

Meeting Minutes
Strategic Planning Task Force
Wednesday, January 15, 2020
12:30 p.m. – 2 p.m.

Business Building 102, Ephraim campus (with broadcast to Richfield campus)

In attendance (Ephraim campus): Carson Howell (co-chair), Stacey McIff (co-chair), Emily Peterson, Andy Nogasky, Alex Peterson, Paul Tew, Jacob Thomas, Paula Robison, Karen Johnson, Marci Larsen, Teri Clawson, Barbara Dalene, Larry Smith, Fernando Montano, Jay Olsen, Mike Brenchley, Ben Scheffner, Matt Green, Katie Justesen, Melanie Jenkins, Jeff Reynolds, Garth Sorenson, Kade Parry

In attendance (Richfield campus): Janalee Jeffery, Lisa Jones, Jeff Serrine, LaFaun Barnhurst

Absent: Michael Huff

Meeting Objectives: Stacey outlined the following objectives for today's meeting:

- Flesh out our previous discussion with more research and feedback
- Discuss takeaways from last week's reading assignment
- Conduct a SWOT analysis
- Make plans for subcommittees

Takeaways from Readings: Each table in Ephraim, and the group in Richfield, discussed their takeaways from each of the three reading assignments. Each group then determined their main takeaways, and the following takeaways were presented to the Task Force:

"The New Generation of Students" article:

- Technology and pedagogy mix
- How to communicate with students
- Other institutions will compete for our students
- Students are unprepared
- Student wellness is important
- Skills, relevance, and affordability are important to students
- The demographic is shifting: students are looking for relevance/career paths, support, and affordability
- Students want hybrid learning – personal and high-tech
- They see college as preparation for a career – return on investment
- Moderation to response to Gen Z
- They think differently: 1) Wellness, Career Services, Student Success, 2) Less prepared, 3) The customer is always right (and they are the customers)
- Services over amenities: 1) Simpler housing, and 2) More flexible spaces
- Quality/Value for the money: 1) Finance (no loans, first generation, low income), 2) Careers, Soft Skills

June 2019 Internal Survey (Tab 9):

- We need more delivery options and times
- Course availability, especially for nontraditional students, needs improvement
- There is an appetite for innovation and change as long as we keep tradition of excellence
- We need to be more competitive – Snow College should be a destination school
- Relationships/collaboration
- Individuals matter
- Changes should be strategic and purposeful
- History and change are compatible
- Make more channels/delivery methods available

Strategic Planning Survey (Tab 14):

- We are behind!
- Need improvements in marketing, approach, digital presence, variety, social media
- Need improvements to website and communication
- We need more options for students
- Improve workload and compensation
- Student life: 1) facilitate networking, 2) build relationships
- Need improvements to technology – WIFI should be everywhere, and technology should be stable and consistent
- Tie branding and marketing to our three focuses of quality, accessibility, and affordability

Snow College Environmental Scan Report: Carson discussed portions of the recent Environmental Scan, and these portions were distributed to the Task Force. The review of the Environmental Scan looked at the following topics:

Snow College Enrollment. From 2013 to 2017, Snow College’s enrollment was above the USHE average. In 2018 and 2019, it was below the average. As a Task Force, Carson mentioned, we need to discuss both how to grow and why to grow.

Cost of Attendance. The report illustrates that Snow College’s tuition is the lowest of all USHE institutions and is about \$8,000 less than the average of all other USHE schools.

Growth Projections. The report shows that the number of high school graduates, in both the U.S. and Utah, will begin decreasing after 2025. A question was asked about how this number is determined. Teri Clawson, Assistant Vice President for Enrollment Management, stated it is a combination of fewer people and a lower number of high school graduates. In 2025, she stated, we begin to see the effects of the recession in 2008-09, when fewer children were born. Teri added that after about a seven-year period, the numbers of students will begin to inch up, but it will not hit the current levels.

Carson pointed out that the Environmental Scan shows that the number of adults in the 25-35 age group (both statewide and in the Six-County area) will continue to increase, and there will be significant growth among the number of 36-to-40-year-olds in the Six-County service area. These numbers show that Snow College will need to focus more on students in the 25-40 age group as the numbers of traditional students decrease, and we should explore ways to engage

this demographic. In our area, many adults in this age range either have only a high school degree or some college, but no degree.

SWOT Exercise: Stacey explained the SWOT exercise and explained the value of this exercise. She said it helps us to see where we currently are as an institution and where we are going. In the SWOT exercise, the following factors are examined:

- Strengths (internal factors)
- Weakness (internal factors)
- Opportunities (external factors)
- Threats (external factors)

Each Task Force member was asked to review a set of questions on the SWOT analysis handout and come up with strengths, weaknesses, opportunities, and threats for Snow College. These responses were then written down. Each member was to come up with these answers on his/her own; this was not a group consensus. Other members were then asked to place a check mark next to the responses that were similar to what they planned to write down.

The SWOT analysis generated the following responses:

Strengths

- Small classes: ✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓
- Affordability: ✓✓✓✓✓✓✓✓✓✓✓✓✓✓
- Success rates: ✓✓✓✓✓✓✓✓✓✓✓✓
- Student-teacher ratio: ✓✓✓✓✓✓✓✓✓✓
- Quality: ✓✓✓✓✓✓✓✓
- Culture of Snow: ✓✓✓✓✓✓✓✓
- Personnel (Most): ✓✓✓✓✓✓✓✓
- Intimate atmosphere: ✓✓✓✓✓✓✓✓
- Safe campus: ✓✓✓✓✓✓✓✓
- Face-to-face interactions: ✓✓✓✓✓✓✓✓
- Large percentage of full-time faculty: ✓✓✓✓✓✓✓✓
- Location/residential campus (Ephraim): ✓✓✓✓✓✓✓✓
- Personal care: ✓✓✓✓✓✓✓✓
- Responding to students' needs/wants: ✓✓✓✓✓✓✓✓
- Opportunities for freshmen and sophomores: ✓✓✓✓✓✓✓✓
- Nimble – can change: ✓✓✓✓✓✓✓✓
- Former students love Snow experience: ✓✓✓✓✓✓✓✓
- Extra-curricular (clubs, activities, sports, etc.)/Engagement outside of classroom: ✓✓✓✓✓✓✓✓
- Reputation – USHE: ✓✓✓✓✓✓✓✓
- Spirit of Snow: ✓✓✓✓✓✓✓✓
- Personalized attention: ✓✓✓✓✓✓✓✓
- GE and CTE: ✓✓✓✓✓✓✓✓
- Not trying to be anything different – we are who we are: ✓✓✓✓✓✓✓✓
- Teaching-focused instructors: ✓✓✓✓✓✓✓✓
- Open access

- Empathy
- Transfer
- Completion rate
- Rural area culture (“Mormon school”)
- Job placement

Weaknesses

- Marketing/PR statewide (and globally): ✓✓✓✓✓✓✓✓✓✓✓✓
- Website: ✓✓✓✓✓✓✓✓✓✓
- Lack of online degrees: ✓✓✓✓✓✓✓✓✓✓
- Lack of student activities (weekends): ✓✓✓✓✓✓✓✓✓✓
- Two-year college a perceived “step down” from four-year: ✓✓✓✓✓✓✓✓✓✓
- Technology (for connecting with students): ✓✓✓✓✓✓✓✓
- Some personnel: ✓✓✓✓✓✓
- Resources/outdated equipment/curriculum: ✓✓✓✓✓✓
- Online presence: ✓✓✓✓✓✓
- Scholarship for second year students and beyond: ✓✓✓✓✓
- Buildings/facilities: ✓✓✓✓✓
- International student cost: ✓✓✓✓
- Communication strategies: ✓✓✓✓
- Lack of flexibility to accommodate non-traditional students: ✓✓✓✓
- Tech stability: ✓✓✓✓
- Data (missing, not shared, unknown): ✓✓✓✓
- Strategy for growth in Richfield: ✓✓✓✓
- Employment (lack of): ✓✓✓✓
- Community relationships: ✓✓✓✓
- Lack of diverse faculty: ✓✓✓✓
- Non-traditional class time availability: ✓✓✓✓
- Servicing diverse populations: ✓✓✓✓
- Food services – needs to be open more: ✓✓✓✓
- Declining enrollment: ✓✓✓✓
- Nothing to do: ✓✓✓✓
- Lack of innovation: ✓✓✓✓
- Mental health resources: ✓✓✓✓
- Processes/procedures: ✓✓✓✓
- Technology/marketing
- Perceived academic relevance
- Funding resources
- Housing
- Leadership/managers, training
- Retention
- Rural area culture (“Mormon school”)
- Competing between groups (offices or division/dept)
- Silos
- Student life for Gen Z

Opportunities

- Tech industry: ✓✓✓✓✓✓
- Competency based education: ✓✓✓✓
- Certification – real world talents, skills: ✓✓✓✓
- Four-year partnerships: ✓✓✓✓
- Nontraditional students: ✓✓✓
- Community/rural area of Snow College: ✓✓✓
- Adjust marketing: ✓✓✓
- Relationships with local districts (K-12): ✓✓✓
- Online degrees: ✓✓✓
- New technologies: ✓✓✓
- Nimble/flexible – quick adaptability: ✓✓
- Small classes: ✓✓
- CE (yield): ✓✓
- CTE focus – marketing: ✓✓
- Trades: ✓✓
- Branding: ✓✓
- CTE “is in”: ✓✓
- Faculty/student ratio: ✓
- Strategic plan: ✓
- Partnerships with industry: ✓
- Adjust delivery: ✓
- Six-County population growth: ✓
- More delivery channels: ✓
- Minorities: ✓
- International: ✓
- Variable – start and stop for online
- Teleworking
- Increase AAS and certificates
- Location
- Online options
- Self-evaluation
- Interdisciplinary work
- 4-year degrees (more)
- Rethink, reframe Snow story
- Best face-to-face option
- Housing-married Ephraim
- Student life
- Career paths
- Internships
- Child care
- Diversify – not just LDS

Threats

- Declining traditional student population: ✓✓✓✓✓✓✓✓
- Other colleges/more money/resources/aggressive marketing/reliable athletics: ✓✓✓✓✓✓✓✓
- Political climate: ✓✓✓✓✓
- Legislative funding: ✓✓✓✓
- Economy: ✓✓✓✓
- Decline in student population (traditional and non): ✓✓✓
- Government regulation/financial aid/international student visa rejections: ✓✓✓
- Students not focused on traditional degrees: ✓✓✓
- BYU Pathways – online, convenient: ✓✓
- CE: ✓✓
- Articulation (course # creep): ✓
- Cohort-based programs (not transfer friendly): ✓
- Rural services offered (lack of): ✓
- Perception/reputation: ✓
- Budget constraints: ✓
- Internal communication
- Self-destruction (internal strife)
- Selling general education
- Free educational avenues (YouTube, Google)
- Not having broad 4-year/Ph.D. programs
- Location – Ephraim “not exciting”
- Declining value of associate degree
- Education ≠ business
- Demographic changes
- Sports (conference, travel cost, support, attendance, finances)
- Can’t keep students because they get jobs (NR, MTT)
- HS counselors (misinformation)
- Attitudes toward higher ed

Subcommittee Assignments: Each Task Force member was assigned to one of three subcommittees: Accessibility, Affordability, or Quality. Subcommittee groups met briefly to determine a meeting time for the next two weeks. Carson reviewed a basic schedule for each subcommittee to follow, assignments that need to be completed, a list of questions for each subcommittee to answer.

Upcoming Meetings: Stacey discussed the meeting schedule for the following two weeks (January 22 and 29). During these weeks, there will be no large group meeting, but each subcommittee will meet individually at a time and location of their choosing. The subcommittees decided on the following meeting times:

- Accessibility: January 22 and 29, 1:30 p.m. (Business Building 102)
- Affordability: January 22 and 29, 12:30 p.m. (Business Building 102)
- Quality: TBD