

## Strategic Planning Task Force Meeting

April 17, 2013

Participants: D. Allred, K. Arnoldsen, C. Avery, L. Barnhurst, M. Brown, J. Cox, M. Dodge, S. Golding, B. Gridley, S. Hill, M. Jenkins, D. Larsen, T. Lund, C. Mathie, M. Medley, L. Smith, B. Taggart, N. Visger and G. Wright.

### General

Marvin reported on his recent meeting with the Science faculty and discussions regarding a new science building. Dan Black suggested to the science faculty that before going forward to design a new science building, they should evaluate how science is being taught and what changes, if any, they should consider in their curriculum before designing a new building.

A discussion on the mechanism for gathering information task force members should use in discussions with others at Snow College. Members should send any notes and comments obtained to both Marvin and Melanie. At some point there will be a website location which will be available for individuals to review strategic planning information as it is generated. In the meantime a weekly email broadcast will be the mechanism for sharing information to the Snow community as a whole.

The strategic planning effort is a two-part process. The first effort is the evaluation portion which we are currently involved in. This process involves holding meetings with various groups on campus to gather information. The second part of the process will begin during the summer and will involve program prioritization. Members of the task force should understand that the results of the strategic planning process may involve modifying, eliminating or adding programs in the coming years. The strategic plan will be tied to the budget. If any task force members have specific questions they should speak with Marvin directly.

The definition of what constitutes a “program” will also be reviewed. There may be several ways to define a program such as human resources with various areas under HR as functions. Or, should individual functions, i.e., recruiting, placement, payroll, etc. be considered programs instead. This is something the task force will need to determine in moving forward to prioritize programs.

Marvin then distributed a handout on the criteria for prioritization. This information was taken in part from the recent Academic Impressions’ conference on *Prioritizing Academic and Administrative Programs*. A discussion was held on the following ten (10) prioritization criteria. The actual weighting criteria for Snow will be decided by the task force. Members of the task force were asked to review the weighting chart (included in the handout) and individually assign a value to each of the criteria (totally 100) and return their summary to Marvin. Further discussion of programs, criteria, and weights will be forthcoming. Discussion was had on determining how to make comparisons between programs, the use of a scoring rubric for analysis, how best to compare academic programs with support programs, and use of the same criteria when evaluating academic and non-academic programs.

**Criterion 1: *History, Development and Expectations of the Program***

- Those involved in leadership at the program level will be contacted to learn what areas they feel should be evaluated and how
- Outline the background and historic development of the program

***Criterion 2: External Demand for the Program***

- This information may be found in part through national and regional statistics that are already available

***Criterion 3: Internal Demand for the Program***

- This may be done by evaluating enrollment in various courses/programs and other measures

***Criterion 4: Quality of the Program Inputs and Processes***

- There are several areas that will be reviewed under this criterion including faculty and staff profiles, actual curriculum being offered, equipment and facilities, available, etc.

***Criterion 5: Quality of Program Outcomes***

- As a result of the recent accreditation process much of this information is readily available
- Might be easier to accomplish this in academic programs

***Criterion 6: Size, Scope and Productivity of the Program***

- Some of this information may already be available in Banner

***Criterion 7: Revenue and Other Resources Generated by the Program***

- Look at revenue generating opportunities such as ticket sales, grants, donations, etc.

***Criterion 8: Costs and Other Expenses Associated with the Program***

- Goal will be to assign total costs of the college to sum of all programs

***Criterion 9: Impact, Justification and Overall Essentially of the Program***

- This is a summary or catch-all criterion where everything not already evaluated is included

***Criterion 10: Opportunity Analysis of the Program***

- This criterion looks to the future

A template will be created for deans, department heads, directors, managers, etc. that will be used to capture the above criteria for submission to the strategic planning task force. Reliance upon programs to identify and develop data sources and various inputs will be essential.

The handout also included information on a model various institutions use that was developed by Seattle Central Community College. This model uses most of the same criteria identified above.

Concerns shared regarding the criteria and process

- Who assigns the rubric? Task Force?
- This same evaluation is repeated every 4-5 years; data will be maintained annually to make follow-up reviews easier and to monitor comparables over time
- Task force members should consider all suggestions they receive from others
- Some programs will be easier than others to evaluate and make a determination
- The process is to encourage all involved to dream “Snow College of tomorrow” not throw everything out and start over but add to the good that is already here
- There are inefficiencies in all areas
- The challenge will be for “insiders” to look outside the box

Melanie then led a discussion on who the task force needs to contact to gather information. The following suggestions were identified as people or groups who should be contacted.

Students	Community
Alumni	Economic Development Offices
Staff	Businesses Statewide
Government Officials	Area Chambers of Commerce
Faculty/Emeriti	Employers
Parents	Transfer Institutions
Administration	State Initiatives
High Schools	Legislature
Peer Institutions	

When asked to select the top choices, the following were identified as the most important place to begin to gather information.

Students  
Employers/Businesses/Chambers of Commerce  
Faculty/Staff  
Peer/Transfer Institutions  
Economic Development Offices  
Parents  
High Schools  
Alumni/Friends/Emeriti

The task force will need to determine specific mechanisms for gathering information from each group. Some of the information we can expect from each is outlined below.

## **Employers**

- Economic development directors in the county
- Focus groups/surveys
- Employment trends
- Workforce Services Data
- AAC&U Report

## **Parents**

- Survey
- Safety evaluation
- Quality
- Why is Snow a destination
- Increased expectations
- Focus groups conducted during Snow Blasts
- Why choose Snow?
- Why didn't you send your child?
- What should we do differently
- Recruiting fairs and open houses
- Scholarship office contact

## **Friends/Alumni/Emeriti**

- Dreams for Snow College
- Donation – Support of change
- Contact info

## **High Schools**

- Focus groups
- Student prep / increased expectations / common core
- Use high school profiles already being created (Beckie)
- High school student's opinion (what are they looking for)
- Increased expectations
- How to get the word out
- Youth conference groups in summer
- Upward Bound program
- Associations they have with Snow

## **Peer Institutions**

- Articulation groups
- General Ed Task Force

- Majors meetings
- Colleagues – informally
- Regional group information
- Snow’s 10 USHE assigned peer institutions (data, etc.)
- Success/transfer; success of Snow students in their programs
- IPEDS – Peer data

### **Faculty**

- How many teach
- Division meetings
- What resources are needed; what is needed for them to be successful
- Learning outcome data
- Department meetings (small groups)
- Survey (lots of debate)
- How are students doing in their classes

### **Students**

- Surveys
- Focus Groups (all aspects of college)
  - Females/Males
  - Married/Single
  - Freshman/Sophomore
- What 4-year programs they might be interested in that would keep them at Snow
- National survey data on demand/type of degree
- Ambassador tours/questions
- Ask/interview the top students from every program at the College
- National trend data on what students want

### **Staff**

- Focus groups
- Meet with divisions/departments (small groups)
- Survey
- Invite one-on-one talks
- Let them know their feedback and/or input can be anonymous
- Email

Craig agreed to develop a list of questions that can be used by student ambassadors, during Snow Blast, etc. to obtain information from parents as well as students. Sara can also obtain information when parents call regarding scholarships, etc.