

Strategic Planning Task Force Meeting

August 13, 2013

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

Invited Guests: Dr. Lee Caldwell, Former President, Dixie State College; Mr. Tim Foster, President, Colorado Mesa University; Dr. Pamela Menke, Vice Provost (Retired), Miami Dade College

Marvin welcomed the Task Force members and guests followed by a summary of the credentials of the outside participants. He provided a summary of Snow College's efforts to develop a comprehensive strategic plan which was prompted by a recommendation made by the accreditation team. He also provided a summary of the progress that has been made on the plan.

Each guest was then invited to address the group and provide insight they gained in their institution's transition from a 2- to 4-year college or adding 4-year programs. The summary of their comments is provided below.

Dr. Pamela Menke attended the meeting in person. She has just recently retired as the Vice Provost of Miami Dade Community College in Florida. Miami Dade is part of Florida's 28 community college system. A detailed summary of Dr. Menke's credentials as well as Miami Dade College is attached for reference.

Dr. Menke's presentation highlighted various areas of the Florida college system and her involvement in various changes. Specifically for Snow College she indicated that the following are important for Snow:

- Political readiness is key; change needs to be mission-related
- Faculty need to be willing to make changes happen
- Snow needs a specific blueprint and highlight "what is special at Snow"

Mr. Tim Foster, President of Colorado Mesa University located in Grand Junction, Colorado participated in the meeting by video conferencing. President Foster congratulated Snow College on our willingness to consider making a change either from 2-year to 4-year college or adding additional 4-year programs. He reminded the Task Force that to make any change it will be necessary to have community involvement and support. President Foster outlined some of the areas that the Task Force should keep in mind including:

- Those we service in our six-county area need access and opportunity to advance through education (need to point this out to the politicians involved. Economic and geographical access is critical particularly to rural areas.)
- Snow is a great 2-year college; don't diminish that
- Recognize there is a different culture between 2-year and 4-year colleges and a transition from 2 to 4 year mission will take time to build reputation and quality. He suggested we would be a better 2 year school than 4 year school for about a decade.
- Hybrid model might be a good place for Snow to start by adding more 4-year programs
- He predicted that within the next ten years state financial support to CMU will be eliminated
- Better to change mission to 4 year liberal arts college than remain 2 year and add 4 year programs over time – have the political battle once rather than with every new 4 year degree proposal

President Caldwell then addressed the meeting by Skype. He reviewed the approach taken by Dixie State College to transition to a 4-year university and some of the obstacles and hurdles they encountered along the way. He advised the Task Force that Snow should be focused on degree implementation and to carefully evaluate what 4-year programs to add based on what is best suited for the area and the constituents we serve. We should be prepared for legislative battles along the way. Snow should consider the economic development impact of any degree programs initiated. We have a good relationship with local communities who support our applied technology mission and we shouldn't make any changes that will hamper that support. On the political side it will be necessary to make sure Snow has allies on both sides of the aisle.

Following their introductory presentations the Task Force were encouraged to ask the three guests questions specific to Snow. The following highlights some of the comments and suggestions shared.

- There will always be political issues that need to be addressed
- Rural legislators often more powerful than urban – rally the troops
- Play to our strengths. Snow has a good story to tell. Use alumni support as well as six-county area constituency groups
- Organize calling/writing campaigns, etc.
- President Wyatt and Dr. Meredith already have a presence with the commissioner's office staff, board of regents, and legislature; capitalize on those relationships
- Each degree program is like starting a small business...lose money for a time
- Compelling story to share; pursue adding 4-year degrees and ultimately becoming 4-year college
- Continue to work with business leaders in the strategic planning process – Richfield area
- Need to develop a specific transition plan from 2 to 4 year sooner rather than later

- Push back from other institutions – USU most protective of their turf. Weber State is strong in health sciences. President to president discussion upfront on what Snow is trying to do may help facilitate the effort.
- Determine where push back may come from and address any issues in advance
- Remain transparent in pursuing 4-year degrees
- General Education battles become easier with more 4-year programs
- Concept of “white-collar head and blue collar hands” for CTE programming

President Foster was asked about the tremendous growth of Colorado Mesa University and the source of their support. He indicated that they continue to attract students from out of state and maintain small class size. They understood that they needed to have a minimum of 2,000 students on campus to be an effective residential community. They have increased the number of residence halls to accommodate this growth. CMU also eliminated the dean level in their management system which reduced administrative costs. They focus on keeping tuition affordable so students will attend. Scholarships are awarded based on financial need similar to how much mortgage a homebuyer can afford. CMU faculty are paid based on the subject they teach not whether the course is part of a 2-year or 4-year degree. Vocational technology faculty salaries are comparable and based on level of faculty qualifications in particular field.

There was then discussion on how students and employees reacted to the change in mission of going from a 2-year to 4-year college. President Foster felt that employees were pleased that the change was made and students were excited to be able to remain at one location for the completion of their baccalaureate degree. It was necessary to reevaluate and balance faculty teaching loads following the transition. For Snow athletics may be an issue in transitioning to a 4-year college. We may consider having athletics remain at the junior college level.

We should remember to focus on what we have and what we are. Scholarship should not be the only focus; emphasize the student experience. Part of the obligation in expanding Snow’s mission will be to work with faculty to keep them engaged in the process. We need to be attentive to faculty credentials when embarking on adding any 4-year degree programs. We need to make sure we have the necessary talent to support the program but should not hire all new faculty from the outside. Encourage all faculty to teach at all levels.

Dr. Caldwell reported that Dixie faculty numbers were expanded to catch up to enrollment growth. Dixie has also moved to national-based faculty salary levels. Senior faculty members appreciate market-driven salaries. Existing faculty will be the backbone of any change Snow makes and increasing faculty salary levels will improve morale. We need to remember that tuition will need to be increased to support 4-year degrees because additional state support will not likely materialize. Enrollment growth will come in part through students remaining at Snow to continue their education and associate degrees will diminish.

Marvin thanked Presidents Foster and Caldwell and Dr. Menke for their willingness to participate in the meeting to provide advice and suggestions as the strategic planning process moves forward.

Following a lunch break the meeting continued and Dr. Menke agreed to remain to answer any additional questions and provide input on the strategic planning process.

Marvin opened the afternoon session discussing a book by Fred Lee, "If Disney Ran Your Hospital, 9-1/2 Things You Would Do Differently." This book was distributed to all members of the Sanpete Valley Hospital Board and includes a lot of thought provoking information on management and focusing on what is most important. Some of the highlights that relate to Snow include

- Let's not solve the wrong problem, we need to focus on what matters most to students
- Perception – competition is really anyone we are compared to (not just other colleges)
- Patient satisfaction is Fool's gold. Are they loyal and sing your praises? When you can't remember anything about a place, event, etc. you are satisfied.
- Every one of us have experiences that are either good or bad – we encourage all to make the students' experience a positive one

Studies on student satisfaction are plentiful. What does Snow need to focus on to earn student loyalty. Access is important to most people. Access to degrees without leaving their home such as through Western Governors University-type programs. IT should be an integral component of the teaching experience with professors recording Podcasts to make the point clearer or to allow students to review material after class is one example. A successful student wants to succeed but the payoff cannot be just at the end of the process...it must be along the journey.

Steve Meredith discussed the technology intensive concurrent education (TICE) program he is involved with where lectures are recorded so that students can review materials as needed.

Today's students learn differently. The post-traditional student is the fastest growing demographic while the traditional student demographic is shrinking. The average age of students attending Snow is between 20-21 years of age. They want to shorten the time it takes to complete a degree by attending during summers, etc. Students also want challenging classes – value-added not just busy work. Faculty members reach out to students and maintain one-on-one interaction which is important. Snow should be committed to high touch even in online classes. There should be campus-wide coordination of class scheduling to avoid gaps in students' schedules during morning hours. For example, morning classes should all share the same 50 minute time schedule to ensure the maximum number of classes taught. Monday,

Wednesday, Friday classes for 50 minutes need to include Friday not be shrunk to a Monday – Wednesday schedule for an hour and twenty minutes each.

Members of the Task Force were advised to continue to think of other ways of driving student loyalty. Make classes worthwhile to motivate students. Weekend concerts on campus will encourage students to stay on campus and have a better overall student experience.

Members of each subcommittee then reported on the status of the white papers currently being written. The data gathering phase of the strategic planning process is drawing to a close. The next major activity will be the Vision conference which will involve from 50 to 75 individuals both inside and outside Snow College. The conference should also include members from surrounding communities.

Kevin Christensen, County Economic Development Director made a presentation to the Task Force on needs in our area. He reported on the establishment of the new Snow College Economic Development and Workforce Preparation Advisory Committee. This Committee was established by the Utah Legislature to facilitate economic development and workforce preparation efforts throughout our region.

Melanie distributed information on Strategic Planning: From White Paper to Plans for Implementation (Attachment 2) for discussion. These planning assumptions will become touch stones or benchmarks. Members of the Task Force should review the information and let Melanie know of changes prior to the next meeting.

Subcommittees were reminded that all White Papers need to be submitted for review by August 30, 2013 so that there is time for review and editing prior to the Vision conference. The date for the all-day Vision conference was set for Friday, September 27, 2013 with the Goals conference scheduled for Friday, October 11th or the 25th, 2013 depending on campus scheduling.

The next regular meeting of the Strategic Planning Task Force was scheduled for **Tuesday, August 27, 2013 at 3:00 pm** in the Heritage Conference Room.

Strategic Planning Task Force Meeting

August 13, 2013

Attachment 1

Background information on invited guests Dr. Pamela Menke, Mr. Tim Foster and Lee Caldwell.

Dr. Pamela Menke, Vice Provost (Retired), Miami Dade College

As a tenured faculty member, academic dean, senior vice president, and provost, Dr. Menke has assisted two- and four-year colleges in the Northeast and South expand their missions and enrollment by adding academic programs and faculty-centered initiatives to better serve their students and their communities.

Most recently as Miami Dade College Vice Provost, Dr. Menke accomplished the development and implementation of new baccalaureate programs and the successful implementation of college-wide student learning outcomes assessment. As Provost and Dean of Faculty at Colby-Sawyer College NH, she facilitated the transformation of a prestigious two-year college into a distinguished four-year institution. As Provost of Lesley University, Cambridge MA, and then as Vice President of Regis College, she developed and implemented integrated baccalaureate majors and new masters and doctoral programs.

An Executive Board member of the Florida Council for Instructional Affairs, she served on the task force that redefined of the Florida community college systems associate and baccalaureate degrees. As Co-Chair of the State-wide General Education Steering Committee, she provided leadership for a redesigned State-wide thirty-six (36)-hour General Education core that will be required at all Florida public higher education institutions.

She has worked with faculty, student service staff, and administrators to create professional and leadership development programs, performance incentives, and contractual systems. As a member of the National Endowment for Humanities Board of Consultants and, eventually, as the senior NEH director for education programs, she established initiatives to strengthen humanities learning at community colleges, Historically Black Colleges and Universities, and land-grant State institutions.

A recipient of distinguished teaching awards, she has long been committed to faculty-centered solutions that genuinely improve curriculum and strengthen student learning. She is a founding contributor and consultant for the National Alliance for Student Learning and Accountability, holds a Ph.D. in English from the University of North Carolina at Chapel Hill, and is a published scholar on issues of race, ethnicity, and gender.

Miami Dade College (MDC) in Brief

Overview. With an over-all enrollment of more than 170,000 students, MDC is the largest, land-based institution of higher education in the United States and one of the most highly regarded in the nation. MDC annually awards more associate degrees than any other U.S. community college and is first among all land-based colleges in the number of associate degrees awarded to Hispanics and African-Americans.

Economic Impact. MDC's overall economic impact on the county was estimated in 2003 to be \$1.6 billion. Approximately 9 out of 10 MDC students stay in the area after they leave MDC.

Student Profile. The average age is 26. 60% are part-time. The vast majority are low-income students with approximately 30% below the poverty level. 58% are female; 42%, male. 96% are county residents. Almost two-thirds (71%) of MDC students are Hispanic. The others are Black non-Hispanic (18%) White (8%), or other ethnicities (3-4%). 27% of all minority students attending Florida community colleges attend MDC.

Graduate Success. 84% of AA grads continue at four-year institution immediately upon graduation. 93% of AS/AA graduates reported a new position or an immediate promotion. 94% of Honors College graduates receive substantial scholarships and direct transfer through articulation agreements with Florida and colleges across the country. 92% of graduates from the older baccalaureate programs (Education and Public Safety Management) report degree-related employment or masters' study. An increasing number of baccalaureates to master's articulation agreements between MDC and area public and private institutions attest to the quality of MDC's baccalaureate graduates.

Employees. MDC has 4,040 part-time and 2,351 full-time employees of whom 77% are ethnic minorities. MDC has approximately 1,000 FT and 2,000+ PT faculty.

Governance and Organization. One of 28 colleges that form the Florida System of Community Colleges, MDC is overseen by a seven-member District Board of Trustees appointed by the Governor and the College President elected by the Trustees. Florida community colleges are coordinated by the Department of Higher Education and its Commissioner. Program and other major actions are under the purview of the State Board of Education. With the support of the Legislature and due to the substantial number of Florida community colleges offering baccalaureate programs, the name of the System was changed in 2012 to the Florida State College System. Community colleges may now with Legislative approval choose to be known as State colleges.

History and Campuses

Established in 1960 as a public, two-year college, MDC (then Dade County Junior College) was the only public higher education institution in the area for about ten years. The current campuses, locations and specialties are listed below. MDC's organizational structure preserves campus autonomy while its District infrastructure provides over-all coordination.

- **North** (est. 1960) in north part of county on beautiful 245 acre site. Oversees Fire and Police Academies, Film and Video studies, Funeral Services, the Miami International Sculpture Park.
- **Kendall** (est. 1967) in southern part of county on lush, 185 acre tract of trees and lakes. Hosts Business Administration, Music Business, Interior Design, and Architecture
- **Wolfson** (est. 1973) in the heart of the business and governmental center of county. Oversees the School of Engineering and Technology, the Miami Culinary Arts Center, the New World School for the Arts, the Honors College, and the Virtual College (on-line learning).
- **Medical** (est. 1977) in Miami's medical/civic center complex. Targeted focus on nursing, physician assistant studies, and a wide range of allied health programs.
- **Homestead** (est. 1990) in the southern part of county nearest the Florida Keys. Hosts the School of Aviation and Intermodal Transportation.

- **InterAmerican** (est. 2002) located in the heart of Little Havana is the nation's largest higher educational bilingual/bicultural academic setting. Offers a dual-language honors program and oversees the School of Education.
- **Hialeah** (est. 2005) located near the North Campus in an historic Hispanic community has made substantial contributions to the cultural and economic vitality.

Programs and Degrees

- **Bachelor of Science.** (1) Exceptional Student Education, (2) Early Childhood Education, (3) Secondary Mathematics Education, and (3) Secondary Science with specialties in Biology, Chemistry, Earth and Science and Physics, (4) Electronic Engineering Technology, (5) Biological Sciences. Post-baccalaureate teacher certification through the **Educator Preparation Institute.**
- **Bachelor of Applied Science.** (1) Public Safety Management with specialties in Law Enforcement and Corrections; (2) Supervision and Management; (3) Film, Television, and Digital Production; and (4) Health Sciences -Physician Assistant Studies. Currently pending action by the State Board of Education: (5) Supply Chain Management; (6) Information Technology
- **Bachelor of Science in Nursing.** An upper-division, 30-credit-hour completion program that requires an ASN and an active RN license for admission.
- **Associate in Arts**—a university transfer program with 80 transfer pathways; **Associate in Science and College Credit Certificates**--two-year, fully transferable 180+ workforce-related degree and related certificate programs in such areas as business, computers, aviation, hospitality and travel, culinary arts, interior design, accounting, marketing, criminal justice, fire science, allied health areas, nursing, physician assistant studies, public service, entertainment; **Associate of Applied Science**--two-year, terminal degree that leads to direct employment; and **Advanced Technical Certificate**—advanced certification for the AS/AAS degree graduate.
- **Vocational Credit Certificates**--hands-on technology courses leading to direct employment in such areas as law enforcement, fire, building construction, drafting, etc.
- **Non-credit continuing workforce and adult education, recreation and leisure learning.**

Cultural Programming

- Miami Book Fair International—an book fair that draws over 10,000 participants for a week in November and that includes international pavilions, cooking demonstrations, more than 300 author readings, a children's festival, antiquarian/general book sales, and exhibit booths.
- Miami International Film Festival—the award-winning, internationally renowned series of current films usually in languages other than English and that honors distinguished directors, screenwriters, and actors.
- MDC Live Arts—a full performance season at MDC's owned and operated Guzman Theatre.
- Art Gallery System and the Freedom Tower—a full array of artistic renderings and presentations in all media for the campus galleries and the Freedom Tower, an registered historic landmark and an influential and attractive exhibit space which MDC now oversees.

Mr. Tim Foster, President, Colorado Mesa University

Tim Foster has served as the tenth president of Colorado Mesa University since March 2004, when he was appointed by the Colorado Mesa University Board of Trustees.

A former member of Colorado Governor Bill Owens' cabinet, Mr. Foster has served as the executive director for the Colorado Commission on Higher Education. He was initially appointed to the position by Governor Owens in 1999 and reappointed in 2003. Mr. Foster also served as head of the Department of Higher Education, which includes the Colorado Historical Society and the Colorado Council on the Arts, and served on the boards of the Western Interstate Commission for Higher Education, the Denver Chamber of Commerce and its Committee on Science and Technology.

Prior to directing the Colorado Commission on Higher Education, Mr. Foster was elected to the Colorado House of Representatives in 1988 and served as the Majority Leader from 1993 to 1996. He received numerous awards from diverse groups such as the Sierra Club, Ducks Unlimited, the Iron Skillet award from the Colorado Restaurant Association, and the Guardian Award from the National Federation of Independent Business. During that time, Mr. Foster was also a partner in the general practice law firm of Foster, Larson, Laiche and Griff in Grand Junction.

A Grand Junction native, his numerous community activities include service on the Board of Governors of the Colorado Bar Association, the Board of Powderhorn Ski Area and as chairman of the Grand Junction Area Chamber of Commerce. He currently serves on the chamber board.

Mr. Foster earned a Bachelor of Arts degree in economics with honors from Kenyon College in 1980. He completed graduate coursework for a master's degree in mineral economics at the Colorado School of Mines from 1982 to 1984. Mr. Foster also earned a Juris Doctorate from the University of Denver - College of Law in 1984.

The married father of four sons, Mr. Foster is an avid bike rider, skier, swimmer, soccer player and coach. In June 2008, he placed third in his division in the annual Alcatraz Sharkfest Swim.

Colorado Mesa University

Colorado Mesa University, in Grand Junction, Colorado, is dedicated to providing an exceptional educational experience in a student-centered environment featuring small class sizes and a high level of student-faculty interaction. The school has a long history of growth and evolution. Founded in 1925, the institution originally started as a junior college enrolling 41 students. In 1937, the school was renamed to Mesa College and began offering baccalaureate programs in 1974. The institution went through another renaming process in 1988 and became Mesa State College, reflecting its development and ongoing change. In 1996, the institution began offering its first master's program. Under strong leadership, the school continued to expand in both campus size and student enrollment. In 2011, the Board of Trustees and the State of Colorado officially renamed the institution Colorado Mesa University. The change reflects the growth that the school has seen over the years and further advances the institution as a learning community.

Today, enrollment exceeds 9,480 students. The university offers more than 70 undergraduate programs of study along with graduate programs in business administration, education and nursing. To help achieve its goal in meeting the educational needs of western Colorado, a two-year open-admission

division, Western Colorado Community College (WCCC), was created in 2005. WCCC offers both technical certificates and associate degrees. The university also has a branch campus in Montrose, Colorado. Campus expansion to accommodate an ever-growing student body has resulted in state-of-the-art learning facilities on 86 acres in the heart of Grand Junction.

With all that has changed in the institution's 88-year history, a dedication to providing the highest quality education in a student-centered environment has always remained. This principle will continue to guide the momentum of Colorado Mesa University into the future.

Dr. Lee G. Caldwell, former President of Dixie State University

Dr. Caldwell became DSC's 16th president on July 12, 2005, and served until March 2008. Previously he had worked at six different institutions as a professor and administrator, and held executive level positions at three Fortune 500 high tech companies –Unisys, IBM, and Hewlett Packard. He is recognized internationally as an expert in networking technology and has extensive government relations experience, including five years working with the Ministries of Education in France, Israel, Korea, The United Arab Emirates (UAR) and the Netherlands. Caldwell speaks Dutch, French, German, and some Japanese. Caldwell holds a doctorate degree in business administration (strategic management) with a minor in economics from Texas A&M University. He also holds a law degree from Brigham Young University. In addition, he has done master's work at USC and earned a bachelor's degree at Utah State University.

Dixie State University

The institution was started by the The Church of Jesus Christ of Latter-day Saints (LDS Church) on September 19, 1911, as St. George Stake Academy. In 1916, the academy, which is located in a region that was called "Utah's Dixie" by Brigham Young, became Dixie Normal College, and then in 1923 the name was changed to Dixie Junior College. In 1933 the LDS Church discontinued its support of the college, and the local citizenry had to maintain the school until the State of Utah began supporting it as part of the state's higher education system in 1935. In 1970, the school became Dixie College, and then in 2000 it became Dixie State College of Utah when the Utah State Legislature authorized the college to offer baccalaureate degrees. When the school first opened its doors, there were only 42 students. In 2000 when the college became a four-year college, enrollment had reached approximately 7,000 students.

From 2008 to 2010 Dixie experienced explosive growth "with...40% enrollment growth between 2008 and 2010 and an expanded regional university mission" and the addition of a number of readily needed four year degree programs.

In 2011 a bill was drafted for the review of the Utah State Legislature and the Utah State Governor to support Dixie State College's transition to university status. In 2013 the Legislature changed the status of the institution from a college to a university and named it Dixie State University. Governor Gary Herbert signed the bill into law in a ceremony on campus, calling the new university into existence on February 16, 2013. The primary campus of Dixie State University is located in St. George, Utah, with the Hurricane Education Center campus extension located in Hurricane, Utah.

Academics

The University offers baccalaureate degrees in Accounting, Biology, Business Administration, Communications with emphases in Digital Motion Picture Production, Mass Communication, and Human Communication, Computer and Information Technology, Criminal Justice, Dental Hygiene, Elementary Education, English with emphases in English Education, Literary Studies, and Professional and Technical Writing, Family and Consumer Science Education, History Education, Integrated Studies, Music, Music Education, Nursing, Psychology, Theatre, and Secondary Licensure. The administration of Dixie State University is working to provide more baccalaureate degrees.

Associate degree offerings include Associate of Arts, Associate of Science, Associate of Science in Business, Associate of Pre-Engineering and Associate of Science in Criminal Justice as well as Associate of Science in Early Childhood Education, and Associate Degrees of Applied Science in Automotive Mechanics, Early Childhood Education, Health Science, and Marketing. Also, certifications in nursing, medical radiography, Automotive Mechanics, Dental Hygiene, Marketing, and Visual Technology are also available.

Attachment 2

Strategic Planning: From White Paper to Plans for Implementation

Concept Papers

Rhetorical Situation

Audience: Faculty, Students, Parents, Staff, Administration, Community leaders, Business leaders who are not part of the Strategic Planning Committee.

Purpose: to inform them of the conversations we have heard/participated in and the research we have done; to persuade them that these are in fact key issues that warrant attention over the next 5+ years.

Assumptions (estimates, beliefs, trends that are important to think about as we plan for the future)—see Appendix.

Feedback: white papers will be shared with SPC members (either at a meeting or electronically or both) for feedback before the Vision Conference.

Vision Conference (Proposed date: Friday, Sept 27th – all day)

Goal: bring together 50 – 75 internal and external shareholders to create a shared picture of the future.

Step 1: Share concept papers using collaborative teaching design. By the end of this exercise, all participants will be familiar with key concepts in each white paper and will have the opportunity to provide feedback.

Step 2: Stakeholder review. Participants will be divided into their respective stakeholder category (faculty, community, alumni, parents, etc.) and asked what is essential to the future of Snow from each unique perspective.

Step 3: Creating a Preferred Future. Imagine we meet back in this same room 5 years from now. What do things look like? Using key questions designed around white papers, we will use a collaborative activity to come up with a shared vision of the future.

Step 4: Draft a Vision Statement. This will be done after the Vision Conference by a group of SPC members—very short document that describes the ideal Snow College in five years.

Goals Conference (Proposed date: Friday, Oct 11th or 25th – all day)

Goal: Strategic Planning Committee, President, and internal leadership decide what actions need to be taken to start implementing the plan.

Each of the themes will be developed into a formalized action plan: goal statement, steps toward implementing the goal, resources needed, time frame, key people, a description of success, potential challenges.

Appendix: Planning Assumptions

Economic

- Health costs will continue to outpace inflation
- Funding decisions about higher education will be influenced by the tension among access, affordability, and assessment outcomes
- Unemployment will continue to be a concern
- State budgets will continue to give less to colleges and universities
- Limited student employment opportunities in rural Utah – particularly with four-year degree programs

Social

- Diversity will continue to be a major factor for higher education institutions
- Increasing social/health/personal problems will continue, and higher education will be expected to assume responsibility in dealing with these issues

Technology

- Career paths in most organization will demand technological competence from employees
- Distance learning activities, including hybrid and blended course offerings, will multiply
- Emerging technology will bring significant challenge to traditional faculty roles in the teaching-learning paradigm
- The speed of change in technology will increase student expectations, raise costs, and accelerate obsolescence

Demographics

- The average age of our student population will increase
- More students will bring to campus expanded life experiences/exposure
- The number of married students will increase as male and female missionaries return to college at a similar age.
- Nationally, the adult student population will continue to increase

- Nationally, the fastest growing segment of the population seeking education will be adults searching for retraining or second careers
- The college-going population will bring increasing challenges to provide access to students with disabilities and those economically disadvantaged

Competition

- There will be increased competition for students
- More students will be making decisions based on 4-year options
- Several of our competitors are improving their overall academic experiences (i.e. GE, high impact practices, etc.)
- Student indebtedness will be a deciding factor on admission decisions

Political/Legal

- The national political environment will depict higher education as a national resource to be regulated
- State and federal support for higher education will be contingent on accountability
- Financial aid regulations will continue to become more and more complex