snow:vision collaborative strategic planning

phase one: GETTING ORGANIZED - MARCH 2013 ▶

phase two: DATA GATHERING & ENGAGEMENT - APRIL-AUGUST 2013 ▶

phase three: MAKING SENSE OF THE ISSUES - AUGUST-OCTOBER 2013 ▶

phase four: VISION CONFERENCE - OCTOBER 2013 ▶

phase five: GOAL CONFERENCE - NOVEMBER-DECEMBER 2013 ▶

phase six: PRIORITIZATION & RESOURCE ALLOCATION - JUNE-OCTOBER 2013 ▶

SNOW:vision IMPLEMENTATION - 2014 & FUTURE ▶

Strategic Plan

Approved by the Board of Trustees

November 15, 2013

SNOW COLLEGE

Strategic Themes and Goals
Snow College - 2013

1. Oversee and manage quality in all teaching venues (face-to-face, online, EdNet, etc.)
2. Identify and implement the use of more high impact practices such as learning communities, service learning, experiential learning, course pairings
- Establish quality initiatives/standards for the Rural Superintendents' Concurrent Enrollment proposal
- Oversee and manage quality in processes and procedures
- Implement more robust faculty and staff development to enhance quality instruction and student services
- Improve quality and consistency of developmental education across campus
- Improve communication processes between all units on campus

1. Design and implement a new, integrative model for general education
2. Hire a director for general education who would head the GE Committee, manage GE assessment, create standards and rubrics for integrative courses, provide faculty mentoring and training, instigate professional development opportunities for engaged faculty, etc.
- Create student excitement about becoming a lifetime learner through the general education program
- Generate faculty buy-in for the new GE model and approach to learning
- Maintain small class size and tenured faculty teaching in the GE classroom

1. Develop a process and rubric by which new four-year degree programs can be successfully developed, approved, and implemented
2. Establish articulated transfer agreements with in-state four-year programs as well as some out-of-state schools
- Identify top 25-30 majors pursued by students and expand/strengthen major guides to include pathways to each transfer institution

1. Enrich workforce preparation program requirements with GE courses that provide interdisciplinary and entrepreneurial skills
2. Structure programming in order to maximize opportunities for students, create logical pathways, and provide the most prepared students to industry
3. Increase the standard of living in the six county region providing career opportunities for graduates of Snow College, through economic development partnerships
- Strengthen relationships with industry in the six-county region by further developing programs that meet their needs and that provide integrated internship opportunities
- Create educational opportunities that are more accessible/flexible

1. Develop a long-term strategy to increase salaries to their median market range in order to attract and retain high quality faculty and staff
2. Improve student employment opportunities and communication about such on both campuses
- Keep tuition and fees affordable to support recruitment, retention, and accessibility
- Develop and launch a comprehensive campaign to increase scholarship and other opportunities through additional endowments and donations
- Identify and implement efficiencies with use of technology where possible/appropriate
- Develop and implement a recruitment plan that addresses quality and diversity of student body as well as quality of programs

Implementation Plan for Theme One
Quality Instruction and Student Services Goals

Quality Instruction and Student Services
1. Oversee and manage quality in all teaching venues (face-to-face, online, EdNet, etc.)
2. Identify and implement the use of more high impact practices such as learning communities, service learning, experiential learning, and course pairings
- Establish quality initiatives/standards for the Rural Superintendents' Concurrent Enrollment proposal
- Oversee and manage quality in processes and procedures
- Implement more robust faculty and staff development to enhance quality instruction and student services
- Improve quality and consistency of developmental education across campus
- Improve communication processes between all units on campus

Goal Statement 1: Oversee and manage quality in all teaching venues (face-to-face, online, EdNet, hybrid, etc.)

Important steps toward implementation:
- The Institutional Research Director will work with the curriculum committee and the deans to revise course evaluation instruments and modes of reporting to allow each type of teaching venue to be assessed and evaluated.

- The deans will revise the faculty annual review and goal statement documents to include evaluation of venue specific teaching. The documents should also focus on best practices, high impact teaching methods, assessment, and goals for quality improvement.

- The faculty development committee (as well the Teaching and Technology Center (TTC) and other units on campus) will make available teacher training for online, Interactive Video Conferencing (IVC), hybrid, and face-to-face classes. This has at least four components:
  - Research on both best practices in online, IVC, hybrid, and face-to-face teaching and on already-available instructional content.
  - Faculty mentoring that may include peer observations; brownbag meetings on utilizing best practices in online, IVC, and hybrid course venues; mentors for teaching in all venues; implement pedagogy instruction opportunities for all faculty; and course development education.
  - A clarification of the mission of the TTC so faculty are aware that instructional design support is available. As demand increases, increasing TTC staff with a programmer and/or other production/support personnel can be considered.
  - Training for students (and faculty) on how to use IVC rooms and Canvas, most likely in the form of an easily accessed video.

- The deans will develop a multi-step approval process to encourage quality in IVC, hybrid, and online classes as they are developed. Steps may include review by GE/curriculum committee for learning outcomes, enrollment caps, and other

specifications based on best practices; technology specialists for instructional design; department peers for discipline-specific content; etc. The deans will also consider a recertification process for existing IVC, hybrid, and online classes to make sure they remain current.

- The faculty senate will develop a faculty intellectual property rights policy to clarify ownership of online, hybrid, and IVC content.

Resources needed:
- Increase in faculty development committee budget to a minimum of $5,000/year
- Grants for course development ($1,000-$3,000 per course)
- Workload policy that addresses review process for course development

Timeframe for implementing each step:
- Course evaluation revision fall 2014
- Dean evaluation revision fall 2014
- Teacher training opportunities ongoing, beginning fall 2014
- Multi-step approval process fall 2014
- Intellectual rights policy fall 2014

Suggested champion or owner:
- Vice President of Academic Affairs

Who else needs to be involved to help achieve successful implementation?
- Faculty
- Curriculum Committee
- Adhoc committee

Provide a description of what success would look like.
- Faculty would provide and students would experience a consistent high-quality education
- Course evaluations would be more positive
- Faculty annual reviews would be more meaningful
- Assessment would show improved student learning

Potential hurdles or challenges that would prevent implementation.
- Limited resources
- Faculty buy-in
- Workload concerns

Goal Statement 2: Identify and implement the use of more high impact practices such as learning communities, service learning, experiential learning, course pairing.

Important steps toward implementation:
- An ad-hoc committee with representation from GE, the senate, curriculum, and related staff offices will explore high impact practice options as well as examples of successful implementation. The committee will also document the extent of Snow's current efforts in these areas. This process will include collecting data on student needs, bringing experts to campus, and making campus visits to see what other schools are doing.

- The ad-hoc committee will identify a small number of high impact initiatives for Snow and develop buy-in (including building shared projects between faculty and staff). Pilot programs and budget requests are the goal of this step.

- The development office will identify possible grants to support these initiatives and will spearhead the application process.

Resources needed:
- Money for campus visits ($2,000)
- Bringing experts to campus ($5,000)
- Matching funds for grants (few thousand)

Timeframe for implementing each step:
- Fall 2014—all steps

Suggested champion or owner:
- Vice President for Academic Affairs

Who else needs to be involved for successful implementation?
- Ad-hoc committee on high impact practices
- Faculty
- Staff
- Students

Provide a description of what success would look like:
- Increase in student retention
- Improved student learning
- More engaged faculty

Potential hurdles or challenges for implementation:
- Lack of resources
- Resistance to change

Implementation Plan for Theme Two
General Education Goals

General Education (GE)
1. Design and implement a new, integrative model for general education
2. Hire a director for general education who would head the GE Committee, manage GE assessment, create standards and rubrics for integrative courses, provide faculty mentoring and training, instigate professional development opportunities for engaged faculty, etc.
- Create student excitement about becoming a lifetime learner through the GE program
- Generate faculty buy-in for the new GE model and approach to learning
- Maintain small class size and tenured faculty teaching in the GE classroom

Goal Statement 1: Design and implement a hybrid GE with multiple paths.

Important steps toward implementation:
- Ensure that the philosophy of what it means to be generally educated is the forefront of all discussions and decisions
- Take a committee to the Association of American Colleges and Universities GE workshop
- Design an integrative GE model
- Create faculty and student buy-in for GE potential
- Create a GE proposal form with incentives for developing courses
- Pursue the option of a GE Certificate of Completion transferrable to all Utah schools

Resources needed:
- Release time for faculty on GE Committee
- Experimental spaces, technology, faculty development
- Funding for AAC&U Summer Institute (2014) – approx. $10,000
- Incentives for course development (2015) – summer stipends $3,000 per course

Timeframe for implementing each step:
- By fall 2014 for all three steps
- Summer 2015 – summer stipends

Suggested champion or owner:
- Vice President for Academic Affairs

Who else needs to be involved for the successful implementation?
- Honors group (they are doing some)
- Faculty Development Committee
- GE Committee
- Curriculum Committee
- Faculty Senate

Provide a description of what success would look like.
- Feedback mechanisms in place to evaluate success
- Assessment results revealing increase in student and faculty satisfaction
- Cross collaboration between faculty and departments

Potential hurdles or challenges that would prevent implementation.
- Transferability
- Turf battles
- Compensation
- Faculty fear

Goal Statement 2: Hire or appoint a full-time director for general education to head the GE Committee, manage GE assessment, create standards and rubrics for integrative courses, provide faculty mentoring and training, instigate professional development opportunities for engaged faculty, etc.

Important steps toward implementation:
- Define responsibilities and expectations of GE director
- Identify desired qualifications of potential director
- Establish hiring committee, advertise position, go through selection process

Resources needed:
- Salary funding ($60,00-80,000 plus benefits)

Timeframe for implementing each step:
- All steps should be completed by Fall 2014

Suggested champion or owner:
- Vice President of Academic Affairs

Who else needs to be involved for the successful implementation?
- GE Committee

Provide a description of what success would look like.
- Success would be cooperation on GE-related issues among the Vice President of Academic Affairs, GE Committee, Curriculum Committee, Faculty Senate

Potential hurdles or challenges that would prevent implementation.
- Faculty buy-in for director position
- Fear of being excluded from GE model
- Fear of course content diminishment
- Transfer articulation hurdles

Implementation Plan for Theme Three
2-Year/4-Year Goals

2-Year / 4-Year
1. Develop a process and rubric by which new four-year degree programs can be successfully developed, approved, and implemented.
2. Establish seamless transfer agreements with in-state four-year programs as well as some out-of-state schools
- Identify top 25-30 majors pursued by students and expand/strengthen major guides to include pathways to transfer institutions

Goal Statement 1: Develop a process and rubric by which four-year degree programs can be successfully developed, approved and implemented.

Important steps toward implementation:
- Convene a task force to define and establish the process and rubric, by which we develop, prioritize, and present four-year degrees

    o Process:
      - An open call for four-year proposals due December 20, 2013
      - Review of proposals by College Council (January)
      - Prioritized list of proposals approved to start R401 development (February/March)
      - Approved proposals complete the R401 process established by the College (i.e. Curriculum Committee, Faculty Senate, College Council, Board of Trustees, and Board of Regents).

    o Rubric:
      - How does the proposed degree assist with statewide initiatives, goals, and priorities?
      - How does the proposed degree assist with regional and statewide economic development or workforce preparation needs?
      - How is the proposed degree consistent with or support of the College strategic plan, mission, and core themes?

- Present the strategy to College Council, Trustees, Regents, and other publics for information/permission (i.e., white paper).

- Provide campus-wide communication with regards to degree proposals and R401 advancement. This includes transparency on the process of degree proposals, feedback on degree proposals, the process of R401 development, proposals approved for R401 development, and the status of those proposals/R401s earmarked for advanced degree development.

Resources needed:
- Task Force volunteers from across campus (Ephraim and Richfield)
- Meeting space; materials for the meeting
- Supplies for copies; other materials
- Dedicated web space and communication mediums

Timeframe for implementing each step:
- Task Force established by October 25, 2013;
- Task Force meeting October 28th at 4:00 pm (process and rubric established)
- Open call for proposals by November 12, 2013
- Proposals due by December 20, 2013
- Review of proposals by College Council, January 2014
- Feedback on proposals by February 1, 2014
- Announcement of proposals approved for R401 development, February 2014
- Institutionalized timeline of open call for proposals in fall semester with approval and advancement to R401 in early spring semester.

Suggested champion or owner:
- President
- Vice President of Academic Affairs

Who else needs to be involved for the successful implementation?
- College Council
- Economic Development Community
- Vice President of Finance and Administrative Services

Provide a description of what success would look like.
- A well-defined process and rubric
- An established procedure with a responsible party for proposals and R401 documents
- A white paper that documents the process, rubric, and vision for four-year degree development at Snow College
- A transparent system by which all college personnel understand the process and identify those programs actively seeking advanced degree status

Potential hurdles or challenges that would prevent implementation.
- Resistance to four-year programs at Snow College
- Communication with campus personnel

Goal Statement 2: Establish articulated program transfer agreements with in-state and out-of-state four-year schools.

Important steps toward implementation:
- Inventory programs that have seamless transfer agreements and identify the nature or tier associated with such transfer (i.e., truly seamless, audition required, etc.).
- Ensure Snow's advising office, recruiters, and faculty advisors are fully aware of transfer agreements.
- Communicate existing articulation agreements to students, faculty and staff via major guides, Degree Works, Beyond Snow webpage, etc.
- Identify additional programs that could develop seamless transfer agreements and create an avenue by which those programs can be mentored to existence either as 2+2 or 3+1 agreements.
- Expand existing agreements to out-of-state programs and institutions.

Resources needed:
- Department chairs/faculty
- Communication
- Repository of agreements
- Dedicated time to provide mentored training in developing new agreements

Timeframe for implementing each step:
- Identify the different levels of seamless transfer January 2014
- Inventory programs with seamless transfer (including the level of transfer) by January 2014. This will be reported as a percentage of all programs offered at the College for benchmarking.
- Improve the communication of such agreements by re-developing the Beyond Snow web page and other sources of information (major guides, etc.) to faculty, staff and students by March 2014.
- Provide training and information to admissions advisors and open house participants regarding existing seamless transfer agreements by April 2014.
- Identify current programs with the potential for seamless transfer agreements and work to develop those agreements with in-state institutions (continuous efforts).
- Expand existing agreements with in-state and out-of-state schools/programs (continuing efforts).
- Repeat the inventory and communication by January of each academic year in preparation for recruitment and admissions activities.

Suggested champion or owner:
- Vice President of Academic Affairs

Who else needs to be involved for the successful implementation?
- Deans – Department Chairs
- Faculty as a whole (for program development and advancement)

- Advisement Office
- Admissions personnel

Provide a description of what success would look like.
- Complete understanding across the institution of seamless transfer agreements and how they differ from articulated course transfer.
- Comprehensive and well-communicated inventory of seamless transfer agreements including the type transfer agreement (audition required, etc.).
- Identification of programs poised to develop successful seamless transfer agreements.
- An annual increase in the number of seamless transfer agreements to in-state and out-of-state institutions.
- Improved leverage for seamless transfer agreements at multiple transfer institutions.
- Explore possibility of articulated courses to include 3000-level courses taught at Snow College.
- The establishment of a cost-effective way by which programs seeking advanced degree status can systematically build the infrastructure required by R401 and ultimately support the degree.

Potential hurdles or challenges that would prevent implementation.
- Institutions that will not participate
- Resistance to additional workload internally

Implementation Plan for Theme Four
Economic Development and Workforce Preparation Goals

Economic Development and Workforce Preparation
1. Enrich workforce preparation program requirements with GE courses that provide interdisciplinary and entrepreneurial skills
2. Structure programming in order to maximize opportunities for students, create logical pathways, and provide the most prepared students to industry
3. Increase the standard of living in the six-county region, providing career opportunities for graduates of Snow College, through economic development partnerships
- Strengthen relationships with industry in the six-county region by further developing programs that meet their needs and that provide integrated internship opportunities
- Create educational opportunities that are more accessible/flexible

Goal Statement 1: Enrich workforce preparation program requirements with GE courses that provide interdisciplinary and entrepreneurial skills

Important steps toward implementation:
- Determine industry needed skills that can be matched with GE student learning outcomes
- Incorporate GE courses into programs and/or GE outcomes into specific courses and programs
- Utilize industry professionals as advisors concerning pertinent GE skills necessary in specific industries
- Expand Career Services into a Center for Careers and Experiential Education to include an entrepreneurial experience as a CTE graduation requirement
- Develop incentives for course/program curriculum revision to include GE skills
- Explore possibility of having one set of GE outcomes for all Snow students

Resources needed:
- Budget increase for Career Services
- Incentives for course re-design ($1,000 per course)
- Economic development committee to review GE implementation

Timeframe for implementing each step:
- Incentive – Summer 2014 (gradual rollout or pilot program)
- Fall 2015 (remaining)

Suggested champion or owner:
- GE Director

Who else needs to be involved for the successful implementation?
- Vice President for Academic Affairs
- Vice President of Finance and Administrative Services
- Business and Technology Dean
- Career Services Director

Provide a description of what success would look like.
- 70% of CTE graduates will have an experiential and/or entrepreneurial experience by the end of two years
- Goal will be greater than 90% after five years
- Industry will recognize improvement of graduates in skill areas
- Job placement increase

Potential hurdles or challenges that would prevent implementation:
- Needs to be institutionalized and supported financially
- Needs buy-in from faculty

Goal Statement 2: Structure programming in order to maximize opportunities for students, create logical pathways, and provide the most prepared students to industry

Important steps toward implementation:
- Hire a high school coordinator to work with high schools, businesses, and industry to create enhanced pathways
- Be more flexible with class times
    - Evenings
    - Weekends
    - Variable course length
    - Flexibility for location
- Strengthen advisement to students (both high school advisors and Snow advisors)
- Improve communication between departments and advisors
- Utilize advisory committees and accreditation bodies to ensure industry standards

Resources needed:
- High school coordinator ($60,000) to work with high schools to create better pathways or find a way to utilize existing personnel
- Establish an annual lunch meeting with advisors at high schools for campus tours and updates ($300 mailings and lunch)
- Increased funds for more adjunct faculty to accommodate more flexible schedules
- Restructure department advisory committees to ensure with industry standards
- Seek accreditation for each department, where appropriate

Timeframe for implementing each step:
- Determine enhanced pathway options (Fall 2014)
- Improved course flexibility options (Fall 2015)

Suggested champion or owner:
- Dean of Business and Technology

Who else needs to be involved for the successful implementation?
- Each department chair, deans, advisors
- Program advisory committees
- Economic development representative
- High school pathway coordinators
- Economic Development and Workforce Preparation Committee

Provide a description of what success would look like:
- Increased placement and retention
- Increased offerings of more classes (times, sections, and locations)
- Well functioning advisory committees
- Assessment of graduates indicates educational satisfaction

Potential hurdles or challenges that would prevent implementation:
- Strengthening advisement with the high schools
- Strengthening the relationship with industry
- Workload issues
- Faculty buy-in

Goal Statement 3: Increase the standard of living in the six-county region, providing career opportunities for graduates of Snow College, through economic development partnerships

Important steps toward implementation:
- Support current regional economic development initiatives and promote the location of primary industries in the six-county region
- Provide a skilled labor force to further economic development
- Promote the development of an entrepreneurial requirement in every program at Snow College
- Respond to workforce needs through development of new CTE programs

Resources needed:
- Entrepreneurship class and/or opportunities
- Full-time economic development liaison ($60,000)

Timeframe for implementing each step:
- Support initiatives – ongoing
- Provide skilled labor force – ongoing
- Development of entrepreneurial requirement – Spring 2016
- Develop new courses as identified by industry – ongoing

Suggested champion or owner:
- Dean of Business and Technology/Economic Development Director

Who else needs to be involved for the successful implementation?
- Regional economic directors
- Workforce Preparation Committee
- Business and Applied Technology Division
- Snow College President

Provide a description of what success would look like:
- An increase in the number of successful businesses in the region, including new start-ups
- An increase in housing starts
- Increase in regional population

Potential hurdles or challenges that would prevent implementation:
- Objection to growth
- Location

Implementation Plan for Theme Five
Cost and Affordability Goals

Cost and Affordability
1. Develop a five-year strategy to increase salaries to their median market range in order to attract and retain high quality faculty and staff
2. Improve student employment opportunities and communication about such on both campuses
- Develop and launch a comprehensive campaign to increase scholarship and other opportunities through additional endowments and donations
- Identify and implement efficiencies with the use of technology where possible/ appropriate
- Develop and implement a recruitment plan that addresses quality and diversity of student body as well as quality of programs
- Keep tuition and fees affordable to support recruitment, retention, and accessibility

Goal Statement 1: Develop a long-term strategy to increase salaries to their median market range in order to attract and retain high quality faculty and staff

Important steps toward implementation:
- Perform a compensation analysis and assess which positions at Snow are below the market median. Develop a five-year plan to move towards the median with a target increase of 3% per year as revenue permits
- Develop and implement a zero base budget (ZBB) plan for all budget line items
- Develop, fund (added recruiting personnel and advertisement budget), and implement a comprehensive student recruitment plan to increase enrollment in order to enhance tuition revenue to fund compensation increase and other strategic goals
- Increase tuition to partially fund compensation increase, while maintaining a focus on affordability
- Identify and implement the use of time-saving technology solutions throughout the college to enhance efficiency
- Extend the availability of early retirements, where such an action would result in ongoing cost savings that can be reallocated to implement strategic planning goals
- Make all future requests for Mission Based Funding (MBF) contingent on Strategic Planning themes and goals

Resources needed:
- Compensation study – Office of Human Resources
- ZBB templates inclusive of financial and programmatic data with analysis criteria for program prioritization
- Detailed recruitment plan and advertising campaign
- Technology solutions in consultations through the Information Technology (IT) office

Timeframe for implementing each step:
- Compensation study begins January 2014
- ZBB template readied prior to the end of Fall 2013 semester
  - First draft from all account holders due no later than January 31, 2014
  - Final budget requests due no later than March 15, 2014
- Recruitment plan formalized no later than end of Fall semester 2013
- Technology efficiencies analyzed and proposed by January 31, 2014
- Consider early retirement requests as received

Suggested champion or owner:
- Office of Human Resources

Who else needs to be involved for the successful implementation?
- Budget/Controllers Office
- Institutional Research Office
- All departments/programs
- Admissions Office
- Communications/Public Relations Office
- Design & Public Relations Office
- Vice President for Academic Affairs

Provide a description of what success would look like:
- Salaries below the market median would be adjusted as necessary based on the achievement of necessary additional revenue from all steps listed above
- Increased morale among faculty and staff
- Steady growth in enrollment

Potential hurdles or challenges that would prevent implementation:
- Intensive time requirements and resistance to ZBB process
- Recruitment efforts may not increase student enrollment at a significant level
- Other existing costs of operation such as benefits, utility costs, and inflation would consume the increased revenue provided from the efforts in steps above
- Technology efficiencies may not be realized

Goal Statement 2: Improve student employment opportunities and communication about such on both campuses

Important steps toward implementation:
- Communicate job opportunities and student employment processes (improve website , provide training with Career Badger, provide an employment guide/brochure, hold a job fair the first week of Fall semester and/or during Start Smart)
- Create partnerships with those who can provide employment for students (i.e., Department of Workforce Services, community)
- Require departments that hire "work to learn" students to submit a proposal every two years and pay 10% of the student wage as a match
- Increase work to learn budget regularly
- Reassess current part-time employment options for possible use of increased student employment and look for opportunities to utilize student employees before establishing more full-time or part-time positions at the College
- Hire additional staff for the Career Services Office

Resources needed:
- Coordination between Career Services Office and Office of Human Resources
- IT support for website (Career Badger, Student Employment)
- Communications/Public Relations Office for student employment brochure
- Department budgets if hiring students (10% of student wage)
- Communication with off-campus employers and employment agencies

Timeframe for implementing each step:
- Website, employment guide, job fair/training – Fall 2014
- Business partnerships ongoing over the next five years
- Work to learn proposal and department funding (10% student wage) – Fall 2014
- Increase work to learn budget as funding becomes available
- Hire support for Career Services for Fall 2014

Suggested champion or owner:
- Career Services and Human Resource Offices

Who else needs to be involved for the successful implementation?
- Departments in need of student employees
- Community employers

Provide a description of what success would look like:
- Increased number of student jobs/employment on campus
- Improved student retention because jobs are available
- Growth in off-campus partnerships with businesses and organizations interested in employing students

Potential hurdles or challenges that would prevent implementation:
- Decreased federal funding
- Low cooperation or interest from community/partners
- Poor economy
- Limited rural area opportunities