

APPLICATION NARRATIVE COVER SHEET

NAME OF INSTITUTION: Snow College

INSTITUTION DETAILS:

Address: 150 E College Avenue

City: Ephraim

State: UT

Zip Code: 85627

Website: www.snow.edu

SERVICE AREA:

Snow College is an open entry two-year institution that offers two distinct bachelor's programs in Commercial Music (BA) and Software Engineering (BS). Snow College's educational offerings serve the entire state of Utah. The main service area, referred to as the Six County Service Area, represents Juab, Millard, Piute, Sanpete, Sevier, and Wayne counties. These counties are among the poorest in the state of Utah by median household income. They also have the highest unemployment rates and the lowest percentage of individuals with some college education.

	Median HH Income ¹	Some College ²	Unemployment % ³
Nation	\$68,703	73%	2.6%
Utah	\$75,700	71%	2.6%
Juab	\$66,100	49%	2.5%
Millard	\$59,100	40%	2.8%
Piute	\$42,200	56%	4.8%
Sanpete	\$54,600	62%	3.2%
Sevier	\$59,000	59%	3.1%
Wayne	\$50,600	65%	5.5%
Reporting Year	2019	2015-2019	2019

¹ <https://www.countyhealthrankings.org/app/utah/2021/measure/factors/63/data>

² <https://www.countyhealthrankings.org/app/utah/2021/measure/factors/69/data>

³ <https://www.countyhealthrankings.org/app/utah/2021/measure/factors/23/data>

POINT OF CONTACT:

Institutional point of contact regarding this application and other Aspen Prize-related requests.

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PRESIDENT DETAILS:

President's Name (Prefix First Last): Dr. Bradley Cook

President's Email: brad.cook@snow.edu

of Years Current President Has Held the Position: 3

Assistant Name (Prefix First Last): Marci Larsen

Assistant's Email: marci.larsen@snow.edu

Assistant's Phone: (435) 283-7010

SECTION 1. EXECUTIVE SUMMARY

Notes to applicants:

- Contributors to this section may wish to cross-reference subsequent sections of the application narrative to assist in the writing of this executive summary.
- The online application form limits entries to the word counts listed for each question.

The executive summary should provide the selection committee with an overview of the most important ways your college is working to achieve high and continuously improving levels of student success and equity. The summary should provide the big picture of the college's student success and equity trajectory and what leaders believe have contributed most significantly to the levels of student success that qualified the institution to apply for the Aspen Prize. In crafting this summary, you may wish to reflect on the following:

- 1. What are the most important college-wide goals for improved student success and equity? How have leaders ensured that these goals are effectively communicated to and shared by faculty, staff, students, and the community?**
- 2. What have been the most effective strategies to achieve those goals in recent years? Why were those strategies chosen? How were they informed by the college's and community's challenges, context, student demographics, and unique mission and goals?**
- 3. Covid-19 brought immense challenges to colleges and communities. In what ways has your institution's response to the pandemic and new understanding of your students enhanced your ability to serve students?**

Maximum word count: 1000

Snow College's Strategic Plan (2020) represents the work of a comprehensive and collaborative task force charged with evaluating the institution's strengths, weaknesses, opportunities, and threats. Engagement with a variety of stakeholders resulted in five strategies designed to give the College competitive advantage in the higher education space.

Student Success seeks to increase national markers of student success by focusing on achievement gaps as identified by the Aspen Institute.

- Snow transitioned to an intrusive advising model where success advisors serve select students associated with their discipline specialties. Shifting from a philosophy of equality to equity, advisors provide individualized support based on student need.

Predictive analytic data identifies at-risk students; advisors dedicate more time-intensive services to these students.

- The registration onboarding process provides essential entering student information to complete a first semester schedule that is based on proven indicators of success. Under this model, fewer than 10% of new students alter schedules, first term course success rates have risen 1%, and fall to spring persistence has improved by 5% (fall 18 to 19 = 64%, fall 21-22 = 69%).
- The college added two new advisors to align the advising load with NACADA standards (444:1).
- Snow College reduced the ratio of wellness counselors to students (professional standard goal of less than 1,000:1) by hiring an additional full-time counselor (Snow's ratio = 800:1). Anticipating the emotional toll of the pandemic, two additional part-time counselors were hired and continue to serve students.
- Snow's GE model revision reduced time-to-degree completion by 3 credits. The introductory Foundations course has 100% participation among first-time students, who are immediately exposed to interdisciplinary thinking and student success strategies.
- Snow added robust student success supports that include online tutoring services in all subjects; a new student success director, additional peer mentors, culturally sensitive academic coaches; and campus-wide inclusion/belonging training.
- The most recent capital campaign netted an 18% endowment increase dedicated to need-based, diversity, and retention scholarships. Data suggests that amounts as low as \$1,000 have positive impacts on student persistence and completion.

Academics aims to improve the academic quality of all academic programs and ensure all learning mediums focus on engaged student learning.

- Snow College faculty have implemented a variety of TILT assignments and activities to improve student engagement and course content relevancy. 100% of students participate in one or more HIP designated courses.
- Snow just finished an initial review of all programs and pedagogies for inclusivity. Each department has a diversity plan and faculty continually assess equity gap completion and program outcomes. The goal of a 2% increase in gateway course completion is halfway realized with a fall-to-fall increase of 78% to 79% and a spring-to-spring increase of 77% to 80%.
- The Director of Online Education guides the development of robust online courses and programs. In the past year, 87% of faculty who teach in the online arena participated in a quality review based on rigor, culturally relevant content, and engaged learning.
- Technical education has strategically expanded to include credit for prior learning, short-term training gateway experiences, mobile platform program expansion, and support for competency-based technical education instruction.

Recruitment and Retention pursues increased equitable access to a world-class college education.

- Snow has provided campus-wide diversity, inclusion, and belonging training.

- The institution developed performance funding recruitment goals that prioritize access to underrepresented student groups.
- Admissions eliminated the ACT scholarship barrier.
- The college leveraged Civitas predictive analytics to provide timely data and personalized outreach to high-risk non-persisters and non-completers.
- Snow is creating a strategic enrollment plan that includes a campus-wide retention strategy related to a 2% persistence increase.
- Snow increased the number of diversity scholarships and technical education scholarships.

Employees and Infrastructure goals build upon the College’s capacities and culture

- Snow maintains quality personnel who are appropriately reviewed, recognized, and compensated.
- Diversity and inclusion initiatives extend to full and part-time staff who also benefit from a sense of belonging.
- Human Resources has expanded potential employee outreach to attract and retain more diverse employees.
- Snow leveraged federal COVID funds to remove technological barriers for students, faculty, and staff. Budget Task Force approvals targeted projects that provided technology improvements to classrooms and students in need. 100% of classrooms are equipped with new, standardized broadcast technology and Wi-Fi access was strengthened in all campus facilities.

COVID 19 created unusual challenges for higher education. Our response was markedly different because students indicated a desire for a face-to-face learning environment fall 2020. With proper safety and prevention protocols, we were able to hold 90% of our courses in-person with little interruption. Every classroom received upgraded technology to synchronously broadcast to remote sites (including dorm rooms and homes), and asynchronously record lectures for later reference. These strengths to our online presence have continued in the classroom and have expanded to include more online degree options in both degree-granting and technical education programs. We included the availability of personalized online support in registration, advising, tutoring, and wellness and increased the number of peer mentors and success coaches (24/7).

Starting fall 2020, Snow provided rapid COVID testing for all students, faculty, and staff. A COVID-Cares Team was created to handle the social-health issues of impacted students. A dorm was dedicated for quarantine housing where cafeteria meals were delivered. COVID-Cares team members provided communication to faculty and coordinated each quarantined student’s transition to online learning. Snow synchronized contact tracing with Central Utah’s Public Health Department and extreme health cases with central Utah medical personnel. While quarantine services have suspended, all other COVID-related services remain active. To date, Snow has provided 11,815 tests to over 3,000 students, faculty, or staff.

Initially, COVID funds earmarked for students were allocated by student application (\$2,460,335 to 2,749 students) but recent funds have provided a stipend for every student (up to 14 credits free). Snow's response to COVID was incredibly popular as indicated by an enrollment increase in both the 2020 and 2021 academic years: fall 2020 saw a freshman class of 1,469 (2.5% increase) and fall 2021 boasts the College's largest freshman class ever—1,787, a 21.6% increase.

SECTION 2. DEGREE AND CREDENTIAL COMPLETION

Notes to applicants:

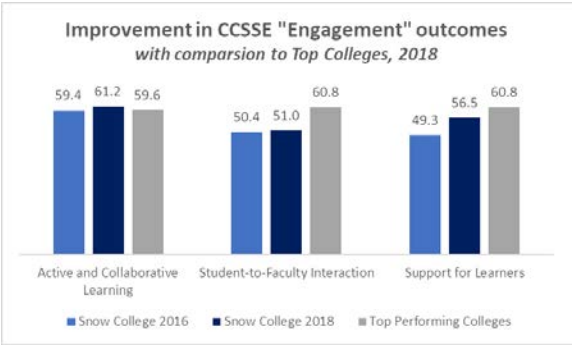
- If helpful, you may include visual representations of the college’s programs of study, advising structure, or **student onboarding processes** to support the narrative responses below.
- The online application form limits entries to the word counts listed for each question.

2.1 Provide a brief overview of the most important strategies that have contributed to strong completion rates college-wide. Be specific regarding the current status and scale of implementation of each strategy.

Maximum word count: 500

Snow College uses a multi-dimensional enrollment management approach to help students realize their completion goals. Essential elements of this approach are as follows:

- High touch, integrated, and student-centered instruction is the foundation of the College’s curriculum design and teaching practice. 70% of classes are taught by full-time faculty focused on providing high quality educational experiences in small classroom settings (1:19 student/faculty ratio). Faculty Lunch Bunch (monthly), New Faculty Orientation (weekly fall semester), a faculty peer mentoring program, annual faculty reviews (including peer classroom observations), team-teaching opportunities, line-item funds (\$90,000 annually) dedicated to faculty professional development, and stewardship-based leadership help Snow College maintain high teaching standards. Snow’s excellence is evidenced in student course evaluation results and CCSSE scores.

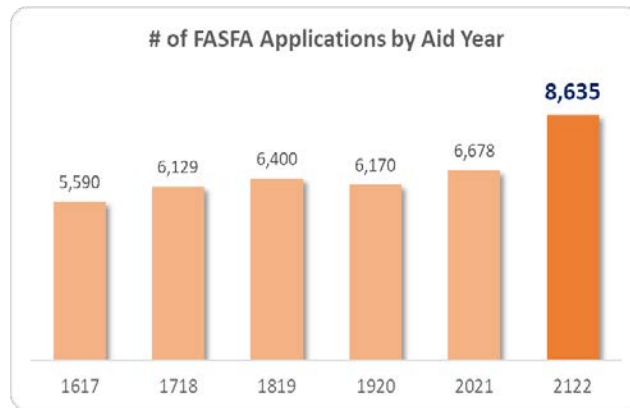


	Benchmark	Current Averages	Difference
The instructor showed respect for students' comments and questions.	3.0	3.7	0.7
The instructor provided helpful feedback of my work.	3.0	3.4	0.4
The instructor displayed genuine concerns for students and learning.	3.0	3.6	0.6
The instructor used teaching methods that were engaging and helpful.	3.0	3.5	0.5
The instructional materials were effective in helping me learn.	3.0	3.5	0.5
Institutional average scores on student course evaluations, scale 1 to 4 (high) from fall 2016 to present, n = 97,251 evaluations			

- [General Education is Snow College’s specialty!](#) Whether in-person or online, the program provides a wide-range of classes taught using the personalized, supportive, and enriching educational experiences that enable students to analyze, communicate, problem solve, collaborate, and [personalize their GE path](#) with skills beneficial to transfer, job placement, and everyday life. The [Foundations class](#) (first semester) allows students to explore topics from the perspective of three academic disciplines and develop their overall educational plan. The adjustment of the curriculum with the introduction of this class reduced the number of [credits toward graduation from 63-65 to 60](#). Students can earn a [GE Certificate](#) by completing the required GE credits (32 credits). High school students can concurrently earn this certificate through Interactive Video Conference (IVC) or approved face-to-face dual enrollment. The number of earned GE Certificates has increased from 5% (2016) to 23% (2022) and average concurrent enrollment credits have jumped from 6 to 18.
- The [Snow College Campus Assessment and Resource Team \(CARE Team\)](#) connects academics and student services with resources that sustain the well-being/success of each student. Campus community members use the system to preventatively report academic or behavioral “red flag” concerns ([see FAQ](#)). Additionally, Snow College uses [INSPIRE: Early Alert Functionality \(CIVITAS\)](#) to report timely academic concerns to a student’s advisor. Since implementation in 2020, 781 early alerts have been filed and nearly 60% have been resolved.
- Stackable credentials support student workforce placement, career advancement, and transfer. These credentials are found in vocational and academic disciplines and now incorporate competency-based education as a delivery method. 2019-2021, the College added 6 certificates, serving 17 AAS degrees, and 6 AS degrees (up 2).

	Certificates	AAS Degrees	AS/AA Degrees
2019	34	17	4
2021	40	17	6
2021-2022 CBE programs added in AS of General Education, CER/AAS Computer Information Systems/Networking and CER/AAS in Industrial Mechanics.			

- 15-to-Finish encourages students to take 15 credits a semester with a no-charge tuition break at 10 credits. Combined with the College’s affordable tuition/fee schedule and improved outreach to high schools (including Spanish sessions), FASFA completion has improved 29.3% (FY 2021 to FY 2022), and Snow leads the state with 65% of students completing 30 or more credit per year.

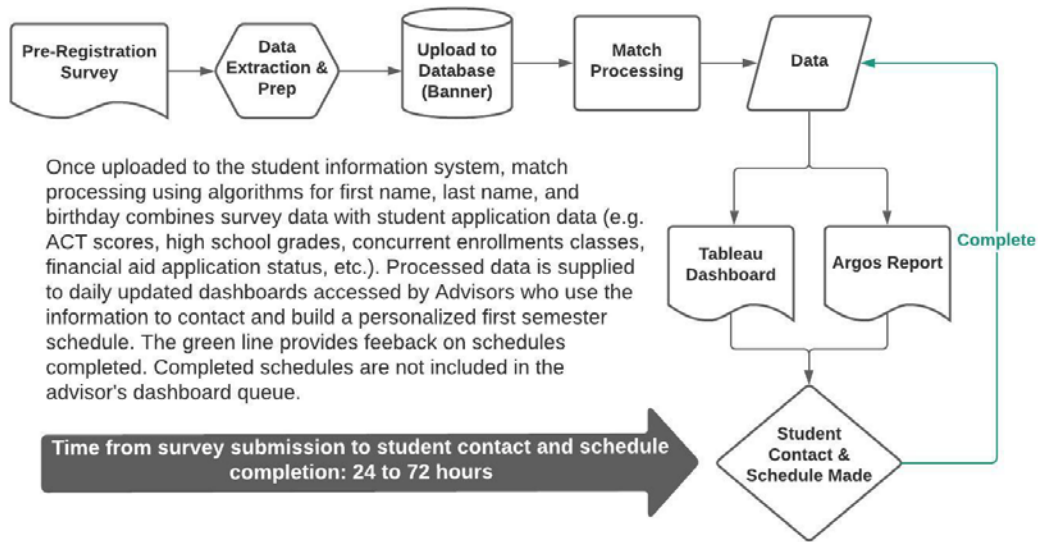


2.2 Describe how the college starts advising students. In your response, you may address:

- What advising strategies exist for connecting students to the college prior to enrollment?
- What advising strategies are used to connect students to the college in the first semester, including helping students select a program of study?

Maximum word count: 500

Within 24 hours of completing their application to Snow College, students complete an online registration “survey.” This survey collects basic information about prior college learning experiences, intended college activities, stop-out plans, campus affiliation, desired instructional modality, transfer intention, hobbies, and intended major. The intended major is organized by degree type and meta major categories with embedded logic supporting specific degree selection (e.g., bachelors or CNA, LPN, RN, etc.). Collected data is extracted, uploaded to Snow College’s student information system, and matched with existing admission data (high school GPA, ACT/SAT test scores, and transfer credit). Using this information, the program assigns the student to an advisor-specialist, who serves as the primary point-of-contact in creating the first semester schedule.



Contact with the student is made using online, phone, or in-person appointments. Completed schedules are emailed to the student with orientation and tuition information. The entire procedure takes 24 to 72 hours to complete depending on advisor workloads. This process alleviates the student burden of navigating and registering a “best fit” first semester schedule and supports Snow College’s intrusive advising model.

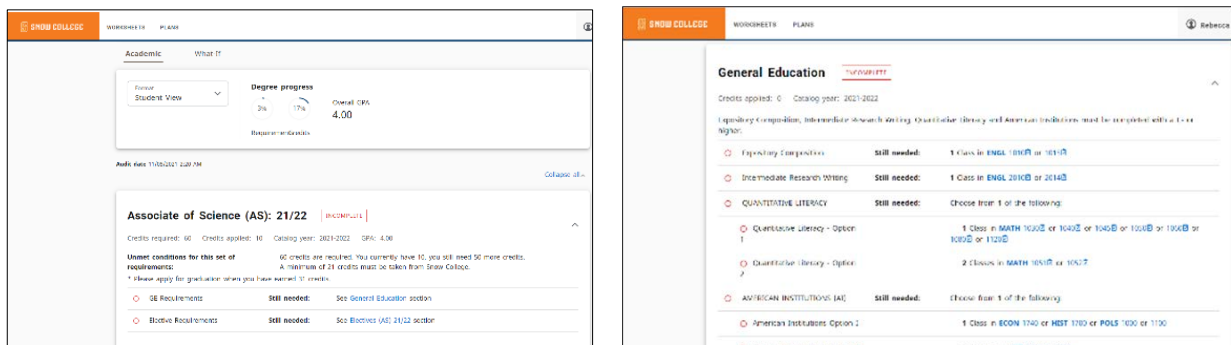
Throughout their education, students are exposed to activities that highlight major programs, faculty mentors, and academic-based student clubs (“majors’ market” and Club Rush). In the science department, pre-health profession majors enroll in a Rural Health Scholars’ class each semester which exposes them to seminar-based health professional guest lectures and one-on-one faculty advising.

2.3 Describe any work the college has done to provide students with clear pathways to degrees and credentials (e.g., the development of meta-majors, course sequence guides/course outlines, degree maps, and individualized degree plans).

Maximum word count: 300

Upon admit, students are connected to [DegreeWorks](#), an online tool that allows students to track their progress toward graduation, reducing confusion on graduation requirements, credit completion, and courses needed for degree completion. DegreeWorks integrates with Snow College’s student information system to obtain up-to-date program and GPA information. Students can see what classes are needed to satisfy general education and degree pathway-based courses, courses in-progress, and courses completed. In addition, students can practice “what-if” scenarios for future planning. Students are encouraged to use the degree audit report as a guide for completion planning. They are encouraged to seek advisor specialist support for

help in interpreting the report and planning elective coursework consistent with articulated transfer pathway. Students can access the DegreeWorks system at their convenience 24/7.



Depending on the student’s program of study, [Degree Pathways](#) provide static information on the required (GE) and elective courses needed for seamless transfer. Degree Pathways supports the plans and progress-tracking of Degree Works. For example, a student entering Snow College interested in transferring to a Pharmacy program would reference the [Pre-Pharmacy Degree Pathway](#) guide to develop the Degree Works plan for GE and elective courses suitable for each available four-year pharmacy program in the state. Each guide provides program faculty contact information at both institutions, online course options, and progress tracking milestones. Degree Pathway documents are updated annually by faculty who serve on state-wide program articulation committees.

2.4 Describe the most important ways advisors, faculty, and staff keep students on track to completion. In your response, address the following and clarify which steps are optional and which are mandatory.

- What are the most important strategies that ensure students in their first year are oriented to the college, select an appropriate program of study, and make academic progress?
- How do advisors, faculty, and other staff monitor student progress and intervene to ensure student success?
- How does the college make it inevitable that students struggling with academic and nonacademic issues receive the supports they need?

Maximum word count: 500

Orientation begins when students complete their registration onboarding survey, as they are guided through some of the tools of the system. Students also complete an online orientation in the summer, which focuses on student success strategies, navigation of essential campus services, connection opportunities, and an introduction to Snow’s LMS system (Canvas). Presented as the first Canvas course, online orientation is required of all students.

New students begin their education with a [first-year experience course \(Foundations\)](#), where they study Snow’s learning outcomes and create an educational plan. These students also work with professors representing three different disciplines to develop integrated learning and

interdisciplinary thinking skills. The original pilot of 9 face-to-face sections (three integrated courses) in 2019 has expanded to 75 traditional or online sections representing [“cool” integrated learning](#) with titles such as Fear, Becoming a Jedi, A Lifetime of Health and Fitness, Natural Disasters, How to Make Something Out of Nothing, Earth and the Landscape Around Us, Propaganda, Are You What You Eat?, Being Human, Engineered Beauty, and the Facets of Food.

Faculty and staff collaborate to ensure students are getting timely academic and personal support. This begins with faculty normalizing student support through student groups, lab hours, and tutoring. It also includes a comprehensive early alert system through which college personnel can engage a caring team of professionals to address individualized student struggles. Resources now include tutors, academic coaches, peer mentors, wellness counselors, campus safety officers, and access to [Buster’s Panty](#) (donated food items). These strategies are provided to both the Ephraim and Richfield campuses and have been expanded to include online outreach. Since 2017, the Care Team—a cross-functional success team—has reached out to 330 unique students who were identified as having risks beyond the classroom. Of those, all have been successfully supported, and 93% have been able to persist with their academic goals.

Academic early alerts link with Civitas to solicit timely intrusive advising when needed. When faculty file an alert, this system coordinates and provides advisors with information and tools to reach out. Since implementation in 2020, 781 early alerts have been filed and nearly 60% have been resolved with student success.

2.5 Explain how data are used to assess student success challenges, monitor/refine reforms, and support continuous improvement in completion outcomes. If possible, provide 1-2 specific examples of how data are routinely used, by whom and in what contexts, to set goals and monitor outcomes in student success.

Maximum word count: 300

[Predictive analytics software \(Civitas\)](#) provides college personnel with statistically derived insights on first semester persistence and completion. These data are disaggregated to pinpoint at-risk student groups, advise on courses, and identify learning behaviors that directly influence student success. Of the 6,083 current students, 23% have been classified as low persistence. Information these students facilitates general email outreach and individual priority contact and support. All outreach activities are tracked for continuous feedback and timely planning.

The same software determines student “failure” through powerful predictors—highly correlated persistence and completion variables. For example, engagement in the LMS (Canvas) associates with course and term grades. Student persistence improves when weekly LMS engagement exceeds one day. The ratio of persisting to non-persisting students who access the LMS < one day per week is 1.2:1 compared to those who access the system at least once per week, 4.79:1. Faculty used this information to encourage more LMS interaction (see section

5.1).



[Data-driven dashboards \(Aspen Gains\)](#) provided to faculty through the academic year, are updated each semester, and include point-in-time and trend course completion rates with disaggregated measures for courses, semesters, grades, and student equity gap groups. Faculty analyze and reference these data for curricular or pedagogical areas of improvement. For example, the Chemistry department noticed significantly lower fall semester course completion rates in Chemistry 1010/1015 (lab) among ethnic minority males. This resulted in course re-design actions a section that meets four instead of three days a week. Success advisors directed enrollment of ethnic minority males to this course, which has expanded to include all fall sport athletes with a chemistry class requirement. Course completion rates have improved from 42% to 76% for Hispanic students. Spring completion rates have increased from 50% to 100% for Pacific Island students and from 67% to 100% for Black, Non-Hispanic students.

SECTION 3. TRANSFER AND BACHELOR'S ATTAINMENT

Note: The online application form limits entries to the word counts listed for each question.

3.1 Provide a brief overview of the most important strategies to support the success of students who intend to earn a bachelor's degree, including through transfer to a four-year institution.

Maximum word count: 300

As a two-year high transfer institution, most Snow College students attend for general education fulfillment and pre-major transfer preparation. Beginning with the pre-registration survey, students are assigned discipline-specific advisors fully versed in the discipline's transfer requirements and options. Additionally, students are provided with [Degree Pathways](#) and access to state transfer and articulation agreements. Students can consistently monitor their progress toward degree completion and transfer using [DegreeWorks](#). For pre-major requirements, students have access to faculty advisors.

Transfer counselors from four-year institutions provide general and discipline-specific information through various on-campus visits. These visits also include proprietary schools offering accelerated bachelor's programs in nursing, pharmacy, and healthcare related fields. Contact information for transfer institution counselors and four-year faculty advisors is available in Snow College's Student Success Center. Pre-health care majors enroll in a one-credit based [rural health scholars class](#) designed to give healthcare career preparation, opportunities for service, leadership and professional healthcare exposure. Course enrollment has doubled from 16 (fall 2016) to 39 students (fall 2021).

Starting with specialized associate degrees in engineering, business, nursing, and visual art, Snow College has expanded emphasis on degree completion prior to transfer. This strategy reduces the time and resources needed to complete a bachelor's degree, creates opportunities for immediate workforce placement, and improves lifetime economic circumstances. Transfer rates for non-completers have decreased; transfer rates for specialized associate degree completers are at 100%; transfer rates for general associate degree students have increased. Female students have expressed more growth than male students. Respective increases have also occurred

		No Transfer	Transfer Out
Male	Non-Resident	65.6%	34.4%
	Hispanic	47.2%	52.8%
	American Indian	40.0%	60.0%
	Asian	33.3%	66.7%
	Black	45.8%	54.2%
	Pacific Islander	37.0%	63.0%
	Multiple Races	62.5%	37.5%
	Total	49.3%	50.7%
Female	Non-Resident	86.1%	13.9%
	Hispanic	39.5%	60.5%
	American Indian	30.8%	69.2%
	Asian	7.1%	92.9%
	Black	33.3%	66.7%
	Pacific Islander	72.7%	27.3%
	Multiple Races	44.4%	55.6%
	Total	50.0%	50.0%
Grand Total	49.6%	50.4%	

for all minority groups. Transfer-only rates at 150% of time for minority students has improved from 22% to 32% (most recent 150% of time cohort). When combined with degree completion, the transfer rate jumps to 50%.

3.2 Describe how the college engages with the four-year institutions that are the primary transfer destinations to ensure that students have a smooth path to a bachelor's degree, with a minimum of lost time and credits and aligned academic expectations. In your summary, you may address:

- How the college selects, establishes, and sustains key four-year partnerships
- How these partners contribute to program and/or course design and delivery (e.g., alignment of curriculum, course selection, advising, etc.)

Maximum word count: 300

USHE [R470](#) governs the integrity, acceptance, and awarding of transfer credit from Snow College to statewide bachelor's programs. This policy is supported by statewide executive academic affairs meetings (monthly), faculty-led majors' meetings (semester), and department collaborations (as needed). The statewide GE Task Force ensures coherence, consistency, and full reciprocity for general education requirements and programs completed at USHE institutions ([R470-3](#)). To facilitate state-wide articulation agreements, general education courses with the same learning goals, content, and rigor share common names, numbering, and credits.

Exceptional academic preparation and sustained economic development is further supported by these partnerships:

- Utah State University: extension campuses in Ephraim and Richfield, a four-year Agribusiness degree (2+2).
- University of Utah: a 3+1 Visual Art.
- Weber State University: a 4+1 Music Education degree, a 3+1 Visual Arts degree.
- Southern Utah University: a 2+2 Rural Health Scholars arrangement.
- Southwest Technical College: CDL certification.
- Utah Department of Corrections: prison education in construction management and culinary arts.
- State of Utah Office of Economic Development: grant funding for short-term training programs.

Partnerships are in the process:

- A four-year Utah State University degree in Agribusiness, Ephraim campus.
- A four-year Utah Valley University degree in elementary education, Ephraim campus.
- A 2+2 Utah State University partnership for bachelor's degrees in psychology, communication, business, education, social work, community health, and criminal justice, Ephraim campus.
- A 2+2 Weber State University bachelor's degree in nursing, Richfield campus.

- A 2+2 Weber State University degree in business, both campuses
- Additional prison education/POST training with Salt Lake Community College.

Faculty from both institutions collaborate on curriculum organization and faculty assignments with Snow College specializing the delivery of lower division courses. Completed proposals are presented to the Curriculum Committee for consideration and forwarded to the President’s Cabinet and Board of Trustees for approval. Final approval is by the state Board of Regents ([R401](#)).

3.3 Explain how the college measures the effectiveness of transfer functions and supports and how data (e.g., bachelor’s degree attainment, transfer-out rate, etc.) are used to improve transfer outcomes. Cite the source of the information, indicate how frequently the information is collected, and describe how and by whom the information is used to ensure students’ success in transfer.

Maximum word count: 500

Snow College consistently obtains transfer information from the National Student Clearinghouse (NSC).

- Graduating class transfer files: obtained each October after state and IPEDS graduation reports have been completed.
- Non-returning transfer files: obtained each October in conjunction with the graduating class file and after the spring semester census date
- Cohort-based transfer files: prepared each February preparatory to completion of the IPEDS Graduation Rate reporting component.
- Additional files are sent upon request for program reviews, grant fulfillment, or initiatives completion.

NSC return files provide consecutive transfer information (dates, institutions, majors, and degrees awarded) for student enrollment within the specified time frame. These data are uploaded to a comprehensive student information system (Banner) transfer table (iro.transfer). Using key student identifiers, trend and point-in-time transfer information is accessed in reports and interactive dashboards. Matched with other student information, the data provide disaggregation by cohort, program, and equity gap groups.

Transfer and graduation information is brought to scale using Snow College’s tiered reporting structure (see section 7.2e). General information references College Navigator, open dashboards, and published IPEDS Graduation Rate Outcomes reports. Snow College’s Strategic Enrollment Committee studies graduation and transfer rates to measure KPI progress and formulate improvement plans. Transfer information is shared with K-16 alliance of public and higher education officials to communicate the importance of the college experience and district level student transfer success obtained through Snow College (a marketing strategy). Academic programs address data-derived graduation and transfer outcomes on their five-year comprehensive program reviews. The same data for cohorts at 150% of time is provided to

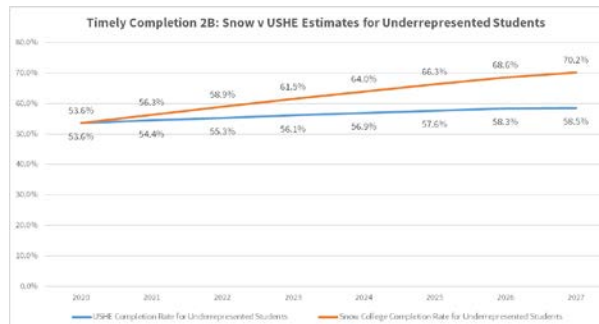
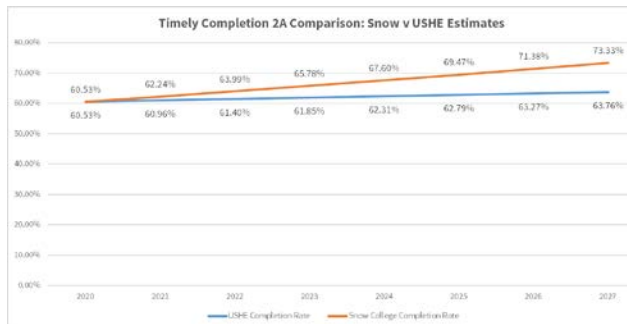
faculty as a part of annual program reviews (Assessment Day). These data are used to measure program success outcomes, expand curricular articulation agreements with existing alliances, and explore additional business and industry partnerships. Program specific transfer data also assisted the development of discipline-specific advisors who provide cohesive academic guidance and constancy throughout a student’s tenure. More detailed dashboards and reports are accessed via secure server sign-on or independently presented (Level 2 and Level 3 dashboards/reports).

3.4 How has the college tracked and responded to achievement gaps in transfer outcomes for different groups of students (e.g., gender, race/ethnicity, socioeconomic background, part-time, adult, etc.)? Where relevant, include key metrics around the relative scale and impact of specific interventions or programs designed to improve transfer outcomes and eliminate disparities in transfer outcomes.
Maximum word count: 300

Transfer information for all underrepresented students (minority students) is a key performance funding metric for USHE. Annually, Snow College assesses graduation and transfer rates at 150% of time for entering student cohorts. Snow College has proposed to add 20 general graduates/transfers each year to reach 73.2% by 2027, more than the system’s (USHE) goal of 63.76%. For underrepresented students, Snow College aims for 70.2% completion by adding 10 or more minority student completers, exceeding USHE’s proposed goal of 58.5% success.

All Students	2019	2020	2021	2022	2023	2024	2025	2026	2027
Student Cohort	1923	1895	1875	1855	1835	1815	1795	1775	1755
USHE Goals for All Student Completers	1,162	1,147	1,143	1,139	1,135	1,131	1,127	1,123	1,119
Snow College Projected Completers	1,154	1,147	1,167	1,187	1,207	1,227	1,247	1,267	1,287

Underrepresented Students	2019	2020	2021	2022	2023	2024	2025	2026	2027
Snow College Underrepresented Cohort	257	261	266	271	276	281	286	291	299
USHE Goals for Underrepresented Completers	121	140	145	150	155	160	165	170	175
Snow College Estimate Growth for Unerrepresented HS Graduates	121	140	150	160	170	180	190	200	210



Blue line = USHE goals for Snow College. Orange line = Snow’s goals for Snow College, 2022 to 2027

- **Performance Funding:** The college acted on this metric through the diversity and inclusive initiative (fall 2020) which was expanded to students and the concept of belonging (fall 2021), see section 6.1.
- **Strategic enrollment** leadership team tracks transfer rates to improve persistence and completion among minority groups. Minority student persistence is 63% (total students = 75%). Their strongest persistence predictor is merit-based financial aid—at \$1,000 or more of aid, persistence rates normalize for all minority students. Snow’s financial aid office provided additional FASFA nights, which resulted in a 29.3% one-year increase in FASFA applications (see section 2.1). The institution increased the number of dedicated diversity scholarships by 60 (approx. \$120,000) to address this issue.
- **Student Support Services** (a TRIO program) assesses student transfer to substantiate the program’s developmental and academic activities and provide evidence of successful student outcomes associated with the three-year grant renewal process. Working with the Multi-Cultural Center, the TRIO program increased culturally sensitive tutoring and peer mentoring for minority students. An additional full-time transfer advisor was added which resulted in an 11% increase in transfer rates among program first-generation and minority students.
- **Program-specific transfer** information sustains and develops four-year program partnerships throughout the state (see section 3.2).

SECTION 4. WORKFORCE OUTCOMES

Note: The online application form limits entries to the word counts listed for each question.

4.1 Provide a brief overview of how the college prepares students to succeed in high-paying jobs based on the needs of the regional labor market. Please identify the characteristics of the labor market (e.g., major industries and employers, recent economic shifts) in the college's region.

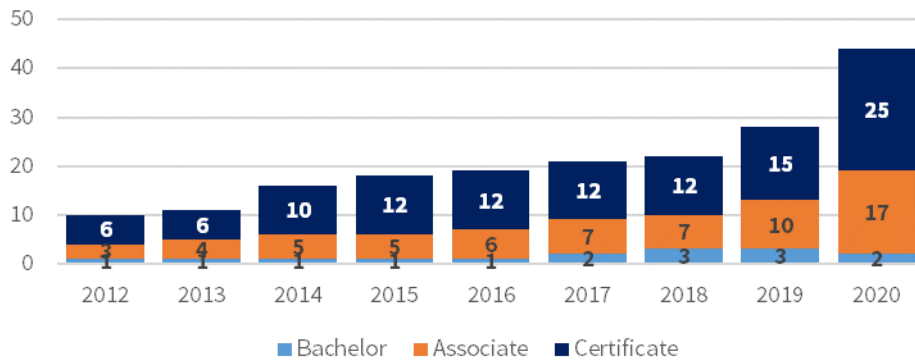
Maximum word count: 300

Snow College serves as the technical college for central Utah. Each technical program undergoes a semi-annual review with occupational advisory committees. Faculty and college leadership work with employers and economic development partners to identify high-paying, high-demand jobs. In Snow's service region these jobs include mining, manufacturing, transportation, and health services. Companies like ACT Aerospace (Gunnison, UT) and Owens Corning (Nephi, UT) have increased need for manufacturing jobs. Elevated calls for shipped products have provided large job openings among regional trucking companies like Triple L Transport (Centerfield, UT), Robinson Transport (Salina, UT), and Gurney Trucking (Aurora, UT). National trucking companies and repair centers along the 1-70 corridor drive demand for diesel technicians and mechanics. Median wage for Snow students with a degree in Mechanic and Repair Technologies one year after graduation is \$36,214.

Scaled strategies that prepare students for high-wage, regional employment include:

- An expanded Economic Development Team that includes Snow's Vice President for Technical Education and Workforce Engagement, Business & Applied Technologies Dean, Business Department Chair, CTE Director, Entrepreneurship Director, and Small Business Development Director with representatives from regional economic development directors and business and industry leaders.
- A bachelor's degree in Software Engineering (fall 2012) has moved graduates into high-paying local jobs (median incomes = \$62,197 1-year postgrad and \$79,801 5-year postgrad).
- The Software Engineering department scaled entry level coursework to offer a two-semester, 15 credit-hour online junior coding certificate. Hosted by [Snow College's Learn & Work Initiative](#) (Fall 2021), the program is at 70% capacity.
- Expanded learn and work certificates provide specialized training for local jobs and upskill opportunities in areas of composites technology, emergency medical services, geographic information systems, heavy equipment operation, industrial mechanics, human services, and data analytics. Since 2012, the cumulative growth of programs supporting economic development has grown from 10 to 44 awards.

Cumulative Growth of Programs supporting Economic Development & Growth



4.2 Describe the college's approach to partnering with employers. In your summary, you may wish to address:

- How the college determines which industry sectors and employers to prioritize
- How employers contribute to program and/or course design and delivery (e.g., employer feedback on course/program effectiveness, work-based learning opportunities, apprenticeships, etc.)
- Significant other forms of employer support (e.g., heavy equipment donations, shared facilities, grants) that enable excellence for students
- Any significant or innovative programs that provide students access to good jobs through non-credit courses or programs and the number of students participating?

Maximum word count: 300

Snow's region contains multiple industry sectors. Prioritization for special projects, program upgrades, and focus is necessary. Employer and economic feedback put Snow's focus on manufacturing, transportation, and technology sectors.

Curriculum is reviewed by employers in semi-annual occupational advisory committee meetings for

- Program alignment with knowledge and skill entry-level requirements
- Program and course length (in time) sufficiently meets entry-level employment requirements.
- Program content reflects industry knowledge and skill requirements.
- Equipment is current and relevant.
- Instructional materials are engaging and relevant to industry-needed knowledge and skills.
- Program delivery method is appropriate and meets industry expectations.
- Training reflects appropriate knowledge and skill level.
- Student assessment aligns with course descriptions and objectives.

[Great Lakes Cheese \(GLC\)](#) in Millard County employs 350 workers but ideally needs 400 workers, particularly industrial mechanics for operational maintenance. Employees available for

training were 70+ miles away from our classrooms. Snow used a grant to develop a mobile platform that locally trains GLC workers. The mobile platform meets the needs of the company, maintains the integrity of discipline accreditation, and Employees receive a marketable credential.

Snow College established an innovative non-credit partnership with [DevPipeline](#) to provide a full-stack web developer certifications to rural residents. With the goal to bring technology careers to Snow's rural communities, the program is listed on the state's Eligible Training Provider List (ETPL). This subsidizes program costs for qualified individuals through Utah's Department of Workforce Services. Students advancing in the program are hired and receive at least 20 hours of real-world work experience each week.

Snow's composites instructor is currently working with [ACT Aerospace](#) and its subsidiaries that plan to open two new manufacturing facilities (500+ jobs)—a significant boost to regional economy. The company has agreed to prioritize hiring Snow College completers and, in some cases, start these employees at a higher wage.

4.3 Explain how the college uses data to (1) support students' program choice, (2) drive strong labor market outcomes for students, and (3) ensure alignment with regional labor market needs. Cite the source of the information, indicate how frequently the information is collected, and describe how and by whom the information is used to improve curricula or practice.

Maximum word count: 300

Snow College conducts a biennial environmental scan that contains information on labor market data and the need for post-secondary education. The scan provides national, regional, and local data. These data are used by Snow's strategic enrollment management team and academic leadership to align programs and awards with economic demand.

- The Lumina Foundation reports significant gains in post-secondary credential gains, which remain short of the 60% by 2025 goal. Utah leads the nation with 55.8% of citizens with a post-secondary credential. Snow's service region lags with post-secondary attainment rates between 26.8% and 35.3%, which informed the advancement workforce attentive programs and stackable credentials (see sections 4.1 and 4.2)
- Bureau of Labor Statistics data inform on areas of greatest job growth and the level of education needed for entry positions. The 10 occupations projected to have the largest numbers of openings over the next decade parallel rural economic growth. Snow utilized these data to prioritize career and technical education disciplines, develop credentials for immediate placement, and re-allocate resources toward alternative methods of instructional delivery like the mobile platform mentioned in section 4.1., and substantive change approval for competency based technical education curricula developed by the Computer Information Systems/Networking and Industrial Mechanics programs.

Occupation	Projected openings to 2029	Median annual wage, 2019	Typical education needed for entry
Heavy and tractor-trailer truck drivers	209,200	\$45,2260	Postsecondary nondegree award
Nursing assistants	174,000	\$29,660	Postsecondary nondegree award
Bookkeeping, accounting, and auditing clerks	162,100	\$41,230	Some college, no degree
Teaching assistants except postsecondary	140,400	27,920	Some college, no degree
Medical assistants	92,800	\$34,800	Postsecondary nondegree award
Hairdressers, hairstylists, and cosmetologists	70,600	\$26,090	Postsecondary nondegree award
Automotive service technicians and mechanics	61,700	\$42,090	Postsecondary nondegree award
Licensed practice and licensed vocational nurses	58,400	\$47,080	Postsecondary nondegree award
Computer user support specialists	53,600	\$52,270	Some college, no degree
Preschool teachers except special education	50,600	\$30,520	Associate's degree

Annually, the Kem C. Gardner Policy Institute at the University of Utah publishes a Governor's Economic Outlook report. This report suggested that the toll of the pandemic was milder for Utah than other states and predicted 58,000 new jobs in 2021—the largest single-year employment growth in Utah. Snow uses these data in concert with local Department of Workforce service employment information to track regional service area employment growth.

4.4 How has the college tracked and responded to achievement gaps in employment and earning outcomes for different groups of students (e.g., gender, race/ethnicity, socioeconomic background, part-time, adult, etc.)? Where relevant, include key metrics around the relative scale and impact of specific interventions or programs designed to eliminate disparities in outcomes.

Maximum word count: 300

Snow uses the following data to track workforce placement and earning outcomes.

- [The Wage Information](#) dashboard tracks median postsecondary graduate salary information disaggregated by area of study (updated quarterly).
- [The Industry of Employment](#) dashboard details postsecondary graduate industry of employment disaggregated by institution and area of study. Most Snow graduates find first year employment in healthcare, retail trade, accommodation and food services, educational services, and administrative support services.

- [The Job Placement](#) dashboard provides job placement rates disaggregated by institution and program of study. The most recent data report Snow's completer placement rate at 79.2% (all awards), 100% for 1 year < certificates (mostly CNA awards), 78.3% for 1–2-year certificates, 79.2% for associate degrees, and 83.8% for bachelor's degrees.
- An additional state-wide MOU established with the United States Census Bureau provides national job placement rates, industry groupings, regional locations, and median wage earnings at the one-, five- and ten-year mark ([Post-Secondary Employment Outcomes Explorer](#)).
- Snow College collects self-report employment information of exiting students and alumni.

Snow College regularly uploads cohort data to Utah's Department of Workforce Services and receives matching employment files that report industry placement and median wage earnings disaggregated by program and student group. These data report median wage earnings of \$27,656 at the five-year mark for 1-to-2-year certificates/awards with significantly higher wage earnings for males (\$17,929) and Pacific Islander students (\$19,019). The same data show median wage-earning growth for Hispanic and American Indian students across a four-year time frame (\$11,971 to \$17,013 and \$17,154 to \$22,717, respectively). These overall lower wage medians are suggestive of part-time or seasonal employment with early undertones of pandemic impact. Snow used these data to develop additional workforce programs and provide the program outreach discussed in section 4.2.

SECTION 5. TEACHING AND LEARNING

5.1 Provide an overview of how the college defines and measures excellence in teaching and learning.

Snow College identifies excellence in teaching and learning through its mission which advances a rich tradition of learning, encourages, and supports innovative initiatives that create dynamic learning experiences, and creates learning and service opportunities, that engage students, faculty, staff with local and global communities.

- Snow College serves as one of the nation’s finest two-year transfer institutions with a focus on liberal arts and sciences.
- Snow College enhances the economic development of Central Utah through partnering with business, industry, government, and community to provide high-demand professional, career, and applied technology education.
- Snow enriches the educational, cultural, and recreational life of Central Utah through community and continuing education opportunities, cultural and athletic events, and community outreach services.
- Snow helps individual students achieve their academic goals through a caring, personalized learning environment, providing comprehensive student success services, library and learning resources, and targeted supplemental and developmental education programs.
- Snow focuses on developing the whole student and encourages student involvement in a wide variety of co-curricular activities.
- Snow welcomes all who will gain from or contribute to its educational and student-centered environment including individuals with diverse backgrounds and perspectives.

5.2 Describe the most significant needs for improvement in student learning at the college.

You may wish to address:

- How the college identifies needs for improvement in learning outcomes (e.g., through program review, standardized learning assessments, or other processes)
- Whether the college has focused most of its efforts at the course level, the program level, or college-wide. Why?
- How the college assesses whether curriculum and learning outcomes are aligned to transfer/workforce requirements

Maximum word count: 500

Student engagement is Snow's biggest learning challenge! This was certainly exacerbated by the pandemic. Recognized strategies that impact engagement center on the scholarship of inclusion. Snow invited a national scholar to educate faculty and staff on strategies for creating inclusive learning environments. This resulted in two main strategies: 1) improved communication of Snow's student-centered, caring culture. The college is committed to diversity appreciation and belonging where all students feel welcome and valued, and 2) TILT-based modifications to courses that connect content, assignments, and activities to student realities.

Snow's multi-tiered assessment reflects the belief that impactful change occurs closest to student interaction at the course and program levels. Annually and at five years, each department ensures course outcomes align with program outcomes and measures outcome achievement using signature assignments, success statistics, and course/program evaluations. These data help departments determine barriers to student success by implementing internal changes to improve outcome achievement. Knowledge area appraisals access similar data to influence general education learning achievement and institutional learning assessment appraisal at entry and exit in determining broad-based student learning growth.

Disaggregated data has helped each program address unique student learning challenges, which range from simple scheduling changes to more complex course revisions (see sections 2.5 and 7.1). This includes implementation of [TILT](#) strategies applied to all delivery mediums. Programs leverage work-study opportunities, internships, service-learning opportunities, and co-curricular club activities to bolster course outcomes and promote discipline-based integrated experiences. Campus activities like club rush, multicultural peer mentors, belonging exercises, and culturally relevant activities support academic efforts. Snow also re-envisioned the general education program to focus on interdisciplinary understanding and educational planning, and to help students understand course importance as it relates to their learning, their educational pursuits, and their future.

Distinct course evaluation questions on the value of a liberal education, the importance of Snow's GE outcomes, the recognition of integrated learning, and personal educational responsibility indicate moderately strong student agreement: liberal education value (3.27), GE outcomes (3.20), connected learning (3.33), discipline integration (3.33), intentional learning (3.33) on a 1 to 4 (strongly agree) Likert scale.

	Liberal Education Value	GE Outcomes	Connected Learning	Discipline Integration	Intentional Learner
Fall 2019	3.2	3.1	3.3	3.3	3.3
Fall 2020	3.4	3.3	3.4	3.4	3.4
Fall 2021	3.2	3.2	3.3	3.3	3.3
3-YR AVE	3.27	3.20	3.33	3.33	3.33

n = 28,279 student responses

Question	Question Text
Liberal Education Value	This course helped me understand the value of an education.
GE Outcomes	This course helped me understand the college's GE outcomes.
Connections	This course helped me understand connections between academic disciplines and how what I learn in one class can be helpful in another class.
Three Disciplines	I understood how the three disciplines in this course related to each other.
Intentional Learner	This course has helped me to identify ways to take more responsibility with my own education.

Section 3 outlines how Snow evaluates transfer barriers and makes curricular adjustments to ensure seamless transfer success. Technical education courses and programs participate in the same institutional assessment exercise and participate in semi-annual occupational advisory committee reviews. The criteria outlined in section 4.2 ensures that curriculum and learning outcomes are relevant and aligned with workforce requirements. The expansion of agribusiness, agricultural technology, agricultural mechanics, composites, manufacturing, and industrial mechanics are the result of this process. Recent advisory board and national accreditation nursing program review has influenced the elimination of the distinct LPN certificate, which is now embedded in the RN learning outcomes.

5.3. Describe the most important strategies and systems at the institution for strengthening teaching to improve student learning outcomes, noting the scale at which these strategies are implemented and whether they are impacting students or faculty. Also note, where applicable, if/how adjunct faculty are engaged in these strategies. You may wish to address:

- Professional development for all faculty, including adjuncts
- Innovations in pedagogy (e.g., digital courseware, applied or work-based learning, etc.)

Maximum word count: 500

Snow's assessment and improvement cycle is multi-faceted to include internal course and program level self-evaluation, external program level evaluation, and institutional goals and strategies achievement evaluation. In addition to annual program internal reviews, all programs at the institution undergo a 5-year outside review completed by input from transfer-receiving institutions. This review ensures curriculum, outcomes, and course scaffolding are in alignment with system-wide needs and expectations so that transfer is seamless. Changes are meaningful and responsive because of this interaction: for example, this year Behavioral Science is working on the addition of a new course to better align with our partner institutions' major requirements.

In cases where the college recognizes systemic barriers to student success, college-wide initiatives are implemented through multiple and varied training opportunities for both staff and faculty (see Section 2.5 and 6).

Professional Development represents the institution's fundamental commitment to improving student learning outcomes at all levels of the institution. The scale of these activities begins at the program level with faculty development specialists who collaborate institutionally to provide discipline specific training workshops for faculty. Recent topics have included innovations in pedagogical LMS strategies for engagement, flipped classrooms, academic honesty, livestream teaching, grading, rubric-based assessment, and video/technology classroom support. A faculty development committee, charged with supporting professional development in all modalities, provides institution-wide trainings and workshops (monthly), approves expenditures of individualized faculty professional development funds, hosts annual pedagogy-improvement workshops, and offers formative assessment opportunities such as teaching triangle arrangements. Snow's advancement and tenure process is committed to the evaluation and advancement of excellent teaching. This includes a recently implemented annual review of faculty by the dean or department chair. Each faculty member is thoroughly reviewed by an assigned faculty evaluation team (FET), representative of colleagues internal and external to the discipline. Self-evaluations, syllabi, assignments, student work, and course observations (in all mediums) serve as evaluation materials. The result has been extraordinarily positive for reviewed faculty and faculty reviewers, particularly regarding interdisciplinary peer feedback.

Academic Affairs supports quality teaching through external professional development opportunities, a weekly new faculty first-semester seminar, institution-wide trainings, and academic leadership (deans/department chairs) training. Adjuncts are included in every faculty development opportunity. They also participate in course evaluations, program assessments, and have regular and substantive reviews orchestrated through their respective department.

Snow embraces **innovation in teaching and learning**. Pedagogically, this includes the adoption of open-source textbooks and learning materials, the implementation of TILT, the use of ALEKS for math placement and individualized tutoring, the growing faculty adoption of Canvas LMS, and the expansion of instructional methods to include competency-based learning. Snow's pandemic response illustrates collective pioneering efforts of faculty and staff. Ad hoc survey feedback indicated students wanted to continue face-to-face learning. In response, faculty preserved traditional instruction infused with safety protocols (masks and in-classroom social distancing) and leveraged technology to simultaneously livestream and record instruction for students under quarantine restrictions. In addition, student services implemented remote registration on-boarding (see section 2.2), videoconference advising, tutoring, and wellness support sessions.

5.4 How has the college tracked and responded to achievement gaps in learning for different groups of students (e.g., gender, race/ethnicity, socioeconomic background, part-time, adult,

etc.)? Where relevant, include key metrics around the relative scale and impact of specific interventions or programs designed to close achievement gaps.

Maximum word count: 300

Course, program, and knowledge area evaluations consistently consider disaggregated data to address learning gaps for specific groups of students (see sections 6.3 and 6.4). Snow also considers instructional modalities with this disaggregated data to understand if the modality and support systems are similarly effective.

- **Gender:** Course completion (79%), persistence rates (70%), predicted completion rates (40%) are slightly lower for male students. The data suggest significant drops in persistence among male students who take ENGL 1010 (earning a C grade). These students are 42.9% less likely to graduate than persisting students with higher grades. English faculty further observe the lowest ENGL 1010 completion rates for males registered in online sections (57%). The trainings described in sections 5.1 and 5.2 have improved these ENGL 1010 online completion rates from 75% (fall 2018) to 83% (fall 2020).
- **Low Income:** Self-pay students express lower persistence (63%) and completion rates (26%) than students with some form of financial aid. Courses where a single letter-grade difference boosts completion outcomes include ENGL 1010, PE 1096 (basic fitness), and HFST 1500 (Human Development). Modality data suggest improved course completion among Pell student taking HFST 1500 (75% fall 2018 to 100% fall 2020) and PE 1096 (93% fall 2018 to 100% fall 2020). Data on minority aid discussed in section 3.4 suggest that nominal amounts of monetary aid (approx. \$1,000) can improve student outcomes.
- **Race/Ethnicity:** see section 6.3.

These data are also viewed for student status (full-time/part-time), location (e.g., service area admits), race/ethnic categories, and first-generation status. Section 6.3 details how similar measures were used to diagnose, monitor, and purposefully improve course, persistence, and completion success outcomes for these students.

5.5. Describe how the institution supports students who enter with academic challenges (particularly in math and English/writing). This may include developmental education placement and delivery or strategies to advise and support students in entry-level college courses. In your response, you may wish to address:

- Strategies adopted over the past 2-3 years to reform development education placement, delivery, and support and/or to increase the number of students in entry-level credit-bearing courses
- How the college assesses the effectiveness of supports for students in entry-level and developmental courses
- How students are currently placed or guided into the math and English courses as well as other entry-level course requirements for particular majors

Maximum word count: 500

A significant number of students enter the institution with academic challenges, particularly in math (25%) and English (28%). Snow College offers development courses in both areas, namely

- **MATH 0700, Pre-Algebra:** students with an ACT math score below 15.
- **MATH 0800, Beginning Algebra:** students with an ACT score of 15 and completion of MATH 0700.
- **MATH 0850, Math Literacy:** students with scores between 15 and 22 or ALEKS placement.
- **ENGL 0980, Writing Basics:** students scoring with an ACT English score less than 17.
- **ENGL 0991, Beginning Writing:** students with a 17 or lower score and who qualify for the Student Support Services TRIO program.
- **ENGL 1015; Math 1045, 1055:** Students needing remediation can opt into an embedded support, credit-bearing course.

Student success begins with advising. Success advisors guide each student through placement examinations and use predictive metrics to build supportive first semester schedules. For example, students needing support in math and English are discouraged from concurrent development class enrollment. 62% of students concurrently enrolled in ENGL 0980 and MATH 0700 have C or lower math scores. Similar results were found for other development MATH/ENGL combinations. The data also indicate that students with low ACT Math or English scores who experience higher term GPAs persist 5 to 1 over those with lower term GPAs (2:1).

Math Placement: Snow College uses [ALEKS PPL](#) to place students in the most correct math class and provide them with ALEKS resources attributed to math success. Students share ALEKS PPL scores with their success advisor to chart a math pathway best aligned with their completion/transfer intentions. Snow's math faculty also re-envisioned the required quantitative literacy (QL) curriculum to include [QL pathways](#) complimentary to intended completion outcomes: MATH 1030 (Quantitative Literacy) is for humanities and fine arts majors; MATH 1040 (Introduction to Statistics) serves nursing and social science programs; and MATH 1050 applies to Education, Business, and STEM disciplines. Data indicate increases in remedial completion (C- grade or higher) from 65% to 67% and one-year QL completion from 51% to 56%.

English placement occurs with student ACT English scores lower than 17. Scores lower than 10 require ENGL 0980. Similar students who belong to Snow's TRIO program enroll in ENGL 0991; a course that provides writing support with culturally sensitive student assistance. English placement data suggest increases in remedial course completion (C- grade or higher) from 60% to 67% and maintenance in college-level coursework within one year from 92% to 91% (fall 2019 and fall 2020).

Both English and math embedded support programs (ENGL 1015, MATH 1035 & 1045) provide just-in-time content, resources, and increased course contact hours to influence course completion. Instead of spending one semester in a remedial course, and another in credit-

bearing, the remediation is embedded in the credit course. Class size is reduced for more personalized and frequent support (avg = 17).

Tutoring and peer mentoring extend to all courses. Mentors are selected, developed, and supported to provide guidance, encouragement, belonging, and positivity to first-year students navigating the transitions of college life.

SECTION 6. EQUITY

Note: The online application form limits entries to the word counts listed for each question.

6.1 Describe how the college defines equity and how equity goals, values, and strategies are communicated within the institution.

Maximum word count: 300

Equity is unbiased access to achievement. College personnel are committed to an environment where everyone can develop physically, emotionally, and intellectually, and collectively promote a culture where differences, perspectives, experiences, and backgrounds are welcome and encouraged (see all section 7.2c).

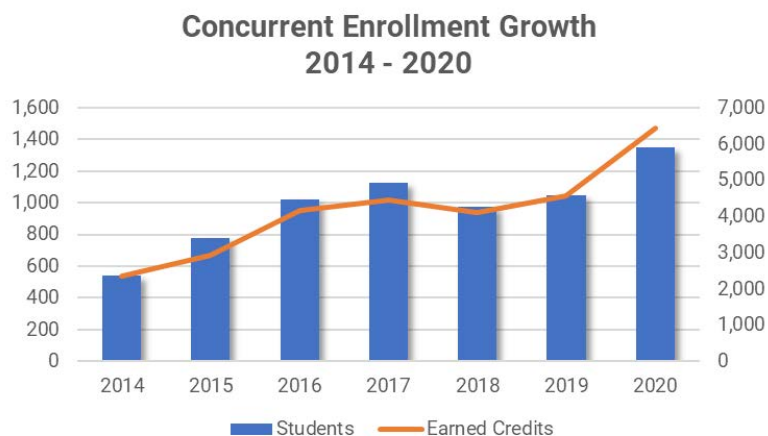
In accordance with Snow’ strategic plan and supported by state-wide performance metrics, the college

- Reviewed all programs and pedagogies for inclusivity. The College invited a national scholar to train faculty and staff on inclusive learning strategies. This resulted in (1) faculty review of course materials for diversity and relevancy, and (2) a recommitment to diversity conscious student-centered learning, and (3) each department created a diversity/inclusion plan focused on closing equity achievement gaps.
- Updated recruiting and hiring practices to promote diversity among faculty and staff. Snow’s HR office adopted the NEOGOV platform to recruit, screen, and hire applicants based on blind reviews of job-related qualifications. The Director of Student Success is a new position dedicated to impacting inclusive-minded student success based on data and properly trained staff.
- Revised institutional policies and procedures for diversity of race, gender, background, and thought. Each college office has reexamined their policies and procedures with an equity mindset. This resulted in an inclusive advising model where each student receives individualized support instead of “canned” advising activities.
- Sponsored lectures, performances, workshops, and conversations on the complex and ongoing issues of race and inequity. Fall 2021, students initiated a “belonging” campaign that includes campus-wide upstander training and activities grounded in equity and inclusive values.

6.2 Describe how the college understands and ensures equitable access given the demographic and social characteristics of the community.

Access is more than educational opportunity; it is entry to meaningful education delivered through multiple mediums and formats. Snow’s service area represents six centrally located rural counties, each having the educational and socioeconomic challenges of rural life. Collectively, 37% of the region has some college/no degree, 14% belong to a growing Hispanic population, most live below Utah’s median income level, and 41% represent Snow’s first-generation student population.

- **Affordability:** Students reported cost as the #1 factor influencing college choice. Snow intentionally offers the lowest in-state tuition. At 6% of state-wide median household incomes, the College is determined to keep cost at less than 10% of regional household incomes (average = \$53,233). Deliberately increased FASFA nights for existing and potential students boosted aid to 70% of first-time students (up 6% since 17-18). Snow also increased the endowment by 18% (in one year) which will be used for need-based scholarships and diversity scholarships.
- **Place-Bound:** Snow’s service area is geographically massive which deters educational access. In response, Snow has developed a robust online program with both degree and certificate opportunities, and a competency-based and prior learning assessment program (see 6.3). [SB038](#) (2014) established the College as the primary concurrent enrollment provider to rural secondary students. Leveraging interactive video technology (IVC), high school students participate remotely in courses taught from either campus. Since 2014, program growth has tripled in size allowing 6,836 students earn 28,996 credits without leaving home. The industrial manufacturing mobile platform (section 4.2) and the expansion of many student services to online formats proves Snow’s commitment to geographic outreach.



- **Minority Students:** Hispanics represent the fastest growing minority population state-wide. Committed to becoming an Achieving the Dream institution, diversity-intentioned

access efforts (recruitment, financial aid, scholarships, on-boarding, etc.) have more than doubled the Hispanic population from 7% to 18% (fall 2021) over three years.

6.3 Describe the 2-3 most pressing equity gaps in student success outcomes, what evidence the college uses to identify and understand the root cause, and what strategies they use to address them. These may include both targeted equity-focused interventions as well as structural and cultural efforts to advance diversity, equity, and inclusion. In your response, you may wish to address:

- The scale at which the strategies are currently implemented, and whether the scale is adequate to the need. If not, what are the institution's plans for scaling to meet need?
- How the institution measures the effectiveness of these strategies/interventions
- How these strategies/interventions are resourced and sustained
- Which key strategic partnerships with external organizations/institutions exist to advance equity in access or success

Maximum word count: 500

- **1st Generation Students** represent 33% of Snow's college student population and present non-academic challenges that hinder academic success. Lack of experience with higher education reduces family support and reduces a student's ability to know the basics of college success, let alone where to seek help. Snow first generation students have lower average course completion rates, lower fall-to-spring persistence rates, and represent only 4% of completers. Snow's intrusive advising, integrated GE foundations class, and recommended enrollment on college success skills classes taught by full-time faculty have improved overall course completion to 73%. Snow's TRIO program provides gateway course sections equipped with tutoring and other resources requisite to first generation success (see section 3.4). The result has been an increase in completion rates for BIOL 1010 (63% to 67%) and QL MATH courses (69% to 80%). Persistence rates have improved from 33% to 34% (fall 2020), and these students represented 6% of the 2021 graduating class.
- **Minority Students:** Section 2.5 detailed how disaggregated Assessment Day data was used by Chemistry faculty to improve CHEM 1010/1015 completion rates for ethnic minority males. Similar findings among other disciplines have raised overall minority course completion to 80% (fall semester) and 83% (spring semester) and are associated with the strategies outlined in section 6.1. American Indian/Native Alaskan, Asian, and Multiple Race students exhibit significant completion gains (up 12%, 3%, and 17% respectively) since spring 2019. These same strategies have influence persistence rates to improve from 41% to 67% (anticipated spring 2022), and completion rates to stabilize at 12%.
- **Non-Traditional Students**, students 25 years of age or older, represent only 6% of student enrollment. Snow recognizes this regional population as a burgeoning market, namely adults with some college, no degree (see section 6.2), who face learning,

economic, geographic, and social barriers to education. The recent hire of an Associate Provost of Online Education has led to the extension of curricular options to include synchronous and asynchronous online delivery. Tutoring, advising, wellness appointments, and other student supports have also adopted online formats. Overall enrollment of online students has increased 346% since fall 2019; the increase is 147% for non-traditional students and the rest of the growth is seen in our early college market. The mobile outreach program to working adults in Millard County (Section 4.2) pioneers new online outreach opportunities. Further outreach occurred this year with substantive approvals for competency-based learning in the General Education (CER, AS), Computer Information Science/Networking (CEP, CER, AAS), and Industrial Mechanics (CER, AAS) programs. Snow's [Learn and Work in Utah](#) program offers short-term and upskill training to regional working adults. The program also serves as a gateway to additional degree opportunities. Most program participants are over the age of 25 (77%) with 98% of them indicating the skills or knowledge gained was useful.

6.4 Explain how data are used to diagnose, monitor, and intervene to ensure success for all students and how college leaders work to systematically understand the experiences of different student groups at the institution. Describe what quantitative or qualitative data are collected, indicate how frequently the information is collected, and describe how and by whom that information is used to improve equity.

Maximum word count: 300

All student access and outcome reports provide disaggregated data. At the program level, quantitative success data is disaggregated by program, course, instructor, and student demographic categories (gender, ethnic minority, first generation, Pell, non-traditional, service area, concurrent enrollment, and athlete). These data allow programs to make timely determinations about factors impacting student success, design interventions, modify curriculum, and provide professional development on pedagogical strategies surrounding student success. Snow's student course evaluations provide perception information about the course, the instructor, and instructional delivery and is used to improve course quality and student-teacher interactions. Snow's Advancement and Tenure committee reviews student course evaluations for faculty excellence and Academic Affairs uses the data to monitor student success initiatives.

Tableau and Argos are reporting tools used to share institutional data. Civitas provides predictive analytics that help the College remove course, persistence, and completion barriers (Section 2.5). Other equity-related continuous improvement reports include:

- **Knowledge Area Achievement Dashboards** which provide data on general education knowledge area achievement (see Section 7.1).
- **The Environmental Scan** is a report on the potential college population, the cost and affordability of college, the college recruiting environment, and other student recruitment and retention factors.

- **Institutional Effectiveness Report** is a collection of 10-year trend data on Snow's students, faculty, and staff. This report also addresses Snow's annual progress toward mission fulfillment using performance, strategic plan, and enrollment management metrics.
- **Workforce Placement Dashboards** include the Post-Secondary Employment Outcomes Explorer (Census Bureau) and an internal placement dashboard that matches DWS data with student information for equity disaggregation.
- **Aspen Gains Dashboard** is a dashboard that reports general and program specific disaggregated course and persistence gains.
- **Performance Metric Tracking** is a dashboard and report that tracks Snow's annual progress toward 2027 performance metric goals.
- **Ad Hoc Surveys** provide student opinion, program review, initiative evaluation, or activity feedback data.

SECTION 7. INSTITUTIONAL CAPACITIES AND CULTURE

Notes to applicants:

- Contributors to this section may wish to cross-reference previous sections of the application narrative.
- The online application form limits entries to the word counts listed for each question.

7.1 Describe the approach taken by college leaders to data and continuous improvement. Include the approach to setting college-wide goals on student success and equity, collecting and analyzing data on progress and challenges, making evidence-based changes, and measuring whether those changes make a difference. Examples should make reference to one or more of the above domains—completion, transfer, workforce, teaching and learning, and equity. You may wish to include:

- a. Information about how the college president and senior team work to understand the student experience and use this understanding in decision-making processes.
- b. The role of institutional research in guiding evaluation of student success outcomes.

Maximum word count: 750

Snow College is committed to a cycle of learning outcome improvement that uses the results of assessment activities to inform academic and learning support planning. Snow College has defined outcomes that measure mission fulfillment and institutional goal achievement which are established using campus-wide internal planning processes and align with USHE's growth and performance funding models. Measures represent areas of retention, completion, and workforce placement and are disaggregated to identify and improve equity gaps. Snow College's strategic plan and strategic enrollment plan feature objectives supported by these metrics.

- Academic Assessment:** All academic programs participate in a structured annual assessment of course and program outcomes (spring semester). A report template guides faculty through data analysis, program reflection, and improvement planning. Program reports are reviewed by the Office of Academic Affairs for feedback and resource support. Collective achievement gap information is communicated to executive leadership and informs resource-based training for all faculty. Snow College’s Diversity and Inclusion Initiative (2020-2021) and subsequent Belonging Initiative (2021-2022) are the result of this process (see Section 6.1). The Office of Institutional Research drives Assessment Day and R411 cyclical program reviews by providing current data and draft reports to faculty in collaboration with the Provost (see Section 5).
- Knowledge Area Assessment:** General education knowledge areas are assessed on a five-year cycle. Faculty associated with knowledge area courses solicit signature course assignment data, which are reviewed and rubric-rated by a normed group of faculty “readers.” Dashboard results are published and referenced in training sessions dedicated to curricular and pedagogical improvements (or in some cases redesign). Data from these assessments have leveraged resources for additional faculty training on face-to-face and online high impact practices (i.e., TILT), curricular changes, rubric revisions, and outcomes adjustments.
- Services Assessment:** Snow College’s Internal Audit system facilitates the review of college services for mission-aligned goal achievement, process effectiveness, and policy compliance. Audit reports are independently reported to the President and Snow College’s Board of Trustees. Snow College continues to conduct these reviews and other assessments as a part of the institution’s culture of continual improvement.

Audit	Key Findings/Progress Improvement
Admissions	<ul style="list-style-type: none"> Admissions processes digitized for efficiency and time-effective communication with students/parents (months/weeks converted to days). Secured legislative fundings for predictive analytics software to improve retention and completion (graduation/transfer) rates for all students and by equity gaps. Key data to replace processes with a CRM better aligned with the College’s mission and goals.
Scholarships	<ul style="list-style-type: none"> Updated scholarship policies and processes for equitable awarding. Development of a distinct private scholarship application (Qualtrics) Improved budget control and training
Residence Life/Housing	<ul style="list-style-type: none"> Fund re-organization for maintenance reserves and policy compliance. Alignment with strategic enrollment goals/initiatives for better retention and student satisfaction. Organizational re-alignment under the Director of Auxiliary Services who reports to the President.
Student Success/Advising	<ul style="list-style-type: none"> Shift to intrusive advising using meta major academic pathways. New student on-boarding experience using a student interest survey, prior learning assessment, and degree pathways to build a first semester schedule. Fall 2020: 1,232 surveys resulted in 97% match; 94% received a completed fall semester schedule; 82% enrolled/ Fall 2021: 2,074 surveys resulted in a 98% match; 94% received a completed schedule; 86% enrolled for highest freshman class ever (n = 1,785, 316 or 22% higher than previous fall).

- **Need-based Assessment:** Snow collects data to make need-based program expansion. For example, an updated heat map informs leadership on faculty workloads using annualized faculty FTE and other related data. Darker colors on the heat map represent areas needing additional instructional personnel. These data also consider the number of adjuncts associated with the discipline. These data allow Department chairs to determine 3-year enrollment and faculty FTE averages required for all new position requests.

2019 PROGRAM Heat Map for Natural Science & Mathematics					
Programs	Annualized Faculty FTE	Annualized Student FTE	Ave Students/Section	CRN Count	Credits
BIOC	11.4	298.7	23.0	167.0	295.0
CHEM	5.3	125.9	18.8	76.0	143.0
CS	2.9	39.2	13.6	35.0	82.0
ENGR	1.8	20.5	10.6	23.0	52.0
GEO	2.0	25.6	11.9	26.0	56.0
HONR	0.2	1.9	9.5	2.0	6.0
MATH	19.2	396.3	19.0	167.0	577.0
NR	1.3	14.5	7.8	21.0	37.0
PHSC	0.5	10.8	15.4	7.0	15.0
PHYS	3.3	63.3	18.3	42.0	89.0
SE	1.4	12.6	9.1	14.0	42.0

- **Mission Fulfillment Assessment:** The assessment and measurement of core theme objectives and key performance indicators occurs throughout the calendar year. Formal reporting of mission fulfillment progress occurs bi-annually to the Snow College Board of Trustees and other internal and external stakeholders using the [Mission Fulfillment Scorecard](#). The Snow College [Institutional Effectiveness Report](#) (published each January) presents 10-year trend data on many key performance indicators. Various mission fulfillment dashboards (updated at the end of each academic term) provide more dynamic access to KPI data (see section 7.2e).
- **Information Briefs:** Other ad hoc or specialized reports related to continuous improvement are presented and published as information briefs. These reports range from USHE-derived data requested to a history of name-sources for Snow’s residential housing units.

Snow College monitors its progress regularly with data made available to faculty, staff, students, the Snow College Board of Trustees, and the community through descriptive and analytical studies prepared by the [Office of Institutional Research](#), and the [Office of Institutional Effectiveness](#). Section 7.2e outlines the hierarchy of Snow’s data dashboard/report structure.

7.2 Describe the other institutional capacities that have most enabled the college’s progress in advancing student success and building a student-centered culture, as well as where organizational constraints have most constrained progress. Which areas of institutional capacity are being prioritized for future investment and why? Consider the following in your response:

- a. *Human Capital:* What are the college’s most impactful hiring, promotion/tenure, and professional development practices for staff and faculty? In what ways do these practices align with student success goals?

Snow College has added and maintained enough qualified personnel to support the academic and co-curricular needs of students and sustain the operational quality of the institution. Snow’s staff to faculty ratio is 1:35 which ranks 7th among a list of thirteen peer institutions.

Snow College strives to provide continuous employment through strategic planning and the proper selection of individuals most qualified to perform and succeed in their job. Snow College has a robust benefit program that includes tuition reduction for immediate family members and reduced costs for Snow College services (daycare, sporting events, musicals, etc.). Other whole-person human capital strategies include:

Institution	Faculty	Staff	Staff to Faculty Ratio
Community College of Denver	206.33	217.00	1.05
Whatcom Community College	144.00	168.00	1.17
Olympic College	196.33	229.67	1.17
Georgia Highlands College	183.00	220.33	1.20
North Seattle College	162.33	212.00	1.31
Columbia Basin College	180.33	237.00	1.31
Snow College	178.00	241.00	1.35
Colorado Northwestern Community College	56.33	77.00	1.37
Clover Park Technical College	107.00	151.67	1.42
Carroll College	107.67	157.67	1.46
College of Southern Idaho	260.67	432.33	1.66
Salt Lake Community College	723.33	1238.00	1.71
Midland College	180.33	335.67	1.86

- **New Faculty Orientation Seminar:** Weekly meetings for new faculty held throughout fall semester discussing topics relative to high impact practice and institutional acclimation.
- **Advancement and Tenure Reviews:** Faculty participate in a rigorous advancement and tenure process that includes mentoring, review, training, and feedback which focuses almost exclusively on quality teaching.
- **Annual Performance Reviews:** Annual reviews based on minimum job qualifications (knowledge and skills), employee accomplishments, goals, and individual professional development opportunities.
- **Staff Workshops and Recognitions:** Professional staff participate in monthly development meetings, staff recognitions, semester-based awards ([Snow College staff “unsung heroes”](#)), legislative representation opportunities, and a Fitbit sponsored [health and wellness incentive program](#).

b. *Strategic Finance/Resource Allocation:* How do college leaders ensure that resource allocation strategies align with the institution’s student success goals? What have been the college’s most important resource allocation strategies to ensure adequate and sustained funding for student success efforts?

Snow College’s financial planning is linked to its mission and strategic plan, which requires constant communication with Snow’s Board of Trustees, the Commissioner of Higher Education, the Utah State Board of Regents, and the Utah State Legislature. Snow receives approximately 75% of its funding from state resources. A base-budget growth funding and an on-going performance metrics model guide all financial planning and budget decisions. Both state government and the state’s economy heavily influence Snow College’s financial planning and budgeting process. Snow College’s conservative

approach to resources allots 7% of fiscal resources to long-term planning. Savings from prior fiscal years roll over to this reserve, which is earmarked for facility improvements, scholarly activities, and one-time exigencies as needed.

The [Snow College Budget Task Force](#) oversees budget recommendations to the president and Board of Trustees on a fiscal year budgeting cycle that includes allocating one-time funds and ongoing appropriations. All college funding requests go through the task force which meets twice a month. All proposals are reviewed and rated in relation to the College's Strategic Plan and other college-related critical needs/operations. Budget Task Force membership includes membership representatives of administration, faculty, staff, and students.

- c. *Governance and accountability:* How do people at all levels of the institution contribute to decision-making processes aligned with college-wide student success goals, and how are they held accountable for success? How do leaders ensure that decisions are made efficiently and effectively, with appropriate engagement, to move student success work forward?

Snow College operates a shared governance model that empowers all Snow College members with voice in college decision-making.

- **College Council:** The primary purpose of College Council is to approve and revise policy. Council membership includes representatives from faculty, staff, students, and administration. College Council also works to improve communication and the dissemination of policy information campus wide.
- [The Snow College Faculty Senate](#) (13 members) represents the faculty in the policy-making process of Snow College and partners with the administration, Board of Trustees, and staff in promoting the mission of the College regarding academic freedom, curriculum and program development, degree and certificate requirements, academic standards, faculty advancement, professional development, institutional planning, and budget development.
- [The Snow College Staff Association \(SCSA\)](#) represents all staff on matters of equality, benefits, salaries, training, and professional development. The SCSA promotes open communication and collaboration with the Faculty Senate, administration, and the college community.
- **Student involvement** with institutional governance occurs through multiple channels. The Student Body President serves as a voting member on the Snow College Board of Trustees, College Council, and the Snow College Student Fee Advisory Board. The Student Body President represents Snow College to the Utah System of Higher Education as a member of the Utah Student Association. Other student body officers serve on institutional committees such as the Alumni Board, Deans Council, Strategic Enrollment Management Committee, and Faculty Senate.
- **External Constituents:** Snow College enjoys collaborative relationships with external constituents such as the [Snow College Foundation](#) and a K-16 alliance of education

leaders. Snow identifies as the Center for Opportunity in Regional and Workforce Economic Development and works with economic developers develop and scale academic and workforce strategies that support regional and statewide growth in business and industry (see Section 4).

d. Student Communications: How do college leaders work to understand the student experience and use this understanding in decision-making processes? How does the institution ensure that faculty and administrators have clear and consistent information about students' experiences to improve outcomes?

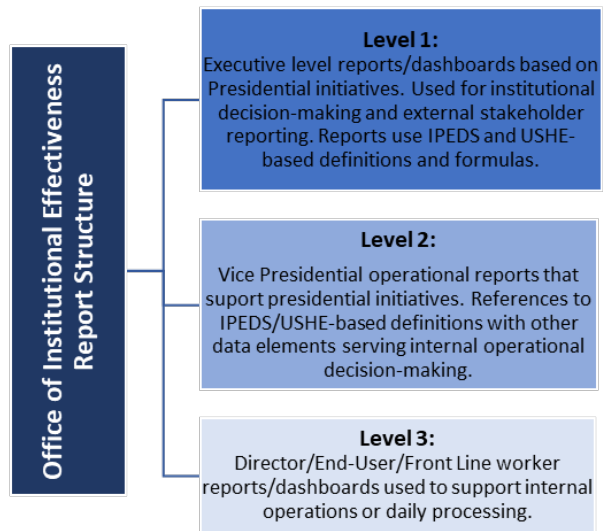
Snow College gathers information about the student experience through a variety of ad hoc surveys, predictive analytic information, aggregated CAREs Team data, and static student information system data points.

- A prior learning assessment collects pre-college concerns which are addressed either directly to the student or as theme-based information through new student on-boarding experiences.
- Surveys sponsored by the state of Utah and other qualified research agencies help ascertain student challenges with campus safety, alcohol/drug use, food insecurity, and health/wellness issues.
- The CCSSE is employed to nationally benchmark student engagement with additional questions measuring the Snow College student experience.
- Course evaluations provide academic feedback at the end of each instructional period which is used for course improvement and faculty advancement decisions.
- Non-returning student surveys help Snow College understand reasons for early withdrawal and direct resources to offset those challenges.
- Theme-based feedback from the CAREs Team informs on immediate student issues with learning and resource support shared by faculty and staff.
- National, regional, and state data are shared via the [Environmental Scan](#).

e. Institutional research and evidence-based decision-making: In what way is evidence used throughout the college to guide evaluation of student success outcomes? When, how, with whom, and how often are key sources of information—KPIs, student experience survey data, etc.—shared across the college? In what other ways are institutional researchers engaged in supporting institutional decision-making?

Section 7.1b summarizes institutional reports critical to evidence-based decision making. These reports are regularly updated and made available to decision-makers and the campus community where applicable. Snow College leverages Argos, Tableau, and Civitas to democratize data consumption, supportive growth, performance, and strategic planning metrics. Snow adheres to a reporting hierarchy for data consistency and reporting efficiency.

- **Level 1:** Executive level reports/dashboards based on presidential initiatives; used for institutional decision-making and external stakeholder communication; consistent with IPEDS and USHE reports, definitions, and formulas.
- **Level 2:** Vice Presidential operational reports that support presidential initiatives; reference IPEDS and USHE reports with other data elements supportive of internal operational decision-making.
- **Level 3:** Director/end-user/frontline worker reports/dashboards used to support internal operations or daily processing.



Published data includes glossary items and named source files. Requests for new reports are vetted by a data governance group and added to a growing report repository. Research personnel provide presentations and in-person support to all College governing bodies and other organized groups as requested.

Maximum word count: 1000

7.3 Are there important elements of your college governance structure (and/or your state’s higher education governance) that have a significant effect on your capacity to achieve institutional transformation in service of student success? How does governance of your institution impact institutional success and improvement? What state and institutional governance policies do you have to overcome to be successful in achieving strong student outcomes?

Maximum word count: 300

Snow College is a member of the Utah System of Higher Education (USHE). Exclusive control and administration of the college are vested in an appointed Board of Regents ([Utah Code 53B-1-103](#)). [Regent policy R312](#) outlines the organizational and administrative structure of the institution. The President is the chief executive officer of the institution and is accountable for college leadership and direction. Snow College's Board of Trustees serve to advise the President on matters related to the institution ([USHE policy R220](#)).



UTAH SYSTEM OF
HIGHER EDUCATION

USHE provides state-wide support for student success through a [GE Task Force \(link\)](#), [Transfer Council/Guide](#), and consistent faculty-represented majors meetings.

System-supports:

- [Growth Funding](#): (2019) a transparent model that provides on-going resource allocation as determined by increases in budget-related, resident student FTE in the areas of technical education, lower division, and upper division instruction.
- [Performance Funding](#): (2017) one time funding that rewards achievement in the areas of educational access, completion, and high yield workforce graduates. Each performance funding category consists of metrics for (1) overall student achievement and (2) disaggregated/equity gap student achievement.
- [Capital Improvement Funding: \(R741-1\)](#) is the methodology by which institutions solicit state-funded, nondedicated capital development project needs to the Governor and State Legislature.

Snow College is requesting money to offset accrued inequities associated with (1) increased “degree of difficulty” associated with rural educational costs, (2) limited revenue generating opportunities to urban universities, and (3) a consistently reduced share of the higher education budget (since 2009). Snow College expressed concern with USHE’s Performance Funding disaggregated measures, which include only minority students. Snow continues to petition USHE to recognize first-generation and non-traditional students (age > 25) in all metric disaggregation. They are a growing part of the state population for which access and college success is best served at the technical or two-year open access college level.