3,115,335	89%	1225	73%	$2,543	73%
FY 2017	$3,428,708	93%	1274	78%	$2,691	75%
FY 2018	$3,741,135	95%	1419	84%	$2,636	71%
FY 2019	$2,196,627	92%	1368	79%	$1,606	43%

Goals: Increase FAFSA applications by 10% over five years; Increase number of participants in the endowment/scholarship giving campaigns by 25%; Keep net tuition cost average at 3-6% of annual median household income.

Data Point: IR and USHE

4) **Timely Completion and Retention**: Improve completion and retention numbers.

Completion Definition: Degrees and certificates awarded to first-time entering and non-first-time entering students within eight years.

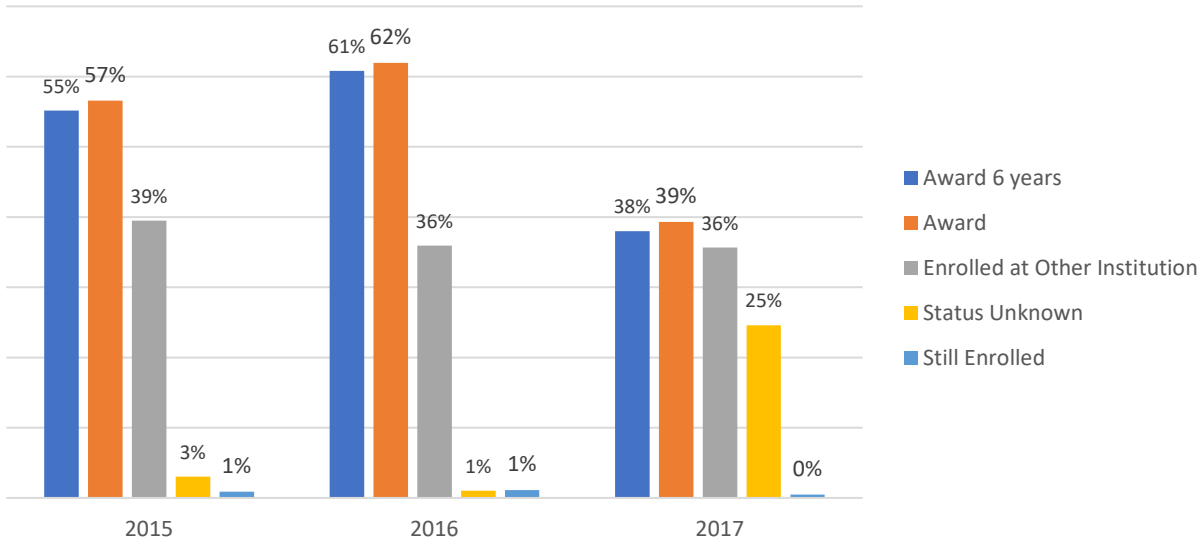
Completion Benchmark: The benchmark for this measure is the cumulative number of awards within 8 years of time from Snow and transfer institutions.

Retention Definition: Percentage of first-year, full-time baccalaureate (4-year institutions) degree-seeking students who return to the same institution for their second year.

Retention Benchmark: Percentage of first-year, full-time students who return to the institution.

Completion Current Baseline:

Reporting Year	Award at 6 Years	Award at 8 Years	Transfer Enrollment	Status Unknown	Still Enrolled	Total
2015	55%	57%	39%	3%	1%	31%
2016	61%	62%	36%	1%	1%	32%
2017	38%	39%	36%	25%	0%	28%

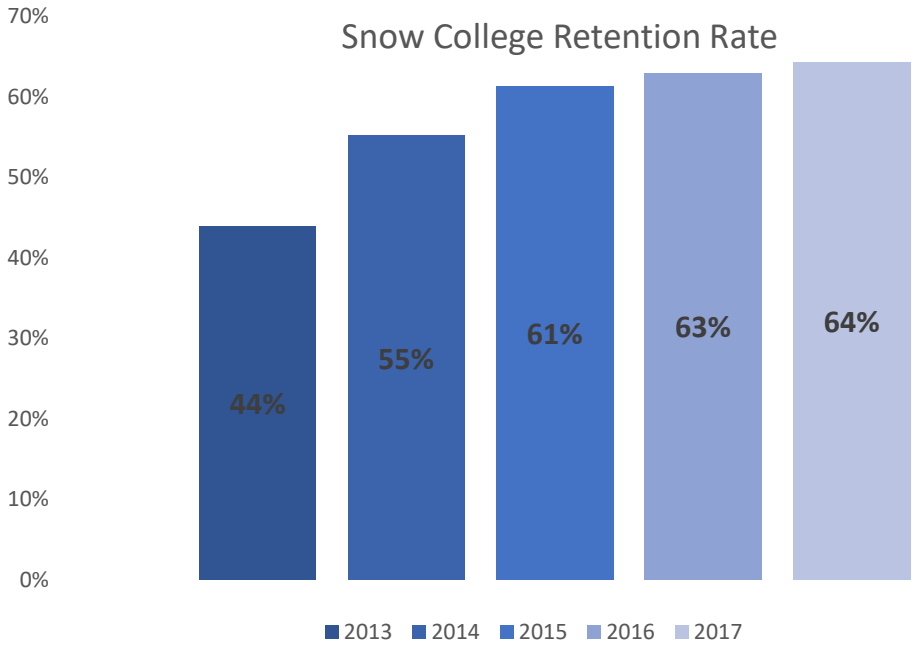


Completion Goal: At least 75% of full-time students receive an award; at least 50% of part-time students.

Data Point: IPEDS Data, Outcomes Reporting Component

Retention Current Baseline:

	2013	2014	2015	2016	2017	5-year Ave
% Retained	44%	55%	61%	63%	64%	57%



Retention Goal: Retain at least 60% of first-time, full-time students

Data Point: IPEDS Data, Enrollment reporting component

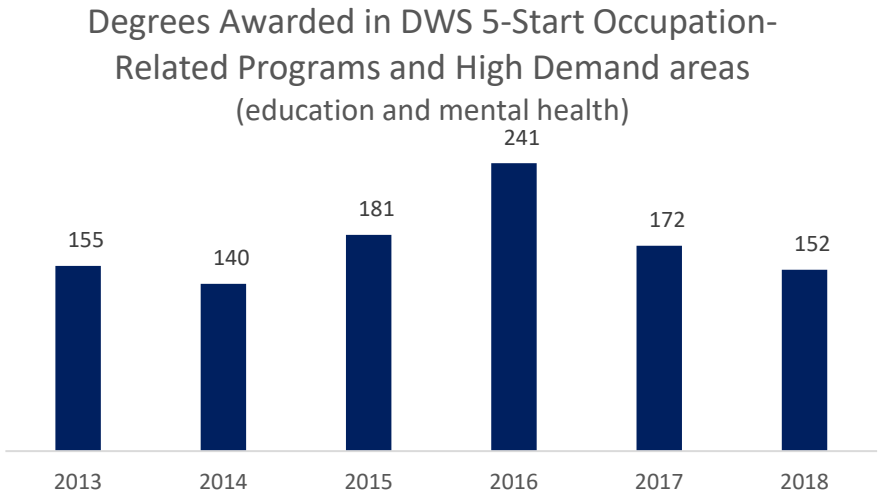
5) **Workforce and Research**: Increase annual number and percentage of degrees and certificates in workforce-ready and/or DWS 5 Start Occupation areas by 5%.

Definition: Number of students who complete certificates and/or graduate.

Benchmark: Numbers of students who completed workforce ready certificates and degrees in the following degree areas: BMCM, Software Engineering, Auto and Diesel, Machine Tools, Manufacturing Technology, Composites, Welding, CIS, Nursing, Business, Cosmetology, Music.

Current Baseline:

6-Year Cumulative number of degrees awarded in DWS 5-Start occupation-related programs as well as awards in key high demand areas such as education and mental health is 1,041.



Degrees Awarded	Certificates	AAS Degrees	Specialized AS Degrees	Specialized BA degrees	All Degrees	Cumulative Degrees
FY 2008	51	46	18	NA	115	115
FY 2009	54	48	16	NA	118	233
FY 2010	67	53	13	NA	133	366
FY 2011	56	42	14	NA	112	478
FY 2012	59	61	10	NA	130	608
FY 2013	53	48	7	NA	108	716
FY 2014	41	27	35	7	110	826
FY 2015	58	31	38	8	135	961
FY 2016	79	29	33	28	169	1,130
FY 2017	78	31	54	17	180	1,310
FY 2018	125	20	56	20	221	1,531

Specialized AS degrees represent Associate of science degrees specific to Nursing (ASN), Business (ASB), and Engineering (APE).
Specialized BA or BS degrees represent the Bachelor of Music with emphasis in Commercial Music and Software Engineering.
The specialized Bachelor's degrees were approved by the Utah State Board of Regents in 2012 (Music) and 2017 (Software Engineering).

Goal: Increase workforce ready graduates by 5%.
Data Point: IR and USHE

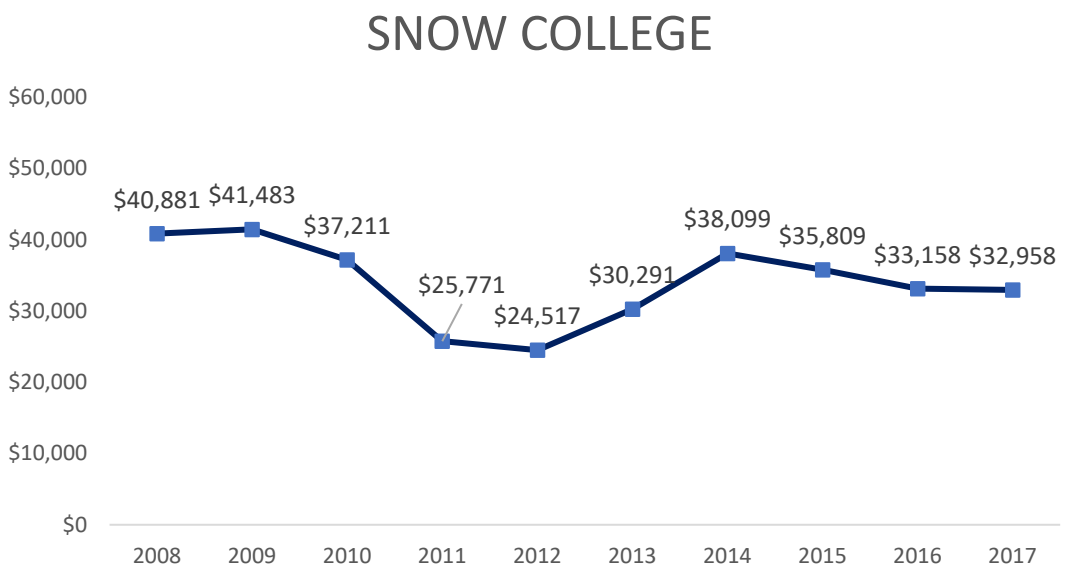
6) **Effective Use of Resources:** Maintain consistency in cost per award; decrease cost per award by increasing number of awards.

Definition: Change in total cost per award compared to change in Higher Education Price Index (HEPI).

Benchmark: Number of awards divided by cost per award as determined by USHE over 5 years.

Current Baseline:

Year	Awards	Cost per Award	5 year Rolling Average	Δ in 5 Year Average	Tax Funds per Award	Tuititon per Award	CPI	HEPI	5 yr Rolling Avg. HEPI	Δ 5 yr Rolling HEPI	**Δ Cost v. Δ HEPI**
2008	659	$40,881			$31,437	$9,443	211.7	273.2			
2009	643	$41,483			$32,066	$9,417	214.7	279.3			
2010	720	$37,211			$27,685	$9,526	216.7	281.8			
2011	1,041	$25,771			$18,297	$7,473	221.1	288.4			
2012	1,088	$24,517	$33,973		$16,990	$7,527	227.6	293.2	$283		
2013	936	$30,291	$31,855	-6.2%	$20,689	$9,602	231.4	297.8	$288	1.7%	**-8.0%**
2014	745	$38,099	$31,178	-2.1%	$25,983	$12,115	235.0	306.7	$294	1.9%	**-4.0%**
2015	856	$35,809	$30,897	-0.9%	$24,386	$11,423	236.7	313.3	$300	2.1%	**-3.0%**
2016	968	$33,158	$32,375	4.8%	$22,581	$10,578	238.3	319.0	$306	2.0%	**2.7%**
2017	1,020	$32,958	$34,063	5.2%	$22,115	$10,843	242.7				



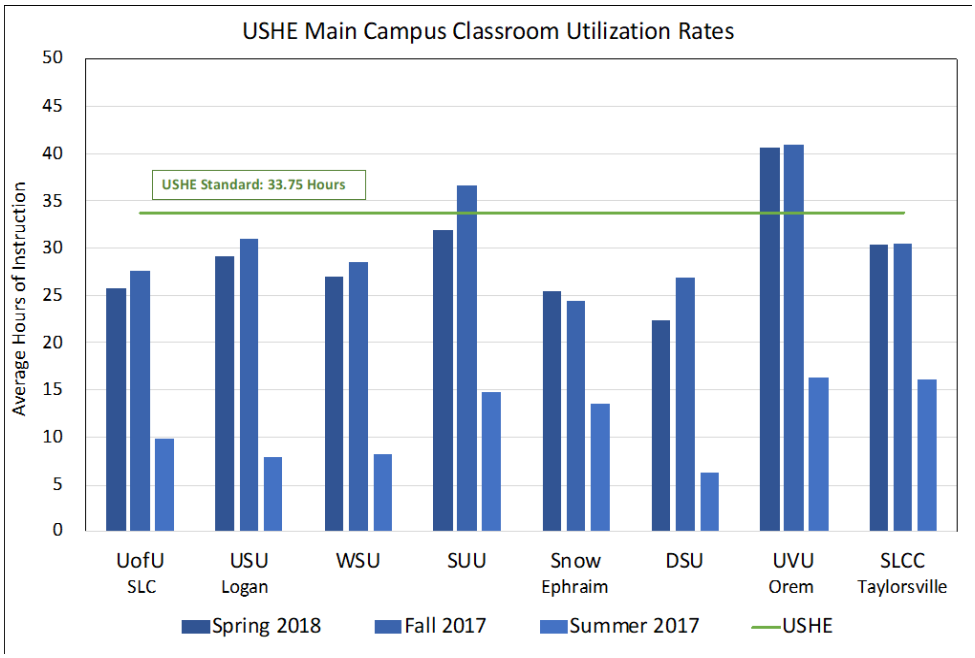
Goal: Increase annual number of awards to reduce cost per award while maintaining quality.
Data Report: USHE

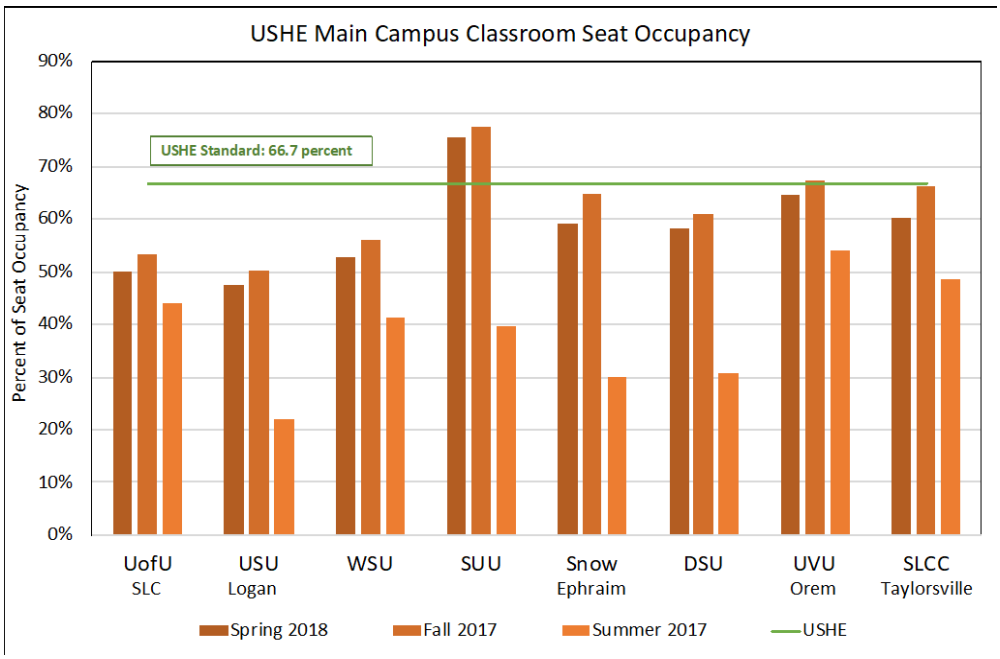
7) **Effective Use of Resources:** Improve space utilization efficiencies.

Definition: Instruction-related classroom space utilization.

Benchmark: Usage calculated by SOR and RUR rates and tracked yearly.

Current Baseline:





		Classroom (110) Utilization											
		Spring Term 2018				Fall Term 2017				Summer Term 2017			
		Room Utilization Rate	Number of Rooms	Station Occupancy Rate	Seats	Room Utilization Rate	Number of Rooms	Station Occupancy Rate	Seats	Room Utilization Rate	Number of Rooms	Station Occupancy Rate	Seats
	Snow College Total	**26.6**	**84**	**55.0%**	**6,544**	**23.1**	**87**	**61.6%**	**7,346**	**16.8**	**23**	**30.1%**	**761**
Ephraim Campus	**Total**	**25.5**	**70**	**59.0%**	**5,944**	**24.5**	**71**	**64.9%**	**6,340**	**13.5**	**18**	**30.0%**	**636**
	Horne Activity Center	22.9	3	56.9%	120	23.4	3	67.0%	120	7.3	3	38.3%	120
	Business Building	16.3	8	58.0%	240	16.6	8	58.9%	240				
	Eccles Performing Arts Bldg	11.0	9	43.0%	3,600	12.1	9	46.3%	3,618	13.3	1	10.0%	50
	Graham Science Center	26.8	5	68.7%	240	22.7	6	68.2%	288				
	Home and Family Studies Bldg	30.4	2	76.8%	80	23.1	2	87.6%	80				
	Huntsman Library	21.2	3	40.7%	300	15.8	3	69.0%	300				
	Health Science Center	5.7	2	61.2%	50	21.2	1	75.0%	24				
	Humanities Building	27.4	13	62.4%	390	21.2	13	67.0%	390	15.1	7	32.4%	210
	Lucy Philips Building	20.6	15	68.2%	540	23.1	15	66.4%	540	15.4	3	31.1%	108
	Noyes Building	33.6	4	60.7%	144	27.5	5	75.7%	500	17.0	3	15.9%	108
	Social Science Building	28.2	5	65.2%	200	30.1	5	71.4%	200	5.2	1	47.5%	40
	Trades Building	20.0	1	30.0%	40	18.8	1	34.2%	40				
Richfield Campus	**Total**	**29.7**	**14**	**21.9%**	**600**	**16.3**	**16**	**29.3%**	**1,006**	**28.7**	**5**	**31.2%**	**125**
	Sorensen Administration Bdlg.	7.7	4	14.6%	140	2.7	5	37.2%	500				
	Washburn Building	38.5	10	23.5%	460	22.5	11	28.1%	506	28.7	5	31.2%	125

		Teaching Labs (210) Utilization											
		Spring Term 2018				Fall Term 2017				Summer Term 2017			
		Room Utilization Rate	Number of Rooms	Station Occupancy Rate	Seats	Room Utilization Rate	Number of Rooms	Station Occupancy Rate	Seats	Room Utilization Rate	Number of Rooms	Station Occupancy Rate	Seats
	Snow College Total	**19.6**	**76**	**49.1%**	**4,288**	**18.7**	**76**	**50.0%**	**4,245**	**17.1**	**8**	**43.9%**	**186**
Ephraim Campus	**Total**	**20.1**	**65**	**49.0%**	**3,947**	**20.1**	**64**	**49.7%**	**3,873**	**16.5**	**7**	**42.9%**	**162**
	Horne Activity Center	20.2	10	30.1%	1,300	19.4	10	32.2%	1,300				
	Business Building	44.0	1	71.7%	20	37.3	1	88.3%	20	6.7	1	95.0%	20
	Eccles Performing Arts Bldg	21.0	20	32.0%	1,500	23.9	18	34.7%	1,350	28.4	2	39.8%	50
	Graham Science Center	21.2	14	71.4%	672	18.6	16	69.1%	768				
	Home and Family Studies Bldg	10.3	3	81.3%	36	12.3	3	66.4%	36				
	Huntsman Library	20.0	1	96.0%	15	24.0	1	83.3%	15				
	Health Science Center	11.7	2	43.5%	64	15.2	2	37.9%	64	31.3	1	46.9%	32
	Humanities Bulding	17.9	8	63.9%	200	15.8	8	71.5%	200	9.3	2	19.4%	40
	Noyes Bulding	5.0	1	100.0%	40	5.0	1	100.0%	40				
	Trades Bulding	12.0	5	79.2%	100	10.4	4	63.8%	80	2.3	1	35.0%	20
Richfield Campus	**Total**	**16.7**	**11**	**50.9%**	**341**	**11.7**	**12**	**53.8%**	**372**	**20.7**	**1**	**54.2%**	**24**
	Washburn Building	16.7	11	50.9%	341	11.7	12	53.8%	372	20.7	1	54.2%	24

Goal: Implement a class scheduling policy by March 2019 that is sensitive to space utilization and improve efficiencies in seat utilization and room utilization rates as per established USHE space utilization standards for classrooms (110) and teaching laboratory (210) spaces.

Data Report: USHE and IR

Institution-Specific Goal on Completion: Increase percentage of students who show evidence of meeting institutional learning outcomes by creating an innovative educational environment that produces graduates who are critical thinkers, effective communicators, and successful problem solvers.

Definition: Number of students who participate in a high impact practice as defined by the institution using AAC&U definitions; assessment results of institutional outcomes.

Benchmark: This metric will be tracked annually for each learning outcome, for internal and national satisfaction surveys, and for HIP (high impact practice) participation.

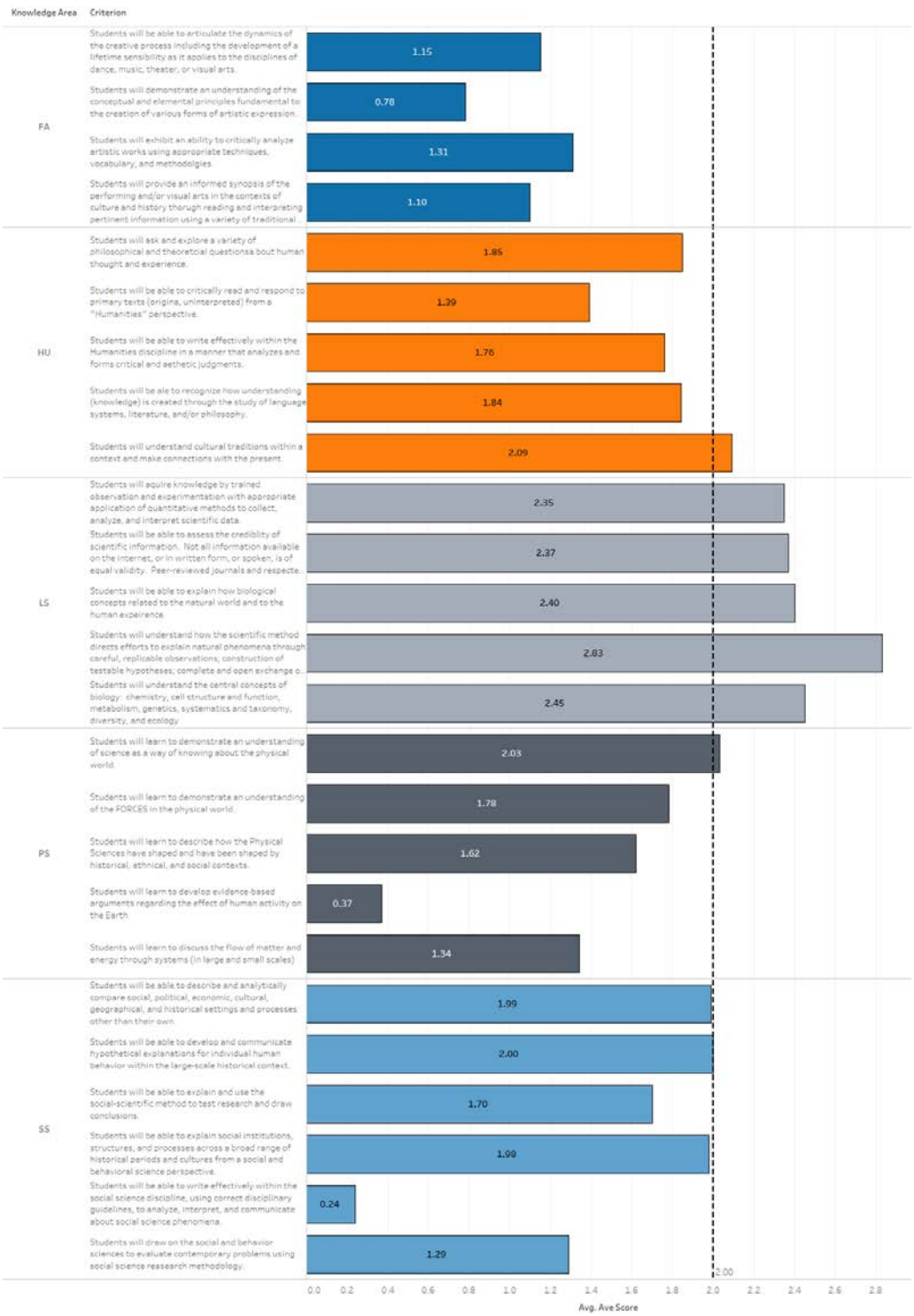
Current Baseline:

CCSSE Benchmarks	Active and Collaborative Learning

	Communication			Critical Thinking					
MSC	# of Artificats	# with scores =>2	% with scores =>2	# of Artificats	# with scores =>2	% with scores =>2	# of Artificats	# with scores =>2	% with scores =>2
FY 2015	79	49	62%	NA	NA	NA	86	67	78%
FY 2016	75	47	63%	75	35	47%	75	55	73%
FY 2017	106	68	64%	65	32	49%	39	27	69%

The Multi-State Collaborative sponsored by AAC&U and SHEEO allowed for Snow College artifacts in key learning areas be scored by objectively on a 1 to 4 (4 = mastery) rubrics respective to each learning outcome.

A sense of vocation/career	2.85	2.97	2.87	2.73	3.08	3.01	3.04	**0.22**	**0.05**	**0.17**
Artistic knowledge and engagement	2.97	2.92	2.91	2.89	3.28	3.22	3.24	**0.31**	**0.30**	**0.34**
Careful Reading	3.20	3.24	3.10	2.96	3.39	3.25	3.41	**0.19**	**0.01**	**0.31**
Creative Thinking	3.41	3.44	3.44	3.26	3.49	3.38	3.34	**0.09**	-0.06	-0.10
Critical Thinking	3.37	3.47	3.41	3.29	3.67	3.68	3.72	**0.30**	**0.21**	**0.30**
Effective Speaking	2.95	3.01	2.90	2.78	3.15	3.20	3.14	**0.20**	**0.19**	**0.23**
Effective Writing	3.25	3.29	3.16	3.07	3.24	3.25	3.39	-0.01	-0.04	**0.23**
Ethnical reasoning and action	2.88	2.81	2.80	2.66	2.92	2.91	2.96	**0.04**	**0.10**	**0.16**
Global knowledge and engagement	2.34	2.52	2.45	2.33	2.44	2.45	2.43	**0.09**	-0.08	-0.01
Information literacy and research skills	3.01	3.11	2.99	2.95	3.34	3.39	3.38	**0.33**	**0.28**	**0.38**
Integrative Thinking	2.78	2.93	2.79	3.19	3.47	3.36	3.41	**0.69**	**0.43**	**0.62**
Intellectual curiosity and initiative	3.00	3.10	3.04	2.72	3.26	3.17	3.12	**0.26**	**0.07**	**0.08**
Intercultural knowledge and competence	2.39	2.51	2.46	2.36	2.69	2.65	2.67	**0.30**	**0.14**	**0.22**
Local knowledge and engagement	2.53	2.66	2.57	2.55	2.52	2.55	2.66	-0.01	-0.11	**0.09**
Problem-Solving	3.48	3.53	3.52	3.33	3.59	3.61	3.60	**0.11**	**0.07**	**0.08**
Teamwork	3.18	3.41	3.44	3.19	3.19	3.24	3.19	**0.01**	-0.17	-0.24
The ablity to apply knowledge to new situations/problems	3.28	3.36	3.29	2.66	3.02	2.93	3.03	-0.26	-0.44	-0.26
The scientific method in problem-solving	2.75	2.76	2.67	2.70	2.83	2.49	3.01	**0.08**	-0.27	**0.34**
Understanding and using quantitative information	2.90	2.85	2.86	2.70	3.40	3.36	3.32	**0.50**	**0.51**	**0.46**



Goal: Ensure HIP experience in first 30 hours for every student; 70% of students will achieve a satisfactory score in assessment results for each institutional outcome; 70% of students will report a perception of having improved in each outcome area over course of degree.

Data Point: IR; survey questions

Annual Program Review Template

Assessment Day Annual Program Review Template 1.B.1, 1.C.5

Please update the fields in the table below.

Program:	
Division:	
Primary Contact Name:	
Primary Contact Email:	
Contributing Faculty/Staff/Administration	

Program Overview

Program Description ***(please make sure this matches what is listed on your program website and your section in the Snow College Catalog.)***	
Degrees and Certificates Offered (list in order)	

Does the program have an established Advisory Committee?

Advisory Committee Member Name	Committee Affiliation

Identify up to three exemplary programs and describe what makes the program distinct from other peer programs.

Peer Institution and Program Name	Exemplary Differences

STUDENT PROFILE 1.D.2, 1.D.3, 1.D.4

Use the Annual Program Review Dashboard to complete the Student Profile Table

1. Go to the **Start Here Tab**—here you will find a glossary of terms and the source material for the dashboard.
2. Go the **Academic Demographics Tab** (tabs are the top of the dashboard)
    a. Under the "Academic Year" make sure the 2019 Academic Year is selected. This represents the most complete fall and spring term (spring 2020 term is not yet complete).
    b. Under the "Division" select the Division that houses your program.
    c. Under the "Subject", check the box(es) that represents your program. *Please note programs are largely determined by subject prefix and more than one box may need to be select to capture appropriate data.*
    d. **Write down the total number of students: _____**
    (this is in the total enrollment box)

3. Using the same **Academic Demographics Tab** identify and record the demographic details in the table below.

Student Profile Table

Demographics	Institution (first column)	Division (middle column)	Program (third column)
Total enrollment			
Percent or Count Female			
Percent or Count First Generation			
Percent or County Minority			
Percent or Count Non-Traditional			
Percent or Count Pell (low income)			

The **Academics Demographic Tab (2)** provides the same program information disaggregated by semester and specific achievement equity gap category (i.e. gender represents male and female students). It is provided as an additional resource.

A. Examine and describe the differences and similarities between student profile trends at the institution, division, and program levels.

COURSE ANALYSIS

The goal this section is to identify and enhance courses where there is the greatest potential to improve student learning and success. This section provides quantified measures at the course level that are related to course and program learning outcomes.

What courses should we evaluate?

- **If your program has collected outcomes assessment data**
  - Use these courses (not all courses should be evaluated)
- **If your program has not collected outcomes assessment data**
  - Examine a gateway course within your program

It is important to select courses that speak to your program's student learning and overall program learning outcomes. Some courses may address more than one learning outcomes.

What course(s) are you evaluating? *(add rows as needed)*

Course Subject/Number	Course Title	Semester(s) Taught

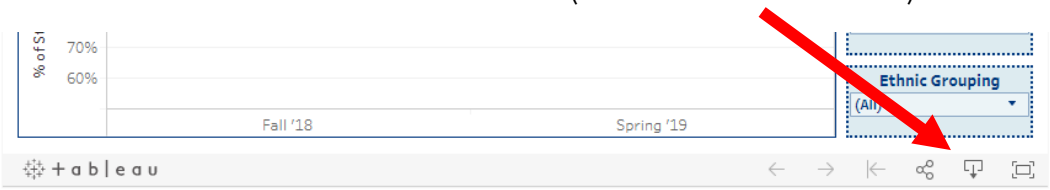
Section 1: Successful Course Completion [1.C.7, 1.D.3, 1.D.4]

Examine successful course completion of your selected course(s) and consider student demographics and performance trends in relation to your division's overall successful course completion trends. You are responsible for providing division data and course specific data.

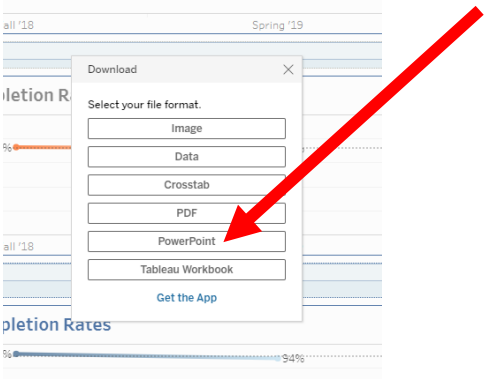
Use the **Course Completion Rates Tab** to generate a Tableau graph that shows successful course completion for the institution, the division, and the program.

Follow these steps:

1. The first chart represents Institutional Course Completion Rates
2. Make sure the second chart is on the division that represents your program (see the blue Division filter).
3. Make sure the third chart is on the subject(s) that represents your program (see the blue filter above the chart).
4. The fourth chart uses the filters on the right to disaggregate program course completion rates by achievement gap groups.
5. Click on the box with the downward arrow (on the bottom menu bar)



6. Select the PowerPoint option from the pop-up menu.



A PowerPoint slide of the data will be downloaded. You can use the copy/paste function in PowerPoint to copy and paste the image to this document.

[Paste the image here]

A. Examine and ***describe*** the differences and similarities between the institution's, and division's overall successful course completion trends and your program data trends.

	Fall Semester	Spring Semester
Institution		
Division		
Course		
Difference		

B. Examine and ***describe*** differences and similarities between your program's overall successful course completion trends and the disaggregated data trends for difference achievement gap groups.

	Fall Semester	Spring Semester	Overall
Division			
Program			
Achievement Group?			
Achievement Group?			
Achievement Group?			
Achievement Group?			

Section 2: Course Enrollment & Grade Distribution [1.C.5, 1.D.2]

This section considers a deeper examination of student performance using average numeric grades per course. For this section, you will be comparing course enrollment and grade distribution trends for your course(s) with overall division data trends.

Go to the **Academic Gaps** Tab and follow these steps. You may also use the GPA Trends tab to make this analysis.

1. Make sure the Division, Subject, represents your division and program. Also make sure the Academic Year is 2019.
2. Using the same steps as before, generate a PowerPoint image of the data and copy and paste it into this document here.

A. Examine and describe the differences and similarities between your program's overall average GPA with GPA trends for key program assessment or gateway courses (see course selection on page 3.

B. Address any achievement gap differences between your program and trends found for specific courses based on student demographics of gender, ethnicity, first-generation status, financial need, geography or other.

C. Describe any recommendations you to address weaknesses in student achievement.

Go to the **DFWI Rates** Tab and follow these steps. You may also use the **DFWI Trends** tab to make this analysis.

3. Make sure the Division, Subject, represents your division and program. Also make sure the Academic Year is 2019.
4. Using the same steps as before, generate a PowerPoint image of the data and copy and paste it into this document here.

D. Examine and describe the differences and similarities between your program's DFWI rate and the DFWI rates for your division and the institution. You may reference courses in your analysis.

E. Address any achievement gap differences between your program' DFWI and trends found for specific courses based on student demographics of gender, ethnicity, first-generation status, financial need, geography or other.

F. Describe any recommendations you to address weaknesses in student achievement.

PROGRAM OUTCOME ASSESSMENT 1.C.5, 1.C.6, 1.C.7,

The goal of this section is to identify and enhance student achievement of program learning outcomes. You may use the same course(s) or additional/other course(s) that those selected for the course assessment section (see page 3).

List your Program Learning Outcomes and the applicable key elements or metrics established to assess student achievement.

1. Program Learning Outcome 1
    a. Key Performance Metric 1
    b. Key Performance Metric 2
2. Program Learning Outcome 2
    a. Key Performance Metric 1
    b. Key Performance Metric 2
    c. Key Performance Metric 3

Complete the following table using data from your outcomes and performance metrics.

Program Outcome	Course	Assignment Title	Total Assessed	Number of students with achievement	Number of students with insufficient achievement	Benchmark	Overall student Attainment (based on benchmark)

A. Based on your program outcome assessment data, briefly describe the strengths and weaknesses in student achievement for each program outcome.

Outcome 1:

Outcome 2:

B. Describe any recommendations to address weaknesses in student achievement of program outcomes.

Outcome 1:

Outcome 2:

C. Attach a copy of any assignments (with instructions) and examples of any student work that demonstrates achievement and insufficient achievement.

REFLECTION [1.B.2, 1.C.5, 1.C.7]

Reflect on the data you have examined in the Program Profile, Student Profile, Course Analysis, and Program Assessment.

A. List 1-3 data observations or trends that you discovered in your assessment of student success in the program.

B. List 1-3 data observations or trends that your discovered in your assessment to needed student improvement in the program.

PROGRAM GOALS and RESOURCE NEEDS [1.C.5, 1.C.7]

This section of the program assessment uses the results of the assessment to inform planning that supports student learning and success. Program members are asked to identify and monitor goals that result from the assessment of student learning in the tables provided below. These will be reviewed and updated annual to reflect progress made.

Goals

As part of our work on continuous improvement, this section identifies program goals that will support student learning and success. Each goal should be something the program needs or wants to accomplish in support of the program's vision. Program goals should consist of actions that can be completed by program members.

Goal:	
Rationale:	
Resources Needed:	
Goal Manager(s):	
Projected Date of Completion:	
Goal Progress/Update:	

Goal:	
Rationale:	
Resources Needed:	
Goal Manager(s):	
Projected Date of Completion:	
Goal Progress/Update:	

Goal:	
Rationale:	
Resources Needed:	
Goal Manager(s):	
Projected Date of Completion:	
Goal Progress/Update:	

Goal:	
Rationale:	
Resources Needed:	
Goal Manager(s):	
Projected Date of Completion:	
Goal Progress/Update:	

The annual program assessment must be completed and submitted to the Office of Academic Affairs by June 1. Any attachments must be included in the report. To submit the document, access and upload your document and other applicable materials (student artifacts, rubrics, etc. to your program's folder on the Assessment Day Teams site. This folder is found under the main Document Library tab/link and under your Division's link.

Feedback reports for each program assessment will be provided by the Office of Academic Affairs by August 1 in preparation for fall assemblies and faculty planning meetings. Feedback reports will be uploaded to the same program folder on the Assessment Day Teams site and/or emailed back to department/program chairs.

Assessment Day Annual Program Review Template 1.B.1, 1.C.5

Please update the fields in the table below.

Program:	Engineering
Division:	Natural Science and Mathematics
Primary Contact Name:	Garth Sorenson
Primary Contact Email:	garth.sorenson@snow.edu
Contributing Faculty/Staff/Administration	Heber Allen Jonathan Allen Kevin Cook Kyle Rowley Keith Steurer Raili Taylor Adam Teichert

Program Overview

Program Description ***(please make sure this matches what is listed on your program website and your section in the Snow College Catalog.)***	Engineering is the profession in which a knowledge of the mathematical and natural sciences gained by study, experience, and practice is applied with judgment to develop ways to utilize economically the materials and forces of nature for the benefit of mankind (ABET). Snow College offers a Bachelor of Science in Software Engineering degree and an Associate of Pre-Engineering (APE) degree. The APE degree is available to students who plan to transfer to a university and pursue a baccalaureate degree in any of the traditional fields of engineering, including computer science.
Degrees and Certificates Offered (list in order)	Associate of Pre-engineering Bachelor of Science in Software Engineering

Does the program have an established Advisory Committee?

Advisory Committee Member Name	Committee Affiliation
Joe Donaldson	Board Member

Hal Henderson	Board Member
Mark Leck	Board Member
John Tippetts	Board Member
Jonathan Turner	Board Member
Steven Weitzeil	Board Member
Betty Jo Western	Board Member

Identify up to three exemplary programs and describe what makes the program distinct from other peer programs.

Peer Institution and Program Name	Exemplary Differences
Salt Lake Community College A.P.E.	

STUDENT PROFILE [1.D.2, 1.D.3, 1.D.4]

Use the Annual Program Review Dashboard to complete the Student Profile Table

4. Go to the **Start Here Tab**—here you will find a glossary of terms and the source material for the dashboard.
5. Go the **Academic Demographics Tab** (tabs are the top of the dashboard)
    a. Under the "Academic Year" make sure the 2019 Academic Year is selected. This represents the most complete fall and spring term (spring 2020 term is not yet complete).
    b. Under the "Division" select the Division that houses your program.
    c. Under the "Subject", check the box(es) that represents your program. *Please note programs are largely determined by subject prefix and more than one box may need to be select to capture appropriate data.*
    d. **Write down the total number of students: 231**
    (this is in the total enrollment box)
6. Using the same **Academic Demographics Tab** identify and record the demographic details in the table below.

Student Profile Table

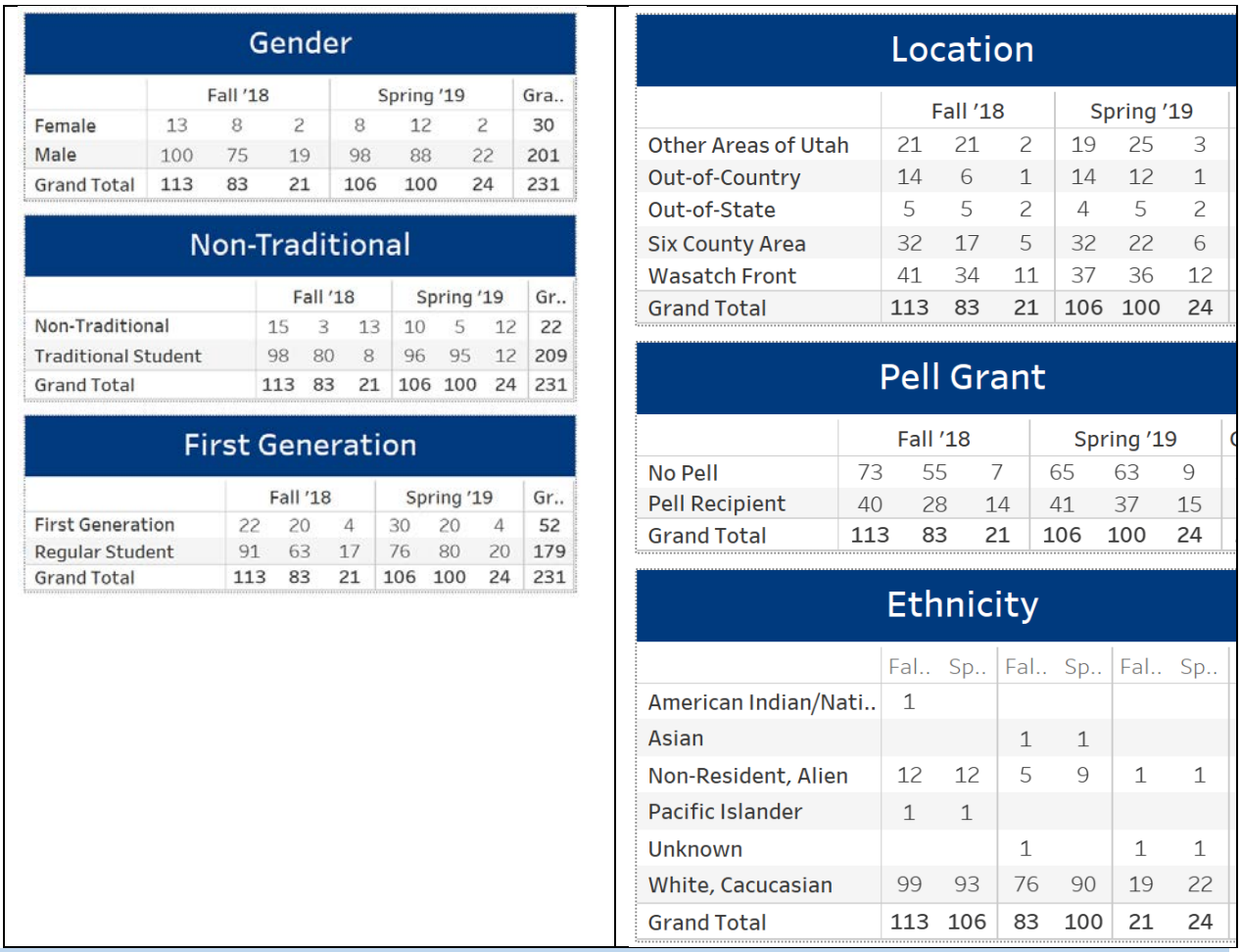
Demographics	Institution (first column)	Division (middle column)	Program (third column)
Total enrollment	6378	3891	231
Percent Female	54%	54%	13%
Percent First Generation	34%	33%	23%
Percent Minority	16%	12%	16%
Percent Non-Traditional	9.8%	8.2%	9.5%
Percent Pell	26%	32%	34%

The **Academics Demographic Tab (2)** provides the same program information disaggregated by semester and specific achievement equity gap category (i.e. gender represents male and female students). It is provided as an additional resource.

B. Examine and describe the differences and similarities between student profile trends at the institution, division, and program levels.

The Engineering and Computer Science programs appear to have more minority and non-traditional students that that associated with the Natural Science and Mathematics Division and Snow College (overall). The program attracts more male than female students. In fact, efforts are being made by all STEM-related programs to increase the number of female students. Female students appear to be the highest in engineering and computer science programs. There also appears to be some attrition between fall to spring semesters in all student classifications. Of note, the most minority students are non-resident/alien students which is indicative of Snow College's international student population.

Academic Demographics by Semester for Engineering, Computer Science and Software Engineering



Gender

	Fall '18			Spring '19			Gra..
Female	13	8	2	8	12	2	30
Male	100	75	19	98	88	22	201
Grand Total	113	83	21	106	100	24	231

Non-Traditional

	Fall '18			Spring '19			Gr..
Non-Traditional	15	3	13	10	5	12	22
Traditional Student	98	80	8	96	95	12	209
Grand Total	113	83	21	106	100	24	231

First Generation

	Fall '18			Spring '19			Gr..
First Generation	22	20	4	30	20	4	52
Regular Student	91	63	17	76	80	20	179
Grand Total	113	83	21	106	100	24	231

Location

	Fall '18			Spring '19		
Other Areas of Utah	21	21	2	19	25	3
Out-of-Country	14	6	1	14	12	1
Out-of-State	5	5	2	4	5	2
Six County Area	32	17	5	32	22	6
Wasatch Front	41	34	11	37	36	12
Grand Total	113	83	21	106	100	24

Pell Grant

	Fall '18			Spring '19		
No Pell	73	55	7	65	63	9
Pell Recipient	40	28	14	41	37	15
Grand Total	113	83	21	106	100	24

Ethnicity

	Fal..	Sp..	Fal..	Sp..	Fal..	Sp..
American Indian/Nati..	1					
Asian			1	1		
Non-Resident, Alien	12	12	5	9	1	1
Pacific Islander	1	1				
Unknown			1		1	1
White, Cacucasian	99	93	76	90	19	22
Grand Total	113	106	83	100	21	24

COURSE ANALYSIS

The goal this section is to identify and enhance courses where there is the greatest potential to improve student learning and success. This section provides quantified measures at the course level that are related to course and program learning outcomes.

What courses should we evaluate?

- **If your program has collected outcomes assessment data**
  - Use these courses (not all courses should be evaluated)
- **If your program has not collected outcomes assessment data**
  - Examine a gateway course within your program

It is important to select courses that speak to your program's student learning and overall program learning outcomes. Some courses may address more than one learning outcomes.

What course(s) are you evaluating? *(add rows as needed)*

Course Subject/Number	Course Title	Semester(s) Taught
SE 4450	Practicum	Spring 2020

SE 3450	Design Patterns	Spring 2020
SE 4230	Advanced Algorithms	Spring 2020
ENGR 2030	Dynamics	Spring 2020
ENGR 2250	Analog Circuits	Spring 2020
CS 2810	Computer Organization & Architecture	Spring 2020

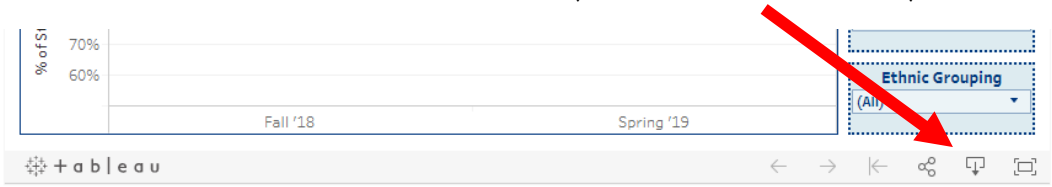
Section 1: Successful Course Completion [1.C.7, 1.D.3, 1.D.4]

Examine successful course completion of your selected course(s) and consider student demographics and performance trends in relation to your division's overall successful course completion trends. You are responsible for providing division data and course specific data.

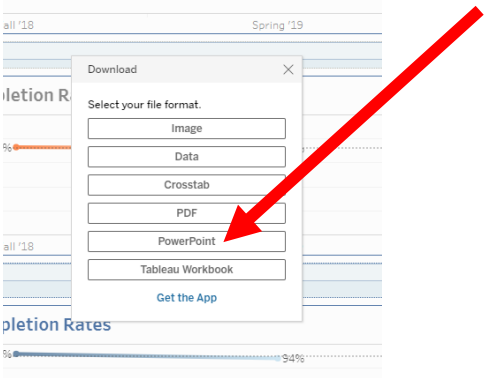
Use the **Course Completion Rates Tab** to generate a Tableau graph that shows successful course completion for the institution, the division, and the program.

Follow these steps:

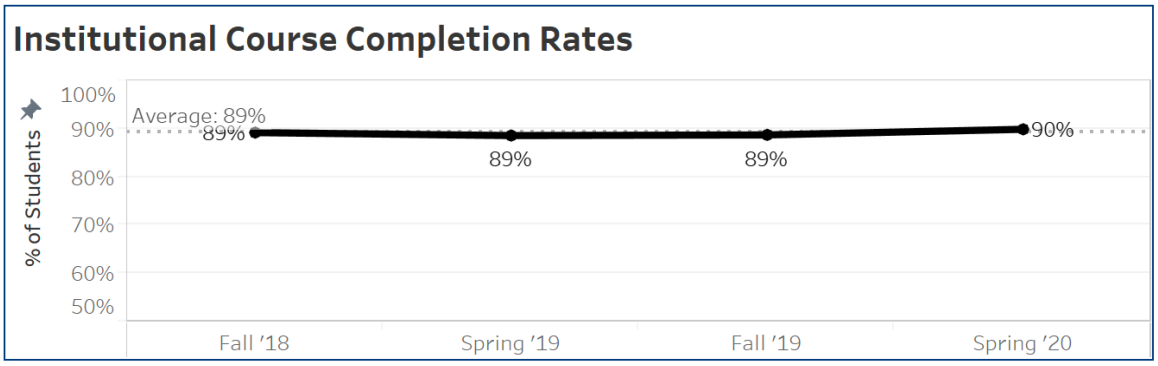
7. The first chart represents Institutional Course Completion Rates
8. Make sure the second chart is on the division that represents your program (see the blue Division filter).
9. Make sure the third chart is on the subject(s) that represents your program (see the blue filter above the chart).
10. The fourth chart uses the filters on the right to disaggregate program course completion rates by achievement gap groups.
11. Click on the box with the downward arrow (on the bottom menu bar)

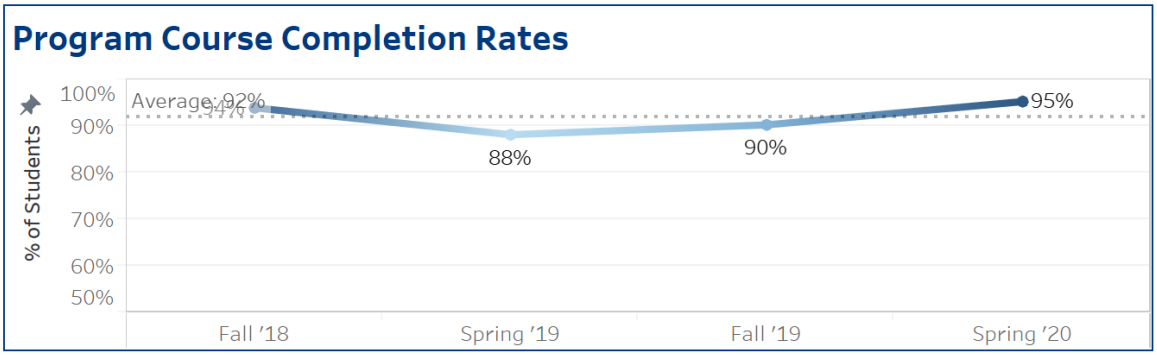


12. Select the PowerPoint option from the pop-up menu.



A PowerPoint slide of the data will be downloaded. You can use the copy/paste function in PowerPoint to copy and paste the image to this document.


Institutional Course Completion Rates
% of Students
100%
90%
80%
70%
60%
50%
Average: 89%
89%
89%
89%
90%
Fall '18
Spring '19
Fall '19
Spring '20


Program Course Completion Rates
% of Students
100%
90%
80%
70%
60%
50%
Average: 92%
94%
88%
90%
95%
Fall '18
Spring '19
Fall '19
Spring '20

C. Examine and *describe* the differences and similarities between the institution's, and division's overall successful course completion trends and your program data trends.

	Fall Semester	Spring Semester
Institution	89%	90%
Division	86%	86%
Course	92%	95%
Difference	+6% (Division)/+3% (Institution)	+9% (Division)/ +5% (Institution)

Overall, the collective programs of engineering, computer science, and software engineering have student completion rates (grades of C- or higher) significantly higher than division and institutional rates. Small class sizes and a very dedicated teaching faculty, who have external/applied expertise in the field, contribute to student success.

D. Examine and *describe* differences and similarities between your program's overall successful course completion trends and the disaggregated data trends for difference achievement gap groups.

Engineering	Fall Semester	Spring Semester	Overall
Division	89%	89%	89%
Program	94%	84%	89%
Female Students	78%	94%	86%
Pell Students	94%	86%	90%
Minority Students	86%	81%	85%

Computer Science	Fall Semester	Spring Semester	Overall
Division	89%	89%	89%
Program	92%	82%	87%
Female Students	83%	65%	74%

Software Engineering	Fall Semester	Spring Semester	Overall
Division	89%	89%	89%
Program	98%	94%	96%

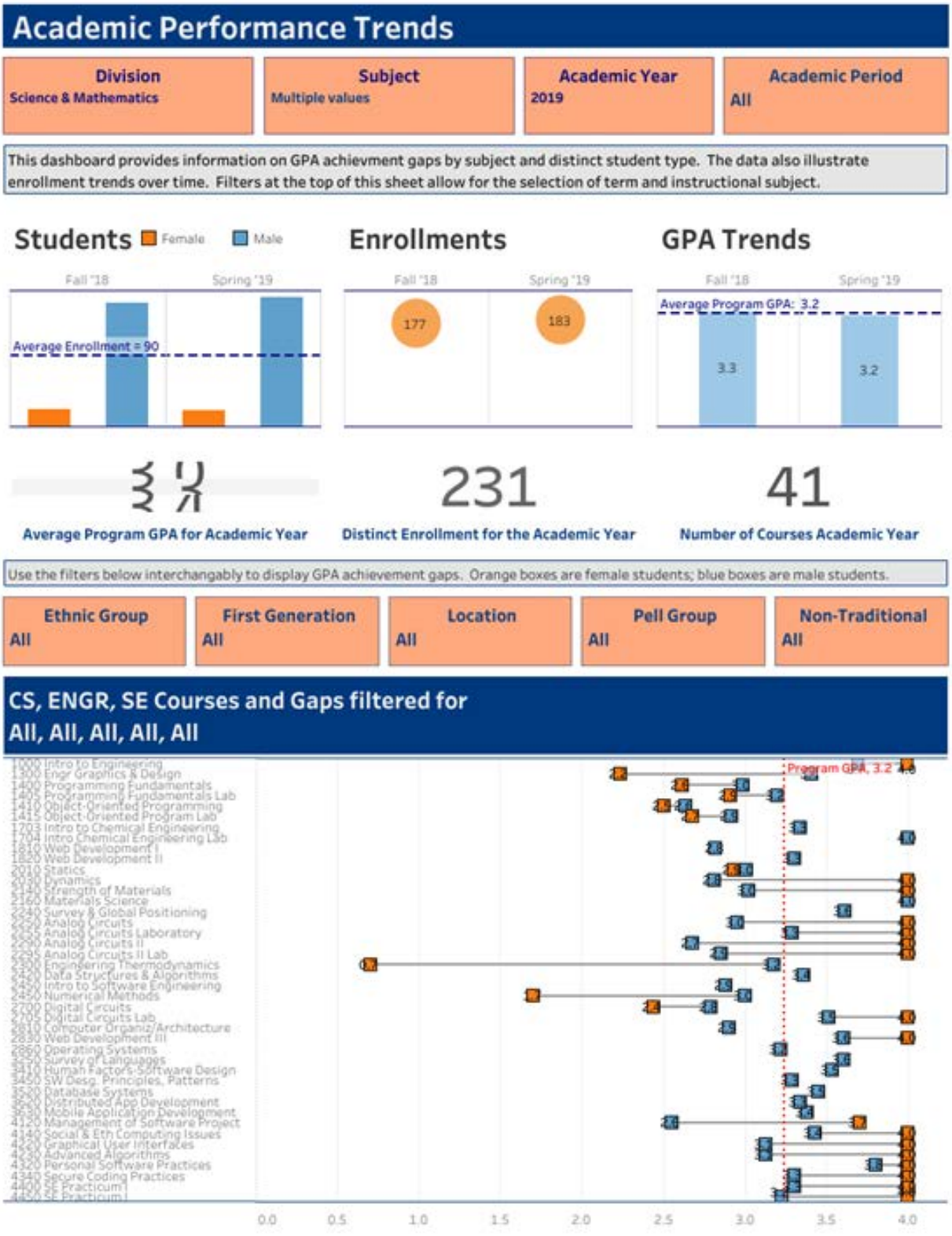
Completion rates for the Engineering program (Associate-level) are consistent if not better than the division. Female students appear to struggle with course completion more than another underrepresented group, particularly during fall semester. This may or may not be associated with the Math requirement associated with the program. The same exists for Computer Science completion. Although better than the completion rates for engineering female students, the rates for female students taking computer science classes is better during fall semester. During spring semester, that rate plummets to 65%. Faculty need to look at the spring semester curriculum to effectively strategize challenges and supports to improve female computer science completion during spring semester. It appears that by the time students are accepted into the software engineering program, they are successful with overall and disaggregated group course completion rates in the high 80-90%.

Section 2: Course Enrollment & Grade Distribution [1.C.5, 1.D.2]

This section considers a deeper examination of student performance using average numeric grades per course. For this section, you will be comparing course enrollment and grade distribution trends for your course(s) with overall division data trends.

Go to the **Academic Gaps** Tab and follow these steps. You may also use the GPA Trends tab to make this analysis.

5. Make sure the Division, Subject, represents your division and program. Also make sure the Academic Year is 2019.
6. Using the same steps as before, generate a PowerPoint image of the data and copy and paste it into this document.


Academic Performance Trends
Division
Science & Mathematics
Subject
Multiple values
Academic Year
2019
Academic Period
All
This dashboard provides information on GPA achievment gaps by subject and distinct student type. The data also illustrate enrollment trends over time. Filters at the top of this sheet allow for the selection of term and instructional subject.
Students
Female
Male
Fall '18
Spring '19
Average Enrollment = 90
Enrollments
Fall '18
Spring '19
177
183
GPA Trends
Fall '18
Spring '19
Average Program GPA: 3.2
3.3
3.2
231
Average Program GPA for Academic Year
Distinct Enrollment for the Academic Year
41
Number of Courses Academic Year
Use the filters below interchangably to display GPA achievement gaps. Orange boxes are female students; blue boxes are male students.
Ethnic Group
All
First Generation
All
Location
All
Pell Group
All
Non-Traditional
All
CS, ENGR, SE Courses and Gaps filtered for
All, All, All, All, All
Program GPA, 3.2
1000 Intro to Engineering
1300 Engr Graphics & Design
1400 Programming Fundamentals
1405 Programming Fundamentals Lab
1410 Object-Oriented Programming
1415 Object-Oriented Program Lab
1703 Intro to Chemical Engineering
1704 Intro Chemical Engineering Lab
1810 Web Development I
1820 Web Development II
2010 Statics
2030 Dynamics
2140 Strength of Materials
2160 Materials Science
2240 Survey & Global Positioning
2250 Analog Circuits
2255 Analog Circuits Laboratory
2290 Analog Circuits II
2295 Analog Circuits II Lab
2300 Engineering Thermodynamics
2420 Data Structures & Algorithms
2450 Intro to Software Engineering
2455 Numerical Methods
2700 Digital Circuits
2705 Digital Circuits Lab
2810 Computer Organiz/Architecture
2850 Web Development III
2860 Operating Systems
3410 Survey of Languages
3430 Human Factors Software Design
3440 SW Desg Principles, Patterns
3520 Database Systems
3600 Distributed App Development
3630 Mobile Application Development
4120 Management of Software Project
4140 Social & Eth Computing Issues
4220 Graphical User Interfaces
4230 Advanced Algorithms
4320 Personal Software Practices
4340 Secure Coding Practices
4400 SE Practicum I
4450 SE Practicum I
0.0
0.5
1.0
1.5
2.0
2.5
3.0
3.5
4.0

Academic Achievement Trends

Division	Subject	Avg. Aspen Grade Gpa
Science & Mathematics	Multiple values	2.0 – 4.0

Gender	Ethnic Group	First Generation	Location	Non-Traditional	Pell
All	All	All	All	All	All

This view shows the trends over time and will not change given the filters. I should be used to compare filtered trends against general subject trends.

This view shows trends over time given the filter(s) applied. It shows the comparision of hte filtered group(s) against overall trends (on the left).

CS, ENGR, SE Average GPA Achievement

	Fall '18	Spring '19
1000 Intro to Engineering	3.9	3.5
1300 Engr Graphics & Design	3.1	3.5
1400 Programming Fundamentals	3.0	2.9
1405 Programming Fundamentals Lab	3.3	2.9
1410 Object-Oriented Programming	2.9	2.5
1415 Object-Oriented Program Lab	2.9	2.9
1703 Intro to Chemical Engineering	3.3	
1704 Intro Chemical Engineering Lab	4.0	
1810 Web Development I	3.1	2.0
1820 Web Development II		3.3
2010 Statics	2.9	3.1
2030 Dynamics		3.0
2140 Strength of Materials	3.1	3.1
2160 Materials Science	4.0	
2240 Survey & Global Positioning	3.6	
2250 Analog Circuits	3.1	
2255 Analog Circuits Laboratory	3.4	
2290 Analog Circuits II		2.9
2295 Analog Circuits II Lab		3.1
2300 Engineering Thermodynamics		2.7
2420 Data Structures & Algorithms	3.5	3.1
2450 Intro to Software Engineering	2.8	2.9
2450 Numerical Methods		2.7
2700 Digital Circuits		2.8
2705 Digital Circuits Lab		3.6
2810 Computer Organiz/Architecture	2.6	3.1
2830 Web Development III	3.7	
2860 Operating Systems	3.2	3.2
3250 Survey of Languages		3.6
3410 Human Factors-Software Design	3.5	
3450 SW Desg. Principles, Patterns		3.3
3520 Database Systems	3.5	
3620 Distributed App Development		3.3
3630 Mobile Application Development		3.4
4120 Management of Software Project	2.8	
4140 Social & Eth Computing Issues		3.6

CS, ENGR, SE GPA Achievement by Filter(s)

	Fall '18	Spring '19
1000 Intro to Engineering	3.9	3.5
1300 Engr Graphics & Design	3.1	3.5
1400 Programming Fundamentals	3.0	2.9
1405 Programming Fundamentals Lab	3.3	2.9
1410 Object-Oriented Programming	2.9	2.5
1415 Object-Oriented Program Lab	2.9	2.9
1703 Intro to Chemical Engineering	3.3	
1704 Intro Chemical Engineering Lab	4.0	
1810 Web Development I	3.1	2.0
1820 Web Development II		3.3
2010 Statics	2.9	3.1
2030 Dynamics		3.0
2140 Strength of Materials	3.1	3.1
2160 Materials Science	4.0	
2240 Survey & Global Positioning	3.6	
2250 Analog Circuits	3.1	
2255 Analog Circuits Laboratory	3.4	
2290 Analog Circuits II		2.9
2295 Analog Circuits II Lab		3.1
2300 Engineering Thermodynamics		2.7
2420 Data Structures & Algorithms	3.5	3.1
2450 Intro to Software Engineering	2.8	2.9
2450 Numerical Methods		2.7
2700 Digital Circuits		2.8
2705 Digital Circuits Lab		3.6
2810 Computer Organiz/Architecture	2.6	3.1
2830 Web Development III	3.7	
2860 Operating Systems	3.2	3.2
3250 Survey of Languages		3.6
3410 Human Factors-Software Design	3.5	
3450 SW Desg. Principles, Patterns		3.3
3520 Database Systems	3.5	
3620 Distributed App Development		3.3
3630 Mobile Application Development		3.4

G. Examine and describe the differences and similarities between your program's overall average GPA with GPA trends for key program assessment or gateway courses (see course selection on page 3.

Engineering 2030 and 2250

- ***ENGR 2030 (Dynamics):*** *The average GPA for all courses was 3.2. The average GPA for this class (aggregated for all groups) was 3.4. Lower GPAs were evident for male students (2.8) than female students (4.0). Minority male students did slightly better with a GPA of 2.9.*
- ***ENGR 2250:*** *The average GPA for this course was 3.5—slightly higher than the GPA for all courses (3.2). This GPA was notably lower for male minority students (2.2) and students from the six-county service area (2.8). Interestingly, Pell and non-traditional male students did better in this course with respective grade averages of 3.1 and 3.3.*

Computer Science 2810

- ***CS 2810:*** *The average GPA for all students taking this course was 2.9, which is on par with the GPA of all computer science courses of 3.0. Minority, first-generation, and Pell, and non-traditional students had a GPA of 2.5. Students from the service region performed better with a GPA of 3.3.*

Software Engineering 3450, 4230, 4450

- ***SE 3450:*** *The average GPA (3.3) was commensurate with the overall program GPA of 3.4. Pell students (n =4) and the non-traditional student did better with GPAs of 3.6 and 4.0, respectively.*
- ***SE 4230:*** *There was a gender difference with female students (4.0, n = 2) performing better than male students (3.1, n = 8). Minority male students (n = 1) and service area students (n = 2) performed better than average with 4.0 GPAs. First generation students (n = 1) had a GPA of 3.0. Pell students had a GPA of 3.6 (with females performing better—GPA = 4.0). Non-traditional students had a GPA of 3.5 (females had a 4.0 GPA; males had a 3.3 GPA).*
- ***SE 4450:*** *The overall GPA for this course was higher than the program GPA (all courses) at 3.6. Females out-performed males with a 4.0 GPA compared to a 3.2 GPA. Minority males had a 4.0 GPA (n = 1). Pell students performed well: males (n = 3) had a 3.6 GPA; females (n = 2) had a 4.0 GPA. Non-traditional male and female students performed equally well with a 3.9 GPA (males, n = 3) and a 4.0 GPA (females, n = 2).*

H. Address any achievement gap differences between your program and trends found for specific courses based on student demographics of gender, ethnicity, first-generation status, financial need, geography or other.

Engineering: *GPA gaps for female students are most pronounced for those enrolled in ENGR 1300 (ENGR Graphics and Design), ENGR 2300 (Engineering Thermodynamics), and ENG 2450 Numerical Methods. The average GPA for female students in these classes compared to male students is in the table below. The female GPA also notes which semester resulted in the lowest average GPA. No other underrepresented groups showed significant GPA gaps.*

Class	Male GPA	Female GPA	Ratio of Female:Male
ENGR 1300	3.4	2.2 (fall semester)	3:38
ENGR 2300	3.2	.7 (spring semester)	1:4
ENGR 2450	3.0	1.7 (spring semester)	1:3

Computer Science: *Average GPAs for male and female students in computer science classes was equitable except for a notable gap in CS 2700 (Digital Circuits).*

Class	Male GPA	Female GPA	Ratio of Female:Male
CS 2700	2.6	0.0 (spring semester)	1:7

Other significant gaps where for female computer science students from Snow College's service region, particular to the introductory classes of Programming Fundamentals (CS 1400), Object-oriented programming (CS 1405) and the Object-oriented programming lab (CS 1405). This was also consistent for service area students receiving Pell grant funds and who are over the age of 25.

Class	Male GPA	Female GPA	Ratio of Female:Male
CS 1400	3.7	2.0 (spring semester)	1:1
CS 1410	1.7	0.0 (fall semester)	1:1
CS 1415	2.0	0.0 (fall semester)	1:1

Data for female students, from the 6-county service area, who are low income, and over the age of 25.

For CS 1410 and CS 1415, the average GPA for these female students was commensurate to the average GPA for male students. In other words, female students (or the one female student) experienced more challenge(s) toward success than her male counterpart during the first fall semester of CS courses.

Software Engineering: *First-generation students academically struggled in the practicum classes (SE 4400 and SE 4450) averaging a 2.7 GPA compared to a 3.4 GPA achieved by their classmates, irrespective of semester). Students from the service region had a lower average GPA for SE 3410 (Human Factors-Software Design) during fall semester, but a higher average GPA for SE 4120 (Management of Software Projects) during the same semester*

I. Describe any recommendations you to address weaknesses in student achievement.

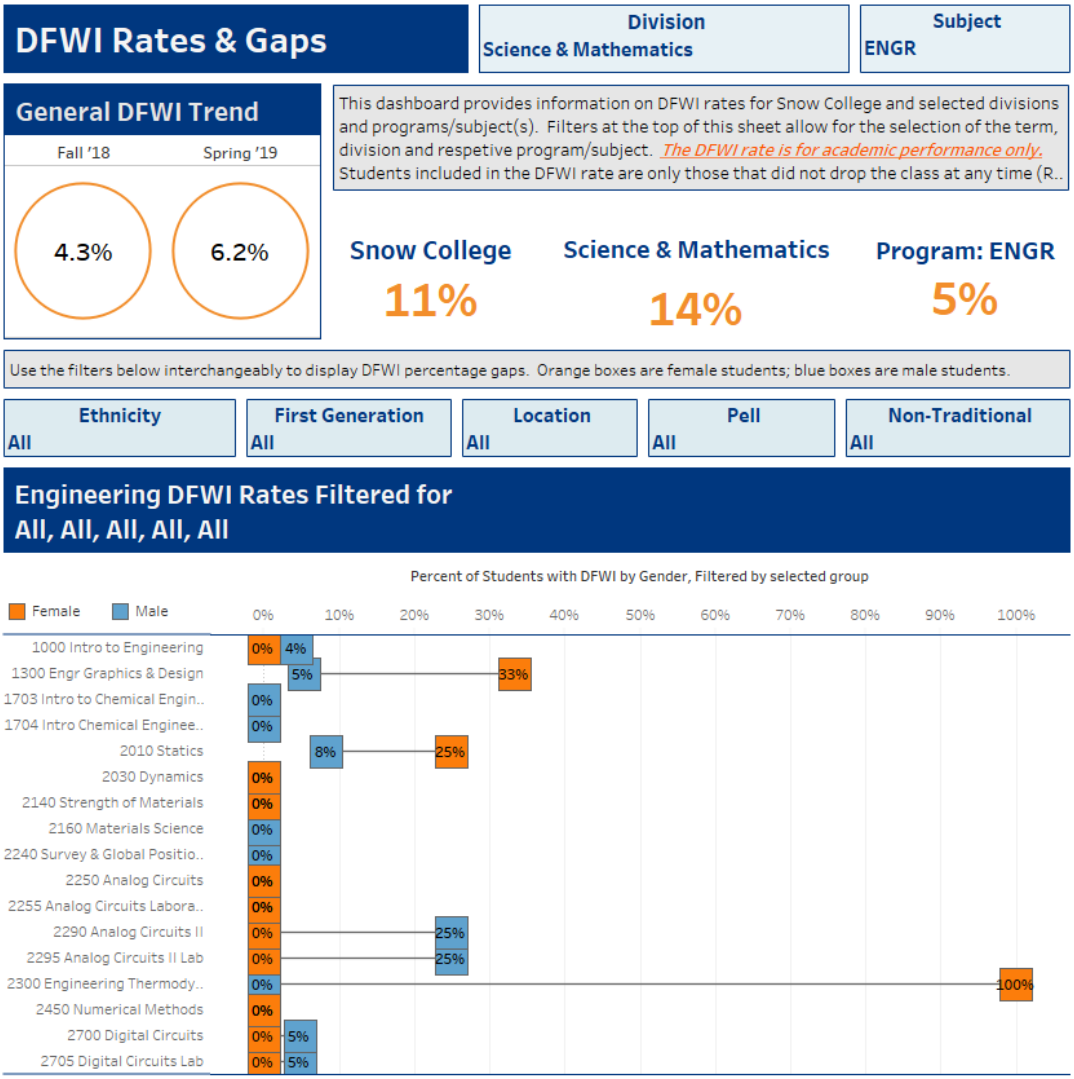
It appears that female students struggle with introductory engineering and computer science courses. However, their academic achievement improves, even above that of male and other underrepresented groups in higher level courses for both programs. Female students perform exceptionally well in the software engineering courses/program.

It is recommended that the engineering and computer science programs explore the specific challenges facing female students in the introductory classes and use that information to provide appropriate resources and support. It is assumed that any identified interventions could also help matriculate more female students into the program (ENGR, CS, SE). It is further recommendation that program personnel coordinate their efforts with Lindsay Chaney (BIOL) and Raili Taylor (ENGR) with funding from a National Science Foundation grant focused on the retention and success rates of STEM students. The female student population is a ready target population that merits intervention and may result in measurable improvement.

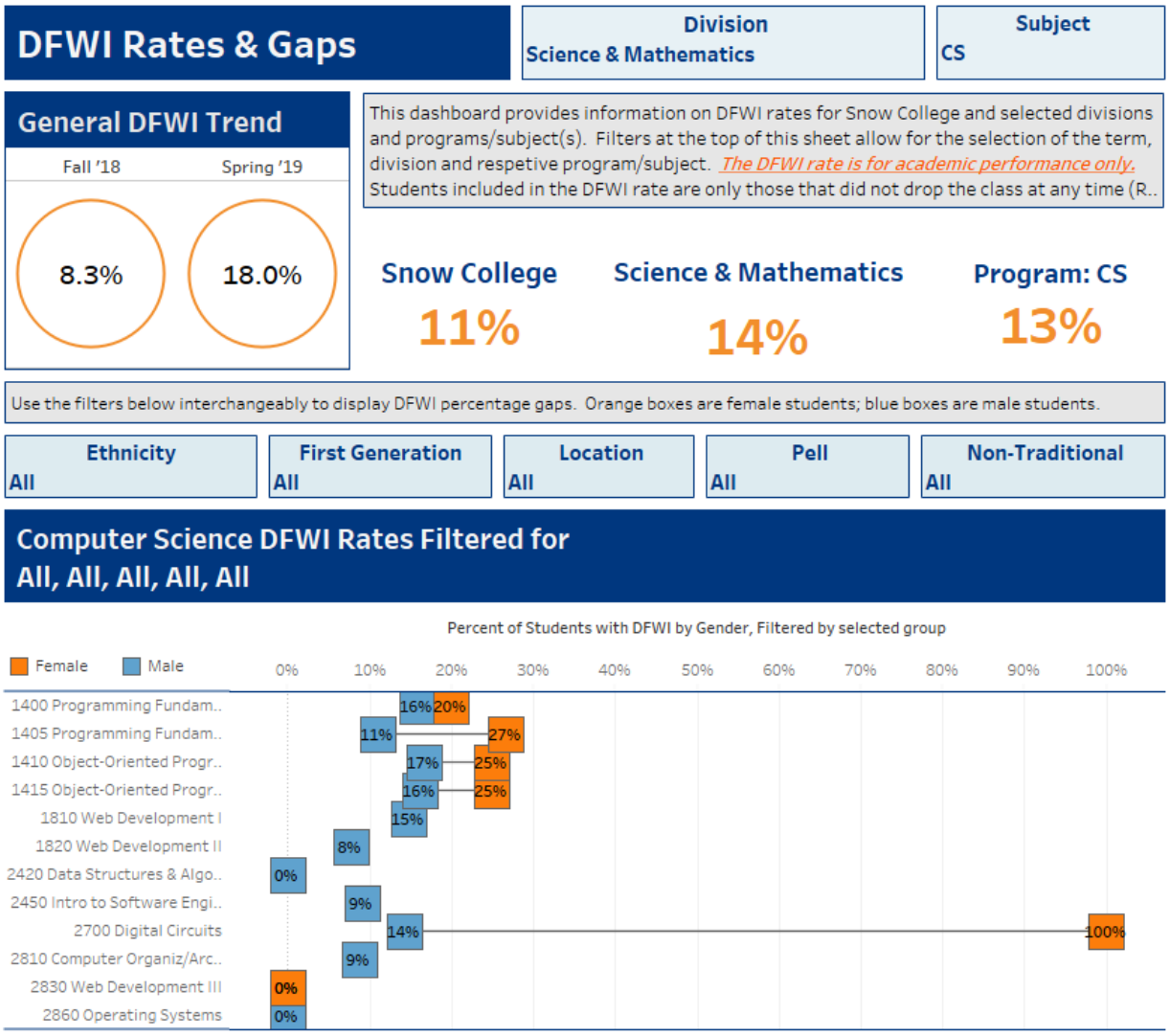
Go to the **DFWI Rates** Tab and follow these steps. You may also use the **DFWI Trends** tab to make this analysis.

7. Make sure the Division, Subject, represents your division and program. Also make sure the Academic Year is 2019.
8. Using the same steps as before, generate a PowerPoint image of the data and copy and paste it into this document.

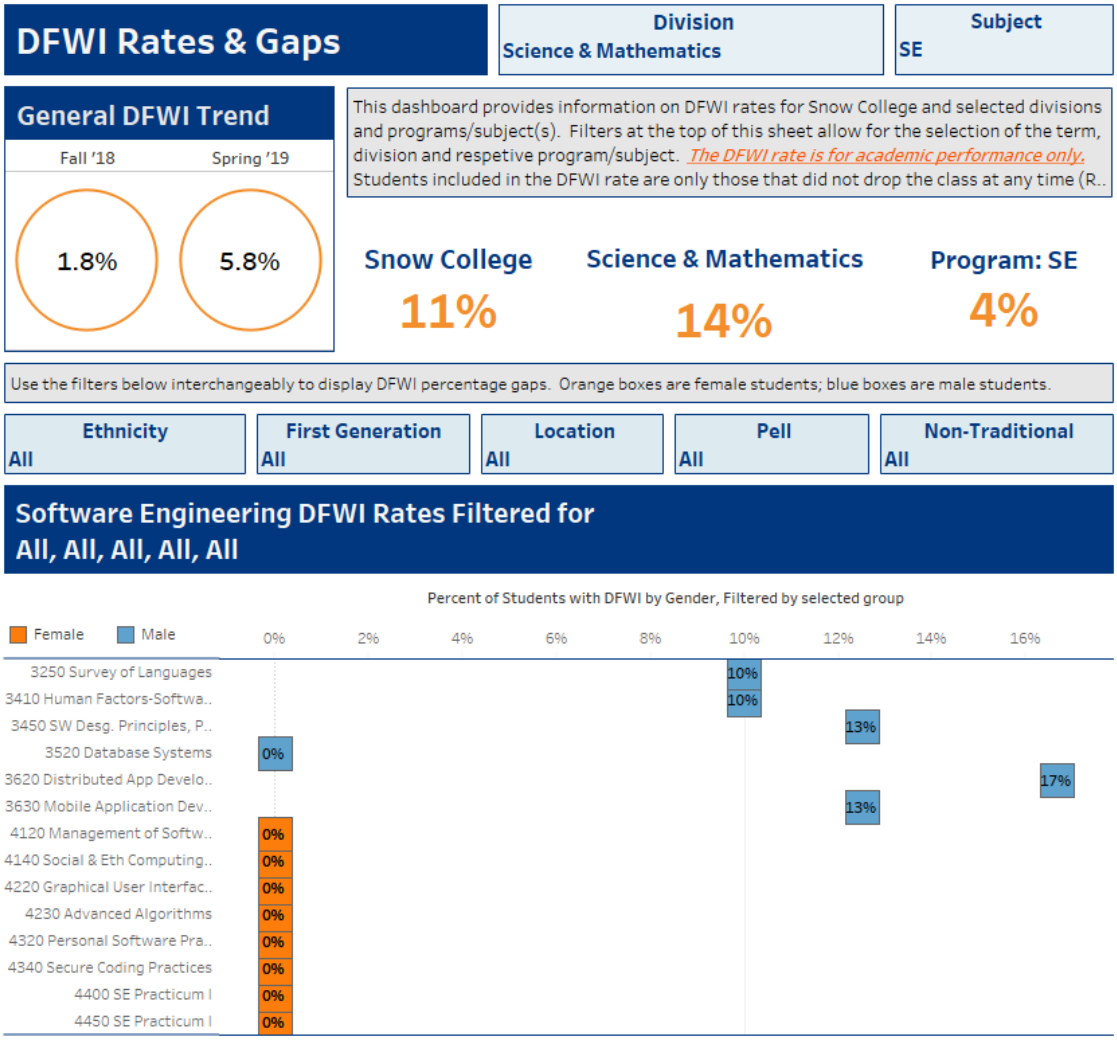
Engineering:



Computer Science:



Software Engineering:



J. Examine and describe the differences and similarities between your program's DFWI rate and the DFWI rates for your division and the institution. You may reference courses in your analysis.

Engineering: *The DFWI rate is significantly lower for the program at 5% compared to the division rate of 14% and the institution rate of 11%. The DFWI rate for Engineering is highest during spring semester (6.2%).*

Computer Science: *The DFWI rate is highest for this program at 13%. More students struggle during spring semester than fall semester 8.0% DFWI, compared to 18.0% (spring semester).*

Software Engineering: *This program has the best DFWI rate at 4%. This rate increases for spring semester to 5.8% (from 1.8%) for all semester.*

K. Address any achievement gap differences between your program' DFWI and trends found for specific courses based on student demographics of gender, ethnicity, first-generation status, financial need, geography or other.

Engineering: *The following students have higher DFWI rates in specific classes. Highlighted are classes with high DFWI rates across different/multiple underrepresented groups. These courses appear to be the most troublesome for he identified students.*

Class	Student Group	DFWI Rate
ENGR 1300	Females	33% (33% failed)
ENGR 2010	Females	25%
ENGR 2010	First-Generation, Females	50%
ENGR 2010	Female, Pell	50%
ENGR 2300	Females	100%
ENGR 2300	Female, Pell	100%
ENGR 1000	Minority Students	50%
ENGR 2290	Minority Students	100%
ENGR 2290	Male, Pell	33%
ENGR 2295	Minority Students	100%
ENGR 2295	Minority, Pell	33%

Computer Science: *The following students have higher DFWI rates in specific classes. Highlighted are classes with high DFWI rates across different/multiple underrepresented groups. These courses appear to be the most troublesome for he identified students. Overall, CS 1410 and CS 1415 are not very female friendly.*

Class	Student Group	DFWI Rate
CS 2700	Females	100%
CS 1410	Female, Minority	50%

CS 1410	Female, Service Area	100%
CS 1410	Female, Pell	50%
CS 1410	Female, Non-Traditional	100%
CS 1415	Female, Minority	50%
CS 1415	Female, Service Area	100%
CS 1415	Female, Pell	50%
CS 1415	Female, Non-Traditional	100%
CS 1405	Female, First Generation	50%

Software Engineering: *The following students have higher DFWI rates in specific classes. Highlighted are classes with high DFWI rates across different/multiple underrepresented groups. These courses appear to be the most troublesome for he identified students.*

Class	Student Group	DFWI Rate
SE 3620	Males	17%
SE 3410	Males, Service Area	33%
SE 3410	Males, Non-Traditional	25%

L. Describe any recommendations you to address weaknesses in student achievement.

- *It is recommended that the program take a serious look at the curriculum and instruction of CS 1410 and CS 1415. It is very unfriendly to female students and appears to be the most significant barrier to female student progress and completion.*

PROGRAM OUTCOME ASSESSMENT 1.C.5, 1.C.6, 1.C.7,

The goal of this section is to identify and enhance student achievement of program learning outcomes. You may use the same course(s) or additional/other course(s) that those selected for the course assessment section (see page 3).

List your Program Learning Outcomes and the applicable key elements or metrics established to assess student achievement.

3. **PO1-SE: produce graduates who are ready to be productive software engineers requiring little or no in-house training after graduation to be effective.**
    a. Portfolio of projects showing ability to create software
    b. Able to apply design patterns and coding with unit and integration tests.
4. **PO2-SE: produce graduates who qualify for immediate admission into a graduate computer science or software engineering program of study.**
    a. Key performance metrics??
5. **PO1-APE: produce graduates who meet or exceed the academic requirements to enter an engineering professional program of study at a four-year engineering program.**
    a. Final exam scores in foundational engineering courses

Complete the following table using data from your outcomes and performance metrics.

Program Outcome	Course	Assignment Title	Total Assessed	Number of students with achievement	Number of students with insufficient achievement	Benchmark	Overall student Attainment (based on benchmark)
PO1-SE	Practicum SE 4450	Portfolio Capstone	5	5	0	>= 85%	100%
PO1-SE	Design Patterns SE 3450	Gas Station Capstone Project (Multi-Threading and Unit/Integration Testing)	16	14	2	>= 75%	87.5%
PO2-SE	Advanced Algorithms SE 4230	Final Project	7	3	4	>= 85% on project	43%
PO1-APE	ENGR 2030	Final Exam	10	8	2	>= 85%	80%
PO1-APE	ENGR 2250	Final Exam					
PO1-APE	Computer architecture CS 2810	Whiteboard 1 (Bubble sort assembly), Class project/Whiteboard 2 (MIPS processor), Final Exam	11	8	3	Pass Whiteboard (oral) exams, >=60% on final	73%

D. Based on your program outcome assessment data, briefly describe the strengths and weaknesses in student achievement for each program outcome.

Outcome 1 (SE):

Strength – Students have compiled a portfolio of work which showcase their skills and abilities in Software Engineering. Web, database, interface, and problem-solving skills have been showcased.

Strength – Class design and multithreading synchronization achieved. Solid programming accomplishment and testing performed.

Strength – Students interviewed well with employers, and 80% had full time employment before graduation. COVID-19 caused the remaining 20% of graduates to have positions withdrawn, but this is not a reflection on student skills, rather a reflection of the economy taking a hiring pause and layoffs due to the pandemic.

Weakness – While all students came to understand the mechanics of unit testing, the philosophy of test design and empirical evidence needs repeated exposure over time and repeated application opportunities.

Outcome 2 (SE):

Strength – All assessed students showed the ability to independently review contemporary academic articles in sufficient depth to select a paper of interest to study in greater depth.

Strength – Some students connected with their chosen article at a sufficient depth to understand, implement, report, and present a main idea related to the paper.

Weakness – Unsuccessful students struggled to either effectively manage time and pressure or to efficiently answer their questions about the ideas in their selected paper.

Outcome 1 (APE):

Strength – Students who meet benchmark measures on final exams in advanced, sophomore level courses have developed problem solving skills and an ability to learn that prepares the student to succeed in higher level, professional courses.

Weakness – while exam scores generally provide an accurate measure of student preparedness, students who have a strong work ethic will succeed in a

professional program by dedicated and consistent practice and effort. This determination is often unmeasurable by written exam. Exams are intentionally written to be challenging and can pose a challenge to students who are traditionally poor test -takers and yet excel at problem solving and learning abilities.

E. Describe any recommendations to address weaknesses in student achievement of program outcomes.

Outcome 1 (SE):

- Continue to emphasize the need for a well-developed portfolio of work.
- Continue to emphasize the benefit of software tests, and the geometric proof principle.

Outcome 2 (SE):

- Increased assistance outside of class through peer and instructor tutoring and mentoring.

Outcome 1 (APE):

- Provide hands-on learning activities and in-class opportunities for student to participate in peer-taught learning with students working on problems with help from other students.
- Where appropriate, provide project-based assessment.

F. Attach a copy of any assignments (with instructions) and examples of any student work that demonstrates achievement and insufficient achievement.

Outcome 1 (SE):

- See appendix, article 1 “Gas Station Assignment”
- See appendix, article 2 “Portfolio”

Outcome 1 (APE):

- See appendix, article 3 “ENGR 2030 Spring 2020 Final Exam - “Achievement” vs. “Insufficient Achievement”

REFLECTION 1.B.2, 1.C.5, 1.C.7

Reflect on the data you have examined in the Program Profile, Student Profile, Course Analysis, and Program Assessment.

C. List 1-3 data observations or trends that you discovered in your assessment of student success in the program.

Need to address CS 1410 and 1415 program achievement. It seems that if the barriers to female achievement in these classes were removed, the entire program would benefit from more female student participation. Female students who continue in the program so better at the associate and bachelor-degree levels.

D. List 1-3 data observations or trends that your discovered in your assessment to needed student improvement in the program.

a. *While all students came to understand the mechanics of unit testing, the philosophy of test design and empirical evidence needs repeated exposure over time and repeated application opportunities.*

b. *Unsuccessful students struggled to either effectively manage time and pressure or to efficiently answer their questions about the ideas in their selected paper.*

c. *While exam scores generally provide an accurate measure of student preparedness, students who have a strong work ethic will succeed in a professional program by dedicated and consistent practice and effort. This determination is often unmeasurable by written exam. Exams are intentionally written to be challenging and can pose a challenge to students who are traditionally poor test -takers and yet excel at problem solving and learning abilities.*

PROGRAM GOALS and RESOURCE NEEDS [1.C.5, 1.C.7]

This section of the program assessment uses the results of the assessment to inform planning that supports student learning and success. Program members are asked to identify and monitor goals that result from the assessment of student learning in the tables provided below. These will be reviewed and updated annual to reflect progress made.

Goals

As part of our work on continuous improvement, this section identifies program goals that will support student learning and success. Each goal should be something the program needs or wants to accomplish in support of the program's vision. Program goals should consist of actions that can be completed by program members.

Goal: (SE)	**Cross-class projects & teamwork**
Rationale:	Collaboration across classes to foster mentoring and learning opportunities.
Resources Needed:	Coordination between instructors to fit in a cross-course project into the course schedule.
Goal Manager(s):	Jonathan Allen, Adam Teichert
Projected Date of Completion:	Fall 2020, ongoing
Goal Progress/Update:	Our first cross-class project was between the Graphical User Interfaces class and our Human Factors in Software Design class. The students presented their project to a member of our Software Engineering Advisory Board who was extremely impressed. To build on that success our Web1 and Web2 courses did a project to build a website for the Snow College Testing Center.

Goal: (SE)	Larger, ongoing projects with real customers
Rationale:	Working on a real project with real customers that gets deployed to run in a real production environment is a different experience than a contrived academic assignment.
Resources Needed:	Contacts with local industry who are willing to dedicate time to work with student teams to help communicate requirements and verify progress.
Goal Manager(s):	All Software Engineering program faculty are involved in this goal.
Projected Date of Completion:	Fall 2020, ongoing.
Goal Progress/Update:	We have initiated a project with the United Angels Foundation (a Utah-based non-profit organization focused in assisting families with special-needs challenges). We have also initiated a project with the Snow College Testing center, and the Snow College Planetarium. We will continue to identify organizations with projects that would be a good fit for our Software Engineering courses

Goal (APE):	Provide hands on learning and service opportunities through short-term and long-term projects.
Rationale:	Enhance the learning and problem-solving skills of all engineering students—including those who benefit and resonate with hands on experiences over written problem solving and test taking assessment.
Resources Needed:	Possible load release for faculty on long-term projects and materials for all projects
Goal Manager(s):	Keith Steurer and Kyle Rowley
Projected Date of Completion:	Fall 2020 / Ongoing
Goal Progress/Update:	We have started to outline what projects to implement and when to roll them out over the academic year.

The annual program assessment must be completed and submitted to the Office of Academic Affairs by June 1. Any attachments must be included in the report. To submit the document, access and upload your document and other applicable materials (student artifacts, rubrics, etc. to your program's folder on the Assessment Day Teams site. This folder is found under the main Document Library tab/link and under your Division's link.

Feedback reports for each program assessment will be provided by the Office of Academic Affairs by August 1 in preparation for fall assemblies and faculty planning meetings. Feedback reports will be uploaded to the same program folder on the Assessment Day Teams site and/or emailed back to department/program chairs.

APPENDIX: ASSIGNMENT Examples

PO1-SE - Gas Station Multithreading Assignment

Assignment Instructions

https://classroom.github.com/g/cbS-xHz- (Links to an external site.)

This is the repository for you to setup your teams. Max team members is 3. You do not have to work as a team, but it is highly recommended.

Part 1: Have your GAS STATION class written to use the state pattern. Implement the following functionality.

GAS PUMP		AutoPumpStop	CardSwipe	HitLow/Med/High	Trigger	PumpReturnLever
	IDLE	*Ignore*	getCardinfo, move to FuelSelection	*Ignore*	*Ignore*	*ignore*
	Fuel Selection	*Ignore*	*Ignore*	set L/M/H	if fuel set, then move to Pumping	return to Idle, zero out card/member info
	PUMPING	stop pump, STAY in pumping state	*Ignore*	*Ignore*	if let go, stop if squeeze, pump	End Pump, goto Receipt
	Receipt	*Ignore*	*Ignore*	*Ignore*	*Ignore*	Print! Goto IDLE

Please SEND me a note via Canvas messages when you have pushed a version of your code to your team's repository and I'll take a look at it.

Phase 1

PUMP -> use state pattern

Phase 2

Pump rate & car

How does a car get assigned a 'pump'?

How much 'gas' and 'fuel type' does a car request?

Phase 3

Volume Simulator (car arrival rate, car demand, assignment to pump)

Prove functionality with 'fixed' demand

Grading:

Phase 1 - 20 points STATE pattern is used well, correct NOUNS & VERBS are used.

Phase 2 - (30 points) 10points Code, 20 points proof of functionality (show me how it is working)

Car -> fuel type, requestedGallons

GasStation -> has 12 pumps

GasStation -> ability to assign a Car to a Pump

TEST: prove car can 'request' fuel from a pump

TEST: prove multiple pumps can be used (ie: car1 to pump1, car2 to pump2, car3 to pump1)

TEST: Pump can show status of READY FOR A CAR or BUSY

TEST: prove pump can ONLY be used by one car at a time

Phase 3 - (volume simulator) (40 points) 10 points code, 30 points proof of functionality)

CODE: CarArrivalSimulator encompasses GasStation (which has pumps) and Car (which has demand and fuel type).

Keep global counters for so you know how many gallons have been given out in total for the Gas Station. (High, Med, Low each need their own total). Keep global counters

so you know how many gallons have been given out in total for each Pump (H/M/L, for each pump).

TEST Scenario 1: Gas station starts out with 0 for all counters, Car1 asks for 10 gallons of low from pump1, Car2 asks for 8 gallons of low from pump2.

Success based on:

- **a) Station should report 18 gallons of Low-Grade gas pumped**
- **b) Pump1 should report 10 gallons pumped**
- **c) Pump2 should report 8 gallons pumped**
- **d) Station reports 2 cars served**

TEST Scenario 2: Setup your station with 12 pumps, send 24 cars to the pumps (likely 2 each pump). Have each car request 7 gallons of gas, all low grade.

Success based on:

- **a) Station should report 168(24*7) gallons of Low-Grade gas pumped**
- **b) Pump1-12 should report X gallons pumped (where X is the actual amount they pumped)**
- **c) Sum of all Pump's output = 168 (matches the station's counter)**
- **d) Station reports 24 cars served**

TEST Scenario 3: Setup your station with 12 pumps, send 8 cars each asking for 8 gallons of HIGH grade, 10 cars asking for 10 gallons each of MID grade, and 7 cars asking for 7 gallons each of LOW grade.

Success based on:

- **a) Station should report 64 gallons of HIGH grade sold, 100 gallons of MID grade sold, and 49 gallons of LOW grade sold.**
- **b) Pump1-12 should report X gallons of High, Y gallons of Mid, Z gallons of Low grade sold.**
- **c) Sum of all Pump's HIGH output totals 64, sum of all Pump's MID output = 100, Low=49. (pump totals match the station's counters)**
- **d) Station reports 25 cars served**

Student Example of Success (SE Outcome 1):

<Test Code>

```
import static org.junit.jupiter.api.Assertions.*;

class GasStationTest {
    static GasStation gasStation;
    static CreditCard card;

    @org.junit.jupiter.api.BeforeAll
    static void setupTestVariables(){
        gasStation = GasStation.getGasStation();
        card = new CreditCard(123456, "Flimus");
    }

    @org.junit.jupiter.api.BeforeEach
    void resetGasStation(){
        gasStation.reset();
    }

    @org.junit.jupiter.api.Test
    void getGasStation() {
        GasStation gasStation1 = GasStation.getGasStation();
        assertSame(gasStation, gasStation1, "Singleton has failed");
    }

    @org.junit.jupiter.api.Test
    void addCarToQueue() {
        assertTrue(gasStation.carQueue.isEmpty());
        Car car = new Car(FuelType.High, 14.7, card);
        gasStation.addCarToQueue(car);
        assertFalse(gasStation.carQueue.isEmpty(), "Car queue is empty");
    }

    @org.junit.jupiter.api.Test
    void oneCarAtTimeCheck() {
        Car car = new Car(FuelType.High, 14.7, card);
        Car car1 = new Car(FuelType.Low, 1500, card);
        gasStation.gasPumps.get(0).setCar(car);
        gasStation.gasPumps.get(0).setCar(car1);
        assertEquals(car, gasStation.gasPumps.get(0).getCar(), "Car0 not in pump it's supposed
to be");
        assertNotEquals(car1, gasStation.gasPumps.get(0).getCar(), "Car1 is assigned to pump
while Car0 is supposed to be");
    }

    @org.junit.jupiter.api.Test
    void multipleCarAssignmentCheck(){
        Car car = new Car(FuelType.High, 14.7, card);
        Car car1 = new Car(FuelType.Low, 1500, card);
        Car car2 = new Car(FuelType.Medium, 1200, card);
        gasStation.addCarToQueue(car);
        gasStation.addCarToQueue(car1);
        gasStation.addCarToQueue(car2);
        gasStation.assignPump();
        assertEquals(car, gasStation.gasPumps.get(0).getCar());
        assertEquals(car1, gasStation.gasPumps.get(1).getCar());
```

```
    assertEquals(car2, gasStation.gasPumps.get(2).getCar());
}


@org.junit.jupiter.api.Test
void checkPumpingGas(){
    Car car = new Car(FuelType.High, 1, card);
    gasStation.addCarToQueue(car);
    gasStation.gasPumps.get(0).startProcess();
    gasStation.gasPumps.get(0).waitForThread();
    assertNull(gasStation.gasPumps.get(0).getCar());
    assertEquals(1, gasStation.gasPumps.get(0).getGasPumpedHigh());
}


@org.junit.jupiter.api.Test
void scenario1(){
    Car car1 = new Car(FuelType.Low, 10, card);
    Car car2 = new Car(FuelType.Low, 8, card);
    gasStation.addCarToQueue(car1);
    gasStation.addCarToQueue(car2);
    //start threads
    for(int i = 0; i < gasStation.gasPumps.size(); i++){
        gasStation.gasPumps.get(i).startProcess();
    }
    //wait for threads
    for(int i = 0; i < gasStation.gasPumps.size(); i++){
        gasStation.gasPumps.get(i).waitForThread();
    }
    assertEquals(18, gasStation.getGasServed());
    assertEquals(2, gasStation.getCarServed());
    //Are they deterministic?
    assertEquals(10, gasStation.gasPumps.get(0).getGasPumped());
    assertEquals(8, gasStation.gasPumps.get(1).getGasPumped());
}

@org.junit.jupiter.api.Test
void scenario2(){
    final int carsTested = 24;
    final Double fuelRequested = 7.0;
    for(int i = 0; i < carsTested; i++){
        gasStation.addCarToQueue(new Car(FuelType.Low, fuelRequested, card));
    }
    assertEquals(carsTested, gasStation.carQueue.size());
    //start threads
    for(int i = 0; i < gasStation.gasPumps.size(); i++){
        gasStation.gasPumps.get(i).startProcess();
    }
    //wait for threads
    for(int i = 0; i < gasStation.gasPumps.size(); i++){
        gasStation.gasPumps.get(i).waitForThread();
    }
    Double total=0.0;
    assertEquals(carsTested, gasStation.getCarServed(), "Incorrect total amount of cars
```

```
served");
        assertEquals( gasStation.getGasServedLow(), carsTested*fuelRequested, 0.01, "Incorrect
total amount of fuel pumped");
        for(int i = 0; i < gasStation.gasPumps.size(); i++){
            assertEquals(1, gasStation.gasPumps.get(i).getCarsServed(), 1, "Incorrect amount
of cars served at " + (i+1));
            assertEquals(fuelRequested, gasStation.gasPumps.get(i).getGasPumped(), 7,
"Incorrect amount of gas served " + (i+1));
            total += gasStation.gasPumps.get(i).getGasPumped();
        }
        assertEquals(gasStation.getGasServed(), total, "Station total does not pump totals");
    }



    @org.junit.jupiter.api.Test
    void Scenario3(){
        //add cars to queue
        for(int i = 0; i < 8; i++){
            gasStation.addCarToQueue(new Car(FuelType.High, 8, card));
        }
        for(int i = 0; i < 10; i++){
            gasStation.addCarToQueue(new Car(FuelType.Medium, 10, card));
        }
        for(int i = 0; i < 7; i++){
            gasStation.addCarToQueue(new Car(FuelType.Low, 7, card));
        }
        //start threads
        for(int i = 0; i < gasStation.gasPumps.size(); i++){
            gasStation.gasPumps.get(i).startProcess();
        }
        //wait for threads
        for(int i = 0; i < gasStation.gasPumps.size(); i++){
            gasStation.gasPumps.get(i).waitForThread();
        }
        //Tests A
        assertEquals(64, gasStation.getGasServedHigh());
        assertEquals(100, gasStation.getGasServedMedium());
        assertEquals(49, gasStation.getGasServedLow());
        Double TotalMid = 0.0;
        Double TotalHigh = 0.0;
        Double TotalLow = 0.0;
        for(int i = 0; i < gasStation.gasPumps.size(); i++){
            TotalLow += gasStation.gasPumps.get(i).getGasPumpedLow();
            TotalMid += gasStation.gasPumps.get(i).getGasPumpedMedium();
            TotalHigh += gasStation.gasPumps.get(i).getGasPumpedHigh();
        }
        //Tests B
        assertEquals(64, TotalHigh);
        assertEquals(100, TotalMid);
        assertEquals(49, TotalLow);


        //Tests C
        assertEquals(gasStation.getGasServedLow(), TotalLow);
        assertEquals(gasStation.getGasServedMedium(), TotalMid);
        assertEquals(gasStation.getGasServedHigh(), TotalHigh);
```

```
        //Tests D
        assertEquals(25, gasStation.getCarServed());
    }



    @org.junit.jupiter.api.Test
    void testPumpStatus(){
        Car car = new Car(FuelType.Low, 15, card);
        gasStation.addCarToQueue(car);
        assertNull(gasStation.gasPumps.get(0).getCar(), "Checks if pump is ready, if not, test
will fail");
        gasStation.assignPump();
        assertNotNull(gasStation.gasPumps.get(0).getCar(), "Checks if pump is ready, if it is,
test will fail");
    }

}
```

<Car Class>

```
public class Car {
    private FuelType fuelType;
    private double fuelRequested;
    private CreditCard card;

    public Car(FuelType fuelType, double fuelRequested, CreditCard card) {
        this.fuelType = fuelType;
        this.card = card;
        if( fuelRequested >= 0 && fuelRequested <= 1000) {
            this.fuelRequested = fuelRequested;
        }
        else{
            fuelRequested=0.0;
        }
    }



    public FuelType getFuelType() {
        return fuelType;
    }

    public void setFuelType(FuelType fuelType) {
        this.fuelType = fuelType;
    }

    public double getFuelRequested() {
        return fuelRequested;
    }
```

```
    public void setFuelRequested(double fuelRequested) {
        if(fuelRequested>=0){
            this.fuelRequested = fuelRequested;
        }
      else{
            System.out.println("You can't pump negative gallons of fuel.");
        }
    }

    public CreditCard getCard() {
        return card;
    }
}
```

<GasPump class>

```
public class GasPump {
    private PossibleStates currentState;
    private PossibleStates fuelSelectionState;
    private PossibleStates idleState;
    private PossibleStates pumpingState;
    private FuelType fuelType;
    private double pumpRate = .1; //gallons/second
    private Boolean pumping;
    private Car car;
    private Double GasPumpedHigh;
    private Double GasPumpedMedium;
    private Double GasPumpedLow;
    private int CarsServed;
    private Thread thread;

    public GasPump(){
        GasPumpedHigh = 0.0;
        GasPumpedMedium = 0.0;
        GasPumpedLow = 0.0;
        fuelSelectionState=new FuelSelectionState(this);
        idleState=new IdleState(this);
        pumpingState=new PumpingState(this);
        setCurrentState(idleState);
        CarsServed = 0;
    }




    public PossibleStates getCurrentState(){
        return currentState;
    }
    public void setCurrentState(PossibleStates currentState){
        this.currentState=currentState;
    }

    public PossibleStates getPumpingState(){
        return pumpingState;
    }
```

```
public PossibleStates getIdleState(){
    return idleState;
}
public PossibleStates getFuelSelectionState(){
    return fuelSelectionState;
}
////////////////////////////////////////////////////////////////////////////////
public void insertCard() throws InvalidCardException {
    currentState.cardSwipe();
}
public void chooseOctane(){
    currentState.selectOctane();
}
public void operateTrigger(){
    try {
        currentState.trigger();
    } catch (InterruptedException e) {
        e.printStackTrace();
    }
}
public void automaticStop(){
    currentState.autoPumpStop();
}
public void returnPump(){
    currentState.pumpReturnLever();
}
public void printReceipt(){
    currentState.receipt();
}



public Car getCar() {
    return car;
}


public void setCar(Car car) {
    if(this.car != null){
        System.out.println("Pump is taken");
    } else{
        this.car = car;
    }
}


public FuelType getFuelType() {
    return fuelType;
}


public void setFuelType(FuelType fuelType) {
    this.fuelType = fuelType;
}


public double getPumpRate() {
    return pumpRate;
}
```

```
public Double getGasPumpedHigh() {
    return GasPumpedHigh;
}

public Double getGasPumpedLow() {
    return GasPumpedLow;
}

public Double getGasPumpedMedium() {
    return GasPumpedMedium;
}

public int getCarsServed() {
    return CarsServed;
}

public synchronized void incrementPumpValues(Double amount){
    CarsServed++;
    if(car.getFuelType() == FuelType.High){
        GasPumpedHigh += amount;
    }
    else if(car.getFuelType() == FuelType.Medium){
        GasPumpedMedium += amount;
    }
    else{
        GasPumpedLow += amount;
    }
}

public void transactionComplete(){
    car = null;
}

public void startProcess(){
    thread = new Thread(new PumpingFuelThread(this));
    thread.start();
}

public void waitForThread(){
    try {
        thread.join();
    } catch (InterruptedException e) {
        e.printStackTrace();
    }
}

public synchronized Double getGasPumped(){
    return GasPumpedLow+GasPumpedMedium+GasPumpedHigh;
}
```

```
}
```

<GasStation class>

```
import java.util.ArrayList;
import java.util.LinkedList;
import java.util.List;
import java.util.Queue;

public class GasStation {
    private static GasStation gasStation;
    public Queue<Car> carQueue = new LinkedList<Car>();
    public List<GasPump> gasPumps = new ArrayList<GasPump>();
    private final int numOfGasPumps = 12;
    private Double GasServedHigh;
    private Double GasServedMedium;
    private Double GasServedLow;
    private int CarServed;



    public static synchronized GasStation getGasStation(){
        if(gasStation == null){
            gasStation = new GasStation();
            return gasStation;
        }
        return gasStation;
    }

    private GasStation(){
        for(int i = 0; i < numOfGasPumps; i++){
            gasPumps.add(new GasPump());
        }
        GasServedHigh = 0.0;
        GasServedMedium = 0.0;
        GasServedLow = 0.0;
        CarServed = 0;
    }



    public void addCarToQueue(Car car){
        carQueue.add(car);
    }

    public void assignPump(){
        while(carQueue.isEmpty() != true && !pumpsFull()){
            for(int i = 0; i < gasPumps.size(); i++){
                if(carQueue.isEmpty() == true){break;}
                if(gasPumps.get(i).getCar() == null){
                    gasPumps.get(i).setCar(carQueue.remove());
                }
            }
        }
    }
```

```
public Boolean pumpsFull(){
    for(int i = 0; i < gasPumps.size(); i++){
        if(gasPumps.get(i).getCar() == null){
            return false;
        }
    }
    return true;
}

public void reset(){
    CarServed = 0;
    GasServedHigh = 0.0;
    GasServedMedium = 0.0;
    GasServedLow = 0.0;
    carQueue = new LinkedList<Car>();
    gasPumps = new ArrayList<>();
    for(int i = 0; i < numOfGasPumps; i++){
        gasPumps.add(new GasPump());
    }
}

public synchronized void incrementGasStationValues(Double amount, FuelType fuelType){
    if(fuelType == FuelType.High){
        GasServedHigh += amount;
    }
    else if(fuelType == FuelType.Medium){
        GasServedMedium += amount;
    }
    else{
        GasServedLow += amount;
    }
    CarServed++;
}

public synchronized Car getFirstCar(){
    return carQueue.remove();
}

public synchronized Boolean checkIsEmpty(){
    return carQueue.isEmpty();
}

public synchronized int getCarServed() {
    return CarServed;
}

public synchronized Double getGasServedHigh() {
    return GasServedHigh;
}

synchronized public Double getGasServedLow() {
    return GasServedLow;
```

```
    }

    public synchronized Double getGasServedMedium() {
        return GasServedMedium;
    }

    public synchronized Double getGasServed() {
        return GasServedHigh + GasServedLow + GasServedMedium;
    }
}
```

<PumpingFuelThread class>

```
import java.util.NoSuchElementException;

import static java.lang.Thread.sleep;

public class PumpingFuelThread implements Runnable {
    private GasPump gpContext;

    public PumpingFuelThread(GasPump gpContext){
        this.gpContext = gpContext;
    }

    @Override
    public void run() {
        GasStation gasStation = GasStation.getGasStation();
        try{
            while(!gasStation.checkIsEmpty()){
                if(gasStation.carQueue.peek() == null){
                    break;
                }
                else {
                    gpContext.setCar(gasStation.getFirstCar());
                    if(gpContext.getCar() == null){break;}
                    System.out.println("Car is set: " + gpContext.getCar().toString());
                    //**********************if let go, stop pump, if squeeze,
pump*********************************
                    //assuming car is assigned to the pump
                    try {
                        gpContext.insertCard();
                    } catch (InvalidCardException e) {
                        e.printStackTrace();
                    }
                    gpContext.chooseOctane();
                    gpContext.operateTrigger();
                    gpContext.incrementPumpValues(gpContext.getCar().getFuelRequested());

gasStation.incrementGasStationValues(gpContext.getCar().getFuelRequested(),
gpContext.getCar().getFuelType());
                    gpContext.printReceipt();
                }
            }
        } catch(NoSuchElementException e){}
```

```
    }
}
```

Portfolio Collection:

https://mexvance.github.io/my-portfolio/#/

https://github.com/kylerdaybell/

http://kylerdaybell.com/

https://brandonisbell.dev/#/projects
https://alexmickelson.guru

PO2-SE – Advanced Algorithms Final Project

Assignment Instructions

For your final project, you will choose a recent academic article to study and the give a presentation explaining the main point and a demonstration of an implementation of your own that leverages the principle to solve a problem. You will submit a written summary of your work.

Final Project, Part 1: Finding a paper and choosing an algorithm to implement and analyze

The first third of your work for the final project will be to spend a serious amount of time looking at various papers with titles and abstracts that interest you and that related to the content of our course and carving out the scope for the rest of the project. (Feel free to narrow things down and then ask me for some feedback on the papers you are looking at.)

You are responsible to submit a report with the following items (there is no page requirement, but you should clearly identify and address each of the following points):

7. [2 pts.] A brief paragraph noting frequent ideas or keywords that you noticed from your exploration of paper titles, abstracts, and content that you explored. (This can just be your best guess to make sense of the various things you came across; the point is that I want you to be getting some sense of the context for the paper that you eventually select, and I want you to realize that this exploration and review is actually a significant part of laying the foundation for understanding a particular idea or paper in the field.)
8. [2 pts.] A link to the paper you have chosen (please obey copyright laws: choose a paper that has a freely available pre-print version [like those on arxiv] or is accessible via the Snow College library or is posted on the official proceedings of a conference).
9. [2 pts.] A high-level summary of the main idea of the article you select (you will expand on this for the final submission; the point here is to make sure you understand enough to know it is something you can and want to work with).
10. [2 pts.] A brief paragraph identifying an algorithm in the paper that you can implement some piece of.

11. [1 pt] A theorem statement related to the correctness of the algorithm (something that you with help from the paper will be able to prove in your final report).
12. [1 pt] A theorem statement related to the resources (time, memory, (randomness?), bandwidth) required by the algorithm (again, something that you will be able to later prove in your final report with help from the paper).

You might start by browsing paper titles and abstracts posted on one of the following websites:

https://arxiv.org/list/cs.DS/recent (Links to an external site.)
https://arxiv.org/list/cs/recent (Links to an external site.)
https://search.proquest.com/index (Links to an external site.)
https://snow.edu/library/databases.html (Links to an external site.)

Final Project, Part 2: Describe, analyze, and implement
The second third of your work for the final project is to understand the paper and algorithm you have selected deeply enough to analyze and implement it.

You are responsible to submit a report with the following items:

13. [4 pts.] At least a one-page report (you can use your part one report as a starting place) describing the paper's main idea and algorithm, including what the algorithm is (consider using pseudo-code) why it is of interest.
14. [2 pts.] Give a proof relating to correctness (ideally the theorem you identified in part I).
15. [2 pts.] Give a proof relating to resource requirements (again, ideally the theorem you identified in part I).
16. [6 pts.] Provide an implementation (and test cases [2 out of the 6 points]) of the algorithm (ideally in python if appropriate).
17. [1 pt.] Apply your implementation to example data and report your results.

Final Project, Part 3: Present your work
The last portion of your final project is to prepare a presentation of the algorithmic idea, analysis, and implementation. You will have 10 minutes to share your presentation in class.

Prior to class you should submit [3 pts.] A short deck of pdf slides: (a) motivation, (b) main idea, (c) algorithm that you implemented. You will receive up to [2 pts] for giving your presentation.

Example of Satisfactory Performance

Proposal for Final

- A brief paragraph noting frequent ideas or keywords that you noticed from your exploration of paper titles, abstracts, and content that you explored. (This can just be your best guess to make sense of the various things you came across; the point is that I want you to be getting some sense of the context for the paper that you eventually select, and I want you to realize that this exploration and review is actually a significant part of laying the foundation for understanding a particular idea or paper in the field.)

This paper is about a fairly low level data hiding method in images. It uses images with Block Truncated Coding (BTC). Which is fundementally build around black and white (pixels are integers). The paper references several other works where BTC has been studied with color pictures and videos. Quantization levels is a common term in the paper. The quantization levels are two values (calculated from the original selection of pixels) that will represent the pixels upper and lower values after compression. They are related to the mean, standard deviation, and number of pixels above/below the mean.

- A link to the paper you have chosen

https://go.gale.com/ps/retrieve.do?tabID=T002&resultListType=RESULT_LIST&searchResultsType=SingleTab&searchType=AdvancedSearchForm&currentPosition=6&docId=GALE|A459291038&docType=Report&sort=Relevance&contentSegment=ZCDB&prodId=CDB&contentSet=GALE|A459291038&searchId=R3&userGroupName=snowcoll&inPS=true

- A high-level summary of the main idea of the article you select

Previous methods of data injection into BTC images have had a limitation that the amound of data that you could fit in every block (section of pixesl) had to fit between the upper and lower quantization levels. Usually these levels are pretty close to eachother so not much data can fit between them. This new algorithm is smarter about deciding how to inject data. It introduces fliping the direction of the offset bit if there would not be enough space for the data.

- A brief paragraph identifying an algorithm in the paper that you can implement some piece of.

Section 3.6 of the paper is a simple example of their algorith on a 9x9 matrix, injecting 12 bits of data. I would implement at least that piece.

- A theorem statement related to the correctness of the algorithm

The algorithm uses two techniques to hide data in the BTC compression. These techniques are reversable, reversing them gives back the original message. This proves that the algorithm is correct.

- A theorem statement related to the resources (time, memory, (randomness?), bandwidth) required by the algorithm

Given a block of n pixels you would need to iterate over n pixels three times. First to get the BTC compression, second to calculate eligable pixels for data storage, and third to inject the data.

Description:

The algorithm I studied is a reversible data hiding technique. It uses images with Block Truncated Coding (BTC). BTC is a lossy compression technique for grayscale images (although there has been work done to apply BTC to color images and videos).

Quantization levels is a common term in the paper. The quantization levels are two values (calculated from the original selection of pixels) that will represent the pixels upper and lower values after compression. They are related to the mean, standard deviation, and number of pixels above/below the mean.

A strength of this algorithm is that shifting the quantization levels to embed data keeps the image in BTC format. This allows for multiple embedding levels to be performed on the same image. The keys needed to decode one layer can be added to the next layer. A final step of flipping high and low btc levels can be used to encode the last bits of necessary decoding information.

Correctness Proof:

The method of quantum level shifting allows for a consistent decoding method. My included implementation proves that encoded information can be decoded, which proves that this algorithm is correct.

Resource Proof:

Given a block of n pixels you would need to iterate over n pixels the encoding levels + 2 times. The first pass is to adjust quantization levels to support the number of encoding levels. The next step is to encode the data, if you had two encoding levels you would have two passes. The final step is to flip the large and small quantization levels.

The encoding levels can be calculated by dividing the size of the secret by the amount of data that can be encoded at each level. So this algorithm has a O(s * n) where s is the size of the secret and n is the number of pixels. This is because the worst case scenario is that you can only encode one bit of the secret at each level.

Motivation:

I thought this algorithm was interesting because I really like the idea of hiding secret messages and passing them along. The paper theorizes that this kind of data hiding could be used to store cryptographic keys for deep authentication.

Motivation

- You could hide cryptographic keys for authentication embedded in your image
- You could send secret notes to your neighbor through facebook without anyone knowing

BTC

- Compression for black and white images
- Holds data in tuples (low_pixel_value, high_pixel_value, [0, 1, 0, 1, 1, 1, 0, 1, 1])

Hiding data

- We can hide data by taking the most common difference between high and low btc codes in an image
- For every block that has that difference we embed a secret bit
- If the block has a greater difference than the most common we increase the difference by one
- Iterate over the lower values then the higher values
- A final data embedding technique is to flip the high and low bits to encode binary

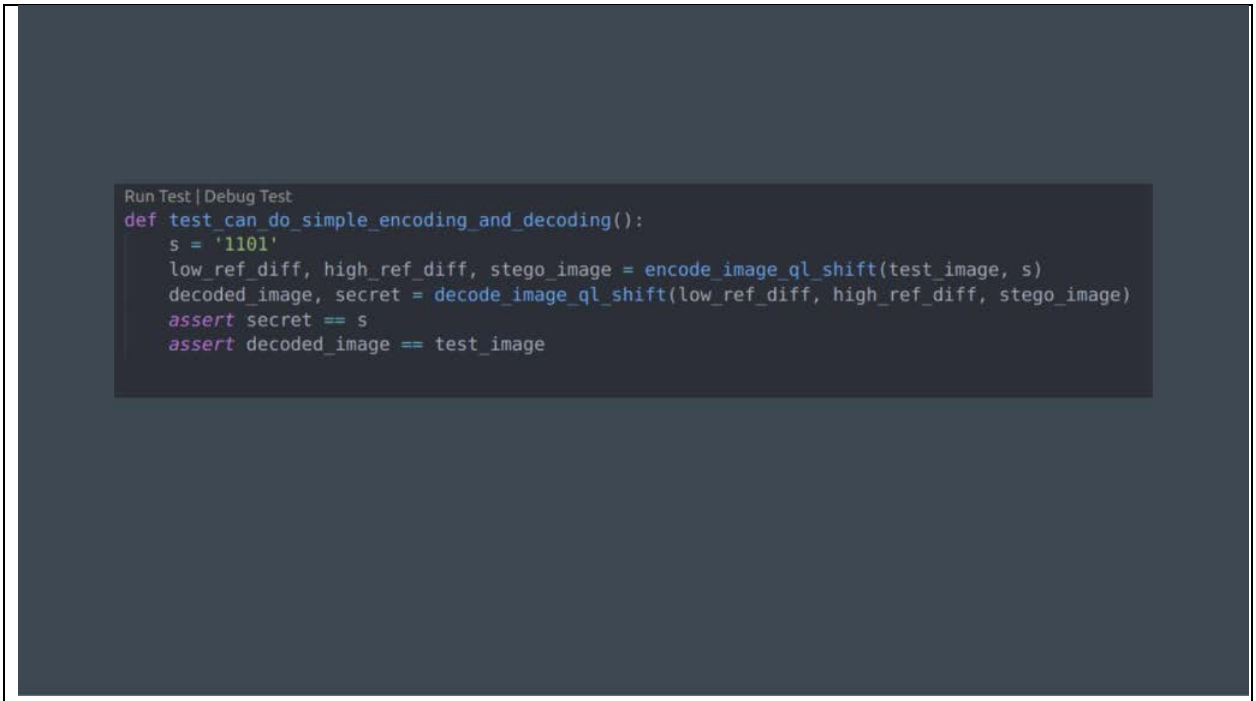
Data Extraction

- Metadata will be encoded in binary by decoding swapped high and low values
- The keys needed to decrypt the next layer will be included in the current layer
- The original BTC image can be completely recovered after data is extracted

```
def encode_image_ql_shift(image, secret):
    low_ref_diff = get_most_frequent_difference(image)
    lower_shifted_image = []
    for row in image:
        lower_shifted_row = []
        for btc in row:
            embedded_btc, secret = encode_lower_ql(btc, secret, low_ref_diff)
            lower_shifted_row.append(embedded_btc)
        lower_shifted_image.append(lower_shifted_row)

    upper_ref_diff = get_most_frequent_difference(lower_shifted_image)
    upper_shifted_image = []
    for row in lower_shifted_image:
        upper_shifted_row = []
        for btc in row:
            embedded_btc, secret = encode_upper_ql(btc, secret, upper_ref_diff)
            upper_shifted_row.append(embedded_btc)
        upper_shifted_image.append(upper_shifted_row)

    return low_ref_diff, upper_ref_diff, upper_shifted_image
```



```
Run Test | Debug Test
def test_can_do_simple_encoding_and_decoding():
    s = '1101'
    low_ref_diff, high_ref_diff, stego_image = encode_image_ql_shift(test_image, s)
    decoded_image, secret = decode_image_ql_shift(low_ref_diff, high_ref_diff, stego_image)
    assert secret == s
    assert decoded_image == test_image
```

```
from statistics import mode


class BTC_CODE():
    def __init__(self, low, high, bits):
        # quantization level
        self.low = low
        self.high = high
        self.bits = bits

    def __eq__(self, obj):
        return (
            obj.low == self.low and
            obj.high == self.high and
            obj.bits == self.bits
            )

    def difference(self):
        return self.high - self.low


def preprocess_btc_code(embedding_level, btc_code):
    if(btc_code.high > 255 - embedding_level):
        new_low = btc_code.low - embedding_level
        new_high = btc_code.high - embedding_level
        return BTC_CODE(new_low, new_high, btc_code.bits)
```

```
    if(btc_code.low < embedding_level):
        new_low = btc_code.low + embedding_level
        new_high = btc_code.high + embedding_level
        return BTC_CODE(new_low, new_high, btc_code.bits)

    return btc_code

def grayscale_array_to_btc(array):
    pass


def get_most_frequent_difference(image):
    diferences = []
    for codes in image:
        for btc_code in codes:
            diferences.append(btc_code.difference())
    return mode(diferences)


def encode_lower_ql(btc_code, secret, referential_difference):
    if(btc_code.difference() > referential_difference):
        return BTC_CODE(btc_code.low - 1, btc_code.high, btc_code.bits),
secret

    if(len(secret) == 0):
        return btc_code, secret

    if(btc_code.difference() == referential_difference):
        new_secret = secret[1:]
        bit = 1 if secret[0] == '1' else 0
        new_btc = BTC_CODE(btc_code.low - bit, btc_code.high,
btc_code.bits)
        return new_btc, new_secret

    return btc_code, secret


def encode_upper_ql(btc_code, secret, referential_difference):
    if(btc_code.difference() > referential_difference):
        return BTC_CODE(btc_code.low, btc_code.high + 1, btc_code.bits),
secret

    if(len(secret) == 0):
        return btc_code, secret

    if(btc_code.difference() == referential_difference):
```

```
        new_secret = secret[1:]
        bit = 1 if secret[0] == '1' else 0
        new_btc = BTC_CODE(btc_code.low, btc_code.high + bit,
btc_code.bits)
        return new_btc, new_secret

    return btc_code, secret


def decode_lower_ql(btc, referential_difference):
    if(btc.difference() == referential_difference + 1):
        new_btc = BTC_CODE(btc.low + 1, btc.high, btc.bits)
        return new_btc, '1'

    if(btc.difference() == referential_difference):
        return btc, '0'

    if(btc.difference() > referential_difference + 1):
        new_btc = BTC_CODE(btc.low + 1, btc.high, btc.bits)
        return new_btc, ''

    return btc, ''


def decode_upper_ql(btc, referential_difference):
    if(btc.difference() == referential_difference + 1):
        new_btc = BTC_CODE(btc.low, btc.high - 1, btc.bits)
        return new_btc, '1'

    if(btc.difference() == referential_difference):
        return btc, '0'

    if(btc.difference() > referential_difference + 1):
        new_btc = BTC_CODE(btc.low, btc.high - 1, btc.bits)
        return new_btc, ''

    return btc, ''


def encode_image_ql_shift(image, secret):
    low_ref_diff = get_most_frequent_difference(image)
    lower_shifted_image = []
    for row in image:
        lower_shifted_row = []
        for btc in row:
```

```
            embedded_btc, secret = encode_lower_ql(btc, secret,
low_ref_diff)
            lower_shifted_row.append(embedded_btc)
        lower_shifted_image.append(lower_shifted_row)

    upper_ref_diff = get_most_frequent_difference(lower_shifted_image)
    upper_shifted_image = []
    for row in lower_shifted_image:
        upper_shifted_row = []
        for btc in row:
            embedded_btc, secret = encode_upper_ql(btc, secret,
upper_ref_diff)
            upper_shifted_row.append(embedded_btc)
        upper_shifted_image.append(upper_shifted_row)

    return low_ref_diff, upper_ref_diff, upper_shifted_image


def decode_image_ql_shift(low_ref_diff, high_ref_diff, stego_image):
    upper_secret = ''
    lower_shifted_image = []
    for row in stego_image:
        lower_shifted_row = []
        row_secret = ''
        for btc in row:
            decoded_btc, bit_secret = decode_upper_ql(btc, high_ref_diff)
            row_secret = row_secret + bit_secret
            lower_shifted_row.append(decoded_btc)
        lower_shifted_image.append(lower_shifted_row)
        upper_secret = upper_secret + row_secret

    decoded_image = []
    lower_secret = ''
    for row in lower_shifted_image:
        decoded_row = []
        row_secret = ''
        for btc in row:
            decoded_btc, bit_secret = decode_lower_ql(btc, low_ref_diff)
            row_secret = row_secret + bit_secret
            decoded_row.append(decoded_btc)
        decoded_image.append(decoded_row)
        lower_secret = lower_secret + row_secret

    return decoded_image, lower_secret + upper_secret
```

```
from btc import (
```

```
    BTC_CODE,
    preprocess_btc_code,
    get_most_frequent_difference,
    encode_lower_ql,
    encode_upper_ql,
    decode_lower_ql,
    decode_upper_ql,
    encode_image_ql_shift,
    decode_image_ql_shift,
    )

bitmap = [1, 0, 1, 0, 1, 0, 1, 0, 1]
test_image = [
    [BTC_CODE(13, 14, bitmap), BTC_CODE(9, 12, bitmap), BTC_CODE(5, 9,
bitmap)],
    [BTC_CODE(12, 15, bitmap), BTC_CODE(9, 11, bitmap), BTC_CODE(1, 6,
bitmap)],
    [BTC_CODE(6, 14, bitmap), BTC_CODE(7, 13, bitmap), BTC_CODE(5, 12,
bitmap)],
]


def test_preprocessing_image_too_high():
    embeding_levels = 10
    btc_code = BTC_CODE(245, 250, bitmap)
    expected_preprocessed_btc = BTC_CODE(235, 240, bitmap)
    actual_preprocessed_btc = preprocess_btc_code(embeding_levels,
btc_code)
    assert actual_preprocessed_btc == expected_preprocessed_btc


def test_preprocessing_image_too_low():
    embeding_levels = 10
    btc_code = BTC_CODE(5, 15, bitmap)
    expected_preprocessed_btc = BTC_CODE(15, 25, bitmap)
    actual_preprocessed_btc = preprocess_btc_code(embeding_levels,
btc_code)
    assert actual_preprocessed_btc == expected_preprocessed_btc


def test_preprocessing_normal():
    embeding_levels = 10
    bitmap = [1, 0, 1, 0, 1, 0, 1, 0, 1]
    btc_code = BTC_CODE(105, 115, bitmap)
    actual_btc_code = preprocess_btc_code(embeding_levels, btc_code)
    assert btc_code == actual_btc_code
```

```
def test_get_most_frequent_difference():
    actual_frequent_difference = get_most_frequent_difference(test_image)
    assert 3 == actual_frequent_difference


def test_can_do_simple_encoding_and_decoding():
    s = '1101'
    low_ref_diff, high_ref_diff, stego_image =
encode_image_ql_shift(test_image, s)
    decoded_image, secret = decode_image_ql_shift(low_ref_diff,
high_ref_diff, stego_image)
    assert secret == s
    assert decoded_image == test_image


def test_can_do_simple_encoding_and_decoding_1():
    s = '101'
    low_ref_diff, high_ref_diff, stego_image =
encode_image_ql_shift(test_image, s)
    decoded_image, secret = decode_image_ql_shift(low_ref_diff,
high_ref_diff, stego_image)
    assert secret == s
    assert decoded_image == test_image
```

```
from btc import (
    BTC_CODE,
    preprocess_btc_code,
    get_most_frequent_difference,
    encode_lower_ql,
    encode_upper_ql,
    decode_lower_ql,
    decode_upper_ql,
    encode_image_ql_shift,
    decode_image_ql_shift,
    )

bitmap = [1, 0, 1, 0, 1, 0, 1, 0, 1]
test_image = [
    [BTC_CODE(13, 14, bitmap), BTC_CODE(9, 12, bitmap), BTC_CODE(5, 9,
bitmap)],
    [BTC_CODE(12, 15, bitmap), BTC_CODE(9, 11, bitmap), BTC_CODE(1, 6,
bitmap)],
    [BTC_CODE(6, 14, bitmap), BTC_CODE(7, 13, bitmap), BTC_CODE(5, 12,
bitmap)],
```

```
]


# encoding tests
def test_embed_lower_ql_difference_is_most_common():
   btc_code = BTC_CODE(100, 103, bitmap)
   referential_difference = 3
   s = '000'
   actual_btc_code, new_secret = encode_lower_ql(btc_code, s,
referential_difference)
   assert btc_code == actual_btc_code
   assert new_secret == '00'


def test_embed_lower_ql_difference_is_most_common_1():
   btc_code = BTC_CODE(100, 103, bitmap)
   referential_difference = 3
   s = '100'
   actual_btc_code, new_secret = encode_lower_ql(btc_code, s,
referential_difference)
   assert actual_btc_code == BTC_CODE(99, 103, bitmap)
   assert new_secret == '00'


def test_embed_lower_ql_2():
   btc_code = BTC_CODE(100, 104, bitmap)
   referential_difference = 3
   s = '000'
   actual_btc_code, new_secret = encode_lower_ql(btc_code, s,
referential_difference)
   assert actual_btc_code == BTC_CODE(99, 104, bitmap)
   assert new_secret == '000'


def test_embed_lower_ql_3():
   btc_code = BTC_CODE(100, 102, bitmap)
   referential_difference = 3
   s = '100'
   actual_btc_code, new_secret = encode_lower_ql(btc_code, s,
referential_difference)
   assert actual_btc_code == BTC_CODE(100, 102, bitmap)
   assert new_secret == '100'


def test_embed_upper_ql_difference_is_most_common_1():
   btc_code = BTC_CODE(100, 103, bitmap)
   referential_difference = 3
```

```
    s = '100'
    actual_btc_code, new_secret = encode_upper_ql(btc_code, s,
referential_difference)
    assert actual_btc_code == BTC_CODE(100, 104, bitmap)
    assert new_secret == '00'


def test_embed_upper_ql_2():
    btc_code = BTC_CODE(100, 104, bitmap)
    referential_difference = 3
    s = '000'
    actual_btc_code, new_secret = encode_upper_ql(btc_code, s,
referential_difference)
    assert actual_btc_code == BTC_CODE(100, 105, bitmap)
    assert new_secret == '000'


def test_embed_upper_ql_3():
    btc_code = BTC_CODE(100, 102, bitmap)
    referential_difference = 3
    s = '100'
    actual_btc_code, new_secret = encode_upper_ql(btc_code, s,
referential_difference)
    assert actual_btc_code == BTC_CODE(100, 102, bitmap)
    assert new_secret == '100'


# decoding tests
def test_decode_lower_ql_1():
    btc_code = BTC_CODE(99, 103, bitmap)
    referential_difference = 3
    new_btc_code, secret_bit = decode_lower_ql(btc_code,
referential_difference)
    assert new_btc_code == BTC_CODE(100, 103, bitmap)
    assert secret_bit == '1'


def test_decode_lower_ql__0():
    btc_code = BTC_CODE(100, 103, bitmap)
    referential_difference = 3
    new_btc_code, secret_bit = decode_lower_ql(btc_code,
referential_difference)
    assert new_btc_code == BTC_CODE(100, 103, bitmap)
    assert secret_bit == '0'


def test_decode_lower_ql_when_larger():
```

```
    btc_code = BTC_CODE(100, 105, bitmap)
    referential_difference = 3
    new_btc_code, secret_bit = decode_lower_ql(btc_code,
referential_difference)
    assert new_btc_code == BTC_CODE(101, 105, bitmap)
    assert secret_bit == ''


def test_decode_lower_ql_when_smaller():
    btc_code = BTC_CODE(100, 102, bitmap)
    referential_difference = 3
    new_btc_code, secret_bit = decode_lower_ql(btc_code,
referential_difference)
    assert new_btc_code == BTC_CODE(100, 102, bitmap)
    assert secret_bit == ''


def test_decode_upper_ql_1():
    btc_code = BTC_CODE(100, 104, bitmap)
    referential_difference = 3
    new_btc_code, secret_bit = decode_upper_ql(btc_code,
referential_difference)
    assert new_btc_code == BTC_CODE(100, 103, bitmap)
    assert secret_bit == '1'


def test_decode_upper_ql__0():
    btc_code = BTC_CODE(100, 103, bitmap)
    referential_difference = 3
    new_btc_code, secret_bit = decode_upper_ql(btc_code,
referential_difference)
    assert new_btc_code == BTC_CODE(100, 103, bitmap)
    assert secret_bit == '0'


def test_decode_upper_ql_when_larger():
    btc_code = BTC_CODE(100, 105, bitmap)
    referential_difference = 3
    new_btc_code, secret_bit = decode_upper_ql(btc_code,
referential_difference)
    assert new_btc_code == BTC_CODE(100, 104, bitmap)
    assert secret_bit == ''


def test_decode_upper_ql_when_smaller():
    btc_code = BTC_CODE(100, 102, bitmap)
    referential_difference = 3
```

```
    new_btc_code, secret_bit = decode_upper_ql(btc_code,
referential_difference)
    assert new_btc_code == BTC_CODE(100, 102, bitmap)
    assert secret_bit == ''
```

Example of Unsatisfactory Performance

1. **[2 pts.] A brief paragraph noting frequent ideas or keywords that you noticed from your exploration of paper titles, abstracts, and content that you explored. (This can just be your best guess to make sense of the various things you came across; the point is that I want you to be getting some sense of the context for the paper that you eventually select, and I want you to realize that this exploration and review is actually a significant part of laying the foundation for understanding a particular idea or paper in the field.)**

   The Two Words Minimize and Compress

   Some of the things I noticed is that the section on computer science was testing and comparing already implemented Algorithms and seeing the benefits and deficits of the given implementation. They didn't really focus on the algorithm themself. The Data Structures and Algorithms section was more focused on new or different ideas on how to improve something and how they were implemented

2. **[2 pts.] A link to the paper you have chosen (please obey copyright laws: choose a paper that has a freely available pre-print version [like those on arxiv] or is accessible via the Snow College library or is posted on the official proceedings of a conference).**

   https://arxiv.org/pdf/2004.03206.pdf

   Zipping segment trees.

3. **[2 pts.] A high-level summary of the main idea of the article you select (you will expand on this for the final submission; the point here is to make sure you understand enough to know it is something you can and want to work with).**

   Using Zipping trees is more efficient than red black trees. This is a way to balance a tree and compress a graph. It lets you look at a smaller portion of a graph.

4. **[2 pts.] A brief paragraph identifying an algorithm in the paper that you can implement some piece of.**

Algorithm 2: Zipping routine. This removes v from the tree, zipping the left and right spines of v. The highlighted parts are used to repair the dynamic segment tree's annotations.

Pg 8.

There are a few possible algorithms they present that I could use. This seems to be the main point of the paper.

5. [1 pt] A theorem statement related to the correctness of the algorithm (something that you with help from the paper will be able to prove in your final report).

   Zipping is way faster for deleting from a tree that it makes up for the longer insertion time.

   The speed up does not come from having a better tree but from an improvement in insertion and deletion.

   How ranks are determined affects the speed of insertion and deletion. It does not affect the balance of the tree.

6. [1 pt] A theorem statement related to the resources (time, memory, (randomness?), bandwidth) required by the algorithm (again, something that you will be able to later prove in your final report with help from the paper).

   It requries randomized ranks.

Articles I looked at deeper.
https://arxiv.org/pdf/2004.03206.pdf
Zipping segment trees. This is a look at storing segments of trees.

https://arxiv.org/pdf/2004.01250.pdf
From Generic Partition Refinement to Weighted Tree Automata Minimization

https://arxiv.org/pdf/2004.01120.pdf
On Locating Paths in Compressed Cardinal Trees

Advanced Algorithms
Final Project Part 2
https://arxiv.org/pdf/2004.03206.pdf

Zipping Segment Trees

A Segment tree is a static way of looking at a part of a tree. It is a data structure used in stabbing queries. A zipping segment tree is a variant on the static segment tree. It makes the tree dynamic allowing things to be inserted or deleted.
It is compared to a normal rotating red-black tree.

These segment trees are normally used in computational geometry or labeling maps. It can also be used in scheduling and routing.

With a zipping segment tree, we unzip an interval that we are looking at. This means that we split the tree into lighter on the left and heavier on the right. One of the interesting things is that this means that lighter only leads to lighter or all lefts, and the opposite for heavies.

This idea is called spines the left spine id from the root node to the previous done and the right spine is to the next node.

We must assume a union copy data structure for a zipping tree. This is two things: a union by rank and path compression. The paper does not go into detail on this subject. It uses this structure because it allows for these functions: createSet(), deleteSet(), copySet(), unionSets(A,B), createItem(X), deleteItem(X).

The zipping tree is built on top of a balancing binary tree.

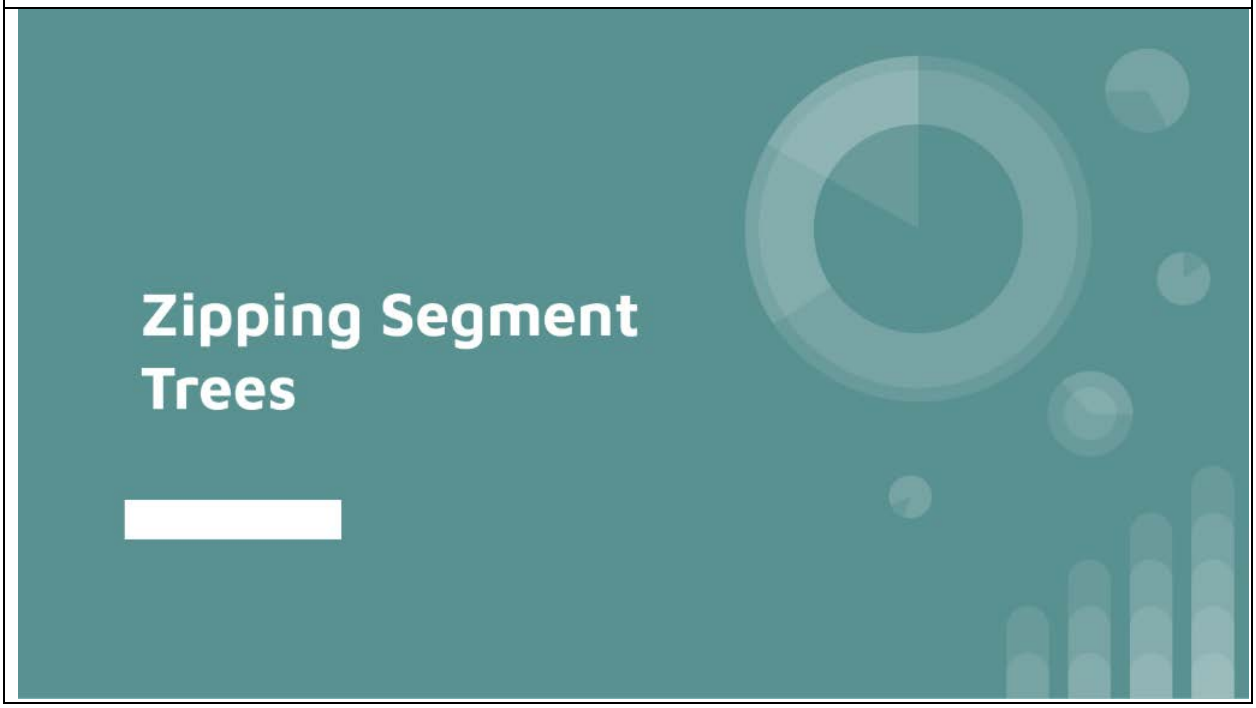
The improvement over a red-black tree is that it reduces the necessary balancing operations(pg 5). This improvement comes from not having the rotate the tree after inserting the node at the bottom of the tree. We can determine the position before we stick it in the tree.

We always expect the tree to be balanced which means that rank 0 gets a probability of ½, and rank 1 an probability of ¼ with it continuing on with the formula $(1/2)^{k+1}$ This is a geometric distribution with a mean of 1 (pg 5). This gives us our big O for the expected length to be O(log n).

Some things to keep in mind are that ranks are randomized to help keep things balanced. We are striving to maintain a weak segment tree property. Zip trees are a randomized data structure.

```
The algorithm for unzipping:
Input (new, replaced)
cur= replaced
oldParent = P(replaced)
Smaller = newList()
Larger = newList()
Collected = createSet()
#Remove edges along the search path
While cur!=false
        If new< cur
        larger.append(cur)
        Next = lefSide(cur)
S(R(cur)) = unionSets(S(R(cur)),collected)
Collected = unionSets(collected, S(leftSide(cur))
Next = lefSide(cur)
LefSide(cur)=false
Else
        smaller.append(cur)
        Next = lefSide(cur)
S(R(cur)) = unionSets(S(R(cur)),collected)
Collected = unionSets(collected, S(leftSide(cur))
Next = lefSide(cur)
LefSide(cur)=false
#insert new
if(LefSide(oldParent) == v
        lefsid(oldparent) = new
Else
rightside(oldParent) = new
# reasemble left spine
For n is in smaller
If  parent == new
Lefside(parent) = n
deleteSet(S(Leside(parent)))
S(LefSide(parent)= createSet()
Else
        rightSide(parent) = n
        delete(S(rightSide(parent)))
        S(Rightside(parent))= createSet()
For n is in smaller
If  parent == new
Lefside(parent) = n
deleteSet(S(Leside(parent)))
S(LefSide(parent)= createSet()
```

```
Else
        rightSide(parent) = n
        delete(S(rightSide(parent)))
        S(Rightside(parent))= createSet()
For n is in larger
If  parent == new
Lefside(parent) = n
deleteSet(S(Leside(parent)))
S(LefSide(parent)= createSet()
Else
        rightSide(parent) = n
        delete(S(rightSide(parent)))
        S(Rightside(parent))= createSet()
```



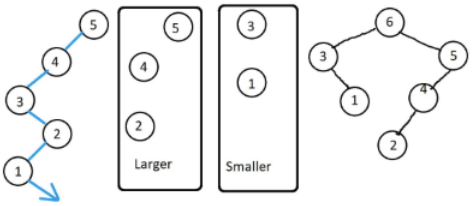
Why look at zipping trees

- Alternative to red black trees
- Can insert and delete from a segment tree
- Balanced binary search tree
- It makes a segment tree dynamic
- Computational Geometry

What is a Zipping Segment Tree?

- It is a dynamic segment tree
- It is a balanced binary search tree
- It is a treap

Why it works



By improving the amount of steps in rebalancing the tree we can increase performance.

This is done by knowing where we want to insert a node before we do any work.

It then unzips everything below the insertion, inserts then rezips.

The Algorithm

Unzipping routine. This inserts new into the tree at the position currently occupied by v by first disassembling the search path below v, and then reassembling the different parts as left and right spines below new.

Zipping routine. This removes v from the tree, zipping the left and right spines of v.

Works Cited

Zipping Segment Trees* Lukas Barth† Dorothea Wagner† April 8, 2020

https://arxiv.org/pdf/2004.03206.pdf

https://en.wikipedia.org/wiki/Computational_geometry

https://medium.com/@harshitsikchi/exploring-computational-geometry-where-to-start-33ccfcbe09f4


```
class Node:
   this.parent
   this.left
   this.right
   this.rank

def compare(curr, node):
   if curr.rank < node.rank:
       return True
   else:
       return False

def insert(tree, rank, newNode):
   ztree= node[]
   if ztree[rank] == null:
       ztree[rank]= newNode
       return
   if newNode.rank>= rank:
       oldRoot = ztree[rank]
       ztree[rank]=newNode
       unzip( oldRoot, newNode)
   else:
       current = ztree[rank]
       while true:
           goesAfter = compare(current, newNode)
           if not goesAfter and current.left!= null and
current.left.rank >= newNode.rank:
               current = current.left
```

```
            else if goesAfter and current.right != null and
current.right.rank >= newNode.rank:
                current= current.right
            else:
                break
        oldNode = null
        newNode.parent= current
        if not compare(current, newNode):
            if current.left != null:
                oldNode = current.left
            current.left= newNode
        else:
            if current.right != null:
                oldNode = current.right
            current.right= newNode
        if oldNode != null:
            unzip( oldRoot, newNode)

def unzip(old, new):
   nodel= new
   noder=new
   nodecurr= old

   if compare(old, nodecurr):
       noder.right = nodecurr
       nodecurr.parent= noder
       noder = nodecurr
       nodecurr= nodecurr.left
       while nodecurr != null:
           if compare(new, nodecurr):
               noder.left= nodecurr
               nodecurr.parent= noder
               noder = nodecurr
               nodecurr = nodecurr.left
           else:
               nodel.left= nodecurr
               nodecurr.parent= nodel
               nodel = nodecurr
               nodecurr = nodecurr.right
               while nodecurr!= null:
                   if compare(new, nodecurr):
                       noder.left= nodecurr
                       nodecurr.parent= noder
                       noder = nodecurr
                       nodecurr = nodecurr.left
                   else:
                       nodel.left= nodecurr
                       nodecurr.parent= nodel
                       nodel = nodecurr
                       nodecurr = nodecurr.right
```

```
                break
    else:
        nodel.left = nodecurr
        nodecurr.parent= nodel
        nodel = nodecurr
        nodecurr= nodecurr.right
        while nodecurr != null:
            if compare(new, nodecurr):
                noder.left= nodecurr
                nodecurr.parent= noder
                noder = nodecurr
                nodecurr = nodecurr.left
                while nodecurr!= null:
                    if compare(new, nodecurr):
                        noder.left= nodecurr
                        nodecurr.parent= noder
                        noder = nodecurr
                        nodecurr = nodecurr.left
                    else:
                        nodel.left= nodecurr
                        nodecurr.parent= nodel
                        nodel = nodecurr
                        nodecurr = nodecurr.right
                break
            else:
                nodel.left = nodecurr
                nodecurr.parent= nodel
                nodel = nodecurr
                nodecurr = nodecurr.right
    if nodel != new:
        nodel.right = null
    else:
        nodel.left = null
    if noder != new:
        noder.left = null
    else:
        noder.right = null
```

- PO1-APE – ENGR 2030 Spring 2020 Final Exam - “Achievement” vs. “Insufficient Achievement”

Achievement Example Score 100/100

ENGR 2030 - 001
Dynamics

NAME: [redacted]

Exam #4 (Final)

Dates:	Monday April 27th – Thursday April 30th 11:00 PM. Take Home Test
Chapters:	18-19
Points:	100
Subjects:	Kinetic energy, work and conservation of energy for general plane motion, impulse, momentum and conservation of momentum for general plane motion.

Comments:

This test covers chapters 18-19. Show your work and be sure to label each axis your draw, show force and kinetic movement directions, label magnitudes, label the units, etc. Follow the 10-year rule for showing your work. Box or circle your final answer(s) on each problem.

There is 1 problem per page in this exam. 3 problems total. Scan and upload your completed exam and additional pages of work to the Canvas Test #4 Assignment.

Allowed during the test:

- Open Book
- Calculator
- No Computers, no solution manuals
- No working with others

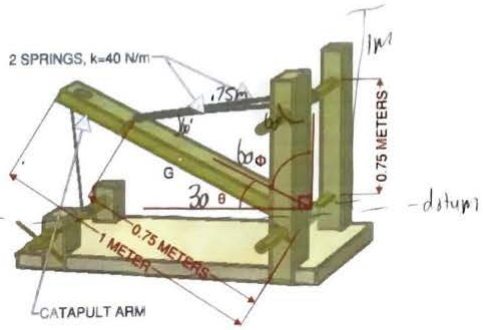
By signing below, you certify that you will not discuss the contents of this exam in class or out of class with any other class members until the exam period has ended.

[redacted]

Signature

Problem 1 (40 points)

A spring-loaded catapult is made from a metal arm that is 1 meter long and has a mass of 10 kg, and is attached to a fixed axis at the bottom. The arm has a payload cup at the end of it that contains a steel ball bearing with a mass of 0.01 kg and a radius of 0.01 meters. For this problem, assume the payload is at the end of the arm and not offset from the end.



The arm is connected to the uprights with 2 springs. The springs when unstretched are originally 0.2 meters long. The springs both have a spring constant k = 40 N/m. The springs attach to the arm at a distance of 0.75 meters from the axis of rotation. The springs also attach to the uprights at a distance of 0.75 meters above the axis of rotation.

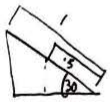
The catapult arm starts initially at rest with the springs stretched to a length of 0.75 meters each and at an angle of 30 degrees from the bottom, and 60 degrees from the uprights. When the catapult is released, the springs contract until they reach their unstretched length again and the arm will stop and release the ball earing payload.

Using conservation of energy, determine the following just before the arm stops when the springs have contracted to their unstretched length:

A) Determine the angular velocity ω_0 of the arm after the arm rotates from initial position to final position.

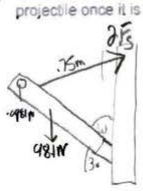
B) Determine the velocity v_b of the ball bearing as it leaves the payload cup.

C) Once the ball bearing leaves the payload cup, it is now a projectile. What is the acceleration $\vec{a}_b$ of the projectile once it is airborne?



$1\sin 30 = .5m$

$.5\sin 30 = .25m$



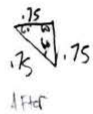
$T_1 + V_1 = T_2 + V_2$ $\quad V = \omega r$

$T_1 = 0$

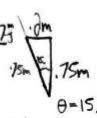
$V_1 = (40)(.75-.2)^2 + (.01kg)(.5m)(9.8) + (.25m)(9.8)(10kg) = 36.675$

$T_2 = \frac{1}{2}(3.43\times10^{-5})(\omega^2) = 1.715\omega^2$

Length Spring = .75m



After



$\theta = 15.38°$

When Spring = .2m

$\Phi = 15.38°$ Ln. of Springs

$V_2 = (.01kg)(9.8)(1-\cos(15.38)) + (10kg)(9.81)(.5\cos(15.38)) + 0(\text{Spring}) = 47.4\ J$

Page | 1

$I_0 = \frac{1}{3}(10kg)(1^2) + \frac{2}{5}(.01kg)(.01)^2 + (.01kg)(1m^2) = 3.43\times10^{-5}$

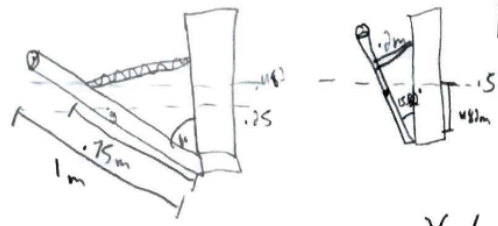
$36.67N = 1.715\omega^2 + 47.4N$

$\omega^2 = 6.856$

A.) $\omega = 2.5 rad/s$

40/40

method is correct, the given k value was wrong and later updated to students, which gave you a negative value,



$1\cos(15.32) = .964m$

$.5\cos(15.32) = .482m$

$T_1 = 0$

$V_1 = \frac{1}{2}\cdot 2(40N\text{-}m)(.55^2 m) + V_{gb} - V_{gr}$ (below datum) $= -10.66N$

$V_{gb} = (.01Kg)(9.81)(.5 - .482) = .0017$

$V_{gr} = (10Kg)(9.81)(-.232) = -22.76N$

$T_2 = \frac{1}{2}(3.43 Kg\text{-}m^2)(w^2) = 1.715w^2$

$V_2 = (.01Kg)(9.81)(.964 - .482) = .0473N$

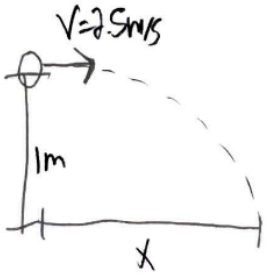
A.) $\boxed{w = 2.5 rad/s}$ ✓

B.) $V_t = w_1(r_1)$

$V = (2.5 rad/s)(1m) = \boxed{2.5 m/s}$ ✓

C.) In Projectile Free fall the only Force acting on the ball is the Force of gravity

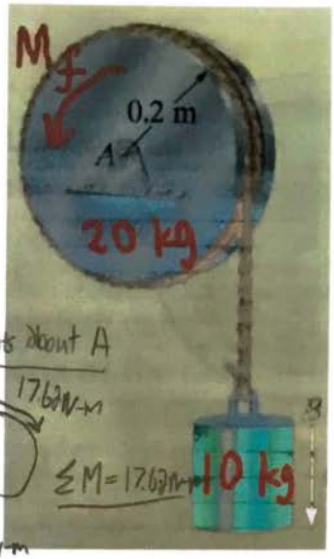
$A_g = \boxed{9.81 m/s^2}$ ✓

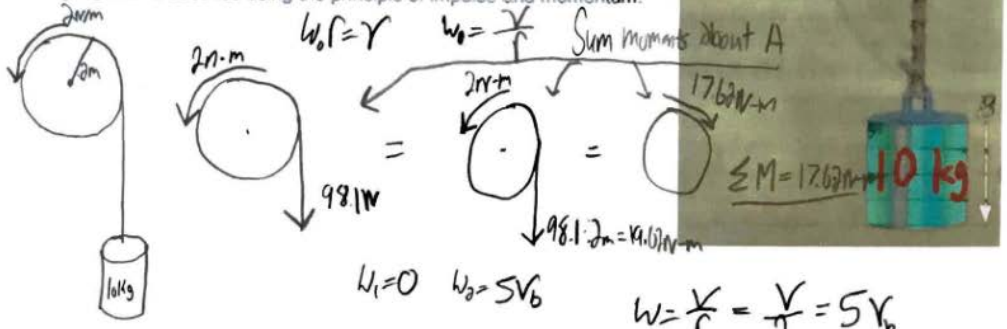


Problem 2 (30 points)

The cylinder B shown has a mass of 10 kg. It is attached to a cord that is wrapped around the outside of a 20-kg disk that has a moment of inertial $\mathbf{I_A}$ of 0.40 kg-m2 and radius of 0.2 m. The bearing that supports the disk has a friction fitting that applies a friction moment $\mathbf{M_f}$ of 2 N-m to resist the rotation of the disk at all times while it is moving.

If the cylinder is initially at rest and then released, determine its downward velocity v_B after 5 seconds using the principle of impulse and momentum.





$W_0 r = v$ $\quad W_0 = \frac{v}{r}$ $\quad W_1 = 0$ $\quad W_2 = 5v_b$

$W = \frac{v}{r} = \frac{v}{.2} = 5v_b$

$$\cancel{I_0 W_1} + \sum \int_0^5 M\,dt = I_A W_2 + m v_B (2m)$$

$$88.1N = .4(5v_b) + (10kg)(v_b)(2m)$$

$$88.1 = 2v_B + 2v_b$$

$$\frac{88.1}{4} = \frac{4v}{4}$$

$$\boxed{v_B = 22.03 m/s}$$ ✓

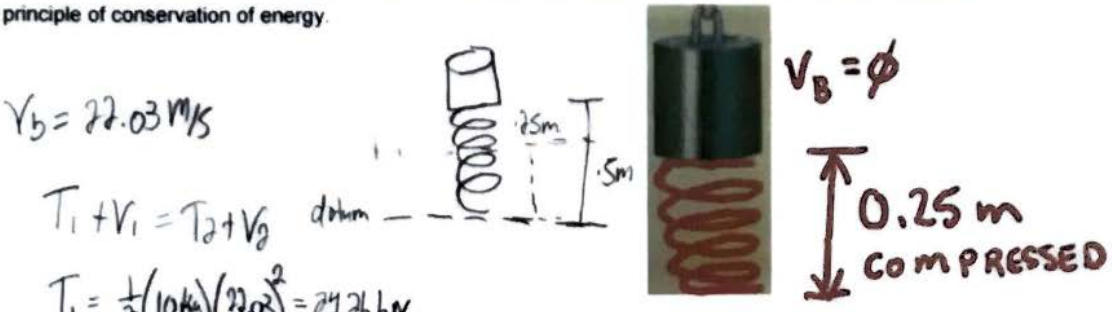
30/3

- 0

Problem 3 (30 points)

When the 10-kg cylinder B from problem 2 reaches its velocity after 5 seconds of dropping, it lands on a spring. The spring has an unstretched length of 0.5 meters. The cylinder B goes from an initial velocity of that calculated in problem number 2, and then comes to rest with no velocity on the spring when the spring has compressed to a length of 0.25 meters. Determine the k value of the spring for this system to comply with the principle of conservation of energy.

$V_B = 22.03 \text{ m/s}$



$T_1 + V_1 = T_2 + V_2$

$T_1 = \frac{1}{2}(10\text{kg})(22.03)^2 = 2426.6 \text{ N}$

$V_1 = (10\text{kg})(9.81)(.5\text{ m}) = 49.05 \text{ N}$

$T_2 = 0$

$V_2 = \frac{1}{2}(K)(.25^2) + (10\text{kg})(.25\text{m})(9.81)$

$5(485.32)_N + 49.05 \text{ N} = \frac{1}{2}(K)(.25^2) + (2.5)(9.81)$

$2451.13 \text{ N} = .0312K$

$K = 78,436.2 \text{ N-m}$

30/3
0

Insufficient Achievement Example Score 82/100

ENGR 2030 - 001
Dynamics

[redacted]

Exam #4 (Final)

Dates:	Monday April 27th – Thursday April 30th **11:00 PM**. Take Home Test
Chapters:	18-19
Points:	100
Subjects:	Kinetic energy, work and conservation of energy for general plane motion, impulse, momentum and conservation of momentum for general plane motion.

Comments:

This test covers chapters 18-19. Show your work and be sure to label each axis your draw, show force and kinetic movement directions, label magnitudes, label the units, etc. Follow the 10-year rule for showing your work. Box or circle your final answer(s) on each problem.

There is 1 problem per page in this exam. 3 problems total. Scan and upload your completed exam and additional pages of work to the Canvas Test #4 Assignment.

Allowed during the test:

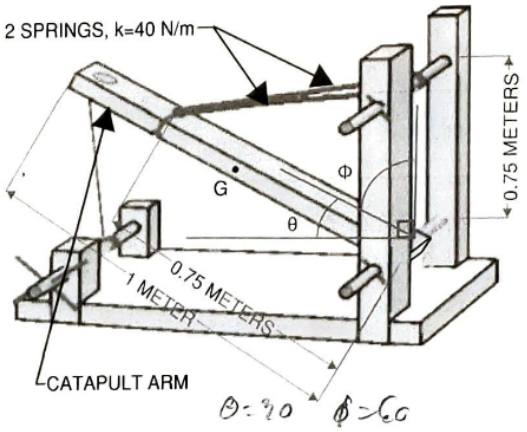
- Open Book
- Calculator
- No Computers, no solution manuals
- No working with others

By signing below, you certify that you will not discuss the contents of this exam in class or out of class with any other class members until the exam period has ended.

[redacted]

Signature

Problem 1 **(40 points)**



A spring-loaded catapult is made from a metal arm that is 1 meter long and has a mass of 10 kg, and is attached to a fixed axis at the bottom. The arm has a payload cup at the end of it that contains a steel ball bearing with a mass of 0.01 kg and a radius of 0.01 meters. For this problem, assume the payload is at the end of the arm and not offset from the end.

The arm is connected to the uprights with 2 springs. The springs when unstretched are originally 0.2 meters long. The springs both have a spring constant k = 40 N/m. The springs attach to the arm at a distance of 0.75 meters from the axis of rotation. The springs also attach to the uprights at a distance of 0.75 meters above the axis of rotation. k = 400 N/m

The catapult arm starts initially at rest with the springs stretched to a length of 0.75 meters each and at an angle of 30 degrees from the bottom, and 60 degrees from the uprights. When the catapult is released, the springs contract until they reach their unstretched length again and the arm will stop and release the ball earing payload.

Using conservation of energy, determine the following just before the arm stops when the springs have contracted to their unstretched length:

A) Determine the angular velocity ω_0 of the arm after the arm rotates from initial position to final position.

B) Determine the velocity v_b of the ball bearing as it leaves the payload cup.

C) Once the ball bearing leaves the payload cup, it is now a projectile. What is the acceleration a_G of the projectile once it is airborne? Ag = acceleration of ball at center of gravity.

More about forces on ball W bar = 98.1 W ball = .0981 Stretched Total Weight

Find: ω_c Rest 98.1981

A. $T_1 + V_1 = T_2 + V_2$

$T_1 = 0$

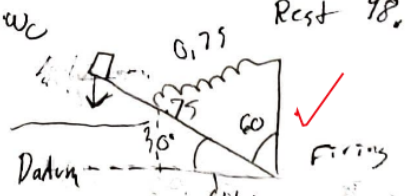
$V_1 = 55.192$

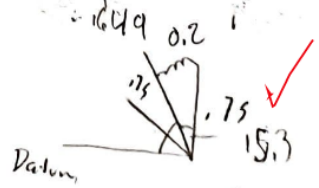
$V_G = 98.1981 \cdot (\cancel{.095}\ .75 \cdot (.30)) \cdot .649$ ×0.5 m

$V_g = \cancel{55.192} + \boxed{\frac{1}{2} \cdot 400 \cdot 0^2}$ 24.53 $v = (0.75 \cdot w_2$

need this

$55.192 = (98.1981)(0.5 \sin(90 - 15.3)) \cdot v^2$





Page | 1

$I_G = (\frac{1}{12}(10.01) \cdot 1) \frac{1}{2}[I_G w_2^2]$ (cont on next page

$V_1 = W y_1 + \frac{1}{2} k s_1^2$ $V_2 = W y_2 + \frac{1}{2} k s_2^2$ -5

H (cont.)

$55.192 = (98.1981)(0.5\sin(90-15.3))\cdot(0.75\omega^2)^2 + .41705$

$55.192 = 47.35885\cdot(0.25\omega^4) + .417$

$54.7751 = 0.75\omega^2$

$73.1 = \omega^2$

$\omega = 8.63$ rad/s

3.

Take previous equation. Solve for b

$55.192 = 98.1981\cdot(0.5\cdot\sin(90-15.3))\cdot v^2 + \left[\frac{1}{2}\left(\frac{1}{12}\cdot 10.01\right)\cdot(1^2)\right]\cdot 3.63^2$

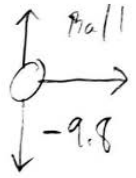
$55.192 = 47.35885\cdot v^2 + 5.4988$

$v = 1.52$ m/s

$V_{BALL} = \omega \times r$ -5

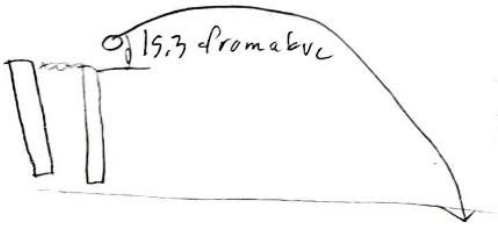
$= \omega \times 1m$

C.



a_x

$a_y = -9.81$ ✓



30/40

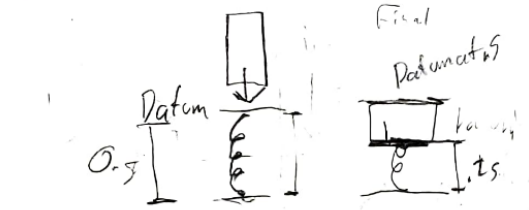
Problem 3 **(30 points)**

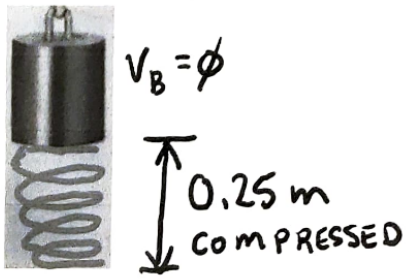
When the 10-kg cylinder B from problem 2 reaches its velocity after 5 seconds of dropping, it lands on a spring. The spring has an unstretched length of 0.5 meters. The cylinder B goes from an initial velocity of that calculated in problem number 2, and then comes to rest with no velocity on the spring when the spring has compressed to a length of 0.25 meters. Determine the k value of the spring for this system to comply with the principle of conservation of energy.

$V_B = 24.775 m/s$

Find k

$T_1 + V_1 = T_2 + V_2$





$V_G = -98.1(0)$

$V_e = \frac{1}{2} k (0)^2$

$T_1 + 0 = T_2 + V_2$ 0 All potential no movement

$V_5 = +98.1(-0.25)$ ✓

$V_e = \frac{1}{2} \cdot k (0.25)^2$

$V_2 = -98.1(-0.25) + \frac{1}{2} \cdot k (0.25)^2$ ✓

$\frac{1}{2}(10)(V_5)^2 + \frac{1}{2}(I_5 \omega^2)$

$\frac{1}{2}(10)(24.775)^2 + \frac{1}{2}(0.4)(\omega^2) = T_4$

$3056.628 + .2\omega^2$

not needed, the cylinder is not rotating -2

$+3056.628 + .2\omega^2 = 24.525 + \frac{1}{2} \cdot k (0.25)^2$

$k = 12.46 \ N \cdot m^{-1}$

method is correct, but math is off due to omega term

28/3
0

P01-APE CS-2810 Spring 2020 Bubblesort Program (Whiteboard Exam 1) examples of insufficient and sufficient achievement. The task is to write a program in assembly code to sort an array of integers, using the Bubblesort algorithm.

An example of insufficient achievement is shown first (Bubble-1) followed by an example of sufficient achievement (Bubble-6). Both examples are from the same student. Looking only at the code itself, both examples are very similar. However, there is a great difference in this student's understanding from the time of writing Bubble-1 to the time of writing Bubble-6. Understanding was assessed by the instructor asking questions about the student's code. Another great difference can be seen by executing the code. Bubble-1 doesn't work, while Bubble-6 does.

Bubble-1 and Bubble-6

Bubble-1 (insufficient achievement)

```
   .data
arr:    .word 4 8 93 -43
   .text


main:
   addi $sp, $sp, -4    #Moves stack pointer down
   sw $ra, 0($sp)       #stores $ra on stack
   la $a0, arr
   addi $a1, $0, 4
   jal sort       #jump to sort
   lw $ra, 0($sp)       #return from sort, load $ra from stack back to $ra
   addi $sp, $sp, 4    #Put $sp back
   jr $ra          #jump back to the system


swap:
```

```
    sll $t1, $a1, 2      #$t1 = k * 4
    add $t1, $a0, $t1    #$t1 = v + (k * 4)
    lw $t0, 0($t1)
    lw $t2, 4($t1)
    sw $t2, 0($t1)
    sw $t0, 4($t1)
    jr $ra

sort:
    addi $sp, $sp, -12    #moves stack pointer down
    sw $s0, 8($sp)       #store all three save registers on stack that i'll use
    sw $s1, 4($sp)
    sw $s2, 0($sp)
    add $s0, $0, $0       #i = 0

for1:
    slt $t0, $s0, $a1    #$t0 = 1 if i < j
    beq $t0, $0, exit1    #if $t0 is 0, exit the outer loop
    addi $s1, $s0, -1    #j = i - 1

for2:
    slt $t0, $s1, $0    #$t0 = 1 if j < 0
    bne $t0, $0, exit2    #if $t0 is not 0, exit inner loop
    sll $t0, $s0, 2       #start the comparison for the arrays
    add $t0, $t0, $a0
    lw $t1, 0($t0)
    lw $t2, 4($t0)
```

```
    slt $t0, $t2, $t1    #$t0 = 1 if v[j+1] < v[j]
    beq $t0, $0 exit2    #if $t0 is 0, exit the inner loop
    add $s2, $a1, $0    #puts n into $s2
    add $a1, $s1, $0    #puts j into $a1
    addi $sp, $sp, -4
    sw $ra, 0($sp)
    jal swap
    lw $ra, 0($sp)
    addi $sp, $sp, 4
    addi $s1, $s1, -1    #j - = 1
    j for2

exit2:
    addi $s0, $s0, 1    #i + = 1
    j for1

exit1:
    lw $s0, 8($sp)
    lw $s1, 4($sp)
    lw $s2, 0($sp)
    addi $sp, $sp, 12
    jr $ra
```

Bubble-2 (sufficient achievement)

```
    .data
arr:    .word 9 8 7 6 5 4 3 2 1
    .text
```

```
main:
   addi $sp, $sp, -4    #Moves stack pointer down
   sw $ra, 0($sp)       #stores $ra on stack
   la $a0, arr
   addi $a1, $0, 9
   jal sort       #jump to sort
   lw $ra, 0($sp)       #return from sort, load $ra from stack back to $ra
   addi $sp, $sp, 4    #Put $sp back
   jr $ra          #jump back to the system

swap:
   sll $t1, $a1, 2       #$t1 = k * 4
   add $t1, $a0, $t1    #$t1 = v + (k * 4)
   lw $t0, 0($t1)
   lw $t2, 4($t1)
   sw $t2, 0($t1)
   sw $t0, 4($t1)
   jr $ra

sort:
   addi $sp, $sp, -16    #moves stack pointer down
   sw $s3, 12($sp)
   add $s3, $a1, $0    #MAKE SURE YOU SAVE A1 TO REGISTER AND PUT IT BACK AFTER SWAP
   sw $s0, 8($sp)       #store all three save registers on stack that i'll use
   sw $s1, 4($sp)
   sw $s2, 0($sp)
```

```
    add $s0, $0, $0       #i = 0

for1:
    slt $t0, $s0, $a1    #$t0 = 1 if i < n
    beq $t0, $0, exit1    #if $t0 is 0, exit the outer loop
    addi $s1, $s0, -1    #j = i - 1

for2:
    slt $t0, $s1, $0    #$t0 = 1 if j < 0
    bne $t0, $0, for22    #if $t0 is not 0, exit inner loop

for3:
    sll $t0, $s1, 2       #start the comparison for the arrays
    add $t0, $t0, $a0
    lw $t1, 0($t0)
    lw $t2, 4($t0)
    slt $t0, $t2, $t1    #$t0 = 1 if v[j+1] < v[j]
    beq $t0, $0 exit2    #if $t0 is 0, exit the inner loop
    add $s2, $a1, $0    #puts n into $s2
    add $a1, $s1, $0    #puts j into $a1
    addi $sp, $sp, -4
    sw $ra, 0($sp)
    jal swap
    lw $ra, 0($sp)
    add $a1, $s3, $0
    addi $sp, $sp, 4
    addi $s1, $s1, -1    #j - = 1
```

```
    j for2


for22:
    beq $s1, $0, for3
    j exit2


exit2:
    addi $s0, $s0, 1    #i + = 1
    j for1


exit1:
    lw $s3, 12($sp)
    lw $s0, 8($sp)
    lw $s1, 4($sp)
    lw $s2, 0($sp)
    addi $sp, $sp, 16
    jr $ra
---------------------------------------
```

End of P01-APE CS-2810 Spring 2020 Bubblesort Program (Whiteboard Exam 1) examples of insufficient and sufficient achievement.

Annual Program Review Feedback Report

SNOW COLLEGE

ENGINEERING AND COMPUTER SCIENCE
ANNUAL PROGRAM ASSESSMENT FEEDBACK REPORT

Reviewer(s): *Beckie Hermansen, Melanie Jenkins, Stacee McIff*
Date: *July 13, 2020*

OVERVIEW

This document provides feedback on the report you completed on assessment day. In the feedback, you will find specific action items that need to be addressed to close out the 2019-2020 annual report year.

ASSESSMENT DOCUMENT STATUS

2019-2020 Annual Review

- ☐ Template Complete, no actions/edits requested
- ☐ Actions/Edits requested (see feedback below)

ACTION ITEMS

2019-2020 Annual Review

- Develop a recruitment and retention plan
- Implement supports to close achievement gaps
- Strengthen project opportunities

ANNUAL REVIEW FEEDBACK

STUDENT PROFILE

Student profile reveals that the program struggles attracting female students. You mention efforts are underway—what efforts specifically

Also, if you look at trend data, the program has not grown well; what strategies are in place to attract, recruit, and retain students. What is the goal, and what are strategies to achieve the goal?

COURSE ANALYSIS

Your analysis of weaknesses of achieving outcomes in each course is very useful. What plans do you have to address the weaknesses?

The course analysis shows some problems that can be addressed. What specifically can you do to close those gaps? Are there content level issues that need examination? What kind of student supports can you implement to help close those gaps? There also seems to be a drop fall to spring. Why? Could you pull students together and ask? Are there specific courses that they take in the spring that have lower success rates? Why might that be the case?

How will curriculum and instruction be analyzed with student success in mind? Are there biases within the curriculum, with teachers? Are there assumptions about skills that need to be examined? Will you meet with students to determine answers?

PROGRAM OUTCOME ASSESSMENT

Program outcomes could be easily mapped to courses.

What opportunities exists to connect classroom learning with real-world implications? This is a very good high impact practice. Please consider information on TILT (Transparency in Teaching and Learning). The following website might give you some helpful examples: https://tilthighered.com/

How or what do you propose to help identify struggling students sooner?

GOALS AND RESOURCE NEEDS

Goals are strong. Could you add a goal about increasing class size—recruitment/retention?

Could you also add a goal about closing achievement gaps?

How will you measure success at achieving goals? What specific steps will be implemented to achieve goals?

Mission Fulfillment Scorecard

Mission Fulfillment Report Card Summary

◓ = Exceeds Target ● = At Target ◒ = Below Target

Core Theme: Tradition of Excellence

KPI	Description	5YR Ave	Target	CY	Result	Institutional Metrics	Aspen Gaps	Strategic Plan	SEM	State Performance
1. Objective: Student achievement of degree/certificate learning outcomes										
1.a	Student accomplishment of GE outcomes	1.7	2	1.4	●	Outcomes Achievement	Learning Outcomes	Quality Instruction/GE	X	
1.b	Recognized General Education outcome achievemnet	60%	75%	75%	●					
1.c.	Number of degrees and/or certificates awarded	910	965	1055	◓	Outcomes Achievement	Learning OUtcomes	Quality Instruction	X	
2. Objective: Efficiency in academic outcome attainment										
2.a.	Percent of undergraduates completing 30 or more credits per year	56%	60%	59%	●	Completion	Completion		X	E&G, Metrics
2.b.	Average time to associate-level degree completion in years	2.10	2.00	1.30	◓	Outcomes Achievement			X	
2.c.	Number of degrees per 100/FTE	26.00	30.00	28.00	●	Outcomes Achievement	Learning Outcomes	Quality Instruction?	X	
2.d.	Quantitative literacy completion rates for underprepared students	35%	55%	36%	●	Completion	Learning Outcomes	Quality Instrucion/GE	X	
3. Student achievement of intended educational goals										
3.a.	Persistence rates from fall to spring for all undergraduate students	68%	71%	70%	◒				X	
3.b.	New freshmen fall-to-fall persistence rates	21%	21%	19%	◒				X	
3.c.	Graduation rates of first-time-freshman cohorts at 150% of time	43%	45%	45%	◓	Completion	Completion		X	E&G, Metrics
3.d.	Transfer rats of first-time freshman cohorts at 150% of time	36%	35%	35%	◓	Completion	Transfer		X	E&G, Metrics
3.e.	Success rates of first-time freshman cohorts at 150% of time	79%	80%	80%	●	Completion	Completion/Transfer		X	E&G, Metrics
3.f.	Outcome achievment of first-time students at six years	88%	90%	86%	●	Completion			X	E&G, Metrics
4. Student employment and workforce placement success										
4.a.	Licensure and certification pass rates	80%	80%	80%	●	Licensing Pass Rates	Labor Market	Economic Development	X	CTE
4.b.	Job placement rates within six years of graduation	70%	70%	70%	●	DWS/Equifax Information	Labor Market	Economic Development	X	
5. Support of underserved populations										
5.a.	Minority student success rates at 150% of time	66%	66%	63%	●	Access & Participation	Equity		X	EdDisadv
5.b.	First generation student success rates at 150% of time	50%	50%	40%	◒	Access & Participation	Equity		X	EdDisadv
5.c.	Pell grant student success rates at 150% of time	40%	40%	41%	◓	Access & Participation	Equity		X	EdDisadv
5.d.	Service area student success rates at 150% of time	50%	50%	38%	◒	Access & Participation	Equity	Economic Development	X	EdDisadv
6. Effective educational practice and student satisfaction										
6.a.	CCSSE Active and Collaborative Learning scores	50%	60%	61%	◓			Quality Instruction	X	
6.b.	CCSSE Student Effort scores	50%	59%	56%	◒			Quality Instruction	X	
6.c.	CCSSE Academic Challenge scores	50%	57%	54%	◒			Quality Instruction	X	
6.d.	CCSSE Student-Faculty Interaction scores	50%	60%	51%	◒			Quality Instruction	X	
6.e.	CCSSE Support for Learners scores	50%	61%	57%	◒			Quality Instruction	X	
6.f.	Course evaluation satisfaction scores	1.92	1.90	1.93	●			Quality Instruction	X	
6.g	Percent of exiting students who would refer Snow College to a potential student	80%	80%	87%	◓			Quality Instruction	X	

Mission Fulfillment Report Card Summary

◓ = Exceeds Target ● = At Target ◒ = Below Target

Core Theme: Culture of Innovation

KPI	Description	5-YEAR	Target	CY	Result	Institutional Metrics	Aspen Gaps	Strategic Plan	SEM	State Performance
1. Resouce allocation to promote assessment-based innovation										
1. a	Resources allocated toward innovative/best practice	–	50K	75K	◓		Learning Outcomes	General Education		
2. Incorporation of new/best practices that maximize student success										
2.a.	Course evlauation scores that recognize high impact classroom practices	3.5	3.5	3.5	●			Quality Instruction	X	
2.b.	Number of faculty participating in workshops and/or professional development opportunities	30%	30%	30%	●			Quality Instruction	X	
2.c	Institutional DFWI rates	20%	20%	15%	◓	Outcomes Achievement	Learning Outcomes	Quality Instruction	X	
2.d.	Number of course re-designs (per year) based on identified learning achievement gaps	10	10	10	●	Outcomes Achievement	Learning Outcomes	Quality Instruction	X	
2.e.	Number of syllabi revised (per year) to improve learning outcomes and assessment	25%	25%	25%	●	Outcomes Achievement	Learning Outcomes	Quality Instruction	X	
2f.	Number of new courses (per year) developed based on high impact practices	5	5	7	◓	Outcomes Achievement	Learning Outcomes	Quality Instruction	X	
3. Degree and certificate programs that address the academic and vocational needs of students										
3. a.	Number of career-to-advanced degree stackable credentials developed per year	3	3	3	●	Workforce Ready Degrees		2/4 Degrees	X	CTE
3. b.	Number of established four-year degrees	1	2	2	◓			2/4 Degrees & Ec.Dev	X	
3. c.	Number of 2+2, 3+1 or other established partnerships	1	1	1	●	Workforce Ready Degrees		Economic Development	X	Metrics
3. d.	Percent of degrees and certifiates in Utah's DWS 5-star Occupation-related programs	2%	2%	1%	●	Workforce Ready Degrees		Economic Development	X	Metrics
3. e.	Percent of degrees and certificates in Utah's DWS 4-star Occupation-related programs	1%	1%	2%	●	Workforce Ready Degrees		Economic Development	X	Metrics

Mission Fulfillment Report Card Summary

◓ = Exceeds Target ● = At Target ◒ = Below Target

Core Theme: Atmosphere of Engagement

KPI	Description	5-YEAR	Target	CY	Result	Institutional Metrics	Aspen Gaps	Strategic Plan	SEM	State Performance
1. Development of the who student through wide-ranging student-centered activities and experiences										
1. a.	Number of service learning courses	42	40	40	●	Outcomes Achievement	Learning Outcomes		X	
1. b.	Number of students enrolled in service-learning courses	800	830	649	◒	Outcomes Achievement	Learning Outcomes		X	
1. c.	Number of Honors program participants	105	135	118	●		Learning Outcomes		X	
1. d.	Percentage/number of students in co-curricular programs or activities	--	--	–	●				X	
1. e.	Percentage/number of students participating in global engagement opportunities	60	60	68	●				X	
1. f.	Percentage/number of students with on-campus student employment opportunities	450	450	568	●	Affordability	Equity	Cost and Affordability	X	
2. Provide learning, cultural, and social opportunities to the surrounding communities										
2. a.	Number of college-sponsored events for public education students	8	8	10	●		Equity	Economic Development	X	
2. b.	Number/percent of high school students enrolled in for-credit college courses	30%	30%	34%	◓		Equity	Economic Development	X	
2. c.	Number of continuing education classes and/or events	5	5	5	●		Equity	Economic Development	X	
2. d.	Number of continuing education particpants	--	--	–	●		Equity	Economic Development	X	
2. e.	Number of cultural events hosted by the Richfield or Ephraim campus	20	20	20	●				X	
3. Provide stewardship toward a "sustainable region" based on educational opportunity/advancement and economic development										
3. a.	Number of partnerships established with local business and indusry	--	--	–	●	Workforce Ready Degrees	Equity	Cost and Affordability	X	
3. b.	Number of programs that support local workforce needs and economic development	17	17	22	◓	Workforce Ready Degrees	Equity	Cost and Affordability	X	
3. c.	Number of participants/students in economic partnership programs	455	455	469	●	Workforce Ready Degrees	Equity	Cost and Affordability	X	
3. d.	Number of established K-16 initiatives and/or partnerships	--	--	–	●	Workforce Ready Degrees	Learning Outcomes	Quality Instruction	X	
3. e.	Number of hours provided by Custom Fit, Econ Dev or STIT programs	14,000	14,000	13,500	●	Workforce Ready Degrees		Economic Development		
14.e.	Number of people served by Custom Fit, Econ Dev or STIT programs	650	650	725	●	Workforce Ready Degrees		Economic Development		

Guide to Tenured and Tenure-Track Faculty Reviews

September 2019

The development of a quality faculty is of utmost importance to the success of the educational institution. To provide for professional development and continued excellence, non-tenured full-time faculty members participate in annual reviews conducted by the Department Chair. Tenured faculty members participate in three-year reviews conducted by the Dean. These reviews are to be formative in nature. Faculty participate in their own reviews through the annual self-evaluation. Where areas for improvement in a faculty member's performance are identified, deans and department chairs should work with the faculty member to develop and implement a plan to address identified areas of concern.

Additionally, the faculty review process will be used by the Faculty Evaluation Team (FET) for the advancement and tenure process. These reviews are intended to be summative in nature, and FETs will ultimately make recommendations about a faculty member's standing.

All reviews should focus on teaching, professional development, and service and should be submitted to the Office of Academic Affairs upon completion.

This packet is designed to guide these faculty reviews, and it has three sections.

Introduction	Responsibilities of Individuals Involved in the Faculty Review Process
Forms	Faculty Review Documents
Appendices	Review Timelines
	Chart of Materials and Submission by Review Type
	Sample FET Recommendations

INTRODUCTION

Responsibilities of Individuals Involved in the Faculty Review Process

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Faculty Member

1. Maintain Professional Dossier—can be electronic and/or hard copy. The Dossier should be held by the faculty member, updated regularly, made available to dean and department chair for reviews, and be submitted to Academic Affairs each time a faculty member undergoes an advancement or tenure review:
    a. Current Curriculum Vitae;
    b. Most recent MOU, as well as past MOUs for faculty positions at Snow;
    c. A Faculty Development Plan (FDP) approved in the past three years (see Form B in this packet);
    d. Current Self-Evaluation (see Form A in this packet);
    e. Syllabi for all courses (not individual sections) taught in the previous three years;
    f. Sample assignments and assessments for all courses;
    g. Additional materials required by division/department.
2. For annual and three-year reviews, submit dossier to chair or dean for scheduled review by deadline (see Appendix 1 in this packet).
3. Work with chair if action plan is initiated.
4. For advancement or tenure review, submit dossier to Academic Affairs for Advancement and Tenure Committee (ATC) review by the deadline. While it is not required, the Dossier could be accompanied by a letter of application that includes a pedagogical statement. The VPAA office will make annual and three year evaluations from deans and chairs available to the FET.
5. Meet with the FET as requested (the candidate could also request a meeting with the FET is so desired). Check with FET throughout process to ensure they have materials they need and that the review is being completed.
6. Write a response to the recommendation made by FET within two weeks of receiving the FET draft letter and submit that response to the FET committee lead (you may also want to share it with the dean and department chair).

Department Chair

Reviews of Non-Tenured Faculty

1. Conduct annual evaluations for non-tenured faculty (submit to the Vice President for Academic Affairs by April 15): for non-tenured faculty, an annual evaluation of faculty member should include a review of the FDP and of the self-evaluation. The chair should fill out a Comprehensive Review Form (Form D in this packet) which evaluates teaching, professional development, and service.
2. Create a Faculty Action Plan (see Form E in this packet) for individuals who receive a "needs improvement" on any expectation (both the faculty member and the VPAA office should receive a copy of this).
3. Follow-up with any formal Faculty Action Plans.

Reviews of Faculty Undergoing ATC Review

1. Check in with FET lead throughout the process.
2. Work with ATC division representative throughout the process.
3. Write a brief reply to the FET recommendation for tenure and advancement and provide documentation as necessary within two weeks of receiving the FET draft letter.
4. Send reply to FET recommendation to FET lead.

Other Reviews

1. Write letters of support when asked by faculty members.

Division Dean

Reviews of Tenured Faculty

1. Conduct three-year Evaluations for tenured faculty (submit to Vice President for Academic Affairs by April 15): for tenured faculty, an evaluation of the faculty member should include a review of the FDP and of the self-evaluation. The chair should fill out a Comprehensive Evaluation (Form D in this packet) which evaluates teaching, professional development, and service.

2. Create a Faculty Action Plan for individuals who receive "needs improvement" on any expectation (submitted to AA).
3. Follow-up with any formal Faculty Action Plan(s).

Reviews of Faculty Undergoing ATC Review

1. Organize a Faculty Evaluation Team (FET) for each faculty member being considered for advancement or tenure review: the FET consists of at least two faculty members from the department and/or division and at least one faculty member outside the division—one of which is designated lead. The FET lead must be tenured.
2. Check-in with FET lead periodically to ensure process is running smoothly and efficiently. Ensure FET is clear on what review(s) the candidate is undergoing.
3. Work with ATC division representative throughout the process.
4. Write a brief reply to the FET recommendation for tenure and advancement and provide documentation as necessary within two weeks of receiving the FET draft letter.
5. Send reply to FET recommendation to FET leads.

Other Reviews

1. Write letters of support when asked by faculty members.
2. College workload policies and MOUs define faculty member expectations generally. In divisions/departments where there is a need for specific guidelines, define those and share with division, FET committee members, and ATC.

Faculty Evaluation Team (FET)

1. Receive dossier and meet with team to establish assignments and timelines. Meet early and often (as needed) through the review process.
2. Evaluate faculty member's teaching (classroom observations, teaching documents, student evaluations), professional development, and service.
3. Complete forms, providing strong and convincing evidence for both strengths and weaknesses.
4. Evaluate additional materials held in Academic Affairs if necessary.
5. Meet with the dean, department chair, and/or faculty member when necessary throughout the review.
6. Compose a letter summarizing the evaluation and recommending an ATC decision (this will generally be written by the FET lead in consultation with other team members) (see appendix 3 for sample letters). Incorporate

specifics from dossier, comprehensive review, and classroom observations into the letter.
7. Share recommendation letter with the candidate, chair, and dean requesting feedback. The dean, department chair, and candidate should provide a written response within two weeks.
8. Revise the draft letter if necessary (based upon feedback).
9. Submit final letter and all review materials (including at least one Classroom Observation Form from each FET member, one completed Comprehensive Review Form, and response letters from the candidate, dean, and chair) to Advancement and Tenure Committee through Academic Affairs.

Recommendations for FETs

The FET completes a comprehensive review, so plan to spend 7-10 hours (perhaps more for lead), which should include time for planning, evaluation of materials, class observations, and completing the recommendation.

- Protect privacy throughout this process: FETs will have access to sensitive information throughout a candidate's review (student evaluations, chair and dean reviews, etc.) and, as such, must exercise caution when discussing FET matters outside of the FET.
- Meet as a team before beginning the evaluation process; look through the Comprehensive Evaluation form, and determine the specific evidence that shows each criterion is being met.
- "Meets Expectation" is the standard. Faculty can be advanced and tenured with a "meets expectation" rating. Some departments and/or divisions will develop specific guidelines for meeting expectations.
- The evidence included on each form should support any claim of meets expectation, exceeds expectation, and/or needs improvement.
- Consider evaluating an area or two together as a "norming" strategy
- Look through candidate materials to ensure all materials are present: request any additional materials you might need.
- Arrange to observe different courses and classes and to observe different mediums when faculty teach in multiple mediums (e.g. online, IVC, face to face). The final recommendation should include at least one completed classroom observation form for each FET that includes specific evidence for each criterion.
- Meet with the candidate when you have questions about review materials.
- Consider asking to take the last ten minutes of a class or convene a group of students to interview students about course, feedback, and/or professor.

- Fill out the Comprehensive Review Form as you evaluate the dossier and other materials. Meet as a team and use information from each team member to complete the one Comprehensive Review Form that will be submitted with the recommendation.
- Meet as a team to make decisions about the recommendation.
- The FET lead writes a draft letter and seeks input from the other team members.
- Because the letter should summarize the complete review process in making a recommendation, expect the recommendation letter to draw from information contained
- If the FET is not in agreement on the class evaluation, the FET could have a course filmed and then watch and discuss it together.
- If the FET does not agree on the recommendation, a team member may write a separate evaluation letter.
- Share the evaluation letter(s) with dean, department chair, and candidate
- Revise letter(s) if necessary (based upon feedback).
- Submit final recommendation letter(s) and all review materials (comprehensive review, classroom observations, letter responses, and other materials) to Academic Affairs for ATC review as one packet.
- in the comprehensive review and classroom observations.
- Submit all recommendation documents in a single-sided format for scanning purposes. Consider submitting the information electronically.

Advancement and Tenure Committee Members

1. Ensure faculty in division are notified of process, timeline, and review expectations.
2. Ensure FET leads are clear on expectations.
3. Ensure FET process is complete and thorough.
4. Support individuals (faculty member, dean, department chair) throughout the process.
5. Ensure proper and complete documents are submitted to FET lead and upon completion to Academic Affairs.
6. Evaluate candidates across disciplines with consistency.

FORMS

Faculty Review Documents

Form A	Faculty Self Evaluation
Form B	Faculty Development Plan
Form C1	Course Observation Form (Classroom)
Form C2	Course Observation Form (Online)
Form D	Comprehensive Review
Form E	Faculty Action Plan

Staring Fall 2020, all Faculty Review Forms were put on the Snow College Canvas LMS. This allows for faculty, department chairs, and deans to complete the necessary forms digitally in a common locale.

Faculty Self-Evaluation

For each criterion, briefly identify, where applicable, what goals you set last year, the results, and your goals and action plan for the upcoming year.

Teaching

1. Engaged Teaching: What strategies do you incorporate into your teaching to promote student engagement?

2. Inquiry: What strategies do you employ to ensure a learning environment for all students that encourages student curiosity, inquiry, respect, and/or integrated thinking?

3. Course Refresh: What have you done to update and refresh the courses you teach?

4. Rigor: What do you do to ensure a rigorous class environment that helps students succeed?

5. Assessment (assessment tools include an assignment you give, data from program assessments, self-evaluations, dean and/or department chair reviews, etc.):
    a. What assessment tools do you use and how do you ensure students are meeting outcomes through those assessments?
    b. What changes have you made to your own teaching based upon assessment feedback?
    c. Based upon recent course evaluations, what are your strengths and what are your weaknesses?

Professional Development

1. Lifelong Learning: How do you model a commitment to lifelong learning for your students and colleagues?

2. Developing Teaching: How have you used professional development opportunities to improve your teaching?

Service

1. Service: What service to department, division, college, profession, and/or community do you currently engage in?

2. Recruitment and Retention: How are you engaged with the recruitment and retention efforts of the department, division, and/or College?

3. Collaboration: What have you done recently that demonstrates your commitment to your colleagues (mentoring, collaboration, interdisciplinary work)?

Faculty Signature: **Date:**

Faculty Development Plan

Faculty Development Plans articulate plans for improvement and development in the faculty's constant pursuit of excellence. While self-evaluations ask faculty members to address the past and present, the FDP asks the faculty member to think more long term. An FDP is a plan that is crafted by a faculty member, with input and approval by the department chair and dean, stating the faculty member's future goals and strategies to accomplish those goals. The FDP describes intended actions including teaching improvement activities, professional development activities, and institutional and professional service. FDPs are approved for a 3-year period.

Plans for teaching improvement activities
Plans for professional development activities
Plans for service to profession and community

Signatures

Faculty Member	Date
Department Chair	Date
Dean	Date
Division ATC Representative	Date

Course Observation Form (Classroom)

This should be used in the review of faculty teaching, but could also be used as a tool for mentoring faculty at any stage in their career. This review provides a snapshot of a particular course; the Comprehensive Review focuses on the entire course.

Faculty Name	**Reviewer Name**	**Date**
Course Observed	**Number of Students**	**Day/Time/Room**

1.Class activities are aligned with course outcomes.	**Impressions**
Moments from the class that meet or fail to meet this criteria:	Exceeds Expectations Meets Expectations Needs Improvement
Comments (if needed):	

2.The students present are engaged and the atmosphere is one of mutual respect and learning	**Impressions**
Moments from the class that meet or fail to meet this criteria:	Exceeds Expectations Meets Expectations Needs Improvement
Comments (if needed):	

3.The class is well planned and presented (including materials, visuals, instructions)	**Impressions**
Moments from the class that meet or fail to meet this criteria:	Exceeds Expectations Meets Expectations Needs Improvement
Comments (if needed):	

4.The instructor communicates with students clearly and effectively in the classroom (addressing questions, presenting material)	**Impressions**
Moments from the class that meet or fail to meet this criteria:	Exceeds Expectations Meets Expectations Needs Improvement
Comments (if needed):	

5.Based upon your observation, the instructor has specific strengths in the area of:

6. What did you observe that you have questions about?

7. Based upon your observation, what suggestions do you make to the instructor and why?

Course Observation Form (Online)

This rubric has been designed to aid in the ongoing evaluation of online courses and instructors. The feedback on this form should recognize instructor efforts to maintain high quality and rigor in their courses and provide thoughtful recommendations for improvement. Because there is not a single class to observe in an online environment, the form is designed to evaluate the course more holistically.

Faculty Name	**Reviewer Name**	**Date**
Course Observed		

1.Course is aligned to student learning outcomes from the master syllabus (e.g. outcomes stated in course syllabus and on signature assignments, assessment strategy clearly ties to outcomes)	**Impressions**
Evidence that the criterion is met:	Exceeds Expectations Meets Expectations Needs Improvement
Comments (if necessary):	

2.Instructor online presence and interactions (e.g. discussion forums, conferences, chat rooms, announcements, question and answer forum, online office hours, email) are appropriate for the needs and goals of the course	**Impressions**
Evidence that the criterion is met:	Exceeds Expectations Meets Expectations Needs Improvement
Comments (if necessary):	

3.Course orientation and procedures are included and followed (including turnaround times for grading, feedback, etc.)	**Impressions**
Evidence that the criterion is met:	Exceeds Expectations Meets Expectations Needs Improvement
Comments (if necessary):	

4.Course navigation is clear, logical, and consistent	**Impressions**
Evidence that the criterion is met:	Exceeds Expectations Meets Expectations Needs Improvement
Comments (if necessary):	

5.Expectations are clearly communicated to the students (e.g. course syllabus, assignment instructions, online chats, discussions, announcements, grading criteria)	**Impressions**
Evidence that the criterion is met:	Exceeds Expectations Meets Expectations Needs Improvement
Comments (if necessary):	

6.Course content includes a variety of learning activities and resources to promote active student learning and achieve course/student learning outcomes	**Impressions**
Evidence that the criterion is met:	Exceeds Expectations Meets Expectations Needs Improvement
Comments (if necessary):	

7.College and department requirements are met (e.g. master syllabus, required assignments and exams, weekly student load, accessibility requirements)	**Impressions**
Evidence that the criterion is met:	Exceeds Expectations Meets Expectations Needs Improvement
Comments (if necessary):	

8. Course is personalized to reveal instructor's character to help connect with students in the online environment (e.g. short instructor bio, pictures, welcome video)	**Impressions**
Evidence that the criterion is met:	Exceeds Expectations Meets Expectations Needs Improvement
Comments (if necessary):	

Additional comments, recommendations, and overall impressions:

Comprehensive Review

Faculty Member Being Reviewed:	Date:	Review Candidate is Undergoing:

Deans, chairs, and Faculty Evaluation Teams (FETs) should use this form as part of the official review for A&T applications. Use the dossier, evaluations, and other materials available in Academic Affairs Office to help you evaluate the faculty member's excellence in teaching, professional development, and service. The feedback on this form should recognize instructor efforts to maintain high quality and rigorous courses, support for student success, and thoughtful recommendations for improvement.

Teaching

1.Course expectations are clearly communicated (course syllabus, assignment instructions, discussions, grading criteria, Canvas setup)	Impressions
Evidence that Criterion is Met:	Exceeds Expectations Meets Expectations
Comments (if necessary):	Needs Improvement

2.Course outcomes are clearly defined (in the classroom, the course design, examinations, and in the assignment scaffolding and design)	Impressions
Evidence that Criterion is Met:	Exceeds Expectations
Comments (if necessary):	Meets Expectations Needs Improvement

3.Uses engaged teaching techniques (high impact practices, innovation, relevance, activities) and promotes inquiry through assignments (questioning, critical thinking, creative thinking, analytical thinking)	**Impressions**
Evidence that Criterion Is Met:	Exceeds Expectations Meets Expectations Needs Improvement
Comments (if necessary):	

4.Uses assessments as tools for improvement (formative feedback on papers, projects, assignments) and regularly refreshes and updates courses (including course textbooks, syllabi, assignments, and other materials)	**Impressions**
Evidence that Criterion is Met:	Exceeds Expectations Meets Expectations Needs Improvement
Comments (if necessary):	

5.Course evaluations reflect quality instruction in all mediums (rigor, respect for students, supportive learning environment, timely and constructive feedback in face-to-face, online, IVC environments)	**Impressions**
Evidence that Criterion is Met:	Exceeds Expectations Meets Expectations Needs Improvement
Comments (if necessary):	

Form D
Comprehensive Review

Professional Development

1.Demonstrates Commitment to Lifelong Learning (keeps abreast of current trends in pedagogy and discipline development; engages with material in other disciplines to facilitate integrated learning opportunities)	Impressions
Evidence that Criterion is Met:	Exceeds Expectations Meets Expectations Needs Improvement
Comments (if necessary):	

2.Uses Assessment and Review Materials as Faculty Development Tools (self-evaluations, course evaluations, dean and department chair reviews, course observations)	Impressions
Evidence that Criterion is Met:	Exceeds Expectations Meets Expectations Needs Improvement
Comments (if necessary):	

3.Seeks Opportunities for Professional Development and Uses Professional Development Opportunities to Improve Teaching	Impressions
Evidence that Criterion is Met:	Exceeds Expectations Meets Expectations Needs Improvement
Comments (if necessary):	

Service and Professionalism

1.Accepts and Performs Roles that Support Department, Division, and College Governance as Appropriate	Impressions
Evidence that Criterion is Met:	Exceeds Expectations Meets Expectations
Comments (if necessary):	Needs Improvement

2.Fulfills Assessment Obligations at Course and Program Level	Impressions
Evidence that Criterion is Met:	Exceeds Expectations Meets Expectations
Comments (if necessary):	Needs Improvement

3.Demonstrates Collegial Engagement (collaborates, mentors, and supports)	**Impressions**
Evidence that Criterion is Met:	Exceeds Expectations
Comments (if necessary):	Meets Expectations Needs Improvement

4.Engaged in Recruitment and Retention Goals of Department, Division, and/or College	**Impressions**
Evidence that Criterion is Met:	Exceeds Expectations
Comments (if necessary):	Meets Expectations Needs Improvement

Faculty Action Plan

The final step in the Department Chair Annual Review and the Dean Three-Year Review is to complete an action plan with the faculty member when needed (when a faculty member receives "needs Improvement" in any area on the annual, 3-year, or FET review. These reviews are formative and are intended to help the faculty member improve and find success. Working with the faculty member, identify goals and strategies to accomplish those goals in any of the three areas (teaching, professional development, service).

1. Goal

    a. Strategy

Faculty Member Signature: Date:

Dean or Department Chair Signature: Date:

APPENDICES

Appendix: Review Timelines

Annual and Three-Year Reviews

When	Who	What
January 15	Faculty Member	Submit dossier to dean or department chair for review
April 15	Department Chair	Annual reviews of non-tenured faculty submitted to Academic Affairs
April 15	Dean	3-year reviews of tenured faculty submitted to Academic Affairs

Interim Tenure Review and Interim Tenure Review with Advancement

When	Who	What
2nd Friday of 4th semester	Faculty Member	Submit dossier to Academic Affairs—who will share review materials with FET
8th Friday of 4th semester	Faculty Evaluation Team	Draft of recommendation to dean, department chair, candidate
10th Friday of 4th semester	Dean, Department Chair, Candidate	Recommendation responses to FET
End of 4th semester	Faculty Evaluation Team	Final Recommendation submitted to Academic Affairs
5th Semester	Advancement and Tenure Committee	Review materials and make recommendation

Final Tenure Review and Final Tenure Review with Advancement

When	Who	What
2nd Friday of 10th semester	Faculty Member	Submit Dossier to Academic Affairs—who will share review materials with FET
8th Friday of 10th semester	Faculty Evaluation Team	Draft of recommendation to dean, department chair, candidate
10th Friday of 10th semester	Dean, Department Chair, Candidate	Recommendation responses to FET
End of 10th semester	Faculty Evaluation Team	Final Recommendation submitted to Academic Affairs
11th Semester	Advancement and Tenure Committee	Review materials and make recommendation

Advancement Only

When	Who	What
2nd Friday of Fall Semester of year you are applying	Faculty Member	Submit Dossier to Academic Affairs—who will share review materials with FET
8th Friday of Fall Semester of year you are applying	Faculty Evaluation Team	Draft of recommendation to dean, department chair, candidate
10th Friday of Fall Semester of year you are applying	Dean, Department Chair, Candidate	Recommendation responses to FET
End of that Fall Semester	Faculty Evaluation Team	Final Recommendation submitted to Academic Affairs
Spring Semester of that year	Advancement and Tenure Committee	Review materials and make recommendation

If you begin employment mid-academic year, the Advancement and Tenure timeline starts at the beginning of the next full academic year.

Appendix: Chart of Material and Submissions

Purpose	Doc #	Title	User(s)	When Used	Used With	Stored
Faculty Member Planning	A	Faculty Self Evaluation	Faculty Member	Non-Tenured: Yearly Tenured: 3-year cycle		Faculty Member and Chair Faculty Member and Dean
	B	Faculty Development Plan	Faculty Member	Every 3 years		Faculty Member and Chair
Teaching Observation	C1	Course Observation (face-to-face)	Course Observer	Non-Tenured: Yearly Tenured: 3-year cycle		Academic Affairs as part of Comprehensive Review Packet
	C2	Course Observation (online)	Course Observer	Non-Tenured: Yearly Tenured: 3-year Cycle		Academic Affairs as part of Comprehensive Review Packet
Formative Feedback	D	Comprehensive Review	Dept. Chair and Dean	Non-Tenured: Yearly Tenured: 3 year Cycle	Candidate Dossiers, Course Observations, Previous Action Plans, Student Evaluations	Academic Affairs
	E	Faculty Action Plan	Dept. Chair and Dean	Ratings of "needs improvement" on Comprehensive Review		Academic Affairs as part of Comprehensive Review Packet
Summative Feedback	D	Comprehensive Review	Faculty Eval. Team	Advancement and Tenure Applications	Candidate Dossiers, Course Observations, Dean and	Academic Affairs as part of Comprehensive Review Packet

					Department Chair Evaluations, Actions Plans, Students Evaluations	
		Sample FET Recommend-ations	Faculty Eval. Team	Advancement and Tenure Recommend-ations		Academic Affairs as part of Comprehensive Review Packet

Appendix: Sample FET Recommendations

April 28, 2019

Snow College Advancement and Tenure Committee
150 East College Avenue
Ephraim, UT 84627

Dear Committee Members:

This Faculty Evaluation Team (FET) is charged with the responsibility of completing a tenure evaluation review for Earnesta Teachworthy, an assistant professor of forestry who is just completing her tenth semester of teaching. We have considered Professor Teachworthy's performance in each of the three areas required for evaluation and recommend that Professor Teachworthy be awarded tenure for her outstanding service to the College.

Teaching

Earnesta came to Snow College with relevant industry experience (Boise Cascade Forest Products, Inc.) but with no teaching experience. She struggled her first year as a teacher. Students commented that she seldom got assignments back within the two-week standard. In addition, while students noted Earnesta was kind and willing to work with students in office hour settings, they found her lectures to lack engagement. At the end of her first year of teaching, her chair assigned Professor Karen Ringer to work with her on designing assignments that were effective measures of student performance and that would allow her to cut down on grading time so students had a good idea of how they were doing in her courses. In addition, Karen helped Earnesta work through strategies for leading class discussions rather than relying solely on lecture format and power point slides. The results were positive in both areas. During her second year of service, Earnesta was able to grade and return work in a timely fashion. Students gave her far higher evaluation marks for the content of her assignments than they did her first year. In the classroom, Earnest has become a professor with an outstanding reputation for working with students and providing a fun and exciting learning environment. Her interim review noted the positive changes she had made as a teacher and she has continued to grow with each academic year.

In her probationary years, Earnesta's course development has been exemplary. Her syllabi, the variety of assignments, study sheets, grading matrices, and hands-on help with lab assignments reflect the care she has for her students and her desires to see them achieve by providing them with clearly designed materials to support them in their coursework. Her teaching style is masterful. She engages students in dialogue fashion, and teaches them not just to answer questions, but to defend their answers. She stretches the students by asking them to apply what they are learning beyond the confines of the textbook and the classroom by giving them scenarios to work through from real-life problems found in the forest lands of Utah.

Students comment that they love to come to class and have found that they have gained so much more than the completion of a GE requirement. Her labs in Forestry 1010 are organized so that students construct a model of a local ecosystem based on the information they learn from the classroom and lab assignments. These models have to be reconfigured throughout the semester as they learn about added stress to the environment through seasonal change and human impact.

The FET is also pleased to see Earnesta revise her courses to address relevant issues impacting area forests. With the recent wildfires in the Central Utah area, Earnesta added a section on forest fuels and an additional section on fire recovery. She worked with Chad Dewey in Natural Resources to provide pathways for students interested in natural resource management which resulted in several students getting full-time paid internships with the Utah Division of Natural Resources. Earnesta's enthusiasm and love of teaching is going to serve the students of Snow College well for many years to come. We find she **Exceeds Expectations** in her teaching effectiveness.

Professional Development

As soon as Earnesta arrived, she took a great interest in the decline of Aspen groves in Western forests. She applied her graduate school training and work experience at Boise Cascade to pursue her interest in the invasive growth conifer trees among stands of Aspen trees. She created a simple but effective method of measuring conifer expansion in Aspen stands and has shared her results with a very grateful supervising ranger. This has not only helped the U.S. Forest Service understand the rate at which Aspen growth is declining, it also provides an ongoing project to share with students in classroom and laboratory settings. Her work has provided a living laboratory for students in her Foundations Course that she team teaches with Professors Grant and Hilson which has a focus on the renewable resources debate. For the past two years, Earnesta has been able to engage students in helping to set up additional monitoring stations in Aspen groves and the students gather information for the study every September in the local forest. The FET finds Earnesta **Exceeds Expectations** in professional development.

Service and Professionalism

Earnesta is a friendly and encouraging colleague. She shows enthusiasm for her department, division, and most of all for the educational mission of the College. She possesses excellent interpersonal skills and she is an active participant in his role as a College citizen.

For the past two years, Earnesta has served on the Service Learning Committee. She has used the opportunities on the committee to engage students in his Forestry 2110 course in fieldwork in the Aspen groves project. In her department, Earnesta took it upon herself to rethink how best to use laboratory experiences for GE courses. She felt Snow College could help students better learn the wonder of science by engaging them with their own experiments that they would conduct over the course of semester. She presented her research and the outcomes she gathered at a science division seminar and later at a lunch bunch presentation. Her

contributions in rethinking the use of laboratory work for GE students has been a boon to science laboratory pedagogy at the College. Several professors have taken it upon themselves to revise their laboratory experiences based on the outcomes Earnesta has realized.

Earnesta prepares her students to give simple but engaging demonstrations on forest habitat for potential students who visit the science building and for science conferences for high school students that are supported by the division. Our students love being the teachers for visiting groups and the high school students relate well to students providing the information and see themselves in possible similar roles as Snow College students. We find Earnesta **Meets/Exceeds Expectations** in the area of service and professionalism.

Summary

It has been a pleasure to evaluate Earnesta Teachworthy's candidacy for tenure. Based on what Earnesta has achieved during her probationary years at the College, we are confident that Earnesta is an asset the College can rely in for many years to come. She will bring honor to her name and to the name of Snow College in the years ahead.

Sincerely,

_____
Fern Green
Department of Forestry
FET Lead

_____
Seymore Spruce
Department of Forestry

_____
Alby Normal
Department of Psychology

October 24, 2019

Snow College Advancement and Tenure Committee
150 East College Avenue
Ephraim, UT 84627

Dear Committee Members:

Our Faculty Evaluation Team (FET) has been given the responsibility of completing an evaluation of Frank Spinoza, an assistant professor of philosophy who has applied to be promoted to the rank of associate professor. We have looked carefully into his performance in each of the areas required for evaluation and have determined that Professor Spinoza should not be advanced at this time.

Teaching

Professor Spinoza is in his tenth year of teaching at Snow College. He was promoted to assistant professor when he went up for interim tenure review at the recommendation of his chair, dean and the ATC. In the interim review, the ATC recommended that he work on consistency in his teaching evaluations and work on collegiality and being a more helpful colleague. Professor Spinoza's teaching evaluations were often stronger in the fall semester than in the spring semester, despite the fact that he taught several of the same courses. The ATC pointed out in his interim review that students sometimes found him aloof in some class meetings and engaging in others. He was criticized by students as sometimes being "stormy" and "unpredictable in his moods." After his interim review, he received more favorable teaching evaluations in general and they were consistently good from semester to semester. Students who had Professor Spinoza both before and after the interim tenure review period noted the change in his demeanor and in his approachability. This improvement continued through his tenure evaluation.

If one were to read the numerical scores on his teaching evaluations, Professor Spinoza's evaluations show no glaring signs of discontent among students. Students' written comments, however, do show dissatisfaction that needs to be addressed. It appears that after tenure was awarded, Professor Spinoza has slid back into some of the same patterns of uneven behavior noted in his interim tenure review. Students complain that he is at times "snarky" or "defensive when asked to clarify assignment expectations or to explain how assignments are graded." He rarely engages students in discussions but asks questions and if he does not get the answers he is

expecting, criticizes students for not having mastered information from the text. While Professor Spinoza's discipline is philosophy, students complain that he "tells us what a philosopher thinks and disputes us if we ask a question or make a comment that does not align with his understanding of the philosopher." Students show more enthusiasm for his fall courses than his spring courses. Spring course evaluations are more likely to note Professor Spinoza's lack of patience and less signs that the professor is as interested in his course material compared to the fall semester. With one or two exceptions, the course syllabi indicate the same textbooks have been used in his courses since he began teaching at the College. In his professional development plan, he set a goal to do some revision to two of his courses, but if there were changes to these courses, they were not obvious to the FET.

We worry the positive gains Professor Spinoza made prior to his tenure decision have been in decline post-tenure. For this reason, we believe his teaching **Needs Improvement**.

Professional Development

Professional development is important for faculty members at Snow College because of the importance it plays in keeping faculty members current and excited about what they teach. In his Professional Development Plan prepared three years ago, Professor Spinoza planned to keep current by reading journal articles and books that have relevance to his area of specialization, which is the mind-body distinction. In his most recent self-evaluation, he merely states that he fulfilled his goals but he did not offer any summative thoughts about what his project meant to his intellectual development or how it impacted his course designs. The FET was curious to know exactly what he read and how impactful this effort was. The team met with him and invited him to share his thoughts, and he had difficulty articulating what he had learned and how it was important to his teaching responsibilities. We found our conversation with Professor Spinoza to be disappointing because while he may have completed the goal he put down on paper, we do not believe his heart was into his project. We can find no evidence that the professional development goal selected by Professor Spinoza met the expectations the College seeks from professional development activities. He **Needs Improvement** in this area.

Service and Professionalism

Professor Spinoza served on two faculty searches and served as a member of the Academic Standards Committee (ASC) since receiving tenure. One member of the FET was on the search committees with Professor Spinoza and notes his work was dependable. He was thorough and helpful in the interviews and deliberations. His work on the ASC is also thorough. He is professional and diligent in preparing for cases and is careful in his deliberations. He has spent some time in recruitment efforts in the department, particularly in the division outreach efforts to the six-county school districts. The FET believes he gets along with members of the department and division, though he is somewhat aloof compared to some of his colleagues. He regularly attends department and division meetings and occasionally makes comments, but he

could show more engagement. He has much to offer but tends to hold back on taking the lead on departmental and division matters. We believe he **Meets Expectations** in this category.

Summary

Philosophy is a discipline that must be built upon interactive class discussion. Students must feel safe to ask questions, to challenge ideas, and to use their knowledge base to explore new ideas in conversation with others. We do not feel Professor Spinoza's courses are based on this type of scholarly give-and-take. We encourage him to bring dialogue into his courses. This is essential for students to capture the intellectual vitality of philosophy and as a college with small class sizes, it is a pedagogy that ***must*** be employed. In addition, while it is tempting to rely on a single textbook, philosophy is not a subject that is best approached from a single textbook. Students are able to access short dialogues written by the philosophers themselves. Rather than using a textbook that distills information into an encyclopedic-type format, students will learn far more by reading original works (in translation) and engaging in the discussion directly with the philosopher.

We are also concerned that Professor Spinoza's disposition is at times defensive and abrasive. He proved his worth as an engaging teacher in the years between his interim tenure review and his tenure review. Tenure and rank advancement are not awarded by right. A candidate must make a compelling case to receive rank advancement. At this time, the FET recommends that Professor Spinoza refocus on his responsibilities to the students and as a faculty member generally, and works to build a compelling case for rank advancement.

Sincerely,

_____

Ari S. Totle
Department of Philosophy
FET Lead

_____

Willy Faulkner
Department of English

_____

May A. Angelou
Department of English

April 22, 2019

Snow College Advancement and Tenure Committee
150 East College Avenue
Ephraim, UT 84627

Dear Committee Members:

We are charged with the responsibility of completing an interim tenure evaluation and a rank advancement review for Rhett Torrick, an instructor of Communication. Rhett is completing his fourth semester of teaching at Snow College. We have considered Rhett's performance in each of the three areas required for evaluation and recommend that he be advanced to the rank of assistant professor and note that he is making progress towards tenure.

Teaching

Rhett came to Snow College after completing his master's degree in business communications at Colorado State University. Rhett also completed twelve hours of coursework beyond the M.S. level in advertising, and this has been a boon to our students in the communication and business programs. At the close of his first year of teaching at the College, Rhett expressed interest in developing introductory level courses in business communications and advertising. We encouraged him in this endeavor and he came up with a professional development plan that was complete and purposeful in its approach. He met with several members of the business department to determine how he might help students in their department and he worked with the visual arts professor who teaches computer art to assure there were links between programs. He adapted the pedagogy of courses taught by one of his graduate school professors at Colorado State and offered the advertising course (Comm 1065) during the fall semester and the business communications course (Comm 1070) this semester. He teaches the courses in the Center for New Media labs and students are greatly enthused about what they are learning. Students comment that Rhett is caring, engaged, and enthusiastic, and they frequently mention that his courses are their favorites. Rhett acknowledges that efforts he exerted in developing these two courses has enabled him to bring new insights in his teaching of Comm 1010 (Intro Comm), Comm 2150 (Intercultural Communication), and Comm 2170 (Organizational Communication).

In his first semester of teaching, Rhett's course syllabi were clear in noting reading assignments and assignment due dates, but there was not much information that explained course content and what students could expect to learn from his courses. He was able to turn this around in the second semester with the help of the department chair and colleagues in his department. While the course outcomes are now clearly defined and the assignments are clearly articulated, we believe Rhett's courses lack sufficient attention to formal writing. In most of his courses, only five pages of formal writing is required. Rhett's feedback on graded writing assignments are clear and he frequently comments that students need to better defend their

arguments. While these comments are appropriate, one of the ways students learn to defend arguments is to be given more writing assignments so they have frequent opportunities to make and support thesis statements. The informal writing assignments he gives students in class are short essay quizzes. These are useful and encourage students to keep up to date on the reading assignments, but they do not replace the need for students to go through the process of formulating thoughtful arguments and defending these arguments in formal writing assignments.

Another area that needs attention is in the area of testing. Rhett frequently uses a format of having two or three exams that cover course units and then a final exam. All of these exams are multiple-choice format. Students often learn from assignments that force them to make and defend arguments. Having sections of his existing exams that require essay answers or substituting some multiple-choice exams with essay exams will bring a variety of evaluation into his courses that is missing.

Overall, Rhett is making progress in his teaching and has a solid base to build upon in the years ahead. We find he **Meets Expectations** in the area of teaching.

Professional Development

We have already mentioned Rhett's efforts to introduce new courses in the department and the effort he employed to meet with colleagues and develop a useful teaching strategy for the business communications and advertising courses. Rhett has also expressed a desire to team teach in the Foundations Course program. He has joined with colleagues in creating a course that will focus on the impact of electronic technology on human development. For his part, he will look at the role of social media on adolescent consumer choice. He is studying a course piloted at Westminster College that has a focus in this area and he has met with the faculty member who developed the course. He has also gathered information from a scholarly study made available online that focuses on advertising that targets teens. He and his partners are to begin teaching this in the fall of 2021.

Rhett has carefully studied his student evaluations and the classroom evaluations done by his peers. He has received suggestions to redesign course assignments and we applaud his efforts to do so. We look forward to seeing progress being made in the areas we point to in the section above. Rhett **Meets Expectations** in the area of professional development.

Service and Professionalism

From his first days at work, Rhett has been a devoted department and division member and a wonderful colleague to work with. His department chair suggested he focus his first few years on teaching and professional development, so Rhett has not sought out a formal committee assignment. That being said, his work with the department has been exemplary. His collaborative style has been good for a department whose members have been busy teaching many sections but had little time to reflect on department goals. Rhett's attention to preparing

students for transfer to four-year institutions was the catalyst for the department reconsidering course content and for reaching out to sister USHE institutions to find ways to better articulate our communication department goals with those at four-year schools. He has used his experience in studying advertising to work with student groups and the College Admissions Office to find ways to market the College and reach different target audiences, both prospective students and parents. His work has not only helped the admissions staff, it has also been a tool for encouraging faculty colleagues engage in the process of recruiting.

Rhett's outgoing and warm demeanor and his attention to detail are key reasons why he is such a respected colleague. He is recognized by his colleagues as a creative thinker who will follow through and support the College in a collaborative way. His approachability and his experience in advertising has resulted in multiple departments seeking him out for assistance as they ponder ways to recruit prospective students to their departments. We find Rhett **Exceeds Expectations** in the areas of service and professionalism.

Summary

It has been a pleasure to review Rhett Torrick's file in this interim review. In all evaluation areas, he is performing at or exceeds expectations. We believe he will continue to make personal improvements in his teaching and professional development and that his department and the College will continue to benefit from his hard work. We recommend him as a highly qualified candidate to be advanced to the rank of assistant professor.

Sincerely,

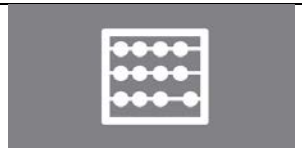
_____
T. V. Watch
Department of Communication
FET Lead

_____
Oral Interp
Department of Communication

_____
Eve Moneypenny
Department of Business

Short-term Training Programs and Awarded Amounts

CIS Cybersecurity Short-term Training	These courses and certificate prepare students for entry-level employment, in the general computer networking, network security, or cybersecurity industries. Cybersecurity is a multi-billion-dollar market that is projected to reach $258.99 billion by 2025 according to Allied Market Research.	8 weeks	$102,756
Farm Satety Training	This Farm Safety course provides training and "Farm Safety Certification" in working with and around machinery, chemicals, electricity, hydraulics, ATV, and farm animals. Students will acquire knowledge and skills to safely work on a farm ranch and will receive a Farm Safety Training certificate.	8 weeks	$24,000
Remote Workplace Skills	This program assists Rural Online Initiative participants in filling the skills gap for high-demand remote workers like administrative assistants, customer support staff, sales professionals, and virtual assistants. The supplemental training will also focus on building confidence, developing professional behaviors, and accepting accountability.	8 weeks	$56,540
Heavy Truck Transmissions	In this two-day course, you will acquire the necessary skills to diagnose and overhaul an Eaton Endurant Automated Transmission. Upon successful completion, you will receive a certification from Eaton Corporation.	2 days repeated	$87,000
Quickbooks for Small Business	Maintaining financial records and summarizing financial data into understandable reports is very important to the successful management of a business. This course teaches fundamental skills for recording small business transactions and preparing financial reports. Students will have the opportunity to earn badges (digital credentials) in the course.	8 weeks	$25,000
Certificate of Proficiency in GIS	The Certificate of Proficiency in GIS is a 16-credit program that consists of 5 three-credit courses and 1 one-credit course that will provide students with the skills and knowledge to find employment as a GIS technician or supplement their resume to increase employability in their field or to skill-up for employer needs. The courses can be completed while working. The certificate is stackable.	Varies	$25,170

Essential Skills in GIS	This program provides an accelerated introduction to Geographic Information Systems (GIS) and hands-on instruction using data collection equipment. For this program, instruction will focus on ESRI's ArcGIS Pro, an industry standard software application for GIS work, and ArcGIS Online, a companion cloud-based GIS platform.	8 weeks	$100,000
 **Certificate of Proficiency in Basic Accounting**	The Certificate of Proficiency in Basic Accounting provides students with the basic skills needed to perform basic bookkeeping and accounting tasks. Students will learn about financial and managerial accounting, QuickBooks, sound financial practices, and technology applications needed in business. Students will also become certified tax preparers through the VITA program.	15 weeks	$92,984
Human Servcies Practioner Certification	Certified students will enter the workforce as para professionals in the fields or social work, geriatrics, health care, rehabilitation, juvenile support, and with other human service-related agencies with a well-rounded knowledge of the social, psychological, and general needs of their potential clientele.	15 weeks	$102,450
Data Analytics Bootcamp	The Snow Online Data Analytics Bootcamp is a 6-credit hour, career-focused data analysis and visualization course utilizing Excel and Tableau. All students will receive a certificate of completion and Excel and Tableau Specialist micro-credential badge for LinkedIn upon program completion.	15 weeks	$274,750

As of 8/29/2020 all but four of the programs were full, representing immediate workforce training to approximately 184 individuals

General Education Foundations Courses, 2020

The American Dream: A Confluence of Agriculture, Genetic Process, and Housing

This course will focus on the connections between sustainable agriculture and food production, genetically modified crops and food, and rural housing and homelessness. The student will learn principles of food crop production, nutrient management to make agriculture sustainable and investigate the economic impacts of these practices. The student will also learn how genetically modified crops are created and learn techniques to test for foods that have been genetically modified. Among the economic impacts, you will also investigate how modern agriculture practices have changed housing and homelessness in the rural United States. As this course provides a foundation for the GE program, this course is intended for students in their first year at Snow College.

We're Not Gonna Take It: Rebellion

Since America was a nation founded in rebellion, it seems appropriate that rebellion has played a central role in most of the major events in our history. In this class, we'll explore many of the major rebellions in US history and discuss the politicians who instigated and fought against these rebellions, the musicians who carried the message to the masses, and the business owners who played a critical role in the management and financing of each side. By the time, the class is over, you'll have a better understanding of how you can use the political process, pop culture, and effective management to promote the change you want to see in the world. As this course provides a foundation for the GE program, this course is intended for students in their first year at Snow College.

Extreme Makeover: Earth Edition

Is the end of the world coming? Has it already passed? Is the history of life on earth just one long, rolling apocalypse? The concept of the Anthropocene or "the Human Age" has been embraced by some, rejected by others, becoming an ambivalent but useful way for us to consider the role human intervention has, does, and may yet play in the ways we live on earth. This course considers the Anthropocene as a geological, philosophical, and literary proposition for understanding and responding to our current moment on this planet as a species. As this course provides a foundation for the GE program, this course is intended for students in their first year at Snow College.

Coding My Story

Coding My Story examines the connections between three seemingly unrelated fields: genetics, folklore, and software engineering. All three fields study the transmission of information in the form of DNA, narratives, and software. Furthermore, there are complex codes that make all three forms of transmission possible. Students in Coding My Story will study these codes and explore how codes can create powerful stories about who we are.

Baseball: The Great American Pastime

In this class, we will study the ethics, statistics, and rhetoric of America's greatest pastime--baseball. Many causal observers don't know the unwritten rules behind the game. For example, when is it okay to steal signs from an opposing team? How long can you admire your home run shot before you run the bases? What is the shift all about? We will interrogate the evolution of the game from multiple disciplinary lenses as we seek to understand the modern game of baseball.

Water

Water is literally the stuff of life. Our food, our land, our bodies, and our minds are grown of water, shaped by water, composed of water, and drawn to water. Every one of us has stories connecting us to water. It is a source of peace and meditation, recreation, geologic masterpieces, and even the core of conflict. This course examines our deep associations to water from agricultural, geological, and creative perspectives as an element of infinite beauty and inestimable power and force.

Practical Anatomy

Practical Anatomy is a course designed to teach practical applications for anatomy, including self-assessment, movement and postural analysis, nutrition basics, and how to develop and implement programs to make life changes. It integrates human biology with principles of movement and personal training for both personal use and/or coaching, teaching, and medical purposes.

Are You What You Eat?

This interdisciplinary course asks the questions, "Are You What You Eat?" Through combining Communication, Home and Family Studies, and Agriculture, students explore evolving trends in food consumption, body image and marketing. As this course provides a foundation for the GE program, this course is intended for students in their first year at Snow College.

Flow with Peace

This GE foundations course examines the concepts of blending of energies and ethical conflict resolution through the point of view of three disciplines: martial arts (Aikido, Iaido, Tai Chi, Qi Gong and Xin Yi), movement (somatics, improvisation, movement for theatre, choreography, Zen meditation, writing, drawing), mathematics, and physics. More specifically, the class explores different ways in which we can better fit into our environment—spatially, socially, intellectually, and spiritually without losing our identity as human beings. As this course provides a foundation for the GE program, this course is intended for students in their first year at Snow College.

The Zombie Apocalypse Survival Guide

The zombie apocalypse is going to happen . . . will you be ready? This course uses an interdisciplinary approach to introduce students to key concepts from ethics, international relations, and psychology that may help humanity to survive a zombie infestation and then live in a post-apocalyptic world. Using both primary (e.g. film, television, and/or graphic novels) and secondary sources (e.g. scholarly work addressing the "zombie-verse"), students will discover and discuss strategies that help one to recognize an oncoming zombie invasion, to survive threats from the undead and the living, and to then rebuild civilization. As this course provides a foundation for the GE program, this course is intended for students in their first year at Snow College.

The (Un) Reality of the Superhero

Combining the physical applications of physics (science!), the performativity of the theatre (stage!), and the textual analysis of literature (stories!), we will be exploring the superhero as a force in the world around us. Professors Smith, Nogasky, and Bahlmann will lead courses on stage combat, the physics of superpowers, and the way superheroes have informed and been informed by the stories we tell. Along the way we'll be talking about engaged inquiry (active learning), and work toward developing individual, new, superheroes. As this course provides a foundation for the GE program, this course is intended for students in their first year at Snow College.

Engineering Beauty:

In this course, we will study one thematic issue (e.g. cloning, GMOs, definitions of beauty) from three different disciplinary perspectives to understand ways in which knowledge is connected, dependent, and relevant. Additionally, this course will focus on the habits of mind (intellectual, motivational, emotional, self-awareness, and self-directedness) that are essential for becoming a learner in an interdisciplinary world. This course should be taken during the Freshman year. Additional fee required.

Sample Curriculum Map

Snow College SERVICES TECHNOLOGY Curriculum Map

Summary:

The Cosmetology/Barbering Technology program is designed to prepare students for direct employment in cosmetology, barbering salons and/or prepare them to open new salon businesses. This program includes 1600 clock time hours of instruction required by the State of Utah for licensure. Students are prepared to take the National Interstate Council of State Boards of Cosmetology Licensure Examination required for licensure.

Students learn to communicate with customers, analyze skin, hair and nails, perform the duties of hair cutting, coloring, styling, chemical texture services, basic skin and nail services and all other services offered in a licensed salon.

The Snow College Cosmetology/Barbering Technology program in unique above any other Cosmetology program in Utah. At Snow College a student has the following options:

1. Earn hours for licensure purposes only.
2. Earn a Certificate of Completion in Cosmetology/Barbering Technology.
3. Earn an A.A.S. degree in Salon Business.
4. Specialize in Nail Technology.

Outcomes:

Students who complete an AAS in Salon Business at Snow College will be expected to demonstrate that they have knowledge of/and an understanding in the following areas:

- Principles and practices related to cosmetology/barbering skills; i.e., shampooing, styling, men and women haircutting, straight razor shaving, hair extensions, chemical texture services, haircoloring, skin care, nail services, and other material essential to becoming a successful cosmetologist/barber.
- State of Utah rules and regulations governing Cosmetology/Barbering.
- Related anatomy and physiology.
- Assess salon work areas and practices, recognize potential safety hazards and implement accepted methods to mitigate those hazards.
- Writing coherent reports and document client results.
- Assess present conditions and determine the action needed to obtain desired client outcomes based on a critical analysis of situations.
- Work effectively both individually and with others through class projects and client services through lab experiences.
- Communicate in electronic, verbal and written formats.
- Deal professionally and ethically with clients, the public and co-workers.
- Relevant business practices and the requirements of a successful operation commonly found in cosmetology/barbering establishments.

PROGRAM COURSEWORK AND ASSESSMENT	Knowledge Area: Services Technology										
	Principles and practices related to cosmetology/barbering skills; i.e., shampooing, styling, men and women haircutting, straight razor shaving, hair extensions, chemical texture services, haircoloring, skin care, nail services, and other material essential to becoming a successful cosmetologist/barber	State of Utah rules and regulations governing Cosmetology/Barbering.	Related anatomy and physiology.	Assess salon work areas and practices, recognize potential safety hazards and implement accepted methods to mitigate those hazards.	Writing coherent reports and document client results.	Assess present conditions and determine the action needed to obtain desired client outcomes based on a critical analysis of situations.	Work effectively both individually and with others through class projects and client services through lab experiences.	Communicate in electronic, verbal and written formats.	Deal professionally and ethically with clients, the public and co-workers.	Relevant business practices and the requirements of a successful operation commonly found in cosmetology/barbering establishments.	Meets another Program level outcome
Program Outcome	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	
COSB 1000: Basic Cosmetology Theory	X	X	X	X	X	X	X	X	X	X	COSB
COSB 1005: Basic Cosmetology Lab	X	X	X	X	X	X	X	X	X	X	COSB
COSB 1015: Basic Barbering Lab	X	X	X	X	X	X	X	X	X	X	COSB
COSB 1100: Basic Barbering Theory	X	X	X	X	X	X	X	X	X	X	COSB
COSB 1200 Cosmetology/Barber Sciences	X	X	X	X	X	X	X	X	X	X	COSB
COSB 1201: Cosmetology/Barber Procedures	X	X	X	X	X	X	X	X	X	X	COSB
COSB 1205: Intermediate Cosmetology Lab	X	X	X	X	X	X	X	X	X	X	COSB
COSB 1215: Intermediate Barbering Lab	X	X	X	X	X	X	X	X	X	X	COSB

COSB 2300: Principles of Cosmetology/Barbering	X	X	X	X	X	X	X	X	X	X	COSB
COSB 2301: Disciplines of Cosmetology/Barbering	X	X	X	X	X	X	X	X	X	X	COSB
COSB 2305: Advanced Cosmetology Lab	X	X	X	X	X	X	X	X	X	X	COSB
COSB 2315: Advanced Barbering Lab	X	X	X	X	X	X	X	X	X	X	COSB
COSB 2505: Cosmetology Capstone	X	X	X	X	X	X	X	X	X	X	COSB/ BUS
COSB 1810: Theory of Nail Technology	X	X	X	X	X	X	X	X	X	X	COSB
COSB 1811: Nail Technology Practicum	X	X	X	X	X	X	X	X	X	X	COSB
COSB 1910/1920 Professional Leadership Levels 1 & 2					X			X	X		
Runway Project	X	X	X	X	X	X	X	X	X	X	

Blue boxes represent assessment for more than one program.
Orange boxes represent assessment for this program

Assessment Notes:

Assessment uses a pass/fail rubric (see attached). Utah state licensing requires a 75% pass rate on the licensing exam. This is our benchmark. Our program target is an 80% pass rate for each student. For each of the assessment measures associated with the rubric, the goal is to have 80% of all students achieve a 75% (state benchmark) or higher pass-rate.

Assessment of communication and professionalism skills (outcomes 5, 8, and 9) uses written assignments completed in the Professional Leadership classes and objective-judged scores from the Services Technology Runway Project.

Software Engineering Curriculum Map using ABET format

CRITERION 5. CURRICULUM

A. Program Curriculum

1. See attached worksheet representing Table 5-1
2. For the purpose of the section, program educational objectives are represented by the following three-letter code. These codes highlight how the courses in the program curriculum support the educational objectives

- **PO1:** produce graduates who are ready to be productive software engineers requiring little or no in-house training after graduation to be effective
- **PO2:** produce graduates who qualify for immediate admission into a graduate computer science or software engineering program of study.

3. Student learning outcomes are delineated by the following three-letter codes, which are used to highlight the association of each course with specific student learning outcomes.

- **SLO1:** application of the knowledge of mathematics, science, and software engineering to a variety of problems and settings.
- **SLO2:** effective oral and written communication with supervisors, team members, and clients. Specifically, this communication should be lucid, clear and concise, technical and professional as well as convey complex technical ideas to non-technical individuals.
- **SLO3:** design and implement software solutions based on sound software engineering principles utilizing state-of-the-art tools and techniques.
- **SLO4:** solve software engineering problems using good management, design, and implementation strategies.
- **SLO5:** follow and meet project and/or plan objectives, recognizing the need for adaptation, adjustment, and plan restructuring both as an individual and as a team member.
- **SLO6:** understand professional and ethical responsibility.
- **SLO7:** lead through positive, realistic interactions that earn team member respect and facilitate project success.
- **SLO8:** understand how software engineering skills can be applied to the areas of entrepreneurship, digital media design and/or web development.

Program Curriculum						
Generation Education Credit Hour sub-total = 24						
Course Information and Credits				**Program Objective**	**Learning Outcome**	**Used for Assessment**
CS	1410	Object-oriented Programming	3	PO2	SLO1	
CS	1415	Object-oriented Programming Lab	1	PO2	SLO1	
CS	1430	User Experience Design	1	PO1	SLO2, SLO5	
CS	1810	Introduction to Web Development	3	PO1	SLO3	
CS	2420	Data Structures and Algorithms	3	PO2	SLO1	
CS	2450	Intro to Software Engineering	3	PO2	SLO1 SLO7	
CS	2700	Digital Circuits	3	PO1, PO2	SLO1	
CS	2810	Computer Organization and Architecture	3	PO1, PO2	SLO1	
CS	2860	Operating Systems Theory	3	PO1, PO2	SLO1	
MATH	1210	Calculus I	5	PO2	SLO1	
MATH	1220	Calculus II	4	PO2	SLO1	
MATH	2270	Linear Algebra	3	PO2	SLO1	
MATH	3040	Statistics for Scientists and Engineers	3	PO2	SLO1	
MATH	3310	Discrete Math	3	PO2	SLO1	
PHYS	2210	Physics for Scientists and Engineers I	4	PO2	SLO1	
PHYS	2215	Physics for Scientists and Engineers I Lab	1	PO2	SLO1	
PHYS	2220	Physics for Scientists and Engineers II	4	PO2	SLO1	
PHYS	2225	Physics for Scientists and Engineers II Lab	1	PO2	SLO1	
ENGL	3260	Technical Writing	3	PO1	SLO2	X
SE	3140	Ethics and Personal Software Process	3	PO1	SLO5	X

					SLO6	
SE	3250	Survey of Languages	3	PO1, PO2	SLO1	
SE	3520	Database Theory	3	PO1, PO2	SLO3, SLO7	X
SE	3630	Mobile Application Development	3	PO1	SLO3, SLO4, SLO5	X
SE	3820	Back-end Web Development	3	PO1	SLO3, SLO7	
SE	3830	Cloud Application Development	3	PO1	SLO3, SLO7	
SE	4230	Advanced Algorithms	3	PO2	SLO1	X
SE	4270	Software Maintenance Practices	3	PO1, PO2	SLO5, SLO7	
SE	4340	Secure Coding Practices	3	PO1, PO2	SLO4	
SE	4400	Software Engineering Practicum I	4	PO1, PO2	SLO8	
SE	4450	Software Engineering Practicum II	4	PO1, PO2	SLO8	X
SE	4620	Distributed Internet Application Development	3	PO1	SLO3 SLO4	
Elective Courses				**Program Objective**	**Learning Outcome**	**Used for Assessment**
CHEM	1210	Principles of Chemistry	4	PO2	SLO1	
CHEM	1215	Principles of Chemistry Lab	1	PO2	SLO1	
BIOL	2060	Microbiology	4	PO2	SLO1	
BIOL	2065	Microbiology Lab	1	PO2	SLO1	
BIOL	2030	Introductory Genetics	3	PO2	SLO1	
BIOL	2035	Introductory Genetics Lab	1	PO2	SLO1	
MATH	2210	Calculus III	3	PO2	SLO1	
PHYS	2710	Modern Physics	3	PO2	SLO1	
Entrepreneurship Emphasis Required Coursework				**Program Objective**	**Learning Outcome**	**Used for Assessment**
BUS	1600	Entrepreneurship Seminars	1	PO1	SLO5, SLO8	

BUS	2222	Entrepreneurship	3	PO1	SLO2, SLO5, SLO8	
BUS	2650	Management of Principles for Entrepreneurs	3	PO1	SLO2, SLO8	
		Total Credits	**7**			
Digital Media Design Emphasis Required Coursework				**Program Objective**	**Learning Outcome**	**Used for Assessment**
ART	1120	2D Surface	3	PO1	SLO2, SLO8	
ART	1140	4D Time	3	PO1	SLO2, SLO8	
ART	2430	Introduction to Graphic Design	3	PO1	SLO2, SLO8	
		Total Credits	**9**			
Web Development Emphasis Required Coursework				**Program Objective**	**Learning Outcome**	**Used for Assessment**
SE	3840	Web Telemetry, Operations, and Reporting	3	PO1	SLO1, SLO2, SLO3, SLO4, SLO8	
SE	4850	Advanced Front-end Development	4	PO1	SLO3, SLO4, SLO8	
		Total Credits	**7**			

Sample Program Review

Mathematics Program Review Self Study

Program Description and Mission Statement:

Snow College's Mathematics program serves the needs of 1,500 students annually in courses ranging from pre-algebra to differential equations. The number of mathematics majors is few; the program is primarily a service program offering general education mathematics courses required of all students seeking the associate degree. The program also offers service courses such as the three-semester Calculus sequence to students studying engineering or the sciences, as well as mathematics courses for pre-service elementary school teachers.

Instruction in mathematics has been a part of Snow College since its inception in 1888 as an LDS Stake Academy. The evolution of the mathematics department has followed the evolution of math and mathematics instruction with the same vision and faculty expectations. The vision of the mathematics department is to provide students with the educational opportunities they need to develop the mathematical background necessary for them to be competitive in their careers and competent members of society. All math faculty are expected to have a stellar knowledge of their respective math subject area and its real-world application, a tradition of excellence in teaching, support for developmental and general education math course instruction, an innovative approach to using math in other departments and across disciplines, and a general desire to help students succeed at math.

Mission Statement

The mission of the Snow College Mathematics Department is to: provide all the necessary, high quality math instruction for students majoring in mathematics, mathematics education, or other scientific areas; provide all students with a basic knowledge of mathematics in order to be competent members of society; provide students in need of remedial mathematics the opportunities they require to develop their basic mathematical skills.

To achieve this mission program goals are to offer all the courses possible to meet the mathematical instruction needs of the Snow College student body; ensure quality instruction in each and every mathematics course taught; and increase each student's chance of a positive, successful mathematics experience by correctly placing students into the right mathematics class(es).

Fulfillment of these goals is achieved by offering a wide variety of classes and adapting the course offerings based on evidence of need. It should be noted that the addition of new courses always follows research and discussion with other USHE institutions to match course content and numbering, thereby increasing transferability to the sister schools. Such discussions also include as well as public education

representatives according to Utah's K-16 Alliance in order to align college math courses with common core curriculum preparation.

For example, over the past few years the following courses have been developed to assist students in learning the mathematical concepts needed in manner that alleviates their credit load and expedites their ability to satisfy the College's general education math requirement.

- Math 1080 (Pre-Calculus) is a combination course developed for students planning on majoring in a mathematics intensive program but who were not prepared for the starting level (Math 1210, Calculus I) requires by these programs. The Math 1080 course combines concepts from Math 1050 (College Algebra) and Math 1060 (Trigonometry) allowing students to learn the necessary material in one semester instead of two, saving them time and tuition.
- Math 0990 (Beginning Algebra) was developed based on assessments from developmental math instructors. This courses helps to bridge the gap between Math 0970 (Pre-Algebra) and Math 1010 (Intermediate Algebra). This course has allowed many students who are not quite ready for Math 1010 the opportunity to improve their mathematical skills while taking one less credit of math.
- Math 1002 (Intermediate Algebra Refresher) was introduced in fall 2010. This course was developed in response to a large portion of students entering the College having experienced a significant gap in their mathematics experience since high school. This one credit course was taught two weeks prior to the start of fall semester giving students a time to brush up on their mathematics skills in order to enroll into a general education level math course the immediate fall semester.
- ILEARN mathematics instruction was introduced to the math curriculum

Instructional quality is achieved by requiring all mathematic instructors for courses above Math 1010 a master's degree in mathematics or a related field. In addition, during the last two years, all mathematics faculty, including concurrent enrollment instructors, have been observed by the department chair and received feedback on their teaching. Finally, the program maintains a strong commitment to faculty professional development by membership and active participation in AMATYC, the American Mathematical Association of Two-Year Colleges. AMATYC is the premier organization for mathematics instructors at institutions like Snow College and full-time as well as adjunct faculty often present at this national AMATYC's national conference.

In order to place students in the correct mathematics starting courses, the mathematics program uses state-wide placement guidelines such as ACT and Accuplacer scores, either of which have been proven to correctly asses a student is prepared for a given course prior to registration.

Curriculum: please see Appendix A for a descriptive list of course offerings.

Students who wish to graduate from Snow with an AA or AS degree must complete 31 credits of General Education and have a total of 63 credit hours. Students who wish to transfer to a four-year institution majoring in mathematics should also take the following courses while at Snow.

- MATH 1210 Calculus I (5 credits)

- MATH 1220 Calculus II (4 credits)
- MATH 2210 Calculus III (3 credits)
- MATH 2270 Linear Algebra (3 credits)
- MATH 2280 Differential Equations (3 credits)

Students are also encouraged to take a year-long sequence in another science with some universities requiring Physics. Below are Snow College's year-long science courses.

- CHEM 1210 Principles of Chemistry (4 credits)
- CHEM 1215 Principles of Chemistry I Lab (1 credit)
- CHEM 1220 Principles of Chemistry (4 credits)
- CHEM 1225 Principles of Chemistry II Lab (1 credit)
- PHYS 2210 Physics for Scientists and Engineers I (4 credits)
- PHYS 2215 Physics for Scientists and Engineers Lab I (1 credit)
- PHYS 2220 Physics for Scientists and Engineers II (4 credits)
- PHYS 2225 Physics for Scientists and Engineers Lab II (1 credit)
- BIOL 1610 Biology I (4 credits)
- BIOL 1615 Biology I Lab (1 credit)
- BIOL 1620 Biology II (4 credits)
- BIOL 1625 Biology II Lab (1 credit)

It is highly recommended that Math majors take as many of the following courses as possible:

- MATH 1030 (3 credits)
- MATH 1630 (3 credits)
- MATH 2040 (4 credits)
- MATH 2100 (2 credits)
- PHYS 2100 (2 credits)

This is a suggested schedule for two years at Snow College. This schedule is for well-prepared math students.

Fall Semester 1		Cr.	Spring Semester 1		Cr.
	Math 1210	5		Math 1220	4
	Math 2100	2		Math 2040	4
	Physics 2100	2	GE	English 2010	3
GE	English 1010	3	GE	Life Science	3
GE	American Institutions	3	GE	Fine Arts GE	3
	Total Credits	15		Total Credits	17

Fall Semester 2		Cr.	Spring Semester 2		Cr.
	Math 2210	3		Math 2280	3
	Math 1630	3		Math 2270	3
	Physics 2210	4		Physics 2220	4
	Physics 2215	1		Physics 2225	1
GE	Humanities	3	GE	Social Science	3
GE	PE 1096	1	GE	Individual Choice	3
	Total Credits	15		Total Credits	17

Suggested schedule for three years at Snow College

Fall Semester 1		Cr.	Spring Semester 1		Cr.
GE	Math 1050	4		Math 1060	2
GE	English 1010	3	GE	English 2010	3
GE	Fine Arts	3	GE	Math 2040	4
GE	American Institutions	3	GE	Life Science	3
			GE	Physical Education	1
	Total Credits	13		Total Credits	13

Fall Semester 2		Cr.	Spring Semester 2		Cr.
	Math 1210	5		Math 1220	4
	Math 2100	2		Math 2270	3
	Physics 2100	2		Physics 2220	4
	Physics 2210	3		Physics 2225	1
	Physics 2215	1			
	Total Credits	14		Total Credits	12

Fall Semester 3		Cr.	Spring Semester 3		Cr.
	Math 2210	3		Math 2280	3
	Math 1630	3		Math 1030	3
GE	Humanities	3	GE	Social Science	3
GE	Elective	3	GE	Individual Choice	3
	Total Credits	14		Total Credits	12

Snow College offers a variety of math classes to meet the needs of students with different levels of math skills. The goal at Snow is to help students find the class that best meets their needs. Rather than a course

that is too advanced, or a class that is too basic, students should be enrolled in a math course that best matches their skills. Mandatory placement in Math 0950, 0990, and 1010 is based upon student ACT scores or placement test scores. Students who score 17 and below on the math section of the ACT will be placed in Math 0950 or 0990. Students who score 18-22 on the on the math section of the ACT will be placed in Math 1010. Students who score 23 or higher on the on the math section of the ACT may choose which class they feel best meets their needs. To challenge this placement by ACT score, students may contact the Academic Advisement Center to schedule a time to use the Accuplacer Assessment tool and talk with a faculty member about their placement.

Student Learning Outcomes

Students who study or earn a degree in mathematics should be able to work in the following areas:

- Teaching: Mathematics majors who earn a Bachelor's degree and certification in secondary education are usually eligible to be high-school mathematics teachers. With a Master's degree, mathematics majors are eligible to teach in a two-year college. These levels usually emphasize the teaching of beginning mathematics areas (algebra, calculus, linear algebra, statistics). With a doctorate, mathematics majors are eligible to teach in a four-year college or university. College professors may choose an area of specialization, which is usually related to their doctoral studies; they are also expected to continue to pursue research studies.
- National Security Agency: The NSA is currently the largest employer of mathematicians in the world outside of education. This often has to do with code-making and breaking, but they are hired for other reasons
- Think Tanks: Several corporations (private and government run) hire mathematicians and other science types to create and think and work. If a thinker can produce an idea that can be used even once in a decade the company feels the investment has been well worth it.
- Statistics and Actuarial Science: Insurance companies and cities, among others, hire these mathematicians to help them predict and project as they do long-term planning.
- Cities, Corporations, etc.: Mathematicians are hired to help cities and others do "management science/planning." Aspects of game theory and social science mathematics help to do the job.
- Biological Sciences, Computer Sciences, Wild-Life Sciences, etc.: Many large science concerns hire mathematicians to do the parts of the experiments that require mathematics. This includes topography and GPS work and range-life studies. Mathematicians can work and use their knowledge in hundreds of areas.

Students

Five or six years ago the math department promised college administrators their classes would not "bottleneck" student progress toward a degree or transfer. Since that time, the number of math sections has grown each year. In 2009, 109 math sections were offered through the three main terms. The program now offers over 141 sections. The great majority of the increase in number of sections is due to a larger need for developmental math sections (though we wish students were coming better prepared) but has also led to an increase (though smaller) in the GE level math courses. While the number of sections we've offered has continued to go up the student/teacher ratio has not changed and we are holding steady at 21

to 23 students, on average, per teacher in each section. This includes at least two on-line sections for Math 1010 and 1050 and several concurrent enrollment IVC courses.

Graduating Class	2010	2011	2012	2013	2014
Number of Graduates	3	4	2	0	2
Certificates	0	0	0	0	0
Associate Degrees	3	4	2	0	2
Bachelor's Degrees	NA	NA	NA	NA	NA
Master's Degrees	NA	NA	NA	NA	NA
Doctoral Degrees	NA	NA	NA	NA	NA
Number of Students (Academic Year)	2150	2342	2219	2208	2487
Total Declared Majors	68	63	57	55	67
Total Department FTE	358.33	390.33	369.83	368.00	414.50
Total Department SCH	10750	11710	11095	11040	12435
Student FTE/Faculty FTE	21.8	23.5	21.6	22.7	21.7

Academic Advising

The general advising of students attending Snow College is conducted through the Student Success Center. The Center employs many advisors who are trained to help with schedules, consult about major and career options, and find financial aid resources to pay for school. However, faculty members and part-time instructors in the dance department often meet with students to discuss their current academic and/or performance needs as well as their future goals.

Faculty

The Math program currently employs the following full-time faculty members:

- Ted Olson, BS (Math) MS (Geophysics)
- Kari Arnoldsen BA (Mathematics), PhD (Instructional Science)
- Larry Smith, PhD (Science Education)
- Mel Jacobsen, MEd (Adult Education)
- Jonathan Bodrero, MS (Math & Math Education)
- Kenyon Platt, PhD (Mathematics)
- Cindy Alder, MEd (Math Education)
- Ron Dalley, MEd (Math Education)
- Janalee Jeffrey, MS (Mathematics)—Richfield campus faculty member
- Steve Zollinger, MA (Math Education)
- Brian Hansen, PhD (Mathematics)
- Lorie Hughes, MA (Math Education)

Math instruction also uses on average 7 to 8 adjunct faculty who hold a bachelor's degree or higher in mathematics. Several retired math faculty return to teach a class or two as adjuncts. Many full-time faculty members serve in leadership positions throughout the College such as Faculty Senate, Curriculum Committee, Advancement & Tenure Committee, and Faculty Development Committee. Over the last four years, the program has hired 8 new faculty. Current projections estimate the need to hire an addition 3 more faculty within the next two years. Given the new hires, only two faculty members hold tenure at the College—this is a very young department. In addition to faculty, the math program hires approximately 19 student math tutors. This is a great avenue for on-campus student employment; however, budget constraints limit needed growth.

	2010	2011	2012	2013	2014
Faculty Headcount (Academic Year)	2010	2011	2012	2013	2014
With Doctoral Degrees					
Full-Time Tenured	2	2	2	2	2
Full-Time Non-Tenured	0	0	0	0	0
Part-Time	1	3	4	3	2
With Master's Degrees					
Full-Time Tenured	1	1	1	1	1
Full-Time Non-Tenured	5	7	7	8	7
Part-Time	5	4	3	5	5
With Bachelor's Degrees					
Full-Time Tenured	0	0	0	0	0
Full-Time Non-Tenured	0	0	0	0	0
Part-Time	3	5	4	4	8
Other					
Full-Time Tenured	0	0	0	0	0
Full-Time Non-Tenured	0	0	0	0	0
Part-Time	0	0	0	0	0
Total Headcount Faculty	17	22	21	23	20
Full-Time Tenured	3	3	3	3	3
Full-Time Non-Tenured	5	7	7	8	2
Part-Time	9	12	11	12	15
FTE					
Full Time	11.3	11.1	13.3	12.9	13.8
Teaching Assistants	NA	NA	NA	NA	NA

Part-Time	5.1	5.5	3.8	3.3	5.3
Total Faculty FTE (Academic Year)	16.40	16.60	17.10	16.20	19.10

Program Support

The program currently has 4 classroom computers with projectors and ELMO devices, 16 IMAC machines (Math Lab), and 32 Dell Laptops that are used daily for developmental math class instruction. The program also houses a small but good mathematics library in the commons of the math department's main Noyes building location.

Four classrooms in the Noyes building are dedicated to mathematics instruction with additional classrooms being located throughout campus. The program shares several classrooms in the Lucy Phillips Classroom building, none of which we can call "our own." Math faculty are likewise spread throughout campus with 12 offices scattered in 7 different locations (3 of which are borrowed from another division to be reclaimed at any moment).

Developmental math instruction uses the ILearn math emporium model. Used for the past four years, ILearn delivers customized instruction to every math student while providing exceptionally high levels of learning support. Students proceed through math modules at their own pace and experience one-on-one instruction/support from a highly qualified adjunct teacher. This program has facilitated the efficient progress of students enrolled in math courses one or two levels below the general education requirement. In many cases, students successfully eliminate an additional semester of developmental math and experience improved academic success in college algebra and other general education mathematics courses.

Cost (based on Fiscal Year-Cost Study)	FY10	FY11	FY12	FY13	FY14
Direct Institutional Expenditures	$827,386	$861,728	$888,453	$1,102,623	$987,439
Cost per Student FTE	$2,264	$2,183	$2,108	$2,519	$2,407
Funding:					
Appropriated Fund	NA	NA	NA	NA	NA
Other:					
Special Legislative Appropriation	NA	NA	NA	NA	NA
Grants of Contracts	NA	NA	NA	NA	NA
Special Fees/Differential Tution	NA	NA	NA	NA	NA

Program Relationships

External Demands

- Utah State Regents Policy R 470-3 states. "…To assure full value… the number of credits required in General Education for each institution shall range from at least 30 to 39 semester credits, including credits required in the three core areas of Composition, Mathematics, and American Institutions."
- Snow College is also an open-enrollment school and we therefore provide any developmental courses necessary for preparation. With statewide placement requirements our need of developmental sections has increased dramatically. It costs money to provide more sections of those courses but the level of preparation and success in their GE courses is getting better and saving students' money at the GE with fewer repeats due to failure and lack of preparation.

- We also have agreements with all other USHE schools and Westminster and BYU to provide freshman and sophomore math courses for transfer purposes. Our Institutional Dashboard shows us that sections of math courses have linearly increased in the last five years from 111 sections during the 2009 year and 141 sections during the 2013 year. These are almost all developmental sections. Teacher/Student ratio has stayed consistently at 23 students per teacher per section through those years, also.

- Currently, we are working with our local K-16 Alliance to provide college math pathways that are seamless related to common core math initiatives. We are also participating in a Multi-State Collaborative that is studying the use of math artifacts (assignments, etc.) to determine quantitative literacy according to AAC&U's LEAP rubrics.

Internal Demands

Our internal demands revolve around providing math GE (and the developmental support to prepare for GE courses), support for other majors (engineering, business, education, etc.), and supporting math and math education majors. A look through our catalog will reveal the large number of other departments and programs that require at least one math course in their list of courses. The headcount in math classes numbered math 1210 and below remains high, student to teacher ratio is at 22.8 as of fall 2013.

Program Assessment

In spring 2014, the math program conducted a comprehensive program assessment in the form of a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats). The results of that exercise are as follows:

Program Strengths:

- Individual Instructor Attention—with our smaller classes students know their math teacher and many have a lot of in and out of class interaction
- Opportunities for Faculty Development (problem is taking advantage of it all)
- We listen/respect each other's' ideas, we collaborate, help each other, get along
- The Math Contest—though there is always room for improvement
- General $ Support (we've received a classroom set of 32 computers 3 years ago and saw a good jump to our budget—supporting 10 of our 13 faculty instead of 5
- Open to new teaching ideas

- We're good, great, incredible teachers
- We are math competent to genius levels
- We have successful computer based, individual pace remedial program
- We are loyal to the math profession
- We host a great Science Olympiad

The following program weaknesses were identified:

- Need offices together for synergy
- Salaries too low, we are losing great faculty because we can't get them here at this pay rate or the ones here have to take second jobs and we don't get their full attention.
- A lot of current cultural perceptions against math. It's OK to say, "I'm not good at math."
- Too much remedial needed. We'd love to be teaching more stats and calculus.
- Still some problems with the advising office and bad/wrong advice
- Uniformity at the cost of teacher individuality
- Lack of student jobs
- No department secretary
- Assessment—we still need work on the 'closing the loop' part
- Too much email
- Low department budget
- Text book costs
- Small pool of adjuncts—we are rural and there are not a lot of community members qualified to teach.
- Lack of departmental scholarships

Currently, the following opportunities would benefit the dance program:

- Appeal to students who struggle in math—recruiting pitch for our developmental math program
- Integrated courses: develpmental math/college skills? Stats/psych or Natural resources? Other?
- Serve noon-traditional/minority students
- Smaller math classes
- Professional development—travel
- 4-year degrees (within or without division)
- Math Contest—use better for recruiting
- Recruiting—EdNet, Math Contest, Richfield Math /Science Day, Science Olympiad
- Feedback based assessment (data—analysis—improve)
- Math Lab improvements
- Growth of Department/College
- Service Learning

Current threats to the program

- Student Preparation
- Salaries
- Chasms between popular vs. unpopular teachers and/or upper vs. lower teachers
- Common Core
- Remedial math needs

- Math gaps (mission gaps, etc.)
- Math complacency (society doesn't think you need math)
- Cost of education
- Limited recruiting area
- Richfield campus???
- Government cuts to student aid
- Smaller math classes
- Might not use faculty development opportunities

It cannot be overstated that the salary issues facing the program is or paramount concern. It is becoming increasingly hard to recruit talented teaching faculty, not to mention retain them at a pay rate the forces them to take second jobs in order to make ends meet. We do have two true PhD math faculty right now (we consider that a miracle). They are both still involved in their own research and they share that with their colleagues and their students.

Conclusion

The Mathematics program at Snow College serves students well. We believe that real math people who can teach well always is a big help. We believe our small class sizes and the interactions that the students can have with real faculty is a huge plus. We think we could start using that as a recruiting pitch. Other schools tell you to get remediated on your own time or use some on-line thing which still leaves you all alone and then come work with them when you're really ready to go. We have not done that and don't anticipate doing that. We also want to start doing some integrated courses with our dev-math students and with some of our higher math courses, also. We believe we've had and still have wonderful opportunities for faculty development that helps improve our teaching skills and our math background.

Appendix A: Mathematics Courses

MATH 0950 FS (3:3:0) PRE-ALGEBRA

Beginning with a review of basic arithmetic on signed numbers, fractions, and decimals, students will also learn to simplify and evaluate arithmetic and algebraic expressions of the appropriate level.

Prerequisites: An ACT math score 14 or below or an appropriate Accuplacer score. (See the advisement center for more information.)

MATH 0990 FS (4:4:0) BEGINNING ALGEBRA

This course is a review of math principles including order of operations with fractions, exponents, linear equations and inequalities in one and two variables, application problems, polynomials, factoring, and radicals. This course is designed for students who need a condensed review of high school Algebra I. This course prepares students for Math 1010.

Prerequisites: An ACT of 15-17 or an appropriate Accuplacer score. (See the advisement center for more information.)

MATH 1002 TBA (1:1:0) INTERMEDIATE ALGEBRA REFRESHER

This course is a review of selected topics from Intermediate Algebra. Basic concepts involving graphs, linear equations, algebraic manipulation, systems of equations, polynomials, factoring, roots, radicals, quadratic equations, and inequalities, exponential and logarithmic functions are covered. The course is designed to meet more years. The goal of the class is to prepare a student to meet placement requirements to take College Algebra (MATH 1050). Taught in pre-semester blocks see current course schedule.

Prerequisites: Two years of High School Algebra or MATH 1010.

MATH 1010 FS,Su (4:5:0) INTERMEDIATE ALGEBRA

This course introduces a study of the properties of the real number system including the use of set and/or interval notation and performing operations on the real numbers. Students will be introduced to variables and the simplifying and evaluating of algebraic expressions. Solving and graphing of linear and quadratic equations along with an introduction to linear, quadratic, exponential, and logarithmic functions will be covered.

Prerequisites: Math 0990 with a C or better, ACT math score 18-22, or appropriate placement test score. Prerequisite score or class must have been completed within the last two years or you must re-take placement test.

MATH 1030 (MA) FS (3:3:0) QUANTITATIVE LITERACY

This course provides an introduction to mathematical modeling and problem solving utilizing algebra, discrete mathematics, geometry and statistics.

Prerequisites: MATH 1010 with a grade of C or better, ACT math score 23 or higher or appropriate placement test score. Prerequisite score or class must have been completed within the last two years or you must re-take placement test.

MATH 1040 (MA) FS (3:3:0) INTRODUCTION TO STATISTICS

Introduction to Statistics is an elementary introduction to the nature of statistical reasoning. Topics to be covered include descriptive statistics, sampling and data collection, basic probability, sampling distribution, and introduction to inference including confidence intervals and hypothesis testing. Graphing calculator required (TI-83 preferred).

Prerequisites: Math 1010 with a C or better, ACT math score 23 or higher, or appropriate placement test score. Prerequisite score or class must have been completed within the last two years or you must re-take placement test.

MATH 1050 (MA) FS (4:4:0) COLLEGE ALGEBRA

An axiomatic development of the real number system, logarithms, systems of equations, complex numbers, theory of equations, matrices, progressions, and the binomial theorem. Graphing calculator required.

Prerequisites: Math 1010 with a C or better, ACT math score 23 or higher, or appropriate placement test score. Prerequisite score or class must have been completed within the last two years or you must re-take placement test.

MATH 1060 FS (3:3:0) TRIGONOMETRY

Trigonometric functions, definitions, radian measure, graphs, solving trigonometric equations, vectors, Law of Sines, Law of Cosines, complex numbers, polar coordinates.

Prerequisites: A grade of C or better in MATH 1050. Graphing calculator required.

MATH 1080 (MA) FS (5:5:0) PRE-CALCULUS

An axiomatic development of the real number system, logarithms, systems of equations, complex numbers, theory of equations, matrices, progressions, and binomial theorem to include a study of circular and triangular trigonometry.

Prerequisites: A grade of B in Math 1010 or equivalent or an Math ACT of 25 or a C or better in Math 1050 or equivalent.

MATH 1100 F (4:4:0) APPLIED CALCULUS

Applied Calculus introduces the techniques of elementary calculus for functions of one variable including differentiation and integration. Applications are emphasized in the areas of biological, management and social sciences. Techniques of calculus of several variables including partial differentiation and multiple integrals are introduced. Graphing calculator required (TI-83/84 preferred).

Prerequisites: MATH 1050 or MATH 1080.

MATH 1210 FS (5:5:0) CALCULUS I

This course is an introduction to calculus. Topics include functions, limits, differentiation, and integration of functions. Applications of the derivative and integrals for algebraic and trigonometric functions are also presented.

Prerequisites: (MATH 1050 and MATH 1060) or MATH 1080

MATH 1220 FS (4:4:0) CALCULUS II

This course is a continuation of the study of calculus. Topics include differentiation and integration of transcendental functions, techniques of integration and applications, conic sections and polar coordinates, infinite sequences and series, and vectors.

Prerequisites: Calculus I

MATH 1630 F (3:3:0) DISCRETE MATHEMATICS

This is a course in discrete mathematics. Topics will include wets and relations, functions, induction, recursion, counting, permutations, combinations, algorithms, and graph theory. This course is required of mathematics and computer science majors as well as some fields of engineering.

Prerequisites: MATH 1050. Corequisite: MATH 1050.

MATH 1902 TBA (1:1:1) CREATING MUSIC WITH A SMARTPHONE/TABLET

This course is open to any Snow College student on the Ephraim campus. Students will learn how to create music using a smartphone or tablet computer. In order to participate in the course, students must own a smart phone or tablet computer, and be prepared to download 10 applications from app stores.

MATH 1997, 1998, 1999 TBA (1-6 Cr.) COOPERATIVE EDUCATION EXPERIENCE – 1ST YEAR

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience or the student must be registered for course at the same time the student is enrolled in the work experience.

MATH 2010 F (3:3:0) MATHEMATICS FOR ELEMENTARY TEACHERS I

Mathematics for Elementary Teachers I is the first of a two-course series designed to improve the mathematical understanding of prospective elementary teachers. Concepts covered include problem-solving, sets, functions, numeration systems, number theory, rational numbers (fractions), decimals, percents, integers. The course will combine a thorough treatment of mathematical concepts with pedagogical philosophy to help prospective teachers learn to teach mathematics with understanding and insight.

Prerequisites: MATH 1050

MATH 2020 S (3:3:0) MATHEMATICS FOR ELEMENTARY TEACHERS II

Mathematics for Elementary Teachers II is the second of a two-course series designed to improve the mathematical understanding of prospective elementary teachers. Concepts covered include basic statistics, probability, properties of geometric shapes, measurement using English and Metric systems, geometry using triangle congruence (including constructions), geometry using transformations. The course will combine a thorough treatment of mathematical concepts with pedagogical philosophy to help prospective teachers learn to teach mathematics with understanding and insight.

Prerequisites: MATH 1050

MATH 2040 FS (4:4:0) APPLIED STATISTICS

Applied Statistics is the study of the nature of statistical reasoning and includes topics such as descriptive statistics, sampling and data collection, probability, hypothesis testing including Chi Square and Analysis of Variance, correlation and regression. This course is primarily for business and mathematics/statistics majors. Graphing calculator required (TI-83/84 preferred)

.Prerequisites: MATH 1050 or Math 1080.

MATH 2100 (IC) F (2:2:0) HONORS MATH: HISTORY OF MATH

This course provides an historical approach to the philosophy of scientific thought with mathematics as the driving force. The course begins with the Greek influence in the Age of Reason and continues to contemporary mathematical topics.

Prerequisites: Math 1010 or equivalent.

MATH 2210 FS (3:3:0) CALCULUS III

This course is a continuation of the study of calculus. Topics include differentiation and integration of multi-variable functions and vector calculus.

Prerequisites: Calculus II

MATH 2250 TBA (4:4:0) LINEAR ALGEBRA AND DIFFERENTIAL EQUATIONS

This course explores methods of solving ordinary differential equations which describe much of the physical phenomena in our world. The course introduces principles of linear algebra to facilitate the analysis of systems of differential equations. Linear algebra topics will include matrix operations, vector spaces, systems of linear equations, and eigensystems. The course will examine techniques for solving linear and nonlinear first-order differential equations as well as higher-order linear equations. Other topics will include initial-value and boundary-value problems, Laplace transforms, numerical methods, and modeling. The course is designed for students with majors in specific engineering and science disciplines. Students with majors in other science and engineering disciplines, and students with a mathematics major should take Math 2270 (Linear Algebra) and Math 2280 (Differential Equations) instead of Math 2250.

Prerequisites: MATH 2210

MATH 2270 S (3:3:0) LINEAR ALGEBRA

Linear algebra is a study of systems of linear equations, matrices, vectors and vector spaces, linear transformations, eigenvalues and eigenvectors, and inner product spaces. This class is required for students majoring in mathematics and many areas of science and engineering.

Prerequisites: MATH 1210.

MATH 2280 S (3:3:0) DIFFERENTIAL EQUATIONS

This is a course which covers methods of solving ordinary differential equations. The class is designed to meet the needs of math, engineering, and certain science majors. Included in the class are techniques for finding solutions to linear and nonlinear first-order differential equations as well as higher-order linear equations with constant and variable coefficients. Laplace transforms, power series solutions, numerical methods along with systems of linear first-order differential equations are also addressed. Some mathematical modeling of differential equations is included.

Prerequisites: MATH 2210.

MATH 2800 TBA (variable:0:0) SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

MATH 2901 FS (0.50:1:0) SOPHOMORE CAPSTONE

This capstone course for students majoring in the sciences, mathematics, or engineering is intended to broaden their scientific horizons, acquaint them with various educational and career opportunities in their fields, and actively prepare them for transfer to a four-year college or university. Repeatable for credit.

Prerequisites: most of a lower division preparation in a Science, Math, or Engineering major, see course instructor.

MATH 2906 TBA (1-3:1-3:0) IN-DEPTH INVESTIGATIONS IN MATHEMATICS

This course is designed to give students an in-depth learning experience in a mathematics related topic. It may include reading assignments, computation (by hand and/or with a calculator/computer), meetings, group discussions, group work, and excursions to pertinent sites.

Prerequisites: May vary with topic. Instructor's consent.

MATH 2997, 2998, 2999 TBA (1-6 Cr.) COOPERATIVE EDUCATION EXPERIENCE – 2ND YEAR

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

Snow College
Mathematics Program Review R411

submitted to the Snow College Board of Trustees
October 2015

Reviewed spring semester 2015 with a rating of recommended.

Reviewers:

- Dr. Christine Walker, Ed.D., Professor of Mathematics, Utah Valley University.
- Melanie Jenkins, Dean of Humanities and Assistant Professor of English, Snow College.

Program Description:

Snow College's Mathematics program serves the needs of more than 1700 students each semester in courses ranging from pre-algebra to differential equations. The number of mathematics majors is few; the program is primarily a service program offering general education mathematics courses required of all students seeking the associate degree. The program also offers service courses such as the three-semester Calculus sequence to students studying engineering or the sciences, as well as mathematics courses for pre-service elementary school teachers. Additionally, the department has been helping to increase the success rate of students who must take remedial math courses due to a weak math background or a significant time lapse since a math course was taken, so that they are able to complete their GE requirements.

Instruction in mathematics has been a part of Snow College since its inception in 1888 as an LDS Stake Academy. The evolution of the mathematics department has followed the evolution of math and mathematics instruction with the same vision and faculty expectations. The vision of the mathematics department is to provide students with the educational opportunities they need to develop the mathematical background necessary for them to be competitive in their careers and contributing members of society. All math faculty are expected to have a stellar knowledge of their respective math subject area and its real-world application, a tradition of excellence in teaching, support for developmental and general education math course instruction, an innovative approach to using math in other departments and across disciplines, and a general desire to help students succeed at math.

Mission Statement:

The mission of the Snow College Mathematics Department is to: provide high quality math instruction for students majoring in mathematics, mathematics education, or other scientific areas; provide all students with a basic knowledge of mathematics in order to be competent members of society; provide students in need of remedial mathematics the opportunities they require to develop their basic mathematical skills.

Faculty and Staff:

Instructional quality is achieved by requiring all mathematic instructors for college-level courses to have a master's degree in mathematics or a related field. In addition, most mathematics faculty have been observed by the department chair and received feedback on their teaching. Finally, the program maintains a strong commitment to faculty professional development by membership and active participation in

AMATYC, the American Mathematical Association of Two-Year Colleges, AMA, the American Mathematical of America (MAA), and other such organizations, as well as participating in faculty development opportunities on our own campus or at other nearby sites in the state.

In order to place a student in the correct mathematics starting course, the mathematics program uses state-wide placement guidelines such as ACT and Accuplacer scores, either of which have been proven to correctly assess that a student is prepared for a given course prior to registration.

Student Learning Outcomes:

Students who study or earn a degree in mathematics should be able to work in the following areas:

- Teaching: Mathematics majors who earn a Bachelor's degree and certification in secondary education are usually eligible to be high-school mathematics teachers. With a Master's degree, mathematics majors are eligible to teach in a two-year college. These levels usually emphasize the teaching of beginning mathematics areas (algebra, calculus, linear algebra, and statistics). With a doctorate, mathematics majors are eligible to teach in a four-year college or university. College professors may choose an area of specialization, which is usually related to their doctoral studies; they are also expected to continue to pursue research studies.
- National Security Agency: The NSA is currently the largest employer of mathematicians in the world outside of education. This often has to do with code-making and breaking, but they are hired for other reasons
- Think Tanks: Several corporations (private and government run) hire mathematicians and other science types to create and think and work. If a thinker can produce an idea that can be used even once in a decade the company feels the investment has been well worth it.
- Statistics and Actuarial Science: Insurance companies and cities, among others, hire these mathematicians to help them predict and project as they do long-term planning.
- Cities, Corporations, etc.: Mathematicians are hired to help cities and others do "management science/planning." Aspects of game theory and social science mathematics help to do the job.
- Biological Sciences, Computer Sciences, Wild-Life Sciences, etc.: Many large science concerns hire mathematicians to do the parts of the experiments that require mathematics. This includes topography and GPS work and range-life studies. Mathematicians can work and use their knowledge in hundreds of areas.

Several years ago the math department promised college administrators their classes would not "bottleneck" student progress toward a degree or transfer. Since that time, the number of math sections has grown each year. In 2009, 109 math sections were offered through the three main terms. The program had grown to 133 sections for 2014 current school year. The great majority of the increase in number of sections is due to a larger need for developmental math sections but has also led to a smaller increase in the GE level math courses. While the number of sections we've offered has continued to go up the student/teacher ratio has not changed and we are holding steady at 21 to 23 students, on average, per teacher in each section. This includes at least two on-line sections for Math 1010 and 1050 and several concurrent enrollment IVC courses.

The general advising of students attending Snow College is conducted through the Student Success Center. The Center employs many advisors who are trained to help with schedules, consult about major and career options, and find financial aid resources to pay for school. However, faculty members and part-time instructors in the math department often meet with students to discuss their current academic and/or performance needs as well as their future goals.

Data Form:

Faculty Headcount (Academic Year)	2010	2011	2012	2013	2014
With Doctoral Degrees					
Full-Time Tenured	2	2	2	2	2
Full-Time Non-Tenured	0	0	0	0	0
Part-Time	1	3	4	3	2
With Master's Degrees					
Full-Time Tenured	1	1	1	1	1
Full-Time Non-Tenured	5	7	7	8	7
Part-Time	5	4	3	5	5
With Bachelor's Degrees					
Full-Time Tenured	0	0	0	0	0
Full-Time Non-Tenured	0	0	0	0	0
Part-Time	3	5	4	4	8
Other					
Full-Time Tenured	0	0	0	0	0
Full-Time Non-Tenured	0	0	0	0	0
Part-Time	0	0	0	0	0
Total Headcount Faculty	17	22	21	23	20
Full-Time Tenured	3	3	3	3	3
Full-Time Non-Tenured	5	7	7	8	2
Part-Time	9	12	11	12	15
FTE					
Full Time	11.3	11.1	13.3	12.9	13.8
Teaching Assistants	NA	NA	NA	NA	NA
Part-Time	5.1	5.5	3.8	3.3	5.3
Total Faculty FTE (Academic Year)	16.40	16.60	17.10	16.20	19.10

Graduating Class	2010	2011	2012	2013	2014
Number of Graduates	3	4	2	0	2
Certificates	0	0	0	0	0

Associate Degrees	3	4	2	0	2
Bachelor's Degrees	NA	NA	NA	NA	NA
Master's Degrees	NA	NA	NA	NA	NA
Doctoral Degrees	NA	NA	NA	NA	NA
Number of Students (Academic Year)	2150	2342	2219	2208	2487
Total Declared Majors	68	63	57	55	67
Total Department FTE	358.33	390.33	369.83	368.00	414.50
Total Department SCH	10750	11710	11095	11040	12435
Student FTE/Faculty FTE	21.8	23.5	21.6	22.7	21.7

Cost (based on Fiscal Year-Cost Study)	FY10	FY11	FY12	FY13	FY14
Direct Institutional Expenditures	$827,386	$861,728	$888,453	$1,102,623	$987,439
Cost per Student FTE	$2,264	$2,183	$2,108	$2,519	$2,407
Funding:					
Appropriated Fund	NA	NA	NA	NA	NA
Other:					
Special Legislative Appropriation	NA	NA	NA	NA	NA
Grants of Contracts	NA	NA	NA	NA	NA
Special Fees/Differential Tuition	NA	NA	NA	NA	NA

Conclusion:

The Mathematics program at Snow College serves students well. We believe that real math people who can teach well always is a big help. We believe our small class sizes and the interactions that the students can have with real faculty is a huge plus. We think we could start using that as a recruiting pitch. Other schools tell you to get remediated on your own time or use some on-line thing which still leaves you all alone and then come work with them when you're really ready to go. We have not done that and don't anticipate doing that. We also want to start doing some integrated courses with our dev-math students and with some of our higher math courses, also. We believe we've had and still have wonderful opportunities for faculty development that helps improve our teaching skills and our math background.

Comprehensive Program Assessment:

In accordance with Utah State Board of Regents' policy R411 on the periodic review of educational programs, an on-site visit of Snow College's Mathematics program was conducted on April 24th 2015. This visit was preceeded by careful study of the program's self-study document. The visit included a comprehensive tour of educational facilities, conversations with students, class visits, and faculty interviews.

Program Strengths:

- Snow College mathematics faculty was commended for their credentials, enthusiasm, and loyalty, which was expressed by their sincere desire for students to learn and succeed in math. This includes the commitment of the mathematics department chair to attend regular state meetings and contribute to new and valuable changes to Snow College's Math Pathways.

- Snow College was commended for taking the lead in developing Pathways in accordance to the USHE Math 1010 mandate. Successfully renumbering the pathways correlating to the corresponding secondary school course. The math department design is being seriously considered at several other USHE institutions as THE statewide pathways curriculum. The guide is made accessible and understandable to all. The Pathways flyer contains information that guides students through the complex structure of registration. It's clean, concise, and easy to follow. On the flip side is a guide for high school students interested in taking concurrent enrollment course with the new USHE recommendations for high school preparation.

- The mathematics department is commended for their awareness of the money constraints on students. Adoption of textbooks that would meet the needs of the faculty while keeping costs low for students, has led to the use of the ILearn mathematics program, which is designed for students success at the lowest level of mathematics. From the use of this program, students are able to cut their time regarding completing developmental math courses, which saves them time and money. The outcome has also benefited the students as they progress to college level mathematics.

- The mathematics department has been highly commended for their concern with student population in developmental math courses. Having the focus on small class sizes supports the research that success in a developmental math course directly correlates to small (Less than 25) class size. Through the vision and dedication of the math department chair and the support of the faculty that they have this successful pass rate.

- Snow College is commended for their regional math contest which has seen growth, beyond its regional borders for the past 40 years. The goal for the competition, is an annual mathematics contest open to junior and high school students, is to provide a challenging, engaging mathematical experience that is both competitive and educational. Students are awarded a variety of prizes and scholarships, while also sparking an interest in mathematics.

- The Snow College department chair has been commended on the developing collegiality amongst faculty, given that they are spread all over campus. The chair holds regular bi-monthly meetings, and encourages attendance at the division seminars and school-wide lunch-brunch. Consequently, faculty member are strongly supportive of one another, genuinely care for each other, and focused on a common goal of providing high-quality instruction under trying circumstances, which we will refer later.
- Snow College is commended on the handling of the ongoing evaluation of adjuncts, including concurrent enrollment faculty. The department chair and campus faculty strive to make the adjunct faculty feel a part of the department. They provide a large office space and assistance in helping the development in their curricula. The adjunct and concurrent enrollment faculty is evaluated each semester and the concurrent enrollment faculty is mentored by the campus faculty. It is especially

noteworthy to mention that all concurrent enrollment faculty are required to administer a common midterm and final, developed and graded by the Snow College Faculty.

- The mathematics department is commended for maintaining a dedicated math lab, and has a set of dedicated computers for students use. It is house in the Noyes building close to the adjunct offices and the department chair and other faculty. It is staffed by dedicated and qualified students. It appears that the department chair is willing to work with students schedules to allow the flexibility that a student needs to maintain a job on campus and still attend classes.

Program Weaknesses/Recommendations:

- Adjunct Faculty Credentials: Given the position statement from the American Mathematical Association of Two-Year Colleges for adjunct faculty to possess a minimum of a Master's degree in mathematics or mathematics education with a minimum of 18 credit hours of graduate level mathematics to teach a college level mathematics course (i.e. Math 1030 or higher), the challenge for Snow College to find such qualified adjunct instructors is acknowledged. However, to maintain the quality and rigor of such courses, it is recommended that the program should strive to hire adjunct instructions in accord with AMATYC's statement.

- Bi-Annual Faculty Evaluations: Although it is a policy to hold a bi-annual Adjunct faculty and concurrent enrollment faculty evaluation, given the time constraints of each faculty member it was evident that this wasn't taking place in a timely manner. It is critical that adjunct faculty feel a part of the campus team, and that the teaching of the campus courses are in line with the vision of the math department. It is recommended that the use of the concurrent enrollment money could be used to pay for a 1-credit hour reduction in a faculty member's workload in order to more effectively mentor high school adjunct math faculty members, grade concurrent enrollment math midterm and final exams, and input such grades into canvas with subsequent verification.

- Location of Faculty and Program Chair Workload: It is of some concern that the math department faculty offices are spread throughout campus. It is also very concerning that there is very little support or reduced load for the mathematics department chair. The regular duties of the chair are: scheduling of faculty, ordering of supplies, staffing and evaluation of concurrent enrollment teachers, staffing and guidance of the math lab, as well as the other time-consuming duties of a chair. It is a concern that the administration does not recognize the importance of the department chair's additional role as the "face" of the math department, and that he/she is not accessible to the students. It is even more concerning that there is very little administrative assistance to help with the duties or even co-chairs within the department. It is recommended that the chair be given increased reduction in workload. If she is required to continue to her 10-credit load, then additional support in the form of a co-chair needs to be instituted, with co-chairs also given reduced teaching load. It is imperative that the chair is available for advising.

- Mathematics Advising: Serious concerns were evident and raised by faculty regarding advising. Although the new Pathways document helps alleviate some of those concerns, it is still apparent that students who are transferring to a university to complete a bachelor's degree need to have an adviser will versed in mathematics, mathematics education degrees, and actuarial certificates

offerings across the state—all of which are lacking in the Pathways document, which wasn't designed for specialized advising. Central advising is insufficient in the knowledge that is required for not only math majors, but also for articulation agreements and specialized course that will help well prepared students transfer seamlessly in order to complete a bachelor's degree in a timely manner. It is recommended that a designated faculty member be assigned to counsel students with posted daily advising hours. Most of the specialized advising can only be done by someone who understands the different institutions, their degree requirements, and can recommend a course schedule.

- Teacher Training, Professional Development, (observations) and Instructional Support. While it is clear that the department members support each other informally, there appears to be little to no formal support in the form of teacher training, mentoring, and best practice sharing. It is recommended that the department establish a mentoring program that would benefit both new faculty member as well as established faculty members. It is also recommended a more formal sharing of best practices (i.e. teaching seminars, pedagogy sharing) within the department. This is a particularly important for a department that has so many adjuncts and concurrent enrollment teachers.

- Campus wide scheduling of classes. It is some concern that students are not able to access classes in a timely manner because there is no collaboration or coordination campus wide when it comes to course scheduling. It is recommended to collaborate and communicate regularly with the registrar in order to assure that classes are not scheduled in a way that prevents registration in other necessary courses.

Institutional Response:

- Adjunct Faculty Credentials: The reviewers referenced the AMATYC document and reminded us that any math faculty teaching at the 1030 or higher level should have a Master's degree (which is 100% true for us), but they still had concerns that we have a lot of adjuncts with a bachelor's degree and some concurrent enrollment teachers with a Level 4 teaching certificate instead of a Master's degree. The mathematics department shares this concern and will work to increase our oversight of the math concurrent classes. We have already talked about some of this and plan to have better information for the concurrent teachers, as well as ourselves, about the specific courses either on a website or in a Canvas class for the math faculty.

- Bi-Annual Faculty Evaluations: The chair will initiate a plan starting fall 2015 to visit each adjunct faculty member at least once and follow up with an office visit. We also started a plan last year to visit each concurrent faculty member, spreading that load among all full-time math faculty. We will talk in August about improving this next year.

- Location of Faculty and Program Chair Workload: A review of the responsibilities of Deans and Department Chairs at Snow College occurred among the Academic Dean's Council and Faculty Senate during the 2014-2015 academic year. Among the results of this review (and subsequent document) is more work release for department chairs of programs with a substantial amount of full-time and adjunct faculty. In addition, the mathematics department chair is currently seeking

office space solutions with the Division Dean and Vice President of Academic Affairs that will mitigate the effects of faculty being housed in different buildings on campus. Currently there are two proposals: (1) math faculty move together and stay together in the new science building due for occupancy in two years, or (2) math faculty do not move into the new science building finding other ways to congregate offices, including converting student math lab space into faculty offices.

- Mathematics Advising: Currently there is a proposal that delegates a math faculty member to put together a website or database that will 1) track our majors and where they are in the program and when/where they plan to transfer; 2) provide the majors with current and at-hand information for transferring and articulation to state schools on the website. In addition, this faculty member will be charged to stay in contact with our in-state schools for current information as well as provide dedicated advising hours or appointment times for mathematics majors.

- Teacher Training, Professional Development, (observations) and Instructional Support: In the future we will have two monthly department meetings. The first will be dedicated to calendaring and talking about the big department goals/projects/plans/accomplishments. The second meeting will focus on faculty development (e.g. pedagogies, teaching best practices, etc.). We have already assigned mentors to our three new faculty (starting fall semester 2015) and will start having more formalized weekly "chats" among the faculty teaching common courses (i.e. the chair will facilitate discussions among 1050 and 1040 teachers so they can help one another).

- Campus wide scheduling of classes: The Science and Math Division has already worked through the years to make sure class times don't conflict with each other in the division; thus preventing a student from taking several necessary (and often hard) courses in one semester. This review has given us some good direction for the next few years and we look forward to helping our students have even more success at Snow College.

Example Rubrics for Knowledge Area Outcomes

Knowledge Area Assessment Cycle

Outcome	Major Heading	Minor Heading	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1	Fundamental Knowledge	American Institutions			■			■		
1	Fundamental Knowledge	Social and Behavioral Sciences			■			■		
1	Fundamental Knowledge	Physical and Life Sciences				■			■	
1	Fundamental Knowledge	Humanities				■			■	
1	Fundamental Knowledge	Fine Arts		■			■			■
1	Fundamental Knowledge	Personal Wellness		■			■			■
2	Using Information	Reading				■			■	
2	Using Information	Information Technology				■			■	
3	Communication	Oral Communication	■			■			■	
3	Communication	Written Communication	■			■			■	
3	Communication	Global Communication			■			■		
3	Communication	Team Work		■			■			■
4	Quantitative Reasoning	Quantitative Reasoning	■		■			■		
5	Responding with Sensitivity to Act	Responding with Sensitivity to Act		■			■			■
6	Analytical, Critical, and Creative Reasoning	American Institutions			■			■		
6	Analytical, Critical, and Creative Reasoning	Social and Behavioral Sciences			■			■		
6	Analytical, Critical, and Creative Reasoning	Physical and Life Sciences				■			■	
6	Analytical, Critical, and Creative Reasoning	Humanities				■			■	
6	Analytical, Critical, and Creative Reasoning	Fine Arts		■			■			■
6	Analytical, Critical, and Creative Reasoning	Personal Wellness		■			■			■
6	Analytical, Critical, and Creative Reasoning	Oral Communication				■			■	
6	Analytical, Critical, and Creative Reasoning	Written Communication				■			■	
7	Interdisciplinary Problem Solving	Interdisciplinary Problem Solving			■			■		
8	Foreign Language	Foreign Language		■			■			■

GE FINE ARTS RUBRIC

Students will learn to:	The student who ACHIEVES PROFICIENCY (3)	The student who APPROACHES PROFICIENCY (2)	The student who LACKS PROFICIENCY (1)	Not applicable
Articulate the dynamics of the creative process including the development of a lifetime sensibility as it applies to the disciplines of dance, music, theater, or visual arts.	Articulate precisely the dynamics of the creative process and the development of a lifetime sensibility as it applies specifically to at least one discipline.	Describe generally some or most of the dynamics of the creative process and/or the development of a lifetime sensibility as it applies to a specific discipline.	Sketch inaccurately the dynamics of the creative process and/or the development of a lifetime sensibility as it applies to a discipline.	
Provide an informed synopsis of the performing and/or visual arts in the contexts of culture and history through reading and interpreting pertinent information using a variety of traditional and electronic media.	Masterfully provide an informed synopsis of a particular piece or series of pieces; accurately contextualize the synopsis within historical and cultural frameworks; skillfully support the synopsis with pertinent evidence.	Briefly provide a synopsis of a particular piece or series of pieces; generally contextualize the synopsis within historical and cultural frameworks; attempt to support the synopsis with pertinent evidence.	Inaccurately provide an informed synopsis of a particular piece or series of pieces; inaccurately contextualize the synopsis within historical and cultural frameworks; use little to no support.	
Demonstrate an understanding of the conceptual and elemental principles fundamental to the creation of various forms of artistic expression.	Clearly demonstrate an understanding of the conceptual and elemental principles fundamental to the creation of various forms of artistic expression.	Demonstrate a vague understanding of the conceptual and elemental principles fundamental to the creation of various forms of artistic expression.	Show little to no understanding of the conceptual and elemental principles fundamental to the creation of various forms of artistic expression.	
Exhibit an ability to critically analyze artistic works using appropriate techniques, vocabulary, and methodologies.	Skillfully analyzes artistic work(s) using appropriate techniques, vocabulary, and methodologies.	Effectively analyzes artistic work(s) using generally appropriate techniques, vocabulary, and methodologies.	Ineffectively analyzes artistic work(s); misunderstands techniques, vocabulary, and methodologies.	

*Not every signature assignment will fulfill every knowledge-area outcome. If one or more of these items is not addressed by your signature assignment, please indicate in the corresponding box.

GE HUMANITIES RUBRIC

Students will learn to:	The student who **ACHIEVES PROFICIENCY (3)**	The student who **APPROACHES PROFICIENCY (2)**	The student who **LACKS PROFICIENCY (1)**	Not applicable
Ask and explore a variety of philosophical and theoretical questions about human thought and experience.	Articulate precisely one or more of the big questions of the course.	Describe generally one or more of the big questions of the course	Sketch inaccurately the big questions of the course.	
Recognize how understanding (knowledge) is created through the study of language systems, literature, and/or philosophy.	Masterfully demonstrate ability to interpret or solve a problem using language and ideas characteristic of the humanities.	Adequately demonstrate ability to interpret or solve a problem using language and ideas characteristic of the humanities.	Inadequately demonstrate ability to interpret or solve a problem using language and ideas characteristic of the humanities.	
Understand cultural traditions within a context and make connections with the present.	Clearly identify cultural traditions presented in a text and illustrate connections to the present.	Briefly identify cultural traditions presented in a text and illustrate connections to the present.	Show little awareness of cultural traditions presented through a text and little or no connection to the present.	
Critically read and respond to primary texts (original uninterpreted) from a "Humanities" perspective.	Provide quality evidence of ability to use textual evidence to support interpretation and/or analysis.	Provide adequate evidence of ability to use textual evidence to support interpretation and/or analysis.	Demonstrate little ability to use textual evidence to support interpretation and/or analysis.	
Write effectively within the Humanities discipline to analyze and form critical and aesthetic judgments.	Present clear and purposeful theses and develop coherent arguments.	Present adequate theses but develop inconsistent arguments.	Present unclear main these and develop incoherent arguments.	

*Not every signature assignment will fulfill every knowledge-area outcome. If one or more of these items is not addressed by your signature assignment, please indicate in the corresponding box.

Registration On-Boarding Survey

To access a preview of this survey in Qualtrics, use this link:

https://snowir.az1.qualtrics.com/jfe/preview/SV_3kq2kKysGRc6zop?Q_SurveyVersionID=current&Q_CHL=preview

Registration Questionnaire

Start of Block: Default Question Block

Q1 Welcome to Snow College! We are so excited to have you as a student. Snow College cares about the success of each student. To help you have a fantastic first semester and put you on the best path toward timely completion, we need some information from you. By answering the following questions, our Success Advisors can build a course schedule that is about YOU!

Go Badgers!

End of Block: Default Question Block

Start of Block: Demographic Information

Q3 Please provide your preferred phone number and email in case we have follow up questions as we build your schedule.

O Preferred Phone (XXX-XXX-XXXX) (1)
_____

O Preferred Email Address (2) _____

O What is your First Name (4) _____

O What is your Last Name (5) _____

O What is your Birthday (YYYY/MM/DD) (6)
_____

End of Block: Demographic Information

Start of Block: Registration Information

Q5 Have you applied for FASFA (Free Application for Federal Student Aid)?

O Yes (1)

O No (2)

Display This Question:

If Have you applied for FASFA (Free Application for Federal Student Aid)? = No

Q7 *You are strongly encouraged to apply for FAFSA. Many students and families don't apply because they think they won't qualify. Statistics show that over HALF of those students would have received financial aid. A completed FAFSA is also needed to determine eligibility for some additional scholarships and aid. The priority deadline for a FASFA application is June 1, but you may apply at any time throughout the year by* clicking here. *It's quick, easy, and the information you provide is confidential.*

Q10 Please list the Concurrent Enrollment, AP or IB classes you have taken or are currently taking (list one class per line).

_____

_____

_____

_____

_____

Page Break

Q8 If you have transfer credits, have you submitted them to Snow College?
Transfer credits are credits you have earned at another college or university.

O Yes (1)

O No (2)

O I don't have transfer credit (3)

Display This Question:

If If you have transfer credits, have you submitted them to Snow College? Transfer credits are credi... = No

Q9 *If you have transfer credits, please submit them as soon as possible to the Snow College Registrar's office. You can call them at (435) 283-7320*

End of Block: Registration Information

Start of Block: Other Demographic-Intention

Q11 Do you speak a language other than English fluently?

O Yes (1)

O No (2)

Display This Question:

If Do you speak a language other than English fluently? = Yes

Q12 Please list the language

_____

Page Break

Q13 Are you interested in the Honors Program at Snow College?

O Yes (1)

O Maybe (2)

O No (3)

Display This Question:

If Are you interested in the Honors Program at Snow College? = Yes

Or Are you interested in the Honors Program at Snow College? = Maybe

Or Are you interested in the Honors Program at Snow College? = No

Q14 *The Snow College Honors Program is an exciting educational opportunity available to any student entering the college with a strong academic record. For more information about the Honors Program, go to* https://www.snow.edu/academics/honors/index.html.

Page Break

Q19 On which campus do you intend to take MOST of your classes?

- O Ephraim Campus (1)
- O Richfield Campus (2)
- O Online (4)

Page Break

Q20 Are you interested in taking online classes?

- O Yes (4)
- O No (5)

Page Break

Q21 Will you need to request an ADA accommodation while attending Snow College?
*The*Office of Disability Services*is designed to provide all individuals with disabilities, as defined by the Americans with Disabilities Act (ADA), appropriate academic adjustments, reasonable* accommodations*, and/or auxiliary aids when and where necessary.*

- O Yes (4)
- O No (5)

End of Block: Other Demographic-Intention

Start of Block: Intention

Q15 Do you plan to take time away from your studies for church service, military service, or some other reason?

- O Yes (1)
- O No (2)

Page Break

Q16 Do you intend to transfer to a four-year institution after graduating from Snow College?

- O Yes (1)
- O No (2)
- O Don't know yet (3)

Display This Question:

If Do you intend to transfer to a four-year institution after graduating from Snow College? = Yes

Q17 To what institution do you intend to transfer?

_____

End of Block: Intention

Start of Block: Specific Programs

Q18 Do you plan to seek a 4-year degree at Snow in . . . .

- O Software Engineering (1)
- O Commercial Music (2)
- O I don't plan on pursuing a 4-year degree at Snow College (3)

Q19 Do you intend to pursue certification or a degree in Nursing?

- O Yes, just the CNA program (1)
- O Yes, the LPN program (2)
- O Yes, the Associates of Science in Nursing program (3)
- O I do not intend to study Nursing at Snow College (4)

Q20 What major/area are you most interested in studying?

General Area (Meta Major) *This is an overall broad, general grouping of similar programs of study.* (1)

Specific Program of Study or Major (2)

▼ Applied Science, Technology, and Manufacturing (1) ... Social Sciences, Behavioral Sciences, and Human Services ~ Social Work ~ SW ~ Veronica (453)

End of Block: Specific Programs

Enrollment Metrics Example

Data is provided weekly via an Excel spreadsheet and an interactive dashboard published to the Tableau Server. The following is an image of the Excel spreadsheet.

Fall Enrollment Tracking — Week 34 — As of August 22, 2020

Applications

	Current	Prior Week	PW Difference	% Change	Prior Year	Difference	% Change
Applications	5,455	5,432	23	0%	4,847	608	13%
New Student Yield	27%	26%	1%	4%	29%	-2%	-8%

	Current	Prior Week	PW Difference	% Change	Prior Year	Difference	% Change
Headcount	3,623	3,518	105	3%	3,428	195	6%

Student Type

	Current	Prior Week	PW Difference	% Change	Prior Year	Difference	% Change
New Freshman	1,473	1,444	29	2%	1,423	50	4%
Readmit	192	185	7	4%	196	-4	-2%
Transfer	52	49	3	6%	43	9	21%
Continuing	1,493	1,473	20	1%	1,531	-38	-2%
Other Students	413	367	46	13%	235	178	76%
Totals	**3,623**	**3,518**	**105**	**26%**	**3,428**	**195**	**6%**

Residency

	Current	Prior Week	PW Difference	% Change	Prior Year	Difference	% Change
Resident	3,217	3,142	75	2%	3,038	179	6%
Non-Resident	254	228	26	11%	297	-43	-14%
WUE	152	148	4	3%	93	59	63%
Totals	**3,623**	**3,518**	**105**	**16%**	**3,428**	**195**	**6%**

Location: State

	Current	Prior Week	PW Difference	% Change	Prior Year	Difference	% Change
In-State	3,214	3,141	73	2%	3,002	212	7%
Out-of-State	369	341	28	8%	357	12	3%
State Unknown	40	36	4	11%	69	-29	-42%
Totals	**3,623**	**3,518**	**105**	**22%**	**3,428**	**195**	**6%**

Age

	Current	Prior Week	PW Difference	% Change	Prior Year	Difference	% Change
Traditional Age	3,308	3,224	84	3%	3,061	247	8%
Non-Traditional	315	294	21	7%	367	-52	-14%
Totals	**3,623**	**3,518**	**105**	**10%**	**3,428**	**195**	**6%**

Gender

	Current	Prior Week	PW Difference	% Change	Prior Year	Difference	% Change
Male	1,615	1,539	76	5%	1,552	63	4%
Female	2,008	1,979	29	1%	1,876	132	7%
Totals	**3,623**	**3,518**	**105**	**6%**	**3,428**	**195**	**6%**

Full-time/Part-time

	Current	Prior Week	PW Difference	% Change	Prior Year	Difference	% Change
Full-time	813	784	29	4%	985	-172	-17%
Part-time	2,810	2,734	76	3%	2,443	367	15%
Totals	**3,623**	**3,518**	**105**	**6%**	**3,428**	**195**	**6%**

Service Area

	Current	Prior Week	PW Difference	% Change	Prior Year	Difference	% Change
Service Area	1,203	1,162	41	4%	1,139	64	6%
Wasatch Front	1,238	1,206	32	3%	1,098	140	13%
Other Utah	776	776	0	0%	765	11	1%
Out-of-State	254	245	9	4%	222	32	14%
Out-of-US	113	94	19	20%	134	-21	-16%
Unknown	39	35	4	11%	70	-31	-44%
Totals	**3,623**	**3,518**	**105**	**41%**	**3,428**	**195**	**6%**

Ethnicity

	Current	Prior Week	PW Difference	% Change	Prior Year	Difference	% Change
Hispanic	83	81	2	2%	131	-48	-37%
Non-Hispanic	1,831	1,808	23	1%	2,452	-621	-25%
Unknown	1,679	1,629	50	3%	845	834	99%
Totals	**3,593**	**3,518**	**75**	**7%**	**3,428**	**165**	**5%**

Race

	Current	Prior Week	PW Difference	% Change	Prior Year	Difference	% Change
American Indian	29	28	1	4%	29	0	0%
Asian	9	9	0	0%	9	0	0%
Black, Non-Hispanic	17	16	1	6%	24	-7	-29%
Hispanic	83	81	2	2%	131	-48	-37%
Multiple Races	28	27	1	4%	36	-8	-22%
Non-Resident, Alien	110	92	18	20%	131	-21	-16%
Pacific Islander	26	23	3	13%	48	-22	-46%
Race Unknown	1,754	1,697	57	3%	886	868	98%
White, Caucasian	1,567	1,545	22	1%	2,134	-567	-27%
Totals	**3,623**	**3,518**	**105**	**53%**	**3,428**	**195**	**6%**

First Generation

	Current	Prior Week	PW Difference	% Change	Prior Year	Difference	% Change
Non-First Generation	2,271	2,217	54	2%	2,191	80	4%
First Generation	1,352	1,301	51	4%	1,237	115	9%

Financial Aid

	Current	Prior Week	PW Difference	% Change	Prior Year	Difference	% Change
Did not Apply	1,383	1,482	-99	-7%	738	645	87%
Applied for Financial Aid	2,240	2,036	204	10%	2,690	-450	-17%

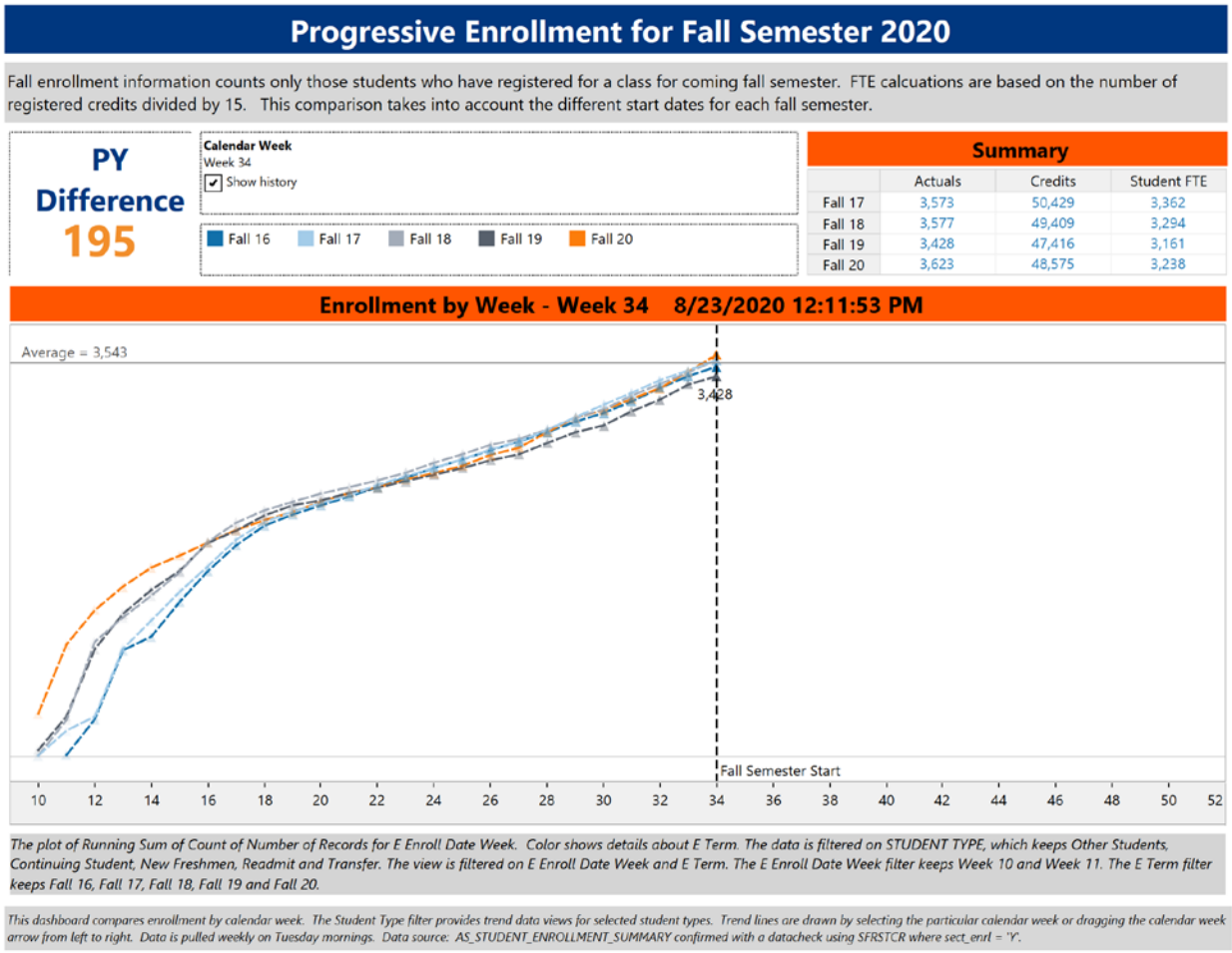
Pell Grant

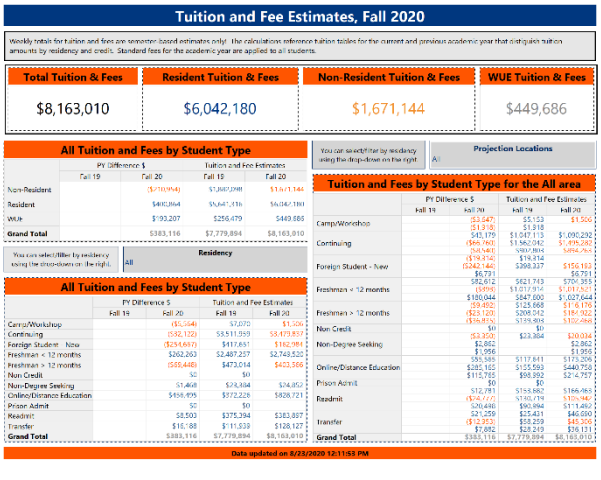
	Current	Prior Week	PW Difference	% Change	Prior Year	Difference	% Change
No Pell Grant	2,664	2,605	59	2%	2,040	624	31%
Pell Grant	959	913	46	5%	1,388	-429	-31%

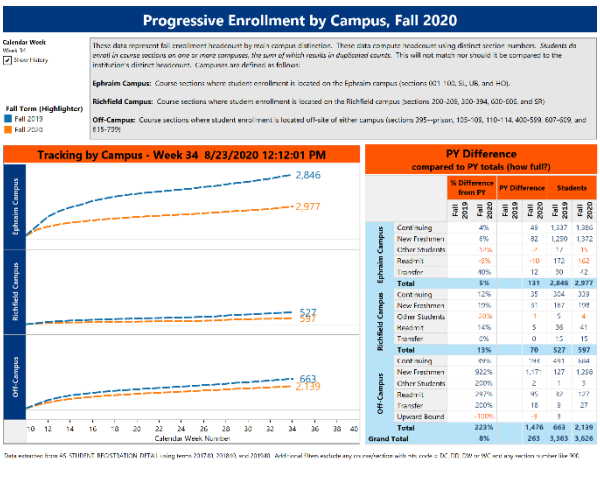
Tuition and Fees

	Current	Prior Week	PW Difference	% Change	Prior Year	Difference	% Change
Resident	$6,042,180	$5,907,459	$134,721	2%	$5,641,316	$400,864	7%
Non-Resident	$1,671,144	$1,491,182	$179,962	12%	$1,882,098	-$210,954	-11%
WUE	$449,686	$436,259	$13,427	3%	$256,479	$193,207	75%
Totals	**$8,163,010**	**$7,834,900**	**$328,110**	**4%**	**$7,779,893**	**$383,117**	**5%**

Screenshots from the interactive dashboard







Information Guide for New Faculty

Welcome to Snow College

The first order of business is to welcome you to Snow College. You have joined a caring, dedicated faculty whose primary role is effective teaching. We strive to accomplish this goal by using innovative and high impact teaching practices, by creating a caring and supportive learning environment, and by engaging students directly with material and content.

The information contained herein is designed to give you quick and easy access to some of the more common policies and practices of the institution. For additional information, consult with your department chair, dean, colleagues, and/or the College website. Your colleagues will become invaluable as sources of College information, mentoring and pedagogical support, and professional networking.

Snow College Mission Statement

Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their education goals.

Snow College strives to fulfill its mission by:

Honoring its history and advancing its rich tradition of learning by providing a vibrant learning environment that empowers students to achieve their educational goals, encouraging and supporting innovative initiatives that create dynamic learning experiences for the college community, and creating learning and service opportunities, locally and globally, to engage students, faculty, staff, and surrounding communities.

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Information Guide for New Faculty

Definitions

Full-Time Faculty

With few exceptions approved by Dean's Council, all full-time faculty are expected to teach 28-32 credits per year. They are expected to teach, advise, prepare for courses, develop courses, hold regular office hours (minimum 5 a week), participate in course and program assessment activities, fulfill college responsibilities and meet deadlines, assist department chair with department governance responsibilities, and attend year-end assessment meetings as part of their normal teaching load.

In situations where there is need, as per policy 331, faculty are eligible to teach "up to a maximum of twelve (12) credit hour equivalents for the two-semester academic year not to exceed six (6) credit hour equivalents in any semester providing required prior approvals are granted." When overload is assigned, supplemental pay will be initiated by the department chair.

Adjunct Faculty

Part-time adjunct faculty assignments are made each semester/term with a signed "Hourly Adjunct Payroll Action Form" with no guarantee of continuation of employment beyond the particular semester/term assigned. The college shall not offer nor shall the Adjunct Faculty member accept any teaching assignments which exceed(s) 22.4 credit hour equivalencies per academic year (fall/spring semesters) 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 Snow College President before the start of the semester/term. Adjunct faculty may teach up to 11 credit hour equivalents during the summer semester/term. President's approval is needed prior to exceeding any of these credit hour limits. The part-time faculty time must be coordinated with all other employment at the college to reflect less than 75% time—no more than 29 hours. Please note that some classes are compensated at more than the number of credit hours listed. The number of permitted teaching hours is figured at the compensation number.

Payroll Action Forms (PAF's) and all other forms required for employment must be completed and contain the required signatures for approval, prior to payment for services rendered by college employees.

Add/Drop Deadlines

Each semester has a series of deadlines demarcating when a student can add or drop classes. A student can add a class during the first three weeks of a semester, but can only do so without an instructor's signature during the first week. For academic success purposes, Snow College

allows students to drop a single class until the 10th week of the semester (there is often a fee attached).

A student can completely withdraw from a semester until finals period begins. The official add/drop deadlines for a semester are located on the academic calendar each semester, which is located on the Registrar's webpage. Snow College's official add/drop policy is located in the catalog.

Alcohol/Drug Free Workplace

Snow College has a strong commitment to its employees to provide a safe workplace and to establish programs that promote a high standard of employee health and efficiency. The college expects employees to report to work assignments unimpaired and in a condition to perform their duties safely, efficiently, and inoffensively. Unsatisfactory job performance caused by alcohol or substance abuse will not be tolerated. Unsatisfactory job performance includes poor attendance, or conduct that is detrimental to the college, its students, fellow employees, or any person or agency with whom the college conducts business. This policy applies to all employees—administration, faculty, and staff including full-time, part-time, temporary, probationary, and student employees of Snow College. Violations of this policy will lead to disciplinary sanctions. A complete copy of the Snow College Alcohol/Drug Free Workplace Policy is found on the Snow College website.

Assessment Expectations

The College is committed to a culture of assessment. Outcomes of individual courses should be assessed regularly on an instructor as well as the course level. Programs are regularly assessed (a year-end assessment day is scheduled each spring and participation is mandatory for full-time faculty). Programs are also reviewed externally by USHE partners on a five-year cycle. GE outcomes are assessed college-wide regularly as well. In every case, assessment should conform to the following cycle:

- Identify outcomes
- Identify ways in which students can demonstrate proficiency with the outcome
- Design assessment criteria
- Construct authentic assignments that provide opportunities for student achievement
- Assess student artifacts
- Compile data
- Use data to improve student learning
- Report data to appropriate body (department chair, dean, institutional research, GE Director)
- Report changes implemented and results of those changes to the same bodies.

Benefits

For information about health care plans and providers, payroll, retirement, on-campus benefits, and family leave, contact the Human Resources office.

Best Teaching Practices

It probably goes without saying, we aspire to best teaching practices throughout the institution. Teaching is a craft that requires constant reflection and experimentation. Great teachers are individuals who always seek to improve the way they interact with students. Teaching excellence begins with careful course preparation and a careful consideration of pedagogies and practice in the classroom. Consult the faculty handbook, current pedagogical research, your dean, department chair, and/or mentor for support in developing your craft.

Research indicates students learn best with frequent and timely feedback. End of course evaluations specifically ask students if they received feedback within a two-week time window.

Student learning should drive what we do. Students should be treated respectfully, they should be challenged, they should be engaged with the material, and they should be encouraged in their academic pursuits.

Campus Parking

See receptionist at the Noyes Building Information Desk (second floor) to obtain form that needs to be completed before a campus parking sticker is issued. Most parking at both campuses does not require a permit.

Class Rolls

You can print your class roll from Badgerweb by following this procedure:

- Enter the Snow College Website, click on Employees and then Badgerweb
- Enter your User ID and password
- Select the Faculty Services tab
- Choose either Photo Class Roster or Summary Class List or if you want a lot of information, select Detail Class List

Note: Be aware that there will be a lot of photos missing from the photo class roll at the beginning of Fall Semester until students have had their pictures taken for their ID cards. You can always print another roll at any time in the semester that will have more photos.
Check that the students who attend the first day of class are on the printed roster. If there are unlisted students in class, please direct them to the Registration Office in the Greenwood Student Center to check on their registration status.

Students who are listed on the initial class roll but have not attended any class sessions, or students who have been attending classes but stop attending at any time without going through the official withdrawal process, may be assigned a grade of UW (Unofficial Withdrawal)

until the tenth week of class. This is the equivalent of an F and can only be assigned by you as the instructor.

Nonattendance by a student can be reported on an Unofficial Withdrawal Form or by sending an email to the Registration Office with the student's ID, the last date of attendance, and the class for which you are giving the student a UW. It is critical for many of the offices to have this information, but absolutely necessary for the Financial Aid Office to know when last date of attendance occurred. The form can be obtained at the Registration Office or on the Registration Web page. Submit the form to anyone in the Registration Office.

Remember that an instructor cannot officially withdraw a student from a course. The student is responsible to complete an add/drop form and turn it into either Student Success Office or Registration Office to be processed.

Classrooms

If there are any changes made with your class schedule, please clear it through the Registrar's Office (x7143) and your department chair before you inform your students. All classrooms are scheduled in advance; therefore, we cannot guarantee you will have a room available on a different day or time than your scheduled class.

Computers and IT (Information Technology)

Email

All faculty may have Snow College e-mail addresses. HR collaborates with IT to set up email accounts once hiring paperwork has been completed. For troubleshooting or for password problems, contact IT at 283-7084.

Help Desk

Snow College maintains a Help Desk to assist faculty and staff with computer trouble shooting and IT problems. If you have trouble with your computer or printer, please contact the Help desk at 283-7088. They will help you resolve your problems as quickly as possible.

For general information about the helpdesk, go to
http://helpdesk.snow.edu/offices/it/help_desk.html

For information on Badger Wi-Fi, connecting your mobile device to Snow email, and for IT security information, check the IT webpage.

Course Development (Online, Interactive Video, and Face-To-Face)

For information or assistance in developing your course design, course materials, or to explore idea for your course delivery, contact the Teaching and Technology. All courses, regardless of the delivery medium, are expected to be treated the same in terms of size, rigor, and load.

Course Evaluations

All instructors will be expected to participate in course evaluations every semester. These evaluations will be conducted on-line through the Badgerweb portal unless otherwise requested by deans or department chairs.

Instructional materials for student fulfillment and faculty access are available from the Office of Institutional Planning and Research (Noyes 313).

Encourage students to complete evaluations as they are used by administrative bodies in evaluating faculty.

Course Management System

The College uses Canvas as its course management system and all faculty are strongly encouraged to publish course information for students through Canvas. For help setting up a course, creating course content, navigating the options, or troubleshooting, contact the Teaching and Technology Center (TTC) at 283-7340.

Exams

Final Exams

Finals are to be held at the scheduled time listed in the scheduled semester bulletin. Schedules are accessed through the Registrar's webpage. Final exams are not to be given during the last week of semester classes except in science labs.

Administering Exams

The College maintains a testing center on each campus. The Testing Centers are prepared to administer exams to students enrolled in Snow College class in paper and electronic format. The Testing Center can be reached at 283-7197 in Ephraim or 893-2239 in Richfield for more information. The testing centers are not open during finals week.

Faculty Development

New Faculty Workshop

Each fall, the Office of Academic Affairs conducts a weekly New Faculty Workshop that focuses on pedagogy, policies and practices of the institution, and on developing a support network. All new faculty are expected to attend; adjuncts and non-new faculty are also welcome.

Lunch Bunch

The Office of Academic Affairs collaborates with the Faculty Development Committee to sponsor a lunch bunch discussion each week. These are designed to pull faculty together from across disciplines to discuss pedagogy, faculty development, and faculty issues. Lunch Bunch is held throughout Fall and Spring semesters on most Tuesdays at 12:30 in the Greenwood Student Center (GSC) Philadelphia Room (except the second Tuesday of each month) and is generally televised to the Richfield campus.

UQI Monies

Undergraduate Quality Initiative (UQI) funds were originally appropriated by the legislature to help faculty members better themselves and provide a quality experience for undergraduates. Monies are available (up to $300) to provide a way for faculty to improve themselves and their teaching. To apply for funds, fill out the UQI Funds Form on the Faculty Development webpage.

Faculty Development Travel Funds

Each academic year, the College appropriates money to be used for professional development faculty travel requests. The deans oversee these funds. Meet with your division dean for information on the application process.

State Opportunities

Each year, Snow collaborates with other USHE institutions to provide faculty development by focusing on best practices at two multi-campus events: Educated Persons Conference (generally held in October) and the Great Teachers' Retreat (generally held in February). Space is limited in both, but new faculty are eligible and encouraged to attend.

FERPA and Information Security

Because of FERPA regulations, no identifying information can accompany grades. Grades should not be posted in public spaces (office doors, classrooms, etc.).

Likewise, we are obligated to protect student information. Office computers should be password protected and should be set to lock immediately once the computer goes to sleep. Any mobile devices that contain student information of any type should also be password protected.

Grading at Snow College

Faculty are required to submit grades within three working days after final exams.

Faculty submit grades via Badgerweb. Contact the Information Technology office if you have problems logging into Badgerweb. The current grade system consists of the following:

Letter	Description	Point Value
A	Excellent	4.0
A-	Excellent	3.7
B+	Above Average	3.3
B	Above Average	3.0
B-	Above Average	2.7
C+	Average	2.3
C	Average	2.0
C-	Below Average	1.7
D+	Below Average	1.3
D	Below Average	1.0
D-	Below Average	0.7
F	Failing	0.0

Most classes at Snow College are graded with the Standard Letter Grade. There are a few courses that have written their approved syllabi with an alternate grade mode such as Pass/Fail. A student may not opt to have his grade mode changed to something other than what is on the syllabus approved by the Curriculum Committee.

Special circumstances may call for the use of the following. Check with the Registration Office for details on applying these grades:

- I - Incomplete (see below)
- IE - Incomplete Expired (see below)
- UW - Unofficial Withdrawal
- AU Audit (Does not affect GPA)

Students must have a cumulative grade point average of 2.0 or better for graduation from Snow College.

Incomplete Grades

An Incomplete "I" Grade may be given if students have completed a substantial portion of the required class work, but are unable to complete the work for a legitimate reason (i.e. serious illness, accident). Repeating the class should never be part of the conditions for giving an Incomplete Grade. This would indicate that the student has not completed any of the required coursework.

The procedure for giving an incomplete grade in a course is:

- Obtain an Incomplete Grade Agreement form from the Registration Window or Website.
- Negotiate the agreement with the student.
- Include in the agreement the reason an incomplete grade is needed, the work to be completed and the date the work is to be completed.
- You may consult with your department chair.
- Return the signed agreement to the Registration Office. Keep a copy for yourself and the student.
- The maximum time to complete the work is 12 months from the end of the semester in which the "I" was assigned. A grade of IE (Incomplete Expired) will be recorded if work is not submitted by the specified date. An IE is the equivalent of a failing grade.
- A Grade Change Request Form (or email) should be submitted to the Registration Office by the instructor when a final grade is assigned.

Grade Changes

Only the instructor who awards a student a grade may later change that grade. Grade changes are limited to one year after the original issue. A student's grade may be changed only for one of the following reasons, which must be specified on the "Grade Change Request":

- To replace an incomplete (I) grade for which the required work has now been completed.
- To replace a grade which, due to a clerical error, has been incorrectly assigned.
- To change a grade for any other reason, the instructor must specify the basis on which the change is justified. In fairness, all students in a given class should be given the same consideration when a grade change is contemplated for any individual.
- To initiate a grade change, the instructor must email the registrar with the old grade, the new grade, and the reason for the grade change. The department chair should be copied on the email.

Submitting Grades

To grade a course, enter the Snow College website and click on "Badgerweb Login"

a. Enter your faculty ID and password, both of which can be obtained from the Information Technology Office.
b. Select "Faculty Services" and then "Final Grades"
c. Select the correct term and the CRN (Course Reference Number) for the class you want to grade.
d. Once the course has been selected, the class list of students will appear with a space to enter the students final grade.
e. Do NOT enter attend hours OR last attend date—just the grade.
f. If you give a student an "F", you must fill in the "last date of attendance" or none of your grades will be submitted when you click submit.
g. Every student must be graded-do not leave any grade blank. And always remember to click submit at the bottom of each page, not just at the end.

Note: For your information, there is a time limit on each page. In addition, there may be two pages to grade. Often times, the second page does not get graded.

Graduation

Graduation is held once a year (end of Spring semester) on both campuses and faculty are expected to attend the campus ceremony that corresponds with their primary teaching location. Robes can be rented through the bookstore and should be reserved well in advance.

ID Cards

Full-time employees are entitled to a Snow College ID card which entitles the holder to the privileges including, but not necessarily limited to, general admission or discounted prices for athletic and cultural events; Snow College Library card issuance; computer network access, Web and e-mail access; bookstore sponsored discounts; and other discounts associated with the ID card.

Upon authorization by the hiring department, part-time employees as defined under this policy will be issued a Snow College Part-Time Staff/Faculty Identification Card at the time of hire. The card entitles the holder to all of the privileges associated with a Full-Time Staff/Faculty Identification Card. ID cards are obtained with proof of employment (obtained from HR) at the Registration window.

Keys

Keys are issued once a key request form has been submitted with all required signatures. The recipient must present photo ID and be the one to sign for receipt of the key(s) at issuance. Forms and other guidelines pertaining to key usage are available on the Campus services webpage.

- All keys are to be issued based upon job need criteria as established by individual department chairs.
- All key requests require a signature of approval from the department chair and the building coordinator for the building in which the key is to be used.
- Grand Master keys require the additional signature of the President and each building coordinator.

Leadership Chain

The institution has established a clear line of communication for complaints, proposals, recommendations, etc. Students are also expected to use this chain when they have an issue with a professor or a class.

- Faculty member

- Department Chair
- Dean
- Academic Vice President

Library Services

Reserves

Both campus libraries maintain a physical reserve collection for books and media. Check at the front desk for assistance. Articles can be attached directly to your Canvas course.

Inter-Library Loan

Library materials may be borrowed from other libraries. Links can be found on the library home page. Snow employees also have borrowing privileges at other USHE libraries with a current ID card.

New Material Selection

The library relies heavily on faculty input in developing the general collection. Contact 283-7366 or submit the online form (found on the library webpage) for book or media requests.

Library Instruction

Librarians on both campuses will provide instruction on database usage and general library research. Sessions can be customized to meet learning objectives for your course. Classrooms are available in the library, but librarians can also meet with students in your classroom. To schedule library instruction, contact 283-7361 in Ephraim and 893-2219 in Richfield.

Faculty Development Collection

Housed in the faculty/staff room (107) is a collection of books on various topics related to faculty development. The room is designed for faculty use and can be used as a break room as it contains a couch, tables, refrigerator, and microwave oven.

Media Statements

Do not make public comments to the media as a representative of the College without prior appropriate approval (Dean, AVP).

Meetings

All full-time faculty are expected to attend department meetings, division meetings, college-wide meetings. Adjuncts are invited and encouraged to attend.

The following meeting times are fairly standard (check with your department chair for changes and locations):

- Most Division Meetings—2nd Tuesday of each month at 12:30.
- Richfield Campus Division Meetings—2nd Tuesday of each month at 3:15 for all campus employees and 4th Tuesday of each month at 3:15 for faculty (Washburn 109).
- Lunch Bunch—All but the 2nd Tuesday of each month at 12:30.
- Assessment Day—Will be scheduled the week following graduation.
- Back to School Meetings—Will be scheduled the week before classes begin.

Office Hours

Full time faculty are expected to hold a minimum of five office hours per week; while adjuncts are not required to hold the same number of office hours, it is imperative students have reliable contact information. Faculty might also consider some electronic office hours to better accommodate student needs. Office hours should be clearly followed and strictly adhered to.

Office Supplies

Coordinate office supply needs (computer, copies, pens, etc.) with your department chair.

Payroll

Full-time faculty, while typically on a 9-month contract, are paid over the course of 12 months. Payday is the first of each month.
Part-time and adjunct time is reported as hourly and paychecks are cut the 15th of each month.

Direct deposit options and forms can be found on the HR website.

Professional Days

The academic calendar includes two professional days to support faculty participation in activities related to the profession of teaching (i.e. conference attendance, major's meetings, leading student field trips). Class may be cancelled to accommodate professional days, but substitutes are expected when an instructor is gone for more than two days in one semester. Deans should be notified when class is canceled for professional reasons.

Purchasing Cards (P-Cards)

Purchasing cards (P-cards)/credit cards are available to full-time and part-time employees of Snow College who wish to make purchases for the College, with all appropriate approvals. The cards can be obtained by filling out both an application and an agreement form. These forms can be found on-line, on the Purchasing office web page, under P-cards (right hand side). Once done, the applicant must then attend a purchasing card training (held monthly) before a card will be issued. Each card holder must follow all appropriate policies, procedures and guidelines of the College, governing the use of the cards and all procurement codes and policies.

Reimbursement

Personal Expense Reimbursement

An employee or designated member of the student body may purchase items with personal funds, providing these specific steps are followed:

- Individuals may use their own funds for small purchases and be reimbursed providing there are sufficient funds in the account.
- A check request form must be completed, and must show the cost code number, the authorizing signature of the person requesting the reimbursement and the account holder, and an itemized receipt showing the amount spent. A copy of this form can be found at https://www.snow.edu/offices/controller/forms.html
- Reimbursements will be made through the Controller's Office.

Travel Reimbursement (as outlined in the College Travel Policy, 13.5.6)

The college reimburses reasonable expenses for travel on authorized college business at an established per diem rate. This includes transportation costs, overnight accommodations, meals, and other prior approved travel costs. Travel cost such as airline tickets, hotel accommodations, parking, and conference registration may be charged on your College issued Purchasing Card (P-card). Charges to the P-card are assessed directly to your department account and need not be reimbursed. You must ask and receive approval from your supervisor and division dean prior to travel.

Risk Resources

Early Intervention

Early each semester, the advising office sends out a request for names of students who might benefit from early intervention. Of course, faculty can generally have the most impact by personally discussing course expectations and policies with students who have fallen behind, but advising will contact students and discuss academic strategies, withdrawal options, and academic support options if an early intervention form has been submitted.

Counseling and Wellness Center

The Counseling and Wellness center offers numerous services to help students with the challenges of life that can occur while attending college: anxiety, depression, stress, and other emotional, mental, and situational issues. Sometimes students will approach faculty with these issues first. Instead of offering counseling support yourself, please refer them (or walk them over) to the Counseling Center (283-7136). After hours (9am-4pm M-F), support can be obtained through the 24-Hour Crisis lines or the student mentor support lines. As in all situations, if it is a medical emergency, please call 911. The Wellness Center provides weekly support on the Richfield campus as well.

Campus Assessment and Resource Team (CARe)

If you observe or become aware of any red flag issues (anger, paranoia, threatening behavior or language, stalking, etc.) that might impact the safety of an individual or individuals, please submit a CARe Behavior Incident Report Form (found on the Snow College CARe team

webpage) and the CARe team will follow up with that student. When a behavior is criminal or is causing imminent harm or danger, call 911 or Police Dispatch 835-2345 in Ephraim or 893-6471 in Richfield.

Snow College Public Safety

For information on active shooting, earthquake safety, fire evacuation protocol, emergency and emergency preparedness, please refer to the Snow College Public Safety web site. To report a crime, incident, or accident, you can submit a report online. To contact Campus Police immediately, call 283-7170 or 911 on both the Richfield and Ephraim campus.

Student Conduct

Snow College is committed to providing a safe, positive learning environment and therefore enforces a Student Code of Conduct (entire code found in the catalog). This includes appropriate classroom behavior and use of information technology. Behavior that disrupts the academic and social environment or violates fair access to the academic experience on campus should be reported to the Dean of students, in the Greenwood Student Center (893- or 283-2216).

Student Travel

Snow College supports student travel opportunities when possible. There is a fairly detailed process for both Domestic and International travel that faculty should follow. Those forms are available through the Office of Academic Affairs. They include information on budgets, student waivers, faculty responsibilities, insurance, etc.

Field Trips are an integral component of some courses. The College vehicle insurance covers students when they travel in college vehicles. Students (and faculty/staff) who take their own vehicles are not covered by College insurance, but rather by their own personal vehicle insurance. Faculty should provide a list of participants and emergency contact information to the appropriate Dean before departure. Faculty should have students sign a waiver, which can be obtained through the office of Risk Management.

Syllabi Information

Master Course Syllabi

There is a master course syllabus approved by Curriculum Committee (and GE Committee if it is GE course) that is on file in the College syllabi repository (https://www.snow.edu/syllabus/). When constructing your own course schedule, it is imperative you use the master syllabus to guide you.

Individual Class Syllabi and Schedule

Syllabi are official contracts with students and should be distributed during the first week of class. Changing assignments or grade breakdowns after a course has begun constitutes a

change in the contract and should be done rarely and only after consultation with the department chair. It is imperative that any change not negatively impact students doing well under the original contract. Individual departments might have specialized templates, but all syllabi should include the following:

- Course Name, Section, Semester
- Instructor Name, email, Phone, office number, office hours
- Texts (include ISBN)
- Course Description
- Course Outcomes (If the course is a GE course, the syllabus should include area-specific outcomes. See www.snow.edu/ge)
- Course Policies (late work, attendance, participation, etc.)
- Course Expectations (assignments, exams, projects, etc.)
- Course Grading System
- Tentative Course Schedule

All course syllabi must include a statement on Academic Dishonesty and ADA; individual instructors may include FERPA statements, UW policies, and Title IX reporting information at their discretion:

Americans with Disabilities Act (ADA)

Students with medical, psychological, learning, or other disabilities desiring accommodations, academic adjustments, or auxiliary aids should contact the Accessibility Resource Center, Room 241 Greenwood Student Center, phone number 283-7321. The Americans with Disabilities Act (ADA) Coordinator in the Student Success Center determines eligibility for and authorizes the provision of appropriate services and aids. In Richfield, contact 893-2205.

Academic Dishonesty

As a citizen in an academic community, you are expected to submit assignments that are your original work and that are properly cited. A student is committing plagiarism when he or she borrows information without proper attribution or uses information, language, or work completed by others and submits it as one's own work. Any form of plagiarism will negatively affect a student's grade (see the section on academic dishonesty in the Snow College Catalog).

Additionally, all academic work submitted in the course must not have been submitted for academic credit in any other course unless you have written permission from the professors for whom do/did the previous work. Any questions regarding whether the work is acceptable for course credit, should contact the professor(s).

Family Educational Rights and Privacy Act (FERPA)

It is a violation of federal law and school policy for a faculty member to discuss your academic record with anyone except authorized individuals. If parents or any unauthorized persons

wish to discuss academic performance, the student must provide the professor or school with written permission.

Title IX Reporting Statement

Snow College is committed to fostering a campus community based on respect and nonviolence. To this end, we recognize that all Snow College community members are responsible for ensuring that our community is free from discrimination, gender bias, sexual harassment, and sexual assault. In accordance with Title IX, Snow College is legally obligated to investigate incidents of sexual harassment and sexual assault that occur on campus. Faculty who become aware of an incident of sexual violence, including harassment, rape, sexual assault, relationship violence, or talking, are required by law to notify Snow College's Title IX Coordinator. The purpose of this disclosure is to ensure that students are made aware of their reporting options and resources for support. For more information about your rights and reporting options at Snow College, including confidential and anonymous reporting options, please visit https://www.snow.edu/general/TitleIX/.

UW Statement

Regular class attendance is expected of every student. A professor may submit a failing grade of UW (Unofficial Withdrawal) before the tenth week of the semester if a student ceases to attend or complete assigned coursework. To avoid the punitive impact of a UW, it is the student's responsibility to officially withdraw from a course by submitting an Add/Drop form to the Registration Office no later than the tenth week of the semester. See the current catalog for more details.

Teaching and Technology Center (TTC)

Phone: 283-7341
Email: ttc@snow.edu

The general mission of the TTC is as follows:

- Provide information or assistance in course design, developing your course materials, and course pedagogy, or to explore idea for your course delivery.
- Give faculty and staff access to instructional design and technologies (hardware and software) that would otherwise be too expensive or cumbersome for one department to maintain;
- Train faculty and staff to use instructional technologies; and
- Be a clearinghouse for information about new and existing instructional technologies.

Windows and Apple computers are available and equipped with the latest software. Training is provided on the following:

- Adobe Master Suite of Products: Photoshop, Premiere, After Effects, Dreamweaver, Sound Booth, Illustrator, Acrobat, Flash

- Microsoft Office Products: PowerPoint, Excel, Word and a host of other tools!

The TTC has a myriad of technology tools for use and checkout. If we don't have it, we will get it!

Testing Centers

Snow College Testing Center administers computer and paper/pencil tests in a quiet and secure setting. All tests need to be scheduled at least two business days before they are to begin. During peak testing times, space is limited so please research space for your class as early in the semester as possible. The testing center is not available during final exams.

Ephraim

Hours:
Monday - Thursday 9 a.m. - 10:30 p.m.
Friday 9 a.m. - 7 p.m.
Saturday 12 p.m. - 4 p.m.
Sunday 5 p.m. - 9 p.m.
Closed school holidays and holiday week-ends.
Limited Summer Hours.
Location: Lucy Philips Building
Contact testing center staff to schedule an exam (283-7197).

Richfield

Hours:
Monday - Thursday 8 a.m. - 9 p.m.
Friday 8 a.m. - 5 p.m.
Saturday 9 a.m. - 3 p.m.
Sunday Closed
Closed school holidays and holiday week-ends.
Location: Modular Building #1 (West of Administration Building)
Contact testing center staff to schedule an exam (893-2239).

Title IX

If you are a student, employee, or are otherwise connected with Snow College or any of Snow's campuses and have questions about Title IX or concerns about possible sex discrimination (i.e. on the basis of sex or gender, gender identity and/or expression, sexual orientation, pregnancy, etc.) or sexual misconduct, please contact the Title IX Coordinator at 283-7120, Noyes Building, Room 233.

Be aware that faculty members are mandatory reporters, so if you become aware of a Title IX grievance you are obligated to report it the Title IX coordinator. See the webpage for a full explanation.

Travel in College Vehicles

If faculty or staff have department and/or division approval to travel on college business and would like to use a college car, they will need to complete a Travel Authorization and Reimbursement Form before the Motor Pool officer will schedule the vehicle. The forms are available in the Physical Plant front office or online at the Campus Services webpage under motor pool forms and links.

Motor pool vehicles are charged to the department, per mile driven. As of August 2009, the rate is $.40 (car) or $.65 (SUV) per miles for motor pool vehicles and $.41 for private vehicles.

Before a vehicle can be reserved or driven, the State of Utah requires all vehicle drivers to watch an on-line video and take a test, as well as have a current Utah Driver's License. The link to that site is available on the Campus Services webpage under Motor Pool Safety Training.

Vehicle Keys

Keys for vehicles can be picked up at the Physical Plant front office in Ephraim and in Richfield through Plant Maintenance (152 Washburn). Keys must be dropped in the drop box located in the motor pool area the day of return or brought to the office during the first working date following travel.

Extra Charges

The account holder will be charged an hourly cleaning fee of $12.00 per hour if vehicle requires excessive cleaning. A fee for damages may be applied if it is determined that the damages could have been prevented.

Fuel for Vehicles

There is a gas card in each vehicle which is to be used to obtain fuel. Each card is assigned to one vehicle and must be used for that vehicle only. Gas cards are only accepted at certain gas stations throughout the US. To find a station that will accept the card, you can go to the website or download the app, Fuelman.com. To use the gas card, you will need your pin number (obtained through the motor pool office) and the current mileage of the vehicle being used (Do NOT enter tenths of miles.)

Returning a Vehicle

In Ephraim, return the vehicle to the parking garage. Pull it in forward. This lets student workers know that it needs to be serviced for the next user. Return the keys and the reservation form with the mileage. Drop the keys and the completed request form with the mileage recorded in the drop box located in the motor pool area the day of return, or bring it back into the Motor Pool office the same day or the next working day.

In Richfield, return to the faculty parking lot, cleaned and refueled. Keys should be returned to the drop box.

Vehicle Storage

Vehicles are not to be parked at personal residences overnight unless authorized by the Vice President of Finance. While on campus, all vehicles must be parked in the motor pool storage area behind secure gates overnight. They may be parked on the road during the day.

Breakdowns

Call ARI at 800-227-2273 and given them the information needed. This phone number is also in the glovebox. They will send help. Once the vehicle leaves the campus, the driver is responsible for the vehicle until it is returned to campus.

Types of Cars

The College has a small fleet of compact cars; they also own a couple of suburbans and a Sprinter van (which requires additional certification to drive) for larger groups.

Wait Lists

During the registration period, once a class fills Badgerweb automatically allows students the option of placing themselves on a waiting list for a specific section. In Badgerweb, you can find a list of students who have waitlisted themselves for your class. Once the waitlist period has ended, however, the wait list is purged. It is a good idea to print the waitlist and privilege those on the waitlist if you have open spots once the semester gets underway.

Webpages

Full-time Faculty

To have a Faculty webpage created, you will need to have your department head contact the Office of Marketing and Communications (283-7017 or email) to initiate the process of creating the webpage. Once the webpage is created, the personal/contact content (name, position, office, phone, email, photo, etc.) is extracted from the Snow College web directory database. To request any changes to this information, please contact the Office of Information Technology.

The class list of the current and next semester is automatically extracted from the college's Banner system. As long as the course information is current in Banner, this list should be accurate. Any requests to correct the list(s) should be directed to the Snow College Registrar.

If you are wanting any additional information (vitae, biography, profession information) listed below the class lists, please contact the department chair or email your typed content to webmaster@snow.edu. This information is hand inserted into the webpage.

Adjunct Faculty

The current automated system does not function for adjunct faculty. If an adjunct faculty would like a webpage, they will need to talk to their department head, who will then work with the Office of Marketing & Communications in creating a webpage.

Departmental Course Listings on Webpage

The departmental course list of current courses being taught by the department is automatically extracted from the college's Banner system. As long as the course information is current in Banner, this list should be accurate. Any requests to correct the list(s) should be directed to the Snow College Registrar.

Snow College Governing Committees

Name:	Description	Representation
President's Cabinet	Executive Planning meeting that provides information and advice to the president on all college matters. This body assists with establishing the overall direction of the college and the college's progress toward goal achievement and mission fulfillment.	Brad Cook, President Carson Howell, VP of Finance & Administrative Services Melanie Jenkins, Interim Provost and Director of General Education Stacee McIff, Interim VP of Technical Education Teri Clawson, VP of Enrollment Management Rob Neilson, Administrative VP of Athletics and Auxiliary Services Josh Hales, Director of Human Resources Marci Larsen, Executive Assistant to the President Heidi Stringham, Assistant to the President, Richfield Campus Jason Spring, Dean of Students
College Council	This body approves and revises college policy. This council is chaired by the college president and is staffed by the president's assistant. Membership includes representatives from faculty, staff, students, and administration to create a total shared governance body for Snow College. Other information is shared with this body to provide communication, transparency, and college-wide awareness.	Academic Dean (To be selected by the Deans) Larry Smith, Faculty Senate President Mike Brenchley, Faculty Janalee Jeffery, Faculty Renee Faatz, Faculty Faculty Position, To Be Determined Becky Adams, Staff Association President Bryce Warby, Staff Representative Student Body President Melanie Jenkins, Interim Provost & Director of General Education Teri Clawson, VP of Enrollment Management (Student Affairs)
Faculty Senate	The Snow College Faculty Senate represents the faculty in the policy-making process of the College. It serves as a partner to administration, Board of Trustees, and staff in promoting the mission of Snow College.	Larry Smith (President), Faculty (Mathematics) Erick Faatz (Parliamentarian), Faculty (English) Jay Olsen, Faculty (Agriculture), Business & Applied Technology Nick Marsing, Faculty (Psychology), Social & Behavioral Science Karen Carter, Faculty (Allied Health), Business & Applied Technology Sandra Cox, Faculty (Communications), Fine Arts, Communications & New Media Nate Seamons, Faculty (Music), Fine Arts, Communications & New Media Matthew Gowans, Faculty (Philosophy), Advancement & Tenure Committee Jacob Thomas, Faculty (English), Faculty Development Jed Rasmussen, Faculty (Biology), Natural Science & Mathematics Weston Jamison, Faculty (Social Science), Social & Behavioral Science-Global Engagement

		Renee Faatz, Faculty (Geology), Faculty Association President Kyle Rowley, Faculty (Engineering), College Council Representative Janalee Jeffery, Faculty (Math), College Council Representative Chad Price, Faculty (Services Technology), Business & Applied Technology Adam Burningham, Adjunct Faculty Representative Pending, Student Body Representative
Dean's Council	The Deans Council provides academic advice to the Provost and assists with the governance of all faculty and academic affairs.	Melanie Jenkins, Interim Provost Stacee McIff, Interim Vice President of Technical Education Carson Howell, VP for Finance and Administrative Services LaFaun Barnhurst, Dean Business & Applied Technology Michael Huff, Dean Fine Arts, Communications & New Media Kevin Sorenson, Dean Natural Science & Mathematics Kim Cragun, Dean Social & Behavioral Science
Curriculum Committee	The purpose of the Curriculum Committee is to ensure the academic integrity of Snow College and promote the continuous improvement of its educational programs.	Lindsay Chaney (Chair), Faculty (Biology) Natural Science & Mathematics Melanie Jenkins, Interim Provost & Director of General Education Cozette Roberts, Faculty (Business) Business & Applied Technology Kristi Stevens, Faculty (Communications) Fine Arts, Communications & New Media English Brooks, Faculty (English) Humanities Scott Jackson, Faculty (Political Science) Social & Behavioral Science Vance Larsen, Faculty (Music), Faculty Senate Representative Micah Strait (non-voting), Registrar
Generation Education Committee	The purpose of the General Education Committee is to ensure the academic integrity and to promote the continuous improvement of Snow College's General Education program.	Melanie Jenkins, Interim Provost and Director of General Education Lorie Hughes (Chair), Faculty (Math), Natural Science & Mathematics Ryan Thalman, Faculty (Math), Natural Science & Mathematics Cozette Roberts, Faculty (Business), Business & Applied Technology Andy Nogasky, Faculty (Theatre), Fine Arts, Communications & New Media Michael Salitrynski, Faculty (English), Humanities Adrian Peterson, Faculty (Biology), Natural Science & Mathematics David Allred, Faculty (English), Humanities Katie Justesen, Faculty (Home and Family Studies), Social & Behavioral Science Landon Peterson (non-voting), Student Success Center
Professional Track Committee	The Professional Track committee reviews and determines the advancement of faculty who teach on a professional track.	Karen Carter (Chair), Faculty (Nursing), Business & Applied Technology Don Saltzman, Faculty (Construction Management), Business & Applied Technology Chad Price, Faculty (Services Technology), Business & Applied Technology Alan Hart, Faculty (Machine Technology), Business & Applied Technology Alan Palmer, Faculty (Diesel Mechanics), Faculty Senate Representative

Emergency Incident Team	A team of Snow College administration, faculty, and staff to direct the full resources of the College in the event of a campus-wide disaster or when deemed necessary for a cooperative response of more than one campus entity and/or cities, counties, and communities.	Staci Taylor, Director of Risk Management, Title IX Travis Walker, Risk Management Marci Larsen, Executive Assistant to the President, Public Communications Derek Walk, Chief of Police (Snow College), Director of Campus Safety Melanie Jenkins, Provost and Director of General Education Teri Clawson, VP of Enrollment Management and Student Affairs Carson Howell, VP of Finance and Administrative Services. Phil Allred, Chief Information Officer Leslee Cook, Director of Facilities & Maintenance Allan Riggs, Director of Wellness Center Ian Spackman, Director of Housing LaFaun Barnhurst, Faculty, Dean of Business & Applied Technology Kim Cragun, Faculty, Dean of Social & Behavioral Science Michael Huff, Dean of Fine Arts, Communication & New Media Kevin Sorenson, Faculty, Dean of Natural Science & Mathematics David Allred, Faculty, Dean of Humanities Stacee McIff, VP of Technical Education Local Fire Marshall County Health Official (for COVID-19)
Advancement & Tenure Committee	A committee assembled under the Faculty Senate that reviews and determines the tenure and advancement of academic faculty.	Steve Zollinger (Chair), Faculty (Math) Natural Science & Mathematics Amber Epling, Faculty Business & Applied Technology (Allied Health) Scott Allred, Faculty (Art) Fine Arts, Communications & New Media Mike Brenchley, Faculty (Behavioral Science) Social & Behavioral Science Matthew Gowns, Faculty (English) Faculty Senate Representative
Budget Task Force	The purpose of the Budget Task Force is to systematize a democratic methodology for making budget recommendations to the College President and to the Board of Trustees.	Carson Howell, VP of Finance and Administrative Services Melanie Jenkins, Provost and Director of General Education Teri Clawson, VP of Enrollment Management and Student Affairs Stacee McIff, VP of Technical Education Staff Member Faculty Member Dean Representative Faculty Senate Representative Department Chair Representative Josh Hales, Director of Human Resources Student Success Representative Student Body Representative

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