



Strategic Planning Update

June 6, 2013

1. Strategic Planning Task Force Meetings:

- i. April 3rd
- ii. April 10th
- iii. April 17th
- iv. April 24th
- v. May 13th
- vi. May 20th
- vii. June 6th

2. Fact Finding/Opinion Expression/Data Gathering Tour

- a. Miscellaneous Meetings:
 - i. April 8th – College General Education Committee
 - ii. April 11th – College Curriculum Committee
 - iii. April 22nd – Deans Council
- b. Faculty and Staff Group Meetings:
 - i. April 29th – Fine Arts and Communications Division (Faculty)
 - ii. April 30th – Humanities Division (Faculty)
 - iii. May 1st – Natural Science Division (Faculty)
 - iv. May 1st – Social Science Division (Faculty)
 - v. May 2nd – Career and Technical Education and Business Div. (Faculty – Richfield)
 - vi. May 22nd – Richfield Campus discussion (Staff)
 - vii. May 28th – Ephraim Campus discussion I (Staff)
 - viii. May 19th – Ephraim Campus discussion II (Staff)
 - ix. June 6th – Ephraim Campus discussion III (Staff)
- c. Other Stakeholders to be contacted by subcommittees of the Task Force before August 1st.
 - i. Employers/Economic Development: Chair Jon Cox
 - ii. Parents: Chair Danni Larsen
 - iii. High Schools: Chair Larry Smith
 - iv. Peer Institutions: Chair Greg Wright
 - v. Students: Chair Craig Mathie
 - vi. Faculty/Staff: Melanie Jenkins and Marvin Dodge
 - vii. Friends/Alumni/Emeriti: Marvin working with Rosie Connor

3. Program Prioritization Evaluation Criteria

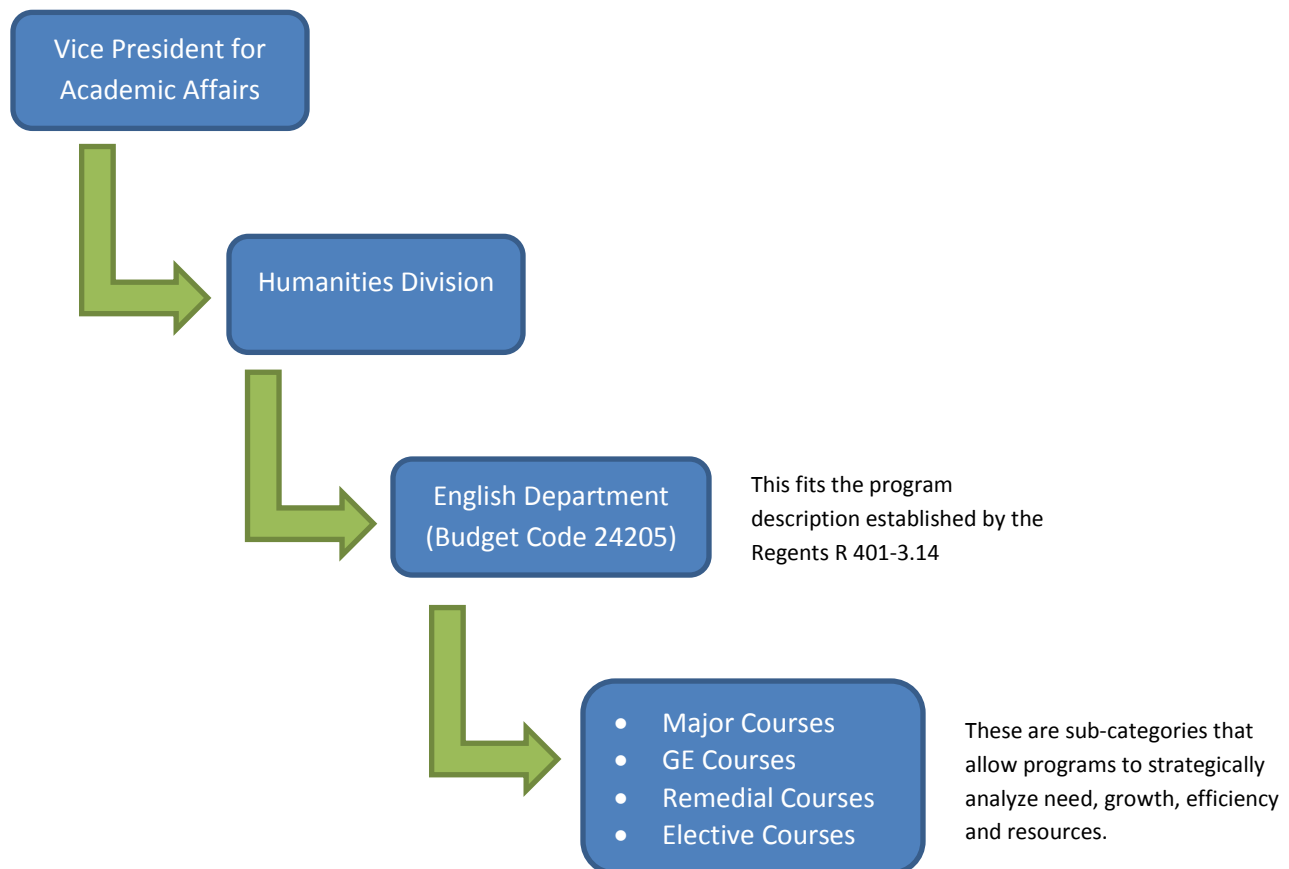
- a. Criterion 1: History, Development, and Expectations of the Program
- b. Criterion 2: External Demand for the Program
- c. Criterion 3: Internal Demand for the Program
- d. Criterion 4: Quality of Program Inputs and Processes
- e. Criterion 5: Quality of Program Outcomes
- f. Criterion 6: Size, Scope, and Productivity of the Program
- g. Criterion 7: Revenue and Other Resources Generated by the Program
- h. Criterion 8: Costs and Other Expenses Associated with the Program
- i. Criterion 9: Impact, Justification, and Overall Essentiality of the Program

- j. Criterion 10: Opportunity Analysis of the Program
- k. The Task Force is currently working on developing a survey instrument/tool for data gathering and scoring. Weights will be assigned to each of the criterion for the overall scoring and assessment of each College “program.”

4. Program Definition

- a. An operational definition of a program is any activity or collection of activities of the institution that consumes resources (dollars, people, space, equipment, time).
- b. Examples abound: the bachelor’s degree program in biology, the office for international students, the research institute on aging, etc. Over time, institutions have created programs to fulfill special felt needs of a particular time or for a special audience, allocated resources to the programs, and permitted the programs to become considered a continuing part of the institution’s plans, budgets, and obligations.

Program Breakdown



Specifically for English these represent:

- Major Courses:
 - Creative Writing (2250), Technical Writing (2260), Methods and Practice in Tutoring Writers (2280), Children’s Literature (2330), Intro to Critical Literature/Theory (2600)
- GE Courses (required and elective):
 - Expository Composition (1010), Intermediate Research Writing (2010), Honors Intellectual Traditions of the West-Ancient World (2150), Honors Intellectual Traditions of the West—Modern World (2160), Intro to Literature (2200), Folklore and Literature (2210), Fiction (2220), etc.
- Remedial Courses:
 - Writing Basics (0980), Beginning Writing (0991)
- Elective Courses:
 - Cooperative Education (1997, 1998, 1999), Special Projects (2800)

5. Summary of “Hopes and Aspirations” discussions with Faculty and Staff

Top "Hopes & Aspirations"	Votes
Partnerships with businesses/schools	16
Integrated, innovative paths; GE	15
Small specialized niche-based 4-year college – Liberal Arts	14
4-year/2-year specialized, targeted, relevant programs; larger student body; 4-year degrees	13
Hands-on practical, vibrant learning environment; teachers = facilitators	12
Maintain high touch, 2-year transfer mission; rigorous programs	8
Stability	8
Salary and perks – increased	7
Value-added to every student who chooses Snow College / diversity	7
Regional college for central Utah	6
Be current with technology	5
Facilities, i.e., library, housing, activities that support educational mission	5
Less emphasis on employment as goal: more emphasis on self-improvement and citizenship	5
Better online experience	4
Cultural opportunities; engagement/travel	4
Flexible – proactive	4
Organized professional development for faculty and staff	4
Single point log-in; better communication with students; system integration	4
Clear self-governance policy	3
Defined workload policy – “non-teaching” activities	3
Niche connected to dream (catch-up)	3

6. Summary of SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats)

Strengths	Votes
Teacher/student ratio/interaction; real faculty in classrooms	26
Small college size = opportunity; family atmosphere; small class sizes; high touch	23
Cost – tuition excellent value	17
Safe; beautiful enclosed campus; parents feel comfortable	14
Personalized attention to students; out of class contact with students; student involvement	13
Rural community /residential nature; uniqueness; we are not the "U"; reputation	13
Facilities (Library, Eccles, Noyes); new dorm; parking	11
Good reputation in Utah for transfer preparation; transfer options; transfer pipeline	9
Social interaction for student clubs; we do more with less in clubs, sports, etc. vs. peer institutions	8
Best niche programs; variety of programs, CTE, transfer, GE, Fine Arts	7
High quality; rigorous academic experience; topnotch/quality education for students	7
4-year degree vs. 4-year school; 4-year programs that community can support; 4-year movement	6
International connections (students, schools)	6
Loyalty (among alumni); alumni are satisfied; recruit via word of mouth advertising	6
Tradition/history; 125 years in the game	6
Create new niche; become destination school; multiple locations; so desirable needs cap	4
May be first opportunity for students to live away from home; can be home in two hours	4
Partnerships, i.e., Julliard, U of U	4
Passion – faculty/staff	4
Quality of students, staff and faculty	4
Weaknesses	Votes
Rural – lack of employment, places to eat, college life experiences, etc.	20
Attitude negative – low morale; lack of trust; don't celebrate enough	19
Salary stagnation; salaries too low; we lower the floor (instead of raising the ceiling)	18
Lack of diversity – student/faculty/staff; mainly LDS student body, faculty and staff; and culture	14
Communication; faculty vs. administration: a. Decision-making; b. Goals; c. Business vs. education; d. Priority on educational goals	13
Fear (of repeating past problems); inertia; resistant to change	12
Small budgets for programs; competition for resources; fundraising as a 2-year school	12
Top heavy; bureaucracy; low tolerance for error; reactionary – administration (not planned/researched)	9
Workload (faculty & staff) – too much/too little; too many committee assignments	8
Some faculty and staff members; limited faculty	7
Goals – where are we heading?; divided campus for change; what is our new role?	6
Narrow mindedness – diversity (students & employees); not on Wasatch Front (rural)	6
GE mill; GE not meaningful; too much GE;	5
Territory “turf”; too territorial	5
Underutilizing geographic potential; still too siloed	5
Faculty/staff buy-in; no sabbatical opportunity	4
Not enough interdisciplinary course options; some classes offered only once – too few offerings with small enrollment	4
“One-stop shop” advising doesn’t work; advising office should work more with faculty	3
Housing – Richfield campus	3
Lack of publicity; outreach to high schools; high school student registration procedure	3

Opportunities	Votes
Other 4-year degrees/certificates	16
Redefine who we are – our niche; already different; completely reinvent ourselves	13
GE – Redefine; interdisciplinary/integrated GE courses	9
Exploit faculty uniqueness, strengths; diversity	8
Provide affordable quality 2-year education	7
Enrollment growth	5
Online courses; high touch	5
Housing – meet demographic change; married students	4
Our size -- ability to change quickly; adapt; increase growth	4
Outreach – global and local	4
Quality through small student faculty ratio	4
Better remediation	3
Community engagement – linked to school	3
Diversity across the board; alumni, students, faculty	3
GE mill, etc. -- Move beyond	3
Global orientation – diversity; 3 + 1 programs	3
Location – day trips, field trips	3
Niche market won't be the same	3
Ability to partner with larger institutions, i.e., SUU, Julliard, etc.	2
Being small	2
Threats	Votes
Concurrent enrollment	9
Changing too much too quickly (resistance to change at Snow)	8
Loss of identity in process of change - ignoring history & tradition	8
Budget Cuts	7
Legislature – funding	5
Online GE and online courses in general (High School offerings as well)	5
Perception that we don't need 4-year degree (legislature, Board of Regents, etc.)	5
Closure of the College	4
Economics – job market/employment rates	4
Housing and/or married housing	4
Lack of online options; online in general	4
Missionary age change	4
Community cynicism	3
Declining student interest in attending college	3
Fear of change; protection during change; Snow has changed lots of times	3
GE is awkward; need to reinvent GE	3
Missionary age/diversify student body	3
MOOCs (Massively offered online courses)	3
Not a destination (terminal) institution	3
Salaries/quality faculty (and staff)	3