

Strategic Planning Task Force Meeting
July 12, 2013

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

Steve reported on the panel discussion scheduled for Tuesday, August 13, 2013 with representatives of institutions who have had some experience in transitioning from a community or two-year institution to either a four-year institution or a hybrid. He has received confirmation from Tim Foster, President of Colorado Mesa University, Lee Caldwell, former President of Dixie State College, and Pamela Menke, retired Vice Provost from Miami Dade College. They have agreed to participate in this discussion by video (Foster and Caldwell) or in person (Menke).

Members of the stakeholder subcommittees then provided an update on the status of their assignments.

Parents – Danni reported on the results of one survey sent out to parents of students who attended Snow College. They received 67 responses. In order of importance as reasons they sent their children to Snow included: 1) campus size, 2) great reputation, 3) individual attention, 4) location & reputation, 5) cost, 6) class size, 7) scholarships available, 8) transfer school, 9) safe, and 10) good transition from high school. The top three reasons they didn't send their children to Snow included: 1) location, 2) cost, and 3) lack of job opportunities. Two other parent groups surveyed include students who were accepted but chose not to attend Snow and those who graduated from Snow.

Students – Craig reported that 400 students were surveyed the end of spring semester on what they liked the most about Snow College. This group consisted of mainly 17 to 19 year olds from Utah, a few from out-of-state and international. The findings included 1) low cost, 2) small campus, 3) close to home, and 4) great instructors. The areas where they indicated they were frustrated included 1) need more activities and/or better advertising of what is available, 2) meal cards, cafeteria selections and hours, 3) need for more clubs (note there are currently 30 clubs listed on our website), and 4) more job opportunities. When asked what 4-year degree program they would be most interested in the top three are 1) Business, 2) Engineering, and 3) Art. Michelle is also holding focus groups with summer students to obtain additional information. Craig also reported on the results of reviewing statistics from previous years. At least 80% of those surveyed indicated having a positive perception of Snow. Only 25% of all

students in the USHE system enroll in 15 or more credits with 45% of Snow's students followed by SUU leading the way.

Employers – Jon reported on the survey of employers in our service area. He indicated employers are interested in more flexible delivery of classes including hybrid, online, day and night classes, etc. High touch also means hands-on internships. Employers are interested in hiring those with training not just a course on a subject. They indicate that more 2-year certificates may be needed. There is a growing composite technology industry in Sanpete County. Need more focus on economic development areas and advertising what Snow has to offer.

Peer Institutions – Greg indicated that information is still being gathered including those who have transitioned from 2-year to 4-year, hybrid programs, etc. Information includes enrollment, size, etc. They are also gathering information on various GE programs, trends, etc.

High Schools – Sara indicated that the survey to high school counselors will be sent out again in about three weeks when it is closer to the start of the new school year.

Subcommittee members were asked to prepare a written summary of the results of their efforts to gather information from assigned stakeholders which will be shared by the Task Force.

Marv indicated that in reviewing the results of the SWOT analysis with Snow faculty and staff, several items have been identified as “areas that are broken” and can be fixed. These areas will be addressed by administration but do not rise to the level of an emerging theme as part of the overall strategic development plan.

Melanie led a discussion and activity on determining what the Task Force members identify as emerging themes for the strategic plan. She asked the members to consider the following three questions:

1. What emerging themes are you noticing?
2. What surprises or discoveries are there?
3. What important or critical ideas do we need to pay attention to as we plan for the future of Snow College?

Individuals were asked to answer the above questions on post-it notes that were placed randomly on the wall. The Task Force members were then divided into three groups. One group at a time rearranged all the suggestions into groups as they felt appropriate. The second and third groups then followed and put the suggestions in a group as they felt appropriate. The following general categories were identified in no particular order: student jobs, cost,

economic development, 2-year/4-year, GE, quality, diversity, and technology. After some discussion it was decided that diversity and technology should be included in all areas and that cost and student jobs should be combined under affordability.

The Task Force has now entered the phase of writing concept papers in preparation for the vision conference to be held in the fall. Information from Sanaghan's book on *Collaborative Strategic Planning in Higher Education*, pgs. 68-69, along with copies of three concept papers written by Eastern Illinois University (Academic Excellence, Marketing and Communication, and Campus and Community Life) were distributed as examples. Each of the emerging themes identified by the Task Force was assigned to members of the Task Force to prepare a concept paper. Each group will notify both Marvin and Melanie of scheduled meetings in this process so they may attend as they are available to assist in this process.

Emerging Themes for Concept Papers

Economic Development – M. Medley, Coordinator with C. Avery and J. Cox Members

- Flexibility
- Certificates; stackable credentials
- Flexible scheduling (not 15-week 8:00 am to 2:00 pm courses)
- Additional in demand workforce preparation programs and certificates
- Emerging economic technologies – focus coursework here
- Trends in industry – jobs should drive programs
- Important, critical, hands-on teaching/experiences
- Economic development is a must to attract students (If we build it, will they come?)
- Partnerships – Need more internships; on-campus experiences (may be a risk management issue)

Quality – D. Allred, Coordinator with B. Gridley, D. Larsen and C. Mathie Members

- Enrollment growth
- Good academic programs
- Distance education revamped “quality matters initiative”
- High touch vs. enabling students
- No child left behind syndrome (late to class, late assignments, etc.)
- More opportunities for student engagement
- Small classes
- Strengthen high touch delivery
- Maintain high touch, small class size (where is tipping point when this is lost?)
- Lots of contact with professors; one-on-one time with instructors
- Focus on student success – high impact practices
- Flexibility for non-traditional, married, older students, i.e., class times, housing, student life

- Quality online, flexible offerings
- The need to better utilize emerging instruction technologies
- New educational technology
- Availability of courses (i.e., night classes, high intensity (one-week total))

**Two-Year vs. Four-Year – S. Meredith, Coordinator with B. Hermansen, T. Lund and B. Taggart
Members**

- Maintain 2-year degree capability
- 4-year programs; 2+2, 2+3; 4-year liberal arts
- More 4-year programs
- 4-year vs. hybrid system
- 2-year transfer mission
- More programs including 2-year, 4-year and certificates
- Finding the right balance between number of 2-year and 4-year degrees
- More 4-year options; strategically chosen
- Become a 4-year institution
- How many community colleges are now offering 4-year degrees and how 4-year institutions react
- The need for more money to make the change to 4-year
- The need for 4-year degrees and the infrastructure to support them

**Cost/Affordability/Student Jobs – S. Hill, Coordinator with L. Barnhurst, S. Golding and N. Visger
Members**

- Low cost
- Cost is not high on parent's priority; less of an issue with parents than we assume
- Increased student employment opportunities
- Need more job opportunities overall
- The college needs to be more of an economic engine (student employment)
- Student jobs and internships
- Rural area – lack of student jobs
- 4-year must do more "life" help; jobs, what for spouses, kids, housing, etc.
- Local work opportunities

**General Education – G. Wright, Coordinator with K. Arnoldsen, M. Brown and L. Smith
Members**

- Integrated GE including learning communities
- GE – integrated and interesting
- GE – revise and retool
- GE – revamp
- New models for GE

- Integrated classes; coordination between departments

Diversity/Inclusion – Will be addressed in all concept papers

- Lack of diversity (not just color; age and location)
- Diversity including outreach to Latino community and connections to diversity in curriculum
- Diversity and understanding others
- Promote enrollment of more diverse students and employees
- Who is our “consumer”? Utah County students, Sanpete County students, six-county area
- Acceptance

The next meeting of the Task Force is scheduled to begin at 10:00 am on Tuesday, August 13, 2013. This will be a panel discussion with both video conferencing and on-site visitors. The location of the meeting will be determined at a later date.