

Strategic Planning Committee and Business and Applied Technologies Division Meeting

May 2, 2013

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Members of the Strategic Planning Committee met with members of the Business and Applied Technologies Division who had an opportunity to participate in a SWOT analysis where they could identify strengths, weaknesses, opportunities and threats of both the college as a whole as well as their division. Below are suggestions and discussion topics generated from this exercise. Numbers in parentheses represent agreement with the suggestion listed.

Strengths

<i>College</i>	<i>Business and Applied Technologies Division</i>
<ul style="list-style-type: none"> • Excellent national reputation (2) 	<ul style="list-style-type: none"> • Family-like cohesion with any Richfield project – succeed together (2)
<ul style="list-style-type: none"> • Better economic development outreach to business/community leaders 	<ul style="list-style-type: none"> • Love to place students in jobs and internships (3)
<ul style="list-style-type: none"> • Small class sizes – faculty : student ratio (4) 	<ul style="list-style-type: none"> • Good cross-training with courses across division; helps headcount (2)
<ul style="list-style-type: none"> • Good relationship between faculty and students (3) 	<ul style="list-style-type: none"> • More competitive with other schools through expanding programs
<ul style="list-style-type: none"> • Good relationship between faculty, departments and businesses (2) 	<ul style="list-style-type: none"> • Good relationship between faculty and students
<ul style="list-style-type: none"> • Good reputation in Utah for transfer preparation 	<ul style="list-style-type: none"> • 80% of today’s jobs need technical training
<ul style="list-style-type: none"> • Good facilities; opportunity and room for growth 	<ul style="list-style-type: none"> • Student success at state and national competitions
<ul style="list-style-type: none"> • ADA accommodations 	<ul style="list-style-type: none"> • Lots of space
<ul style="list-style-type: none"> • Alumni are satisfied; recruit via word of mouth advertising 	<ul style="list-style-type: none"> • Location (rural, 170)
<ul style="list-style-type: none"> • New branding and marketing focus 	<ul style="list-style-type: none"> • Job opportunities in all areas
	<ul style="list-style-type: none"> • Appeals to CTE employment track
	<ul style="list-style-type: none"> • Small instructor/student ratios for individualized education
	<ul style="list-style-type: none"> • Employment partnerships
	<ul style="list-style-type: none"> • Innovative faculty partnerships (integrated)
	<ul style="list-style-type: none"> • Offer CTE courses for college credit

Weaknesses

<i>College</i>	<i>Business and Applied Technologies Division</i>
<ul style="list-style-type: none"> • Intra-departmental integration 	<ul style="list-style-type: none"> • Workload differential; definition and equality (3)

<ul style="list-style-type: none"> • Lack of publicity 	<ul style="list-style-type: none"> • Size of department
<ul style="list-style-type: none"> • Unequal promotion of divisions 	<ul style="list-style-type: none"> • Professional track vs. tenure track
<ul style="list-style-type: none"> • Housing – Richfield campus (3) 	<ul style="list-style-type: none"> • One person dept. vs. multi-person division
<ul style="list-style-type: none"> • Communication from top to bottom (3) 	<ul style="list-style-type: none"> • Cost – CTE programs cost money
<ul style="list-style-type: none"> • Goals – where are we heading? (2) 	<ul style="list-style-type: none"> • Class size – limited headcount (low enrollment)
<ul style="list-style-type: none"> • Distance between campuses (2) 	<ul style="list-style-type: none"> • Need more “live” GE in Richfield
<ul style="list-style-type: none"> • More GE taught in Richfield; concerned with Ednet online (2) 	<ul style="list-style-type: none"> • Workload beyond teaching responsibilities
<ul style="list-style-type: none"> • Student success, activities, place to eat, college life, etc. (2) 	<ul style="list-style-type: none"> • Public perception of “tech” (community) (3)
<ul style="list-style-type: none"> • High school student registration procedure 	<ul style="list-style-type: none"> • Public perception of “tech” (within college)
<ul style="list-style-type: none"> • Negative buzz in community 	<ul style="list-style-type: none"> • Lack of publicity
	<ul style="list-style-type: none"> • High school counselor coordination
	<ul style="list-style-type: none"> • Lack of articulation agreements with other colleges – transfer track

Opportunities

College	Business and Applied Technologies Division
<ul style="list-style-type: none"> • 66% by 2020 for central Utah – better growth 	<ul style="list-style-type: none"> • New programs and pathways to make division more viable
<ul style="list-style-type: none"> • 4-year degrees (2) 	<ul style="list-style-type: none"> • CTE pathways connected to GE
<ul style="list-style-type: none"> • Online courses (3) 	<ul style="list-style-type: none"> • Employment immediate and short-term
<ul style="list-style-type: none"> • Increase community engagement with college (2) 	<ul style="list-style-type: none"> • Increased partnerships
<ul style="list-style-type: none"> • Housing – meet demographic change; married students (2) 	<ul style="list-style-type: none"> • More business and applied technology (BAT) programs on West campus with businesses
<ul style="list-style-type: none"> • Richfield campus has space and room to grow (2) 	<ul style="list-style-type: none"> • Recruit UCAT students
<ul style="list-style-type: none"> • Delta Tech allows outreach 	<ul style="list-style-type: none"> • Entrepreneur CTE programs
<ul style="list-style-type: none"> • Region economic development 	<ul style="list-style-type: none"> • New programs to meet popular demand
<ul style="list-style-type: none"> • SVC space 	<ul style="list-style-type: none"> • Recruit UCAT students to Snow
	<ul style="list-style-type: none"> • AAS General Technology
	<ul style="list-style-type: none"> • 4-year degrees

Threats

College	Business and Applied Technologies Division
<ul style="list-style-type: none"> • Lack of online options (2) 	<ul style="list-style-type: none"> • Program closures
<ul style="list-style-type: none"> • Closure (4) 	<ul style="list-style-type: none"> • Perception of local schools faculty/administration in relation to classes offered/open
<ul style="list-style-type: none"> • Student head count (2) 	<ul style="list-style-type: none"> • Why open a CTE building at district level?
<ul style="list-style-type: none"> • Budget (3) 	<ul style="list-style-type: none"> • Measures of success for faculty; target placement, jobs, 6-county vs. world?

• Missionary age change (2)	• Lack of online options
• Static/stuck faculty and staff	• Budget
• Attitudes in community and staff/faculty	• Lack of cooperation between departments
• Administration supports seems to be decreased (2)	• Lack of innovation
• Housing (2)	• More summer and class schedule options
• Competition from private colleges	• Headcount
• Insufficient scholarship funds	• Need more GE in Richfield
• High school = GE (legislative issue)	• Housing
• Economy	• Insufficient jobs in central Utah
• Cost of higher education	• Class availability
	• Public relations and misconceptions
	• Align with business and industrial training
	• Communication
	• Lack of clear leadership

Those in attendance were then asked to identify their “hopes and aspirations for Snow College five years from now.” The following suggestions were made:

- Small classes – high touch feel (2)
- Students prepared for whatever (1)
- High quality reputation
- Provide relevant experiences (1)
- Stability (8)
- Known as a college not as technical/vocational school; rigorous programs (3)
- Community and college work together (1)
- College emphasis
- Student experience more satisfying; same college feel; campus housing
- Well-trained staff & faculty (4)
- Clear organization chart – chain of command; employee handbooks
- More 4-year degrees (4)

After considerable discussion of the above topics the following were identified as the top four priorities:

- Stability (8)
- Be current with technology (5)
- More 4-year degrees (4)
- Known as a college not as technical/vocational school; rigorous programs (3)