

Core Theme Two Assessment Report

Core Theme Objective Number	Core Theme Objective	Key Performance Indicator	Threshold	Target	Results	Result Type	Analysis of Results	Action Plan
Core Theme Objective 2.1	The College creates a cultural "blueprint" that encourages innovative curricular and co-curricular practices.	2.1.1 The establishment and continuing operation of an Innovation Task Force to serve as a resource for curricular and co-curricular creative pursuits of faculty, staff, and students.	Completion of an innovation kick-off event identifying key faculty and staff stakeholders. In addition, the college will create a web-site presence by which faculty and staff can continually and dynamically develop, share, and collaborate on innovative projects.	Innovation activities integrated in faculty fall workshops, lunch bunch meetings, readings, conference attendance, as well as the end-of-the year celebration. In addition, the presence of an active web-site/presence for idea collaboration and generation.	An inaugural "kick-off" activity was held on 10/31/2011 at which faculty and key stakeholders were in attendance and current innovative teaching/learning projects were identified.	Target Met	The "kick-off" event accomplished three main objectives: (1) key individuals who will proactively develop innovative projects were identified; (2) existing creative teaching/learning efforts were shared; (3) a site by which the pioneering efforts of faculty and staff was suggested.	Presentation of the "Innovation" web-site will be held in February to faculty and at the college's Lunch Bunch. The Innovation web site is in development and will be "launched" 2/1/2012.
		2.1.2 The authoring and compiling of a series of white papers internally circulated to promote instructional and service creativity.	Three white papers will be presented at the Innovation Symposium (April 2012). Topics will represent innovative projects and/or ideas germane to Snow College's innovative initiatives.	Three or more "white" papers presented to faculty and staff each semester with active participation at professional innovation symposiums/conferences, including at least 3 presentations at the League of Innovation National Conference each spring.	Several "white" paper topics have been identified and will be ready for publication and dissemination throughout the campus beginning fall 2012.	Target Met	Potential "white" paper topics include the following: 1. The Girl Project (Beckie Hermansen)--recruiting for young women 2. The Innovative University (compilation of faculty comments to the book) 3. Innovation Conference (ideas from the national Innovation conference) 4. Innovation Symposium Summary Document	A clearinghouse for "white" papers will be established on the web as well as the means by which these documents can be actively circulated among faculty and staff via email. A template for "white" paper composition will be created in order to stimulate faculty and staff contributions. Three "white" papers will be presented to the Snow College Board of Trustees, July 2012 (see related documents). Establish monthly due dates for each "white" paper beginning with "The Girl Project" (January), the book (February), and so forth. Continue with monthly due dates and topics projected for fall 2012 and spring 2013.
		2.1.3 The	A collection of	Annual collection	The first annual	Threshold	The event was	The end-of-year document will

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		<p>compilation of an end-of-year document presented to the College Strategic Planning Committee and the Board of Trustees, as well as to the general College community, highlighting and assessing innovative initiatives, plans for incorporating "best practice" results in ongoing instructional practices, and dissemination of results for ongoing stimulation of innovation college-wide.</p>	<p>white papers, poster session information, and other innovative practices at the college (including Innovation Symposium results) as well as future funding requests and germinating ideas will be presented to the College Council and Board of Trustees.</p>	<p>and dissemination of Snow College's innovation practices to the college as a whole (Innovation Celebration) and the Board of Trustees. The establishment of a streamlined innovation funding request process.</p>	<p>Innovation Celebration/Symposium was held April 20th, 2012 in the Eccles Library and in conjunction with the Community College Undergraduate Research Conference.</p>	<p>Met But Not Target</p>	<p>held with minimal attendance. The PowerPoint presenting the innovative efforts of faculty and staff is a related document. Efforts to continue to encourage and highlight pioneering teaching and learning initiatives will be planned for the fall assembly, "Lunch Bunch" gatherings, and various other departmental meetings. The second annual Innovation Symposium is already in the planning stages.</p>	<p>be circulated among faculty and staff as well as placed Snow College's web-site for public review. The compilation of a new "end-of-year" document will begin fall semester 2012 collecting innovative initiatives and best practices for the 2012-2013 academic year. This document will be presented to the Board of Trustees the summer of 2013.</p>
Core Theme Objective 2.2	<p>The College supports a culture of innovation by allocating a portion of its resources to promote inventive responses to needs identified during regular assessment procedures.</p>	<p>2.2.1 The creation and funding of faculty and/or staff proposals based on assessment that pioneer innovative teaching and learning practices and student-success services.</p>	<p>Funding provided for at least 1 faculty and/or staff proposal each semester based on assessment and innovative teaching/learning practices.</p>	<p>Funding provided for at least 3 faculty and/or staff proposals each semester based on assessment and innovative teaching/learning practices.</p>	<p>Monies (\$1000 to \$2000) have been reserved to support innovative teaching/learning projects by faculty. Ideally these funds will support 4 main projects.</p>	<p>Threshold Met But Not Target</p>	<p>The funding is in place but lacks a proposal and approval process.</p>	<p>Work with the Vice President for Academic Affairs to establish current funds as on-going/renewable (i.e. two awards for fall semester and two awards for spring semester) each year. Establish a formal proposal and approval process by which the funds can be awarded. Identify at least two faculty members to submit proposals for the fall 2012 semester.</p>
			<p>Funding provided for at least 1</p>	<p>Funding provided for at least 3</p>	<p>The Director of Institutional Research</p>	<p>Threshold Met But Not</p>	<p>A white paper detailing the</p>	<p>Snow College will make at least 2 presentations at the</p>

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			faculty and/or staff proposal each semester based on assessment and innovative teaching/learning practices.	faculty and/or staff proposals each semester based on assessment and innovative teaching/learning practices.	and four full-time faculty members representing the Ephraim and Richfield campuses attended the annual Innovation Conference sponsored by the League for Innovation at Community Colleges held in Philadelphia, March 5 - 9, 2012.	Target	benefits of the conference is being prepared and the college is committed to sending additional faculty to the 2013 conference held in Dallas, TX. At least two proposals have already been submitted to this conference.	League of Innovation national conference in Dallas, TX March 2013. The Director of Institutional Research as well as new faculty and/or staff members will attend the League of Innovation national conference in Dallas, TX March 2013. Those attending the Innovation conference will submit a collaborative white paper detailing their experience at the conference as well as ideas supportive of the college's pioneering efforts.
		2.2.2 The organization of an "Innovation Symposium" for faculty, staff, and student leaders through which efforts toward a culture of innovation are shared, recognized, and celebrated.	Implementation of an "Innovation Symposium" for faculty, staff, and student leaders as well as the local community through which efforts toward a culture of innovation are shared, recognized, and celebrated.	Establishment of an annual "Innovation Symposium" for faculty, and staff, and student leaders as well as the local community with annual participation and attendances increases among faculty greater than or equal to 5%.	The inaugural "Innovation Symposium" was held on April 20, 2012.	Threshold Met But Not Target	The college met the target by holding the symposium and is committed to future events. However, attendance was minimal indicating the need to drive participation up by 5% annually.	Work with task-force members to prepare both fall and spring semester for the 2nd annual celebration. Confirm an April date and a location as well as a format for celebration and energetic commencement of more innovation.
Core Theme Objective 2.3	The College seeks out, analyzes, and incorporates new/best practices to promote/maximize student success.	2.3.1 Number/percentage of College employees who participate in professional development activities (e.g., state, national, or international professional conferences and seminars; on-campus activities such as Teaching and	80% of full-time employees will participate in professional development activities.	100% of full-time employees will participate in professional development activities each year.	Faculty: Two of the six schools reported that the target was met while four schools reported that the threshold was met but not the target. Staff: 95% of the staff members participated in professional development activities.	Threshold Met But Not Target	Involvement in professional development activities may not have been encouraged as much in the past as is desired.	During their annual review with their supervisors, faculty and staff members will be asked about their professional development activities during the past year and their future plans for continued development.

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Core Theme Objective 2.3	The College seeks out, analyzes, and incorporates new/best practices to promote/maximize student success.	Technology Center training, Lunch Bunch, campus book discussions, division seminars)	80% of full-time employees will participate in professional development activities.	100% of full-time employees will participate in professional development activities each year.	Faculty: Two of the six schools reported that the target was met while four schools reported that the threshold was met but not the target. Staff: 95% of the staff members participated in professional development activities.	Threshold Met But Not Target	Involvement in professional development activities may not have been encouraged as much in the past as is desired.	During their annual review with their supervisors, faculty and staff members will be asked about their professional development activities during the past year and their future plans for continued development.
		2.3.2 Number/percentage of College employees who incorporate information and skills obtained from professional development activities into their work	80% of full-time employees will incorporate information and skills obtained from professional development activities into their work.	80% of full-time employees will incorporate information and skills obtained from professional development activities into their work.	Faculty members: 78% of faculty members reported that they incorporated new information. Staff members: 88%	Target Met	Faculty and staff members have not been asked in the past in any consistent, formal way to report what they have done to incorporate new information into their work.	Faculty and staff members will be asked to report about what they are doing to incorporate their newly obtained information and skills into their work. Such self reports will be reviewed by their supervisors.
		2.3.3 Summary reports of faculty and staff self-evaluations of their success in using best practices obtained from professional development activities	80% of full-time employees will submit self-evaluations of their success in using best practices obtained from professional development activities.	100% of full-time employees will submit self-evaluations of their success in using best practices obtained from professional development activities.	Faculty: 61% report using best practices. Staff: 70%	Threshold Not Met	The reporting process did not work as intended.	Faculty and staff members will review their self-evaluations with their supervisors at least once per year.
Core Theme Objective 2.4	The College creates a culture of innovation by encouraging creative and original thinking among its students.	2.4.1 The College provides exposure/instruction to new freshmen on creative thinking in the classroom during its Start Smart Orientation program.	Start Smart plans activities that exhibit and encourage innovation and invite student creative thinking strategies.	At least 3 Start Smart activities will exhibit and encourage innovation and invite student creative thinking strategies.	The Start Smart program had lecture based presentations on (1)brainstorming and critical thinking skills, (2) a global/community service project that encouraged creative thinking by students, (3) a campus tour based on the "Amazing	Target Met	The target was met and new leadership for StartSmart will be charged with the same directive. StartSmart re-organization limits the program to the first two days prior to fall semester. Credit based	Re-evaluate the two-day activities for incoming students for creative thinking and global engagement activities. This re-evaluation is due to the new format for Start Smart as well as new leadership for both the two-day pre-fall semester activities and the semester-based curriculum (College Survival).

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Core Theme Objective 2.4	The College creates a culture of innovation by encouraging creative and original thinking among its students.	2.4.1 The College provides exposure/instruction to new freshmen on creative thinking in the classroom during its Start Smart Orientation program.	Start Smart plans activities that exhibit and encourage innovation and invite student creative thinking strategies.	At least 3 Start Smart activities will exhibit and encourage innovation and invite student creative thinking strategies.	Race"--students were given clues to unique places on campus for which they had to work together to creatively solve (the riddle) and find.	Target Met	learning will be achieved by the College Survival course taught fall semester. All incoming students will attend the two-day festivities while less prepared students are required/encouraged to enroll in the College Survival course.	Re-evaluate the two-day activities for incoming students for creative thinking and global engagement activities. This re-evaluation is due to the new format for Start Smart as well as new leadership for both the two-day pre-fall semester activities and the semester-based curriculum (College Survival).
		2.4.2 Percent of faculty who identify and promote teaching and learning activities that encourage innovation and problem-solving thinking by students.	80% of the faculty will identify and promote teaching and learning activities that encourage innovation and problem-solving thinking by students.	80% of the faculty will identify and promote teaching and learning activities that encourage innovation and problem-solving thinking by students.	86% of faculty members reported that they identified and promoted such activities	Target Met	The process for collecting the information from faculty members and checking on its accuracy was not precise this first year using this KPI.	The process for obtaining information from the faculty members will be reviewed and refined by the deans.
		2.4.3 Based on constituent feedback, the College sustains a culture of innovation by adjusting its curricular offerings to benefit a wide-range of students. Such adjustments may include (but are not limited to) course redesign, new course offerings, program changes, and technology.	10 curriculum modifications college-wide will occur to promote original and creative thinking by students.	10 curriculum modifications college-wide will occur to promote original and creative thinking by students.	The reporting methods were not consistent, but it was obvious than many more than 10 curriculum modifications college-wide occurred.	Target Met	The definition of "curriculum modifications" was not clear.	The deans will clarify what is meant by "curriculum modifications" and will collect information consistently in accordance with the definition.
		2.4.4 Students will be asked on course evaluations to indicate the extent	50% of the students who complete course evaluations will	70% of the students who complete course evaluations will	For the 2012 spring semester, 74% of students responded to the question, ""this	Inconclusive Data	The college met the target of the number/percentage of students	This question will be added to all course evaluation templates for the fall semester's evaluations. Fall

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		to which they were encouraged to think creatively and originally.	indicate that they were encouraged to think creatively and originally ?often? or ?very often.?	indicate that they were encouraged to think creatively and originally often or very often.	course and/or the instructor encouraged me to think creatively and originally". The response breakdown was 52% of students "strongly agreeing", 29% "agreeing", 15% "being neutral", 3% "disagreeing", and 2% "strongly disagreeing" with the statement. The college average was 4.37 (on a scale from 1 to 5 with 5 as the high score).	Inconclusive Data	responding to the question. It is recommended that the college maintain/improve this percentage as well as seek to improve the average to 4.5 or higher for the institution collectively and schools/programs individually.	semester's evaluation will incorporate all class and lab experiences. Provide the summary document to school deans and encourage a discussion regarding the improvement of school and program averages. A new assessment will occur using data from the fall 2012 course evaluations.