

Strategic Planning Task Force

Vision Conference

September 27, 2013

The Strategic Planning Vision Conference was held on Friday, September 27, 2013 in the Rasmussen Conference Room of the GSC on the campus of Snow College. Participants included members of the Strategic Planning Task Force, select members of Snow College faculty and staff along with members from county school districts and community leaders. (The complete list is attached.)

Marvin welcomed all participants and highlighted the tentative meeting agenda and procedure for the day. All participants introduced themselves to the group and indicated the stakeholder group they represented. President Wyatt provided opening remarks and welcomed all guests to the College. He focused on Snow College's current ranking as being the number one two-year school in the nation and that he was hopeful that distinction would remain following the strategic planning process.

The first assignment was to meet in small groups to discuss individual white papers. Participants were randomly assigned to one of 15 groups and were assigned a white paper to discuss. They were to identify the top four to six key themes from each paper. Each person was to take notes on the discussion so they would be ready to discuss the identified themes in the next group.

The next assignment was a mixed group discussion of the five white papers (see attached list). Members from the first group were reassigned to a different group to represent the ideas and themes identified in their previous group assignment. They were to again discuss the white paper they had reviewed, identify a spokesperson for their group and identify four to six themes from all white papers in preparation for making a presentation to all participants.

The reports from each group identified the following themes and points for discussion.

- Maintain the high-touch competitive advantage
- Improve employment options (and quality of options) on campus and in the community
- Snow is not a community college; no large community for support
- Strategic growth (cap four-year programs at 25%); maintain two-year status
- Strategic programs going forward will be important
- Snow should become hybrid going forward; two-year college with four-year degree programs
- Snow's future will be based on smart selection of four-year programs

- Identify what Snow can offer that students can't get elsewhere
- Diversity funding base; institutionalize fundraising activities
- Determine if Snow can support four or five four-year programs; tiered tuition now
- Salary improvement required
- Technology and capital needed
- Student choices on when and where and what medium – technology they want to have
- Maintain reputation as a high quality transfer institution
- Commitment to equity, diversity and global awareness (understanding and serving a changing population and demographic)
- Quality alternatives to in-person/on-campus course delivery
- High-touch, high quality across all course delivery methods (EdNet, online, face-to-face, etc.)
- Ease into a hybrid model of GE that is unique to student needs (i.e., workforce prep)
- Graduates are well educated and highly skilled in their discipline; marketable
- Produce well rounded (well educated) graduates ready for the workforce
- Core should be STEAMER. Science, Technology, Engineering, Art, Math, Entrepreneurship, and R = GE of reading, writing, etc.
- Low tuition, more jobs at the College and in the Ephraim area
- Pathways from high school to two-year to four-year programs and colleges
- Hybrid two-year to four-year programs with strategic program growth based on need and economic interest
- Program value and progress is based on program specific metrics/measurements
- Compensation for faculty
 - Funding for course development
 - Sabbaticals
 - Professional development
 - Competitive to attract quality talent
- Serious investment in technology in terms of hardware, software and support/training (goes back to quality)
- Content vs. connection – High impact practices
 - In the classroom and for faculty development
 - Instructors need to keep their passion and we don't want to lose what we have
 - Support high impact practices – on-going (long lasting) process
- We value our quality; we need to make sure we maintain and increase quality in all our classes
- Different class offerings, i.e., night classes, open entry, etc.
- Recognize that Snow College is a key factor in our local economic growth

- We should focus on high growth, high wages, primary industry development
- We can't stay as we are – we need to strategically add four-year programs from 10% to 25%. Hybrid, but keep associates degree and trade tech certificates; increase 2+2, 3+1 agreements with other colleges and universities
- Stay affordable but we need to increase funding, scholarship and student employment
- Increased diversity is key for economic growth, college growth, education and social needs
- Four-year programs that
 - Build good will with governing bodies/partnerships
 - Support economic development
 - Meet Snow's mission and core themes
- Change GE to learning outcomes, also includes entrepreneurial skills
- Present, maintain the connection for broad education, employability and quality of life
- Maintain the quality relationships developed between students, college and community
- Snow should take a leadership, proactive role in developing integrated general ed through relevant, innovative degrees – “degrees to anywhere”
- Maintain affordability of this education though innovative funding strategies
- Engage students in all facets and places
- Shared lunches (offices)
- Faculty can't learn it all – need support and help; faculty keep the teaching pedagogy, all classes recorded for students review
- With great envy, creative and relevant, nucleus of Utah
- GE experiences and courses tied to issues; landfills, government oversight
- Rural has its advantages (GBEEC)
- Adult ed, coming here for incredible GE (integration) relevance of education, change culture with language
- My teacher cared, I know how to be a better learner/person; my teachers modeled it
- Quality – learning communities
- GE – integrated curriculum
- Two-year/four year – Move towards Carnegie 25%
- Economic Workforce – Entrepreneurship experience for all students
- Cost and Affordability – Return to affordability
- Flowing bridge of communication between local industries and business that work to eliminate silos
- Required global engagement within the coursework connecting students oceans apart to collaborate on common issues
- GE gives them life skills and students understand that learning never stops

- Snow is in a better financially supported situation within the state of Utah than other state colleges and universities
- Views – other institutions/competitors “What is going on at Snow?” Aware! Students intrigued and engaged
- Community sees Snow as a resource
- Maintain high touch environment
- Create a culture of entrepreneurship that supports the six-county area through student jobs, internships and primary industries that fosters a positive environment
- Use technology and education practices that are adaptive, interactive, strategic and nimble
- Move to offer more of the “right” four-year degrees
- Keep costs affordable (not only tuition and fees)
- Possess a GE model that has essential learning outcomes in an integrated and purposeful model; with an on-going assessment at the student, course and program levels

Following group presentations participants were divided into groups as follows: faculty; public educators; administrators and staff; alumni, students and parents; and business/economic development and elected officials. The following summarizes the report of key issues and concerns from each specific group.

Faculty

1. Maintain high-touch interaction with students
2. Maintain quality faculty
3. Prioritize allocation of resources
4. No two-tier faculty system (or three-tier with applied technology) with each other and with students
5. GE integration and skillset matches economic development
6. Learning and keeping up with emerging/existing technology; brand new doesn't mean better
7. Faculty development in use of high-impact practices, varied teaching environment
8. Faculty should be trained on delivery methods
9. Workload policy friendly to integrated learning
10. Adapt to new college student populations (more remedial courses?)
11. Maintain/preserve what we do well:
 - a. Student connections
 - b. Passion for subject
 - c. Student opportunities

12. Full-time faculty continue to teach GE courses (even in four-year programs)
13. Faculty need to have instructional focus restored (decrease admin, clerical, etc. responsibilities)
14. Pull faculty together from diverse disciplines for collaboration

Public Educators

1. Good connection between careers in six-county region and beyond that includes public education, etc., economic development
2. Articulated smooth pathways for vocational students to start in high school and continue at Snow College
3. Keep a strong, continuous K-16 alliance dialogue between Snow and region, districts
4. Provide concurrent credit paths that are purposeful and efficient
5. Four-year degrees at Snow would be a positive for local students
6. Continue to ask public educators what is needed
7. Rural Superintendent's plan should be followed for Snow College to play a larger role in the delivery of concurrent enrollment courses

Administrators and Staff

1. Change (lead change not follow change)
2. Maintain high touch
3. Institutionalize self-examination and changing trends necessary to stay current
4. Continue to monitor and implement "the Plan"

Alumni, Students and Parents

1. Be good at what you do
2. Want to see the school thrive and be viable; history of thriving, sacrifice
3. Slow and deliberate growth
4. Maintain affordable cost – "bang for your buck"
5. Interactions with faculty and staff
6. Student life component; place for life preparation
7. Learn how to manage life and time – great preparation
8. Size and feel are important (regardless of two-year or four-year)
9. Value vs. cost – awareness and caution
10. Connections

Business/Economic Development and Elected Officials

1. Jobs, jobs, jobs – skilled labor force needed

2. Stackable program offerings
3. Culture of entrepreneurship campus-wide
4. Primary > consumptive industries
5. Real-world education; how to get a job

Participants were asked “*From your unique perspective, what is important for us to know about how you see the future of the institution?*” and “*What do you want us to remember as we plan for the future of Snow College?*” The following themes or ideas were shared.

Vision of Snow College

- Continued affordable value (best bang for the buck)
- Increase knowledge and resources for innovative technology
- Nurture quality “high-touch” interactions for students, faculty and staff
- Exciting, integrated GE classes that inspires students to find a passion for learning
- All faculty and staff on both campuses work for a common goal with great communication
- Unity between campus and community; two-way engagement
- Recognition and rewarding of innovation, best practices and excellence
- Encourage and celebrate diversity of students, faculty and staff
- Expansion of marketing efforts
- More students and events to keep them here on weekends: activities, jobs, social interaction, more diversity
- More digital communication; a common campus-wide scheduling and calendaring effort
- More open and transparent communication because of clearly defined roles and policies with continual assessment
- Teaching technology and strategy driven by faculty
- Campus-wide technology driven by IT and administration
- More technology support for faculty
- Snow will be more developed technology-wise in five years
- Viewed as a bigger contender – vibrant, high quality, low cost
- Teach integrated, applicable and interesting life skills useful in the workplace
- Skilled workforce through additional four-year degrees
- Four-year degrees
- Business incubation center
- Rural sourcing vs. international outsourcing (areas for expansion)
- Art, articulated engineering, niche/specialized degrees
- Affordable, quality, engagement

- Students interacting with each other, faculty, here involved on the weekends
- Shared governance has made communication more “bottom up” than “top down”
- More directed email communication
- Student/department/service/faculty communication utilizes a variety of new available social medial as well as older ones
- Outsiders – high quality surprise
- Students – accepted; love value
- Community – views us with pride
- Learning never ends
- Computer science, GE is unique so it becomes part of the destination
- Snow experience has a “high touch, small town feel with students, teachers and community integration
- Snow is a leader in vocational education and liberal arts integration – within school experience and local economic development
- Snow is responsive to changes in technology, workforce needs and a global economy
- Snow provides depth of skill set and breadth of knowledge

Following lunch the participants were given a list of focus questions listed below. The participants were asked to imagine they were all back at Snow five years from now and they were asked to describe what accomplishments they saw over the course of the past five years. They were to answer the questions as if they had already occurred. The following questions and responses were shared.

Please describe the vibrancy of student life. What do you actually see on campus?

- Students are engaged in conversation and on campus during weekends
- Bus system between campuses. Commuter system between Richfield and Ephraim campuses for activities and classes
- Art students take welding classes, etc. (more integration)
- Students have more reasons to stay here on weekends

What does campus communication look like? What mechanisms, vehicles, or protocols have been put in place to ensure effective, cross-boundary communication?

- Shared governance, communication is bottom up
- Use of social media with students, i.e., Facebook, Twitter, text messages, etc.
- Email used more efficiently

What is the role of technology within the institution? How does it serve the teaching mission of our school?

- All faculty are using Canvas for everything including texts and email
- Chat rooms are available for students

- Technology is available to assist faculty
- Walls between departments have disappeared
- Both campuses are unified as one college
- Centralized scheduling is being fully utilized

How do outsiders view us? Our competitors? Students? Community?

- Snow is the most creative college in Utah

How has the general education program ignited the desire in students to become lifelong learners? What are students saying about the GE program?

- Entry classes are exciting and invigorating
- Integrated learning – students can tell faculty are excited
- Students are more successful because they know what they can do with the subjects they are learning; they understand real world applications
- Students have learned how to write and think critically; they understand global influencers

How has Snow College enabled students to succeed?

- No compromise in rigor
- Students understand what resources are available at the College to help them to succeed
- High schools are doing more to spark student interest in future careers
- Students who are too shy to speak up remain engaged in class due to faculty reaching out to help – this is high-touch in action

How has Snow College helped enrich economic development and workforce preparation in the six-county area?

- Education at Snow is not siloed
- Frequent communication between businesses and program directors who send students to that industry
- Workforce is a key component of many programs
- Fuel supports growth and economic development in the area
- Snow College is integral to the six-county area
- Degree programs are creating entrepreneurs who are creating businesses
- Economic development doesn't just attract people here, it is also raising the next generation of local businesses and opportunities
- Open partnerships between businesses and the College

What programs has Snow College developed/introduced that have become destination programs?

- Snow's GE program has become a destination with unique offerings, integration, and real pathways to careers

How do Snow College graduates answer the question: What are the benefits of choosing Snow College over another institution?

- Affordability, students prepared for Snow College
- Learning experience that never stops
- Students develop and grow socially and emotionally

Following the group presentations on the focus questions, Marvin and Melanie thanked all participants for taking the time to spend the day identifying the vision for Snow College. President Wyatt also thanked everyone for their participation and willingness to support Snow College in their efforts to formulate a strategic plan going forward.

The next event in the strategic planning process will be a Goals Conference which has been scheduled for Friday, October 25, 2013. The next meeting of the Strategic Planning Task Force will be scheduled at a later date.

List of Attendees at Vision Conference Held September 27, 2013

Theresa Alder, Chair, Snow Board of Trustees

David Allred, Associate Professor, English Department

Phil Allred, Chief Information Officer

Scott Allred, Associate Professor, Fine Arts

Jannette Anderson, Associate Professor, English

Lisa Anderson, Associate Professor, Business Technology

Margie Anderson, Registrar

Kari Arnoldsen, Chair, Mathematics Department

Cindy Avery, Student Success Advisor; Disability Services Coordinator, Richfield Campus

LaFaun Barnhurst, Associate Professor, Business

Marshall Beach, Snow College Student

Dan Black, Dean, Division of Natural Science and Mathematics

Sheryl Bodrero, Dean, Division of Humanities

Regan Bolli, Ephraim City Manager

Michelle Brown, Director, Student Life and Leadership

Gordon Christensen, Golden Badger

Kevin Christensen, Sanpete County Economic Development Director

Rosie Connor, Director, Philanthropic Initiatives

Rep. Spencer Cox, Representative

Jon Cox, Assistant Professor History, Social Science Department

Matt Creamer, Richfield City Manager

Sue Dalley, Dean, Division of Social Sciences

Patsy Daniels, Special Assistant to the President

Marvin Dodge, VP Finance and Administrative Services

Amber Epling, Allied Health Director/Associate Professor

Armando Frutos, Lead Custodian

Paul Gardner, Professor, Biology, Human Anatomy

Linda Gillmor, Coordinator, Millard County Economic Development

Sara Golding, Scholarship Coordinator, Budget Office

Ben Gridley, Information Security Officer, IT
Department
Douglas Haymond, Parent
Beckie Hermansen, Director of Institutional
Research
Spencer Hill, Budget Director
Steven Hood, New VP Academic Affairs
Melanie Jenkins, Associate Professor,
English Department
Heidi Johnson, Instructor, Biological Science
Doug Johnson, Coordinator, Continuing
Education
Lisa Jones, Director of Disbursements and
Compliance
Karl Kovac, Controller
Ron Lamb, Associate Professor, English
Vance Larsen, Dean, Division of Fine Arts;
Associate Professor, Music
Marci Larsen, Special Assistant to the
President
Susan Larsen, Director, Student Success
Center
Kent Larsen, Superintendent, South Sanpete
County School District
Danni Larsen, Instructor, Home and Family
Studies Department
Terry Lund, Trades/Construction, Facilities
Department
Nick Marsing, Assistant Professor,
Psychology
Teri Mason, Instructor, Cosmetology/Barber
Craig Mathie, Vice President for Student
Success
Stacey McCliff, Assistant Professor, Business
Technology
Michael Medley, Dean, Division of Business
and Applied Technologies

Steve Meredith, Director of Choral
Activities; Chair, Music Department
Fernando Montano, Multicultural Center
Coordinator
Malcolm Nash, Executive Administrator,
Sevier County Economic
Development
Rob Nielson, Athletic Director
Corinne Olsen, Parent
Jeff Olson, Chair, Snow Alumni Board
Ted Olson, Professor, Mathematics
Jon Ostler, Director of Libraries
Zachary Parker, Snow College Student Body
President
Morgan Peterson, Snow College Student
John Scott, Member Ephraim City Council
Brent Smith, Associate Professor, Strings,
Director of Orchestra
Larry Smith, Professor of Physics and
Mathematics, Physics Department
Garth Sorenson, Associate Professor,
Computer Science, Engineering
John Stevens, Brand Manager
Heidi Stringham, Director Campus Relations
Brad Taggart, Assistant Professor of Art,
Visual Arts Department
Teresa Thompson, CTE Director, Delta Tech
Center
Natalie Visger, Head, Women's Basketball
Coach
Sue Ann Walker, Executive Assistant, Office
of the President
Brandon Wright, Director of Admissions
Greg Wright, Assistant Professor, English
Department
Scott Wyatt, President
Cless Young, Associate Professor,
Geography