

An annual statistical overview of Snow College in key areas of student enrollment, student access, student success, faculty and staff, finances, physical facilities, and community outreach

Snow College

Institutional Portfolio, 2018



**SNOW
COLLEGE**

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Office of Institutional Research and Accreditation

PREFACE

What is an Institutional Portfolio?

Dear Colleagues:

Welcome to the first edition of Snow College’s Institutional Portfolio—a collection of information relevant to the College’s students, faculty, staff and resources. This book also addresses the College’s annual progress toward mission fulfillment using measurable outputs related to strategic planning goals and core theme objectives. It is my hope that this book becomes a helpful resource for college planning and an information source for both internal and external reporting agencies and stakeholders.

The publication of an Institutional Portfolio has become increasingly important as the college continues to pursue institutional effectiveness. The ongoing demand by state and federal agencies for greater institutional accountability makes the proliferation of this information throughout the college a good idea. It is the aim of this document facilitate the sharing of common information among faculty and staff and community members so that we can continue to effectively work together to achieve the college’s mission and goals.

The criteria included in the Institutional Portfolio was collected from a variety of external reporting elements and internal requests. In addition to basic information about Snow College, elements that measure the college’s performance on objectives related to mission fulfillment, state performance funding, and general assessment were included.

I am extremely happy to provide this portfolio about Snow College. My hope is that it becomes a ready reference tool and a “traditional” resource by which we can work together to move the college forward.

Institutional Research, Planning & Assessment

Dr. Beckie Hermansen, Director

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Definition of Terms

Credit: Recognition of attendance and/or performance in an instructional activity (course or program) that can be applied toward the requirements for a degree, diploma, certificate, or other formal award.

Credit Course: A course that upon successful completion can be applied toward the number of courses required for achieving transfer, a degree, certificate or other formal award.

Credit Hour: A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester-based system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

Concurrent Enrollment Student: Any student who is enrolled in college courses while attending high school. Such courses can be attended on the college campus, face-to-face on the high school campus, or delivered via interactive video technology from college faculty.

Continuing Student: A student who is re-enrolling at the institution after having attended the previous term. This includes a student who attended spring term, stops out summer, then returns for fall term.

Degree-Seeking Student: Students enrolled in courses for credit that are recognized by the institution as seeking a degree or other formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

Freshman Student: Any student attending the college at the undergraduate level with fewer than 30 accumulated degree-seeking credits and who is not in a graduate program. Baccalaureate programs are not considered graduate programs.

First Generation Student: A first-generation college student is defined as a student whose parent(s)/legal guardian(s) have not completed a bachelor's degree. This means the student is the first in their family to attend a two-year or four-year college/university to attain a degree.

First-Time Student: Any student attending the college for the first time at the undergraduate, degree-seeking level. This also includes students enrolled for the first time in the fall term who attended college for the first-time during the previous summer term. It also includes students who entered the college for the first time with advance standing (college credits earned before graduation from high school either via advance placement or concurrent enrollment). Two sub-categories for first-time students are those that have graduated within 12 months of high school and those with a high school graduation date greater than 12 months.

Full-time Equivalent (SFTE) Student: This is the number of credits a student takes per term divided by 15, representing the amount of credits assigned to full-time student status.

Full-time Equivalent (FFTE) Faculty: The distinct number of instructional teaching credits per term divided by 15, representing a full-time teaching load (e.g. 15 credits/15 = 1 FFTE. 12 credits/15 = .8

FFTE). A full faculty FTE for the year is divided by 30 (15 credits per full term which can include summer).

Full-Time Faculty: Instruction staff employed full-time (as defined by the institution) and whose major regular assignment is instruction, including those with released time for other activities.

Full-Time Student: A student enrolled for 15 or more semester credit hours in a term. Federal financial aid established full-time status at 12 or more semester credit hours in a term.

Headcount Enrollment: The number of individual students enrolled in credit courses, regardless of course load.

Non-Credit Course: A course or activity having no credit applicable toward a degree, diploma, certificate, or other formal award.

Part-Time Student: A student enrolled in fewer than 12 semester credits each term.

Race/Ethnicity: Categories used to describe groups to which individuals belong. The categories do not denote scientific definitions of anthropological origins. The groups used to categorize U.S. citizens, resident aliens, and other eligible non-citizens are as follows: Black, non-Hispanic, American Indian or Alaskan Native, Asian, Pacific Islander or Native Hawaiian, Hispanic, White, Non-Resident Alien, and Unknown. Individuals who recognized themselves as belonging to two more categories are classified under Multiple Races. Typically, this applies to any student who is first, Hispanic, followed by any number of additional categories.

Returning Student: A student who has re-enrolled at the institution after stopping out for at least one term/semester (excluding summer term).

Scholarships: Grants in-aid, stipends, tuition and fee waivers, and prizes awarded to undergraduate students.

Student Credit Hours Produced (SCHP): An instructional productivity number that represents the student credit hours produced for a given term (or for a given year). It represents the instructional activity of the college and can be used to represent the instructional activity of a division, department, or individual faculty member. It is determined by the number of credits multiplied by the number of students in a given term (or in a given year). For example, an instructional load of 15 credits for a semester with 25 students in each course would be 375 student credits produced for the semester.

Student Persistence: A student persists from term to the next term if he or she is enrolled in at least one course during each term and receives a passing letter grade upon completion of the course. For the college, student persistence is represented by the number of students who enroll in the subsequent term (i.e. fall to spring, spring to fall).

Student Retention: A course retention rate is represented by number of students initially enrolled in the course who remain at the end of the course. The College's retention rate is determined by the number of first-time students (initially enrolled for a fall semester) who are enrolled the subsequent fall semester (i.e. fall 2015 to fall 2016). The College's retention rate does take into account those who

leave the college for a church mission or active military service. These students are known as exclusions to the rate and are left out of the rate calculation.

Transfer Student: A student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level. This includes new students enrolled for fall term who transferred to the college the prior summer term. The student may transfer with or without credit.

Underserved Student: Students who do not receive equitable resources as other students in the academic pipeline. Typically, these students include low-income, underrepresented, racial/ethnic minorities, and first generation students.

Unduplicated Headcount: Headcount which includes only one count for each student who is simultaneously enrolled in courses on any two or more campuses.

Workload: The contractual amount of instructional activity and additional assignments for credit held by a full or part-time faculty member.

INTRODUCTION

Mission Statement and Core Themes

Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals.

Snow College strives to fulfill its mission by honoring its history and advancing its rich tradition of learning by providing a vibrant learning environment that empowers students to achieve their educational goals, encouraging and supporting innovative initiatives that create dynamic learning experiences for the college community, and creating learning and service opportunities, locally and globally, to engage students, faculty, staff, and surrounding communities.

Approved by the Snow College Board of Trustees, February 16, 2011 and the Utah State Board of Regents, July 15, 2011

The mission of Snow College is governed by the core themes of:

1. **Tradition of Excellence:** Snow College honors its history and advances its rich tradition of learning by providing a vibrant learning environment that empowers all students to achieve their educational goals.
2. **Culture of Innovation:** Snow College encourages and supports innovative initiatives among students, faculty and staff that create dynamic learning experiences for the entire college community.
3. **Atmosphere of Engagement:** Snow College fosters many opportunities that engage the College and surrounding communities in local and global learning and service opportunities.

Mission/Core Theme Indicators. Snow College has identified objectives which “define” respective core themes. Each objective has one to four key performance indicators (KPIs) which “define” the objective. Data is collected for each KPI throughout the year and is reviewed by institutional personnel to evaluate the extent to which each core theme objective is being achieved. By judging the level of achievement of each core theme objective, and then the core theme itself, a comprehensive picture of institutional achievement emerges and is used in assessing mission fulfillment. Many of the elements in this portfolio represent core theme KPIs.

Strategic Goals

Snow College's 18-month strategic planning process (March 2013 to September 2014) provided for a comprehensive review of core theme performance indicators. As a result, additional strategic goals were identified under each core theme with new performance indicators. Further, recommendations were made to current performance indicators to provide more reliable assessment measures. These changes were vetted by mission fulfillment committee members (spring semester 2015) with implementation (including established data collection measures, targets and thresholds) completed by December 2015.

The following strategic goals were developed to address budget and resource allocation given the tactical direction of the College for the next five to ten years. These goals are listed along with the guiding core themes in parenthesis (<https://www.snow.edu/academics/office/>).

- **Quality Instruction and Student Services (Core Theme 1):** Snow College seeks to identify and employ high impact pedagogy and teaching practices across a variety of educational venues, including distance education via technology to high school students pursuant to legislative mandates (Senate Bill 38). In addition, Snow College will develop a more robust faculty and staff development program to provide consistency and rigor and improve communication and collaborative efforts across all disciplines and co-curricular activities.
- **General Education (Core Themes 1, 2, and 3):** Snow College accepts the challenge to design and implement a new, integrative general education model. This includes the hiring of a full-time General Education Director, who will coordinate the development of a new model and assessment plan, generate faculty participation through training and mentoring programs, and create a culture of excitement among students to become lifelong learners.
- **2-Year/4-Year Program Development (Core Themes 1, 2, and 3):** With the implementation of the Bachelor's Degree in Commercial Music and given current and predicted influences/demands for four-year degrees, Snow College will develop a rubric by which four-year program proposals can be developed, approved, and implemented. In addition, the College will continue to pursue program-specific articulation agreements with in-state and out-of-state schools. Top areas of study (i.e., majors) will be identified and curriculum guides will include pathways to career placement and/or degree attainment.
- **Economic Development and Workforce Preparation (Core Themes 1 and 3):** Snow College will increase the standard of living in its six-county service region by enriching current career and technical programs with applicable general education knowledge and entrepreneurial skills; structuring current programs into logical pathways that prepare students for various placement in industry; providing new programs and integrated internship opportunities tailored to economic needs; and create educational activities that are amenable to today's working adult.

- Cost and Affordability (Core Theme 1): Recognizing that much of Snow College's excellence rests in the quality of its faculty and staff, the institution will develop a long-term strategy to raise median salaries in order to attract and retain high-quality faculty. In addition, the College will work hard to maintain affordable tuition and housing rates while developing campaigns to provide more scholarship dollars to new and continuing students as well as improve student employment opportunities on both campuses.

Strategic Goals Indicators. As a result of a comprehensive strategic planning process, 11 indicators were developed representing the five main strategic planning goals.

- Oversee and manage quality in all teaching venues (Quality Instruction and Student Services).
- Identify and implement the use of more high impact practices such as learning communities, service learning, experiential learning, and course pairings (Quality Instruction and Student Services).
- Design and implement a new, integrative model for general education (General Education Development).
- Hire a director for general education who will lead the GE Committee, manage GE assessment, create standards and rubrics for integrative courses, provide faculty mentoring and training, and instigate professional development opportunities for engaged faculty (General Education Development).
- Develop a process and rubric by which new four-year degree programs can be successfully developed, approved, and implemented (2-Year/4-Year Program Development).
- Establish articulated transfer agreements with in-state four-year programs as well as some out-of-state schools (2-Year/4-Year Program Development).
- Enrich workforce preparation programs requirements with GE courses that provide interdisciplinary and entrepreneurial skills (Economic Development and Workforce Preparation)
- Structure programming in order to maximize opportunities for students, create logical pathways, and provide the greatest preparation for students transferring to industry (Economic Development and Workforce Preparation).
- Increase the standard of living in the six-county region by providing career opportunities for graduates of Snow College through economic development partnerships (Economic Development and Workforce Preparation).
- Develop a long-term strategy to increase salaries to their median market range in order to attract and retain high quality faculty and staff (Cost and Affordability).
- Improve student employment opportunities and communication about such on both campuses (Cost and Affordability).

Some of the reporting elements of this portfolio represent strategic goal progress and/or achievement.

Strategic Enrollment Management Plan

Vision Statement: We will work together to determine the future of Snow College through thoughtful, proactive, research-based enrollment management practices.

Snow College believes in the transformative power of higher education for individuals, families, and communities. However, Snow College faces a rapidly changing and competitive higher education landscape, which has resulted in no appreciable growth at the institution over the last three years. As a result, the College has been tasked by President Carlston and the Board of Trustees to develop a Strategic Enrollment Management (SEM) plan that will put Snow College on a sustainable path for managed growth that is necessary for the financial stability of the institution.

Enrollment and tuition growth are necessary for three primary reasons: (1) Growth is required to keep our tuition affordable and our quality high; (2) We receive 70%+ of our funding directly from the state, but need to be mindful this may not be sustainable over the long-term; (3) We need to maintain relevance within the USHE system.

This is a proactive plan designed to position Snow College well for the future of higher education in Utah, and it will require us to transform and rethink how we operate as an institution. Decisions moving forward must be data-driven and based upon the premise that there are two essential and measurable strategies that can help Snow College achieve its enrollment goals: (1) Recruit a vibrant incoming class that includes student populations not currently considering Snow College, and (2) better retain existing students.

SEM and Snow College's Strategic Plan

The 2013 Snow College Strategic Plan mandates specific changes that have direct bearing on the present SEM process:

- Revise the current general education program;
- Consider increased delivery options and excellence in course delivery;
- Consider new four-year programs and 2 + 2 partnerships with sister USHE institutions;
- Maintain small class size;
- Expand pathways and pathway awareness;
- Update and articulate transfer agreements;
- Raise the medium market salary levels of faculty and staff based upon recruitment.

Most of the bullets above focus on academic measures that we have addressed and continue to emphasize. We know these factors influence our ability to retain students. At the same time, we have come to realize that they do not go far enough in meeting the challenges of retention that we face. For this reason, we must go beyond our current Strategic Plan to address the challenges associated with keeping students at Snow College until they finish their degrees. Similarly, the Strategic Plan only touches upon aspects of our recruitment plan. We recognize that we need to keep tuition low to remain competitive with our sister in-state institutions, and we recognize that we need a recruitment plan that focuses on program strength and diversity. Recruitment trends over the past several years have demonstrated how essential it is that we fundamentally rethink our recruitment strategies.

Enrollment at Snow College has gone flat. The only significant increases in enrollment has come from high school concurrent enrollment, which does not grow our programs and does not contribute to our financial vitality. Our SEM plan provides a foundation to engage all college employees in our recruitment and retention process so that gains in student enrollment will come not only from concurrent enrollment, but more importantly, from regular matriculating students.

SEM and Snow College's Academic Plan

Students choose to come to Snow College based on what we offer academically, socially, and residentially. While we hope that the most important draw for students is the academic programs and experiences we offer, we realize that most students select schools based on a package of individualized interests. These include:

- Academic program appeal;
- Personal fit;
- Proximity to home;
- Total cost;
- Reputation of the college.

While these factors all play an important role in attracting students to college, we have to do more to make sure that we provide what students are looking for to accommodate their needs and interests:

- Our academic success in attracting students has to be based on our abilities to match where careers are headed and what academic programs best prepare students for those careers;
- We have to develop multiple delivery course options to match student need;
- We must pay significant attention to growth in online education;
- We need to market our online offerings to non-traditional students to tap into a market that has never been sufficiently strong at Snow College;
- We need to consider new options for online education by offering courses that can be completed outside of normal semester terms;
- We need to completely rethink and our summer program by developing a vibrant online program;
- We need to focus on courses in our Community Ed program that attract potential students to specific academic disciplines, especially non-traditional students;
- Concurrent enrollment must be better used to recruit students. Students need to see Snow College as an institution that can provide an excellent education and co-curricular experiences that no other two-year college can offer in the intermountain region
- With our new team-taught foundations course at the forefront, we can market our GE certificate as an exciting and innovative way to complete GE certification that will transfer anywhere in the state and in WICHE-participating schools;
- The College must focus on the majority of students who do not qualify for financial aid or receive significant scholarship money. We have to do more to help them feel their importance to the College. We need to redirect resources to help this middle group so that they do not feel out of the mainstream of support services.

SEM Themes and Goals

Promote institutional success by enabling effective strategic and financial planning

- Establish an Enrollment Management Assistant Vice President position to coordinate and manage recruitment and retention efforts.
- Build and implement a budgeting model that focuses on recruiting and retention.
- Develop a systematic, on-going review of program (department) strategic priorities and learning outcomes associated with budget and resource allocation.

Establish clear goals for the number and types of students needed for institutional stability

- Achieve sustainable growth in the freshman class by utilizing data to identify clear recruiting target markets.
- Design a recruitment and retention plan that focuses on sustainable diversity.
- Expand and market online and distance learning.
- Develop and market new summer programs.
- Develop a sustainable scholarship (student aid) and pricing strategy.
- Create more on-campus experiences for prospective students, parents, and school counselors.

Promote students' academic success by improving access, transition, persistence, and graduation

- Restructure onboarding and first year experience to better prepare students to start college successfully.
- Increase access to academic requirements.
- Create a climate supportive of the intentional academic experience.
- Improve design, access, and delivery of successful academic support.
- Rethink and redesign college infrastructures with a focus on persistence and graduation.

Create a data-rich and information-rich environment to inform decisions and evaluate strategies

- Create a data-mining infrastructure that uses, coordinates, and integrates existing assets into a singular accessible database (Banner).
- Create a culture that uses data as the foundation for institutional decision-making particular to recruitment and retention strategies and resource allocation.
- Provide avenues of communication of data using a variety of in-person, print, and digital mediums.

Strengthen communication and marketing with internal and external stakeholders

- Market affordability as a key factor in recruitment efforts.
- Create a marketing committee with diverse representation to focus on recruitment and retention campaigns.
- Streamline and improve the timeliness of the scholarship awarding process.
- Deliver the quality service we promise in every aspect of the student experience.

- Communicate recruitment and retention progress and plans regularly and clearly to faculty and staff.

Increase collaboration among departments across the College to support recruitment and retention

- Create an atmosphere where recruitment and retention are the responsibility of every person at the institution.
- Create opportunities and responsibilities for collaborating and communicating across academic departments and support offices.

Administration

Snow College Presidents

Alma Greenwood	1888 – 1891
George Christensen	1891 – 1892
Newton E. Noyes	1892 – 1921
Wayne B. Hales	1921 – 1924
Milton H. Knudsen	1924 – 1933
I. Owen Horsfall	1933 – 1936
James A. Nuttall	1936 – 1953
Lester B. Whetten	1953 – 1956
J. Elliot Cameron	1956 – 1958
Floyd S. Holm	1958 – 1974
J. Marvin Higbee	1974 – 1982
Steven D. Bennion	1982 – 1889
Gerald J. Day	1989 – 2001
Michael T. Benson	2001 – 2006
Scott L. Wyatt	2006 – 2014
Gary Carlston	2014 - Present

Snow College Administration

President	Gary L. Carlston
Vice President of Academic Affairs	Steve Hood, Ph.D.
Vice President of Business Operations	Jake Dettinger
Vice President of Student Services	Craig Mathie
Assistant VP of Academic Affairs	Melanie Jenkins
Assistant VP for Enrollment Management	
Director of Athletics	Robert Nielson
Director of Institutional Research	Beckie Hermansen, Ed.D
Director of Advancement	Rosie Marie Connor, MPH
Assistant to the President	Marci Larsen
Assistant to the President, Richfield	Heidi Stringham

Snow College Board of Trustees

Scott Bushnell-Chair	Leslie Kiesel-Vice Chair	Randy Cox	Kerry Day	Erma Kaye May
David Christensen	Michael McLean	Rick Robinson	Karen Soper	Snow College SBO

Snow College Foundation Board

Randy Cox—Chair	LeAnn Stoddard—Vice Chair	Rosie Marie Connor, MPH (Ex.Dir.)	Doug Barton
Gary L. Carlston	Tim Blackham	David Blackham	Leonard Blackham
Jared Eldridge	Mark Geiselmayer	Michael R. Carlston	Mark Jones
Eddie Cox	Jacob Dettinger	David A. Christensen	Lori Nay
Mark Howard	Isaac Jacobson	Roger H. Thompson	Brent M. Thorne
Dave Parrish	James Tatton, M.D.		

Accreditation and Historical Highlights

College Accreditation

Snow College is accredited by the Northwest Commission on Colleges and Universities, 1953 to present. This encompasses all degrees and programs offered by the college.

Distinct Program Accreditations:	Accrediting Body:
Music (AA and BACM)	National Association of Schools of Music
Theater (AA)	National Associate of Schools of Theatre
Business	Association of Collegiate Business Schools and Programs
Nursing	Education in Nursing

Historical Highlights:

- 1888 – Founded by Mormon settlers in Sanpete County, Snow College was first known as Sanpete Stake Academy and built entirely from local donations.
- 1909 – The administration building was completed and named after Newton E. Noyes, who served as the school principal for twenty-nine years. That building has been renovated and remains in use today.
- 1920 – A generous donation of \$2,000 by Mormon Church president Lorenzo Snow prompted the name of the college to be changed to Snow Academy in honor of Lorenzo Snow and fellow Mormon leader Erastus Snow. It was later changed to Snow Junior College.
- 1923 – The name of the school was changed to Snow College.
- 1933 – Snow College became a state college under the direction of President James A. Nuttall.
- 1953 – At the 50th anniversary of the college, the “Spirit of Snow” was recognized by a strong and loyal alumni group and dedicated faculty who were willing to sacrifice salaries for the school’s survival.
- 1961 – Snow College became a branch institution for Utah State Agricultural College (now Utah State University).
- 1969 – Snow College separated from and became a member of the state system, making a significant transition from fighting for existence to emphasizing academic excellence under the direction of President Floyd S. Holm.
- 1985 – Snow College wins the Division II national football championship, and the Forensics team took top national honors.
- 1989 – The foundation program was started under the direction of President Steven D. Bennion. More buildings were added to the existing main campus.

- 1995 – Snow College was the first higher education institution in Utah to start a college Honors Program
- 2001 – Existing buildings such as the Humanities building and the Lucy Phillips Library were remodeled. Under House Bill 114, the Sevier Valley Applied Technology Center (located in Richfield) became a branch campus of Snow College.
- 2006 – A state of the art fine arts center, the George S. and Delores Dore Eccles Center, was added to campus. With this main addition, five other aging structures were demolished: the Old Gym, the old Social Science Building, the Varsity House, the Crane Theater, and the old South Ward Music Building).
- 2012 -- Snow College was awarded its first bachelor degree—a Bachelor of Music degree with Emphasis in Commercial Music. Unlike any other four-year music program, Snow College’s program combines traditional music theory and pedagogy with employable music skills such and music technology, songwriting, and studio music experience.
- 2014 -- The college added a state-of-the art library, the Karen H. Huntsman Library, to the south part of campus and renovated the Lucy Phillips building in to a comprehensive classroom building. In addition, aggressive marketing changed the college brand including the colors to navy and orange.
- 2016 -- Snow College was awarded its second bachelor degree—a Bachelor of Science in Software Engineering. Working with economic development officials, the degree is designed to “serve as a catalyst” to attract computer technology companies to invest in Central Utah by providing a trained workforce for local business operations.
- 2017 – Under the direction of President Gary L. Carlston, the Graham Science Center was added to campus--three-story comprehensive science building, complete with a Planetarium. In addition, the college added a Bachelor of Science degree in Software Engineering.
- 2018 -- Beginning fall 2018, Snow College offered a bachelor’s degree in business in partnership with Utah State University’s Huntsman School of Business. The degree allows for student to stay in Ephraim while earning a USU bachelor’s degree in either business or marketing.
- 2019 – Dr. Bradley R. Cook is named the 17th President of Snow College.

Degrees and Divisions

Bachelor of Science in Software Engineering

Bachelor of Arts with Emphasis in Commercial Music

Associate of Science with Emphasis in Pre-Engineering

Associate of Science with Emphasis in Business

Associate of Science with Emphasis in Nursing

Associate of Science for General Studies

Associate of Arts for General Studies

Associate of Applied Science in

Automotive Technology
Construction Management
Child Care Management
Computer Information Systems
Diesel & Heavy Duty Mechanics Technology
Industrial Mechanics
Machine Tool Technology
Natural Resources
Services Technology (Cosmetology/Barbering)
Teaching Second or Foreign Languages
Welding Technology

Certificates and Diplomas in the following:

Agribusiness Technology
Automotive Technology
Construction Management
Business
Computer Information Systems
English as a Second Language
Family Life
Industrial Mechanics
Industrial Manufacturing
Practical Nursing
Services Technology

Academic Divisions

Business and Applied Technology
Fine Arts, Communications and New Media
Humanities
Natural Science and Mathematics
Social Sciences

College Quick Facts

Six County Service Area: Juab, Sanpete, Sevier, Millard, Wayne, and Piute

Campus Size: Ephraim Campus: 26 Buildings: Richfield Campus: 6 Buildings

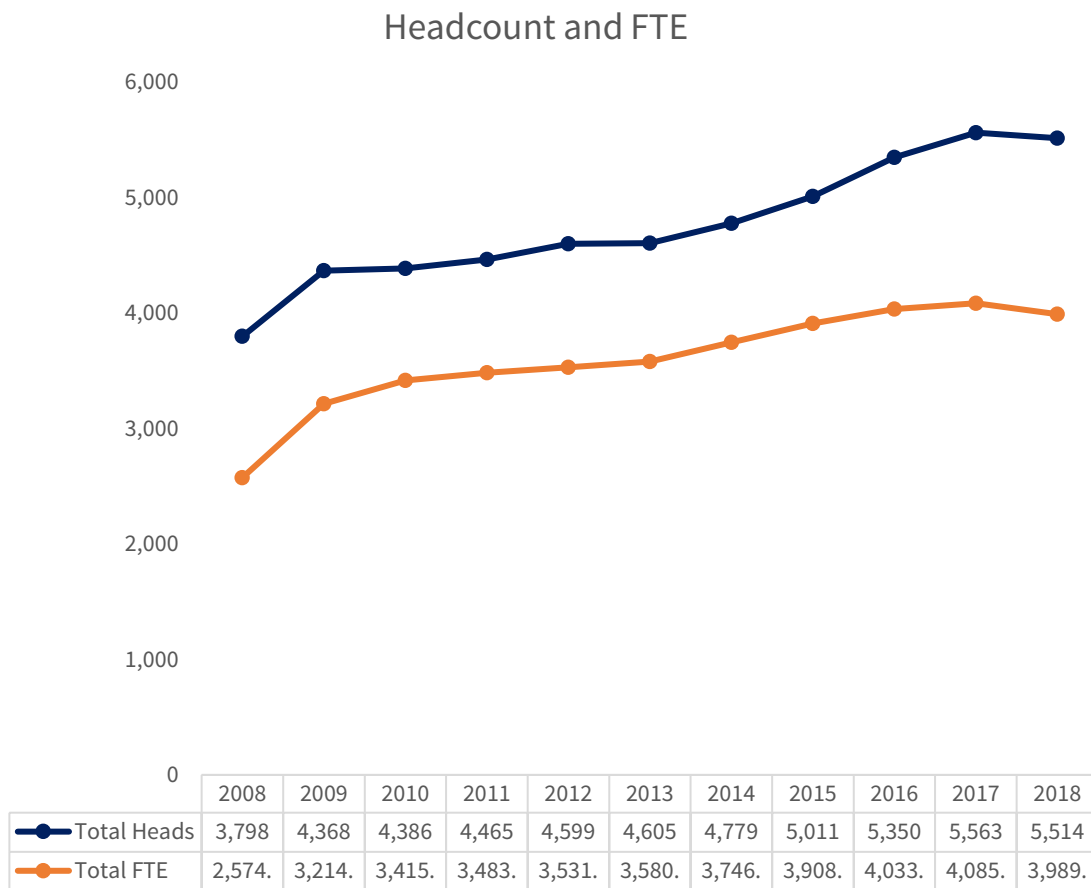
	Current Year (2018)	Prior Year Difference
Fall Headcount	5,514	-1%
Fall FTE	3,989.43	-2%
Unduplicated Headcount (14-15)	6,597	+3%
12 Month Instructional Activity (14-15)	99,666	-15%
Male Students	2,442	-2%
Female Students	3,072	0%
Full-Time Faculty	131	0%
Part-Time Faculty	126	0%
Student to Faculty Ratio	19:1	-1%
Graduates (Class of 2016)	974	+3%
High School/Concurrent Enrollment	1,879	0%
Freshman Students	3,281	-1%
Sophomore Students	2,066	-1%
Junior Students (Music and Engineering programs)	31	+29%
Senior Students (Music and Engineering programs)	136	+11%
Utah Resident Students	5,041	-1%
Non-Resident Students	473	+1%
Six County Service Area Students	2,311	+6%
Wasatch Front Students	1,775	+1%
Other Utah area students	973	-2%
Out-of-State Students	151	+13%
Out-of-Country Students	304	-39%
	Annual	
In-State Tuition (annual)	\$3,742	+1%
Out-of-State Tuition (annual)	\$12,562	+1%
Fees (annual)	\$416	0%
	Aid Year 2015	Prior Year Difference
Total Aid Provided to Students	\$15,261,513	+7%
Pell Grant Aid	\$6,686,342	+5%
	Fiscal Year 2016	Prior Year Difference
General Fund/State Appropriation	\$23,392,089	-4%
	Fiscal Year 2015	Prior Year Difference
Endowment	\$7,765,092	+37%

ENROLLMENT

Student Headcount and FTE

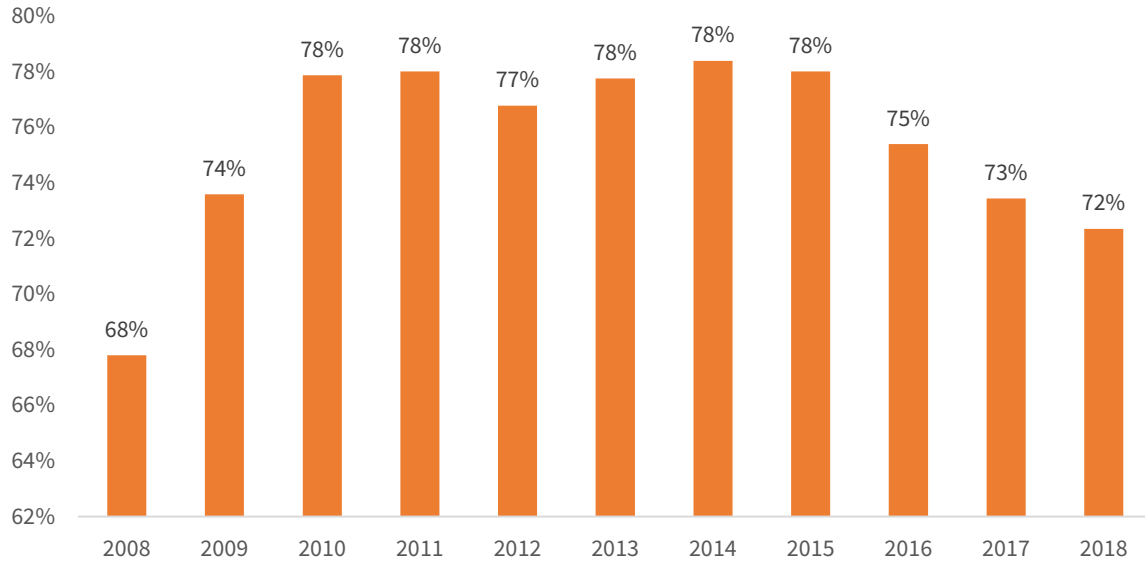
For the past 10 years, Snow College has experienced growth both in terms of headcount and student FTE. Snow College’s location, price, class size, and graduation/transfer rates continue to be attractive values to both in-state and out-of-state students. The addition of the Bachelor of Science degree in Software Engineering, a 2+2 Bachelor’s degree in Business from Utah State University on the Snow College campus, a Bachelor of Music with Emphasis in Commercial Music, an Associate’s Degree in Nursing, a Rodeo Club, and Men’s and Women’s NJCAA Soccer has also contributed to enrollment growth. FTE growth represents the number of students taking a full credit load (15 credits or more) each semester. FTE growth has paralleled headcount growth until fall 2016 where there is a noticeable larger gap between headcount and FTE. This gap is likely the result of more students taking less than full 15 credit hour load. Data includes high school concurrent enrollment students who contribute to headcount but take no more than 6 credits of college credit each semester.

Data Source: fall and spring 3rd Week reports (Tables 2A and 2B)



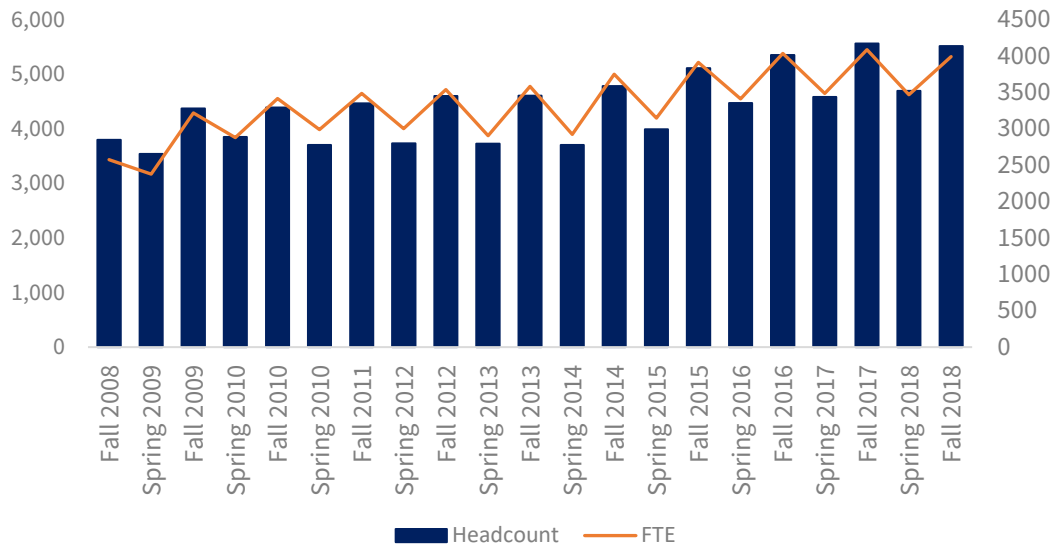
This chart represents student FTE as a percentage of total headcount, including concurrent enrollment students. As noted, FTE has dropped compared to the number of students attending Snow College since fall 2015.

FTE as Percentage of Headcount



The following chart is Snow College’s headcount and FTE by semester, including fall and spring semesters but excluding summer terms. Despite experiencing lower headcount and FTE, spring semester also displays growth since 2014. In fact, Snow College reported the largest spring class in 2018.

Headcount and FTE by Main Academic Semester

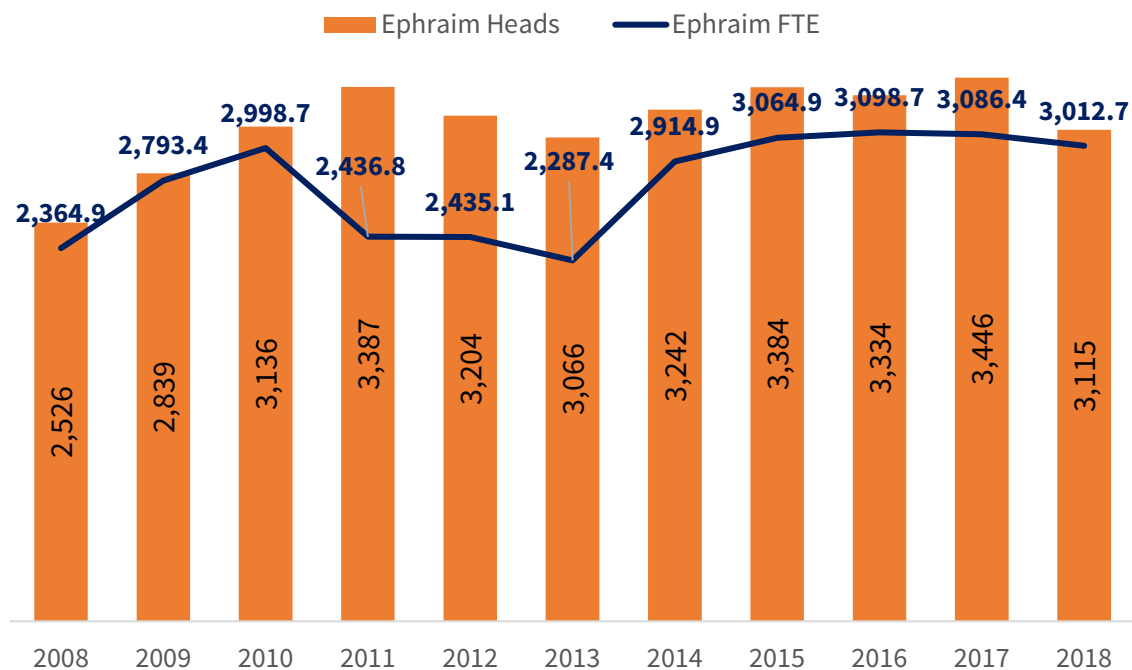


Student Headcount and FTE by Campus

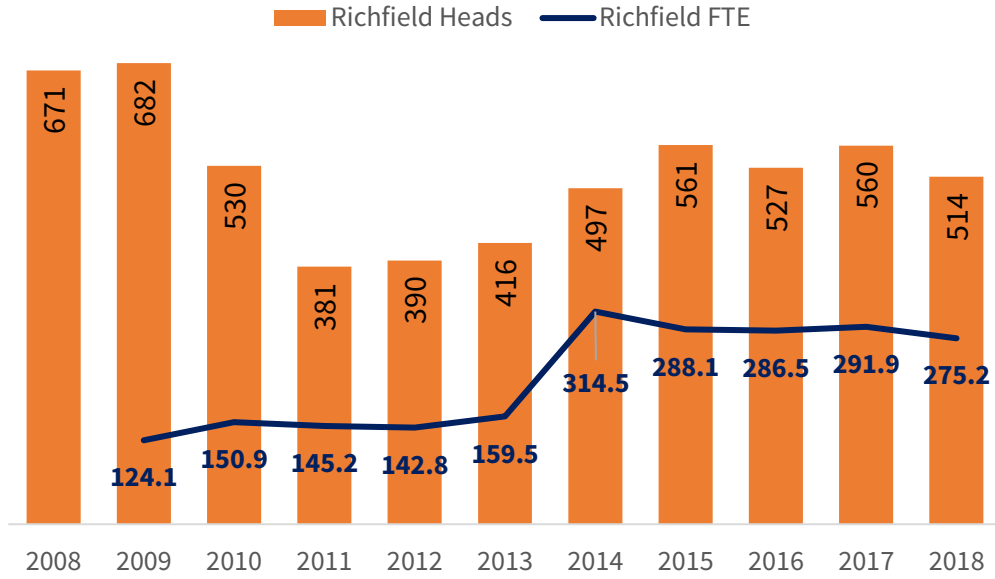
Snow College has three distinct campuses: Ephraim Campus, Richfield Campus, and an On-Line/Distance Campus. The Ephraim campus, located in Ephraim, is the college's main campus. The Richfield campus, located approximately 65 miles southeast in Richfield, Utah, is a branch campus acquired in 1999 – 2000 from the Sevier Valley Technical Education Center. This campus houses most of Snow College's technical and vocational programs. The On-Line/Distance campus represents instruction that is delivered by Snow College faculty using the internet to any student nation/world-wide or via interactive video technology to various high school outreach.

Data Source: fall and spring 3rd Week reports by campus distinction

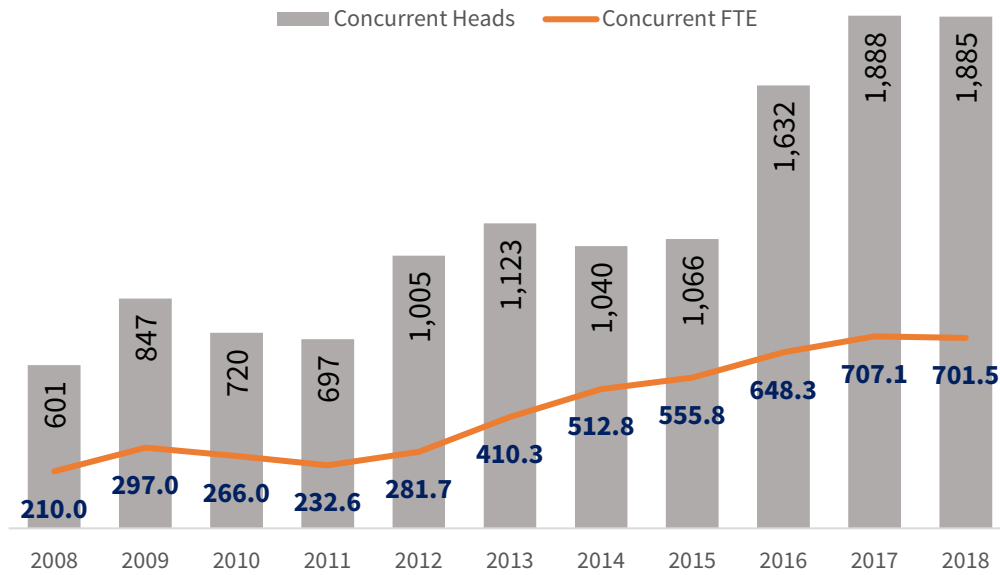
EPHRAIM CAMPUS



RICHFIELD CAMPUS



ONLINE/DISTANCE CAMPUS



FTE by Division

The **Administrative Division** represents general education courses that do not necessarily belong to a specific division, namely College Study Skills, College Survival, Student Leadership Development, and Career Exploration/Skills.

The **Business and Applied Technology Division** represents business courses taught on all campuses as well as career and technical education courses.

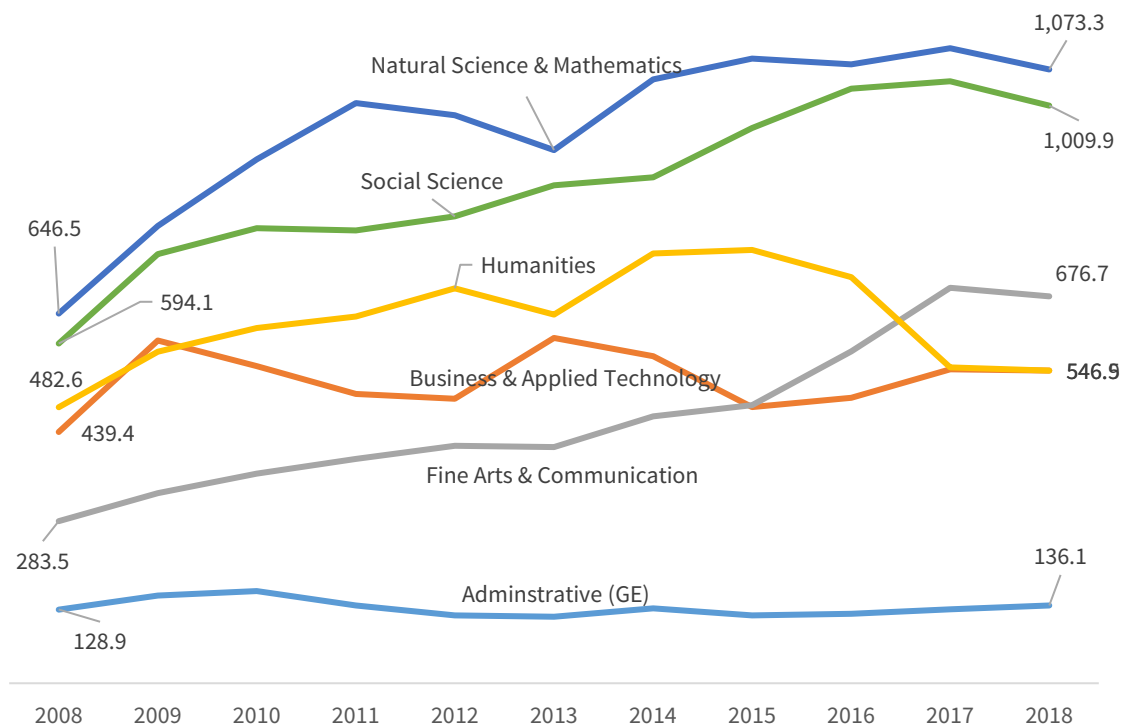
The **Fine Arts and Communication Division** represents courses taught in Communication, Music, Dance, and Theatre. Since 2012, the student FTE has included Bachelor of Music students.

The **Humanities Division** represents courses taught in English, Philosophy, Humanities, English as a Second Language, Teaching English as a Second Language, and all Foreign Language courses.

The **Natural Science & Mathematics Division** represents courses taught in the Life Science (Biology), the Physical Sciences (Chemistry, Geology, Physical Science, and Physics), and Mathematics.

The **Social Science Division** represents courses taught in Home and Family Science, Criminal Justice/Social Work, Geography, History, Social Science, Education, Psychology, and Physical Education.

Data Source: fall and spring 3rd Week reports (by c_college indicator)

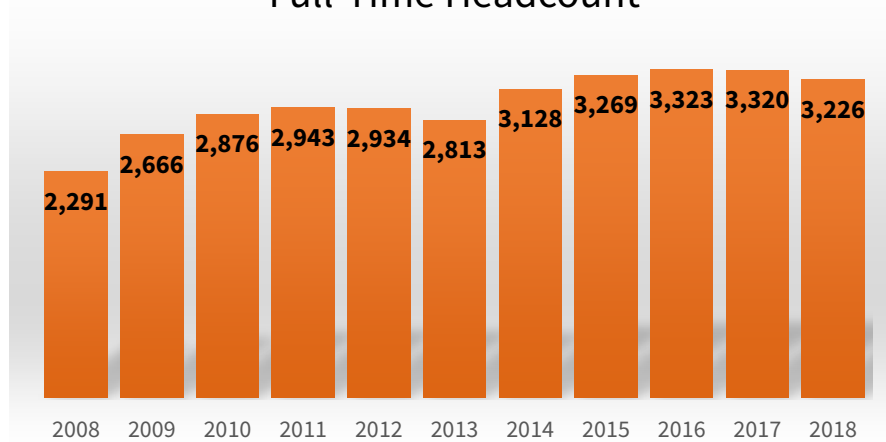


Full-Time and Part-Time Headcount

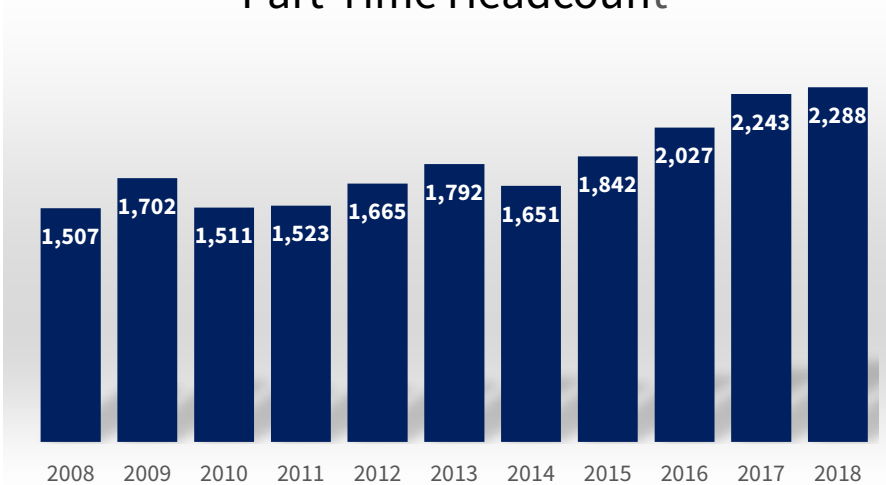
Full and part-time status at Snow College is determined by the number of enrolled credits hours. Students taking 15 or more credit hours are considered full-time. This standard is higher than that required by financial aid, which is 12 credit hours. Snow College offers a tuition break for students taking 10 or more credit hours a semester. This tuition break is applied to respective resident and non-resident tuition amounts. The majority of students attending Snow College are full-time and live near the college campus. High school/concurrent enrollment students represent the largest (and growing) class of part-time students. High school/concurrent enrollment students typically take 6 or fewer credits each semester.

Data Source: fall 3rd week reports

Full-Time Headcount



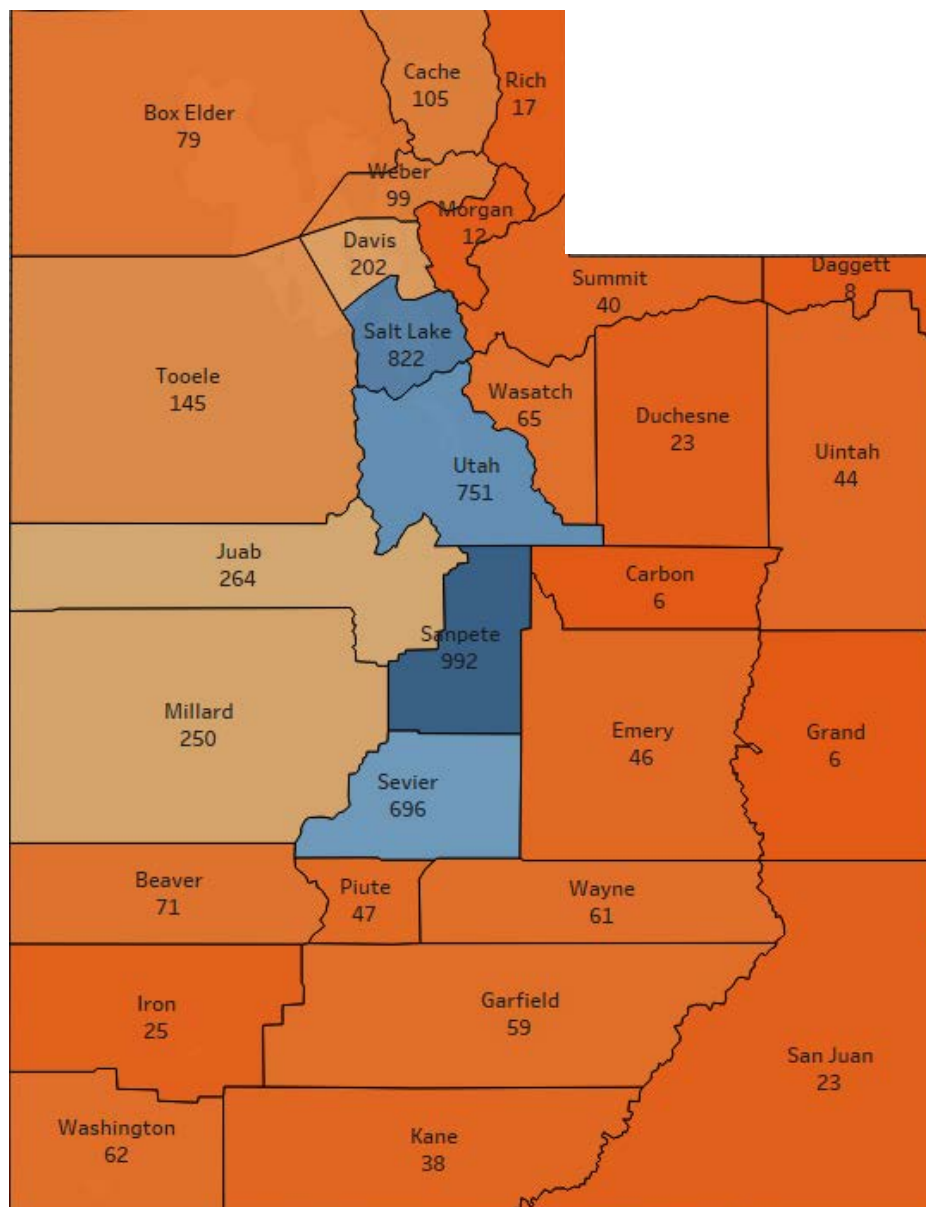
Part-Time Headcount



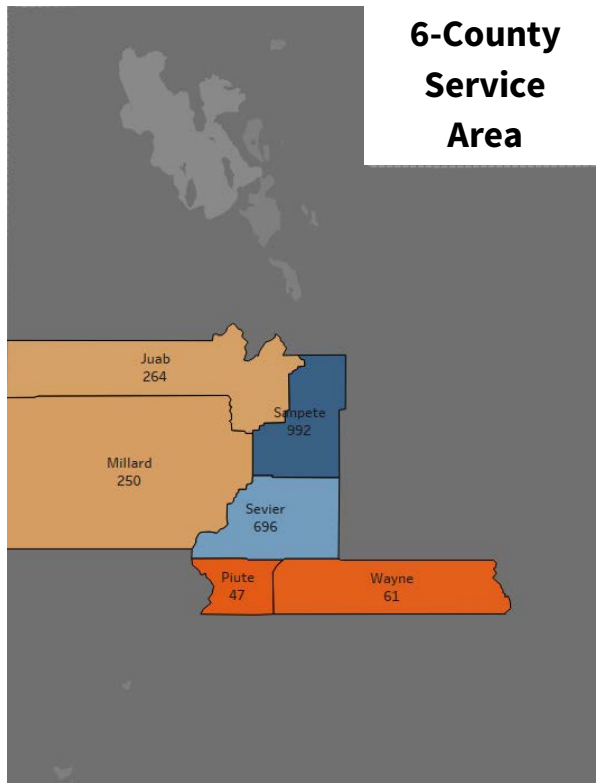
Enrollment by Geographic Area

The majority of Snow College students (89%) come from the state of Utah. Only 2% of the fall 2017 headcount represented out-of-state students from the United States and 9% enrolled from one of 40 different foreign nations. These counts represent all students, including high school concurrent enrollment students who receive Snow College instruction at their high school via interactive video technology from a Snow College faculty member or face-to-face from a Snow College approved high school instructor.

Data Source: Snow College 3rd Week reports for respective fall semesters



Enrollment by Geographic Area—Service Regions

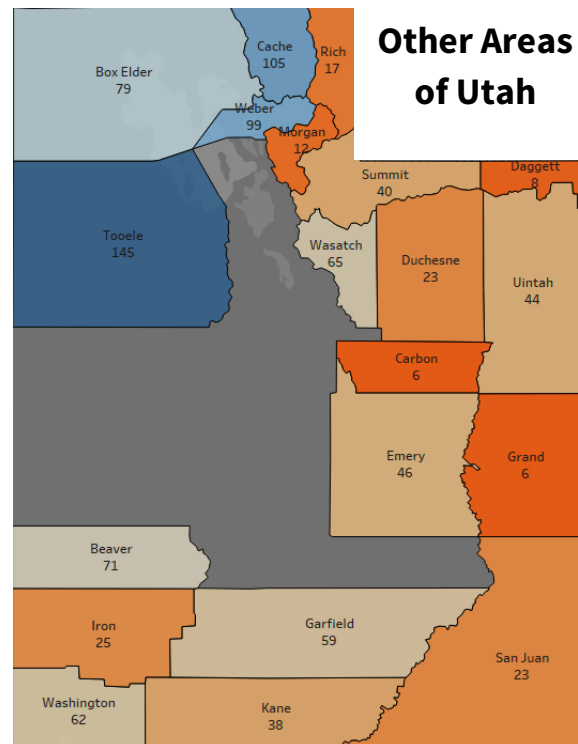
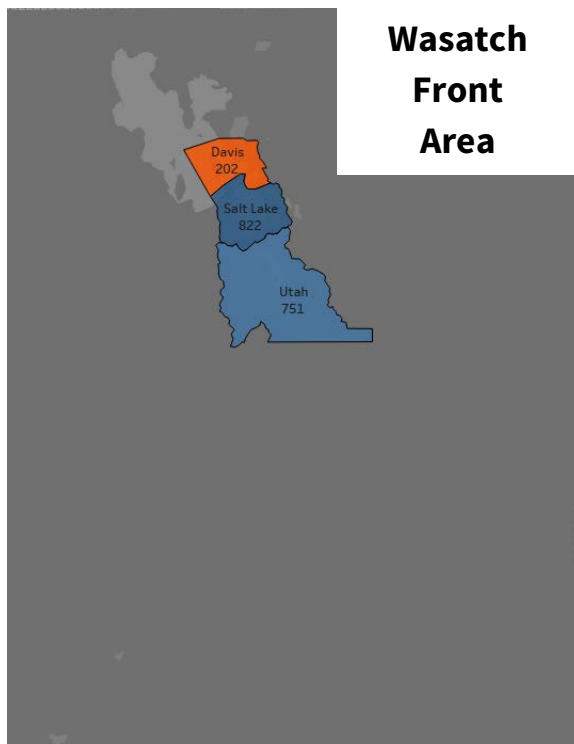


Snow College’s service region represents the counties of Juab, Millard, Sanpete (Ephraim campus location), Sevier (Richfield campus location), Piute, and Wayne. The fall enrollment breakdown by resident service area is as follows:

- 39% from the six-county service area
- 32% from the Wasatch Front (Utah, Salt Lake, and Davis counties)
- 18% from other areas in Utah

The maps indicate the number of students enrolled at Snow College by service region and county for fall semester 2017. The enrollment counts represent all students, including high school concurrent enrollment students who receive Snow College instruction at their high school via interactive video technology from a Snow College faculty member or face-to-face from a Snow College approved high school instructor.

Data Source: Snow College 3rd Week reports for respective fall semesters.



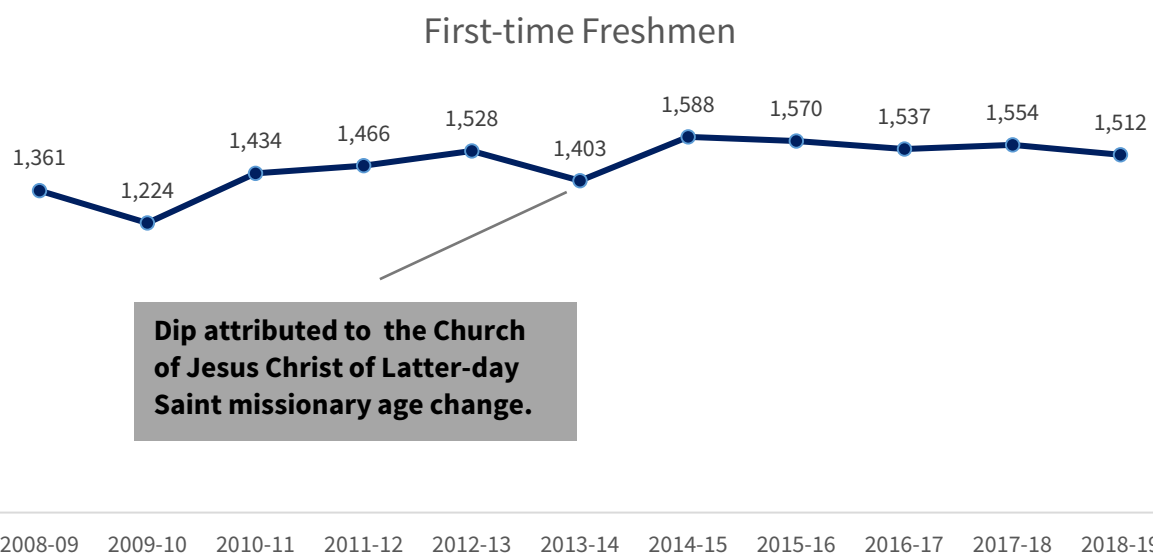
Enrollment by Student Type

Student type is defined as the registration status of each student for a specific term. There are nine different student registration types that apply to Snow College students. High school students (HS) are taking college classes from the institution while still in high school. First-time freshman students are attending the institution for the first-time at the undergraduate level and are represented by two codes: FH (first-time freshmen less than 12-months out of high school) and FF (first-time freshmen greater than 12-months out of high school). Transfer undergraduate students (TU) are first-time students at the reporting institution who have previously attended another college or university. Continuing students (CS) are those that are re-enrolling after having attended the previous term. Returning students (RS) are re-enrolling after stopping out for at least one term. Non-Matriculated students (NM) are taking courses without applying for candidacy toward a degree. An optional category to non-matriculate students are continuing education students (CE) who are taking courses largely for personal interest. CE students include those that are enrolled in conferences and/or workshops. Non-credit, non-matriculated students (NC) represent an optional subcategory of students with non-degree seeking coursework focused in CTE areas of study. For the purposes of this report, all NM, CE, or NC students are reported as “other”.

Snow College pays particular attention to growth trends among high school, first-time freshman, and continuing students. Currently, high school student enrollment has surpassed the college’s first-time freshman and continuing student classes. Since 2014, Snow College’s first-time freshman class has been in decline (down 5%).

Data Source: Snow College 3rd Week Reports

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
First-time Freshmen	1,361	1,224	1,434	1,466	1,528	1,403	1,588	1,570	1,537	1,554	1,512



Over the past decade, Snow College has experienced significant growth in the high school/concurrent enrollment population (up 793 students since fall 2008). This is attributed to legislation that designated Snow College as the primary provider of concurrent enrollment instruction to rurally located high schools throughout Utah. This legislation took effect in fall 2012, from which the high school population grew by 9% (on average) each year.

Snow College's first-time freshman class peaked fall 2014 with 1,588 students. Continuing students represent the College's second largest class of students with a high of 1,653 students in fall 2016. Declines in the institution's first-time freshman and continuing student classes coupled with the fact that high school/concurrent enrollment (non-college tuition paying students) have prompted the college to develop a strategic enrollment management plan. The premise of the SEM plan is to proactively bolster and retain tuition-paying students with precision and institutional collaboration.

Data Source: Snow College 3rd Week reports for respective fall semesters.

	Fall 2016	Fall 2017	Fall 2018	Difference	% Diff
Total Unduplicated Headcount	5350	5563	5514	-49	-1%
Budget-Related Headcount	4822	4906	4700	-206	-4%

Total Unduplicated FTE	4033.8	4085.4	3989.4	-96.0	-2%
Budget -Related FTE	3734.0	3744.2	3615.0	-129.2	-3%

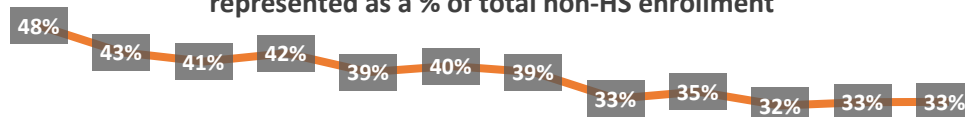
Student Type	2016	2017	2018	Difference	% Diff
High School/Concurrent	1631	1887	1879	-8	0%
Freshman	1537	1554	1512	-42	-3%
Continuing	1653	1590	1568	-22	-1%
Returning	267	277	261	-16	-6%
Transfer	52	50	33	-17	-33%
Other	210	205	261	56	27%
Total Headcount	5350	5563	5514	-49	-1%

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
High School Students	1,086	1,252	1,015	853	1,165	1,293	1,235	1,410	1,631	1,887	1,879
First-Time Freshmen	1,361	1,224	1,434	1,466	1,528	1,403	1,588	1,570	1,537	1,554	1,512
Continuing Students	877	1,401	1,482	1,439	1,336	1,178	1,477	1,569	1,653	1,590	1,568
Returning Students	324	303	272	324	262	379	290	289	267	277	261
Transfer Students	53	74	78	77	62	91	39	42	52	50	33
Other Students	97	114	106	307	246	261	150	231	210	205	261
Total Headcount	3,798	4,368	4,387	4,466	4,599	4,605	4,779	5,111	5,350	5,563	5,514

6-County Enrollment Trends

These data represent the enrollment trends of post-secondary (college) students coming from each respective county in the service region. These data do not include high school/concurrent enrolment students. There has been a 10% decline in enrollments from the 6-county area since FY 2009 (the 2017-2018 academic year).

Six-County Enrollment Trends represented as a % of total non-HS enrollment



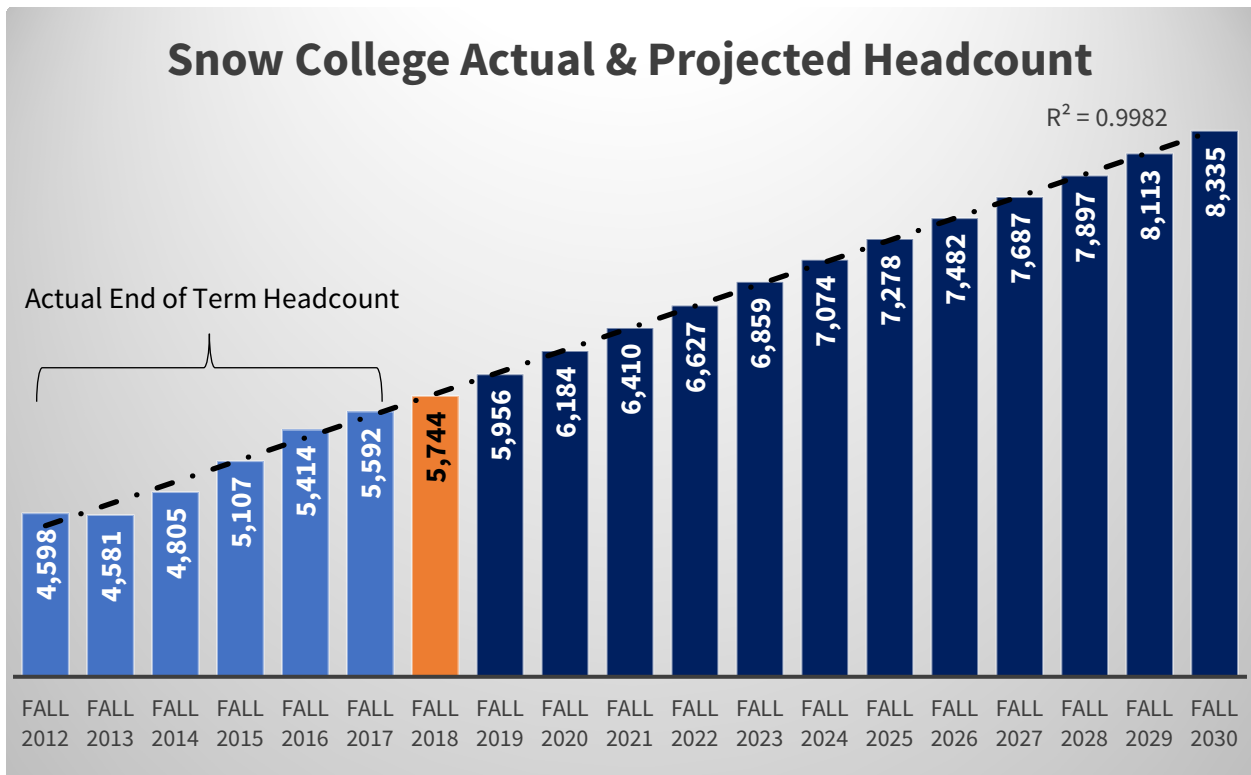
15% enrollment decline from FY 2008 to FY 2019

	Juab	Millard	Piute	Sanpete	Sevier	Wayne	Totals	Total Headcount	Combined % of Total Headcount
FY 2009	59	100	10	676	286	23	1,154	2,707	43%
FY 2010	68	104	21	635	410	33	1,271	3,116	41%
FY 2011	93	118	16	743	437	24	1,431	3,372	42%
FY 2012	106	118	15	730	405	23	1,397	3,613	39%
FY 2013	109	107	11	724	395	24	1,370	3,434	40%
FY 2014	109	116	14	649	373	21	1,282	3,312	39%
FY 2015	112	99	10	596	347	19	1,183	3,544	33%
FY 2016	109	105	21	675	354	25	1,289	3,701	35%
FY 2017	92	103	18	629	330	20	1,192	3,719	32%
FY 2018	101	95	7	650	332	17	1,202	3,676	33%
FY 2019	98	90	17	648	326	13	1,192	3,635	33%

Enrollment Predictions

Projected headcount and FTE is determined using an internal formula representing general target markets of (1) high school students attending the college either on or off campus, (2) new freshman students, (3) continuing students (students who attended the college the prior semester) and (3) other students (transfer, returning, non-matriculated or continuing education students). Each student group is further tracked by the geographic areas of Snow College’s six-county service region, the Wasatch Front region, and other areas in and out of the state of Utah. These projections are updated annually (April) and presented to the Utah State Board of Regents by the Snow College President.

Data Source: Snow College Prediction Model (updated each spring)



Enrollment Forecasting by Campus

This model simply uses historical enrollment data starting fall 2005 to forecast future headcount, respective of the Ephraim campus, Richfield campus and concurrent enrollment/high school students. These data do not apply the same parameters associated with Snow College’s formal prediction model presented to USHE each spring. It should be used to (at best) “ballpark” specific campus growth, not institutional enrollment progress. This model roughly accounts for students who take classes on both campuses (“swirling” students); whereas, the institutional prediction model does not. As a result, the **models are not synonymous and should not be compared to one another.**

Historically, 65% of Snow College’s headcount and 81% of the institution’s FTE is located on the Ephraim campus. High school students have represented 25% of headcount and 14% of FTE. The Richfield campus has hosted 10% of student headcount and 5% of student FTE.

Data Source: Snow College 3rd Week headcount and FTE as determined by campus (via section number designation) using linear regression forecasting. R-squared values for each campus are at best .57.

	Ephraim Heads	Richfield Heads	Concurrent Heads	Total Heads	Ephraim FTE	Richfield FTE	Concurrent FTE	Total FTE
9/1/2005	2,834	502	862	4,198	2,671.1	0.0	338.0	3,009.1
9/1/2006	2,809	560	809	4,178	2,672.1	0.0	272.0	2,944.1
9/1/2007	2,479	584	682	3,745	2,289.0	0.0	219.0	2,508.0
9/1/2008	2,526	671	601	3,798	2,364.9	0.0	210.0	2,574.9
9/1/2009	2,839	682	847	4,368	2,793.4	124.1	297.0	3,214.6
9/1/2010	3,136	530	720	4,386	2,998.7	150.9	266.0	3,415.6
9/1/2011	3,387	381	697	4,465	2,436.8	145.2	232.6	2,814.6
9/1/2012	3,204	390	1,005	4,599	2,435.1	142.8	281.7	2,859.6
9/1/2013	3,066	416	1,123	4,605	2,287.4	159.5	410.3	2,857.2
9/1/2014	3,242	497	1,040	4,779	2,914.9	314.5	512.8	3,742.2
9/1/2015	3,384	561	1,066	5,011	3,064.9	288.1	555.8	3,908.8
9/1/2016	3,334	527	1,632	5,350	3,098.7	286.5	648.3	4,033.8
9/1/2017	3,446	560	1,888	5,563	3,086.4	291.9	707.1	4,085.4
9/1/2018	3,115	514	1,885	5,514	3,012.7	275.2	701.5	3,989.4
9/1/2019	3,604	531	1,514	5,649	2,978.1	196.0	606.1	3,780.3
9/1/2020	3,728	533	1,556	5,817	3,414.6	194.1	625.4	4,234.1
9/1/2021	3,859	535	1,598	5,992	3,424.0	192.2	644.6	4,260.7
9/1/2022	3,613	537	1,639	5,790	3,149.2	190.3	663.8	4,003.3
9/1/2023	3,373	540	1,681	5,593	2,956.3	188.4	683.0	3,827.7
9/1/2024	3,876	542	1,723	6,141	3,204.9	186.4	702.3	4,093.6
9/1/2025	4,001	544	1,765	6,309	3,641.4	184.5	721.5	4,547.4
9/1/2026	4,132	546	1,806	6,484	3,650.8	182.6	740.7	4,574.1
9/1/2027	3,886	548	1,848	6,282	3,376.0	180.7	759.9	4,316.6
9/1/2028	3,646	550	1,890	6,085	3,183.1	178.8	779.2	4,141.1
9/1/2029	4,149	552	1,931	6,633	3,431.7	176.8	798.4	4,406.9
9/1/2030	4,274	554	1,973	6,801	3,868.2	174.9	817.6	4,860.8
	65%	10%	25%		81%	5%	14%	

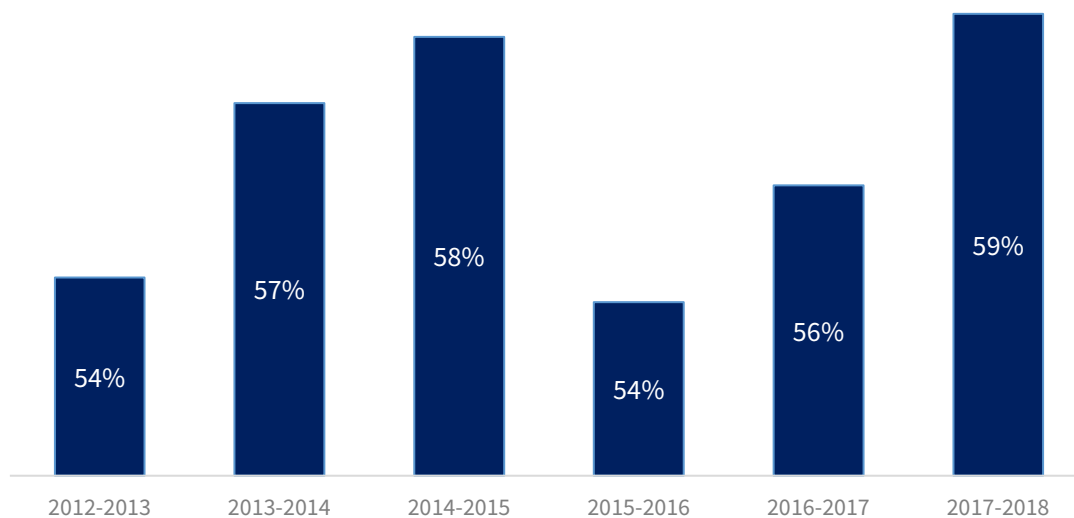
STUDENT ACCESS

15 to Finish Status

As a part of Utah's 2020 Economic Plan, the state Board of Regent's commenced a "15 to Finish" campaign in order to encourage more timely graduation among higher education students. Institutions were encouraged to offer incentives such as a tuition break in order to get students to take 15 credits over the normal 12 credit full-time load. Each year, Snow College reports the number of students who have taken 15 more credits per semester. Recently, this reporting has turned into reporting only the number of students who have taken 30 or more credits during an academic year. The data excludes the following students: high school/concurrent, continuing education, non-matriculated, and non-degree seeking. Snow College currently leads the state in the percentage of students who complete 15 credits per term and/or 30 credits during an academic year. The five-year average of students completing 30 or more credit per year is 57%

Data Source: EOT files for respective fall and spring semesters

% of Students taking 30 Plus Credits/Year

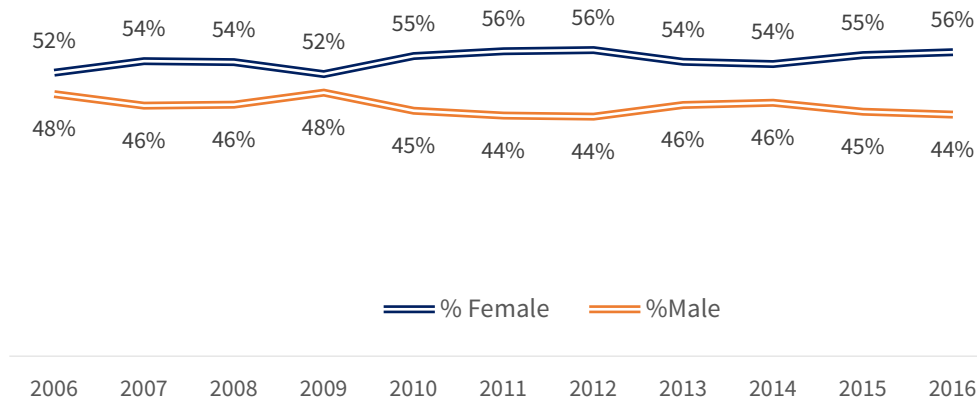


15 to Finish by Term	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018
Headcount	3,414	3,305	3,429	3,301	3,404	3,130	3,404
Completed 15 or more	3,025	2,746	3,036	2,754	3,038	2,678	3,038
Percentage 15 or more	89%	83%	89%	83%	89%	86%	89%

Headcount by Gender and Ethnicity

This information measures headcount by gender and ethnicity. Since 2006, there has been a 2% increase in female participation, a 2% decrease in male participation. Data sources: 3rd Week reports for fall semesters.

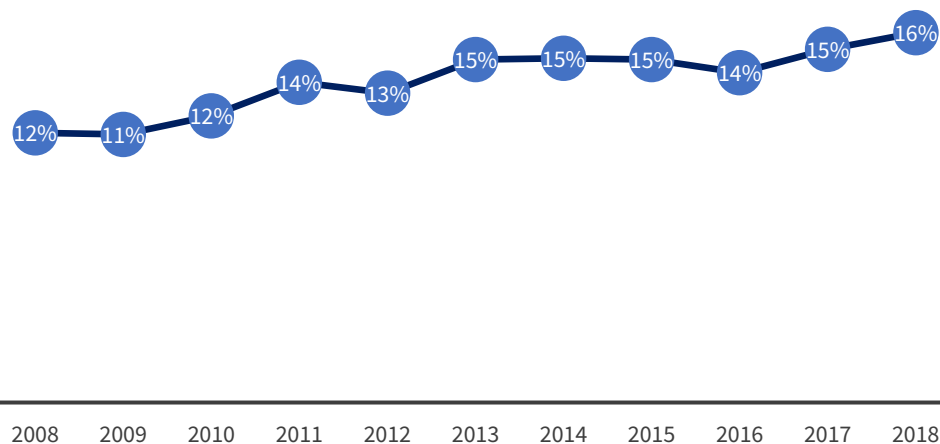
Enrollment by Gender



Minority student enrollment includes all students with race/ethnicity other than White/Caucasian. International students are included in these counts. In 2006, only 8% of Snow College's student population represented by minority students. Currently, the college has doubled that percentage—15% of student enrollment.

Data Source: Fall 3rd week reports using variables of gender and ethnicity

Minority Students



Since 2008, minority student growth is most significant for Hispanic students (16%). Additional growth occurs for Black students (2%), Asian students (2%), and multiple race students (10%). Declines in growth are for Native Hawaiian, Pacific Islander students (-7%), American Indian, Alaskan students (-7%), and Non-Resident, Alien students (12%). Most of Snow College's international student population are classified as Non-Resident, Alien students.

Data Source: Snow College 3rd Week reports

Percentage Minority	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Headcount	439	502	539	613	610	677	705	751	756	842	874
Hispanic	23%	22%	21%	26%	24%	26%	27%	34%	34%	36%	39%
Black	6%	7%	7%	8%	8%	9%	10%	10%	8%	10%	8%
Asian	3%	2%	3%	3%	4%	5%	6%	6%	6%	5%	5%
Pacific Islander	18%	19%	14%	13%	15%	16%	13%	14%	14%	13%	11%
American Indian	15%	13%	9%	10%	8%	11%	9%	8%	10%	11%	8%
Non-Resident Alien	28%	24%	20%	14%	17%	18%	20%	16%	17%	19%	16%
Multiple Races	0%	3%	5%	7%	14%	9%	9%	8%	8%	2%	10%
Total Minority %	12%	11%	12%	14%	13%	15%	15%	15%	14%	15%	16%

Headcount enrollment by race/ethnicity and campus uses specific section numbers associated with the Ephraim and Richfield campuses. Over time, more and more students enroll in classes on both campuses. As a result, the headcount for Ephraim added to the headcount for Richfield will contain duplicates. These data were collected in support of a Richfield on-campus housing RFP and do not represent high school/concurrent enrollment students (who would be living at home). The data are an unduplicated count by campus to represent course participation respective of each campus.

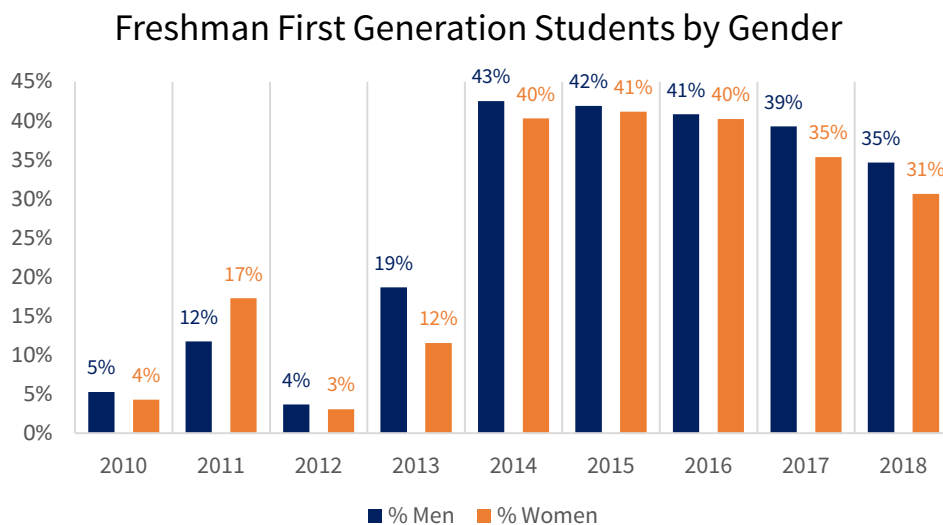
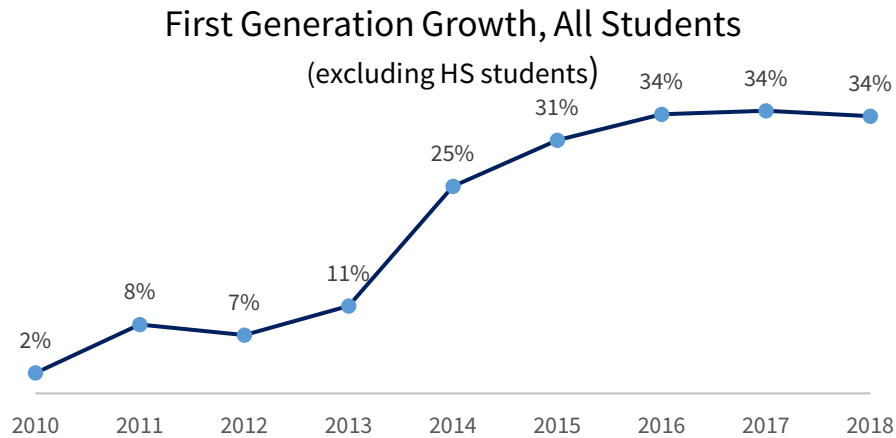
Ephraim Campus	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Asian	8	6	10	16	14	16	24	26	24	24	16
Black	27	32	33	41	42	55	70	69	49	77	61
Hispanic	65	86	67	106	86	100	143	159	169	199	152
American Indian	19	19	10	32	21	21	32	37	28	37	31
Multiple Races	1	11	24	30	43	40	46	39	51	15	21
Non-Resident Alien	123	120	107	82	97	119	137	106	110	135	148
Pacific Islander	73	89	75	75	86	96	84	95	99	99	82
Unknown	10	13	67	97	40	26	27	21	18	19	72
White	2,052	2,401	2,567	2,737	2,450	2,489	2,679	2,832	2,887	2,841	2,780
Totals	2,378	2,777	2,960	3,216	2,879	2,962	3,242	3,384	3,435	3,446	3,363

Richfield Campus	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Asian	1	1	0	1	1	1	4	2	5	1	4
Black	1	10	3	2	2	2	1	3	3	5	7
Hispanic	19	11	19	24	21	21	22	27	27	24	35
American Indian	13	1	12	11	14	9	8	12	14	12	12
Multiple Races	1	1	1	5	14	6	7	6	5	0	1
Non-Resident Alien	0	0	0	0	2	0	2	2	1	10	8
Pacific Islander	2	3	1	1	1	3	3	3	4	6	5
Unknown	4	10	14	16	22	11	4	5	2	3	5
White	418	472	540	519	581	499	446	501	465	499	521
Totals	459	509	590	579	658	552	497	561	526	560	598

First Generation Students

First generation students are those students attending a college or university for the first time whose parents have not completed a bachelor's degree. This means they are the first person in their family to go to college to attain a bachelor's degree. Most first generation students (48%, source: National Center of Education Statistics) enroll in two-year institutions and face challenges such as low rates of college readiness which puts them at a higher risk for academic failure. Additionally, first generation students typically have household median incomes and face financial uncertainty throughout the college experience. Snow College first started collecting first generation information in 2010. Better data collection resulted in a significant increase in first generation students starting fall 2014. The five-year average of first generation enrollment is 32% of the entire student body and 38% of the freshman class. Gender representation for first generation is fairly even.

Source: Banner Database (SARQUAN) and fall 3rd week reports (matched by student)



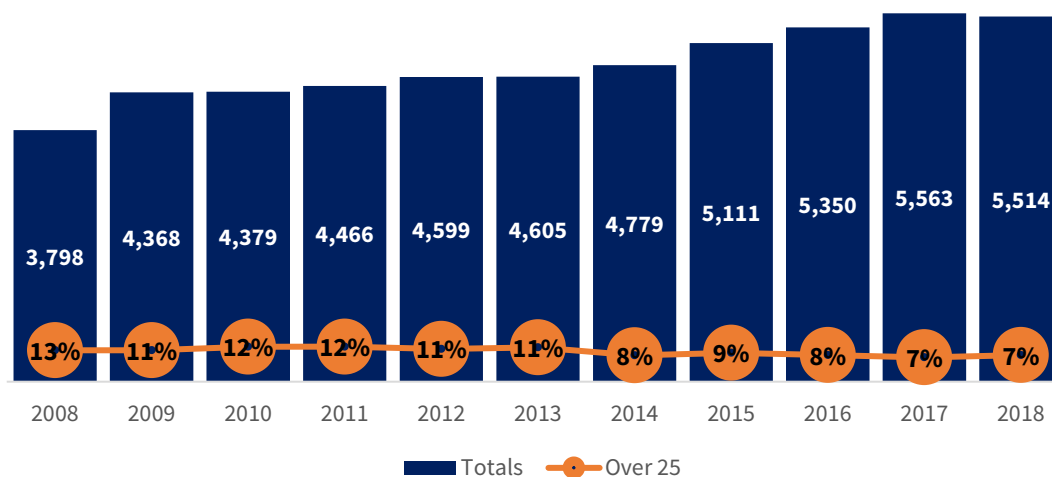
Headcount by Age

The data show unduplicated headcounts of all students (including high school/concurrent enrollment) by age. Students who are 18 years or younger are typically high school/concurrent enrollment students. Snow College continues to have a traditional age student population. The majority of students are under the age of 25. For fall 2018, the average age of all students was 20 years.

Data source: Snow College 3rd Week reports. Reporting categories match those requires by the Integrated Post-Secondary Data Source (IPEDS).

Combined	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Under 18	1,044	1,165	961	1,034	1,153	1,243	1,158	1,329	1,543	1,792	1,502
18-19	1,490	1,796	1,908	1,851	1,933	1,827	2,053	2,053	2,018	2,021	2,102
20-21	474	559	561	653	629	608	702	820	923	945	944
22-24	315	373	422	399	389	409	471	471	464	439	566
25-29	171	147	178	183	166	164	135	152	157	139	163
30-34	91	94	104	123	98	100	91	101	81	73	78
35-39	74	76	73	66	68	77	62	65	57	56	53
40-49	76	86	109	100	98	96	69	73	73	67	66
50-64	55	63	51	49	56	71	29	44	29	28	31
65 and over	8	9	12	8	9	10	9	3	5	3	9
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	3,798	4,368	4,379	4,466	4,599	4,605	4,779	5,111	5,350	5,563	5,514

% of Students Over 25 Years of Age



Headcount by Age and Gender

Data source: Snow College 3rd Week reports. Reporting categories match those requires by the Integrated Post-Secondary Data Source (IPEDS).

Men	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Under 18	516	581	495	608	543	593	528	629	747	796	634
18-19	554	650	675	674	677	560	602	681	692	686	757
20-21	252	296	278	320	322	326	407	470	533	556	504
22-24	248	285	331	300	286	306	367	352	332	306	378
25-29	101	76	103	106	93	92	79	96	81	66	80
30-34	48	33	53	58	49	47	43	42	34	27	27
35-39	43	27	23	27	29	37	27	29	21	23	19
40-49	29	20	37	39	43	31	27	27	28	19	25
50-64	29	34	21	21	24	33	15	23	13	12	12
65 plus	5	4	7	4	3	7	3	3	3	2	6
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	1,825	2,006	2,023	2,157	2,069	2,032	2,098	2,352	2,484	2,493	2,442

Women	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Under 18	528	584	466	426	610	650	630	700	796	996	868
18-19	936	1,146	1,233	1,177	1,256	1,267	1,451	1,372	1,326	1,335	1,345
20-21	222	263	283	333	307	282	295	350	390	389	440
22-24	67	88	91	99	103	103	104	119	132	133	188
25-29	70	71	75	77	73	72	56	56	76	73	83
30-34	43	61	51	65	49	53	48	59	47	46	51
35-39	31	49	50	39	39	40	35	36	36	33	34
40-49	47	66	72	61	55	65	42	46	45	48	41
50-64	26	29	30	28	32	38	14	21	16	16	19
65 plus	3	5	5	4	6	3	6	0	2	1	3
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	1,973	2,362	2,356	2,309	2,530	2,573	2,681	2,759	2,866	3,070	3,072

The following data present headcount enrollments by gender and full-time/part-time status. The majority of part-time students 18 years or younger are likely high school/concurrent enrollment students who are taking 3 to 6 college credits either face-to-face or via IVC technology at their high school.

Full-Time Students

Men	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Under 18	30	42	43	52	46	48	50	62	61	60	44
18-19	477	545	586	605	593	472	492	571	597	576	563
20-21	234	269	250	296	289	289	364	426	476	505	455
22-24	215	254	291	261	244	257	305	297	290	259	316
25-29	51	44	66	61	57	50	56	63	58	41	57
30-34	21	18	27	28	27	24	19	15	14	14	11
35-39	18	13	10	11	10	16	13	9	9	9	8
40-49	11	9	7	16	17	12	12	7	9	8	6
50-64	5	5	5	6	7	9	6	2	3	2	1
65 and over	0	0	0	0	0	0	1	0	0	0	0
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	1,062	1,199	1,285	1,336	1,290	1,177	1,318	1,452	1,517	1,474	1,461

Women	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Under 18	32	45	38	50	39	85	90	92	81	93	49
18-19	886	1,051	1,167	1,107	1,187	1,195	1,347	1,270	1,222	1,233	1,107
20-21	190	205	225	268	240	211	227	291	317	333	380
22-24	43	55	46	65	63	53	58	85	88	91	119
25-29	30	39	36	39	33	31	25	26	42	44	45
30-34	17	21	23	27	27	18	27	23	21	22	26
35-39	14	20	23	18	20	17	16	7	14	17	16
40-49	14	22	24	25	24	19	15	15	17	9	17
50-64	3	9	9	8	11	7	4	8	4	4	5
65 and over	0	0	0	0	0	0	1	0	0	0	1
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	1,229	1,467	1,591	1,607	1,644	1,636	1,810	1,817	1,806	1,846	1,765

Total Full-time	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Under 18	62	87	81	102	85	133	140	154	142	153	93
18-19	1,363	1,596	1,753	1,712	1,780	1,667	1,839	1,841	1,819	1,809	1,670
20-21	424	474	475	564	529	500	591	717	793	838	835
22-24	258	309	337	326	307	310	363	382	378	350	435
25-29	81	83	102	100	90	81	81	89	100	85	102
30-34	38	39	50	55	54	42	46	38	35	36	37
35-39	32	33	33	29	30	33	29	16	23	26	24
40-49	25	31	31	41	41	31	27	22	26	17	23
50-64	8	14	14	14	18	16	10	10	7	6	6
65 and over	0	0	0	0	0	0	2	0	0	0	1
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	2,291	2,666	2,876	2,943	2,934	2,813	3,128	3,269	3,323	3,320	3,226

Part-Time Students

Men	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Under 18	486	539	452	556	497	545	478	567	686	736	590
18-19	77	105	89	69	84	88	110	110	95	110	194
20-21	18	27	28	24	33	37	43	44	57	51	49
22-24	33	31	40	35	42	49	62	55	42	47	62
25-29	50	32	37	45	36	42	23	33	23	25	23
30-34	27	15	26	30	22	23	21	27	20	13	16
35-39	25	14	13	16	19	21	14	20	12	14	11
40-49	18	11	30	23	26	19	15	20	19	11	19
50-64	24	29	16	15	17	24	9	21	10	10	11
65 and over	5	4	7	4	3	7	2	3	3	2	6
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	763	807	738	817	779	855	777	900	967	1,019	981

Women	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Under 18	496	539	428	376	571	565	540	608	715	903	819
18-19	50	95	66	70	69	72	104	102	104	102	238
20-21	32	58	58	65	67	71	68	59	73	56	60
22-24	24	33	45	38	40	50	46	34	44	42	69
25-29	40	32	39	38	40	41	31	30	34	29	38
30-34	26	40	36	38	22	35	24	36	26	24	25
35-39	17	29	27	21	19	23	19	29	22	16	18
40-49	33	44	48	36	31	46	27	31	28	39	24
50-64	0	20	21	20	21	31	10	13	12	12	14
65 and over	3	5	5	4	6	3	5	0	2	1	2
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	721	895	773	706	886	937	874	942	1,060	1,224	1,307

Total Part-Time	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Under 18	982	1,078	880	932	1,068	1,110	1,018	1,175	1,401	1,639	1,409
18-19	127	200	155	139	153	160	214	212	199	212	432
20-21	50	85	86	89	100	108	111	103	130	107	109
22-24	57	64	85	73	82	99	108	89	86	89	131
25-29	90	64	76	83	76	83	54	63	57	54	61
30-34	53	55	62	68	44	58	45	63	46	37	41
35-39	42	43	40	37	38	44	33	49	34	30	29
40-49	51	55	78	59	57	65	42	51	47	50	43
50-64	24	49	37	35	38	55	19	34	22	22	25
65 and over	8	9	12	8	9	10	7	3	5	3	8
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	1,484	1,702	1,511	1,523	1,665	1,792	1,651	1,842	2,027	2,243	2,288

Headcount Enrollment by Age and Campus

The headcount enrollment by age and campus uses specific section numbers associated with the Ephraim and Richfield campuses. Over time, more and more students enroll in classes on both campuses. As a result, the headcount for Ephraim added to the headcount for Richfield will contain duplicates. The “less duplicates” line at the bottom of the crosstab accounts for the number of students who participate in instruction on both the Ephraim and Richfield campus. On-line or distance instruction was assigned to either the Ephraim or Richfield campus based on (1) the origination site of the instruction and/or (2) the type of concurrent enrollment or Prison instruction. If the instruction is academic it is assigned a section number attributed to the Ephraim campus and is counted with the Ephraim campus. If the instruction is vocational it has a section number associated with the Richfield campus and is counted with the Richfield campus.

Source: 3rd week report files for student and student course

Age by Campus—Richfield Campus

Richfield Campus	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Under 18	539	538	394	202	246	179	258	442	395	415	353
18-19	145	188	188	161	135	142	187	222	196	218	281
20-21	61	68	77	97	87	80	86	85	95	133	131
22-24	44	68	73	75	76	80	83	72	79	89	114
25-29	75	59	78	82	66	70	45	68	60	47	53
30-34	46	49	53	57	52	55	42	45	48	44	38
35-39	42	46	44	36	40	49	33	38	32	29	26
40-49	39	45	61	58	60	47	35	39	36	25	37
50-64	37	31	36	28	36	39	16	30	18	11	12
65 and over	6	5	6	4	8	7	12	4	2	0	3
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	1,034	1,097	1,010	800	806	748	797	1,045	961	1,011	1,048

Age by Campus—Ephraim Campus

Ephraim Campus	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Under 18	613	774	678	892	984	1,125	982	1,008	1,266	1,527	1,276
18-19	1,383	1,676	1,794	1,748	1,870	1,756	1,953	1,952	1,921	1,947	1,980
20-21	430	512	503	596	579	562	651	785	885	901	898
22-24	283	331	375	351	338	352	420	435	429	402	514
25-29	122	106	127	118	116	113	102	105	124	110	135
30-34	58	68	77	86	64	65	63	65	47	49	54
35-39	44	43	37	38	40	38	38	32	33	36	34
40-49	45	48	60	56	48	57	41	43	43	53	43
50-64	23	35	20	24	40	47	17	20	15	19	22
65 and over	2	6	13	7	5	4	11	0	7	0	22
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	3,003	3,599	3,684	3,916	4,084	4,119	4,278	4,445	4,770	5,044	4,978

Age by Campus—Combined (less duplicates)

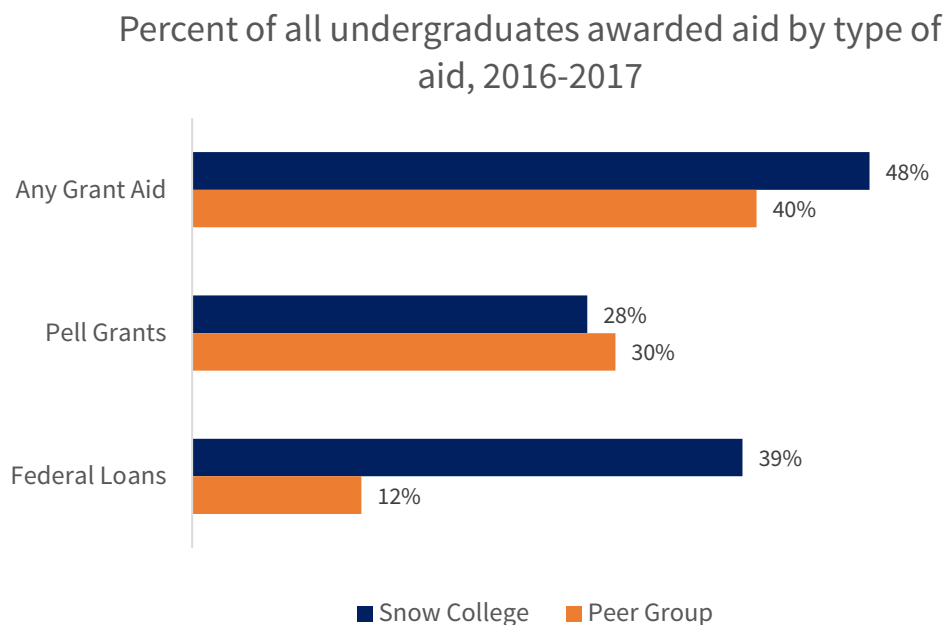
Combined	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Under 18	1,152	1,312	1,072	1,094	1,230	1,304	1,240	1,450	1,661	1,942	1,629
18-19	1,528	1,864	1,982	1,909	2,005	1,898	2,140	2,174	2,117	2,165	2,261
20-21	491	580	580	693	666	642	737	870	980	1,034	1,029
22-24	327	399	448	426	414	432	503	507	508	491	628
25-29	197	165	205	200	182	183	147	173	184	157	188
30-34	104	117	130	143	116	120	105	110	95	93	92
35-39	86	89	81	74	80	87	71	70	65	65	60
40-49	84	93	121	114	108	104	76	82	79	78	80
50-64	60	66	56	52	76	86	33	50	33	30	34
65 and over	8	11	19	11	13	11	23	4	9	0	25
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	4,037	4,696	4,694	4,716	4,890	4,867	5,075	5,490	5,731	6,055	6,026
Less Duplicates	-239	-328	-308	-250	-291	-262	-296	-379	-381	-492	-512

Financial Assistance Dollars by Award Year

Student financial aid information represents the number of students awarded financial aid through grant or scholarship aid from the federal government, state/local government, the institution, or other sources known to the institution. It is noted that students may be counted in one or more categories depending on the type of aid awarded (i.e. if a student was awarded Pell grant, and had a student loan, and received a Snow College scholarship, the student would be counted in each category respectively). On average, nearly half of all Snow College students (48%) receive some form of financial aid with an average aid package totaling \$3,872, excluding student loans. Compared to nationally based peer institutions, slightly more Snow College students receive aid (national peer percentage is 40%); however, fewer Snow College students receive Pell grant aid (28%, Snow College compared to 30%, nationally), and more students take out federal student loans (39%, Snow College compared to 12%, nationally).

Note: Any grant aid includes grant or scholarship aid awarded from the federal government, state/local government, the institution or other sources. Federal loans include only federal loans awarded to students. The number in the peer comparison group is 33.

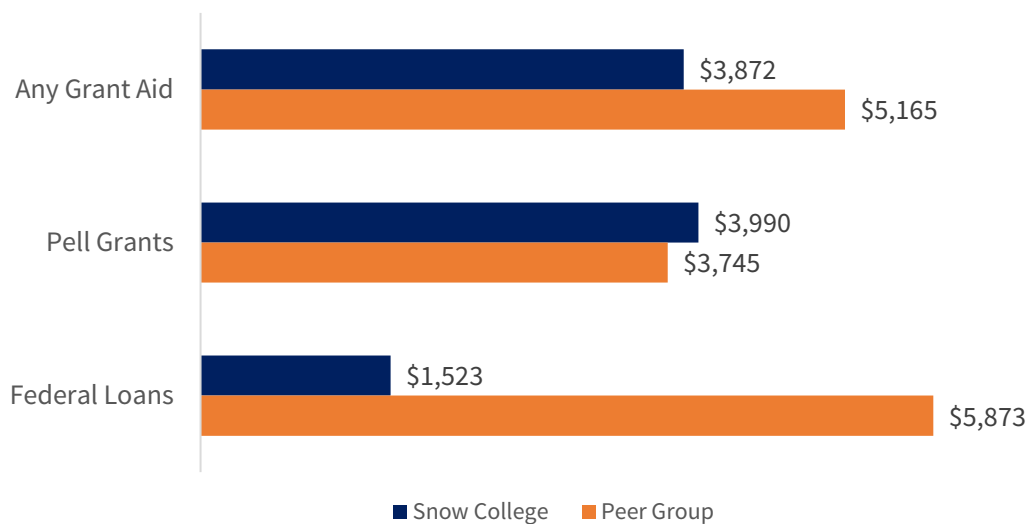
Data Source: The Integrated Post-Secondary Education Data System (IPEDS), Student Financial Aid, Winter 2017-2018, Student Financial Aid component.



These data represent average amounts of any grant or scholarship aid awarded from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. The number of institutions in the peer group is 33.

Data Source: The Integrated Post-Secondary Education Data System (IPEDS), Student Financial Aid, Winter 2017-2018, Student Financial Aid component.

Average amount of aid awarded to all undergraduates,
by type of aid: 2016-2017



Student Affordability

Paying for college is challenging and access to student financial aid is of paramount importance to students attending both four-year and two-year institutions. Snow College markets itself as among the most affordable, high-quality two-year institutions state-wide and regionally. Tuition increased in the state of Utah occur on two levels. The first tier tuition increase is a standardized increased set by the Utah State Legislature; the second tier is determined by each institution. Snow College has worked very hard to make second tier tuition increase as low as possible. At 6% of state-wide median household incomes, Snow College's average tuition and fees (resident) is the most reasonable. The same average tuition and fees does not exceed 10% of the College's service region median household income, which is among the lowest/poorest in the state.

Data Source: USHE Affordability metric (as supplied by USHE)

County	County Median Household Income	State Average Household Income	Average Tuition and Fees	% of state HH Income	% of county HH income
Juab County	\$54,861	\$62,518	\$3,742	6.0%	6.8%
Millard County	\$53,902	\$62,518	\$3,742	6.0%	6.9%
Piute County	\$37,112	\$62,518	\$3,742	6.0%	10.1%
Sanpete County	\$48,866	\$62,518	\$3,742	6.0%	7.7%
Sevier County	\$48,872	\$62,518	\$3,742	6.0%	7.7%

Annual tuition and fee increase for resident and non-resident tuition have been conservative. The tuition difference between FY 2009 and FY 2019 is \$680 (per semester—roughly \$68 each fiscal year) for resident students and \$1,396 for non-resident students (an approximate increase of \$140 each fiscal year). Student fees are the same for resident and non-resident students and have increased only \$18 since FY 2009.

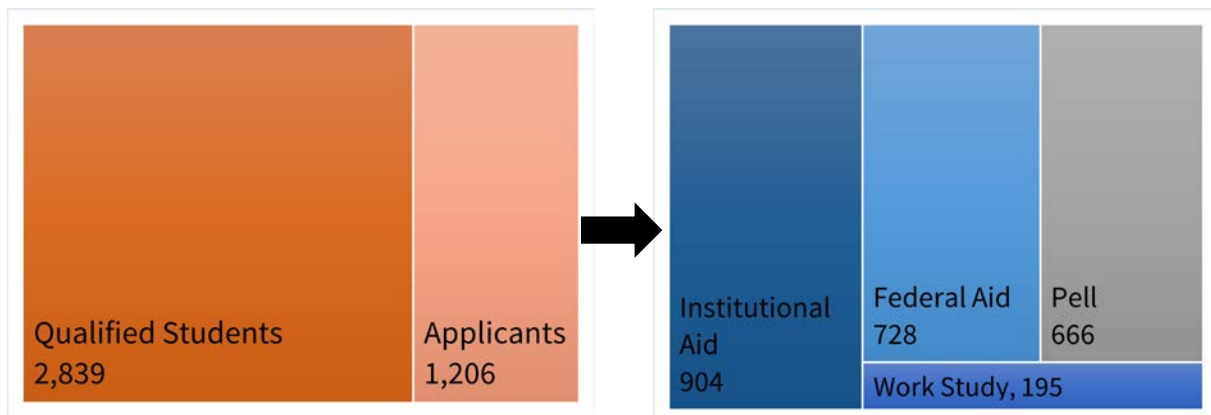
	Resident Tuition	Non-Resident Tuition	Fees	Resident Cost (Annual)	Non-Resident Cost (Annual)
FY 2008	\$941	\$3,755	\$190	\$2,262	\$7,890
FY 2009	\$983	\$3,924	\$190	\$2,346	\$8,228
FY 2010	\$1,076	\$3,924	\$195	\$2,542	\$8,238
FY 2011	\$1,178	\$4,297	\$195	\$2,746	\$8,984
FY 2012	\$1,260	\$4,598	\$195	\$2,910	\$9,586
FY 2013	\$1,348	\$4,920	\$195	\$3,086	\$10,230
FY 2014	\$1,415	\$5,166	\$195	\$3,220	\$10,722
FY 2015	\$1,499	\$5,476	\$195	\$3,388	\$11,342
FY 2016	\$1,544	\$5,460	\$198	\$3,484	\$11,316
FY 2017	\$1,598	\$5,837	\$198	\$3,592	\$12,070
FY 2018	\$1,638	\$5,983	\$208	\$3,692	\$12,382
FY 2019	\$1,663	\$6,073	\$208	\$3,742	\$12,562

Student Financial Aid

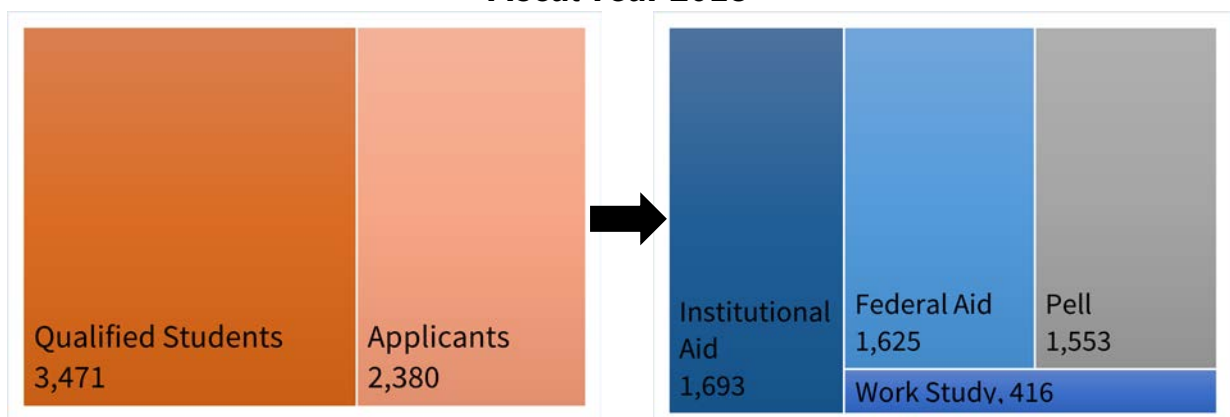
There are several ways students can pay for college. The data below provides a comparison of qualified students who (1) applied for aid by completing the FASFA and (2) received financial aid disaggregated by the type of financial aid received. Since FY 2008, the number of financial aid applicants has increased from 42% to 64% of qualified applicants. The distribution of type of aid from FY 2008 to FY 2018 is similar with increases for the percentage of students with federal aid, including Pell grants, and the number of students with institutional aid. The slowest growth since FY 2008 is in the percentage of students with work study financial aid (only up 4%).

Data Source: RPAWRD and Student Financial Aid information in Banner

Fiscal Year 2008



Fiscal Year 2018



	Qualified Ugrads	Total Applicants	Yield	Total with Federal Aid	% with Aid	Pell	% Pell	Work Study	% Work Study	Institutional Aid	% Institutional Aid
FY 2008	2,839	1,206	42%	728	26%	666	23%	195	7%	904	32%
FY 2009	2,610	1,267	49%	739	28%	667	26%	225	9%	1,000	38%
FY 2010	3,002	1,755	58%	1,107	37%	1,059	35%	212	7%	1,167	39%
FY 2011	3,266	2,037	62%	1,419	43%	1,398	43%	185	6%	1,242	38%
FY 2012	3,306	2,167	66%	1,437	43%	1,417	43%	219	7%	1,257	38%
FY 2013	3,188	2,108	66%	1,430	45%	1,403	44%	164	5%	1,370	43%
FY 2014	3,051	1,989	65%	1,328	44%	1,316	43%	89	3%	1,364	45%
FY 2015	3,394	2,188	64%	1,464	43%	1,439	42%	208	6%	1,550	46%
FY 2016	3,470	2,163	62%	1,443	42%	1,416	41%	269	8%	1,667	48%
FY 2017	3,509	2,265	65%	1,532	44%	1,490	42%	236	7%	1,643	47%
FY 2018	3,471	2,380	69%	1,625	47%	1,553	45%	416	12%	1,693	49%
FY 2019	3,374	2,166	64%	1,480	44%	1,425	42%	388	11%	1,725	51%

Qualified Ugrads exclude high school, non-matriculated, and continuing education students.
FY 2019 is an incomplete financial aid year. The numbers reported only represent aid that has been awarded as of fall semester.
Institutional Aid is in the form of WUE, Waivers, and Scholarship (institutional, departmental, and private)

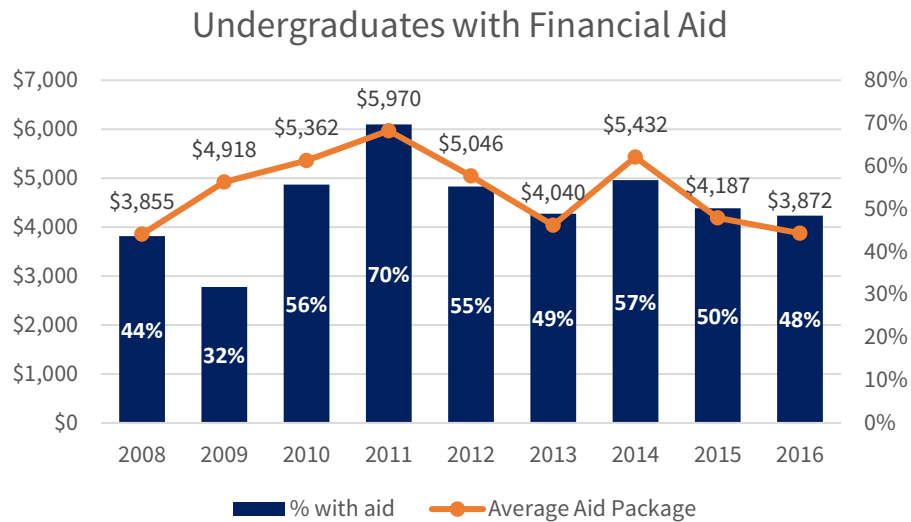
The following data is associated with students and average aid amounts associated with the institution either through private aid sources (private scholarships) or from institutional scholarships or tuition waivers. Information for the current fiscal year is pending as financial aid amounts shift during the year due to student academic performance or attrition. Snow College has established goals to increase FASFA applications by 10% over the next five years (FY 2024); increase the number of participants in private aid (endowment or scholarship aid via giving campaigns) by 25%; and keep the net tuition-cost average at 3 to 6% of annual median household income.

Institutional Aid	Private Scholarships	% of Institutional Aid	# of Students with Private Institutional Aid	% of Students with Institutional Aid receiving Private Aid	Average Private Aid Package	% of Resident Tuition and Fees covered by Private Aid
FY 2008	\$213,050	15%	178	20%	\$1,197	53%
FY 2009	\$176,866	11%	213	21%	\$830	35%
FY 2010	\$165,766	8%	200	17%	\$829	33%
FY 2011	\$175,619	8%	199	16%	\$883	32%
FY 2012	\$166,492	8%	196	16%	\$849	29%
FY 2013	\$277,604	12%	320	23%	\$868	28%
FY 2014	\$479,623	17%	457	34%	\$1,050	33%
FY 2015	\$465,298	14%	501	32%	\$929	27%
FY 2016	\$365,498	11%	442	27%	\$827	24%
FY 2017	\$252,528	7%	369	22%	\$684	19%
FY 2018	\$217,461	5%	274	16%	\$794	21%
FY 2019	\$183,400	8%	357	21%	\$514	14%

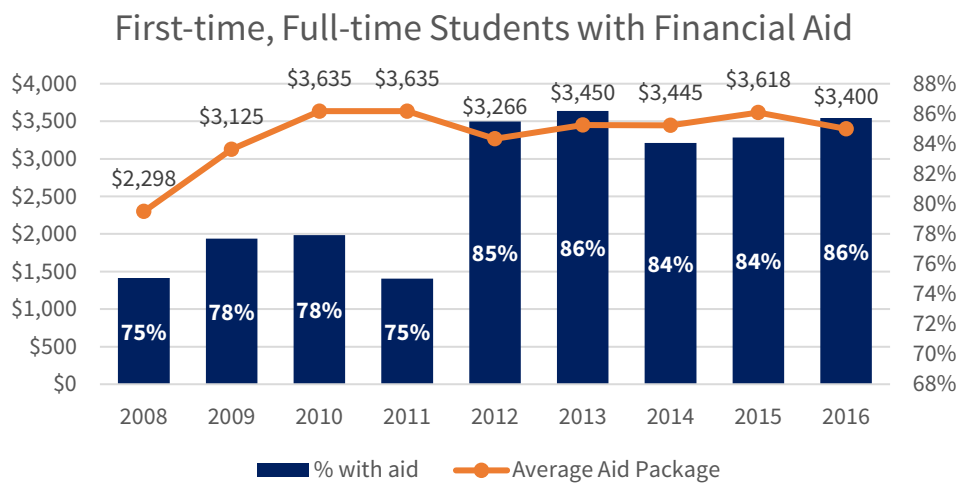
Institutional Aid	Non-Private Institutional Aid (Waivers, WUE, etc.)	% of Institutional Aid	# of Students with non-Private Institutional Aid	% of Students with Institutional Aid receiving non-Private Aid	Average Private Aid Package	% of Resident Tuition and Fees covered by non-Private Aid
FY 2008	\$1,190,312	85%	726	80%	\$1,640	72%
FY 2009	\$1,387,571	89%	787	79%	\$1,763	75%
FY 2010	\$1,827,490	92%	967	83%	\$1,890	74%
FY 2011	\$2,005,848	92%	1043	84%	\$1,923	70%
FY 2012	\$2,043,774	92%	1061	84%	\$1,926	66%
FY 2013	\$2,102,505	88%	1050	77%	\$2,002	65%
FY 2014	\$2,291,504	83%	907	66%	\$2,526	78%
FY 2015	\$2,893,442	86%	1049	68%	\$2,758	81%
FY 2016	\$3,115,335	89%	1225	73%	\$2,543	73%
FY 2017	\$3,428,708	93%	1274	78%	\$2,691	75%
FY 2018	\$3,741,135	95%	1419	84%	\$2,636	71%
FY 2019	\$2,196,627	92%	1368	79%	\$1,606	43%

Trend Data for Student Financial Aid

The total number of students receiving any form of grant or scholarship aid awarded from the federal government, state/local government, the institution, or other sources, not including federal loans to students has remain stable over the past five years at 52%. The average aid package awarded to all undergraduates receiving this aid differs from year-to-year with a five-year average of \$4,515.



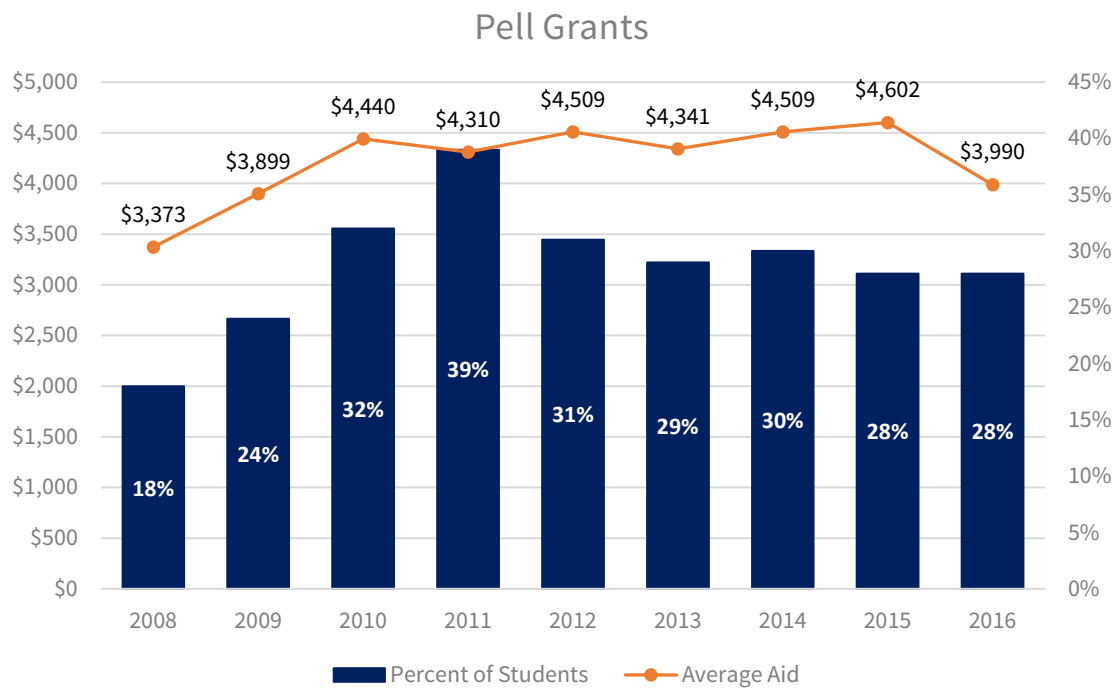
The five year average for full-time, first-time students receiving any form of grant or scholarship aid awarded from the federal government, state/local government, the institution, or other sources, not including federal loans to students is 85%. The five year average aid package for full-time, first-time students is \$3,436.



Pell Grant Awards and Dollars

A Pell Grant is a subsidy the U.S. federal government provides for students who need it to pay for college. Federal Pell Grants are limited to students with financial need, who have not earned their first bachelor's degree, or who are enrolled in certain post-baccalaureate programs, through participating institutions. Unlike other federal grants or loans, a Pell Grant does not have to be repaid. Approximately 29% of all Snow College students receive a Pell Grant with an average award of \$4,390. The number of students awarded Pell Grants has nearly doubled since 2008 (18% to 28%).

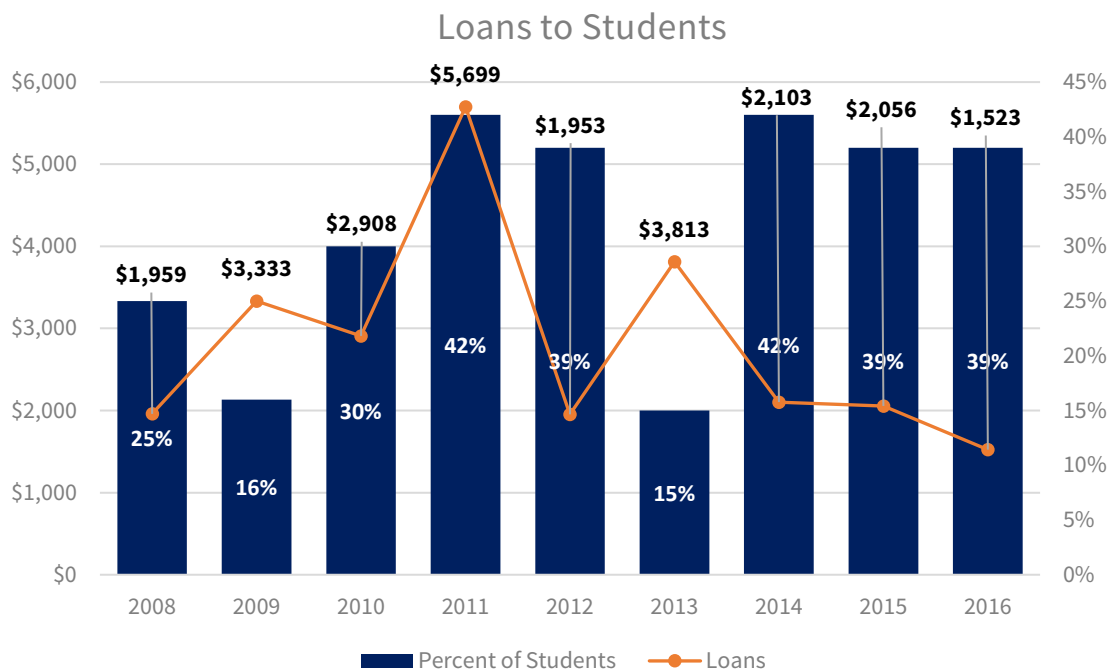
Data Source: The Integrated Post-Secondary Education Data System (IPEDS), Student Financial Aid, Winter 2017-2018, Student Financial Aid component.



Student Loans and Dollars

Student loans represent any subsidized or unsubsidized federal loan received by students. It does not include loans made to parents of students such as the Parent Plus Loan program. Approximately 35% of Snow College students have some form of student loan averaging \$2,290. Students using loans to attend Snow College has increased by 17% since 2008 while average loan amounts have only increased by roughly \$97.

Data Source: The Integrated Post-Secondary Education Data System (IPEDS), Student Financial Aid, Winter 2017-2018, Student Financial Aid component.

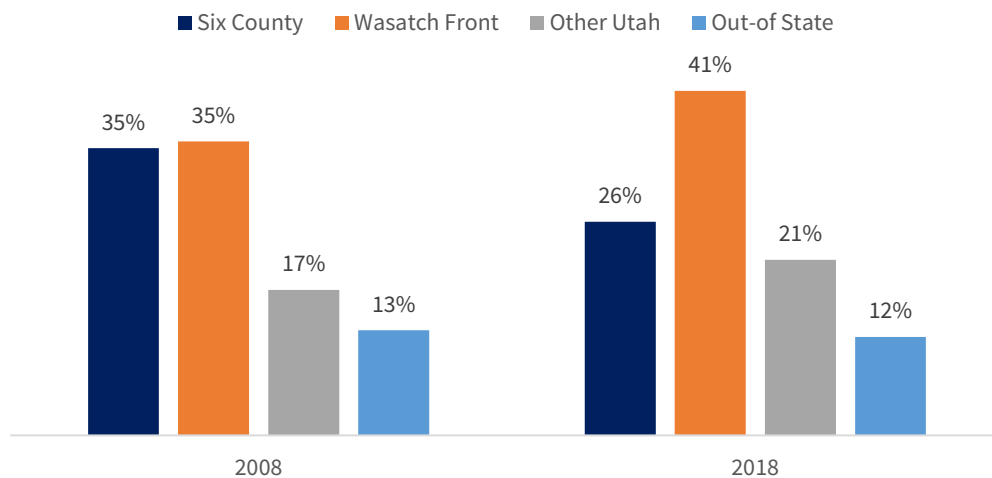


Percent of First-Time Enrollment by Location

Four main areas represent Snow College's general market regions: (1) the six-county service area (representing the counties of Juab, Sanpete, Sevier, Millard, Piute and Wayne), (2) the Wasatch Front (representing the counties of Utah, Salt Lake and Davis), (3) other areas of Utah and (4) out-of-state and out-of-country (foreign/international) students, combined. Over the past 10 years the percentage of first-time freshman students from the nearby service area has declined by nearly 10%. First-time students from the Wasatch Front and other areas of Utah has increase by 6% and 4%, respectively. The percentage of out-of-state or out-of-country students has remained relatively the same.

Data Source: Snow College's 3rd Week reports as determined by student entry action (FH and FF) and Utah County admit code.

Percent of First Time Enrollment by Service Area,
2008 & 2018

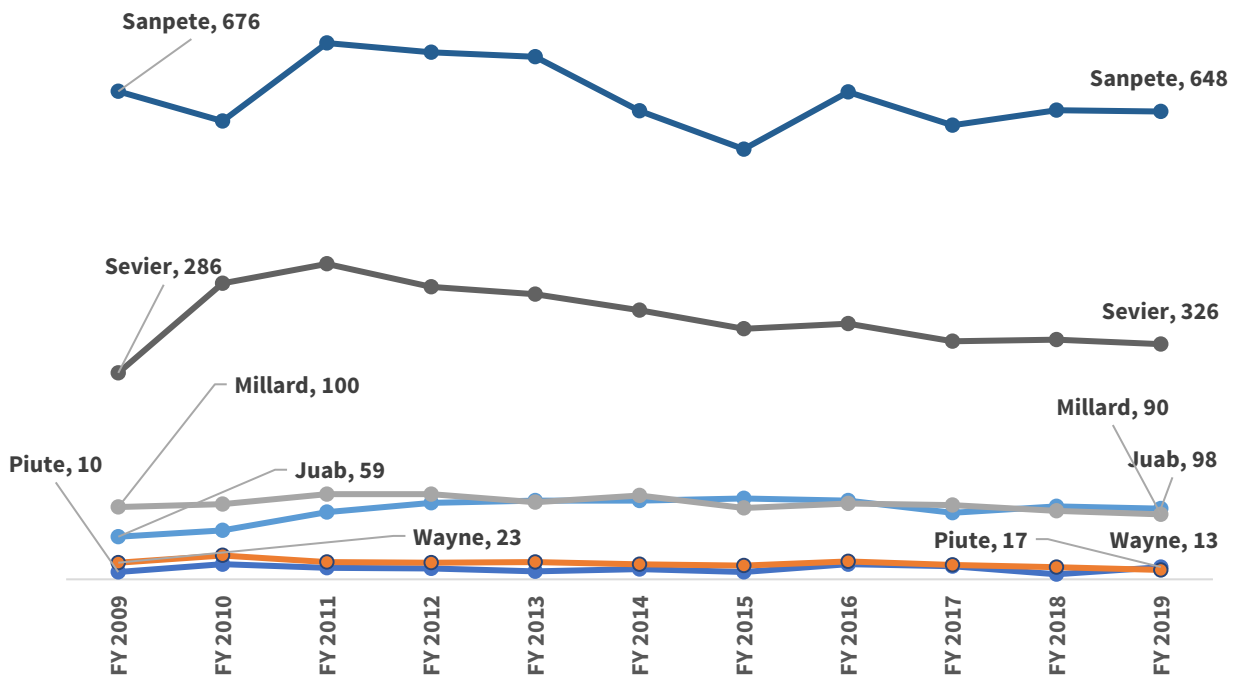


Six County Service Area Enrollment Trends

This measure shows the general enrollment trends for college students attending from Snow College's six county service region, representing the counties of Juab, Millard, Sanpete, Sevier, Piute, and Wayne. Since 2008, college student enrollment has declined in every county. In 2008, 43% of Snow College's post-secondary students were from the six-county service area. By fall 2018, only 33% of Snow College students were from the same service region. The most significant decrease since FY 2009 (fall 2008) is for Sanpete County (down 28 headcount), followed by Millard and Wayne counties (each down 10 headcount). Headcount gains were posted by Sevier County (up 40 headcount), Juab County (up 39 headcount) and Piute County (up 7 headcount). The data excludes high school students.

Data Source: Snow College 3rd Week files, filtered by county.

6-County Enrollment Trends by County

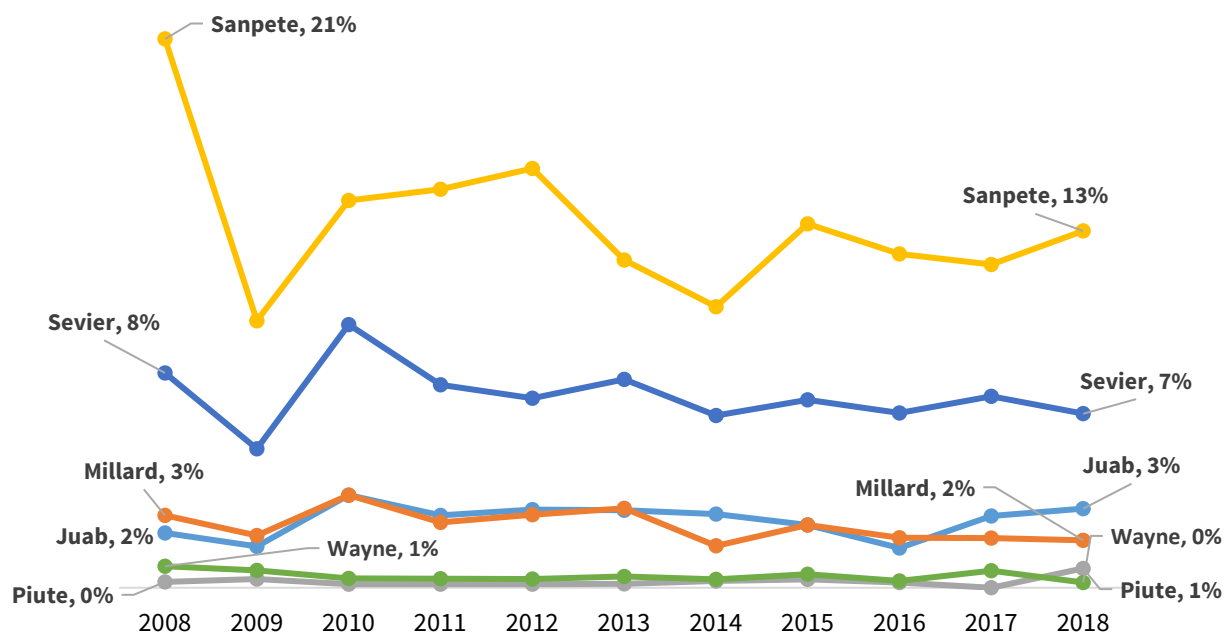


First-Time Freshman Enrollment by Service Area County

This measure shows the fall term enrollment of first time students who graduated from a high school within Snow College's six county service area, represented the counties of Juab, Sanpete, Sevier, Millard, Piute, and Wayne. Sanpete County supplies the greatest percentage of service area students to new freshmen students. Sanpete County hosts three high schools: North Sanpete High School, Manti High School, and Gunnison High School. All counties demonstrate enrollment losses from high school to new freshman matriculation over time. Over the past 10 years, first-time freshman enrollments have decreased significantly in Sanpete county (down 8%) while remaining relatively stable for all other counties. Data do not account for students who defer first-time matriculation for missionary or military service.

Data Source: Snow College's 3rd Week reports as determined by student entry action (FH and FF) and Utah County admit code.

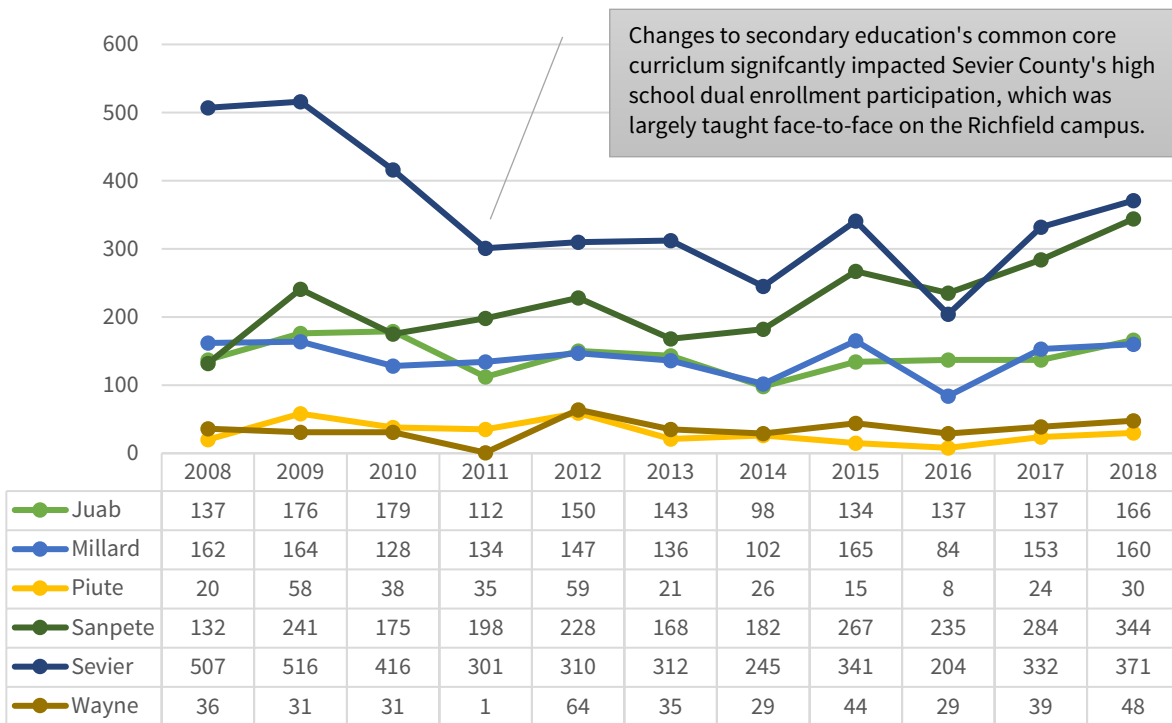
Percent of Freshmen Enrolled from the 6-County Area



Service Area Concurrent or Dual Enrollment

Snow College also provides post-secondary instruction to high school students in the six county service area via face-to-face instruction by approved high school teachers or via interactive video technology used by Snow College faculty. This instruction allows students to obtain both high school and college credits and is offered at a discount rate of \$5 per credit. High school students may also attend class in-person, on-campus by paying the same rate per credit charged to degree-seeking undergraduate students.

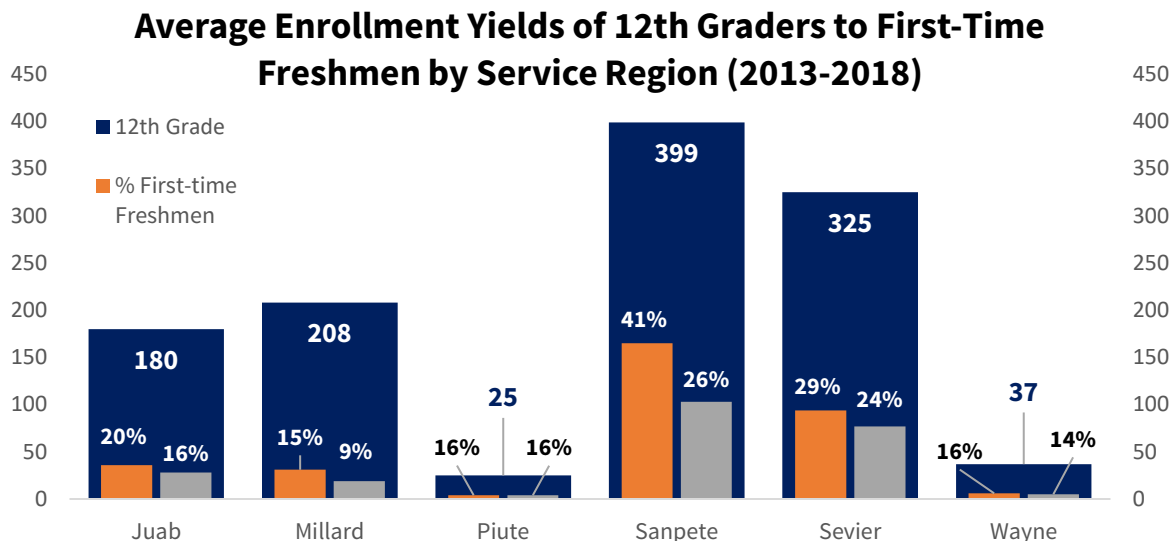
Number of High School Students Enrolled in College Courses from Service Area



Six County Service Area 12th Grade Yield Rates

A yield rate in college admissions is the percent of students who choose to enroll in a particular college or university after having been offered admission. These data present the yield rate of service area high school students who enrolled at Snow College as first-time freshmen the fall immediately following their 12th grade year. Since fall 2013, the overall average 12th grade yield rate for the six-county service area is 32%. Roughly one-third of service area high school students enroll as freshmen the fall after their 12th grade year. Average yield rates are highest for Sanpete County (49%) and Sevier County (32%). The lowest average yield rate is for Millard County (14%). Data do not account for students who defer first-time matriculation for missionary or military service.

Data Source: Utah Department of Education Enrollment demographics by District, School, and Grade and Snow College's fall 3rd Week reports, filtered by county.



Data represent total prior year 12th grade student counts (navy blue bar). Freshman yield is the percent of 12th grade students (from a qualified high school) who enrolled as first-time freshmen students at Snow College immediately after high school (FH)--orange bar. Concurrent enrollment yield is the percent of 12th grade students (from a qualified high school) who enrolled as first-time freshmen immediately after high school having taken concurrent enrollment classes while in high school (gray bar). All data represent respective five year averages (fall 2014 to 2018). The overall five-year average yield of 12th grade to first-time freshman students for the six county area is 25%. The overall five-year average yield of 12th grade to first-time freshman students who took concurrent enrollment for the six-county area is 17%. Approximately 74% 12th grade six-county high school students took concurrent enrollment from Snow College while in high school.

Alternative Class Offerings

Since FY 2012, Snow College has increased the number of courses offered at times different than the traditional college schedule. The number of distance education/on-line courses has nearly doubled from 6% to 13% (FY 2018). The number of taught after 5:00 p.m. has consistently represented 7% of all course offerings. There has been a slight decrease in the number of block courses offered (dropping from 7% to 5%) and a significant decrease in the number of available weekend courses (FY 2012 = 22 courses; FY 2018 = 5 courses). The suspension of the Traditional Building Skills construction program had a significant impact decline in weekend/workshop course offerings.

Distance/Online Courses

	# of Distance Course	% of All Courses
FY 2012	119	6%
FY 2013	188	8%
FY 2014	203	9%
FY 2015	237	10%
FY 2016	274	11%
FY 2017	298	12%
FY 2018	322	13%

Evening Courses

	# of Courses Taught after 4pm	% of All Courses
FY 2012	158	7%
FY 2013	173	8%
FY 2014	161	7%
FY 2015	178	7%
FY 2016	162	7%
FY 2017	165	7%
FY 2018	166	7%

Distance courses are defined by courses offered on-line or via technology by Snow College faculty. They do not include courses taught to high school students via IVC technology

Evening courses are defined as those courses with a start time after 4:00 p.m. or 1600 hours (military time).

Weekend Courses

	# of Weekend Courses	% of All Courses
FY 2012	22	1.0%
FY 2013	18	0.8%
FY 2014	16	0.7%
FY 2015	19	0.8%
FY 2016	9	0.4%
FY 2017	7	0.3%
FY 2018	5	0.2%

Block Courses

	# of Block Courses	% of All Courses
FY 2012	138	7%
FY 2013	115	5%
FY 2014	202	9%
FY 2015	220	9%
FY 2016	257	10%
FY 2017	251	10%
FY 2018	126	5%

Weekend courses are defined by courses with Saturday (S) in the instructional day schedule

Block courses are determined as those non-concurrent enrollment courses offered for the first half or the last half of a semester on both the Ephraim or Richfield campus (source: AS_CATALOG SCHEDULE where ptrm_code = EPL, SRL, EPF, SRF)

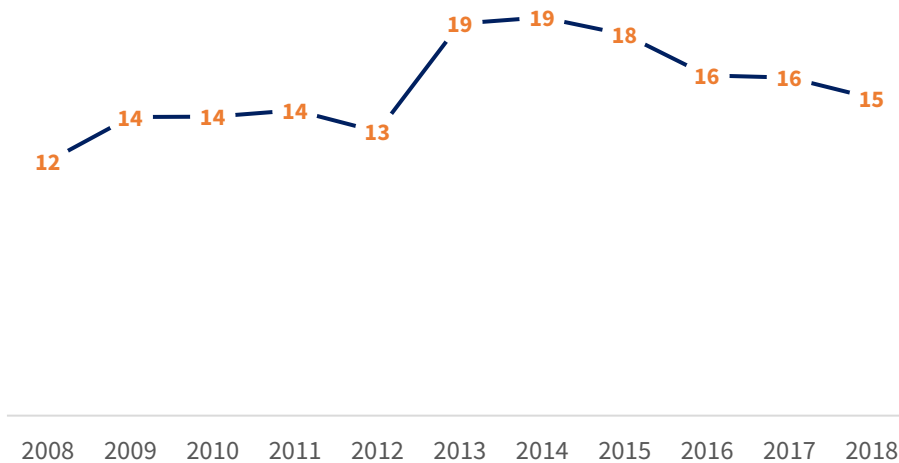
Average Class Size and Student to Faculty Ratio

Average class size measures are determined by the total number of students (duplicated counts) enrolled in courses divided by the total number of courses offered (duplicated). The average is mitigated by certain career and technical education courses that have enrollment limits imposed by strict accreditation and state safety standards. The measure excludes courses and students where the instruction occurs at high schools by approved high school instructors via Snow College's concurrent enrollment program. The data comes from Snow College's 3rd Week reports.

The student to faculty ratio is determined using the fall semester student generated FTE divided by the full-time faculty FTE plus 1/3 the part-time faculty FTE (e.g. Student FTE / (Full-time Faculty FTE + (Part-Time FTE/3))). Information for the Student to Faculty ratio is determined by the Integrated Post-Secondary Education Data System as a part of the Fall Enrollment annual report.

Data Source: Snow College 3rd Week report for fall semester (submitted to USHE)

Average Class Size



Student to Faculty Ratio

Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
20 to 1	19 to 1	20 to 1	20 to 1	20 to 1	20 to 1	20 to 1	19 to 1	18 to 1	19 to 1

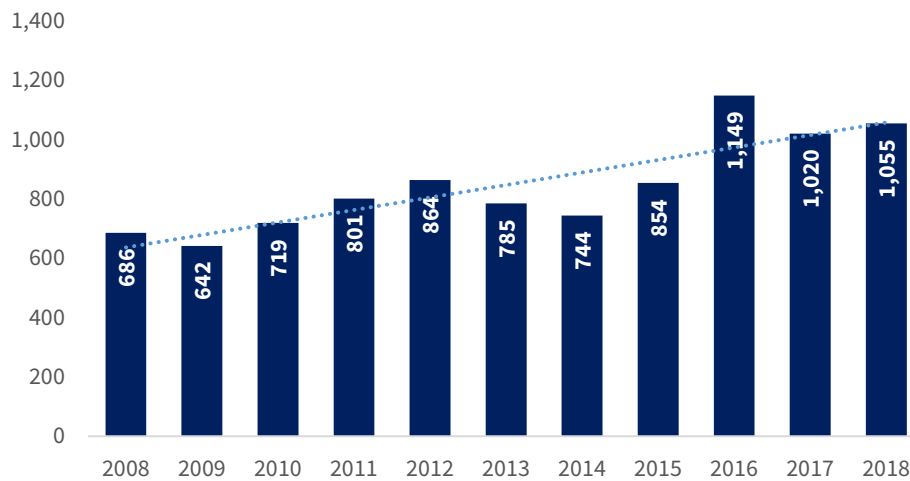
STUDENT SUCCESS

Degrees and Certificates Awarded

This information shows the total degrees and certificates awarded by Snow College in an academic year. An academic year is determined as fall, spring, and summer. Any student graduating in the fall or summer of an academic year is attributed to the spring graduating class. The award conferred represents the completed educational goal for the student and an achieved product for the institution. Snow College has added several specialized certificates and degrees at the associate level. In 2012, the Utah State Board of Regents approved the only Bachelor degree program in Music with an Emphasis in Commercial Music. Fall 2017 marked the start of a Bachelor of Science degree in Software Engineering and the Associate of Fine Arts degree was approved.

Data Source: Graduation Extract files submitted to USHE and IPEDS each fall

Snow College Awards by Graduating Class/Year

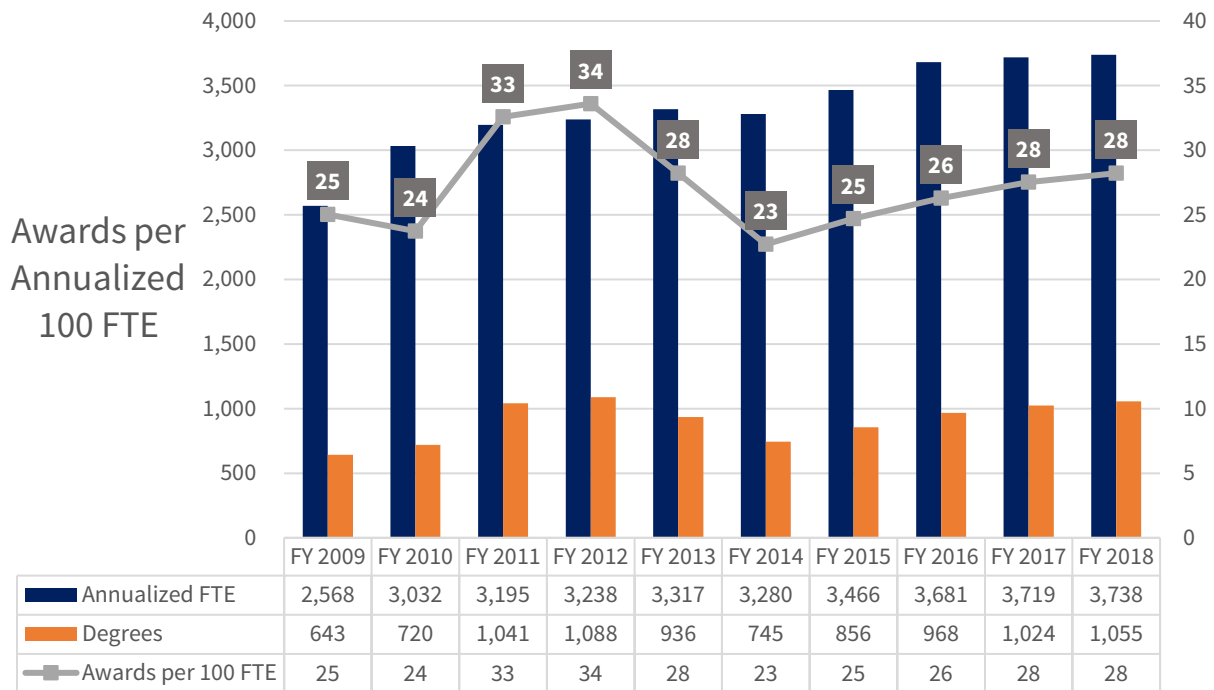


Snow College Awards by Graduating Class	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Bachelor of Arts (Commercial Music)	NA	NA	NA	NA	NA	NA	7	8	33	17	20
Bachelor of Science (Software Engineering)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Associate of Science	446	409	469	543	598	539	509	545	768	680	687
Associate of Arts	123	112	114	145	133	135	120	174	167	154	141
Associate of Fine Arts	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	6
Associate of Pre-Engineering	3	4	4	4	5	3	6	12	11	10	12
Associate of Science-Business	18	16	13	14	10	7	6	10	20	19	13
Associate of Science-Nursing	NA	NA	NA	NA	NA	NA	29	28	52	35	31
Associate of Applied Science	45	47	52	39	59	48	26	30	35	31	20
Certificates	51	54	67	56	59	53	41	47	63	74	125
Diplomas/Awards				237	222	148		1	2	0	0
Total Awards	686	642	719	801	864	785	744	854	1,149	1,020	1,055

Number of Degrees per 100 FTE

This measure takes Snow College’s annualized FTE (FTE for fall, spring, and summer divided by 2) and divides it by the number of degrees or certificates awarded for the same academic year. This measure is used by Complete College America and a USHE’s performance funding model to determine the efficiency by which Snow College students are completing degrees and certificates. Since FY 2014, Snow College has experienced a positive trend of degrees per 100 FTE, growing from 23 to 28. The three year average is 27—27 degrees award per 100 FTE.

Data Source: Annualized FTE, degrees conferred (Graduation Extract) for a given fiscal year. Data used for COBI and LFA, E&G reporting (Top Measure 3), and mission fulfillment.

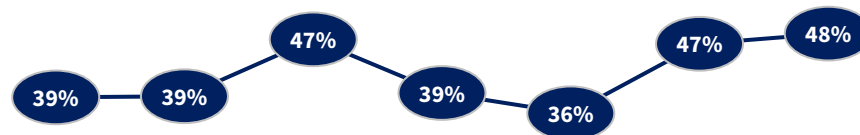


Graduate Rate within 150% of Time

Graduation rates are completed by entering student cohorts. Information is collected on how many of a first-time cohort graduated from the institution within 150% of time (3 years or 6 semesters). Transfer information is not included in the graduation rate calculation. Cohort students who have dropped out of the institutions for missionary or military service or who are deceased are excluded from the cohort. The achievement of bachelor and associate degrees as well as certificates are included in the count. Information is reported to the Integrated Post-Secondary Education Data System each year. Because Snow College offers a bachelor’s degree program, IPEDS considered the institution a four-year school for this reporting. The four-year student-right-to-know graduation rate average is 43%.

Data Source: IPEDS Graduation Rate report. Also used for COBI & LFA reporting (Top Measure 2), and mission fulfillment.

Graduation Rates at 150% of time



Cohort 2005 Cohort 2006 Cohort 2007 Cohort 2008 Cohort 2009 Cohort 2010 Cohort 2011

Cohort Year	2005	2006	2007	2008	2009	2010	2011
Snow College	39%	49%	47%	32%	39%	47%	48%
IPEDS Peer Rate	17%	19%	21%	19%	28%	25%	26%

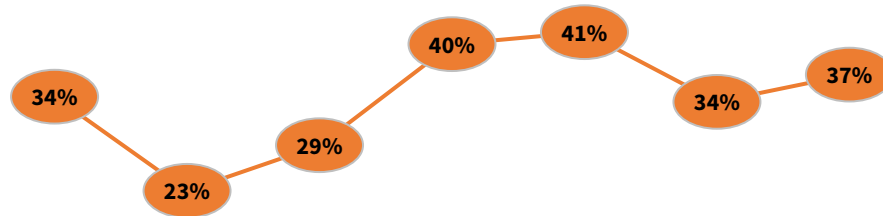
The graduates in this reporting are those from the cohort who completed an associate degree or certificate program within 3 years or six semesters.

Transfer Rate within 150% of Time

Snow College's transfer rate is completed using the same entering student cohorts as the graduate rate. The measure considers first-time students who transferred to another 2-year or 4-year institution within a 150% of time (3 years or 6 semesters). Graduation information is distinct from transfer information. Cohort students who received a degree are not included in the transfer rate count. Information is reported to the Integrated Post-Secondary Education Data System each year. Because Snow College offers a bachelor's degree program, IPEDS considered the institution a four-year school for this reporting. The four-year student right to know average transfer rate is 38%.

Data Source: IPEDS Graduation Rate report. Also used for COBI and LFA reporting (Top Measure 5), and mission fulfillment

Transfer Rate at 150% of Time



Cohort 2005 Cohort 2006 Cohort 2007 Cohort 2008 Cohort 2009 Cohort 2010 Cohort 2011

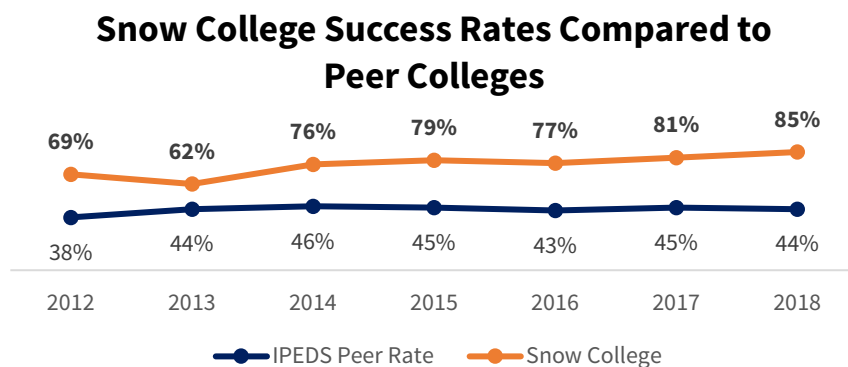
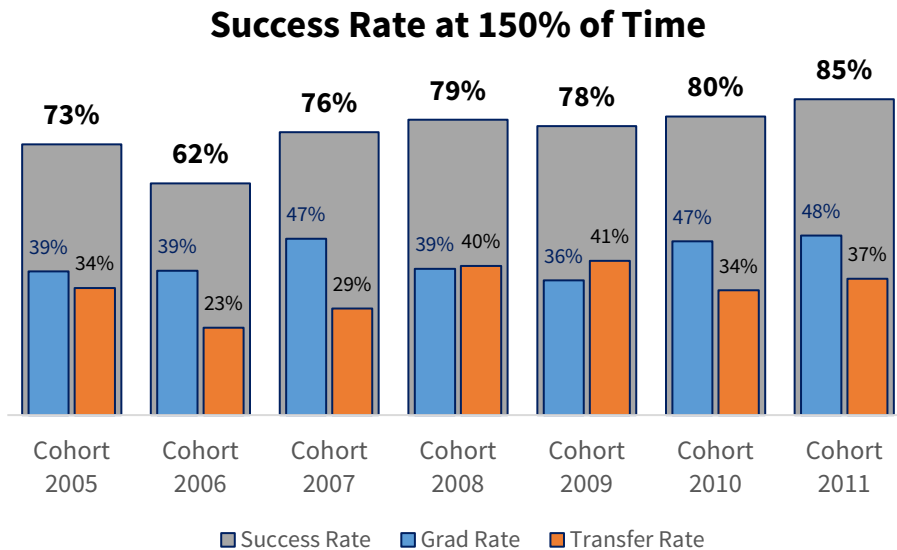
Cohort Year	2005	2006	2007	2008	2009	2010	2011
Snow College	37%	23%	29%	40%	41%	34%	37%
IPEDS Peer Rate	19%	16%	16%	19%	14%	20%	18%

The transfers in this reporting are those that transferred to another 2-year or 4-year program without completing a degree or certificate with 3 years or six semesters.

Success Rate within 150% of Time

Since the mission of Snow College is to provide both the terminal degree and prepare students to transfer to other institutions, the institution measures student success by combining the graduation rate with the transfer rate. The success rate measures the percentage of first-time cohort students who graduate and/or transfer within 150% of time (3 years or 6 semesters). Approximately 81% of Snow College students will graduate and/or transfer within the specified time frame (this is the four-year student right to know average). The four-year student-right-to-know information is based on the most recent four-years of graduation and transfer data. Nearly half of Snow College students obtain a degree within 150% of time whether or not they transfer to another institution. Additionally, one-third of Snow College students transfer to another 2-year or 4-year program without obtaining a degree within the same time frame

Data Source: IPEDS Graduation Rate report. Also used with COBI and LFA measures (Top Measure 6), and mission fulfillment



Success Rates for Underrepresented Students

Underrepresented students in this category are defined as (1) students with an ethnic or racial classification other than White, Caucasian (referred to as minority students) and (2) students who received a Pell grant while attending Snow College.

The 150% of time graduation rate for minority students is 29% (first-time freshman cohort 2011). The five-year average (cohorts 2007 to 2011) is 31%. The transfer rate for minority students (cohort 2011) is 34%, which a five-year average of 33%. Combined, first-time minority students at Snow College experience an average success rate of 64%. Black, African American students experience the highest success rate (85%) followed by students of multiple races (79%), Asian students (73%), and Hispanic/Latino students (65%). Comparatively, the overall success rate for Snow College students for the 2011 cohort was 85%.

Pell recipients experience a 41% graduation rate. Transfer data and five-year average data is not available at this time.

Data Source: IPEDS Graduation Rate report. Also used with Aspen Award and mission fulfillment

Minority Success Rate	Cohort 2007	Cohort 2008	Cohort 2009	Cohort 2010	Cohort 2011
Non-Resident, Alien	55%	61%	47%	71%	57%
Hispanic/Latino	61%	59%	68%	76%	65%
American Indian/Alaskan Native	50%	43%	33%	40%	56%
Asian	0%	67%	80%	80%	73%
Black or African American	56%	83%	60%	91%	86%
Native Hawaiian or Pacific Islander	59%	67%	76%	69%	50%
Multiple Races	0%	0%	83%	63%	79%
Unknown Race/Ethnicity	80%	83%	44%	69%	57%
Total Minority Students	59%	63%	63%	71%	63%

Pell Graduation Rate	Cohort 2010	Cohort 2011
Pell Recipients	44%	41%

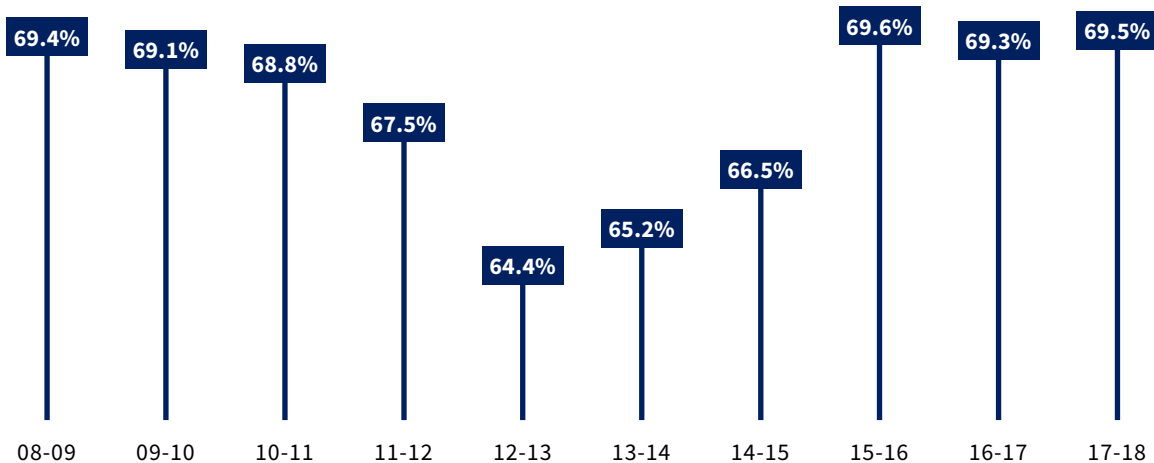
Overall Persistence Rates--Fall to Spring Semester

Student persistence is a measure of student endurance in their academic pursuits toward their educational goal or training objective. A student persists from one term to the next consecutive term if he or she is enrolled in at least one course each term and received a passing letter grade or grades (for more than one course enrollment). The persistence rate is calculated as the headcount enrollment of the second term divided by the headcount enrollment of the previous or first term. Students who graduated between fall and spring term were not excluded from this calculation. Data is taken from Institutional Research records, namely 3rd Week and End of Term report queries.

The 10-year average for student persistence from fall to spring term/semester is 68%. Persistence rates dropped slightly between 2012 to 2013 and 2013 to 2014 due to a missionary age change announced by the Church of Jesus Christ of Latter-day Saints. This age change resulted in many more students leaving for missionary service after fall semester. As of the 15-16 academic year, Snow College persistence rates returned to the traditional high of 69-70%.

Data Source: Snow College End-of-Term and 3rd Week reports for fall and spring semesters

Overall Persistence rate from Fall to Spring Semester



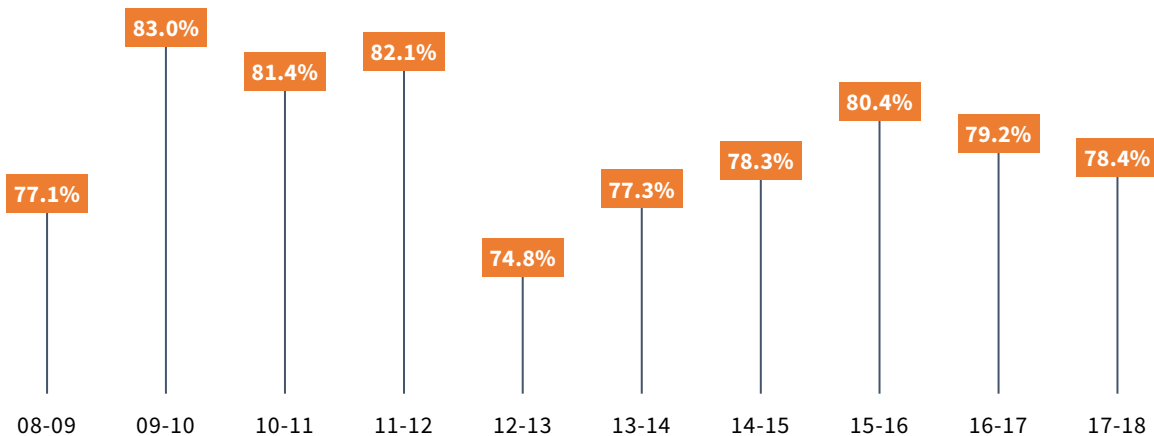
First-time Freshmen Persistence Rates--Fall to Spring Semester

Student persistence is a measure of student endurance in their academic pursuits toward their educational goal or training objective. A student persists from one term to the next consecutive term if he or she is enrolled in at least one course each term and received a passing letter grade or grades (for more than one course enrollment). The persistence rate is calculated as the headcount enrollment of the second term divided by the headcount enrollment of the previous or first term. Students who graduated between fall and spring term were not excluded from this calculation. Data is taken from Institutional Research records, namely 3rd Week and End of Term report queries specific to the FF and FH student enrollment codes.

The 10-year average for student persistence from fall to spring term/semester among freshman students is 79%. Persistence rates dropped slightly between 2012 to 2013 and 2013 to 2014 due to the missionary age change announced by the Church of Jesus Christ of Latter-day Saints. This age change resulted in many more first time freshman students leaving for missionary service after fall semester. The current persistence rate of 78% is slightly lower than the 10-year average and prior year rate, but it is 4% higher than the lowest rate experienced during the 12-13 academic year.

Data Source: Snow College End of Term and 3rd Week reports for fall and spring semesters

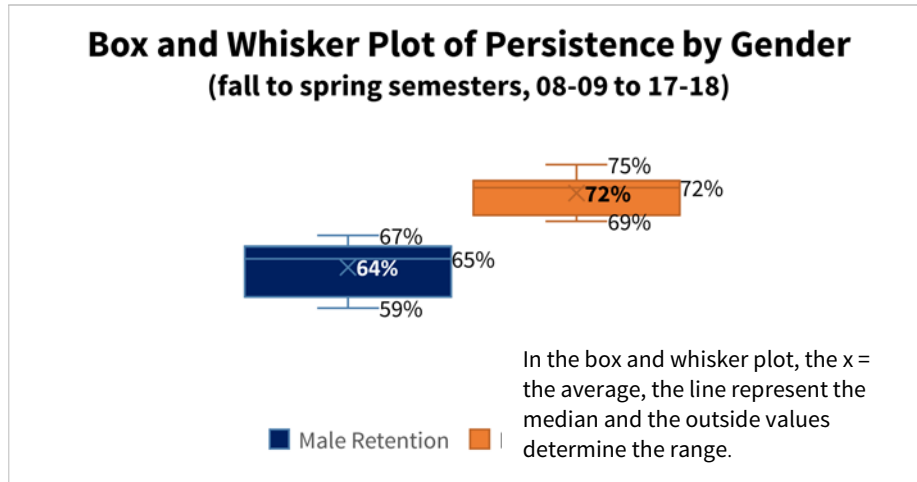
First-time Freshmen Persistence rate (includes both full and part time students)



Persistence Rates by Gender and Ethnicity—Fall to Spring

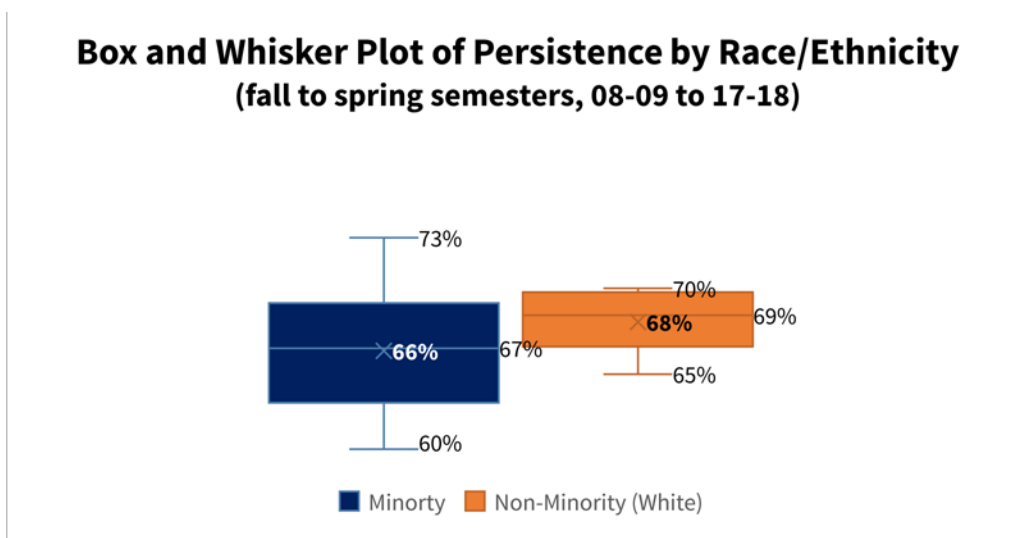
These data present the fall to spring persistence rates of all students by gender and by ethnicity. Typically, Snow College retains 10% more female students than male students. This gender gap has remained consistent since the 08-09 academic year.

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Male Retention	67%	66%	64%	60%	59%	61%	63%	66%	65%	66%
Female Retention	72%	72%	73%	75%	69%	69%	69%	73%	73%	73%



Minority students represent those students with an ethnicity or racial background other than White, Caucasian. This includes Snow College’s international student population, most of whom have the Non-Resident, Alien classification. The fall to spring persistence rates for minority students are largely consistent with the fall to spring persistence rates for non-minority students. The ten-year average for minority students is 66%; for non-minority students it is 68%.

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Minority	70%	73%	67%	69%	60%	62%	64%	66%	65%	67%
Non-Minority (White)	69%	69%	69%	67%	65%	66%	67%	70%	70%	70%



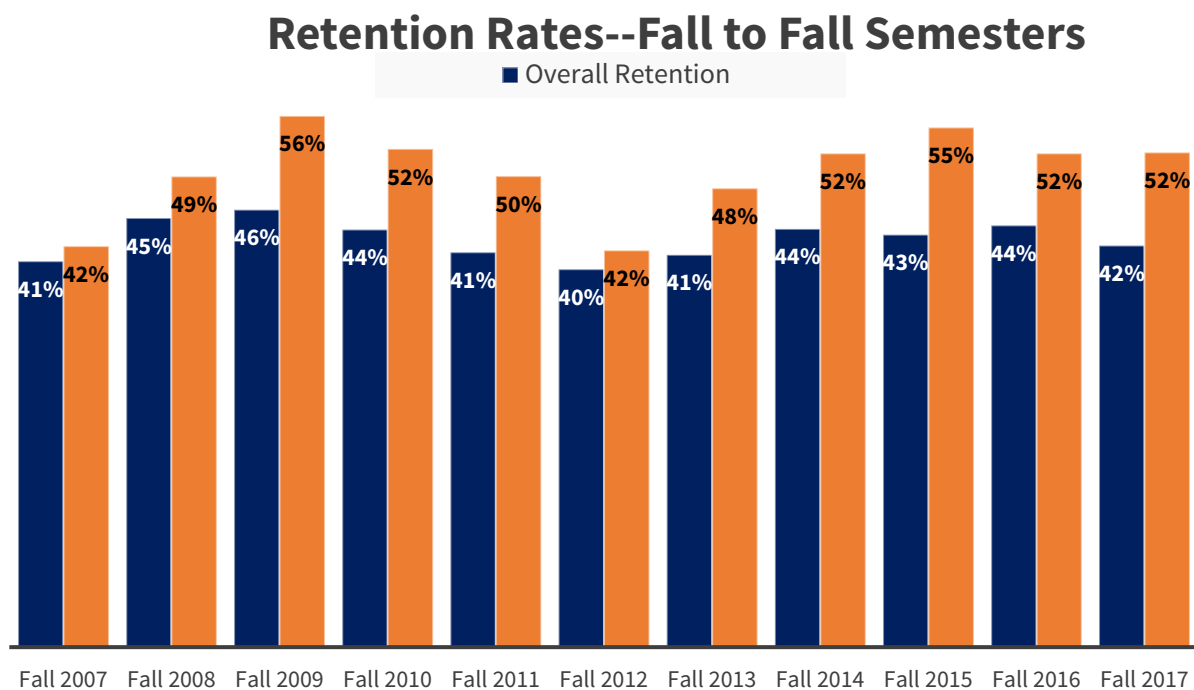
Retention Rates from fall to fall

The retention rate measures how well the institution performs at keeping students in the learning process from one year to the next. For two-year institutions, like Snow College, retention of students from one fall semester to the next fall semester influences graduation and/or transfer success.

Typically, retention rates can exclude students who leave the college within the first year for missionary service, military service, or death. Snow College experiences a lot of missionary departure between the first and second year of a student's matriculation. Cooperation with the Church of Jesus Christ of Latter-day Saints has not consistently identified those students that merit cohort exclusion. As a result, a 10% reduction in the original cohort headcount is applied for missionary, military, or death exclusions (this is a conservative four-year average for missionary exclusions only).

Overall retention at 42% is slightly down from the previous year but consistent with ten year average. First-time freshman retention at 52% is consistent with the past four years and remains higher (by 11%) than the original rate. It suggests little less than half of all students continue their studies the subsequent fall semester and approximately half of all freshman students enrolled in one fall semester return to matriculate in the fall semester.

Data Source: Snow College 3rd Week and End of Term files for fall and spring semesters



Retention Rates from fall to fall by Ethnicity

The retention rate measures how well the institution performs at keeping students in the learning process from one year to the next. For two-year institutions, like Snow College, retention of students from one fall semester to the next fall semester influences graduation and/or transfer success.

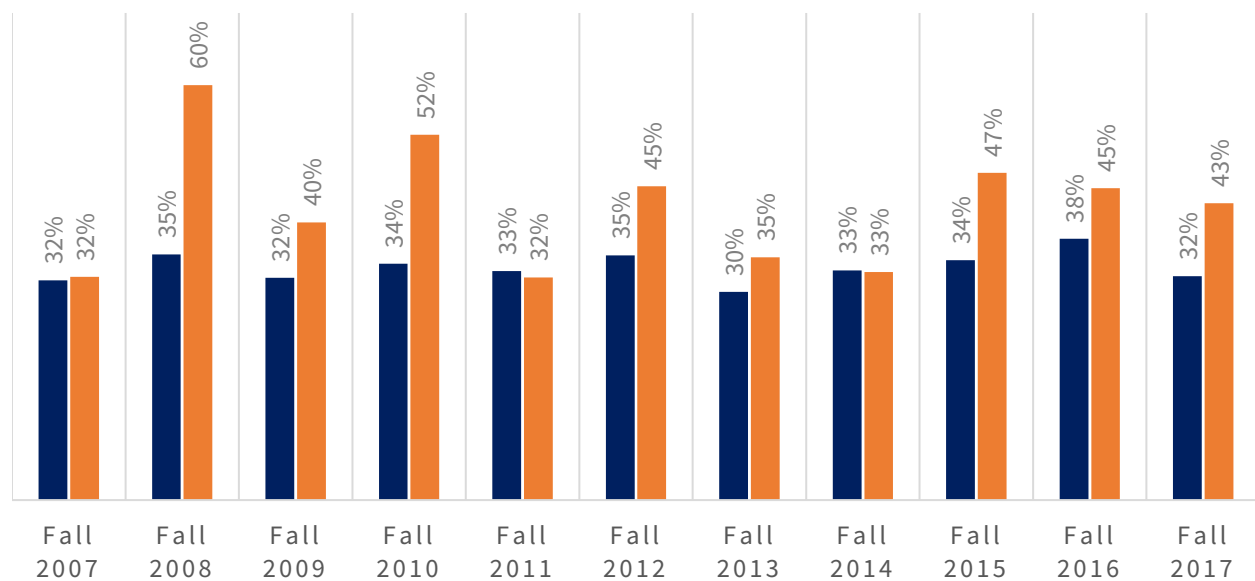
Typically, retention rates can exclude students who leave the college within the first year for missionary service, military service, or death. Institutional Research provides this data by enrollment matching fall to fall headcounts from 3rd week reports.

Retention for Snow College's minority population has improved over the past 9 years. Snow College retains approximately one-third (33%) of all minority students. Regarding the retention of minority students who enter as first-time freshmen, the nine-year average is 42%. Since 2007, the retention of freshman minority students has increased by 15%. Distinct breakdowns by minority classification (according to IPEDS) are listed in the tables below.

Data Sources: Snow College End of Term and 3rd Week reports for fall and spring semesters

Minority Student Retention

■ % Retained from Total



Minority Retention	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
% Retained from Total	32%	35%	32%	34%	33%	35%	30%	33%	34%	38%	32%
Hispanic	27%	33%	32%	34%	34%	37%	31%	34%	33%	44%	36%
Unknown	25%	28%	19%	3%	21%	59%	48%	33%	38%	27%	33%
Pacific Islander	22%	33%	25%	42%	31%	31%	23%	31%	28%	34%	25%
American Indian	31%	38%	32%	42%	28%	33%	25%	33%	35%	43%	33%
Black, non-Hispanic	24%	11%	29%	15%	52%	36%	24%	35%	29%	34%	36%
Asian	50%	25%	17%	88%	33%	24%	25%	32%	35%	20%	24%
Non-Resident Alien	43%	45%	47%	50%	47%	28%	29%	35%	42%	48%	36%
Multiple Ethnicities	NA	0%	8%	21%	20%	30%	43%	28%	39%	10%	18%

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
% Retained of Freshmen	32%	60%	40%	52%	32%	45%	35%	33%	47%	45%	43%
Hispanic	26%	70%	36%	63%	31%	44%	36%	33%	57%	52%	54%
Unknown	17%	71%	30%	0%	33%	243%	57%	23%	100%	50%	33%
Pacific Islander	20%	51%	26%	73%	35%	41%	28%	51%	25%	37%	31%
American Indian	33%	88%	36%	100%	10%	50%	7%	22%	45%	40%	42%
Black, non Hispanic	27%	16%	26%	75%	19%	56%	22%	42%	41%	41%	43%
Asian	67%	40%	25%	40%	17%	25%	80%	18%	100%	50%	36%
Non-Resident Alien	50%	72%	80%	94%	70%	19%	38%	29%	43%	56%	47%
Multiple Ethnicities	NA	0%	10%	44%	19%	64%	65%	28%	55%	12%	21%

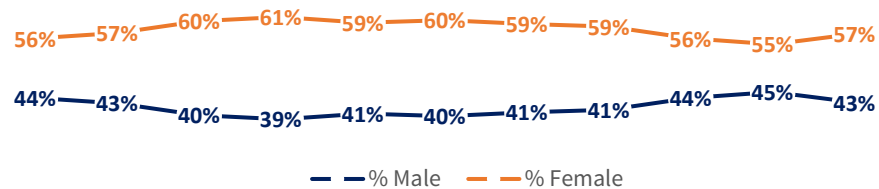
Retention Rates from fall to fall by Gender

The retention rate measures how well the institution performs at keeping students in the learning process from one year to the next. For two-year institutions, like Snow College, retention of students from one fall semester to the next fall semester influences graduation and/or transfer success. Typically, retention rates can exclude students who leave the college within the first year for missionary service, military service, or death. Institutional Research provides this data by enrollment matching fall to fall headcounts from 3rd week reports.

Retained students by gender classification indicates a slight decrease of -1% for male students and a slight increase of 1% for female students. Snow College retains more female students than male students from fall-to-fall semester with respective five-year averages of 57% (female) and 43% (male). Freshman students retention has a higher percentage of female students (five-year average = 66%) compared to male students (five-year average = 35%)

Data Source: Snow College End of Term and 3rd Week reports for fall and spring semesters

Retained Students by Gender



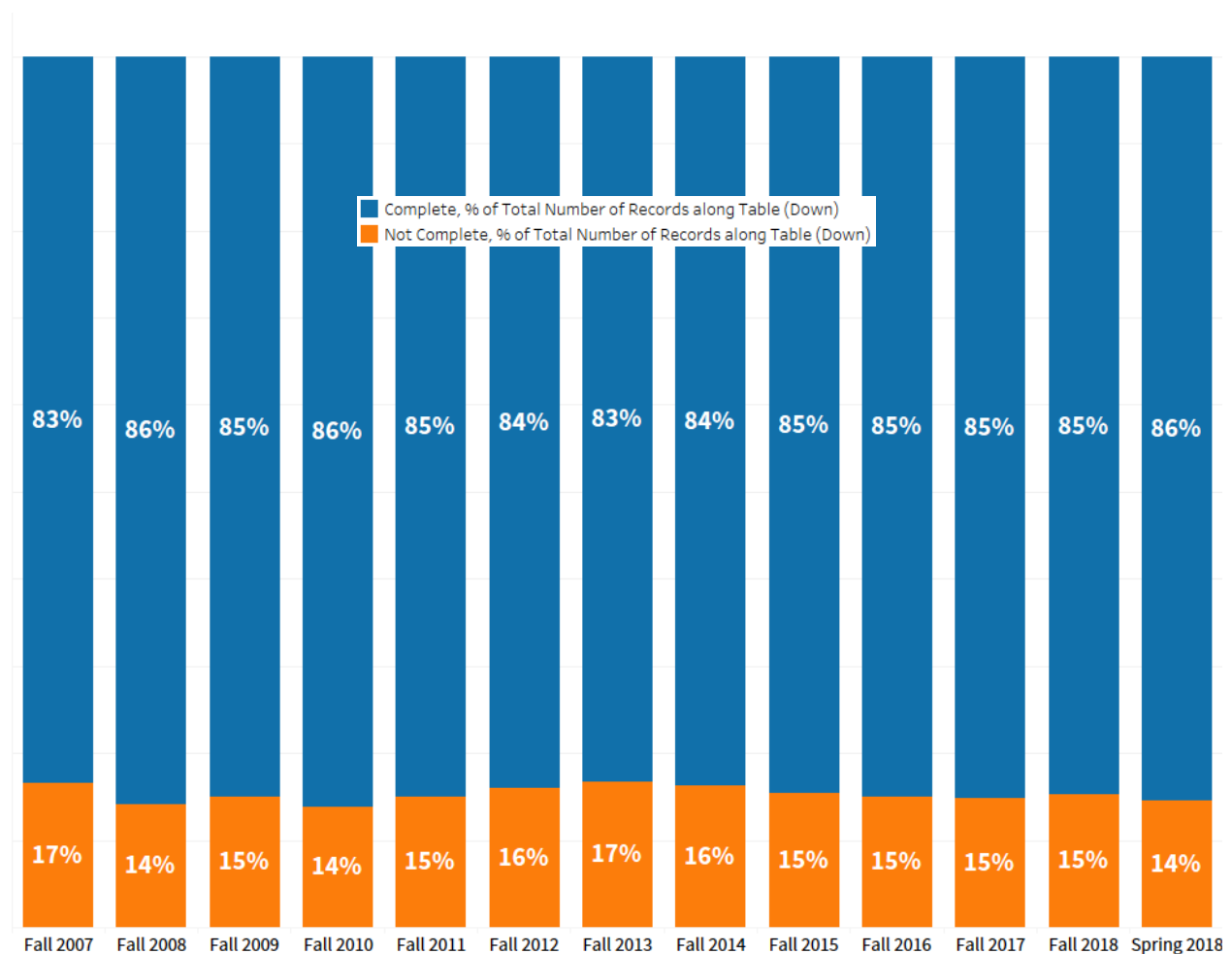
Fall 2007 Fall 2008 Fall 2009 Fall 2010 Fall 2011 Fall 2012 Fall 2013 Fall 2014 Fall 2015 Fall 2016 Fall 2017

Freshman Cohort	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
% Male	35%	30%	26%	27%	29%	31%	27%	33%	39%	35%	34%
% Female	65%	70%	74%	73%	71%	69%	73%	67%	61%	65%	66%

Successful Course Completion

The successful course completion rate takes the sum of all enrollments receiving a C- or above grade divided by the total attempted course enrollments. This metric serves as an indicator of student academic performance. The following chart shows the number of enrollments compared to the number of successful completions. Data is generated by the Office of Institutional Research and Effectiveness using historical enrollment files located in the institution's Banner database. Overall, the successful course completion rate is 85% for all students.

Data Source: Snow College Student Information System (Banner): AS_ACADEMIC_HISTORY_DETAIL



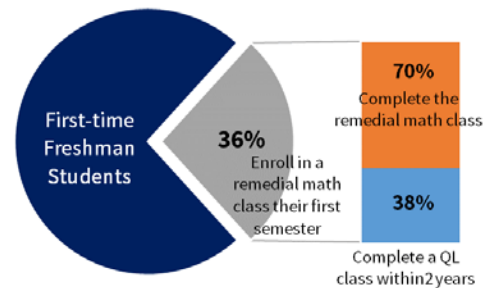
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Complete	14,901	15,692	18,011	19,002	18,359	18,715	18,207	20,091	21,085	21,755	22,006	20,528
Not Complete	2,953	2,581	3,161	3,043	3,228	3,576	3,645	3,899	3,843	3,832	3,826	3,679
Grand Total	17,854	18,273	21,172	22,045	21,587	22,291	21,852	23,990	24,928	25,587	25,832	24,207

Remedial Math Completion

Snow College offers three levels of remedial math instruction. Mandatory placement in Math 0700 (Pre-Algebra), 0800 (Beginning Algebra), and 1010 (Intermediate Algebra) is based upon a student’s math ACT score. Student who score a 17 or below will be placed in Math 0700 or 0800. Students who score between 18 and 22 will be placed in Math 1010. Students who score 21, 22, 23, or higher may place in Math 1030 (Quantitative Literacy), 1040 (Introduction to Statistics), and 1050 (College Algebra), respectively. An ACT score of 23 also places students in Math 1080 (Pre-Calculus).

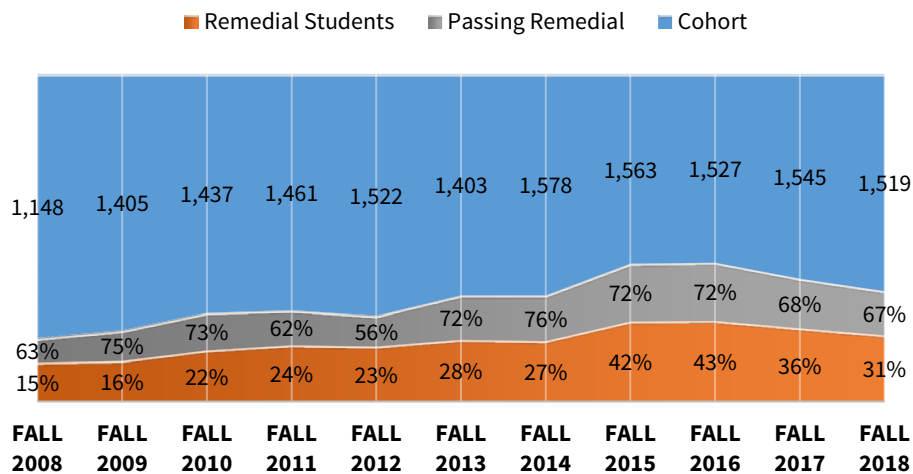
Students may challenge this placement by contacting the Student Success Center to schedule a time to use the Aleks Assessment tool or a designated equivalent as well as talk with a faculty member about their placement.

The number of students enrolling in a remedial course has grown since 2008 due to the development of math pathways supporting the K-12 common core curriculum. For the five year average, 36% of Snow College’s first-time freshman cohort (full and part-time students) enroll in a remedial math course. Of those that take remedial math, 71% pass the course with a C- grade or better and 38% complete (with a C- grade or higher) Math 1030, Math 1040, or Math 1050 (Snow College’s quantitative literacy general education requirement) within two-years. The data does not account/exclude freshman students who stop out after their freshman year for military or missionary service.



Data Source: Snow College 3rd Week and End of Term files for fall semesters

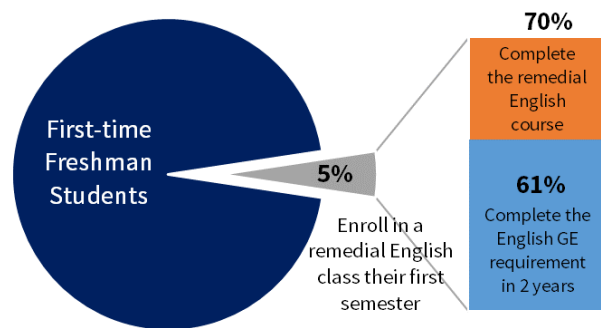
First-Time Freshmen and Remedial Math Success



Remedial English Completion

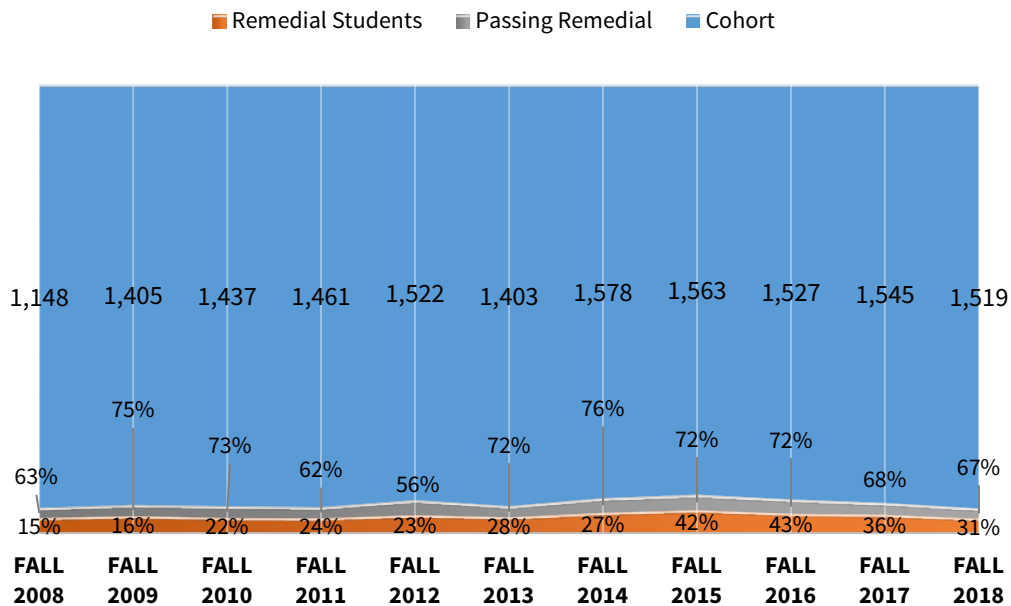
Students who have an English ACT of 11 or below are required to take English 0980 or English 0990. Students with English ACT scores of 12-14 are recommended for English 1015. Students with scores between 15 and 17 may choose English 1010 or English 1015. Students with an English ACT score of 29 or higher may petition to skip English 1010 by taking the English Placement Exam in the Testing Center. Any student requested help for English class placement should take the writing assessment exam in the Testing Center and work with a Student Success or English faculty advisor.

On average, only 4% of entering first-time freshman students enroll in a remedial English course. Of those that enroll, 70% pass the course with a C-grade or better. Sixty-nine percent (69%) of remedial English students successfully complete English 1010 (Composition general education requirement) within two years. The data does not account/exclude freshman students who stop out after their freshman year for military or missionary service.



Data Source: Snow College 3rd Week and End of Term files for fall semesters

First-Time Freshmen and Remedial English Success



Outcomes Achievement—Multi-State Collaborative

From 2014 to 2018, Snow College actively participated in the American Association of Colleges & Universities' (AAC&U) Multi-State Collaborative to Advance Learning Outcomes Assessment (MSC). As a part of the participation agreement, Snow College collected samples of student work from students approaching the completion of their two-year program. These samples along with student demographic data were submitted to nation-wide database and evaluated by a group of trained faculty scorers according to specific AAC&U Value rubrics. Snow College's participation represented student work and scores in the areas of written communication, quantitatively literacy, and critical thinking. Criterion scores on respective rubrics had a 1 to 4 scale: 1 = Benchmark, 2-3 = Milestone, 4 = Capstone. As a two-year institution, Snow College, scores of 2 or higher represented remarkable student achievement.

For the three years of participation, 63% of Snow College students earned a score of 2 or higher in written communication. 73% of students had a score of 2 or higher for quantitatively literacy. And for two of participation, 46% of students netted a score of 2 or higher for critical thinking. Snow College discontinued its official participation with the MSC due to cost.

Data Source: AAC&C, MSC respective participation school data files

Written Communication			
MSC	# of Artifacts	# with scores => 2	% with scores =>2
FY 2015	79	49	62%
FY 2016	75	47	63%
FY 2017	106	68	64%

Quantitative Literacy			
MSC	# of Artifacts	# with scores => 2	% with scores =>2
FY 2015	86	67	78%
FY 2016	75	55	73%
FY 2017	39	27	69%

Critical Thinking			
MSC	# of Artifacts	# with scores => 2	% with scores =>2
FY 2016	75	35	47%
FY 2017	65	32	49%

Outcomes Achievement—CCSSE Benchmarks

Since 2012, Snow College has used the Community College Survey of Student Engagement (CCSSE) on alternating (even) spring semesters to help focus the institution on good educational practices that are highly correlated with student learning and retention. With national participation from many other two-year institutions, Snow College uses the CSSEE to benchmark institutional scores against national norms and performance by other community and technical colleges. Snow College also uses the CCSSE as tool by which the college can measure performance and/or improvements over time. CCSSE data is associated with specific key performance indicators leading to Snow College’s mission fulfillment.

Individual CCSSE scores are reported as percentages. National comparative data is reported in percentiles. Snow College has a higher than average percentile rank in the area of Active and Collaborative Learning (67th percentile), a slightly higher than average percentile rank in the area of Academic Challenge (56th percentile), and average percentile rank for Student-Faculty Interaction (52nd percentile), and a slightly higher than average percentile rank for Support of Learners (65th percentile).

Since 2012, Snow College has experienced percentile advancements in the areas of Academic Challenge (from 54th to 56th percentile) and Support for Learners (from 58th to 65th percentile).

Data Source: Community College Center for Student Engagement results (2012, 2014, 2016, and 2018).

CCSSE Benchmarks	Active and Collaborative Learning	Percentile	Academic Challenge	Percentile	Student-Faculty Interaction	Percentile	Support for Learners	Percentile
Spring 2012	65.2	72nd	52.4	54th	53.7	56th	55.2	58th
Spring 2014	60.9	67th	51.7	53rd	52.6	54th	54.7	58th
Spring 2016	59.4	65th	52.3	54th	50.4	51st	49.3	49th
Spring 2018	61.2	67th	53.6	56th	51.0	52nd	59.5	65th
Student engagement scores from the Community College Survey of Student Engagement with percentiles determined from a population mean of 50 and standard deviation of 25.								

Outcomes Achievement—Course Evaluations

The mission of general education at Snow College is to stretch students' minds and enlarge the foundation of their intellectual and practical skills in order to create in them a lifelong love of learning. The general education curriculum is designed to accomplish several goals: to provide students with a broad exposure to different academic disciplines in order to assist them in selecting their course of study; to introduce a variety of ways of making knowledge so that students understand the complexity of information and knowledge; to facilitate the development of a passion for a specific area of study and a love of learning in general; to provide connections between disciplines by providing interdisciplinary, integrated learning opportunities; to prepare students to participate fully in human culture, ask probing and thoughtful questions, and engage as responsible citizens.

Beginning fall semester 2016, Snow College established standard course evaluation questions to help determine if students understood and recognized their achievement of distinct general education learning outcomes as a part of their course instruction. These learning outcomes are critical reading, effective research, effective writing, effective communication, quantitative reasoning, artistic sensitivity, critical thinking, and creative thinking. Student are asked to indicate (yes/no) if the course addressed the specific general education learning outcome. The data represent the percent of students that indicated, "Yes"--recognized achievement with the specific general education learning outcome.

Course Evaluation	Critical Reading	Effective Research	Effective Writing	Effective Communication	Quantitative Reasoning	Artistic Sensitivity	Critical Thinking	Creative Thinking
Fall 2016	62%	63%	58%	48%	42%	47%	79%	67%
Spring 2017	65%	66%	61%	51%	45%	48%	77%	68%
Fall 2017	62%	64%	58%	47%	40%	44%	78%	67%
Spring 2018	67%	66%	63%	49%	43%	47%	79%	70%
Fall 2018	81%	84%	80%	62%	67%	57%	91%	81%

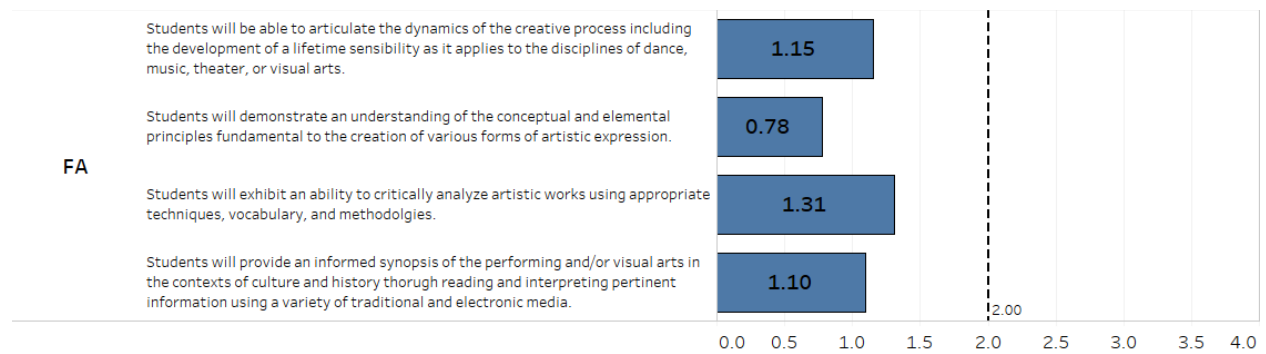
For fall 2018, 75% of all students indicated "Yes" or recognized achievement with one or more of the Snow College's general education learning outcomes. The two part-question (yes/no) is scored with 2 representing "Yes" and 1 representing "No". The fall 2018 overall average score was 1.75 with a standard deviation of 0.43.

Outcomes Achievement—Knowledge Area Assessment

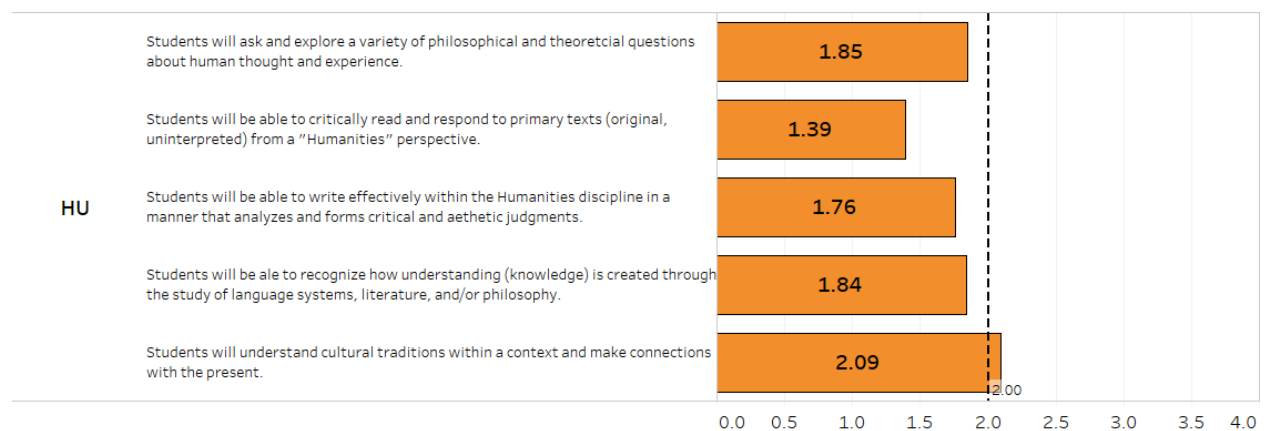
Courses selected for inclusion in the general education curriculum must demonstrate evidence that the course supports outcomes-based learning achievement in at least one of eight general education knowledge areas: Fine Arts, Oral Communication, Physical Education, Humanities, Social and Behavior Science, Physical Science, Life Science and Science Inquiry.

At the end of each spring semester, all Snow College programs participate in an assessment day on which faculty use course-based evidence to determine achievement or needed improvement in program-based learning outcomes. An additional day is dedicated to specific knowledge area assessment on which faculty teaching courses in the pre-determined knowledge area review and score student-generated signature assignments. Rubrics score knowledge area criterion on three levels: 1 = lacks proficiency, 2 = approaches proficiency, and 3 = achieves proficiency. The following data represent aggregated average scores by criterion for each of the completed knowledge area assessments. The benchmark score for student achievement is a 2 or higher.

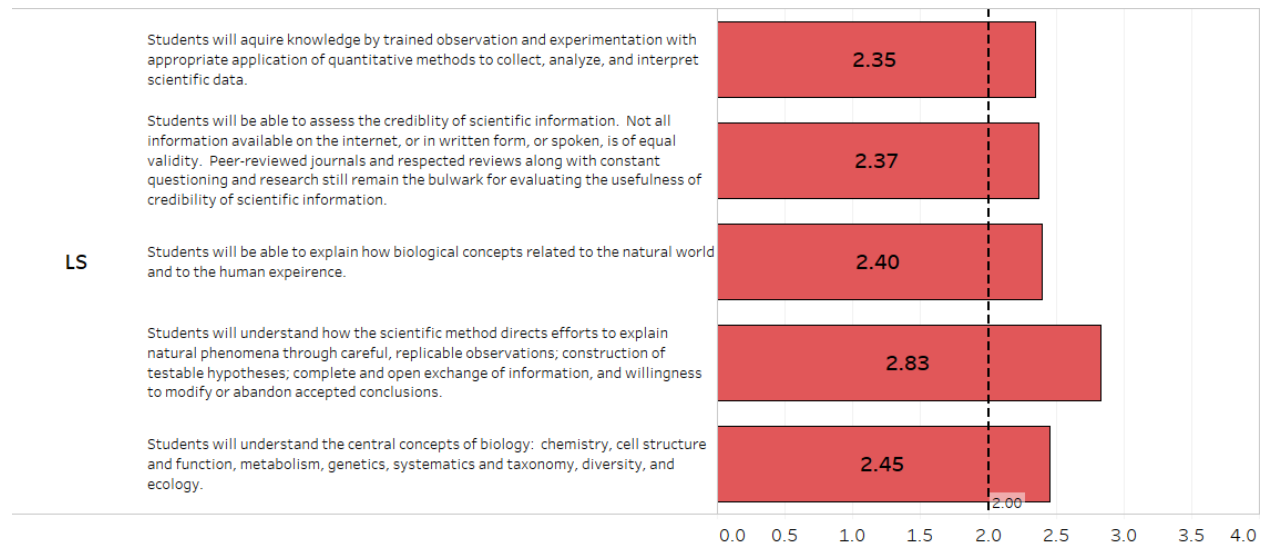
Fine Arts Knowledge Area



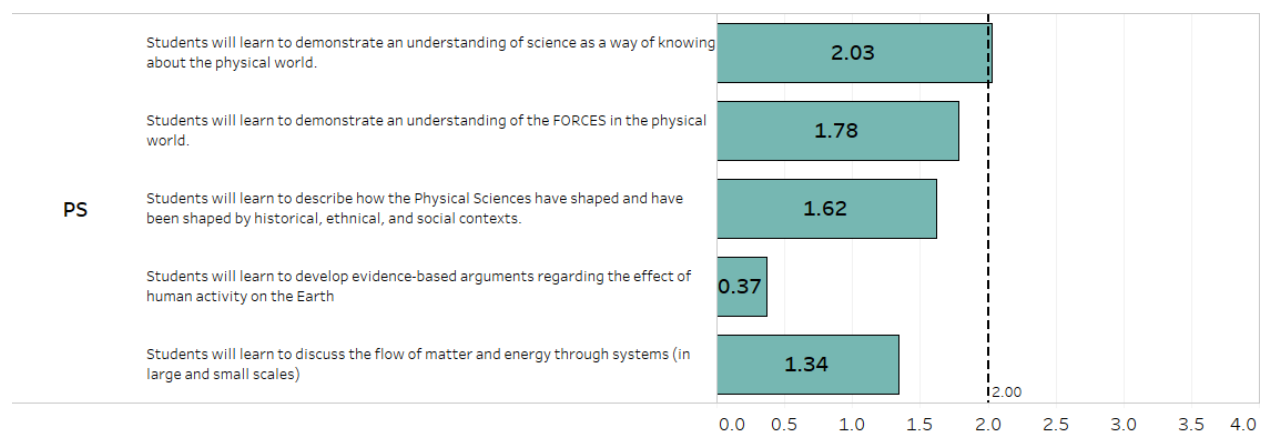
Humanities Knowledge Area



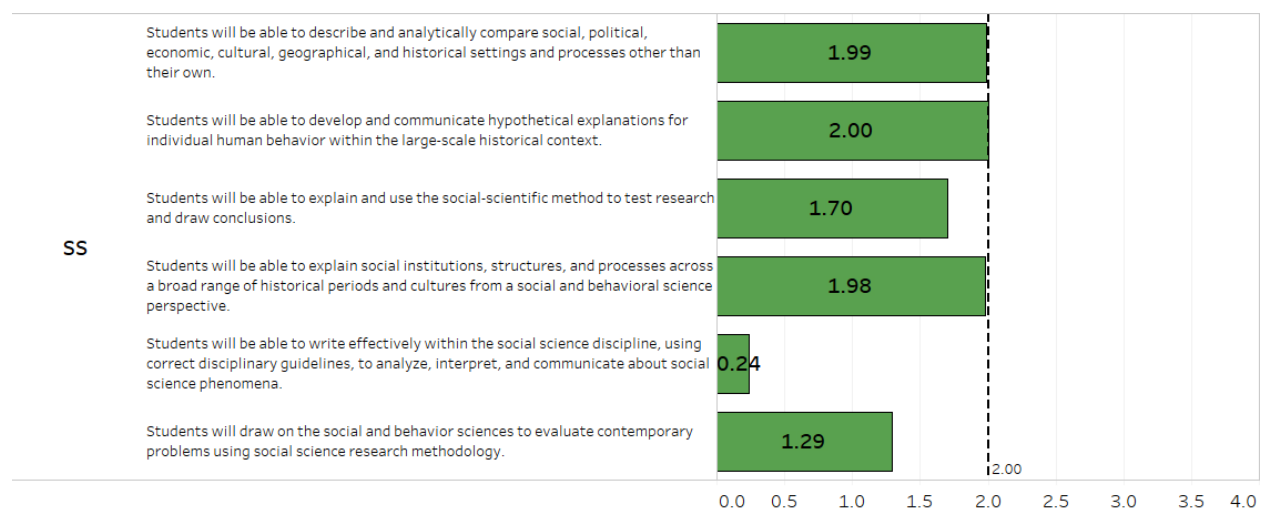
Life Science Knowledge Area



Physical Science Knowledge Area



Social Science Knowledge Area



FACULTY AND STAFF

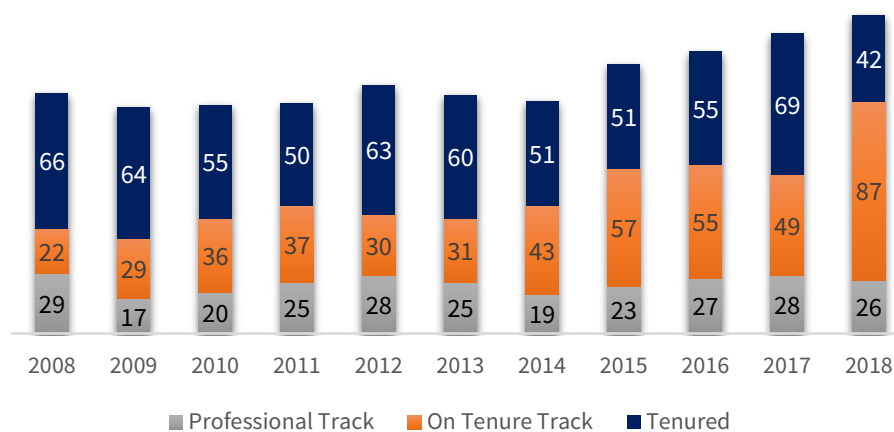
Full-Time Instructional Faculty by Tenure

Snow College is a teaching institution which means our faculty are dedicated to teaching and student learning. Any research or publication assignments are focused on best practices in pedagogy, textbook management, and classroom engagement. The institution does not use graduate or teaching assistants for instruction. Full-time faculty at Snow College typically teach 15 credits per semester/30 credits per academic year. Occasionally, full-time faculty accept a reduced teaching load in order to fulfill administrative assignments such as Division Dean or department chair. Full-time faculty undergo an interim tenure review at year three followed by a full-tenure review at year six. Once recommended, full-time faculty complete a one-year tenure probation period and are awarded full tenure after year seven. Faculty are eligible for rank advancement four years after a previous advancement according to an internal point system.

The tenure track system applies to all full-time faculty teaching in academic areas and some vocational programs (nursing, business, etc.). Full-time faculty teaching in specific vocational areas (Automotive Technology, Diesel Mechanic Technology, Machine Tool Technology, etc.) are considered professional track (or no-tenure track). Snow College uses the following full-time faculty ranks: Professor, Associate Professor, Assistant Professor, and Instructor. Faculty listed under “no-rank” represent professional-track instructors or applies to one-year contract/visiting instructors or athletic coaching staff.

Data Source: AAUP Annual Survey and IPEDS Human Resources report

Faculty by Tenure



Full-time Instructional Faculty by Rank

Most Snow College faculty possess masters, doctorate, or other terminal/professional degrees at the time of their hire. Part-time faculty typically have bachelors or masters degrees.

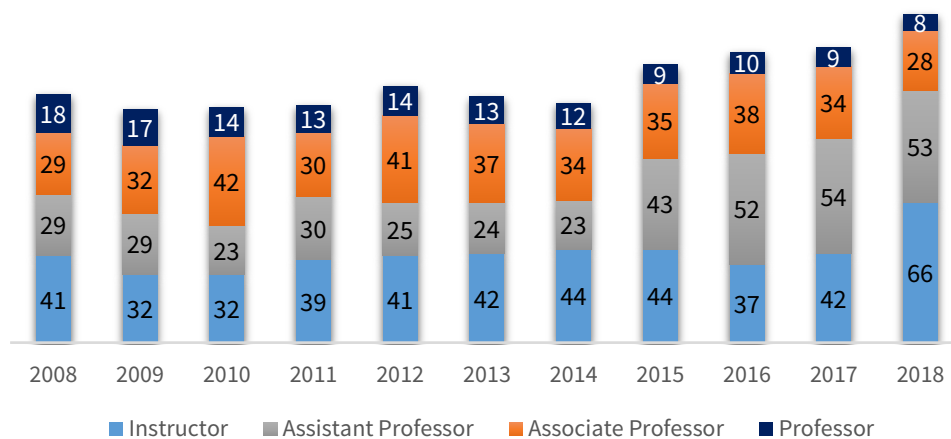
Full-time faculty tenure and rank advancement is governed by a six-member, all-faculty committee comprised of representatives from each academic division (5) and a representative from Faculty Senate (1). Committee members elect a chair, who serves a one-year renewable appointment. This appointment has a maximum six years term limit. All committee members must have tenure at the institution.

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Data Source: AAUP Annual Survey and IPEDS Human Resources report

Faculty by Rank

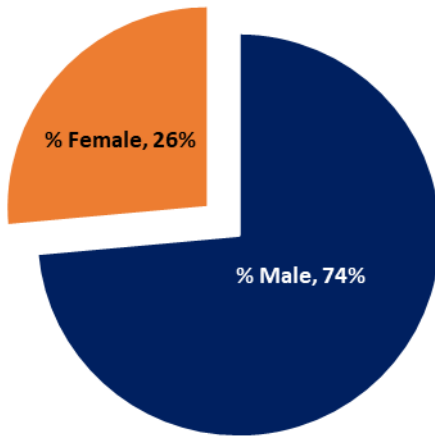


Faculty by Gender

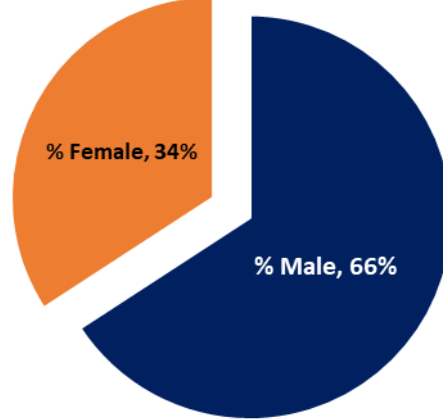
The gender diversity among Snow College faculty has improved over the past decade. In 2008, 77% of full-time instruction was provided by male faculty; 23% was represented by female faculty. Currently, 66% of all full-time faculty is male; 34% of full-time faculty is female.

Data Source: AAUP Annual Survey and IPEDS Human Resources report

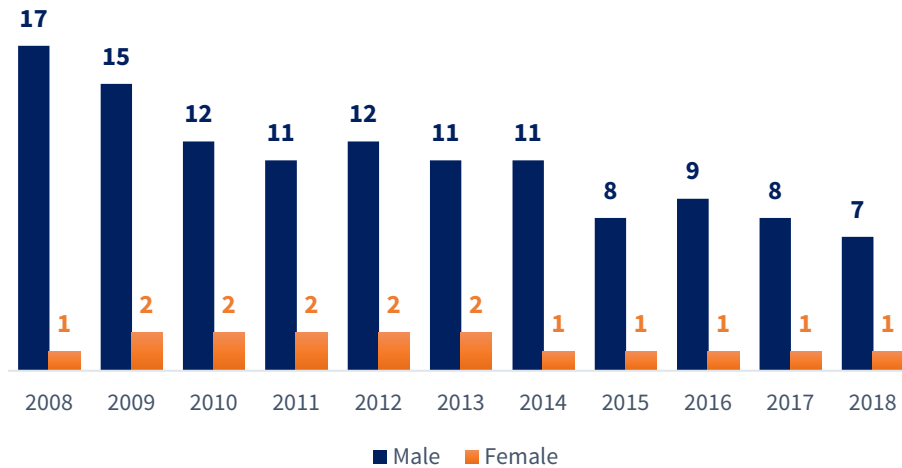
Full-time Faculty by Gender, Fall 2008



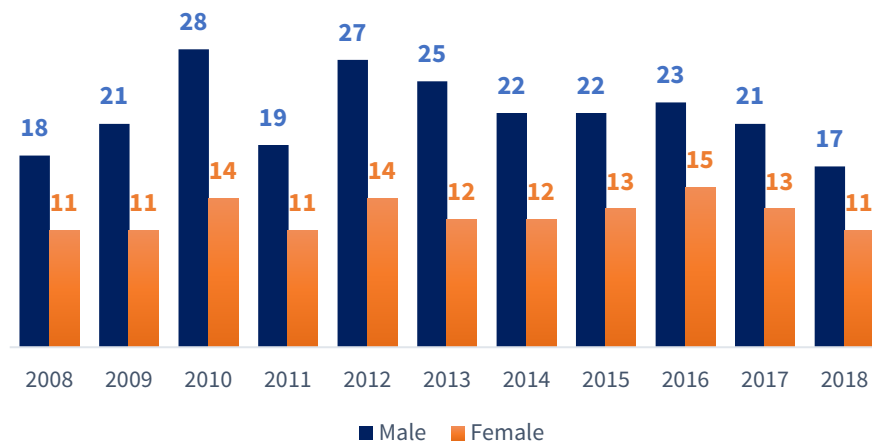
Full-time Faculty by Gender, Fall 2018



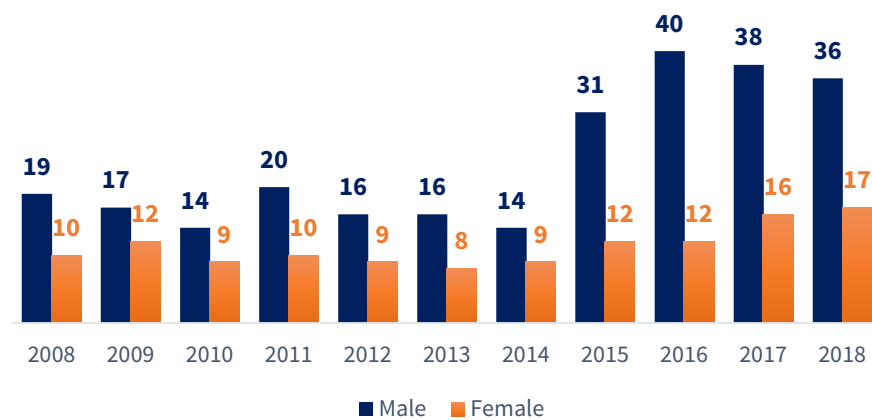
Professors by Gender



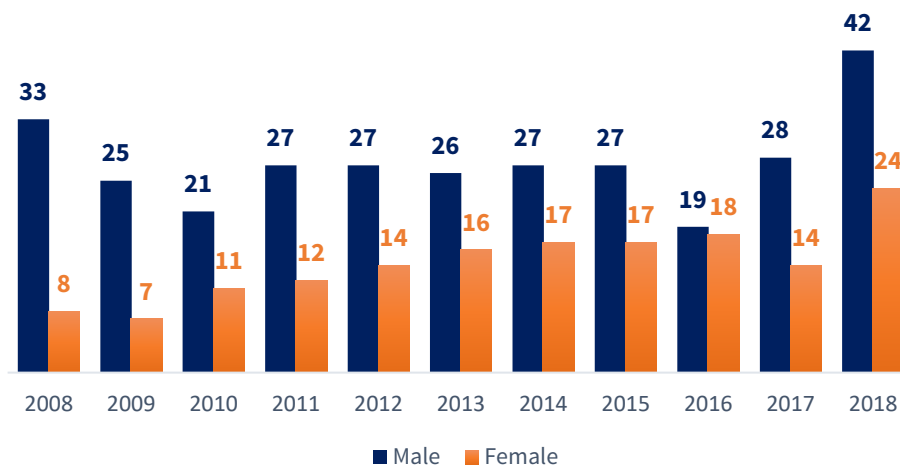
Associate Professors by Gender



Assistant Professors by Gender



Instructors by Gender



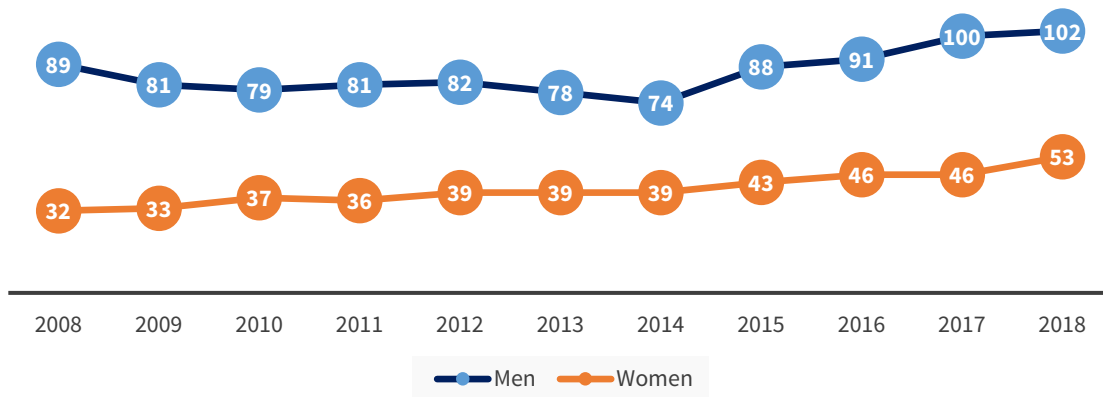
Full-Time Instructional Faculty by Gender and Ethnicity

This measure shows the headcount of full-time faculty by gender. Full-time faculty members are defined as teaching faculty and does not include non-teaching faculty or administrative faculty. The institution does not use graduate or teaching assistants for instruction. Full-time faculty at Snow College typically teach 15 credits per semester/30 credits per academic year. Occasionally, full-time faculty accept a reduced teaching load in order to fulfill administrative assignments such as Division Dean or department chair. All counts represent full-time faculty on the Ephraim and Richfield campuses.

Overall, there has been a slight increase in the number of female faculty members hired and retained by the institution (up by 66% since 2008). Over the past 10 years, Snow College has experienced hiring freezes due to economic downturns or noted changes in student enrollment.

Data Sources: AAUP Survey and IPEDS Human Resources report

Full-Time Faculty by Gender



The following measure shows the distribution by ethnicity of full-time instructional faculty. The number of Hispanic instructional faculty increased from 2007 to 2011. All counts represent full-time faculty on the Ephraim and Richfield campuses.

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Non-Resident, Alien	0	0	0	0	0	1	0	0	0	0	0
Hispanic/Latino	2	2	2	2	2	2	1	1	0	0	0
Asian	1	1	0	1	1	0	1	1	1	1	1
American Indian/Alaskan Native	1	0	0	0	0	0	0	0	0	0	0
Black or African American	0	1	1	1	1	1	0	0	0	1	1
Native Hawaiian/Pacific Islander	1	0	0	0	0	0	0	0	0	1	1
White	115	110	113	113	117	113	108	129	135	143	152
Two more races	0	0	0	0	0	0	0	0	0	0	0
Unknown	1	0	0	0	0	0	3	0	1	0	0
Totals	121	114	116	117	121	117	113	131	137	146	155

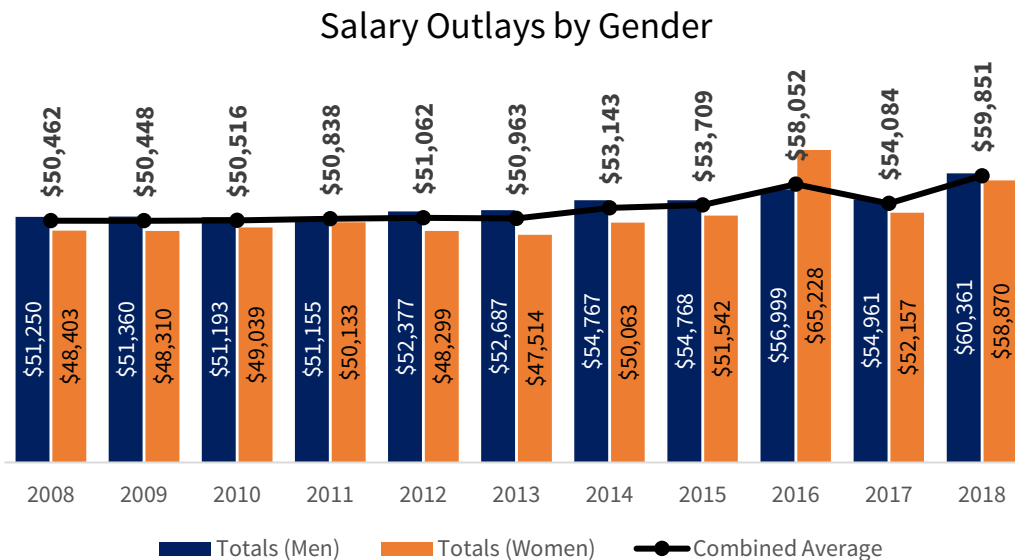
Average Faculty Salary Outlays

This measure shows the average salaries of full-time faculty as reported to the Integrated Post-Secondary Education Data System (IPEDS). The institution does not use graduate or teaching assistants for instruction. Full-time faculty at Snow College typically teach 15 credits per semester/30 credits per academic year. Occasionally, full-time faculty accept a reduced teaching load in order to fulfill administrative assignments such as Division Dean or department chair. All counts represent full-time faculty on the Ephraim and Richfield campuses.

Salary outlays represent full-time faculty with 10-month contracts. Very few full-time faculty (less than 10) teach with 12-month contracts; some fulfilling temporary (one-year) special assignments. Starting in 2014, many standard 12-month instructional contracts were re-negotiated to 10-month contracts.

Full-time salaries have increased (on average) by 2% for male faculty with a median salary of \$51,360. Salaries for full-time female faculty have increased by 5% with a median salary of \$48,403. Snow College is a state institution that relies heavily on legislative appropriations for salary increases and other appropriations. Over the past 10 years, these appropriations have barely matched COLA and insurance premium increases. Spring semester 2016, the College initiated a comprehensive compensation study of all full-time faculty and staff. The goal of this committee is to bring all full-time personnel within 90% of comparative peer salaries by 2020. The first salary adjustment reaching this goal was accomplished spring 2017.

Data Source: AAUP Annual Report and IPEDS Human Resources report



Full-Time Non-Instructional Staff by Gender and Ethnicity

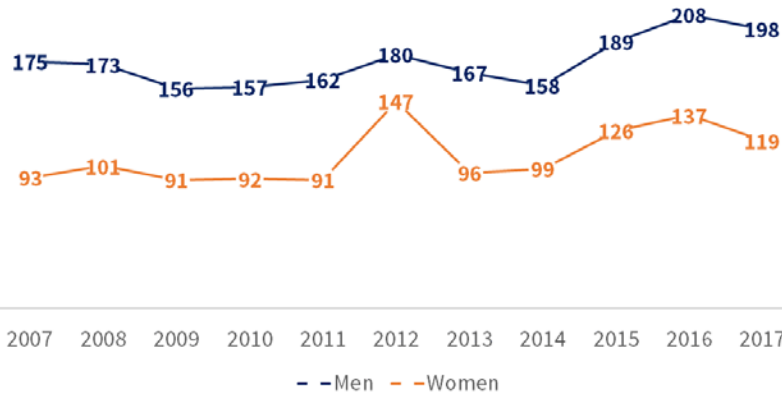
This measure shows the headcount for all full-time employees reported to the Integrated Postsecondary Education Data System. This category does not include full-time instructional/teaching faculty. Administrative faculty are defined as executive, managerial, or administrative in the IPEDS system. Deans and department chairs at Snow College are considered full-time faculty, not administrative faculty.

The full-time employees listed here include the following: technical and paraprofessional, clerical and secretarial, skilled crafts, service and maintenance.

The data show an increase in full-time employees commensurate with enrollment increases and organizational changes at the institution. The decrease in full-time staff starting in 2009 was due to a comprehensive re-organization of Snow College’s advising office, now known as the Student Success Center.

The majority of full-time employees are white (94%); however, representation from other ethnic groups has improved. The greatest growth is exhibited in the Hispanic group (up over 100% since 2006).

Data Source: IPEDS Human Resources report



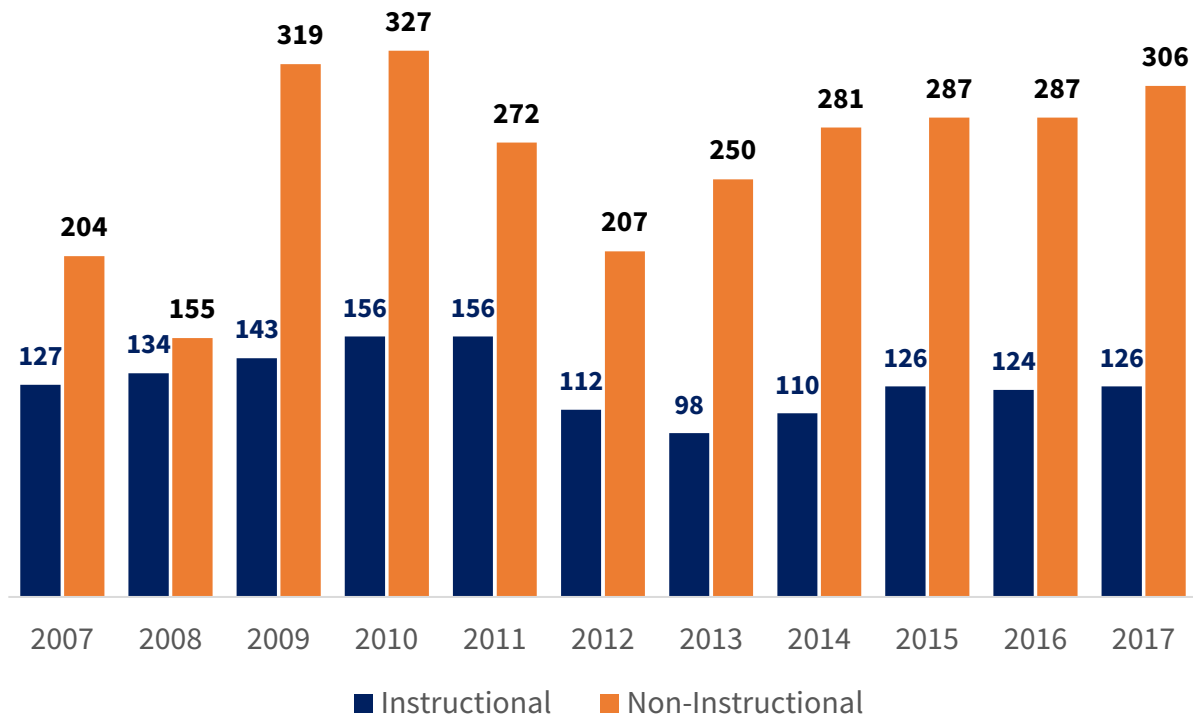
All Staff	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Non-Resident, Alien	0	0	0	0	0	0	1	0	1	0	0
Hispanic/Latino	4	4	4	4	4	7	5	5	6	8	7
Asian	3	2	2	0	1	1	0	1	1	1	1
American Indian/Alaskan Native	1	1	1	2	2	2	2	1	1	3	1
Black or African American	0	0	2	1	2	2	2	2	1	3	2
Native Hawaiian/Pacific Islander	0	1	0	1	1	0	1	1	1	2	2
White	260	265	238	241	243	313	252	243	303	326	292
Two more races	0	0	0	0	0	0	0	1	1	0	0
Unknown	0	1	0	0	0	2	0	3	0	2	12
Totals	268	274	247	249	253	327	263	257	315	345	317

Part-Time Staff by Assignment

Snow College relies on a part-time workforce to support many of the college's functions. The measure of part-time staff is defined by the Integrated Postsecondary Education Data System as individuals who are not benefits-worthy as determined by the number of weekly work hours. The data represent instructional and non-instructional part-time staff—employees that work less than 37 hours per week. Instructional staff represent hired adjunct instructors. Full-time non-instructional personnel who teach a class or two on overload are not included in the instructional part-time staff counts. Non-instructional staff represent employees hired by the college in the areas of technical and paraprofessional, clerical and secretarial, skilled crafts, service and maintenance.

The highs and lows of Snow College's part-time work force are influenced by two main factors: (1) economic downturns which result in lower legislative appropriations and (2) enrollment decreases. In 2012, Snow College became the main provider of educational opportunities for high school students in all Utah's rural areas via interactive video technology. With distinct legislative funding for this service and as more high school students take advantage of the program, the college has added additional full-time and part-time staff for instruction, technology, and student services (advising).

Data Source: IPEDS Human Resource report



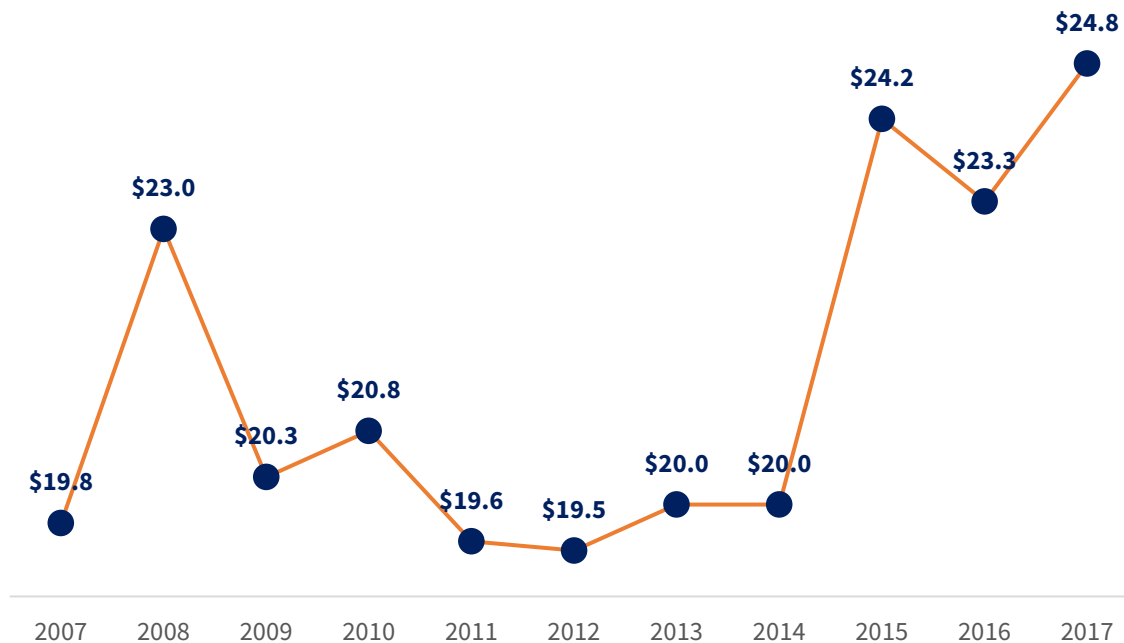
FISCAL RESOURCES

Annual State Appropriations

As a member of the Utah System of Higher Education, Snow College is funded by allocations from the Utah State Legislature. According to the 2015-2016 USHE Annual Report, a combination of relatively low costs and low tuition rates make USHE institutions among the most efficient and affordable in the country. USHE's four-year institutions have the third-lowest tuition and fees in the U.S., and the average tuition funds per full-time equivalent (FTE) student at a USHE institution are 14% below the national average. The state's low tuition rates are due, in part, to comparatively strong support from recent increases in state appropriations by the Utah Legislature. However, USHE institutions are still funded 18.9% less per FTE than before the recession, and are 9% below the national average. USHE institutions also maintain comparatively low costs, ranking 45th in overall educational revenues per FTE, and \$1,824 less than the U.S. average. Snow College has the most affordable tuition and fee rates among all USHE institutions. Source: <https://higheredutah.org/reports/utah-system-of-higher-education-2015-2016-annual-report/ushe-strategic-plan-2015-2016-funding-higher-education/>.

Data Source: IPEDS Finances reporting component

State Appropriations in Millions of Dollars

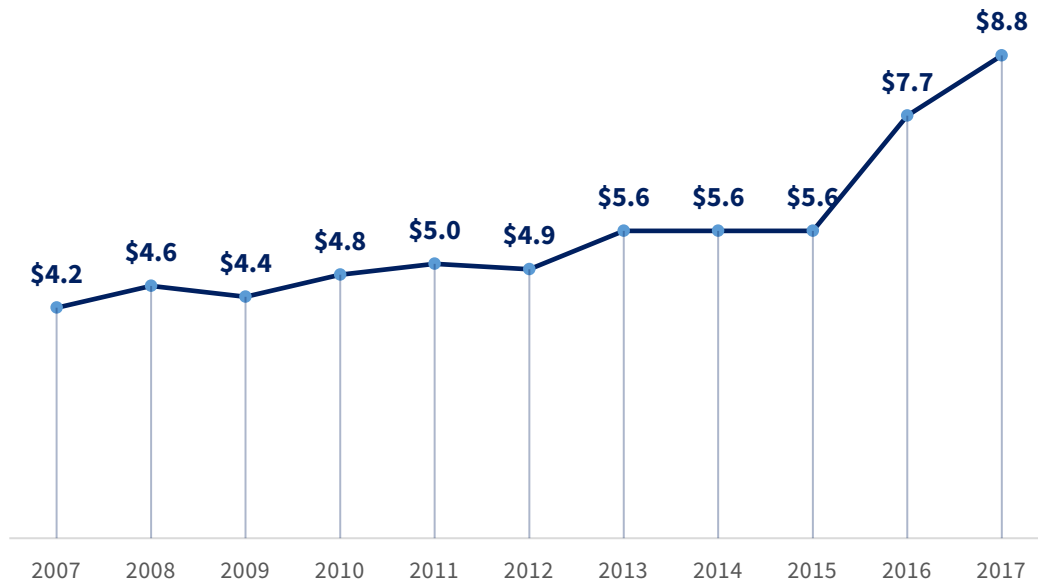


Endowment Assets

The Utah State Board of Regents delegates responsibility for the philanthropic activities of the institution to the Snow College Board of Trustees. The Snow College endowment helps support scholarship opportunities for students, vital student programs, and capital improvement projects on the Richfield and Ephraim campuses. Since 2007, endowment assets have grown from \$4.2 to \$7.7 million dollars. Endowment assets jumped from \$5.6 to \$7.7 million dollars from fiscal year 2015 to fiscal year 2016—a 38% increase in one year.

Data Source: IPEDS Finance report (GASB Accounting information)

Endowment Assets in Millions of Dollars



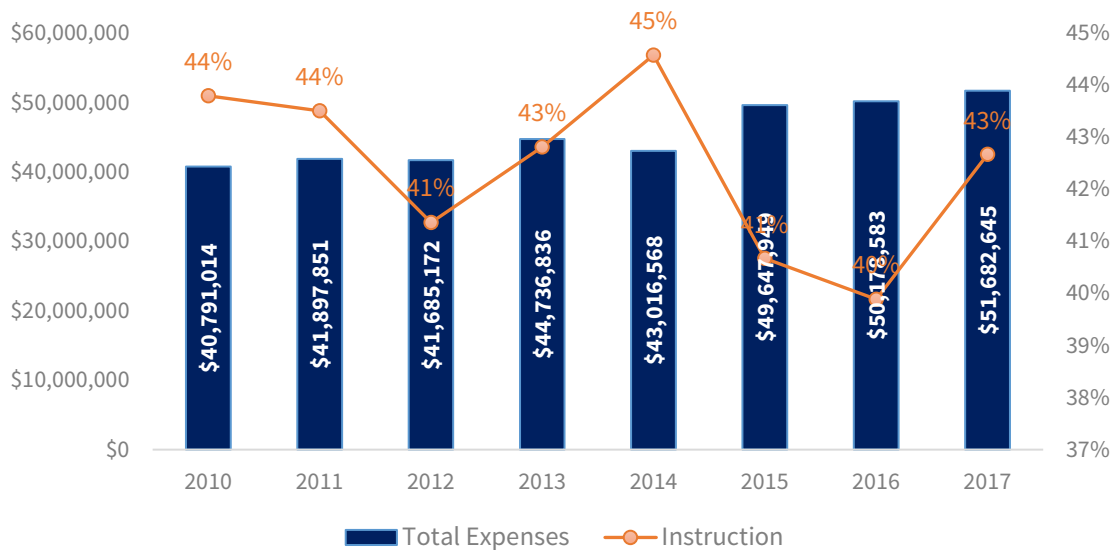
Expenditures by Institutional Function

The IPEDS Finance component collects basic financial information from items associated with the institution’s General Purpose Financial Statements. Snow College uses the Governmental Accounting Standards Board (GASB) reporting standards. The data below report total operating and non-operating expenses in distinct functional classifications.

Data Source: IPEDS Finance Component

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Instruction	\$12,824,048	\$13,064,576	\$17,864,798	\$18,228,660	\$17,242,497	\$19,153,156	\$19,175,479	\$20,191,900	\$20,015,579	\$22,052,357
Public Service	\$734,430	\$896,439	\$991,298	\$909,918	\$704,920	\$576,026	\$542,213	\$1,085,147	\$959,630	\$984,258
Academic Support	\$1,617,852	\$1,417,398	\$2,670,666	\$2,829,770	\$3,120,132	\$3,640,814	\$3,526,176	\$4,088,876	\$4,635,519	\$4,416,528
Student Services	\$3,199,801	\$4,288,136	\$4,134,445	\$4,533,295	\$4,659,681	\$5,098,469	\$5,371,592	\$5,790,542	\$5,822,483	\$4,688,389
Institutional Support	\$5,528,360	\$5,231,492	\$7,194,434	\$7,306,954	\$8,202,053	\$8,959,839	\$7,468,498	\$9,794,445	\$9,717,425	\$9,305,065
Operation and Maintenance	\$5,023,771	\$4,515,442	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Depreciation and/or Research	\$3,644,596	\$3,500,316	\$414,122	\$365,494	\$66,233	\$6,695	\$6,085	\$13,412	-\$526,229	\$50,815
Scholarships	\$1,878,338	\$2,817,103	\$4,237,692	\$4,980,841	\$4,643,008	\$3,652,344	\$3,690,085	\$4,090,395	\$4,107,545	\$4,138,513
Auxiliary Enterprises	\$1,931,930	\$2,218,781	\$3,283,559	\$2,742,919	\$3,046,648	\$3,649,493	\$3,236,440	\$4,593,232	\$5,446,631	\$6,046,720
Total Expenses	\$36,383,126	\$37,949,683	\$40,791,014	\$41,897,851	\$41,685,172	\$44,736,836	\$43,016,568	\$49,647,949	\$50,178,583	\$51,682,645

Percent of Expenses dedicated to Instruction



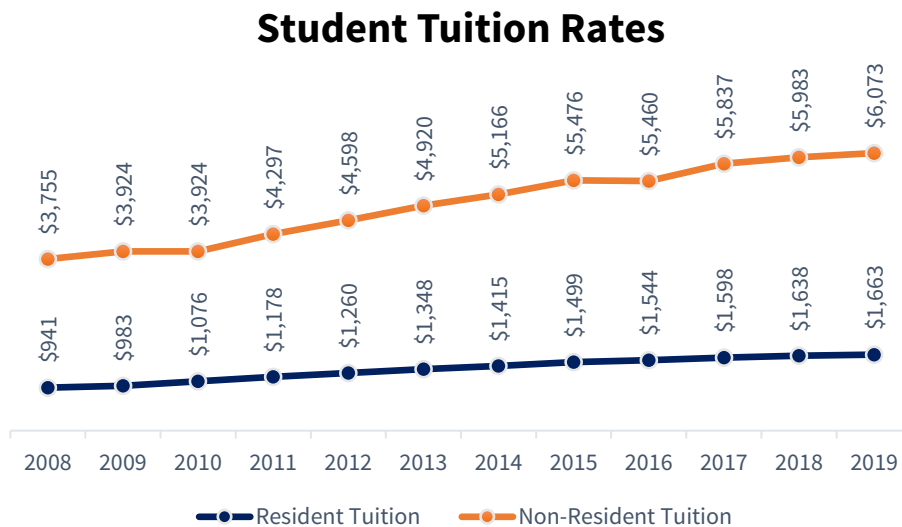
	2010	2011	2012	2013	2014	2015	2016	2017
12 Month Expense/FTE	\$3,311	\$3,406	\$3,405	\$3,393	\$3,283	\$4,125	\$3,842	\$3,900
Total Expenses per/FTE	\$12,320	\$12,301	\$12,242	\$13,185	\$13,103	\$12,036	\$13,061	\$13,252

Annual Tuition and Fees

The tuition and fee structure at Snow College has two levels pursuant to USHE Regent Policy R510. Uniform first tier tuition rate increases apply to all state institutions and are implemented at the same time. Percentage increases for the first tier are based on current inflation and regional and national tuition increase data. Second tier tuition rate increases are optional for each institution based on approval by institutional boards of trustees. A second tier institutional rate increase is used to meet specific institutional needs and may or may not apply to all programs equally. Annual truth in tuition meetings are held for all students each spring semester. Fees are the same for resident and non-resident students.

The data measure tuition and fees for resident and non-resident students for one semester. Since 2008, resident tuition has increased by \$722 (up 77%); non-resident tuition has grown by \$2,318 (a 61% increase). Student fees have remained relatively stable with distinct increases in 2009, 2015 and 2017, resulting in a total increase of \$18 (a 9%) over ten years. The 2016 increase was earmarked by students to hire an additional full-time counselor for Snow College's Wellness Center.

Data Source: Snow College Catalogs, 2008 to 2019.



	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Fees	\$195	\$195	\$195	\$195	\$195	\$195	\$198	\$198	\$208	\$208

Tuition and Fees as a part of Household Income

These data represent Snow College tuition and fee rates compared against state-wide and six-county service region household incomes. Compared to other USHE institutions, Snow College maintains a tuition and fee rate that is only 6% of state household incomes. Snow College's service region represent some of the poorest counties of the state of Utah. As a result, Snow College strives to maintain tuition and fee rates that are affordable to students from this region, many of whom are also first generation students.

Data Source: Published tuition and fee rates, scholarship support dollars, FASFA applications, and Utah's Department of Workforce Services median household incomes by county.

County	Median household income	Median household income - Utah	Tuition & Fees	Percent State HH	Percent County HH
Juab County	\$54,861	\$62,518	\$3,742	6.0%	6.8%
Millard County	\$53,902	\$62,518	\$3,742	6.0%	6.9%
Piute County	\$37,112	\$62,518	\$3,742	6.0%	10.1%
Sanpete County	\$48,866	\$62,518	\$3,742	6.0%	7.7%
Sevier County	\$48,872	\$62,518	\$3,742	6.0%	7.7%
Wayne County	\$41,684	\$62,518	\$3,742	6.0%	9.0%

	Annualized FTE's	Annualized Tuition Rate	Gross Tuition	Non-Private Institutional Aid	Average Net Tuition Cost per Student	State Median Household Income	Net Tuition as a % of Household Income
FY 2012	3,259	\$2,696	\$8,786,264	\$2,043,774	\$2,069	\$57,067	3.63%
FY 2013	3,238	\$2,830	\$9,163,540	\$2,102,505	\$2,181	\$59,715	3.65%
FY 2014	3,210	\$2,998	\$9,623,580	\$2,291,504	\$2,284	\$60,943	3.75%
FY 2015	3,433	\$3,088	\$10,601,104	\$2,893,442	\$2,245	\$62,961	3.57%
FY 2016	3,637	\$3,196	\$11,623,852	\$3,115,335	\$2,339	\$65,931	3.55%

State median household income comes from: <https://jobs.utah.gov/wi/data/library/wages/annualprofilewages.html>

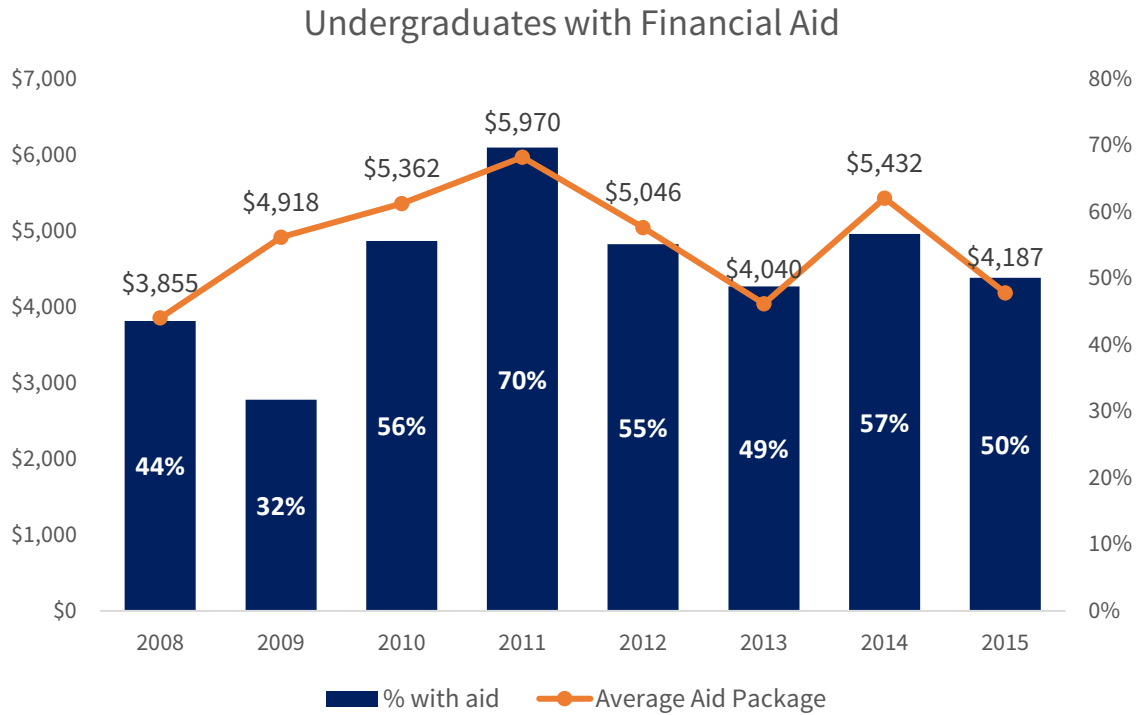
Average net tuition cost per student is the gross tuition less non-private institutional aid divided by the annualized FTE's

Non-private institutional aid includes waivers, WUE, and College provide scholarships

Financial Assistance Dollars by Award Year

This measure shows percent of undergraduate students who receive any form of financial aid and the average amount of aid awarded. Financial aid includes any federal, state or institutional grant, scholarship, or loan aid (including work study) awarded for a given fiscal year. On average, nearly half of all Snow College students (51%) receive some form of financial aid with an average aid package totaling \$4,851. Compared to nationally based peer institutions, Snow College undergraduates receive more aid (national percentage is 43%); however, fewer Snow College students receive Pell grant aid (30%, Snow College compared to 36%) and more students take out student loans (42%, Snow College compared to 18%).

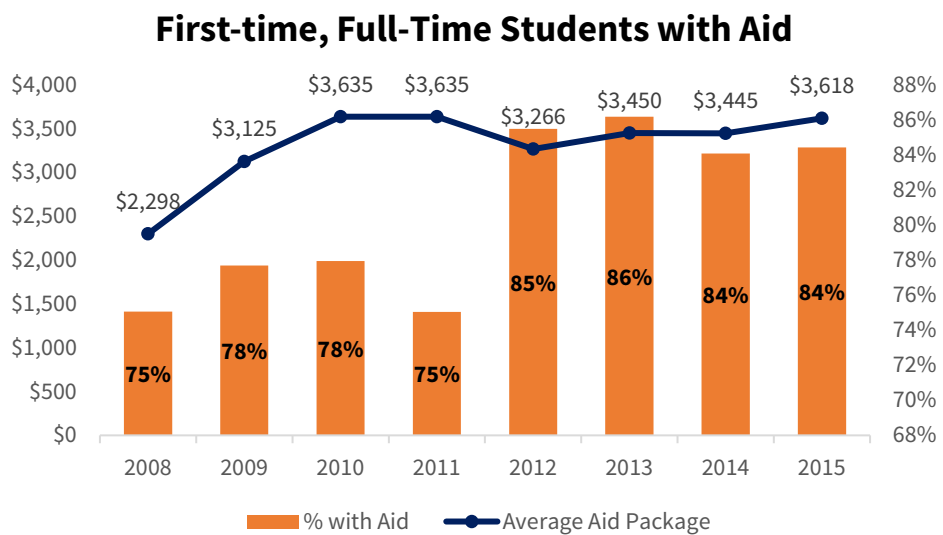
Data Source: IPEDS Student Financial Aid report



Financial Assistance for First-Time Freshmen

The number of first-time, full-time students with any form of federal, state or institutional financial aid has increased by 9% since 2008. For fiscal year 2015 (academic year 2014-2015), the majority of first-time, full-time students (84%) had received some form of financial aid with an average aid package of \$3,618. The number of students receiving Pell grant awards has increased by 10% since 2008 with an overall average award of \$4,248. Additionally the number of students accepting student loans has increased by 14% with the average loan amount equaling \$2,978.

Data Source: IPEDS Student Financial Aid report



	2008	2009	2010	2011	2012	2013	2014	2015	2016
Pell Grant Recipients	674	1,057	1,408	1,740	1,411	1,352	1,448	1,425	1,504
<i>% with Pell</i>	18%	24%	32%	39%	31%	29%	30%	28%	28%
<i>Average Pell Award</i>	\$3,373	\$3,899	\$4,440	\$4,310	\$4,509	\$4,341	\$4,509	\$4,602	\$3,990
Federal Student Loans	952	705	1,334	1,892	1,778	675	2,015	1,984	2,100
<i>% with Loans</i>	25%	16%	30%	42%	39%	15%	42%	39%	39%
<i>Average Loan Amount</i>	\$1,959	\$3,333	\$2,908	\$5,699	\$1,953	\$3,813	\$2,103	\$2,056	\$1,523

FACILITIES & RESOURCES

Library and Media Resources

With campus libraries in Ephraim and Richfield, the Snow College library serves as a place where students gather to study, research, and learn. A variety of traditional and non-traditional services are provided to support the educational activities of library users.

The library is a multimedia facility with collections that includes printed books, e-books, periodical and newspaper subscriptions, microforms, CDs, and DVDs. Through cooperative purchases in the state, the library subscribes to full-text periodicals through the Internet. Special Collections houses materials related to Snow College, local history, Utah history, and other items of special interest.

The new Karen H. Huntsman Library, located on the Ephraim campus, opened as a state-of-the-art library center in fall 2010. Complete with large and small study spaces, open computer labs, the technology resource center, large instruction rooms, and a food bistro; the library serves as the center of campus life.

These data represent all books, databases, media, serials and other library circulation items, both physical and digital, held by institution at the end of each reported fiscal year.

Data Source: IPEDS Academic Libraries report

	2014	2015	2016	2017
Books	46,507	56,484	51,978	57,726
Databases	70	85	79	85
Media	6,710	7,354	10,363	7,546
Serials			341	775
Total	53,287	63,923	62,761	65,357
Library Circulation	19,774	105,241	99,029	95,771

Building Descriptions: Ephraim Campus

	Year Built	Sq. Footage	Campus
Horne Activity Center	1977	84,192	Ephraim
Eccles Performing Arts Center	2003	96,748	Ephraim
Lucy Phillips Classroom Building	1966	35,990	Ephraim
Karen Huntsman Library	2009	72,530	Ephraim
Graham Science Center	2017	58,000	Ephraim
Science Greenhouse	2004	1,152	Ephraim
Science Building (old)	1972	32,045	Ephraim
Home and Family Life Building	1965	10,496	Ephraim
Social Science Building	1910	11,872	Ephraim
Noyes Building	1904	44,569	Ephraim
Humanities and Arts Building	1992	43,776	Ephraim
Greenwood Student Center	1997	54,000	Ephraim
Badger Football Stadium	1965	2,320	Ephraim
Snow College Sports Complex	1998	2,320	North Ephraim
Heat Plant	1973	3,395	Ephraim
Physical Facilities	1966	11,639	Ephraim
Business Building	1952	22,226	Ephraim
Crystal Storage (Ephraim Canyon)	1978	15,000	Ephraim Canyon
Bus Garage	2003	5,000	Ephraim
High Tech Building	1990	49,083	West Campus
President's House	1977	6,128	Ephraim
Larsen House	1940	2,138	Ephraim
Larsen Home	2010	2,138	Ephraim
The Rock House (historical)	2012	1,280	Ephraim
Scene Shop	1966	10,745	West Campus
Portable Classroom East	1990	1,440	Ephraim
Portable Classroom West	1990	1,440	Ephraim
Trades and Industry Building	1988	52,132	West Campus
RESIDENCE HALLS			
Greenwood Hall	1940	5,704	Ephraim
Cottages	1941	7,642	Ephraim
Nuttal Hall	1963	19,490	Ephraim
Anderson Hall	1968	15,768	Ephraim
Snow Hall	1966	16,947	Ephraim
Mary Nielson Hall	1963	13,382	Ephraim
Castilleja Hall	1941	3,821	Ephraim
Suites at Academy Square	2012	107,000	Ephraim

Building Descriptions: Richfield Campus

Formerly known as the Sevier Valley Applied Technical Center, the Richfield campus was acquired in 1999 via House Bill 114. This campus represents the career and technology programs of the college in order to support state and regional economic development.

	Year Built	Sq. Footage	Campus
Sevier Valley Center	2003	150,000	Richfield
DC Washburn Building	1977	101,537	Richfield
David E. & Verla A. Sorenson Building	1996	34,450	Richfield

Master plan priority building projects for Snow College include a new social science building with renovations to the existing social science building to accommodate the math department and improvements to Badger Stadium (press box, offices, locker rooms, etc.).

Snow College Space Utilization

According to Regent Policy R751-3.5: “Each president shall annually report to the Board institutional space utilization goals and accomplishments in conjunction with the annual capital facility request cycle in a format prescribed by the Commissioner’s Office.”

Current data for classroom and teaching laboratory is reported using the following four main elements:

- **Classroom Utilization Rate:** The number of minutes/hours a classroom is used, computed for individual classrooms and aggregated for overall building and campus use. The USHE benchmark for classroom utilization rate is 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week.
- **Classroom Station Occupancy Rate:** The percentage of stations used compared to the total capacity for instruction assigned to the classroom space, computed for classrooms and aggregated for overall building and campus use. The USHE benchmark for classroom station occupancy is 66.7% seat occupancy.
- **Teaching Laboratory Utilization Rate:** The number of minutes/hours a teaching laboratory is used, computed for individual teaching laboratories and aggregated for overall building and campus use. The USHE benchmark for teaching laboratory utilization rate is 55% of teaching laboratories during the 45-hour week—24.75 hours per week.
- **Teaching laboratory Station Occupancy Rate:** The percentage of teaching laboratory stations used compared to the total capacity for instruction assigned to the teaching laboratory space, computed for teaching laboratory and aggregated for overall building and campus use. The USHE standard for teaching laboratory is 80% station occupancy.

Data Source: Space Utilization Report, 2018

		Classroom (110) Utilization											
		Spring Term 2018				Fall Term 2017				Summer Term 2017			
		Room Utilization Rate	Number of Rooms	Station Occupancy Rate	Seats	Room Utilization Rate	Number of Rooms	Station Occupancy Rate	Seats	Room Utilization Rate	Number of Rooms	Station Occupancy Rate	Seats
Snow College Total		26.6	84	55.0%	6,544	23.1	87	61.6%	7,346	16.8	23	30.1%	761
Ephraim Campus	Total	25.5	70	59.0%	5,944	24.5	71	64.9%	6,340	13.5	18	30.0%	636
	Horne Activity Center	22.9	3	56.9%	120	23.4	3	67.0%	120	7.3	3	38.3%	120
	Business Building	16.3	8	58.0%	240	16.6	8	58.9%	240				
	Eccles Performing Arts Bldg	11.0	9	43.0%	3,600	12.1	9	46.3%	3,618	13.3	1	10.0%	50
	Graham Science Center	26.8	5	68.7%	240	22.7	6	68.2%	288				
	Home and Family Studies Bldg	30.4	2	76.8%	80	23.1	2	87.6%	80				
	Huntsman Library	21.2	3	40.7%	300	15.8	3	69.0%	300				
	Health Science Center	5.7	2	61.2%	50	21.2	1	75.0%	24				
	Humanities Building	27.4	13	62.4%	390	21.2	13	67.0%	390	15.1	7	32.4%	210
	Lucy Philips Building	20.6	15	68.2%	540	23.1	15	66.4%	540	15.4	3	31.1%	108
	Noyes Building	33.6	4	60.7%	144	27.5	5	75.7%	500	17.0	3	15.9%	108
	Social Science Building	28.2	5	65.2%	200	30.1	5	71.4%	200	5.2	1	47.5%	40
	Trades Building	20.0	1	30.0%	40	18.8	1	34.2%	40				
Richfield Campus	Total	29.7	14	21.9%	600	16.3	16	29.3%	1,006	28.7	5	31.2%	125
	Sorensen Administration Bldg.	7.7	4	14.6%	140	2.7	5	37.2%	500				
	Washburn Building	38.5	10	23.5%	460	22.5	11	28.1%	506	28.7	5	31.2%	125

		Teaching Labs (210) Utilization											
		Spring Term 2018				Fall Term 2017				Summer Term 2017			
		Room Utilization Rate	Number of Rooms	Station Occupancy Rate	Seats	Room Utilization Rate	Number of Rooms	Station Occupancy Rate	Seats	Room Utilization Rate	Number of Rooms	Station Occupancy Rate	Seats
Snow College Total		19.6	76	49.1%	4,288	18.7	76	50.0%	4,245	17.1	8	43.9%	186
Ephraim Campus	Total	20.1	65	49.0%	3,947	20.1	64	49.7%	3,873	16.5	7	42.9%	162
	Horne Activity Center	20.2	10	30.1%	1,300	19.4	10	32.2%	1,300				
	Business Building	44.0	1	71.7%	20	37.3	1	88.3%	20	6.7	1	95.0%	20
	Eccles Performing Arts Bldg	21.0	20	32.0%	1,500	23.9	18	34.7%	1,350	28.4	2	39.8%	50
	Graham Science Center	21.2	14	71.4%	672	18.6	16	69.1%	768				
	Home and Family Studies Bldg	10.3	3	81.3%	36	12.3	3	66.4%	36				
	Huntsman Library	20.0	1	96.0%	15	24.0	1	83.3%	15				
	Health Science Center	11.7	2	43.5%	64	15.2	2	37.9%	64	31.3	1	46.9%	32
	Humanities Building	17.9	8	63.9%	200	15.8	8	71.5%	200	9.3	2	19.4%	40
	Noyes Building	5.0	1	100.0%	40	5.0	1	100.0%	40				
	Trades Building	12.0	5	79.2%	100	10.4	4	63.8%	80	2.3	1	35.0%	20
Richfield Campus	Total	16.7	11	50.9%	341	11.7	12	53.8%	372	20.7	1	54.2%	24
	Washburn Building	16.7	11	50.9%	341	11.7	12	53.8%	372	20.7	1	54.2%	24

COMMUNITY OUTREACH

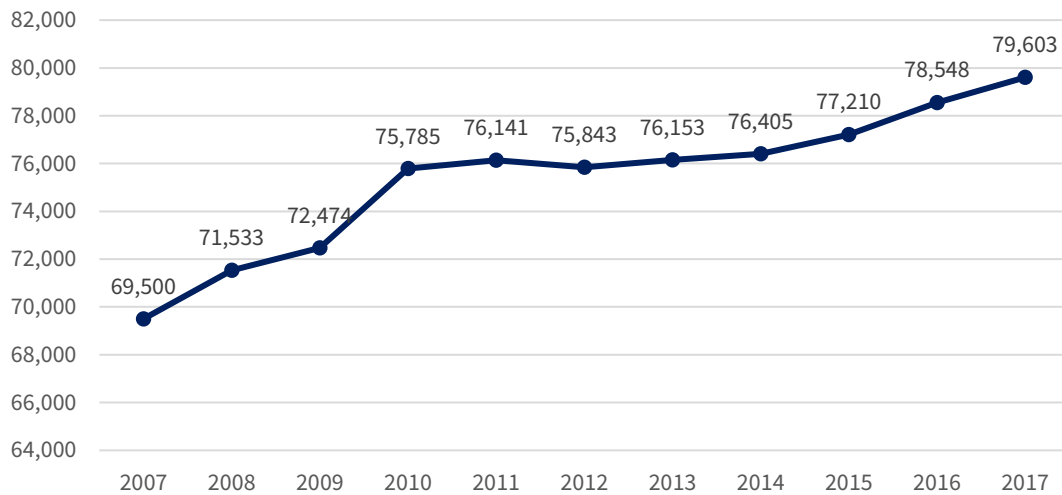
Population Growth in the Six-County Service Area

The Utah System of Higher Education designates service regions for which the “local” institution has responsibility to provide courses or programs of study to Utah citizens consistent with the institutional mission. Snow College’s service region represents the counties of Juab, Sanpete, Sevier, Millard, Wayne, and Piute.

Overall the population of the service region has grown by 15% (since 2007). Much of that growth has been in Sanpete (22%) and Juab (18%) counties.

Data Source: Utah.gov county information (Department of Workforce Services)

Total Service Area Population Growth



	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Piute	1,329	1,406	1,431	1,556	1,523	1,528	1,520	1,486	1,517	1,466	1,420
Wayne	2,487	2,558	2,601	2,765	2,754	2,725	2,724	2,713	2,692	2,702	2,719
Millard	11,886	12,095	12,276	12,514	12,596	12,524	12,590	12,555	12,645	12,694	12,863
Sevier	19,682	19,961	19,976	20,812	20,914	20,753	20,857	20,847	20,984	21,267	21,316
Sanpete	24,565	25,514	25,946	27,879	28,015	27,992	28,171	28,348	28,778	29,409	30,035
Juab	9,551	9,999	10,244	10,259	10,339	10,321	10,291	10,456	10,594	11,010	11,250
Totals	69,500	71,533	72,474	75,785	76,141	75,843	76,153	76,405	77,210	78,548	79,603

Snow College Service Area Median Household Income

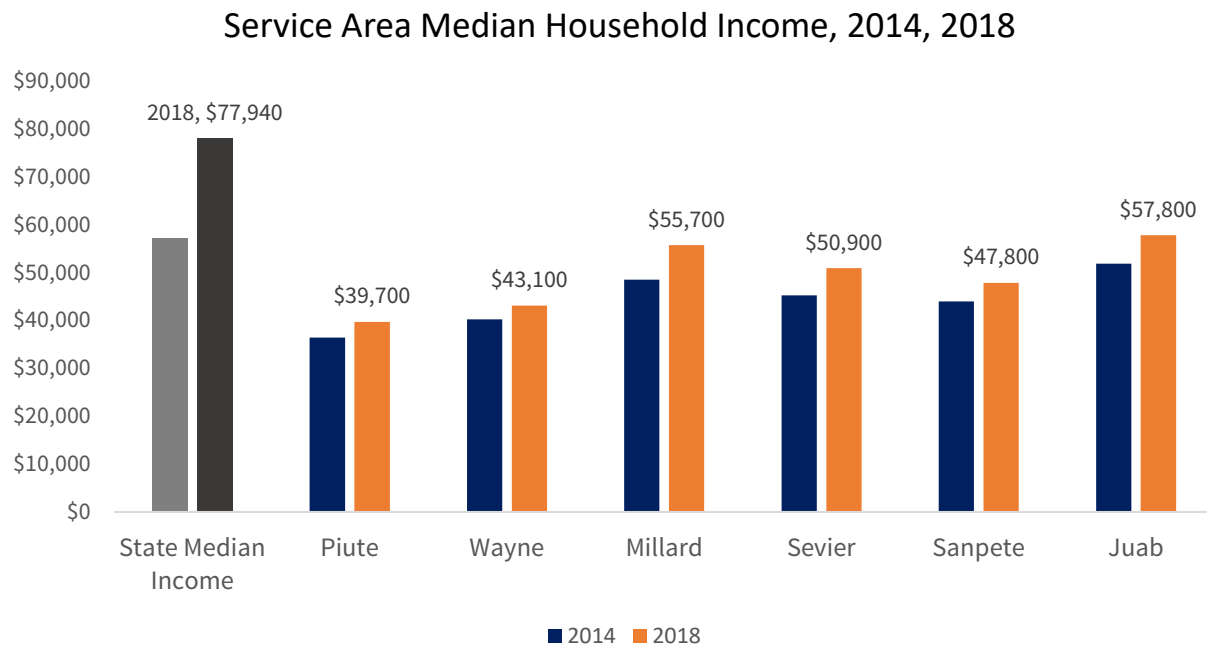
Median income divides personal income distribution into two groups with half a given population having income above a certain level and the other half having income below that level. The mean income is usually higher and often misrepresents a population's true income level because the few people that make enormous amounts of money skew the results higher. The median income for the United States is \$59,039. The federal poverty level is \$20,420 and 14% of the U.S. population fall at or below that level.

Utah's household median income is higher than the national level at \$77,940 (2018). This is attributed to Utah's households being bigger where many people combine incomes, including adult children. Utah also has one of the nation's lowest poverty rates at 10.2%.

All but one county in Snow College's service region ranks in the lowest tier of Utah's household median incomes: Piute (ranked 29th) has the lowest median income at \$39,700, Wayne (ranked 27th) has a median income of \$43,100, Sanpete (ranked 25th) has a median income of \$47,800, Sevier (ranked 20th) has a median income of \$50,900, Millard (ranked 16th) has a median income of \$55,700, and Juab (ranked 12th) has a median income of \$57,800. Sanpete County leads the region with the highest percentage and people living in poverty (16.9%).

Data Source: Department of Workforce Services, Utah

(<http://www.countyhealthrankings.org/app/utah/2018/measure/factors/63/data?sort=sc-2>)



Number of STEM-based or other Degrees/Programs Developed to meet Economic Need

As an open enrollment institution, Snow College supports the economic development of the six-county service area as well as the state of Utah by providing reasonable access, opportunity and higher education success to rurally-located and well-deserving citizens. Additionally, Snow College works collaboratively with K-12 and economic development partners to help develop educational pathways that bolster regional economic needs.

In 2012, Snow College was awarded a Bachelor's degree of Music with emphasis in Commercial Music. Unlike customary four-year music degrees, this program combines excellent traditional music preparation with a distinct focus on preparing students to make all or part of their living in the music industry.

In 2016, Snow College was awarded a Bachelor's degree in Software Engineering. Working with economic development officials, the degree is designed to "serve as a catalyst" to attract computer technology companies to invest in Central Utah by providing a trained workforce for local business operations.

Beginning fall 2018, Snow College offered a bachelor's degree in business in partnership with Utah State University's Huntsman School of Business. The degree allows for student to stay in Ephraim while earning a USU bachelor's degree in either business or marketing.

Data Source: R401 Documents, Board of Trustees meeting minutes

Degree/Award	Program of Study	Prefix	CIP Code
CERP	Agribusiness	AGBS	010102
CERP	Farm/Ranch Management	FRM	010104
AAS	Agricultural Technology/Mechanics	AGTM	010205
CER	Agricultural Technology/Mechanics	AGTM	010205
CERP	Agricultural Technology/Mechanics	AGTM	010205
CERP	Advanced Networking Technology	CIS	111002
CERP	Advanced Server Administration	CIS	111002
AAS	Computer Information Systems - Networking	CIS	111002
CERP	Networking Technology	CIS	111002
CERP	Server Administration	CIS	111002
CERP	Cosmetology/Barbering	COSB	120401
AAS	Salon Business	COSB	120401
CERP	Nail Technician	COSB	120401
APE	Pre-Engineering, General	ENGR	140101
AAS	Industrial Manufacturing	MANF	150613
CER	Industrial Manufacturing	MANF	150613
CERP	Industrial Manufacturing	MANF	150613
AAS	Natural Resources	NR	310301

AAS	Child Care Management	HFST	190701
CERP	Family Life	HFST	190701
AA	Outdoor Leadership & Entrepreneurship	OLE	310301
AS	Outdoor Leadership & Entrepreneurship	OLE	310301
CERP	Outdoor Leadership & Entrepreneurship	OLE	310301
AS	Criminal Justice Associate's Degree Emphasis	CJ	430103
AAS	Construction Management	CM	460000
CER	Construction Management	CM	460000
AAS	Industrial Mechanics	INDM	470303
CER	Industrial Mechanics	INDM	470303
CERP	Industrial Mechanics	INDM	470303
AAS	Automotive Technology	AUTO	470604
CERP	Chassis and Climate Control	AUTO	470604
CERP	Electrical Systems and Automatic Transmissions	AUTO	470604
CERP	Engine Performance	AUTO	470604
CERP	Engines and Drivetrains	AUTO	470604
CERP	Chassis and Electrical Systems	DMT	470605
AAS	Diesel Mechanics Technology	DMT	470605
CERP	Drivetrain and Climate Control	DMT	470605
CERP	Engine Performance	DMT	470605
CERP	Engines and Hydraulics	DMT	470605
CER	CNC Machining	MTT	480501
AAS	Machine Tool Technology	MTT	480501
CER	Manual Machining	MTT	480501
AAS	Welding Technology	WELD	480508
AAS	Welding Technology	DRFT	480508
CERP	Pharmacy Technician	PHAR	510805
ASN	Registered Nurse	NURP	510000
CER	Practical Nursing	NURP	510000
CERP	Certified Nurse Assistant	AHNA	513902
AAS	Teaching English as a Second Language	TESL	131306
ASB	Business Administration	BUS	520299
ASB	Business Administration	ACCT	520299
CERP	Business and Music Technology	BUS	520299
CERP	Business and Music Technology	MUSC	520299
CERP	Entrepreneurship	BUS	520299
CERP	Marketing	BUS	520299
BS	Business Administration or Marketing	BUS	520299
BM	Music with Emphasis in Commercial Music	MUSC	500901
BS	Software Engineering	SE	140903

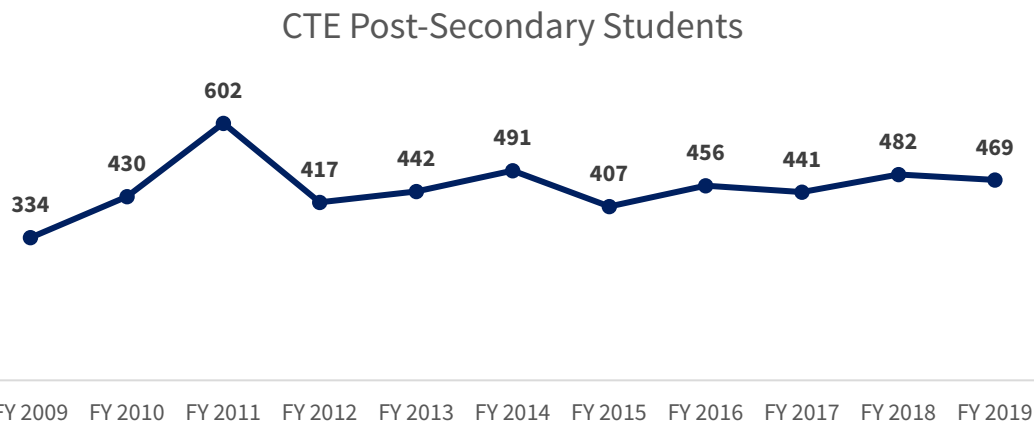
Number of Post-Secondary CTE Students

House Bill 144 officially made the former Sevier Valley Applied Technology Center, located in Richfield, Utah, a branch campus of Snow College. Additionally, the Snow College mission was altered to represent career and technical education as a part the traditional liberal arts terminal and/or transfer focus.

Originally, CTE programs provided on-campus instruction to area high school students, who were (in many cases) bussed in by public school districts to receive dual credit for high school and college. Daily seat time was tracked in order to award students membership hour credit (post-secondary) in addition to high school credit. During the 2010-2011 fiscal year, school districts adopted a new common core curriculum that impinged on the time available for high school students to continue their participation. Only Richfield high school students continue to take advantage of on-campus, in-class instruction from college faculty at the reduced concurrent enrollment tuition rate. All other secondary students participate in college/dual instruction via the institution's concurrent enrollment program—either by Interactive Video Conferencing with Snow College faculty or face-to-face from approved instructions at their local high school.

Snow College's post-secondary CTE student headcount has remained at 13% of Snow College's post-secondary headcount for the past three fiscal years and is down from the high of 17% posted in FY 2010.

Data Source: Fall semester end of term reports for the respective fiscal year (i.e. FY 2008 = fall 2007). Also used for COBI and LFA reporting.



Year	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
CTE Post-Secondary Students	334	430	602	417	442	491	407	456	441	482	469
Total Post-Secondary Headcount	2,704	3,135	3,392	3,580	3,410	3,295	3,554	3,681	3,700	3,674	3,658
% of Total Headcount	16%	17%	15%	14%	12%	14%	14%	13%	13%	13%	13%

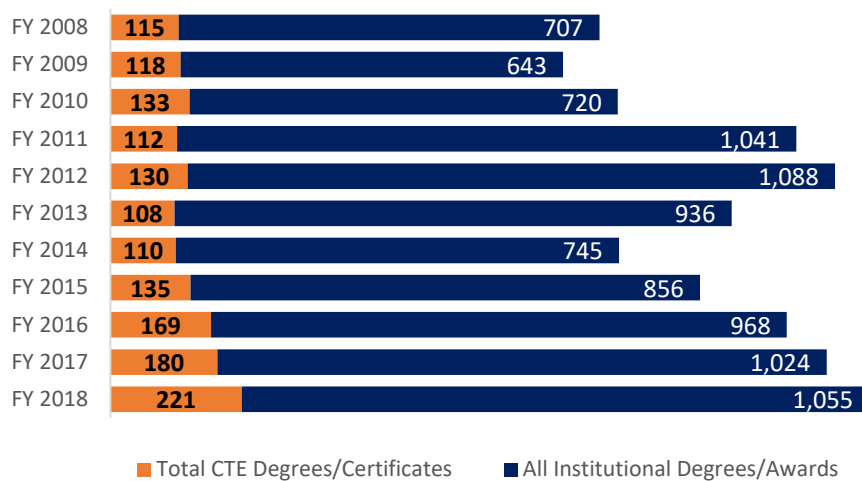
Number of CTE Graduates by Degree/Award

This measure considers the number of Career and Technical Education graduates by specific CTE award level. Snow College offers numerous certificates of completion and associate of applied science degrees in nearly all CTE programs. Additionally, specialized associate of applied science degrees are attributed to the Natural Resource program and the Teaching English as a Second Language program. Specialized associate degrees exist for business and nursing. In 2012, Snow College introduced a bachelor's of music degree with a CTE emphasis in commercial music production. This degree is an innovative combination of the traditional Bachelor of Arts music program with career and technical education skills allowing for students to transfer to four-year programs and/or find immediate job placement as music studio artists or technicians.

The data tracks graduates by degree from fiscal year 2008 to present—each fiscal year representing the graduating class for that year. Since FY 2011 (in concert with the addition of CTE stackable certificate pathways) the number of CTE credentials has grown by 97%. The 2018 graduating class had the highest percentage of CTE degrees at 21%, which is remarkably higher than the average (FY 2008 to FY 2018) of 16%.

Data Source: Annual Graduation Extracts reported to USHE

CTE Degrees/Awards



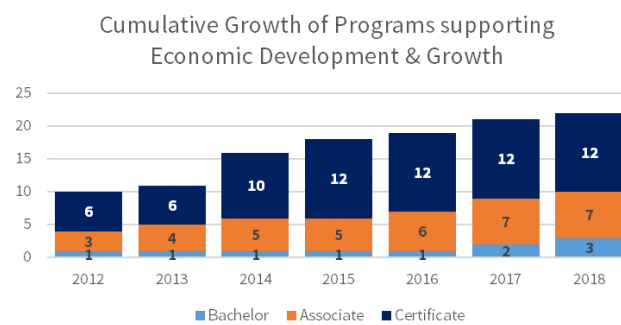
	Certificates and Degree Awarded										
	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Specialized Bachelors	NA	NA	NA	NA	NA	NA	7	8	28	17	20
Specialized CTE Associates	18	16	13	14	10	7	35	38	33	54	56
Associate of Applied Science	46	48	53	42	61	48	27	31	29	31	20
CTE Certificates	51	54	67	56	59	53	41	58	79	78	125
Total CTE Degrees/Certificates	115	118	133	112	130	108	110	135	169	180	221
All Institutional Degrees/Awards	707	643	720	1,041	1,088	936	745	856	968	1,024	1,055
% of all Awards	16%	18%	18%	11%	12%	12%	15%	16%	17%	18%	21%

Number of Cooperative Relationships with Business/Industry

Snow College partners with the Six-County Association of Governments (AOG) on many projects that enhance the area's economy, educational offerings, and community development. Representing 18 county commissioners and 50 mayors, the AOG serves as a centralized organization to coordinate various state, federal, and high education programs available to the citizens of Juab, Millard, Piute, Sanpete, Sevier and Wayne counties.

After receiving its first Department of Workforce Services grant in 2011, Snow College has routinely consulted with the Six-County AOG on the development of additional technical and economic-need driven programs and stackable credentials. In addition, Snow College sponsors "Manufacturing Day" on the Richfield campus that brings the College and local industry together to showcase programs and careers to secondary school students.

Data Source: CTE Program Director and Annual AOG report for the 6-County Service Area



Programs and/or Credentials Developed

Program Name	Start Date	Total Graduates (cumulative)
Outdoor Leadership and Entrepreneurship (CER/AA/AS)	2011	4
Industrial Mechanics (CERP/CER/AAS)	2012	17
Industrial Manufacturing (CERP/CER/AAS)	2012	7
Business and Music Technology (CERP/AA/AS/BA)	2012	76
Registered Nurse (AS-Nursing)	2013	426
Computer Information Systems (CERP/CER/AAS)	2014	47
Agricultural Technology/Mechanics (CERP/CER/AAS)	2016	32

**Many students take these courses as electives and/or transfer to four-year recreation management programs without securing the degree.*

The Industrial Mechanics and Industrial Manufacturing programs offer complimentary paired courses. New courses are being developed in composites and composite technology. The stackable credentials offered by the Computer Information Technology program (Advanced Networking, Server Administration, etc.) are offered in a similar manner. Students major in CIS and obtain distinct certificates based on the completion of specific course outcomes. As a result, the number of students and graduates for the respective award is duplicated.

Additional Programs that Support of Economic Development

Snow College supports economic development in the six-county area through following programs and services.

Utah Small Business Development Center (SBDC)

Provides business counseling (free of charge), business training, and facilitation of valuable business network development. Resource partner of the U.S. Small Business Administration and the Utah Governor's Office of Economic Development.

Custom Fit Training (CFT)

Customized workforce training program to help businesses identify training needs, find appropriate training resources, and financially support training provided.

www.RuralUtahBusiness.com

Supports rural Utah business needs with a directory of business service providers, online resources, calendar of business-related events, networking opportunities and an Ask-An-Expert feature.

Office of Continuing Education and Economic Development (CEED)

Coordination of Snow College community education and economic development functions.

Short Term Intensive Training (STIT)

Utilizes state funds to provide occupationally-specific, intensive training for employees or individuals seeking to match their training needs to new employment opportunities.