SNOW COLLEGE

Agenda for the Board of Trustees
Thursday, September 10, 2015 • 11:00 a.m.
Noyes Building • Ephraim, Utah

	1. Welcome		Theressa Alder Board Chair
	2. College Highlight: Human Resource Office		Jacob Dettinger Finance & Admin Services Vice President
Action Items	3. Meeting Minutes	Tab A	Chair Alder
	4. Election of Board Officers		Chair Alder
	5. Proposed 2015-16 Meeting Schedule	Tab B	Board Chair
	6. By-Laws for the Board of Trustees	Tab C	Board Chair
	7. Committee Appointments		Board Chair
	8. Naming of the Administration Building - Richfield Campus	Tab D	Gary Carlston President
	9. Investment Reports	Tab E	Vice President Dettinger
	10. MFA as a Terminal Degree	Tab F	Steve Hood Academic Affairs Vice President
Informational Items	11. Accreditation Update	Tab G	Vice President Hood
	12. Student Success Division Report	Tab H	Craig Mathie Student Success Vice President
	13. Regent Policy R548, Discretionary Funds	Tab I	Meagan White Internal Auditor
	14. Foundation Board Priorities	Tab J	President Carlston
	15. Report from the Alumni Association		Emilee Kuchenmeister Association President
	16. Report from the Student Association		McCall Grajek Student Body President
	17. Report from the Chair		Board Chair
	18. Report from the President		President Carlston

Board of Trustees Meeting Minutes
June 12, 2015 • Ephraim, Utah

Individuals in Attendance
Trustees: Theressa Alder, Doug Barton, Scott Bushnell, Brent Davis, McCall Grajek, Leslie Keisel, Michael McLean, Jeff Olson
College Personnel: Gary Carlston, Jacob Dettinger, Yasmin Heywood, Spencer Hill, Steve Hood, Marci Larsen (as recording secretary), Craig Mathie, Allen Riggs, Carra Ward, Meagan White
Others: Morris Haggerty

Welcome
Chair Alder called the meeting to order and introduced each person in attendance.

College Highlight
Vice President Mathie welcomed Allen Riggs, Yasmin Heywood, and Carra Ward from the Wellness Center. He briefly reviewed the employees' responsibilities, noting specifically their work with suicide prevention, and said they continue to counsel more and more students each year. He thanked them for their exceptional work, and several trustees expressed their appreciation for the service the therapists and staff offer to students in need. Trustee McLean shared emotional comments and offered to help however he could. The employees were grateful for his generous offer, and they were anxious to explore possibilities to utilize his talents and reach others through music.

Meeting Minutes
Chair Alder asked if there were any needed corrections to the March 20, 2015 meeting minutes. Hearing none, she entertained a motion to accept and approve the minutes. Trustee McLean so moved, Trustee Kiesel seconded the motion, and it passed unanimously.

2015-2016 Budget
Vice President Hill referred to the prepared budget booklet and said it is an optimistic budget year for the college. He said compensation will be a top priority this year, as noted in the narrative, and he reviewed other budgeting priorities outlined in the budget booklet. He stated his commitment to having a transparent budget, and he thanked Jacob Dettinger for his help in creating the detailed data tables found in the budget booklet. After answering questions from the trustees, Vice President Hill concluded his report. President Carlston expressed appreciation to Vice President Hill for his knowledge and leadership. He said the college is healthy financially and added that while the administration is being cautious, they are restoring some areas that had to be cut for the college to survive the recession. He stated his desire to be responsive to needs, using the strategic plan as a guiding document. President Carlston thanked his entire administrative team for their work with the budget process and recommended the presented budget to the trustees for their approval. Trustee Barton made a motion to accept and approve the proposed budget. Trustee Davis seconded the motion, and it passed unanimously.

Investment Report
Jacob Dettinger, Director of Budget and Finance, reviewed investment reports for February, March, and April (2015) behind Tab I and asked if there were any questions. Hearing none, Trustee Davis made a motion to approve the reports. Trustee McLean seconded the motion, and it passed unanimously.

Endowment Loan Proposal
Jacob Dettinger referred the trustees to the memo found behind Tab J. He explained that because the college is projecting on-campus student housing to be at full occupancy for the upcoming year and the foreseeable future, the

administration is seeking solutions to address the increased housing demands. The request at this time, Mr. Dettinger explained, is to allow the college to use permanent endowment funds to loan the college the necessary funding to add additional beds. He said a formal investment policy would need to be created and approved by the appropriate councils and governing bodies. Because the solution allows the college to address current housing demands while providing a safe, decent return for its endowment funds, President Carlston requested approval to move forward. Trustee Davis so moved. Trustee McLean seconded the motion, and it passed unanimously.

R-401 GIS Program
Dr. Hood, Vice President for Academic Affairs, briefly summarized the *Certificate of Proficiency in Geographic Information Systems* (GIS) proposal that will teach students "how to use current software and geographic information data to solve natural world problems." He said, as reported in the formal proposal, the "demand for GIS technicians is growing very fast in Utah and the rest of the nation" and noted that obtaining this certificate "can increase a student's value as an employee in almost any discipline." Dr. Hood told the group he thought this R-401 proposal was included in the last set of approved requests and apologized for the delay in presenting it to the board. Chair Alder asked if there were questions and then entertained a motion for approval. Trustee Bushnell made a motion to approve the Certificate of Proficiency in Geographic Information Systems. Trustee Kiesel seconded the motion, and it passed unanimously.

Board Committees
Chair Alder opened a discussion about board committees and asked trustees to share their input on the structure and composition of the current standing committees (specifically the Executive, Academic, and Audit Committees). President Carlston said the purpose of the committees is to allow board members to get more in-depth information, and he validated the value of the committee work. The challenge, he said, is the current by-laws tie the committees to a specific administrative structure which doesn't exist. He asked if the trustees were agreeable to reviewing the structure and accepted the assignment to craft a better committee structure within the by-laws.

Report from the Alumni Association
Trustee Olson said the Alumni Association continues to look for ways to connect with former students and said the new Alumni Relations staff member, Lurlynn Potter, has new ideas the alumni board will discuss. He reported this would be his last trustee meeting and said Emilee Kuchenmeister will begin her term as the association president on July 1. Trustee Olson invited everyone to participate in the Homecoming activities the last weekend in September and thanked the board for their support of the association. Chair Alder thanked Trustee Olson for his service and commended him for a job well done.

Report from the Student Association
Student Body President Grajek said the student body officers had recently returned from a leadership retreat, and she said she looked forward to a great year. One goal, she said, is to help foster a climate of inclusion among all students. She said she hopes all students feel safe and welcome on both campuses. Chair Alder expressed appreciation to Trustee Grajek for attending the meeting, in spite of an injury that took place at the leadership retreat. Several trustees added their thanks and wished President Grajek the best for a speedy recovery and successful academic year.

Report from the Chair
Chair Alder reminded the trustees of the training meeting hosted by the State Board of Regents in July in Cedar City. She invited anyone interested in attending to contact Marci Larsen for assistance with arrangements.

Report from the President
President Carlston thanked the trustees for their service and support before he began his report. Details of the report are highlighted below.
- President Carlston happily told the trustees that the college has certified the funds for the science building and said architects are being selected for design work. He informed the group that the project will likely be a construction-management project, meaning the architect and contractor will work together in the design stage. He said preliminary plans have construction starting in February 2016 and using the building for

classes beginning fall semester 2017. He expressed appreciation to all of those who have been involved with all aspects of the project, and trustees expressed their appreciation for President Carlston's leadership and patience with the process.

- President Carlston said he had nothing new to report on the proposed Richfield City pool and recreation center project. He said he hopes the college can find a way to solidify the relationship with the city, county, and community.
- President Carlston informed the trustees of plans to hold a cabinet retreat focusing on service, motivation, and leadership. He said compensation (used as a motivator or distractor) would be discussed at the retreat, and he reminded the trustees of the compensation study that is underway. Compensation, President Carlston said, remains a high priority for him.
- Enrollment numbers are encouraging at this point, President Carlston reported. He provided copies of the progressive enrollment report for fall semester that compares numbers to the same calendar week last year. Trustee Bushnell asked about concurrent enrollment and on-line enrollment numbers, and President Carlston said the Institutional Research Office projected enrollments of nearly 5,000, with approximately 4,000 of them being on one of the college campuses. President Carlston thanked the admissions staff for their work in recruiting students, and he thanked all employees for their efforts to retain students.

Recognition and Appreciation
On behalf of the board, Chair Alder expressed appreciation to Trustee Jorgensen and Trustee Olson who have completed their term of service on the board. She encouraged them to stay involved with the college and displayed a small token of appreciation for each of them. She also thanked Vice President Hill for his service to the college and wished him well in his retirement. A small gift from the Board of Trustees was presented to Vice President Hill.

Adjournment
The meeting was adjourned.

SNOW COLLEGE

Board of Trustees
Proposed Meeting Dates
2015-2016

Early September 2015 - TBA

Friday, October 23, 2015
Regular meeting in Richfield

Friday, December 4, 2015
Regular meeting in Ephraim

Friday, January 29, 2016 or with Higher Ed Day on the Hill (usually in January or February)
Regular meeting in Salt Lake

Friday, March 11, 2016
Regular meeting in Ephraim
Review tuition and fees and other after-session work

Friday April 29, 2016
Commencement Ceremony in Richfield

Saturday, April 30, 2016
Commencement Ceremony in Ephraim

Friday, June 17, 2016
Regular meeting in Ephraim
Review budget for FY17

Friday, August 26, 2016
Regular meeting in Ephraim

Friday, October 28, 2016
Regular meeting in Richfield

Friday, December 9, 2016
Regular meeting in Ephraim

BYLAWS OF THE
SNOW COLLEGE BOARD OF TRUSTEES

ARTICLE I – MEMBERSHIP

1.1   The membership of the Snow College Board of Trustees consists of ten persons, eight of whom are appointed by the Governor with the consent of the 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)

1.2   The eight appointed members serve for four-year terms, four expiring on June 30 of each odd-numbered year. The two ex officio members serve for the terms of their respective offices.

1.3   Appointments made in filling a vacancy occurring before the expiration of the term shall be made for the remainder of the unexpired term. Regardless of the termination date of the term of office, all members shall continue to hold office until their successors have been appointed and qualified.

1.4   Each member shall take the official oath of office prior to assuming the office. The oath shall be filed with the Division of Archives and Records Services.

1.5   Each member of the Board of Trustees shall receive an honorarium as provided by law as compensation for services for attending meetings of the Board of Trustees. Each member shall also be paid actual expenses incurred in attending to the authorized business of the Board of Trustees, if payment is authorized and approved by the Regents.

ARTICLE II – OFFICERS OF THE BOARD

2.1   The Board shall elect from its members a Chair who shall be the presiding officer of the Board. The Chair shall be elected at the July meeting of the Board at each odd-numbered year. He/she shall serve for a term of two years and until a successor is elected and qualified. The Chair shall preside at all meetings of the Board and, as directed by the Board, shall have such other duties, powers, and responsibilities as are assigned.

2.2   The Board shall elect from its members a Vice Chair who shall act as and perform the duties of the Chair in the latter's absence. The Vice Chair shall be elected at the July meeting of the Board at each odd-numbered year. He/she shall serve for a term of two years and until a successor is elected and qualified. The Vice Chair shall have such other duties, powers, and responsibilities as may be assigned by the Chair or by the Board.

2.3   The Board shall elect a Secretary who need not be a member of the Board and shall perform duties as the Board may direct.

ARTICLE III – POWERS AND DUTIES OF THE BOARD

3.1   The Board shall act in 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.

3.2   The Board shall act in behalf of Snow College in facilitating communications between Snow College and the community; in assisting, planning, implementing and executing fund-raising and development programs; and in strengthening alumni and community identification with the institution's traditions and goals.

3.3   The Board shall consult with the Board of Regents on matters pertaining to Snow College.

3.4   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.

3.5   The Board shall have the authority to establish such standing and ad hoc committees as it deems necessary to properly fulfill its responsibilities.

3.6   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 in respect to the following matters:

        3.6.1   Appointing, hiring, and contracting with a secretary and a treasurer, administrative officers, staff, other officers and employees, deans of schools or colleges, professors, associate professors, assistant professors, instructors and other professional personnel, faculty and assistants, and in prescribing their duties and determining their salaries, pursuant to Paragraphs One, Two, and Three of Section 15 of the Utah Higher Education Act of 1969, in conformity with general policy of the Board of Regents policy.

        3.6.2   Providing for the constitution and organization of the faculty and administration of the institution and enacting rules and regulations for the government of the faculty and employees of the institution, which shall include the establishments of personnel policies and a prescribed system of tenure.

        3.6.3   Committing to the faculty the general initiation and direction of instruction and of the examination, admission, and classification of students

        3.6.4   Enacting rules and regulations for the administration of the institution which are not inconsistent with its prescribed role and the rules and regulations and bylaws of the Board of Regents or the laws of the State of Utah. Such rules and regulations may, within the above limits, provide for (1) administrative, faculty, student, and joint committees over specified institutional matters, (2) student government and student affairs organizations, and (3) the establishment and publication of institutional standards involving the education policy and programs in furtherance of the ideals of

higher education fostered and subscribed to the institution, its administration, faculty, and students.

    3.6.5   Exercising such grants of power and authority as may be delegated by the Board of Regents, as well as the necessary and proper exercise of such powers and authorities not specifically denied to the institution, its administration, faculty or students by the Board of Regents or by the laws of the State of Utah, to assure the effective and efficient administration and operation of the institution.

3.7   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.

3.8   All rules and regulations established as provided in this article shall be effective when approved by the Board unless otherwise directed therein or unless approval of the Board of Regents is required; provided, however, that the President, with the approval of the Board, shall have the authority to issue directives and make decisions in an emergency to maintain the safety and well-being of persons and the security of the property at Snow College.

3.9   The Board shall select persons to be awarded honorary degrees by Snow College in recognition of outstanding achievement or distinctive public service.

3.10   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. Such candidates shall be recommended to the Board by the President and faculty in accordance with the rules of Snow College; provided, however, that no degree or diploma shall be conferred except as authorized by law and the Board of Regents.

Upon approval, all degrees and certificates shall be conferred by the President. The general style for conferring degrees shall be "As authorized by law and the Utah State Board of Regents." Diplomas attesting thereto shall bear the signature of the President, the Chair of the Board, the Chair of the Board of Regents, and the Commissioner of Higher Education. Non-degree certificated signifying completion of short, correspondence, or extension courses, and authorized by law, may be awarded and distributed by the institution.

ARTICLE IV – MEETINGS

4.1   The date, time, and place of regular meetings will be determined by the Board.

4.2   Special meetings of the Board may be held on such days and at such times and places as designated by the Chair, by six members of the Board acting jointly, or by the President of the institution.

4.3   Notice of the time and place of each regular and special meeting of the Board shall be mailed at the direction of the President to each member of the Board at the last known address at least five days before each regular meeting. This notice should include an agenda showing the nature of the business to be acted upon at such meeting. Notice as provided herein may be waived by unanimous consent of the Board.

4.4   The official agenda shall constitute the principal business at regular meetings of the Board. Proposed agenda items and related materials must be submitted to the Board Secretary at least seven days prior to the meeting.

4.5   Six members of the Board shall constitute a quorum, whether present in person or present by means of electronic equipment. In the event there are insufficient members present to constitute a quorum at the time and place a meeting has been called, those present may, nevertheless, proceed to hold a meeting for the purpose of scheduling the next meeting and receiving reports of Board committees and/or the President without taking any formal action thereon.

4.6   All matters submitted to the Board for its approval shall be decided by majority vote of the total board membership.

4.7   Proxy voting shall not be permitted at meetings of the Board.

4.8   Any member so requesting shall have his/her vote recorded in the minutes or, on request of any member, the vote of each member shall be so recorded.

4.9   Robert's Rule of Order shall be followed in conducting the meetings of the Board and the meetings of the committees of the Board.

4.10   The meeting of the Board shall be in compliance with the Utah Open and Public Meetings Act.

4.11   At the direction of the Chair or other presiding officer, or upon the request of at least three members of the Board and subject to fulfillment of the requirements of Chapter 4 of Title 52, Utah Code Annotated, 1953, as amended, the Board shall meet in executive session, provided, however, that all resolutions, rules, or regulations shall be approved and all final action taken in open session.

4.12   Members may participate in a meeting of Board of Trustees, the Executive Committee, or other committee of the Board by means of telecommunications. Members who participate by telecommunications may be counted in the quorum necessary to conduct and transact Board of Trustees or committee business. Such participation does not alter the requirements of notice, open and public meetings, and other applicable rules of the Board of Trustees. To hold an electronic meeting, the Board must establish one or more "anchor locations," at least one of which is in the building and city where the Board would normally meet, and where there is adequate space and facilities for interested persons and the public to attend and monitor the open portions of the meeting. (Utah Code 52-4-207)

ARTICLE V – PUBLIC INFORMATION

5.1   The Chair shall be the only member of the Board authorized to make official pronouncements for the Board when instructed by the Board. The President is authorized to speak for the Board with respect to any policy matters which have received the approval of the Board and on administrative matters which are entrusted to him/her.

5.2   The President, or in his/her absence a designated member of his/her staff, may issue such news releases, general information, and other communications regarding administration of

the College as will serve its best interests. Such releases shall be consistent with the policies and practices of the Board of Regents and the Board.

ARTICLE VI – COMMITTEES

6.1   The Board of Trustees may establish such standing and ad hoc committees as it deems necessary to properly fulfill its responsibilities. The purpose of the committees is to provide direction to existing College activities and promote interaction and understanding between campus personnel and members of the Board. The standing committees shall be advisory only; however, the Executive Committee shall have authority as to the business of the Board of Trustees as stated in Utah Code Annotated 53B-2-104, which provides for the following:

6.1.1   The Board of Trustees may provide for an executive committee in its bylaws.

6.1.2   If established, the committee shall have full authority of the Board of Trustees to act upon routine matters between Board of Trustees meetings.

6.1.3   The committee may act on non-routine matters only under extraordinary and emergency circumstances.

6.1.4   The committee shall report its actions to the Board of Trustees at its next regular meeting following the action.

6.2   There shall be four designated standing committees of the Board as defined below.

6.2.1   Academic and Student Services. This committee considers academic and student matters and shall transmit such matters, and where appropriate make its recommendation, to the Board of Trustees for approval or other appropriate action. This committee shall be the liaison between the Board of Trustees and the administration relative to academic and student matters. In performing its function, the committee works closely with the Vice President for Academic and Student Affairs.

6.2.2   Budget, Planning, and Capital Facilities. This committee shall consider all financial and physical facilities matters of the college and shall transmit such matters, and where appropriate make its recommendations, to the Board of Trustees for approval or other appropriate action. The committee shall be the liaison between the Board of Trustees and the administration relative to financial and physical facilities matters. In performing its function, the committee works closely with the Vice President for Administrative Services.

6.2.3   Advancement. This committee shall consider matters relating to public affairs, development, community and governmental relations, alumni relations, athletics, and other matters as delegated to it by the Board. It shall transmit such matters, and where appropriate, make its recommendation to the Board of Trustees for approval or other appropriate action. This committee shall be the liaison between the Board of Trustees and the administration relative to the matters listed above. In performing its function, this committee works closely with the Vice President for Advancement.

6.2.4   Executive. This committee acts for the Board between Board meetings. All Executive Committee decisions shall be placed on the agenda of the next Board meeting for information. The Executive Committee is comprised of four members. The Chair and the Vice Chair serve on the Executive Committee as Chair and Vice Chair of the Executive

~~Committee respectively. The third and fourth members shall be elected by the board and shall serve for a two-year term. Meetings may be held upon the call of the Chair or the Vice Chair. A quorum consists of three members, whether present in person or present by means of electronic equipment.~~

6.3 ~~The Board may create such other special or temporary committees as it deems appropriate for the purpose of carrying out its duties.~~

6.4 ~~Each committee shall be presided over by a Chair and shall consist of such members as are approved by the Board.~~

6.5 ~~Each committee shall have such duties and responsibilities as shall be designated by the Board.~~

6.1 There shall be three standing committees of the Board of Trustees and such other special committees as the Board or the Chair may determine from time to time to be necessary or appropriate. With the exception of the Executive Committee, the members and Chair of all standing and special committees and their Chair shall be appointed by the Chair of the Board. Each standing committee shall serve concurrent two-year terms with the Chair who appointed them, immediately following his or her election in each even numbered year.

  6.1.1 The college president shall provide such staff and support services as may be necessary to each standing and special committee and any subcommittee thereof.

  6.1.2 The standing committees of the Board of Trustees are: (1) Executive Committee (see Section 6.2, below); (2) Academic and Student Affairs Committee; and (3) Finance and Facilities Committee

  6.1.3 The Finance and Facilities Committee shall serve as the Audit Committee, as required by Utah State Board of Regents Policy R565, Audit Committees.

  6.1.4 The Chair may, from time to time, define or redefine the role and responsibilities of, and may make specific assignments to, a standing committee.

  6.1.5 The Chair and Vice chair of the Board of Trustees may be appointed to and serve as regular members of one or more standing committees, with full power to vote. The Chair and Vice chair of the Board of Trustees shall also be ex officio members of each standing committee to which they are not appointed on a regular basis, but in such ex officio capacity shall be without power to vote.

6.2 The Executive Committee shall be composed of the Chair of the Board of Trustees, Vice Chair of the Board, the immediate past Chair of the Board if still serving on the Board, and the chairs of the standing committees of the Board.

  6.2.2 The Executive Committee shall have the full authority of the Board of Trustees to act upon routine matters during the interim between Board meetings, but shall act upon non routine matters only under extraordinary and emergency circumstances. Actions of the Executive Committee shall be reported to the Board of Trustees at its next regular meeting following such action. (Utah Code §53B-1-104(7)).

6.2.3   For purposes of strategic planning discussions, an additional Trustee may be added to the Executive Committee.

6.3   Meetings of all committees of the Board of Trustees may be held upon the call of the Chair of the committee, the Chair of the Board, or at the request of the President. Notice of the time and place of every committee meeting and of the business to be acted upon shall be given to the members of the committee and the President by the person calling such meeting, by mail or other personal communications.

ARTICLE VII – AMENDMENTS

7.1   These bylaws may be amended or repealed at any regular meeting of the Board by majority vote. A copy of any proposed amendments shall be submitted in writing to each member and to the President at least five days before the meeting at which such amendments are to be proposed.

Approved this 31st day10th day of March 2010 September 2015..

_____   _____
Secretary to the Board   Chair of the Board

David E. and Verla A. Sorensen

David E. and Verla Anderson Sorensen are among Snow College's most generous donors. They have given in excess of $1.5 million. The primary focus of their giving has been the Richfield campus. In addition to funding two endowed scholarships, they have also provided brick-and-mortar gifts for Richfield projects, including a substantial philanthropic gift to the Sevier Valley Center. Additionally, when space in the Washburn Building on the Richfield campus was needed to accommodate the needs of nursing and science lab students, the Sorensens were there to extend their generosity. A new, state-of-the-art laboratory was created in space previously used by another program that allowed science and nursing students to remain in Richfield for their science labs, rather than having to travel one hour to the Ephraim campus. The Sorensens have also made it possible for the Richfield campus to hire general education teachers in math, English, and science.

David was a businessman, LDS church leader, and rancher. He was born in Aurora, Utah, in 1933, the seventh of eight children of Alma and Metta Amelia Helquist Sorensen. He married Verla Anderson, a graduate of Snow College, in 1958. David passed away in California last year. The family continues to operate ranching operations near Junction, Utah and maintain properties in Piute and Wayne counties.

Verla grew up in Sanpete County, and Snow College has always been important to her. Verla was also born in 1933 to Leslie James and Iris Denison Anderson of Manti, Utah. She attended Manti High School and worked at Elliott's Pharmacy to support herself while attending Snow College from 1951-1953. After graduating from Snow College in 1953, Verla graduated from BYU with membership in Phi Kappa Phi Honor Society. She specialized in teaching reading skills. She was teaching school in Midvale, Utah, when she met her husband, David.

The Sorensens have always placed education as a high priority. David was the founder and president of the South Pasadena Education Foundation, and Verla served as a board member of the South Pasadena School Board in the community where most of their children grew up. Verla supported her husband as he worked for a health-care company in Southern California, developed long-term care and psychiatric hospitals for the developmentally disabled, expanded the family ranch into a successful agribusiness, and organized a bank in Las Vegas, where the family lived for a time.

With David's passing, Verla has continued the couple's giving tradition at Snow College. Through the Sorensen Family Trust, Verla recently agreed to a continued three-year, $300,000 funding commitment supporting general education faculty on the Richfield campus.

Compilation of MFA Information

Theater/Art/Dance/Creative Writing

Highlights

- The MFA (Master of Fine Arts) is a professional-oriented degree and is awarded as a terminal degree in the fields of visual arts, creative writing, filmmaking, dance, and theatre.
- A MFA degree is recognized as a terminal degree and the equivalent to a PhD/ EdD by NAST, NASDA, NASD, CAA, AWP, and the vast majority of university across the country.
- Higher Education Schools in Utah whose current policy accepts the MFA as a terminal degree include: BYU, Dixie, SUU, UofU, USU, UVU, and Weber
- The MFA degree requires an average of 60 semester credit hours. In the same fields where the MFA is offered a MA and PhD also requires a combined average of 60 semester credit hours. *Appendix A*

NAST (National Association of Schools of Theatre) STANDARDS / HANDBOOK

II. PURPOSES AND OPERATIONS
E. Faculty and Staff

NAST recognizes the Master of Fine Arts as the appropriate terminal degree for performance, design/technology, and playwriting faculty. At the same time, the Association recognizes that some highly qualified artist-teachers may hold other academic degrees; others may not hold any academic degrees. In such cases, the institution should base appointments on experience, training, and expertise at least equivalent to those required for the master's degree in the appropriate field.

NASDA (National Association of Schools of Art and Design) STANDARDS / HANDBOOK

SPECIFIC TERMINAL DEGREE PROGRAMS
A. The Master of Fine Arts and Equivalents
1. Purpose.

The Master of Fine Arts degree title is appropriate only for advanced graduate-level programs that focus on studio practice in some aspect of art or design. Studio or practice-based master's degrees with other titles must meet the standards below if they are to be considered terminal master's degrees and thus equivalent to the MFA. See Section XVII.A.6. The art and design professions and the academy recognize the MFA and equivalent programs as the terminal degrees for practitioners and educators in the studio arts or design. Therefore, MFA and equivalent programs must exhibit the professional intensity and high standards expected of all terminal degree programs. For the remainder of this section, the terms Master of Fine Arts or MFA include both MFA and equivalent programs with other titles.

2. Credit Requirements. A Master of Fine Arts program requires the equivalent of at least two years of full-time graduate study, with a minimum of 60 semester hours or 90 quarter hours.

NASD (National Association of Schools of Dance) STANDARDS / HANDBOOK

SPECIFIC TERMINAL DEGREE PROGRAMS
A. Practice-Oriented Degrees. The Master of Fine Arts
1. Purpose and Content. The Master of Fine Arts degree title is appropriate only for graduate-level programs that emphasize full-time professional practice of one or more aspects of dance performance or choreography. The dance profession and higher education recognize the Master of Fine Arts as a terminal degree in studio-related areas such as dance performance, choreography, reconstruction, design, and technology. Therefore, individuals holding the degree must be practitioners at a high professional level.

2.Credit Requirements. A Master of Fine Arts program requires the equivalent of at least two years of full-time graduate study, with a minimum of 60 semester credit hours or 90 quarter hours.

CAA (College Art Association) STANDARDS AND GUIDELINES

Definition and Purpose

The master of fine arts (MFA) degree in studio art and design is the recognized terminal degree in the visual arts. It is considered by the College Art Association (CAA), the National Association of Schools of Art and Design (NASAD), and the vast majority of institutions in higher education in the United States to be equivalent to terminal degrees in other fields, such as the PhD or EdD.

Credit Requirements

The minimum requirement for the MFA is sixty semester credits of course work at the graduate level (or ninety quarter credits), including courses in art history and cognate areas of study. These required credits may not include coursework that is required as makeup for undergraduate deficiencies.

AWP (Association or Writers and Writing Programs) STANDARDS / HANDBOOK

AWP's CORE VALUES

•Contemporary literature for its power to enrich the lives of individuals and communities
•Writers & writing programs
•Excellence in the teaching of writing
•The Master of Fine Arts (MFA) as the appropriate terminal degree for writers who teach
•The cultivation of growing literary audiences

UNIVERSITY POLICIES EXAMPLES:

Weber State, Faculty Handbook-

Performing Arts - The recognized and accepted terminal degree is the M.F.A. in the following disciplines: costume design, scene design, lighting design, technical directing, dance, acting, and directing

Visual Arts - The recognized and accepted terminal degree is the M.F.A. for studio areas including: ceramics, drawing, jewelry and metals, painting, photography, printmaking, sculpture, weaving and textiles, and graphic design.

English - A recognized and accepted terminal degree is the M.F.A. for the area of creative writing.

Dixie State University, Terminal Degrees by Discipline

Visual Technology	MFA, Doctorate
Dance	MFA, Doctorate
Art	MFA, Doctorate
Theater	MFA, Doctorate

BYU, Department Faculty Handbooks-

English:

It is the position of AWP that creative writers be given parity with scholars in terms of salary, including senior positions at the top of the salary range, and that the MFA degree be considered the equivalent of the PhD in literature, linguistics, or composition.

Theatre:

The title of assistant professor is awarded to a person of promising ability and requisite experience (as a teacher, theatre artist and/or scholar) who holds an appropriate terminal degree (PhD or MFA) or its equivalent in professional experience. To be retained as an assistant professor, the faculty member must present a clear record of progressive achievement in the areas of teaching, research and/or creative work, and service.

Snow College

MID-CYCLE SELF-EVALUATION REPORT

Table of Contents

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, with selected authority, 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, 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, and strong student services to support these functions. Emphasis is placed on teaching, training, scholarly, professional, and creative achievement, and community service (taken from the 2014-2015 Snow College Catalog).

Most course offerings are delivered live in a face-to-face format, frequently with technology enhancement, with some courses broadcast from one campus to another. Some limited Snow College courses are offered at the Central Utah Correctional Facility in Gunnison and in area high schools. Students also have access to Snow College programs through online distance education offerings. Snow College is a teaching institution which means the majority of faculty (66%) devote their full attention to instructing students.

The composition of the student body is approximately 40 percent from the local six-county area, another 40 percent from elsewhere in Utah, and 20 percent from other states and international locations. Since 2008, Snow College has been the clear leader in enrollment growth among all state higher education institutions with 45% headcount and 26% FTE growth, respectively.

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 'family' at Snow with many students representing the third or fourth generation of their family at the college.

The 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 and holds specialized program accreditation by the National Association for Schools of Music, the National Association for Schools of Theatre, the Association of Collegiate Business Schools and Programs, and Accreditation for Education in Nursing.

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 "120 Top U.S. Community Colleges" for the fifth year in a row (http://www.aspeninstitute.org/policy-work/college-excellence/overview). Additionally, our collegiate performance groups have been honored across the intermountain west and the athletic programs are consistently ranked among the best in the country. Notably, the women's basketball team has achieved the highest academic team recognition from the National Junior Collegiate Association for two years running (2014 and 2015).

The

Mid-Cycle Evaluation, Part 1: The Process of Assessing Mission Fulfillment

1.A.1: Introduction

Snow College continues to develop a comprehensive assessment plan within the context of the College's core themes and many other institutional changes. An update of institutional improvements and changes as related to the Snow College's core themes is provided in the Appendix, pages 1 - 4. Also, appended to this document are responses to recommendations from the last accreditation site visit (Appendix, page 5).

1.A.2 Snow College's Planning and Assessment Model

Snow College's 2012 Comprehensive Evaluation report presented an assessment model of several boxes, rows, and arrows that (read from the bottom to the top) represented how various types of evidence informed decision-making at the institution. As a part of this planning process, Snow College articulated and reviewed measurable indicators by which it evaluated adherence to its mission and progress toward fulfillment of core themes (put web link to accreditation site here).

Notably, in March 2013, the College initiated a comprehensive, 18-month strategic planning and program prioritization process. This process sought the recommendations of various internal and external sub-committees and stakeholders regarding the mission and core themes of the institution as they relate to the progress of the College for the next 10 to 20 years. As a part of this process, every faculty and/or staff member completed a detailed program review questionnaire that evaluated core theme and strategic objectives against measurable indicators (put web link here)

In addition, higher institution funding in the state of Utah was changed from mission-based to performance-based pursuant to indicators established by the Utah State Board of Regent's Commissioner's Office (spring 2015). These performance indicators complement and (in some cases) provide addition evidence in support of the indicators associated with Snow College's core theme objectives.

With the development of core themes, strategic planning goals, and state-mandated performance measures, the College has adopted a new planning and assessment model that puts the institution's mission at the center (see figure 1). Indicators associated with the College's core themes, strategic goals, and performance measures along with results from distinct academic and non-academic reviews/assessment activities serve as the environment and organizational structure by which Snow College works to achieve its mission.

The entire set of core theme and strategic planning indicators is tracked by Institutional Research and updated as new data

Figure 1: Snow College Planning and Assessment Model

becomes available. All the institutional performance indicators listed above are represented in the Overall Performance Indicator Summary Table (see Appendix, pages 10 – 14) according to core theme. It is noted that some indicators represent multiple core theme areas.

The following assessment activities included in the College's model help drive mission fulfillment by providing qualitative and quantitative evidentiary support to core theme, strategic planning, and state performance key indicators.

Program Prioritization: Based on the program prioritization model outlined in *Prioritizing Academic Programs and Services—Reallocating Resources to Achieve Strategic Balance*, by Robert C. Dickeson (2010, Jossey-Bass Publishing), all programs (academic and non-academic as identified by unique budget line item) completed a program questionnaire. This instrument was designed to capture data from ten key elements including items such as the history, development, and expectation of each program; internal and external demand; quality of program resources, size, scope, and productivity; costs; and the impact, justification, and overall necessity of the program. One hundred and sixty three questionnaires were received covering all but a few minor programs proposals for several new programs.

Knowledge/Content Area Assessment: Snow College systematically assesses the quality of specific knowledge or content areas as they relate to the institution's general education curriculum. Faculty who teach courses in a given knowledge/content area select and submit signature assignments or other assessment evidence for review. Under the direction of the General Education Director, these artifacts are analyzed using modifications of the American Association of Colleges and Universities' (AAC&U) Liberal Education and America's Promise (LEAP) rubrics and other program-specific accreditation/evaluation guidelines. Results are used to determine and report back to faculty the level by which students are achieving particular content (and in some cases, program) learning outcomes. Assessments have been completed for composition (writing effectively), biology (scientific inquiry), foreign language, quantitative reasoning, and humanities. A copy of the knowledge/content area assessment cycle is located on Appendix, page 6.

Systematic Program Reviews: Utah's State Board of Regents, R411 Code (http://higheredutah.org/wp-content/uploads/2013/08/R411.pdf) provides for the systematic review of existing higher education programs. For undergraduate programs, this comprehensive review occurs every five years. Program faculty and staff under review complete a comprehensive self-study and arrange a site-visit from at least two external evaluators and one internal evaluator. After the site visit, a review report complete with program commendations and recommendations is submitted to the program. Elements of the self-study, program recommendations, and an institutional response to program recommendation represent an official R411 document. This document is reviewed by Snow College's Board of Trustees, and (upon approval) is submitted to the Utah State Board of Regents for final approval. Snow College's program review timeline is in Appendix, page 7.

National and Institutional Assessments: Snow College participates in national surveys such as Complete College America (CCA), the Community College Survey of Student Engagement (CCSSE), and, most recently, the State Higher Education Executive Officers Association's (SHEEO) multi-state collaborative to advance learning outcomes assessment (MSC). These affiliated assessments help the College determine reasonable benchmarks as well as the achievement mission fulfillment targets and thresholds. In addition, Snow College initiated a Student Learning Outcomes assessment. Beginning fall 2013, entering and exiting students (spring collection) complete this instrument which is used to determine the degree to which students have improved in their acquisition of specific general education learning outcomes (put a link to the instrument here).

Mission Fulfillment Review: Select representatives of the College, organized around a core theme, review data collected for respective themes and decide whether performance (1) met the target, (2) met the threshold, (3) exceeded target and threshold, or (4) needs revision for more definitive assessment. Results from respective core theme groups are combined into a comprehensive report on how well the College achieves targets and/or thresholds. In addition, recommendations are made that address plans to maintain, improve, or revise current performance measurements. Mission fulfillment teams were first used by the institution prior to the College's Year One site visit in 2012 (https://www.snow.edu/academics/office/pa/index.html).

1.A.3: Planning and Assessment Personnel—Who is involved?

Theme Teams: Select faculty and staff representatives from the College were organized to determine the performance of core themes prior to an accreditation visit in 2012. During the 2013 – 2014 academic year, much of the work of theme teams was accomplished by strategic planning committee members. The related program prioritization process provided a comprehensive assessment of the college's academic and non-academic units in consideration of core themes supporting strategic goals.   2016 marks the commencement of new mission fulfillment teams with an updated mission fulfillment report to be completed by spring 2017.

Strategic Planning Committee: Snow College's 18-month strategic planning process (March 2013 to September 2014) provided for a comprehensive review of core theme performance indicators. The strategic planning committee had 21 full-time faculty and staff members who represented the diversity of the College and its campuses. The committee was co-chaired by the Vice President of Finance and Administrative Services and an English professor serving as Humanities Dean. For a complete list of members and their college affiliation (put a web link here or put in Appendix).

K-16 Alliance: 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.

Institutional Committees: In an effort to forward the recommendations of Snow College's strategic planning process and in support of mission fulfillment, the following committees provide in-depth research, assessment, and recommendation for policy and practice. Both full-time faculty and staff serve on these committees and a complete membership list (by committee) is located in (put in the Appendix or a web link).

- *Inclusion Committee* (Core Theme 3): This committee looks at progress and proposes new practices toward recruiting and retaining faculty, staff, and students of diverse or underrepresented groups.
- *General Education Committee* (Core Themes 1 & 2, Strategic Goal 1): As a subset of the College's Curriculum Committee and under the leadership of the General Education Director, this faculty committee assesses general education learning outcomes and proposes improvements to Snow

College's general education program/model. The committee also reviews general education course syllabi prior to full Curriculum Committee approval.

- *Global Engagement Committee* (Core Theme 3): Faculty and staff members on this committee are tasked with assessing current efforts to make students, faculty, and staff more globally aware while providing support to the College's international student population. This includes developing more activities such as Fulbright sponsorship, course-based foreign travel, and individual study abroad that internationally expand the Snow College campus.

- *Service Learning and Honors Committees, respectively* (Core Themes 1 & 2): These academic committees regularly assess the service learning and honors program efforts of the College, respectively. Members of these committees also work to improve the pedagogical quality service learning and honors courses/experiences and expand such course offerings to a greater number of students.

- *Compensation Committee* (Core Theme 1): This committee involves select Snow College faculty and staff in reviewing existing compensation packages and policies (for faculty and staff) against peer institutions, market trends, and cost of living adjustments. It is proposed that recommendations from this committee for the retention and competitive hiring of high quality faculty be made directly to Snow College administration.

Existing Standing Committees: Since 2012, existing committees such as Faculty Senate, Advancement and Tenure, Academic Deans' Council, and Curriculum Committee have adopted the College's core themes as qualifiers for discussion items and/or decisions. For example, the Advancement and Tenure committee now considers the innovative efforts and community engagement activities as a part of a candidate's high quality teaching record. In addition, successful faculty requests for course-based student travel funds must address how the proposed instructional experience will promote Snow College's tradition of academic excellence, culture of innovation, and/or atmosphere of engagement.

1.A.4: Core Themes, Objectives, and Indicators: Valid or need improvement?

The mission of Snow College is governed by the core themes of:

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

2. **Culture of Innovation:** Snow College encourages and supports innovative initiatives among students, faculty and staff that create dynamic learning experiences for the entire college community.

3. **Atmosphere of Engagement:** Snow College fosters many opportunities that engage the college and surrounding communities in local and global learning and service opportunities.

Mission/Core Theme Indicators. Snow College has identified objectives which "define" respective core themes. Each objective has one to four key performance indicators (KPIs) which "define" the objective for a total of 16 main performance indicators. Data is collected for each KPI throughout the year and is reviewed by institutional personnel to evaluate the extent to which each core theme objective is being achieved. By judging the level of achievement of each core theme objective, and then the core theme

itself, a comprehensive picture of institutional achievement emerges and is used in assessing mission fulfillment.

Themes

In 2010, Snow College commenced a process to create a new mission statement. This comprehensive process also involved the selection of core themes (pursuant to new NWCCU standards) by which to adjudicate mission fulfillment. An 18-member Accreditation Steering Committee worked through and presented numerous drafts to Snow College constituencies for feedback. The Snow College Board of Trustees adopted the new mission statement and approved the three core themes of 1) Tradition of Excellence, 2) Culture of Innovation and 3) Atmosphere of Engagement on February 16, 2011. These core themes remain valid because they directly support the mission of the Snow College and help preserve the distinct identity of the institution as a great place for students to start and succeed in their higher learning, career aspirations, and life-long goals. During the College's strategic planning process, concerns were raised regarding the efficacy of the existing core themes given the developing strategic goals. However, each of Snow College's five strategic planning goals confirms the value of the core themes. In fact, objectives related to strategic planning goals support (in many cases clarify) core theme objectives for better mission fulfillment assessment.

Objectives

Core theme objectives were first reviewed by Snow College mission fulfillment teams prior to the 2012 accreditation visit. The review included targets and thresholds for each objective and key performance indicators as well as an evaluation of target and/or threshold achievement. These objectives have had further review in light of recommendations from the 2012 accreditation site visit, Snow College's strategic planning process, and the implementation of performance-based state funding measures.

Through these activities, Snow College recognizes the need to modify some objectives in order to better reflect what the College wants to do and can reasonably measure. Such modifications are intended to also demonstrate a clearer connection to core themes and better inform mission fulfillment.

For example, under the Tradition of Excellence core theme, separate objectives exist for students achieving their intended goals at Snow College and student transfer success. Often, Snow College reports graduation rates and transfer rates as distinct, but united, indicators of student success. The majority of Snow College students intend to transfer to four-year programs, with or without an associate degree, and in many cases, Snow College reports a combined graduation and transfer student success rate. Therefore, it is recommended that the student-goal achievement objective represent both graduation and transfer success. This eliminates the distinct transfer objective while rendering assessment measures more consistent with Snow College's academic mission.

Snow College continues to analyze the relevance of core theme objectives. Making sure that these objectives relate strategic planning goals and performance measures to core themes is paramount to this process, and will focus on how each objective should have (1) a clear connection to core themes, (2) institutionally relevant and measurable indicators, and (3) consistency across all core themes.

Indicators

Satisfaction with indicators varies across objectives and core themes. One of the unintended results of Snow College's strategic planning process was the realization that some indicators associated with strategic goals and objectives were better measures than those related to core themes. The same results

were true considering new state-mandated performance evidence. For example, Utah's *15 to Finish* campaign was designed to improve graduation rates both in terms of the number of graduates and reduced time to graduation. State colleges and universities were encouraged to develop campaigns influencing full-time students (normally taking 12 credits) to take 15 credits, largely by offering tuition breaks and expedited graduation/transfer incentives.

Beginning in 2013, state institutions began reporting the number of students taking 15 or more credits per semester to Utah's System of Higher Education. In addition, and in concert with the Complete College America agenda, higher education initiatives began assessing the timely completion of math general education requirements.

As an open enrollment institution, Snow College prides itself on the preparation of students possessing a variety of educational abilities. This quality is integral to the College's Tradition of Excellence core theme. Consequently, new indicators representing the number of students completing 15 or more credits per semester (or 30 credits per year) and the number of semesters new students take to complete Math 1050 are recommended as indicators under the proposed objective: efficiency in academic outcome attainment.

The Overall Performance Indicator Summary Table (see Appendix, pages 10 – 14) represents current and proposed (highlighted) core theme objectives and indicators and their relationship to mission, strategic plan, and state performance fulfillment. Clearly, objectives and indicators that inform all three areas are better measures of institutional improvement and/or success. Snow College's theme teams and other internal and external stakeholders will continue to evaluate existing and recommended objectives and indicators to determine the data and evidence most appropriate for mission fulfillment.

Mid-Cycle Evaluation, Part 2: Using Core Themes to Achieve Our Mission

This section highlights two examples of how Snow College uses core themes to achieve its mission. The examples below represent the core themes of Tradition of Excellence and Atmosphere of Engagement. These examples model the alignment between core themes, objectives, indicators and goals and/or learning outcomes at the activity or course and program level.

Example 1: General Education Assessment and Model Reform

The following represents the Core Theme and Objectives related to Snow College's assessment of its general education curriculum.

**Core Theme:** Tradition of Excellence
Objective: Students completing degrees or certificates demonstrate achievement of the learning outcomes identified for the degree or certificate received.

- Key Indicator 1: Student accomplishment general education outcomes for Associate Degrees (AA, AS, ASB, and APE).
- Key Indicator 4: Students' perception of their [general education] experience at Snow College.

General education completion is required for the Associate of Arts (AA), Associate of Science (AS), Associate of Science-Business (ASB), and Associate of Science-Pre Engineering (APE) degrees. The total number of credits required to complete an Associate-level degree is 63, with 30 to 36 of the credits represented by the required general education curriculum.

The purpose of the general education program at Snow College is 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" (Snow College Catalog, 2014, page 60). The general education curriculum is designed to provide students with a broad exposure to different academic disciplines; a variety of ways of creating knowledge; the means by which to connect information from different disciplines; assistance in selecting a specific program of study; and the foundation from which students can function as thoughtful and responsible citizens.

The general education curriculum is made up of courses that formulate the GE core (mandated by the State of Utah) that represents the content areas of fine arts, oral communication, physical education, humanities, social and behavioral science, physical science, life science, and science inquiry. Courses included in the College's general education curriculum advance the Tradition of Excellence core theme by providing signature assignment evidence of course-specific learning outcomes that are linked to key general education content/knowledge areas.
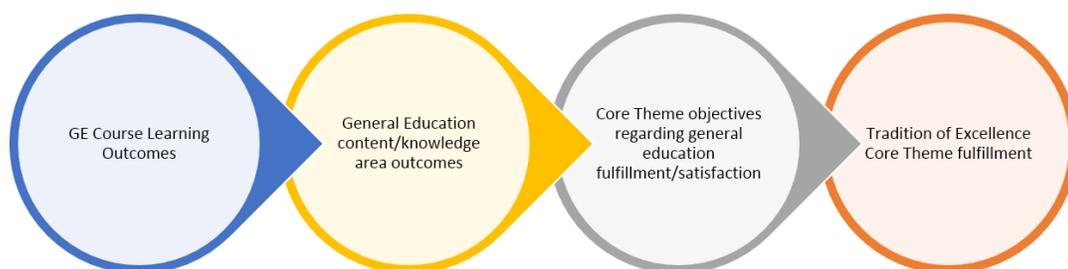
For example, courses associated with the achievement of quantitative reasoning (i.e., Math 1030, 1040, 1050) establish course-specific quantitative reasoning learning objectives. Respective assessment activities are collected from the various math classes to inform the level of achievement for the quantitative reasoning knowledge/content area. Specifically, the mathematics department conducted a longitudinal assessment (fall 2014) that measured quantitative reasoning achievement during the 2011 to 2013 academic years. All instructors for the Math 1030 (Quantitative Literacy) course used scores from two mid-term exams to assess this student learning outcome. The mathematics department established a 70% pass rate as the target. Scores for the first mid-term exam were slightly below target (67%); whereas, scores for the second mid-term exam improved and exceed the target (78%). Additional assessment for quantitative reasoning used course specific content from Math 1040 (Statistics) and Math 1050 (College Algebra). These results facilitated greater collaboration among faculty on how to help students improve quantitative literacy achievement. Namely, faculty worked on changes to instructional presentations that guide students to think through the problem, rather than blindly use formulas. To this end, it was recommended that math faculty re-organize their instruction time to accommodate more in-class practice using real-world applications.

Assessments representative of all general education knowledge/content areas are collected from the course level in a similar fashion and are combined to inform the College the extent to which students have accomplished the general education outcomes of the associate's degree (Core Theme Objective 1). At present, these assessments represent the knowledge areas of writing effectively (composition), biology and scientific reasoning, foreign language, and humanities (see web link here).

General Education Comprehensive Assessment Plan

Knowledge/content area assessment results are reported to Snow College's General Education committee according to an established collection cycle (Appendix, page 15). In addition, Snow College participates in the Community College Survey of Student Experiences Questionnaire (CCSSE) every two years and has developed a bi-annual internal survey of Student Learning Outcome (SLOA) experiences (administered to entering and exiting students--SLOA-Entering and SLOA-Exiting, respectively). The results of the CCSSE and SLOAs are used to objectively supplement course-related knowledge/content area evaluations. All assessment activities are reported to Snow College's General Education committee and Academic Deans' Council with dissemination to the faculty through division and department meetings, ad hoc faculty gatherings (i.e., Lunch Bunch), and distinct faculty trainings.

Performance Indicator Review

In the 2011 – 2012 academic year, the English department conducted a longitudinal assessment of students' ability to write clearly, informatively, and persuasively. Final papers from English 1010 and English 2010 courses were collected and evaluated using a rubric designed by the state writing task force. Overall, scores improved from an average of 6.5 for English 1010 papers to an average of 8.0 for English 2010 papers. It was determined that a rating of 7.5 or above represented the ability to "write effectively," and 80% of the English 2010 papers score at 7.5 or higher on the assessment. A complete copy of the Composition Assessment is located on webpage XXXXX.

For the 2012 – 2013 assessment cycle, foreign language faculty members identified interpretive reading, interpersonal satisfaction, the ability to have an interpersonal exchange of information, and cultural opportunities as learning outcomes that are at the core of foreign language instruction. Faculty members teaching romance languages assessed student achievement using final exam scores, signature assignments of students' written work, and rubric-rated results from oral quizzes. For interpretive reading, nearly all students who completed the 1020 or higher course met or exceeded the target of having a C- grade or better on interpretive reading assessments. For interpersonal satisfaction, 58% of students who completed their on-line course evaluation reported having satisfaction with their course's ability to help them achieve their language learning goals. Results from oral assessments suggested that most students are able to use spoken language to exchange information on familiar tasks, topics, and activities. Finally, it was determined that the majority of students are taking advantage of adding at least one or more cultural learning opportunities and/or events hosted on campus. A complete copy of the Foreign Language Assessment is located on webpage XXXX.

Quantitative reasoning achievement was evaluated during the 2014 -2015 academic year using midterm scores, final exam scores, signature assignments, and research presentations from Math 1030, Math 1040, and Math 1050. The results indicated that overall students demonstrated competency in five of the seven learning outcomes: application of computational skills, effective communication, content mastery of mathematical and statistical terminology, mathematical graphing/charting procedures,

hypothesis testing, the understanding and application of "function" models, and the ability to apply mathematics to solve real-world problems. Detailed results of this assessment against targets is located on webpage XXXX.

During the 2014-2015 academic year, humanities learning was assessed using signature assignments from humanities and communications courses. Each faculty member selected an essay indicative of the humanities learning outcomes as the signature assignment. Essays were read and rated using an internally designed three-point rubric. Full results of this assessment are still be analyzed.

In addition, Snow College added 20 local questions to the 2014 administration of the Community College Survey of Student Experiences. The local questions holistically addressed student experiences regarding the College's general education curriculum.   Among the results, (put link to report on web) the majority of students reported spending "quite a bit of time" on general education activities such as analyzing the basic elements of an idea, writing clearly and effectively, thinking critically, solving numerical problems, or working effectively with others. However, Snow College's averages for these activities were slightly below that of the CCSSE 2014 cohort.

Starting fall semester 2013, the General Education Committee commenced an assessment of student learning outcome experiences using an internally generated questionnaire. Administered to both entering and exiting students, results from the Student Learning Outcomes Assessment (SLOA) help determine students' general education learning experiences and the perceived value of such experiences completed prior to college and after two years of college-related work. Results for entering students are contrasted with those of exiting students in order to ascertain student growth in general education knowledge areas. The value perception of each knowledge area is also assessed. Trend data for entering students (2012, 2013, and 2014) suggests problem-solving, creative thinking, and the ability to apply knowledge to other/new situations as the skills most frequently used during high school. Trend data for exiting students (2013, 2014, and 2015) indicates improvement in critical thinking (up 10%), the application of learning to other/new situations (up 10%), and problem-solving (up 7%) skills based on their college experience. However, of greatest concern was the overwhelming student view of general education as an unsubstantial checklist potentially supportive of a major. Nearly 52% of exiting students viewed Snow College's general education curriculum as something irrelevant—"hoops to jump through"—or only significant if related to a specific major. Only 38% reported the value of GE as being a truly educated person (data based on averages collected from the 2013, 2014, and 2015 SLOA-Exiting student surveys).

Performance Indicator Review Results: Are the indicators substantial and meaningful?
Using this information, as well as feedback from internal and external stakeholders provided during the institution's comprehensive strategic plan, the College determined that (1) general education needed to be governed by the Office of Academic Affairs under the leadership of a single director (new position); (2) the current "menu" model needed revision in order to better communicate the cohesive breadth and depth of general education to students; and (3) two new general education foundation courses should be developed to provide entering students the means by which they can integrate their learning experiences at Snow College.

In Snow College's Year One report, the two key performance indicators related to the students being able to demonstrate the learning outcomes associated with their degree or certificate program measured only

the number of credits achieved in general education courses supporting the respective degree. For example, the accomplishment of student learning outcomes at the associate degree level analyzed general education math, English, and oral communication credits and determined that sufficient credits were achieved in order to satisfy targets and thresholds. Student accomplishment for the Associate of Applied Science degree outcomes was completed during the 2012-2013 academic year and resulted in the realignment of distinct AAS degree outcomes to match the same general education outcomes of the associate degree likewise measured only by the number of credits achieved in required general education courses.

As a result, the key performance indicators related to students' general education academic achievement, indicative of Snow College's tradition of excellence, no longer distinguish the Associate of Applied Science Degree from the associate degree. Additionally, the indicators also render only vague meaning of student achievement, and more detailed measures of student learning outside of credit-level satisfaction are required.

Performance Indicator Progress: What has been learned and how is it communicated?
Snow College's General Education committee meets regularly to review proposed general education course requirements prior to full curricular approval. This same committee works with the Director of Institutional Research to design the internal SLOA administered to entering and exiting students as well as the general education content area specific questions added to the 2014 administration of the CCSSE. SLOA results are regularly reported back to the General Education Committee each fall semester. These results are also communicated to Academic Deans and to the faculty at-large in general academic assemblies. Questionnaire results from the 2012 and 2014 CCSSE administrations were reported back to the General Education Committee, President's Council, Academic Deans' Council, and made available to Snow College's Strategic Planning Committee. All reports are available electronically via the Institutional Research (https://www.snow.edu/academics/ir/index.html).

Based on evidence representing general education knowledge/content area student achievement collected at the (1) course level using signature assignments and student artifacts, (2) the institutional level using national and institutionally designed surveys, and (3) the community level using feedback from internal and external constituencies (local businesses, public education, transfer schools, economic development and legislative leadership, etc.), Snow College has recommended the following improvements supportive of student achievement (Objective 1).

- The distinct key performance indicators respective of the Associate of Applied Science and Associate Degrees must be combined into one indicator—"students achieve the general education outcomes of the associate-level degree."
- General Education must be realigned under the administrative oversight of the Vice President of Academic Affairs (completed summer 2014).
- A full-time General Education Director must lead the instructional and assessment efforts of Snow College's GE curriculum, including model reform (completed spring 2015).
- A full review of Snow College's general education model must be completed with model reform/recommendations presented to the faculty for consideration (completed August 2015).

- The Director of Institutional Research must continue to serve on the General Education committee in order to report institutional assessment results as well as support content/knowledge area assessment practices.
- Attention must be given to course curriculum to ensure that all stated outcomes are met.

Under the leadership of the new General Education Director (Melanie Jenkins, Assistant Professor of English), general education committee members participated in a week-long retreat. This retreat used all available assessment materials as well as literature on "What is an educated person?" and different general education models to review and re-design Snow College's general education curriculum. This new model was presented to the faculty at large in August 2015 as a part of the College's welcome back/pre-fall semester academic meetings. Faculty feedback from these meetings will further inform the development of a model that more adequately addresses the learning outcomes of the College. Another week-long retreat (planned for May 2016) is dedicated to the development of interdisciplinary and integrated general education courses supportive of model directives and learning outcome achievement.

Example 2: The Development of Industrial Mechanics and Manufacturing Degrees

Snow College is a significant contributor to the quality of life in the College's service area. Additionally, Snow College takes seriously the charge to provide education and training supportive of economic and employment opportunities locally and across the state.

Core Theme: Atmosphere of Engagement

Objective: The College fulfills its regional stewardship by helping to establish "sustainable regions" defined as "innovative economies, livable communities, collaborative governance, and social inclusion."

- Key Indicator 1: Number of new programs in career and technical fields that are created in response to identified local needs.

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 (http://higheredutah.org/wp-content/uploads/2013/06/pff_2011_highered2020_report.pdf). In response, Snow College identified itself as a Center for Opportunity in Regional and Workforce Economic Development (Snow College Blueprint, 2011). 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 (Appendix, pages 7 – 8).

As a result, Snow College conducted an intensive review and realignment of its career and technical education programs. Working with local economic development leaders, regional employers, and Utah's Department of Workforce Services, the College suspended training areas not well aligned with placement and family-wage-paying jobs and reinvested funds from suspended curriculums into new certificate and Associate of Applied Science programs.

The Associate of Applied Science program in Industrial Mechanics is a direct outgrowth of this imperative and responds to the immediate need for training to support current and future industrial growth in Snow College's six-county service region. In addition, the Certificate of Proficiency, Certificate of Completion, and the Associate of Applied Science in Industrial Manufacturing program provides advanced educational

opportunities to rurally located high school students, non-traditional post high school students, and industrial technology employees seeking additional credits for certification and/or salary advancement.

The Industrial Mechanics program was implemented in fall of 2012 followed by the Industrial Manufacturing program in fall of 2013.   Both programs prepare students for immediate employment or transfer into related four-year programs. The Industrial Mechanics program provides specific, hands-on training as a general mechanic in industrial, manufacturing, processing, or other production environments. The Industrial Manufacturing program offers stackable credentials, allowing students to exit the program at various levels and prepares students to work as technicians in manufacturing, processes or other production environments. Students in the Industrial Manufacturing program receive instruction in quality control, manufacturing and automatic processes, as well as skills training in composites, mechanics, machining, welding, electricity, electronics, internal combustion engine and repair, pneumatics, and hydraulics.

Both programs are designed to complement one another and are implemented using an innovative, accelerated 8-week block instead of the traditional 16-week semester block schedule. Additionally, online and hybrid courses were developed to make courses available to outreach locations, including remote high schools, partner technical centers, and workplace education industrial sites. This structure enables better student access and achievement at a speed consistent with industry demands.

Industrial Mechanics and Industrial Manufacturing Assessment Plans

New programs approved by the Utah System of Higher Education must complete a 3-year program review. The review for the Industrial Mechanics program is scheduled for fall 2015 and the Industrial Manufacturing program is planned for fall 2016. Elements associated with these reviews include number of course offerings, student enrollment, student full-time equivalent (FTE), faculty FTE, program graduates, transfers, and placement. The following tables represent respective growth since program inception.

Industrial Mechanics Program (fall semester counts)	2012	2013	2014	2015*
# Courses offered	5	11	11	9
Student Enrollment (duplicated counts)	5	48	82	37
Student Credits Produced	12	85	134	94
Student FTE	.8	5.6	8.9	6.2
Faculty FTE	.8	1.9	1.9	1.5
Student to Faculty Ratio	1 to 1	3 to 1	5 to 1	4 to 1
Graduates (represented by graduating class)				
Certificates of Proficiency	NA	NA	NA	NA
Certificates of Completion	NA	NA	NA	NA
Associate of Applied Science	NA	NA	0	1
Transfers	NA	NA	0	0
Placement	NA	1	6	5

*Fall 2015 data represents students enrolled for the first 5-week block.

Originally, Industrial Mechanics courses were taught by existing faculty on a part-time or overload basis. A full-time Industrial Mechanics instructor was hired fall 2013, allowing for program course and student enrollment expansion. Industrial Mechanics graduates employed in Utah annually earn on average

between $50,700 and $54,210. In Snow College's service region, this represents a $4000 to $8000 increase over the median annual household income.

Further assessment is provided by an Industrial Mechanics program advisory committee comprised of individuals representing Snow College, area business and industry, economic development leadership, and local workforce services. Committee members serve as external reviewers providing continuous assessment and direction for the program's 3-year review and future growth. Since the majority of students in the Industrial Manufacturing program are also taking courses in the Industrial Mechanics program, the numbers below are distinct only to Industrial Manufacturing (i.e., courses with the subject prefix of MANF).

Industrial Manufacturing Program	2013	2014	2015	2016
# Courses offered	NA	2	4	NA
Student Enrollment (duplicated counts)	NA	6	20	NA
Student Credits Produced	NA	18	60	NA
Student FTE	NA	1.2	4.0	NA
Faculty FTE	NA	.40	.80	NA
Student to Faculty Ratio	NA	3 to 1	5 to 1	NA
Graduates (represented by graduating class)				
Certificates of Proficiency	This program has only one year of dedicated instruction. The first student completions are anticipated during fall 2015 and spring 2016.			
Certificates of Completion				
Associate of Applied Science				
Transfers				
Placement				

Many of the courses developed for the Industrial Manufacturing program were also required by the Industrial Mechanics program. Some instructional workload shifts occurred to accommodate the new courses, and additional curricular material enhanced existing courses. The program requires one dedicated full-time faculty member to oversee the majority of Industrial Manufacturing courses. This faculty member was hired in April 2015. Part-time, adjunct, and industry specialists are used to supplement specific educational areas such as robotics, composites, and automation technology.

The Industrial Manufacturing program will use the same feedback obtained by the Industrial Mechanics program advisory panel. This program will also seek assessment information from public education superintendents regarding the certificate programs offered to service region high school students.

Industrial Manufacturing graduates at the technician level-one (entry-level) annually earn on average between $44,000 and $51,000, which is consistent with, if not $4,000 higher than, average annual household incomes in Snow College's service region. Certainly, advancing to higher technician levels merits higher levels of income, which is supported by the stackable credential nature of this program.

Performance Indicator Review
The specific performance indicator associated with this objective and core theme simply reports the number of new programs in career and technical fields created in response to identified local needs. The immediate addition of the Industrial Mechanics and Industrial Manufacturing programs has attracted new students to the College, specifically non-traditional students (adults and high school students) who

otherwise would not consider higher education training or instruction.   The fact that entry-level job placement produces higher than annual median salaries provides evidence to the indicator that Snow College will influence increases in the average per capita income in the six-county service region.

Since 2013, Snow College has developed additional state-approved career and technical education programs such as:

- **Associate Degree in Natural Resources (2012):** This program utilizes field experience and local industry-based internship experiences complemented with courses in biology, chemistry, geology, botany, and animal science for job placement with land management/resource management enterprises or transfer to regional four-year programs.
- **Associate of Applied Science in Agribusiness (2013):** With a service region dominated by turkey, sheep, and cattle production, this program offers educational training in agricultural science, animal husbandry, and agricultural production combined with courses in business management, business technology, and accounting. Students in this program graduate prepared to manage a modern farm or ranch business, enter the agricultural industry at mid-level management positions, and/or transfer to related four-year programs.
- **Associate Degree in Nursing (2014):** Snow College previously offered Licensed Practical Nursing and Certified Nursing Assistant credentials and added the Associate degree in Nursing in response to state and local demand for quality trained nurses.
- **Associate of Applied Science in Outdoor Leadership and Entrepreneurship (2014):** Outdoor travel and tourism is one of the largest contributors to Utah's economy. Snow College is located only hours away from four national parks, the Grand Canyon, and numerous ski resorts. The Outdoor Leadership and Entrepreneurship program is a field-based program that prepares students to successfully start their own outdoor business, enter Utah's robust outdoor industry at a mid-level position, or transfer to local four-year programs.
- **Associate of Applied Science in Networking Technologies (2014):** This program trains students with high demand, marketable skills in computer networking, pc hardware, software configuration, and computer programming. Known as the "silicon slope", Utah hosts a multitude of computer-based companies along the Interstate 15 corridor. This degree aims to extend that "slope" to rural Utah with graduates highly trained to work in CISCO, VOIP, Network, Microsoft, Linux, web foundations, database management, cloud management, and data security environments.

Currently, Snow College is working with ACT Aerospace (located in Gunnison, Utah—just 30 miles from the main Ephraim campus) to develop a Certificate of Proficiency and Certificate of Completion in Industrial Composites. ACT Aerospace is in need of trained composites technicians to work in their military and commercial aerospace operations. ACT Aerospace also uses composite technology to develop recreational firearms and medical prosthetics. The proposed program would combine elements of the existing Industrial Mechanics program with new courses in refrigeration storage, laser lay-up, material cutting, curing (using ovens and autoclaves), vacuum processing, adhesive technology, riveting, assembly, and packing prep/shipping. The Certificate of Proficiency degree is proposed to be a 10-week program leading to immediate employment or employment enhancement. ACT Aerospace employs 153 people at their local manufacturing facility. In addition, Snow College places graduates with Klune

Industries in Spanish Fork, Utah and SyberJet in Cedar City, Utah, each of which is asking for more graduates to meet their growing demand for composite material production.

Performance Indicator Review Results: Are the indicators substantial and meaningful?

The early success of the Industrial Mechanics and Industrial Manufacturing programs have fostered the development of the additional aforementioned programs. In a little over four years Snow College has successfully aligned resources to support seven new programs in career and technical fields and continues to explore additional degree opportunities supportive of local and statewide economic needs. Used as an indicator, these new programs and their student outcomes provide generous evidence that Snow College is fulfilling its regional stewardship role under the Atmosphere of Engagement core theme. As more and more students enroll and graduate from these programs and as job placement data becomes available, Snow College will further be able to measure the degree to which it fulfills indicators related to increases in non-governmental technical jobs and per capita incomes for service region residents.

Performance Indicator Progress: What has been learned and how is it communicated?

Based on the realization of the Industrial Mechanics and Industrial Manufacturing programs, new programs have been developed. Some of these programs, like the proposed Industrial Composites Technology program, develop a new industrial specialty curriculum on the foundation of existing core technology courses. Offering such programs on reduced, intensive 10-week or 8-week formats with stackable credentials has been positively received by current and prospective students as well as area industry employers. The use of review boards comprised of local industry, business, and economic development leaders provides meaningful insight and necessary oversight for the success of these programs.

Conclusive results on the success and economic impact of these programs is premature at this point. However, as more students enroll, graduate and/or successfully transition to the workforce, Snow College will (1) continue to inform and seek input from program-invested boards to refine and improve program offerings; (2) develop marketing materials that communicate the success and availability of such programs to local, state, and regional business and economic leaders; and (3) develop new programs poised to support local industry and attract new industry to the College's service region.

Mid-Cycle Evaluation, Part 3: Moving Forward to Year Seven

Snow College has made significant progress toward mission fulfillment via core themes and related objectives and key performance indicators. Having just completed a comprehensive strategic planning process, along with the requirement to answer state performance-funding guidelines, Snow College revised its previous assessment practices into a model that offers a more holistic and systematic approach to mission fulfillment. Through this process, some indicators have been condensed or eliminated, and new and more effective measures have been identified. As the College works toward Year Seven, redundancies in assessment and reporting practices will be streamlined in support of the College's new holistic model. Additional progress will be made as follows:

- **Review Core Themes:** While Snow College's core themes remain valid, the College seeks additional review from mission fulfillment teams similar to that accomplished prior to the institution's 2012 accreditation visit. The current plan assigns faculty and staff to new mission fulfillment "theme teams" spring 2016 with an updated mission fulfillment report completed by fall 2017. Specific to this review is an assessment as to how well the College's strategic planning goals coalesce with current core themes, objectives, and indicators to support mission fulfillment.

- **Mid-Strategic Plan Review:** Snow College plans to conduct a mid-strategic plan review on the progress of the five strategic planning goals. The timeline for this review is planned for the 2017-2018 academic year (the mid-point of the five year strategic planning cycle). Since Snow College's strategic planning process used an assessment instrument/model amenable to non-instructional areas, a specific charge will be to review the effectiveness of the instrument in providing quality assessment information to non-instructional areas of the institution.

- **Strategic Planning Program Prioritization:** By the 2018 – 2019 academic year (just one year prior to Snow College's Year Seven visit), Snow College is slated to complete a new five-year program prioritization process. First completed prior to the 2015 fiscal year, this review accounts for the history, mission, goals, outcomes, resources, external/internal demands, and future progress of academic and non-academic areas of the institution. Information collected from this assessment will be used to allocate institutional resources to areas of highest priority (according to a tiered ranking system). Given the review of Snow College's core themes and aligned strategic goals, the prioritization of programs and allocation of resources will directly support the College's efforts toward mission fulfillment.

- **Assessment and Reporting Management:** The Office of Institutional Research worked with the Vice President of Academic Affairs to provide assessment training for new faculty hired in 2014. Such training will now be a part of new faculty training sessions that occur beginning each fall semester. Working with the new Director of General Education, similar assessment training was provided to distinct general education faculty in May 2015 and will be presented again at a similar retreat slated for May 2016 with previously trained faculty serving as mentors. Furthermore, it is the aim of the Office of Institutional Research to (1) continue to offer such trainings to all existing and new faculty; (2) implement ways to offer similar assessment training to non-academic areas of the College; and (3) develop an electronic assessment repository and reporting process (including the availability of all training materials) using Canvas (2015 – 2016 academic year).

In addition to the aforementioned institutional activities, core theme specific exercises include the following:

Tradition of Excellence Core Theme

- The Tradition of Excellence theme team will determine how to incorporate strategic planning goals and state performance funding elements into current objectives and performance indicators.

- With the above alignment, the theme team will review and present proposed objective and performance indicator changes to the College's planning team, Academic Deans, Faculty Senate, and College Council for eventual approval by the Snow College President and Board of Trustees.
- As new objectives and indicators are finalized, the theme team will work with the Office of Institutional Research to determine appropriate indicator benchmarks, targets and thresholds. This may include the discovery of existing assessment information and/or the design of new assessment information in support of the newly-defined measurements.

Culture of Innovation Core Theme

- The Innovation theme team will determine how to incorporate strategic planning goals and state performance funding elements into current objectives and performance indicators.
- Based on a review of current objectives as well as that of current innovation activities, the Innovation theme team will recommend changes to current objectives and indicators to the College's planning team, Academic Deans, Faculty Senate, and College Council for eventual approval by the Snow College President and Board of Trustees.
- As new objectives and indicators are finalized, the theme team will work with the Office of Institutional Research to determine appropriate indicator benchmarks, targets and thresholds. This may include the discovery of existing assessment information and/or the design of new assessment information in support of the newly-defined measurements.
- The Innovation theme team will also provide a review of Snow College's Faculty Innovation Academy (now in its third year) with recommendations proposed to the Vice President of Academic Affairs.

Atmosphere of Engagement Core Theme

- The Atmosphere of Engagement theme team will determine how to incorporate strategic planning goals and state performance funding elements into current objectives and performance indicators.
- Based on a review of current objectives, as well as that of current innovation activities, the Innovation theme team will recommend changes to current objectives and indicators to the College's planning team, Academic Deans, Faculty Senate, and College Council for eventual approval by the Snow College President and Board of Trustees.
- As new objectives and indicators are finalized, the theme team will work with the Office of Institutional Research to determine appropriate indicator benchmarks, targets and thresholds. This may include the discovery of existing assessment information and/or the design of new assessment information in support of the newly-defined measurements.
- This theme team will also consider the three-year reviews of new workforce placement programs, as well as proposals for new economically driven programs, for effectiveness in the College's immediate service area and state-wide.
- Additionally, this theme team is charged to seek objective and subjective feedback from local economic development personnel and business leaders regarding the influence of new career and technical education programs on the quality of life within the immediate service area (i.e., are these programs attracting or driving out future business and economic investment).

Snow College has made significant progress toward mission fulfillment over the past three years. The completion of an 18-month strategic planning process, along with a comprehensive academic and non-academic program prioritization exercise, reaffirmed the validity of the College's core themes and provided a valuable review of existing core theme objectives and indicators. The fact that Snow College now answers to a state performance-based funding model has provided further support to the College's tradition of academic excellence, innovative high-impact practices, and student-community engagement activities.

While those associated with Snow College take satisfaction in these and other accomplishments, there remains a strong commitment to improve instructional programs, administrative departments, and all policies and procedures to enable the institution to do an even better job of advancing student excellence and achievement. Snow College has readily adopted the new seven-year cycle, including the preparation of this mid-cycle review, as the means by which the College can most effectively step back and look at progress, focus on needed improvements, and allocate (or re-allocate) the resources needed to support student success.

Appendix

Brief Update on Institutional Changes Since 2012

Snow College has made significant progress in achieving the three main core themes since their approval and the institution's Year One report/visit. These accomplishments (with the core theme goals noted in parentheses) during this period include:

- **Implementation of an institutional strategic plan process (Core Themes 1 and 3):** Beginning March 2013, Snow College organized a 21 member task force to develop a strategic plan for the Institution. Task force members reflected the diversity of the campus in areas of ethnicity, gender, service years, positions (faculty, administrative, profession/classified staff), and academic division. Marvin Dodge (then Vice President for Finance and Administrative Services) and Melanie Jenkins (Professor of English) served as task force co-chairs. Members of the task force committed 18 months of dedicated thinking and work following the proven phase-model developed by Patrick Sanaghan *(Collaborative Strategic Planning in Higher Education*, 2009, National Association of College and University Business Officers) and Robert C. Dickeson (*Prioritizing Academic Programs and Services – Reallocating Resources to Achieve Strategic Balance,* 2010, Jossey-Bass Publishing). 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 (see www.snow.edu/vision/5.html).

- **Program Prioritization based on Strategic Planning (Core Themes 1, 2, and 3):** Recognizing limited financial resources, a continual decrease in state support, and pressure to moderate tuition increases, the College acknowledged the financial resources to fund the new strategic plan and new programming must come largely from within. Based on a proven model outlined in *Prioritizing Academic Programs and Services – Reallocating Resources to Achieve Strategic Balance*, (Dickeson, 2010) the 21-member strategic planning task force analyzed all academic and administrative programs based on ten weighted criteria and ultimately ranked programs into categories with either (1) recommendations for expansion or enhancement, (2) maintenance of current efforts, and/or (3) the phasing out, elimination, or privatization of programs or parts of programs. The Program Prioritization Report was approved by the Snow College Board of Trustees on August 22, 2014 (http://www.snow.edu/vision/images/finalplan.pdf). Resource reallocation for ranked programs was effective immediately following Trustee approval.

- **Presidential Vacancies and Appointments (Core Themes 1 and 3):**
  - Dr. Steve Hood (formerly of Ursinus College in Pennsylvania) started as Vice President of Academic Affairs in December 2013.
  - Dr. Gary Carlston was appointed as interim President of Snow College in January 2014 and appointed the 16th president of Snow College on December 11, 2014 (http://www.snow.edu/pr/inauguration/).

- **Senate Bill 38 (Core Themes 1, 2 and 3):** Presented to the Utah State Legislature by Senator Ralph Okerlund on behalf of the Utah Rural Superintendent's Association, Senate Bill 38 established the Rural Superintendent Concurrent Education Program with Snow College as the primary

instructional provider (http://le.utah.gov/~2014/bills/sbillint/sb0038.pdf). With state support of 1.3 million dollars, Snow College hired 11 new full-time faculty and provided 33 sections of general education credit to approximately 1,000 high school junior and senior students across the state of Utah using interactive video conference (IVC) technology.

- **Faculty Innovation Academy (Core Themes 1 and 2):** In response to Senate Bill 38, as well as numerous faculty discussions regarding academic rigor and best practices, the College instituted a Faculty Innovation Academy. This seminar-like program invited select faculty to attend a 4-day full-day theory to practice training on pedagogy, course design, instructional technology, and assessment.
    - The Alan E. Hall Award for Innovation and Undergraduate Success was awarded to Dr. Beckie Hermansen (Director of Institutional Research) and Melanie Jenkins (Professor of English) for the Innovation Academy. This award provided $5,000 of private money toward the implementation of future academies
    - The 2015 Faculty Innovation Academy was implemented May 2015 with a distinct focus on General Education. Select faculty, representing the college's instructional diversity, worked through four full-length days to re-design Snow College's General Education model based on best practices, current resources/realities (majors/transfer-articulation), and assessment. This model was presented to the faculty-at-large in August 2015.
    - Faculty attending the 2015 academy will serve as mentors to faculty selected for the 2016 Innovation Academy. This academy will focus on general education course integration and interdisciplinary re-design. It is anticipated that this academy will also commence an on-going institutional faculty mentoring system.

- **Bachelor's Degree in Commercial Music (Core Themes 1 & 2):** The Bachelor's Degree of Commercial Music is a program focused on (1) music performance, (2) music production, and (3) songwriting/composition. Current and transfer students started classes fall semester 2012 as juniors, and nine students earned the four-year degree distinction with the class of 2014. This number nearly doubled for the 2015 graduating class, as 17 students earned their Bachelors of Commercial Music Degree. Snow College is the only institution in the state of Utah to offer this degree which allows for students to continue to study music or music education at the graduate level or immediately pursue employment in the music industry.

- **Expansion of programs and degrees (Core Themes 1 and 3):** Over the past three years, Snow College has worked hard to expand programs and degrees to meet the growing needs of the student population and local/state economy. Proposals for potential four-year programs must consider the College's core themes, strategic planning goals, and service area as well as statewide economic needs. These proposals are currently under review by the President's Cabinet. The following degrees have expanded Snow College's current program offerings.
    - *Associate Degree in Nursing*
    - *Associate Degree in Natural Resources*
    - *Associate of Applied Science in Networking Technologies*
    - *Associate of Applied Science in Agribusiness:*
    - *Associate of Applied Science in Outdoor Leadership and Entrepreneurship*

- o *Associate of Applied Science in Industrial Mechanics*
- o *Associate of Applied Science in Industrial Manufacturing*
- o *General Education Certificate:* Snow College now offers a General Education (GE) Certificate to students who complete 30 to 33 credits of required and elective General Education requirements. This certificate is transportable to all other institutions belonging to the Utah System of Higher Education (USHE). Once they have completed their GE at Snow College, their GE is recognized as completed for any other USHE institution to which they may transfer.

- **The Suites at Academy Square (Core Theme 1):** The construction of a new 394-bed student housing complex on the Ephraim campus was completed and lodged its first residents fall semester 2012.

- **A new Science building (Core Theme 1):**
Approved by the Utah State Legislature on March 12, 2015 with support from a capital Science Building Campaign, this new and modern building will serve as an anchor for the College's STEM programs. The facility will feature 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 construction features will also include science themes and interactive displays immersing all who enter the structure into a world of science. Groundbreaking will occur during the 2015-2016 academic year.

- **Fulbright Scholars (Core Themes 1 and 3):** Snow College earned recognition as a top producer of U.S. Fulbright Scholars for 2013-1014 by welcoming a Fulbright Scholar from Egypt and sending an ESL faculty member as a Fulbright Scholar to Chile.

- **Athletic Hall of Fame (Core Theme 1):** In October 2014, Snow College inaugurated the Athletic Hall of Fame and inducted 19 individuals and one entire team. These original inductees represent 10 decades of athletes, coaches, and administrators in nine different sports and highlighted Snow College's athletic history as one of accomplishment, character, courage, teamwork, and generosity.

- **Growing Enrollment (Core Themes 1, 2, and 3):** In October 2012, the Church of Jesus Christ of Latter-day Saints announced a significant change in missionary age requirements. Male and female missionaries could commence their service at 18 (formerly 19) and 19 (formerly 21) years of age, respectively. With 92% of the student body attending the Institution for the first two years of their college education coming from within the state of Utah, Snow College braced for a predicted 22% reduction in student enrollment. However, due to innovative and aggressive

recruitment strategies, the College did not experience this decline. In fact, Snow College was one of only two state institutions that did not experience an enrollment decrease (fall 2013). Fall semester 2014 reported the highest headcount in Snow College history (4,779), and the College was one of four USHE institutions to report FTE gains. In addition, Snow College experienced the highest spring 2015 semester enrollment in history, leading all state institutions in spring semester headcount and FTE growth. Projected enrollment for fall semester 2015 is estimated to 4,900 students.

- **Advancement Office and Philanthropic Activity (Core Themes 1, 2, and 3):** Innovative and new advancement office activities and initiatives have increased philanthropic and grant support to the College by 15% annually.
    - Since fiscal year 2010, the Advancement Office has received more than $10.2 million in philanthropic support (including $3 million in grant support).
    - Over the past four years, private scholarship dollars have more than doubled the number of student recipients (282 to 650) who receive an institutional aid package of $930 on average.
    - Sixteen new scholarship funds were created from private donations.
    - The combined endowment has doubled to be more than $6 million.
    - $350,000 grant from the U.S. Department of Labor to support the creation of the Industrial Mechanics and Industrial Manufacturing programs with an additional $243,000 grant funding to purchase additional equipment and supplies.
    - $179,293 grant from the Substance Abuse and Mental Health Services Administration for campus suicide prevention.
    - $150,000 Job Ready, Willing, and Able Initiative, funded by Walmart and led by the American Association of Community Colleges, to support our Industrial Technology program (Snow College is one of 17 colleges nationwide that received this grant.).
    - More than $300,000 from the U.S. Department of Agriculture in benchmarking and risk management grants for farming/ranching programs.
    - $110,000 from the Utah Department of Workforce Services to support expansion and development of our Computer Science and Computer Networking programs
    - $1.5 million from the George S. and Dolores Doré Eccles Foundation to support the construction of our new science building
    - $1.3 million from the State of Utah to support Senate Bill 38 regarding general education instructional delivery to all rural high schools.

Response to Topics Previously Requested by the Commission (Addenda)

Actions to address recommendations from Year One Evaluation (Fall 2012)

Snow College received four NWCCU recommendations from the Year One Evaluation Report conducted in 2012. A description of the actions taken by the College to address each recommendation follows.

Recommendation 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).*

Recommendation 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).*

Recommendation 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.*

Recommendation 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).*

Snow College Core Themes and Objectives

The mission of Snow College is governed by the core themes of:

4. **Tradition of Excellence:** Snow College honors it history and advances its rich tradition of learning by providing a vibrant learning environment that empowers all students to achieve their educational goals.

5. **Culture of Innovation:** Snow College encourages and supports innovative initiatives among students, faculty and staff that create dynamic learning experiences for the entire college community.

6. **Atmosphere of Engagement:** Snow College fosters many opportunities that engage the College and surrounding communities in local and global learning and service opportunities.

Mission/Core Theme Indicators. Snow College has identified objectives which "define" respective core themes. Each objective has one to four key performance indicators (KPIs) which "define" the objective for a total of 16 main performance indicators. Data is collected for each KPI throughout the year and is reviewed by institutional personnel to evaluate the extent to which each core theme objective is being achieved. By judging the level of achievement of each core theme objective, and then the core theme itself, a comprehensive picture of institutional achievement emerges and is used in assessing mission fulfillment.

Snow College Strategic Goals

Snow College's 18-month strategic planning process (March 2013 to September 2014) provided for a comprehensive review of core theme performance indicators. As a result, additional strategic goals were identified under each core theme with new performance indicators. Further, recommendations were made to current performance indicators to provide more reliable assessment measures. These changes were vetted by mission fulfillment committee members (spring semester 2015) with implementation (including established data collection measures, targets and thresholds) completed by December 2015.

The following strategic goals were developed to address budget and resource allocation given the tactical direction of the College for the next five to ten years. These goals are listed along with the guiding core themes in parenthesis (http://www.snow.edu/vision/images/plan.pdf).

- **Quality Instruction and Student Services (Core Theme 1):** Snow College seeks to identify and employ high impact pedagogy and teaching practices across a variety of educational venues, including distance education via technology to high school students pursuant to legislative mandates (Senate Bill 38). In addition, Snow College will develop a more robust faculty and staff development program to provide consistency and rigor and improve communication and collaborative efforts across all disciplines and co-curricular activities.

- **General Education (Core Themes 1, 2, and 3):** Snow College accepts the challenge to design and implement a new, integrative general education model. This includes the hiring of a full-time General Education Director, who will coordinate the development of a new model and assessment plan, generate faculty participation through training and mentoring programs, and create a culture of excitement among students to become lifelong learners.

- **2-Year/4-Year Program Development (Core Themes 1, 2, and 3):** With the implementation of the Bachelor's Degree in Commercial Music and given current and predicted influences/demands for four-year degrees, Snow College will develop a rubric by which four-year program proposals can be developed, approved, and implemented. In addition, the College will continue to pursue program-specific articulation agreements with in-state and out-of-state schools. Top areas of study (i.e., majors) will be identified and curriculum guides will include pathways to career placement and/or degree attainment.

- **Economic Development and Workforce Preparation (Core Themes 1 and 3):** Snow College will increase the standard of living in its six-county service region by enriching current career and technical programs with applicable general education knowledge and entrepreneurial skills; structuring current programs into logical pathways that prepare students for various placement in industry; providing new programs and integrated internship opportunities tailored to economic needs; and create educational activities that are amenable to today's working adult.

- **Cost and Affordability (Core Theme 1):** Recognizing that much of Snow College's excellence rests in the quality of its faculty and staff, the institution will develop a long-term strategy to raise median salaries in order to attract and retain high-quality faculty. In addition, the College will work hard to maintain affordable tuition and housing rates while developing campaigns to

provide more scholarship dollars to new and continuing students as well as improve student employment opportunities on both campuses.

Strategic Goals Indicators. As a result of a comprehensive strategic planning process, 11 indicators were developed representing the five main strategic planning goals.

- Oversee and manage quality in all teaching venues (Quality Instruction and Student Services).
- Identify and implement the use of more high impact practices such as learning communities, service learning, experiential learning, and course pairings (Quality Instruction and Student Services).
- Design and implement a new, integrative model for general education (General Education Development).
- Hire a director for general education who will lead the GE Committee, manage GE assessment, create standards and rubrics for integrative courses, provide faculty mentoring and training, and instigate professional development opportunities for engaged faculty (General Education Development).
- Develop a process and rubric by which new four-year degree programs can be successfully developed, approved, and implemented (2-Year/4-Year Program Development).
- Establish articulated transfer agreements with in-state four-year programs as well as some out-of-state schools (2-Year/4-Year Program Development).
- Enrich workforce preparation programs requirements with GE courses that provide interdisciplinary and entrepreneurial skills (Economic Development and Workforce Preparation)
- Structure programming in order to maximize opportunities for students, create logical pathways, and provide the greatest preparation for students transferring to industry (Economic Development and Workforce Preparation).
- Increase the standard of living in the six-county region by providing career opportunities for graduates of Snow College through economic development partnerships (Economic Development and Workforce Preparation).
- Develop a long-term strategy to increase salaries to their median market range in order to attract and retain high quality faculty and staff (Cost and Affordability).
- Improve student employment opportunities and communication about such on both campuses (Cost and Affordability).

State Performance Funding Measures

State Performance Indicators. As of March 2015, additional higher educational funds are to be appropriated to each institution according to the following performance indicators. Many of these performance indicators mirror indicators already used by Snow College.

- **Overall Persistence and Completion:** This is represented by certificates and degrees awarded as well as transfer to four-year programs.
- **Underserved Populations:** This is represented by the number of certificates, degrees, or transfers completed by minority, first-generation, and Pell-eligible student populations.
- **Market Demand:** This is measured by the number of STEM-related certificates and degrees awarded.
- **Efficiency:** This is defined as the number of degrees per 100 FTE.

Overall Performance Indicator Summary (August 1, 2015)

Performance Indicator **proposed objectives and indicators are highlighted in yellow*	Mission Essential	Strategic Plan	State Performance
Goal 1: 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.			
1. Students completing degrees or certificates demonstrate achievement of the learning outcomes identified for the degree or certificate received	x		
a. Student accomplishment of general education outcomes	x	x	
b. Student accomplishment of Associate of Applied Science education outcomes	x	x	
c. Student accomplishment of program-specific learning outcomes	x		
2. Efficiency in academic outcome attainment	x		x
a. Number of degrees awarded per 100 FTE	x		x
b. Number of students taking 15 or more credits per semester (30 or more credits per year)	x		x
c. Average time to completion of Math 1050 by prepared and under-prepared students.	x		x
3. Market-demand of degrees and certificates	x		x
a. Number of STEM-related degrees or certificates	x		x
b. Number of new programs/degrees in STEM-related fields	x	x	
c. Number of students pursuing STEM-related fields of study while at Snow College	x	x	x
4. Students achieve their intended educational goals at Snow College	x		
a. Persistence/retention rates	x		x
b. Graduation rates	x		x
c. Success rates	x		x
d. Student perception of their Snow College experience	x		
5. Students succeed in their major when they transfer	x		
a. Transfer rates	x		x
b. Performance after transfer	x		

6. Students succeed in the workforce when they find employment in their chosen field	x		
a. Licensure and certification pass rates	x	x	
b. Job placement rates	x		
c. Employer satisfaction with graduates	x	x	
7. Exiting students are satisfied with the services provided by the administrative departments of the College	x		
a. Student perception of their Snow College experience	x		
8. Snow College continues to achieve national rankings in key elements of the College	x		
a. Institutional rankings (Aspen Institute, etc.)	x		
b. Athletic Team rankings	x		
c. Discipline-specific rankings	x		
d. IPEDS rankings	x		
9. Support for underserved populations	x	x	x
a. Number of minority students	x	x	x
b. Success rates of minority students	x	x	x
c. Success rates of Pell students	x	x	x
d. College completion performance of students in developmental programs/courses	x	x	x
10. Design and implement a new, integrative model for general education	x	x	
11. Hire a General Education Director	x	x	
12. Salary Equity for current and existing faculty	x	x	
a. Salary and Benefit equity study	x	x	
b. Legislative proposals and funding results	x	x	
c. Hiring practices and policies	x	x	
d. Faculty workload and compensation policy	x	x	
e. Faculty retention rates	x	x	
f. Faculty attrition rates and rationale	x	x	
13. Affordably competitive tuition and housing costs	x	x	
a. Tuition and Fee rates	x	x	
b. On and off-campus housing rates	x	x	
Goal 2: 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, staff and the community.			
14. The College creates a cultural "blueprint" that encourages innovative curricular and co-curricular practices	x		

a. The Innovation Task Force	x		
b. Innovation "white papers" circulated among faculty and staff	x		
c. An annual report presented to various committees that highlights innovative initiatives and best practice results.	x		
15. The College allocates resources to promote inventive responses to needs derived from assessment(s)	x		
a. Funding for innovative faculty/staff proposals	x		
b. Innovation celebration of faculty/staff accomplishments	x		
16. The College seeks and incorporates new/best practices to maximize student success.	x		
a. Percentage of employees participating in professional development activities	x		
b. Percentage of employees who incorporate information/skills obtained from professional development activities	x		
c. Faculty/Staff summary reports regarding their success in implementing best practices	x		
17. Establish quality initiatives for the Rural Superintendent's Concurrent Enrollment proposal (Senate Bill 38).	x	x	x
18. Improve quality of developmental education across campus	x	x	
19. Implement more robust faculty and staff development activities that support quality instruction	x	x	
20. Develop a process rubric for four-year degree program proposals	x	x	
21. Program articulation and pathways	x	x	
a. Number of articulated programs	x	x	
b. Number of majors that offer pathways to job placement and/or transfer	x	x	
22. The College creates a culture of innovation by encouraging creative and original thinking among students	x		
a. Orientation exposure/instruction on creative thinking in the classroom.	x		

b. Division sponsored activities that encourage the use of creative problem-solving skills	x		
c. Number of course re-designs based on best practices	x	x	
d. Number of new courses that use best practice pedagogies	x	x	
e. Course evaluation averages on creative thinking and innovation encouragement in the classroom	x		
Goal 3: The College creates learning and service opportunities, locally and globally, to engage students, faculty, staff and the surrounding community.			
23. Wide-ranging student-centered activities and experiences	x		
a. Student perceptions related to engagement as measured by national questionnaires	x		
b. Percentage of students involved in structured service-learning activities	x		
c. Percentage of students involved in the Honors program	x		
d. Percentage of students involved in student leadership activities on campus	x		
e. Percentage/Number of students participating in global learning or engagement activities on campus or abroad	x		
24. Collaborative, discipline-specific professional engagement experiences	x		
a. Number of faculty-directed events that apply classroom instruction to real-world settings	x		
b. Number of professional conferences in which students and faculty collectively participate	x		
c. Number of workforce programs with GE infused courses or coursework	x	x	
25. Student employment opportunities	x	x	
a. On-campus student employment rates	x	x	
b. Career-Badger participation/placement	x	x	
26. The College enriches the surrounding community	x	x	
a. Number of public school students who participate in college-sponsored activities	x		
b. Number of adults/seniors or other continuing/community education students	x		

c. Number of community members attending college events or activities	x		
27. The creation of educational opportunities amenable to the working adult	x	x	
a. Number of evening courses offered	x	x	
b. Number of weekend of condensed block courses offered	x	x	
c. Number of life-skills courses offered	x	x	
d. Number of students participating in the College's Adult Education/Literacy program.	x	x	x
28. The development of "sustainable regions" within the College's service area	x	x	
a. Number of new programs developed to meet economic need	x	x	
b. Percentage increase per capita income in the six-county area	x	x	
c. Percentage increase in the number of non-governmental jobs in the six-county area.	x	x	
29. Improve the relationship of the College with six-country industry providers	x		
a. Number of cooperative relationships with industry	x	x	
30. Implement new technologies and other efficiencies on campus and in the community, where appropriate	x	x	
31. Campaigns to increase funding for institutional aid packages	x	x	
a. Employee Giving Campaign	x	x	
b. Number of new private scholarships or endowments	x	x	
c. Amount of private funding dollars	x	x	
d. Capital campaign for building projects	x	x	x

General Education Knowledge/Content Area Assessment Cycle:

Outcome	Major Heading	Minor Heading	2011-2012	2012-2013	2013-1014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1	Fundamental Knowledge	American Institutions			X			X		
1	Fundamental Knowledge	Social and Behavioral Sciences				X				
1	Fundamental Knowledge	Physical and Life Sciences				X			X	
1	Fundamental Knowledge	Humanities				X				
1	Fundamental Knowledge	Fine Arts		X		X				X
1	Fundamental Knowledge	Personal Wellness				X				
2	Using Information	Reading				X			X	
2	Using Information	Information Technology				X				
3	Communication	Oral Communication	X			X		X		
3	Communication	Written Communication	X			X				
3	Communication	Global Communication			X			X		
3	Communication	Team Work		X						X
4	Quantitative Reasoning	Quantitative Reasoning	X			X		X		
5	Responding with Sensitivity to Art	Responding with Sensitivity to Art		X			X		X	
6	Analytical, Critical, and Creative Reasoning	American Institutions			X			X		
6	Analytical, Critical, and Creative Reasoning	Social and Behavioral Sciences				X				
6	Analytical, Critical, and Creative Reasoning	Physical and Life Sciences				X			X	
6	Analytical, Critical, and Creative Reasoning	Humanities				X				
6	Analytical, Critical, and Creative Reasoning	Fine Arts		X			X			X
6	Analytical, Critical, and Creative Reasoning	Personal Wellness				X				
6	Analytical, Critical, and Creative Reasoning	Oral Communication				X				
6	Analytical, Critical, and Creative Reasoning	Written Communication				X				
7	Interdisciplinary Problem Solving	Interdisciplinary Problem Solving			X			X		
8	Foreign Language	Foreign Language		X		X				X

Snow College Program Review Timeline

Affirming Excellence; Assessing for Improvement

Building upon a tradition of academic distinction, Snow College serves as one of the nation's finest two-year colleges offering liberal arts, sciences, and professional/technical education. Snow College achieves its mission through a constant pursuit of excellence in teaching and learning. In support of teaching and learning excellence, Snow College conducts regular academic program reviews. The primary reason for conducting program reviews is to assure and improve the quality of education.

Program Self-Study

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

Proposed Schedule:

2013-14:   **Division of Fine Arts, Communication and the Center for New Media:**
            Art, Dance, Music, Theater, Communications*

2014-15:   **Division of Science and Mathematics:**
            Chemistry, Biology, Physics, Computer Science & Engineering, Math, Geology, and Natural Resources

2015-16:   **Division of Social Sciences:**
            Home and Family Studies, Social Science, Education, Physical Education, Outdoor Leadership & Entrepreneurship

2016-17:   **Division of Humanities:**
            English, Philosophy, Foreign Language, TESL/ESL

2017-18:   **Division of Business and Applied Technologies**:
            Business, Welding, Diesel Mechanics, Industrial Manufacturing, Industrial Mechanics, Cosmetology, Allied Health, Computer Information Science, Construction Technologies, Farm & Ranch Management

(Cycle then repeats)

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

Snow College Committee Membership Lists

SNOW COLLEGE

STUDENT SUCCESS DIVISION ACCOMPLISHMENTS 2014-2015

ADMISSIONS
- Increased by 990 admitted students over last year (as of first week)
- Increased by 386 registered students over last year (as of first week)
- Hired a new full-time position to increase our capacity to process admissions applications efficiently

CAREER SERVICES
- Successfully transferred on campus student employment from Human Resources
  -From July 2014 to February 2015, 912 students applied 2,508 times for 480 campus jobs
- Hired a new full-time position in Ephraim to increase career services to students there

DIVERSITY/INCLUSION OFFICE
- An Inclusion Initiative was created to support diversity and inclusion efforts on campus.
- 10 peer mentors helped first generation multicultural students achieve a GPA of 2.0 or above
  -Fall 2014 60% of participants met target; Spring 2015 74% of participants met target

FEDERAL TRIO PROGRAMS (UPWARD BOUND & STUDENT SUPPORT SERVICES)
- Student Support Services grant re-awarded for five year term
- Student Support Services exceeded all 5 federal program goals for retention and academic success
- Upward Bound exceeded all 5 federal program goals for retention and academic success
- 20 Upward Bound summer school students earned a total of 123 college credit with a high overall GPA

FINANCIAL AID
- Streamlined average award processing time from three weeks to one week
- Implemented paperless verification
- Significantly reduced compliance issues in annual audits

PUBLIC SAFETY
- Executed a smooth transfer of Risk Management responsibilities to Snow's new Risk Manager
- Enhanced our emergency preparedness capacity by holding planning meetings & table top exercises
- Maintained Public Safety responsibilities for three months while one staff member was on medical leave

REGISTRATION SERVICES
- Completed graduation audits (which increased by over 100 this year) over a month earlier than in 2014
- Added 30 programs to Banner so we can more fully report completions-73 additional degrees/certificates reported this academic year
- Successfully took back responsibility for residency and academic standards programs

RESIDENCE LIFE
- Increased returning students from 13% in AY14-15 to 32% in AY15-16
- Increased available bed count from 661 beds for AY 14-15 to 738 beds for AY 15-16 and still 98.5% full
- Renovated and updated Anderson Hall-asbestos abatement, new carpet, new paint, and new door handles

RISK MANAGEMENT/TITLE IX COMPLIANCE
- Re-focused the existing Campus-Wide Safety Committee to place an emphasis safety as a critical component of the fabric of the college
- Researched and created a detailed investigative program to guide consistent and equitable investigations
- Trained 359 students and staff members on Title IX law. Groups included classroom experiences, student leadership trainings, and top administration trainings.

STUDENT LIFE
- Held four SBA retreats where every student on the team was able to attend and engage in intense training related to leadership, communication, budgeting, risk management, time management, event planning and suicide prevention
- Successfully established five new legislative positions – Diversity, Service, Academics, Athletics and Fine Arts
- Increased quality and number of student programs, as well as increased total attendance for the year
  - Number of student events: 51   Estimated total attendance: 21,282- a 12% increase in involvement

STUDENT SUCCESS CENTER
- Implemented innovative ways to provide academic advisement and other student assistance:
  -"Rush Night" and individual evening appointments were held during two semesters and served over 800 students
  - Successfully utilized Cranium Café program to "face time" advise remote students and others who could not come to campus.
- Updated website with online "help" videos, pre-advisement sessions, and degree and program maps
- Implemented a plan to expand ADA/accessibility services

TESTING CENTERS
- Student surveys indicate a 94% and 91% overall satisfaction rate for the Ephraim and Richfield testing centers respectively on measures of service, availability, efficiency, and testing environment
- Both centers installed white noise devices to lessen bothersome noise in the testing environment
- Faculty surveys in Richfield center indicate an 89% overall satisfaction rate on measures of efficiency, testing environment, student satisfaction, and service

R548-1. Purpose: To provide policy for the use and administration of Institutional Discretionary Funds as defined herein, and accountability procedures for the use of such funds.

R543-2. References

    2.1. Utah Code §53B-7-101(9) (Each Institution Handles Financial Affairs Under General Supervision of the Board)

R548-3. Definitions

    3.1. **Institutional Discretionary Funds**: Funds available for expenditure or transfer at the direction of the president of the institution, generated from one or both of the following sources:

        3.1.1. **Investment Income**: Earnings resulting from the investment of cash balances in the Education and General Current Funds, and earnings resulting from the investment of other funds, including Quasi-endowment Funds, when applied for expenditure or transfer through the education and general budget.

        3.1.2. **Unrestricted Gifts and Grants**: Gift and grant funds which are not restricted by the source to specific purposes, and are deposited in the Education and General Current Fund for expenditure or transfer.

R548-4. Policy

    4.1. **Board and Board of Trustees Authorizations**: All Institutional Discretionary Funds shall be used for purposes authorized by the Board; expenditures shall be in accordance with budgets approved by the institutional Board of Trustees; expenditures for individual construction, remodeling and landscaping projects costing $50,000 or more of discretionary funds shall be specifically approved by the institutional Boards of Trustees; and actual, budgeted and projected revenues and expenditures of these funds shall be reported for Regents review as part of the annual appropriated operating budget process. All authorizations and approvals required by this section shall be obtained in advance of the relevant institutional activity.

    4.2. **Authorized Uses of the Funds**: Except as may be prohibited by statute or legislative intent language, or by action of the Board, Institutional Discretionary Funds may be expended directly within Education and General current funds for the following purposes:

        4.2.1. Enrichment of institutional academic programs.

        4.2.2. Enrichment of institutional cultural programs.

        4.2.3. Scholarships, Fellowships, and Student Aid.

        4.2.4. Faculty development and recognition.

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[1] Adopted May 15, 1984; replaced June 24, 1988, amended June 18, 1993, October 31, 2003 and July 28, 2006.

4.2.5. Campus development and landscaping, including maintenance and remodeling projects.

4.2.6. Seed money for program grants and contracts.

4.2.7. Fund raising and institutional development activities.

4.2.8. Supplemental library support, including acquisitions, operations, and investments in process improvements.

4.2.9. Acquisition of academic and support equipment.

4.2.10. Other Education and General current operating support.

4.3. **Transfer**: Institutional Discretionary Funds also may be transferred to other funds of the institution, as follows:

4.3.1. to Loan Funds, for use in supporting student loans.

4.3.2. to Plant Funds, for use in supporting capital facilities development and improvement projects.

4.3.3. to Intercollegiate Athletics, for use in supporting the athletics programs.

4.3.4. to other Auxiliary Enterprises, to supplement revenues directly received from operations and dedicated fees.

4.3.5. to institutional quasi-endowment funds, as additions to invested quasi-endowment fund balances.

4.3.6. to other funds with prior approval of the Board of Regents.

4.4. **General Priority Guideline**: As a general rule, Institutional Discretionary Funds should be applied as a first priority to support of current Education and General or Auxiliary Enterprises expenditures. Decisions to apply the funds toward major capital projects should be considered very carefully by institutional administrations and institutional boards of trustees.

4.5. **Specific Responsibilities**

4.5.1. The Commissioner will provide forms and instructions for annual reporting of actual expenditures of Institutional Discretionary Funds for the most recent fiscal year, budgeted expenditures (based on estimated receipts) for the current fiscal year, and preliminary estimates of receipts and uses of the funds for the budget request year, as part of the annual appropriated operating budget process. The Commissioner will provide an analytical report of the required information each Fall, for review by the Board of Regents, and such other reports as the Board may request between annual reports.

4.5.2. Each president is responsible to ensure that the proposed budgets and reports of actual expenditures are submitted for timely review by the institutional Board of Trustees prior to submission in the annual budget process, and that all construction, remodeling and landscaping projects requiring $50,000 or more of Institutional Discretionary Funds are submitted in advance for approval by the institutional Board of Trustees.

4.5.3. Institutional Boards of Trustees are responsible for institutional compliance with the policy.

4.6. **Annual Audits of Discretionary Fund Expenditures**: Annually, each institution's report of actual sources and uses of Institutional Discretionary Funds will be audited. Each institution's chief executive officer shall arrange for the audit, conducted by either the resident auditors or the Regents' audit staff. The annual audit reports will include the auditor's opinion concerning: (a) fairness of presentation in accordance with generally accepted auditing standards for reporting on prescribed format statements; and (b) the institution's compliance with this policy.

Snow College Fundraising Needs

August 2015

Snow College appreciates and benefits from private contributions through the Snow College Foundation. These contributions support students with scholarships, help build new buildings and other capital facilities, and College programs. The College will complete a new master plan for both the Ephraim and Richfield campuses during the academic year 2015-16.   This new plan will provide direction for future development of both campuses. Until the master plans are completed the greatest needs that the Snow College Foundation may consider are as follows:

- Just over $3 million has been raised through the Foundation toward the construction of a much needed Science building. The legislature has approved and funded this important building to be constructed on the Ephraim campus. The total approved budget is $22,937,000 which includes the $3 million raised by the Foundation. Of concern is that if total project costs exceed this amount it may become necessary to cut back on some aspects of the building or its furnishings. It is essential that this building be constructed and furnished to be the most modern facility for learning. The Foundation could help to ensure this building be built as planned by continuing to raise funds if necessary.

- Badger Stadium/Robert Stoddard Field is in need of updating and renovation. The artificial turf is nearing the end of its usefulness and will need to be replaced. The locker room is not anywhere near adequate in size and utility, including no showers, and insufficient toilet facilities. The weight room is small and inadequate for both athletes and college courses which are taken by students. There is also a desire to add lights to the stadium which has the potential for increased community support and opportunities for non-football activities use by other student groups and the community. VCBO Architecture is working with the College to provide renderings and cost estimates for this project. It may be that this total project will need to be done in phases depending on the overall cost. State funds cannot be used for this much needed project and the Foundation will be very instrumental in helping to raise private donations to see the stadium updated.

- The Snow College Building Futures Scholarship Initiative will generate annual as well as endowment funds for need-based scholarship aid that will reduce the burden of debt for our students. One of our biggest challenges is the price tag of higher education in today's difficult economy. Currently, over than 72 percent of our students receive some

form of financial aid. Charitable giving presently allows us to provide just under $600,000 in donor-funded scholarship aid each academic year. Over the next three years, our goal is to build our endowment and generate more than $1.2 million in annual scholarship funding. When we successfully conclude our three-year scholarship initiative, we will be able to double our present level of annual student support.