



SNOW COLLEGE

BOARD OF TRUSTEES MEETING AGENDA
NOYES BUILDING • EPHRAIM, UTAH
FRIDAY, NOVEMBER 9, 2018

10:00 – 10:45 AM COLLEGE HIGHLIGHT AND RECEPTION WITH STUDENT LEADERS

Location: Heritage Room

10:45 – 11:00 AM COMMITTEE OF THE WHOLE

1. Welcome Scott Bushnell, Chair of the Board
2. Pledge of Allegiance 'By Invitation

ACTION:

1. Minutes from the Previous Meeting (Tab A) Chair Bushnell
2. 2019 Proposed Meeting Schedule (Tab B)..... Chair Bushnell

11:00 AM – 12:15 PM MEETINGS OF THE BOARD COMMITTEES

FINANCE AND FACILITIES COMMITTEE

Trustee Rick Robinson, Chair

Location: Founders Hall

ACTION:

1. Investment Presentation Jake Dettinger, Finance & Admin Services Vice President & Soltis Investment
2. Investment Reports (Tab C).....Vice President Dettinger
3. Budget UpdateVice President Dettinger
4. Internal Audit Schedule (Tab D).....Chair Robinson

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Trustee Erma Kaye May, Chair

Location: Centennial Room

INFORMATION:

1. Advancement and Tenure Document Update Steve Hood, Academic Affairs Vice President
2. Great Basin Station UpdateVice President Hood
3. Admissions & Enrollment Report (Tabs E, E2, E3).....Craig Mathie, Student Success Vice President
4. Reorganization & AVP Update (Tab F) Vice President Mathie
5. Housing in Richfield Update Vice President Mathie

12:15 – 1:00 PM LUNCH

Location: Founders Hall

1:00 – 2:00 PM COMMITTEE OF THE WHOLE

Location: Founders Hall

ACTION:

1. Ratification of Executive Committee Decision – Property Purchase (Tab G) Chair Bushnell
2. Report from the Finance and Facilities Committee Trustee Robinson
3. Report from the Academic and Student Affairs Committee Trustee May
4. Naming Rights for the Social Science Building Gary Carlston, President

INFORMATION:

1. Strategic Enrollment Management Plan (Tabs H, H2) Vice President Hood and Vice President Mathie
2. Institutional Metrics (Tab I) Vice President Hood
3. Report from the Alumni Association Kerry Day, Association President
4. Report from the Student Body Association Jared Devey, Student Body President
5. Report from the Chair Chair Bushnell
6. Report from the President President Carlston

2:00 – 2:30 PM EXECUTIVE SESSION (IF NEEDED)

Location: Founders Hall

To discuss one of the topics allowed by the Open and Public Meetings Act (Section 52 – 4-104) for the sole purpose of discussing the character, professional competence, or physical or mental health of individuals, pending or reasonably imminent litigation, and/or the possible sale of real property.

CALENDAR ITEMS:

November 30	Christmas Concert in Ephraim
December 3	Christmas Concert in Richfield
Mid-January	Presidential Search Announcement
January 23	Board of Trustees Meeting in Ephraim
March 4	Board of Trustees Meeting in Salt Lake

Projected times for the various meetings are estimates only. The Board Chair retains the right to take action at any time. In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify the board secretary (435-283-7013/marci.larsen@snow.edu), at least three working days prior to the meeting.



Board of Trustees Meeting Minutes September 14, 2018 • Richfield, Utah

Trustees Attending

Scott Bushnell, Chair
David Christensen
Randy Cox
Kerry Day
Jared Devey
Leslie Keisel, Vice Chair
Michael McLean
Rick Robinson

Trustees Absent

Erma Kaye May
Karen Soper

Others Attending

Morris Haggerty, Legal Counsel
Jenna Larson, Student
James Tilson, *Sanpete Messenger*

College Personnel Attending

Wayne Bushman, Internal Auditor
Gary Carlston, President
Jacob Dettinger, Finance VP
Steve Hood, Academic VP
Melanie Jenkins, Academic Assistant VP
Marci Larsen, Board Secretary
Heidi Stringham, Asst to President
Bryce Warby, Accountant, Audit Intern

Welcome and Pledge of Allegiance

Chair Bushnell called the meeting to order at 10:07 a.m. and welcomed everyone. He asked Heidi Stringham to lead the group in the Pledge of Allegiance. President Carlston said due to the nature of the agenda items that were pertinent to all trustees, the decision was made to meet in Committee of the Whole rather than break into committees. Chair Bushnell thanked Trustee Christensen for the provided treated and encouraged everyone to visit Christensen's Department Store while they were in town.

Minutes from the Previous Meetings

Chair Bushnell entertained a motion to approve June 22, 2018 minutes. Trustee Day moved approval; Trustee Cox seconded the motion. The motion carried unanimously.

Investment Reports

Vice President Dettinger reviewed the June and July 2018 investment reports. Trustee Robinson made a motion to accept and approve the reports. Trustee Keisel seconded the motion, and the motion passed unanimously.

Great Basin Station Audit Report

President Carlston shared a bit of the Great Basin Station history. The primary purpose, he said, was to use the space as an educational center, and the college agreed to maintain the facilities which are owned by the United States Forest Service. President Carlston said the administration asked for an audit on the station, which Trustee Robinson approved. At the end of the calendar year, President Carlston said the college will need to determine the relationship with the Forest Service moving forward. He asked Mr. Bushman, the internal auditor, to share his report.

Mr. Bushman reported that the focus of the audit was not to make a recommendation on if the agreement should continue, but to provide information. He said the operations at the Great Basin Station have evolved but the contract did not evolve and noted there have not been addendums or adjustments. Mr. Bushman reviewed revenue detail, discussed organizational structure, and shared his findings and recommendations.

President Carlston encouraged trustees to review the management response. He noted that a committee has been formed to do an in-depth review of the station and said the administration will have a recommendation for the board to consider once all aspects have been reviewed. Trustee Cox asked what value the station adds to the college, and Trustee McLean suggested looking at what the station *can* become, not what it *has* become.

Trustee Cox made a motion to accept the report as presented. Trustee Christensen seconded the motion, and it carried unanimously.

Early Retirement Request

Vice President Dettinger reminded the trustees of the college's Early Retirement Policy that allows employees to take advantage of early retirement. He said Kerry Hansen has asked to be considered for early retirement, and the administration recommended that the request be honored. Vice President Dettinger said Dr. Hansen has served well and his request results in a cost savings to the college. Trustee Cox made a motion to approve the request as presented. Trustee Robinson seconded the motion, and all voted in favor.

Updated Audit Plan

Mr. Bushman said his audit schedule had been adjusted, due to a request from the administration and approved by Audit Committee Chair Robinson. Auditing standards state that this change needs board approval, he said, and – because it was listed as an informational, not action, item, “Updated Audit Schedule” will be included on the next agenda for trustee consideration.

Internal Audit Staffing

Mr. Bushman explained that another auditing standard says that he should work with the Audit Committee Chair on staffing issues. He said he had an opportunity to use Bryce Warby, a college accountant who is working on a master's degree, as an intern and said he has been a great asset. Jenna Larson, a student employee who is studying accounting, has also been helpful. Mr. Bushman said he is really grateful to have these two on his staff and added that having additional resources will be beneficial. Trustee Robinson said he believes Snow College is the only school left with one employee in their Internal Audit Office. Chair Bushnell thanked Mr. Bushman for his good work and creativity to address needs. He also welcomed Mr. Warby and Ms. Larson to the meeting and added that they will learn a lot from Mr. Bushman.

Summer School

Dr. Hood reviewed the history of Maymester and summer offerings. He said his office has explored options to increase summer course enrollments, examining what students really need. He said students “vote with their feet,” and reported that he will now review priorities with deans. Possible paths to pursue, Dr. Hood said, are on-line offerings and increased options for high school students who want to take classes in between their junior and senior years. Trustee Keisel asked about scholarships and financial aid, and Dr. Hood said that is an important part of the solution. President Carlston again shared his “traditional base graphic” that illustrates the college's approach to maintaining the traditional student base while expanding offerings. He said Dr. Hood's work is an effort to address needs, and he thanked him for his leadership.

Open Meetings Act Training

Mr. Haggerty provided the annual Open and Public Meetings Act training, which is required every year. He reminded the trustees of the need to “do the public's business in the public's eye.” He shared important information, reviewed the law, and distributed printed material with details of the Open Meeting Act. Chair Bushnell thanked Mr. Haggerty for his expertise and support.

College Highlight

Chad Avery and Michael Medley were welcomed to the meeting for recognition and lunch. Dr. Hood thanked them for their great work as they continue to build the Industrial Composites program, and Mr. Avery shared information about the program and answered questions. Trustees thanked the faculty members for their contributions and interest in student success, and they expressed appreciation to the administration for including employee recognitions during each board meeting.

At the conclusion of lunch, trustees were given a book, which President Carlston said was given to college leadership at a recent retreat. He told the trustees of the event, which was held in Fairview where Lt. Governor Cox addressed the group, and reminded the group of his personal interest in doing all that is possible to promote and develop leadership. Trustees were also given a thank you letter from Richfield City's Mayor, Dave Ogden, and a Convocation schedule.

Strategic Enrollment Management Plan/Enrollment Report/Reorganization of Admissions Office

Dr. Hood reminded the trustees that nearly a year ago a Strategic Enrollment Management (SEM) Task Force was formed to take a comprehensive look at all aspects of student enrollment. He said the college is positioning itself to be more competitive in regards to recruiting students and shared how the entire experience of enrolling students is different than it was a few, short years ago. He said the landscape has changed, and in expressing appreciation to the SEM committee, noted the success of their work and a new model will be measured at the end of next year.

Vice President Hood said the SEM plan is about more than admissions: retention and completion are an integral part of the model. He reviewed the themes and goals and said the committee has been meeting with various departments for feedback to be compiled into a blue print. He said this plan is all being driven by data and is a grass roots level for each office as well as an institutional effort. Dr. Hood emphasized this new approach is important because of current enrollment trends and numbers. He said they aren't where they should be, and said the college will analyze practices, see what tactics are working, and abandon those that aren't. Dr. Hood and President Carlston both said this change is not a criticism of the Admissions Office but a proactive response to a changing environment.

President Carlston said that in order for the plan to work and be fully implemented, the administration had shifted resources and reorganized the current Admissions Office and created an Assistant Vice President position to lead the enrollment management efforts. He shared an organizational chart of the new structure and said the goal is to have a new person in place by the end of the year. President Carlston asked trustees for their comments and questions, and a helpful discussion ensued. Chair Bushnell asked about growth projections and capacity concerns, and President Carlston said he continues to think about Trustee Cox's previous comments about providing this Snow College experience to as many students as possible. President Carlston thanked the trustees for their support.

College Capital Improvement & Development Report

President Carlston reviewed capital improvement and development processes and thanked the state legislature for funding maintenance of facilities. He said the college received more than \$2 million for improvements and expressed appreciation for that funding as well. Some projects funded with this money, President Carlston said, include the Madsen house demolition, the AC parking lot, and a new roof for the Washburn Building. For the capital development side, President Carlston reminded the trustees that the college is proposing the new Social Science Building, which is making its way through the process. President Carlston concluded this agenda item by reminding the trustees of the athletics center groundbreaking during Homecoming and a tour of the new fitness center on the Richfield Campus. With this addition, plus food services and the possibility of housing, he said Richfield is feeling more and more like a college campus.

2019 Legislative Funding Request

President Carlston reminded the trustees that last year the college received 100 percent of the request for operational and programmatic funding. He shared this year's request, noting it is quite modest and was not reduced by staff in the Commissioner's Office. He said the college has tried to establish credibility by asking for what is needed and defensible, and he expressed appreciation to the Commissioner's Office staff and legislature for their consideration.

Regents' Policy on Legislative Communications

As an update to an earlier conversation with the board, President Carlston said the commissioner and regents have worked with governor, and the executive order regarding legislative communications will be modified.

Electronic Agendas for Board of Trustees Meeting

There was a brief discussion regarding electronic agendas. Trustees enthusiastically supported the change, and the decision was made to implement the change for the November, 2018 meeting.

Report from the Alumni Association

Trustee Day said the Alumni Board is trying to expand its reach and selected another out-of-state board member. He reported the alumni scholarship recipient had been selected and said the board continues to explore opportunities with departments on both campuses. Trustee Day announced that the alumni board would have elections for new officers in January, and Chair Bushnell thanked Trustee Day for his service. He also asked Trustee Day to express appreciation to the Alumni Board from the trustees.

Report from the Student Body Association

Trustee Devey expressed some concern with the new on-line bookstore, and Trustee Robinson said he had heard of similar frustrations from students. Vice President Dettinger was asked to follow up with the situation. In current happenings, Trustee Devey reported on a recent event where nearly 50% of the student population attended, and Chair Bushnell thanked him for his leadership.

Report from the Chair

Chair Bushnell shared his experience of meeting with employees prior to the meeting and commended the Richfield employees, students, and facilities. He stated how important it is to have one college with two campuses and thanked the administration for leading the college so well. Chair Bushnell encouraged input on the presidential search and shared a story of meeting a former student while renting a car. He relayed the student's affection for Snow College and said his goal is to help every student have a similar, positive experience.

Report from the President

President Carlston shared the following informational items:

- Not much has changed with football and other school's participation. He reiterated his support of the program while recognizing there may be a time when it isn't feasible to continue to play.
- A student was involved in an unfortunate auto/pedestrian accident and is recovering at home.
- The school year is off to a good start; there's a positive energy.

To conclude his report, President Carlston shared a story of a young lady who recently rear-ended him in Salt Lake – because she was looking at this Snow College license plate and reminiscing of her time as student on campus. He said she had a wonderful Snow College story to tell, and he thanked current and former employees for caring for students and sharing the Spirit of Snow.

Executive Session

Trustee Robinson made motion to go into an executive session To discuss one of the topics allowed by the Open and Public Meetings Act (Section 52 – 4-104) for the sole purpose of discussing the character, professional competence, or physical or mental health of individuals, pending or reasonably imminent litigation, and/or the possible sale of real property. Trustee Kiesel seconded the motion, and by roll call vote, the motion passed unanimously.

Adjournment

Trustee Devey made a motion to adjourn the meeting at 2:55 p.m. Trustee Cox seconded the motion, and it carried unanimously.

DRAFT

General Funds	Name/Description	CUSIP	Maturity Date	Yield/Return	Book Value	Bag. F/W Fiscal Year	Interest Prem/Disc	Dividends	Capital Gain/Loss	Annual Accumulated Activity			Net Deposit/Transfer	Sales	Unrealized Gain/Loss	August 31, 2018 Ending F/W
										Service Fees	Purchases	Transfers				
1	Zions Money Market			0.03%	105,794.51	105,719.74	64.77			(20.00)						105,794.51
2	PTIF			2.55%	6,379,560.21	4,892,530.68	27,059.31									6,379,560.21
3	PTIF			2.55%	331,731.60	330,289.24	1,472.36									331,731.60
4	Zions Gold International			0.08%	294,351.71	1,072,849.59	644.85									294,351.71
5	Zions UT St Treasurer's Public Inv Pool			1.29%	344,159.02	717,282.83	24,760.70									344,159.02
6	Bank Montreal	06289RUR78	7/31/2018	1.80%	250,000.00	190,498.00			172.35							250,000.00
7	Harris Bank	4128LQK60	6/15/2018	2.25%	200,000.00	195,188.00				(1,965.51)						200,000.00
8	Uahf STB/D of RG'S Revenue	9178RZL219	6/1/2021	2.25%	200,000.00	195,188.00										200,000.00
9	PTIF	3136GAMF5	3/27/2020	1.75%	250,000.00	246,415.50										250,000.00
10	PTIF	3134GBN08	4/27/2021	1.85%	250,000.00	245,719.20										250,000.00
11	PTIF	3134GBN08	5/28/2021	2.00%	250,000.00	245,719.20										250,000.00
12	PTIF	3134GBN08	6/14/2021	2.00%	250,000.00	242,472.25										250,000.00
13	PTIF	3134GBN08	7/27/2021	2.00%	250,000.00	242,472.25										250,000.00
14	PTIF	3134GBN08	8/14/2021	2.00%	250,000.00	242,472.25										250,000.00
15	PTIF	3134GBN08	9/14/2021	2.25%	250,000.00	242,472.25										250,000.00
16	PTIF	3134GBN08	10/12/2022	2.20%	250,000.00	241,980.25										250,000.00
17	PTIF	3130ACAC8	8/15/2022	2.25%	200,000.00	195,060.60										200,000.00
18	PTIF	3130ACAC8	10/29/2022	2.25%	200,000.00	195,060.60										200,000.00
19	Godman Sachs Group Inc	38148FAA7	10/23/2019	2.17%	250,000.00	252,312.50										250,000.00
20	Daimler Finance NA LLC	23381CC05	1/6/2020	1.78%	240,000.00	241,091.76										240,000.00
21	Nasdaq Motor Acceptance	654740AL3	1/13/2020	1.74%	250,000.00	251,188.00										250,000.00
22	Wells Fargo & Company	949748G09	1/30/2020	1.85%	250,000.00	251,693.25										250,000.00
23	Morgan Stanley	617488B15	2/14/2020	1.88%	250,000.00	250,798.00										250,000.00
24	Nasdaq Australia Bank	6325C0D73	5/28/2020	0.00%	250,000.00	250,802.50										250,000.00
25	Nasdaq Bank AG	65597CAV3	6/12/2020	0.00%	225,000.00	226,213.20										225,000.00
26	Nasdaq Bank of Canada	612202D0	6/12/2020	1.73%	250,000.00	250,729.50										250,000.00
27	Zions Bank Business Interest	17325FA00		1.73%	360,102.75	644,706.67	6,357.75									360,102.75
28	Bank of Montreal	88352HAF8	8/15/2018	6.50%	100,000.00	100,472.50			(472.50)							100,000.00
29	Bank of Montreal	8028LUM5	8/23/2018	3.05%	100,000.00	100,080.80			(60.90)							100,000.00
30	Commonwealth Bk Austr	20271RAL4	11/22/2018	1.50%	250,000.00	249,280.00										250,000.00
31	Bnp Paribas	05574L7X6	12/1/2018	2.40%	103,000.00	102,942.42										103,000.00
32	National Bank of Canada	633097AC8	12/14/2018	2.10%	250,000.00	249,623.25										250,000.00
33	Morgan Stanley	617488D15	1/4/2019	2.50%	133,000.00	132,790.26										133,000.00
34	Morgan Stanley	617488D15	2/1/2019	2.45%	335,000.00	334,429.18										335,000.00
35	Oppenheimer Power Corp	2442ZERR2	3/15/2019	6.10%	180,000.00	178,252.32										180,000.00
36	John Deere Capital	44712D118	4/17/2018	2.25%	200,000.00	189,211.20										200,000.00
37	Fifth Third Bank	31677GBB4	4/25/2018	2.38%	200,000.00	189,211.20										200,000.00
38	Morgan Stanley	617477C12	5/13/2018	7.39%	100,000.00	103,693.80										100,000.00
39	Bank of Montreal	08739FES5	5/22/2019	6.75%	100,000.00	103,229.80										100,000.00
40	Aetna Bank	044359A55	6/18/2019	5.83%	200,000.00	193,229.80										200,000.00
41	Morgan Stanley	617477C12	8/23/2019	1.90%	150,000.00	149,447.80										150,000.00
42	Toronto-Dominion Bank	68114QB11	10/24/2019	3.00%	500,000.00	497,906.00										500,000.00
43	PTIF	3134SGHD2	3/14/2023	3.00%	900,000.00	901,565.80										900,000.00
44	HBSB USA INC	40428HP02	6/24/2018	1.51%	900,000.00	883,174.27										900,000.00
45	Godman Sachs	38141EB973	8/14/2018	1.72%	850,000.00	853,174.27										850,000.00
46	Total Investments				16,360,508.87	60,200.64			(181,051)	(1,801.51)		(721.50)	560,422.39		(1,395.31)	16,352,748.83
47	Housing Bonds				2,432.19	1,631.58	800.61									2,432.19
48	PTIF			2.55%	(0.00)	(0.00)										(0.00)
49	Total Housing Bonds				1,631.58	800.61										1,631.58
50	PTIF				(0.00)	(0.00)										(0.00)
51	Total Endowment Funds				320,724.27	183,519.30			10,721.08	11,227.54	(11,624.12)	(50,020.00)	218,131.03	45,106.05	2,806,064.78	320,724.27
52	Equities			2.31%	2,441,309.12	2,789,671.19			8,255.80				(89,960.00)	4,114.63	2,218,218.58	2,441,309.12
53	Fixed Income			0.55%	2,246,624.88	2,403,649.13			26,500.38				(128,171.03)	1,502.85	989,635.45	2,246,624.88
54	ETP - Equities			4.75%	3,202,580.82	3,638,622.06										3,202,580.82
55	ETP - Fixed Income			0.15%	987,264.81	988,132.50			252.28		(184.06)					987,264.81
56	Fidelity - Cash & Equity (Foundation)			0.00%	4,900.00	5,354.85										4,900.00
57	Fidelity - Real Estate Income Fnd-FX			2.81%	6,500.00	5,386.22										6,500.00
58	Advent Mid Cap ARTVX			11.41%	8,428.29	10,481.15										8,428.29
59	Calvert Fund Global Sitelvestor			-0.23%	9,000.00	11,246.55										9,000.00
60	Calvert Fund OAKMX			4.80%	11,000.00	9,241.01										11,000.00
61	American Cash Div Intl APQX			0.20%	9,000.00	9,241.01										9,000.00
62	JPMorgan Strategic Income JSOSX			0.74%	13,525.00	14,939.79										13,525.00
63	Metropolitan West Total Return MWTX			0.89%	13,525.00	14,939.79										13,525.00
64	Fair TR Exchange Traded FD IV NO Amer			3.22%	6,013.28	5,689.90										6,013.28
65	Behavior Inc MSCI Emerging Mkts EEMV			2.41%	4,415.80	4,927.20										4,415.80
66	Behavior Core S&P 500 ETF IVV			8.90%	8,840.95	9,556.50										8,840.95
67	Behavior Core S&P Small-Cap ETF LIR			10.03%	5,119.96	5,388.80										5,119.96
68	Behavior Total MSCI EAFE Min EFAV			3.64%	3,388.80	3,844.00										3,388.80
69	M D U RES Group Inc			-3.09%	22,878.74	12,905.20										22,878.74
70	Wells Fargo CO New Com			5.81%	27,085.00	23,181.04										27,085.00
71	CVB - CIQF			0.15%	12,471.62	12,095.18										12,471.62
72	Wells Fargo Funds Micro Cap			0.00%	30,000.00	30,000.00										30,000.00
73	AT&T			1.05%	38,946.98	33,449.98										38,946.98
74	Total Endowment				16,154,944.60	7,30			37,277.03	(11,604.16)		508.18	63,113.44	(335.02)	16,207,733.81	16,154,944.60
75	Total				28,532,594.68	61,164.78	30,397.81	37,244.38	(13,083.80)	(72.50)	586,431.35	179,046.36	27,402,842.87			28,532,594.68

Monthly Investment Performance Report

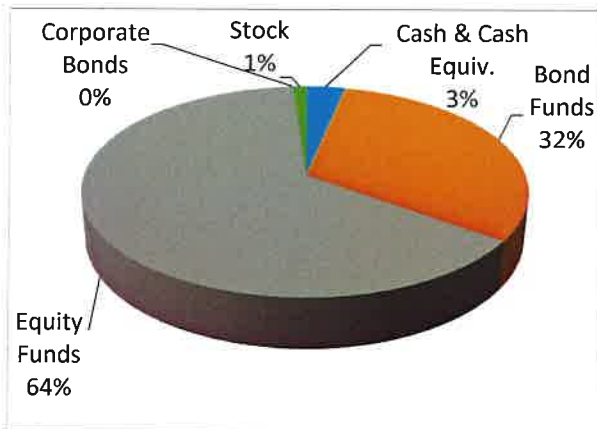
OVERVIEW

Snow College's Endowment Pool grows with support by Snow College friends and alumni. Distributions from the Endowment Pool play a significant role in funding scholarships for Snow College students and help the College achieve its core mission themes of: Tradition of Excellence, Culture of Innovation, and Atmosphere of Engagement.

The investment management of endowment assets requires balancing portfolio risks and expected returns to meet long-term objectives. The goal of the Endowment is to provide a steady stream of income to fund scholarships for Snow College students while preserving the purchasing power of the assets for the benefit of future generations.

INVESTMENT ALLOCATION

The asset allocation includes a diverse mix of investments with the following target allocation: 58% fixed income, 40% global marketable equities, and 2% cash and cash equivalents. Actual holdings for the current period ended are:

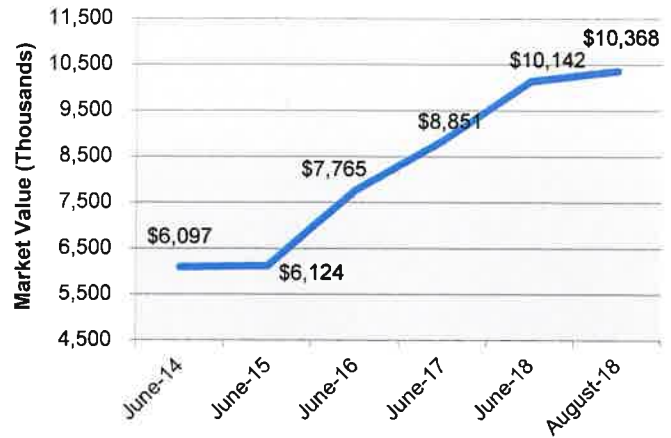


Cash & Cash Equiv.	3.3%	338,799
Bond Funds	31.5%	3,265,071
Equity Funds	64.1%	6,647,044
Corporate Bonds	0.0%	-
Stock	1.1%	116,841
Endowment		8,124,913
Quasi-Endowment		2,242,843
Total Endowment		10,367,755

ACTIVITY

No Activity

RETURNS



Market over Book Value:

	Aug-18	FY '18	FY '17
<i>Book Value</i>	9,433,107	9,389,770	8,298,381
<i>Market Value</i>	10,367,755	10,141,955	8,851,032
<i>Unrealized Gain/(Loss)</i>	9.9%	8.0%	6.7%

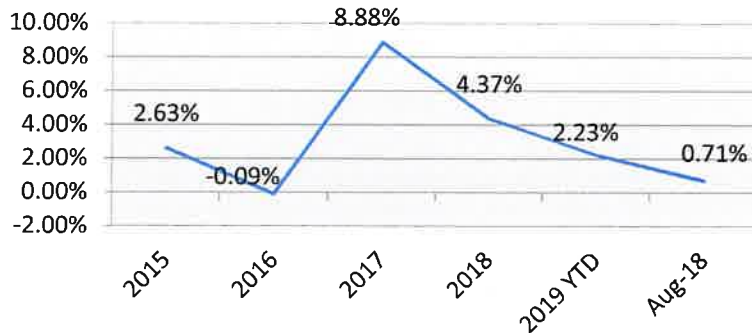
Since the global financial crisis, August has regularly proved difficult for financial markets. This summer was no exception. Investors had to digest the reintroduction of US sanctions against Iran, new tensions between Turkey and the US, a deterioration of trade talks between the US and China, and volatility in the Italian government bond market. Most equity markets and risk assets sold off, with the notable exception of the S&P 500, where extraordinarily strong macro data, and a general absence of any inflation concerns, once again pushed the index higher. Amid the geopolitical turmoil, the search for a safe haven helped push government bond prices up, with the 10-year US Treasury yield falling by 10 basis points (bps) to 2.86%. – JP Morgan

Endowment Returns:

Period Ending: 8/31/2018

	Aug-18	FY '19 YTD	FY '18
<i>Income</i>	4,785	46,285	160,616
<i>Unrealized Gain/(Loss)</i>	68,589	180,135	226,595
<i>Rate of Return</i>	0.71%	2.23%	4.37%

	FY '17	FY '16	FY '15
<i>Income</i>	173,383	151,988	233,696
<i>Unrealized Gain/(Loss)</i>	516,339	(157,488)	(72,388)
<i>Rate of Return</i>	8.88%	-0.09%	2.63%

Monthly Investment Performance Report
RETURNS (continued)
Rate of Return

MARKET OUTLOOK

The advance second quarter GDP data not only showed the economy growing solidly in the second quarter but also showed that income growth has been much stronger over the past few years, which means the expansion has much more fuel in the tank than previously thought. Real GDP grew at a stout 4.1 percent pace during the second quarter. Moreover, the underlying details were even stronger than that blowout number, with real final sales surging at a 5.1 percent annual rate, as inventories were drawn down sharply.

While we doubt we will see another 4 percent GDP number in coming quarters, the economy clearly has strong momentum going into the second half of the year. Part of the second quarter's strength came from efforts to produce and ship products ahead of retaliatory tariffs. The inventory drawdown pulled production forward and left inventories exceptionally lean throughout the supply chain. Rebuilding inventories should keep output humming at around a 3 percent pace for the next two quarters. We also have 3 percent growth penciled in for 2019, which appears far more likely given the large upward revisions to income growth and doubling of the saving rate.

Stronger economic growth will keep the Fed on its current course of gradually nudging the federal funds rate higher. We have quarter point hikes in September and December but currently have just two hikes in 2019. We do not see the yield curve inverting either this year or next year and envision the curve actually steepening modestly later this year. – Wells Fargo Advisors

	AVERAGE ANNUAL RETURN				
	Month	Fiscal YTD	FY '18	FY 3 Years	FY 5 Years
Total Endowment	0.71%	2.23%	4.37%	13.81%	31.79%
S&P 500	3.03%	6.41%	12.52%	32.17%	69.75%
ACWI Index	0.70%	4.09%	8.28%	19.28%	41.82%
Dow Jones Industrial A	2.16%	6.82%	13.85%	37.96%	63.03%

UNITS

To be added.

DONATIONS

	August # of Donations	Aug-18	FY '19 YTD	Total Balances
Restricted Donations				
<i>Endowment Donations</i>	3	60	733	10,367,755
<i>Scholarship Donations</i>	67	16,610	22,855	1,608,281
<i>Other Donations</i>	47	28,232	38,322	*
Unrestricted Donations				
<i>Donations to Foundation</i>	21	1,909	2,092	231,560
Total Restricted & Unrestricted	138	46,811	64,002	12,207,596
* These donations are donated to various fund budgets and are mingled and spent with other sources of those fund budgets				
Total Donations				
<i>External Donations</i>	39	44,794	60,018	
<i>Employee Donations</i>	99	2,017	3,983	
Total Donations	138	46,811	64,002	

IN-KIND DONATIONS

August Donations: \$6,768

FY '19 YTD: \$6,768

Monthly Investment Performance Report

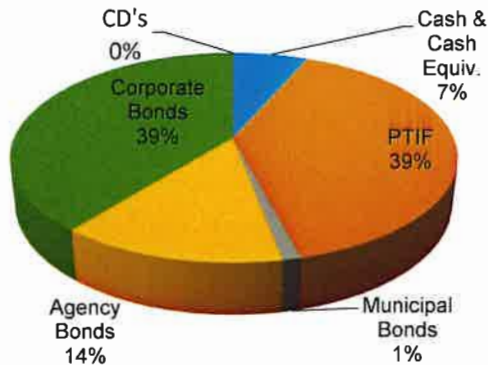
OVERVIEW

The College manages the Cash Management Pool according to the following objectives:

- Investments are made in accordance with the Utah State Money Management Act as well as other applicable laws, rules, policies, and regulations
- Protection and safety of principal
- Liquidity or availability of funds
- Maximization of the rate of return consistent with objectives stated above
- And with the exercise of judgment, care, and due diligence.

INVESTMENT ALLOCATION

Target allocations are 20-25% immediate liquidity (Cash & Cash Equivalents, PTIF), 30% agency bonds, 45% corporate bonds. Actual holdings for the current period ended are:



Cash & Cash Equiv.	6.5%	1,104,377
PTIF	39.4%	6,713,754
Municipal Bonds	1.1%	195,076
Agency Bonds	13.8%	2,349,682
Corporate Bonds	39.2%	6,672,318
CD's	0.0%	-
Total Investment		17,035,207

ACTIVITY

\$550,000 transferred from bank to PTIF
 \$100,000 Trans-Canada Pipeline matured
 \$100,000 Santander matured

RETURNS



Market over Book Value:

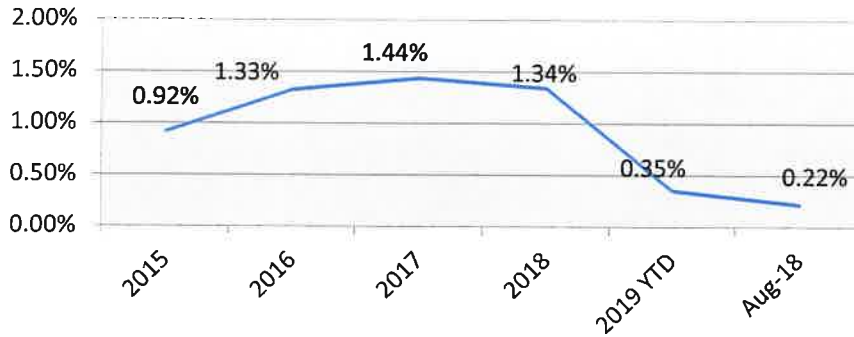
	Aug-18	FY '18	FY '17
Book Value	17,074,131	16,229,393	18,177,608
Market Value	17,035,207	16,391,001	18,211,911
Unrealized Gain/(Loss)	-0.2%	1.0%	0.2%

Since the global financial crisis, August has regularly proved difficult for financial markets. This summer was no exception. Investors had to digest the reintroduction of US sanctions against Iran, new tensions between Turkey and the US, a deterioration of trade talks between the US and China, and volatility in the Italian government bond market. Most equity markets and risk assets sold off, with the notable exception of the S&P 500, where extraordinarily strong macro data, and a general absence of any inflation concerns, once again pushed the index higher. Amid the geopolitical turmoil, the search for a safe haven helped push government bond prices up, with the 10-year US Treasury yield falling by 10 basis points (bps) to 2.86%. – JP Morgan

Investment Returns:

	Period Ending: 8/31/2018		
	Aug-18	FY '19 YTD	FY '18
Income	28,238	58,895	324,970
Unrealized Gain/(Loss)	8,745	(1,039)	(80,719)
Rate of Return	0.22%	0.35%	1.34%

	FY '17	FY '16	FY '15
Income	272,697	261,916	235,841
Unrealized Gain/(Loss)	(1,083)	(32,297)	(76,534)
Rate of Return	1.44%	1.33%	0.92%

Monthly Investment Performance Report
RETURNS (continued)
Rate of Return

PTIF

"The Utah Public Treasurers Investment Fund (PTIF), or the 'Pool,' invests to maintain safety of principal, liquidity and a competitive return on short term investments."

The current PTIF 360 day rate is 2.54817885

The allocation of PTIF funds as of 6/30/18 is:

- 87.57% Corporates
- 10.44% Commercial Paper
- 0.66% Money Market
- 0.64% CD's
- 0.69% Repos

MARKET OUTLOOK

The advance second quarter GDP data not only showed the economy growing solidly in the second quarter but also showed that income growth has been much stronger over the past few years, which means the expansion has much more fuel in the tank than previously thought. Real GDP grew at a stout 4.1 percent pace during the second quarter. Moreover, the underlying details were even stronger than that blowout number, with real final sales surging at a 5.1 percent annual rate, as inventories were drawn down sharply.

While we doubt we will see another 4 percent GDP number in coming quarters, the economy clearly has strong momentum going into the second half of the year. Part of the second quarter's strength came from efforts to produce and ship products ahead of retaliatory tariffs. The inventory drawdown pulled production forward and left inventories exceptionally lean throughout the supply chain. Rebuilding inventories should keep output humming at around a 3 percent pace for the next two quarters. We also have 3 percent growth penciled in for 2019, which appears far more likely given the large upward revisions to income growth and doubling of the saving rate.

Stronger economic growth will keep the Fed on its current course of gradually nudging the federal funds rate higher. We have quarter point hikes in September and December but currently have just two hikes in 2019. We do not see the yield curve inverting either this year or next year and envision the curve actually steepening modestly later this year. – Wells Fargo Advisors

AVERAGE ANNUAL RETURN

	Month	Fiscal YTD	FY '18	FY 3 Years	FY 5 Years
Total Investments	0.22%	0.35%	1.34%	3.81%	4.03%
S&P 500	3.03%	6.41%	12.52%	32.17%	69.75%
ACWI Index	0.70%	4.09%	8.28%	19.28%	41.82%
Dow Jones Industrial A	2.16%	6.82%	13.85%	37.96%	63.03%

LIQUIDITY OF INVESTMENTS

	0-3 Months	3-12 Months	1-3 Years	3-5 Years
Investment Types				
Cash & Cash Equiv.	1,104,377	-	-	-
PTIF	6,713,754	-	-	-
Municipal Bonds	-	-	195,076	-
Agency Bonds	195,159	-	1,026,565	1,127,959
Corporate Bonds	2,354,769	1,696,469	2,621,079	-
CD's	-	-	-	-
	10,368,059	1,696,469	3,842,720	1,127,959
Percent of Total	60.86%	9.96%	22.56%	6.62%



Funds Invested Separately
Current Market Value
August 31, 2018

Stock Name	Total Shares	Original Source	Investment Date	Current Market Price	Current Market Value
AT&T	1,976	Gift	-	\$ 31.94	\$ 63,113.44
Total Current Market Value					<u>\$ 63,113.44</u>

To the best of my knowledge, the investment activities of Snow College, comply in every respect with the State Money Management Act, the Rules of the State Money Management Council, and the policies of the State Board of Regents.

Jake Dettinger
VP of Finance and Administration



	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	
														Annual Accumulated Activity
Name/Description	Cusip	Maturity Date	Yield/Return	Book Value	Beg. FMV Fiscal Year	Interest Prem/Disc	Dividends	Capital Gain/(Loss)	Service Fees	Purchases	Net Deposit Transfers	Sales	Unrealized Gain/(Loss)	September 30, 2018 Ending FMV
1 General funds														
2	Zions Money Market		0.03%	105,793.45	105,719.74	83.71			(20.00)					105,793.45
3	PTIF		2.55%	7,344,365.76	4,952,530.88	41,834.85					2,350,000.03			7,344,365.76
4	PTIF		2.55%	332,400.33	330,258.24	2,142.09								332,400.33
5	Zions Gold International		0.06%	1,773,128.01	1,107,284.39	900.58					664,943.06			1,773,128.01
6	Zions UT St Treasurer's Public Inv Pool		1.29%	152,410.31	71,262.83	33,877.59			(2,454.51)	(200,275.60)		250,000.00		152,410.31
7	Bank Montreal	0626RU78	7/31/2018	1.80%	250,000.00	249,883.50		172.35				(250,000.00)		
8	Harley-Davidson Finl	41283LAG0	1/15/2019	2.25%	200,000.00	196,458.00				(18.65)			284.25	199,723.60
9	Utah St BRD of RGTS Revenue	9175AR2J9	8/1/2021	2.25%	200,000.00	195,188.00							(878.00)	194,308.00
10	FNMA	3138GAMP5	3/27/2020	1.75%	250,000.00	246,415.50							(220.25)	248,195.25
11	FHLMC	3134GBZE5	7/24/2020	1.85%	250,000.00	245,728.75							(404.75)	245,324.00
12	FHLMC	3134GBYQ9	4/27/2021	2.00%	150,000.00	148,713.20							(578.70)	148,134.50
13	FHLMC	3134GBNX8	5/28/2021	2.00%	250,000.00	245,241.00							(1,088.00)	244,153.00
14	FNMA	3138G3RK3	8/14/2021	1.80%	250,000.00	242,472.25							(798.00)	241,674.25
15	FHLMC	3134GBQ39	7/27/2021	2.00%	150,000.00	146,304.45							(661.05)	145,643.40
16	FHLMC	3134GBXU1	7/27/2022	2.25%	250,000.00	242,870.25							(1,428.75)	241,241.50
17	FHLMC	3134GBK92	10/12/2022	2.20%	150,000.00	145,111.95							(894.60)	144,217.35
18	FHLB	3130ACA38	8/15/2022	2.20%	250,000.00	241,900.25							(1,429.50)	240,470.75
19	FHLB	3130ACH64	10/26/2022	2.25%	200,000.00	195,064.60							(1,288.20)	193,778.40
20	Goldman Sachs Group Inc	3814BFAA7	10/23/2019	2.17%	250,000.00	252,312.50							(78.75)	252,233.75
21	Darmier Finance NA LLC	233851CQ5	1/6/2020	1.78%	240,000.00	241,091.76							50.88	241,142.64
22	Nissan Motor Acceptance	654740AU3	1/13/2020	1.74%	250,000.00	251,183.00							(304.00)	250,889.00
23	Wells Fargo & Company	94974BG99	1/30/2020	1.85%	250,000.00	251,651.25							(180.25)	251,471.00
24	Morgan Stanley	61748BEH5	2/14/2020	1.98%	250,000.00	250,758.00							(180.25)	250,589.75
25	National Australia Bank	63250DP3	5/22/2020	1.68%	250,000.00	250,609.75							514.75	251,124.50
26	Nordea Bank AB	65557CAW3	5/28/2020	0.00%	250,000.00	250,802.50							103.50	250,906.00
27	National Bank of Canada	63307AF21	8/12/2020	1.79%	225,000.00	226,213.20							(45.22)	226,167.98
28	Citibank NA	17325FAD0	8/12/2020	1.73%	250,000.00	250,726.50							718.25	251,447.75
29	HSBC Holding PLC	404280BV0	9/11/2021	2.98%	200,000.00					200,275.60			(21.20)	200,254.40
30	Zions Bank Business Interest				378,581.24	644,705.67	22,836.24			(480,980.87)		200,000.00		378,581.24
31	Trans-Canada Pipeline	89352HAF6	8/15/2018	8.50%	100,000.00	100,472.50		(472.50)				(100,000.00)		
32	Santander UK PLC	60283LAM5	8/23/2018	3.05%	100,000.00	100,080.00		(80.00)				(100,000.00)		
33	Commonwealth Bk Austr	20271RAL4	11/2/2018	1.50%	250,000.00	249,283.00								578.25
34	Bnp Paribas	05574LTX8	12/12/2018	2.40%	103,000.00	102,942.42								82.64
35	National Bank of Canada	63307A2C8	12/14/2018	2.10%	250,000.00	249,623.25								198.25
36	Morgan Stanley	61748BDM5	1/24/2019	2.50%	133,000.00	132,780.28								134.66
37	Morgan Stanley	61748BDX1	2/1/2019	2.45%	335,000.00	334,432.18								348.06
38	Oglethorpe Power Corp	677050AE8	3/15/2019	8.10%	100,000.00	102,208.30							(792.40)	101,415.90
39	John Deere Capital	24422ERR2	4/17/2019	2.25%	180,000.00	179,527.32								16.02
40	Fifth Third Bank	31877QBB4	4/25/2019	2.38%	200,000.00	199,211.20								440.80
41	Morgan Stanley	61747YCG8	5/13/2019	7.30%	100,000.00	103,651.80								(989.30)
42	Barclays Bank	06739FF85	5/22/2019	8.75%	100,000.00	103,229.80								(778.90)
43	Astrazeneca Plc	04635JAF5	9/18/2019	1.95%	200,000.00					198,096.00				110.40
44	Morgan Stanley	61747TCJ2	9/23/2019	5.63%	140,000.00					144,447.80				(965.02)
45	Toronto-Dominion Bank	89114QB11	10/24/2019	1.90%	150,000.00					148,416.87				46.83
46	FHLMC	3134GSFD2	3/14/2023	3.00%	500,000.00	497,908.00							(4,154.50)	493,751.50
47	HSBC USA INC	40428HPK2	9/24/2018	1.51%	900,000.00	901,595.80	7,314.26		(1,595.80)			(900,000.00)		
48	Goldman Sachs	38141EB73	11/15/2018	1.72%	850,000.00	853,174.27							(2,127.27)	851,047.00
49														
	Total Investments													
					16,569,589.91	108,989.30		(1,978.85)	(2,474.31)	(72.50)	3,014,943.09	(900,000.00)	(18,584.87)	16,584,870.11
50 Housing Bonds														
50	PTIF		2.55%	2,437.53	1,631.58	805.95								2,437.53
51	PTIF			(0.00)	(0.00)									(0.00)
52														
	Total Housing Bonds													
					1,631.58	805.95								2,437.53
53 Endowment Funds														
53	Fidelity - Cash & Equiv		0.00%	329,331.34	153,516.30		19,328.13		(11,624.12)	(50,020.00)		218,131.03		329,331.34
54	Equities		1.63%	2,441,308.12	2,789,671.19		6,119.68	11,227.54		50,020.00		(89,960.00)	22,528.39	2,789,606.80
55	Fixed Income		0.37%	2,248,834.88	2,203,846.13		12,328.10						(4,046.77)	2,212,127.48
55	ETP - Equities		3.65%	3,202,560.82	3,698,922.06			26,500.39				(126,171.03)	90,463.68	3,687,715.10
56	ETP - Fixed Income		-0.20%	987,264.61	968,132.50								(1,955.70)	968,176.80
57	Fidelity - Cash & Equiv (Foundation)		0.00%	5,879.56	5,534.85		528.77		(184.06)					5,879.56
58	Fidelity Real Estate Income FRIFX		1.81%	4,500.00	5,388.22			149.40					(83.58)	5,484.04
59	Artisan Mid Cap ARTMX		12.08%	6,500.00	6,428.29									9,213.18
60	Grandeur Peak Global Stalwarts Investor		-2.45%	9,000.00	10,481.15								(220.52)	10,260.63
61	Oakmark Fund I OAKMX		4.34%	11,000.00	11,246.55									476.90
62	American CenShr Dur Inf APOIX		0.00%	9,000.00	9,321.01									9,321.01
63	JPMorgan Strategic Income JSOSX		1.10%	13,525.00	14,983.71		109.43							38.97
64	Metropolitan West Total Return MWTDX		0.03%	13,525.00	14,073.99		100.18							(95.58)
65	First TR Exchange Traded FD IV NO Amer		0.98%	6,013.28	5,688.90									58.80
66	Ishares Inc MSCI Emerg Mkts EEMV		2.85%	4,415.80	4,827.20									118.80
67	Ishares Core S&P 500 ETF IVV		7.00%	9,840.95	9,556.75									688.80
68	Ishares Core S&P Small-Cap ETF IJR		5.54%	5,119.06	6,259.50									283.50
69	Ishares Trust MSCI EAFE Min EFAV		5.58%	5,388.80	12,805.20									300.60
70	M D U RES Group Inc		-11.58%	22,678.74	25,181.04								(2,625.22)	22,555.82
71	Wells Fargo CO New Com		-5.32%	27,085.00	27,720.00								(1,440.00)	26,280.00
72	CVB - CUCF		0.15%	12,849.80	12,095.18	10.92					543.52			12,849.80
73	Wasatch Funds Micro Cap		8.23%	30,000.00	81,013.54									87,683.16
74	AT&T		6.14%	38,946.96	63,449.36		988.00							2,904.72
75														
	Total Endowment													
					10,441,954.80	10,922	39,600.29	37,877.83	(11,809.18)		343.52		114,988.30	10,521,935.78
76 Total														
					28,532,956.09	109,918.17	39,600.29	38,900.45	(14,282.89)	(72.50)	3,015,486.61	(900,000.00)	88,384.	

Monthly Investment Performance Report

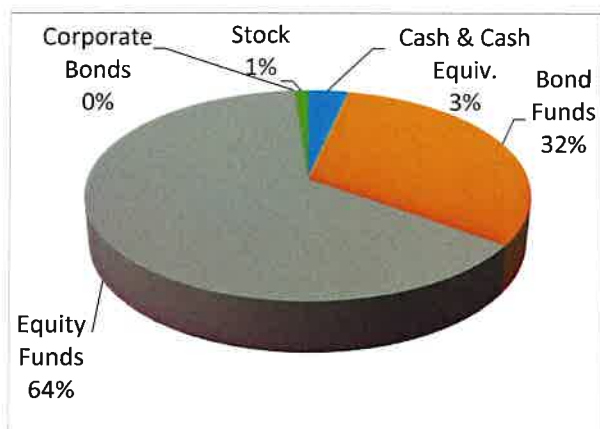
OVERVIEW

Snow College's Endowment Pool grows with support by Snow College friends and alumni. Distributions from the Endowment Pool play a significant role in funding scholarships for Snow College students and help the College achieve its core mission themes of: Tradition of Excellence, Culture of Innovation, and Atmosphere of Engagement.

The investment management of endowment assets requires balancing portfolio risks and expected returns to meet long-term objectives. The goal of the Endowment is to provide a steady stream of income to fund scholarships for Snow College students while preserving the purchasing power of the assets for the benefit of future generations.

INVESTMENT ALLOCATION

The asset allocation includes a diverse mix of investments with the following target allocation: 58% fixed income, 40% global marketable equities, and 2% cash and cash equivalents. Actual holdings for the current period ended are:

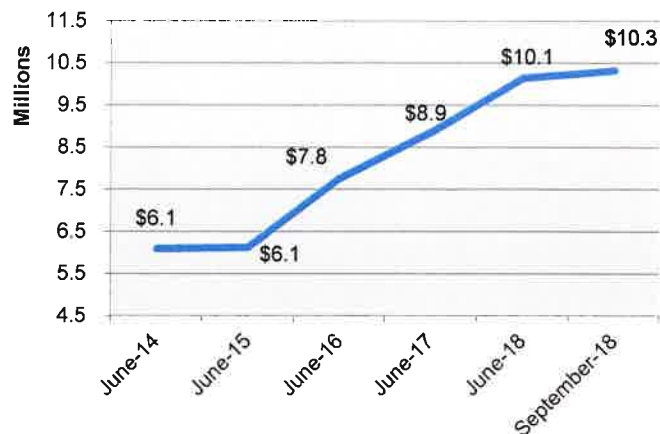


Cash & Cash Equiv.	3.4%	347,861
Bond Funds	31.6%	3,257,222
Equity Funds	64.0%	6,601,686
Corporate Bonds	0.0%	-
Stock	1.1%	115,190
Endowment		8,079,116
Quasi-Endowment		2,242,843
Total Endowment		10,321,959

ACTIVITY

No Activity

RETURNS



Market over Book Value:

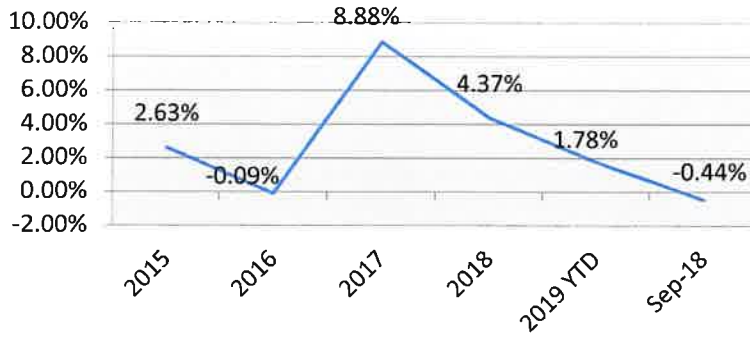
	Sep-18	FY '18	FY '17
<i>Book Value</i>	9,442,168	9,389,770	8,298,381
<i>Market Value</i>	10,321,959	10,141,955	8,851,032
<i>Unrealized Gain/(Loss)</i>	9.3%	8.0%	6.7%

September was mixed for U.S. equities as the flagship Dow Jones Industrials and S&P 500 indices finished in the green with gains of 1.9% and 0.4%. On the flip side the leading Nasdaq 100 and Composite indices underperformed with modest declines of 0.4% and 0.8%, while Russell's small cap R2000 and Microcap indices dropped 2.5% and 3.4% respectively. The negative returns did not tarnish the overall strong performance in Q3 which was led by the Dow Industrials and Nasdaq 100, +9% and +8.3%, and for the S&P 500 its best quarter in five years, +7.2%.
- Nasdaq.com

Endowment Returns: Period Ending: 9/30/2018

	Sep-18	FY '19 YTD	FY '18
<i>Income</i>	19,296	65,580	160,616
<i>Unrealized Gain/(Loss)</i>	(65,266)	114,868	226,595
<i>Rate of Return</i>	-0.44%	1.78%	4.37%

	FY '17	FY '16	FY '15
<i>Income</i>	173,383	151,988	233,696
<i>Unrealized Gain/(Loss)</i>	516,339	(157,488)	(72,388)
<i>Rate of Return</i>	8.86%	-0.09%	2.63%

Monthly Investment Performance Report
RETURNS (continued)
Rate of Return

MARKET OUTLOOK

The U.S. economy continues to maintain strong momentum headed into fall 2018. Nonfarm employment growth, consumer spending and capital goods orders suggest real GDP will grow at around a 3% pace during the third quarter, and we expect growth will remain close to that pace through 2019. Our forecast now extends through 2020, where we see growth moderating somewhat to 2.2%. The current expansion will become the longest on record if growth continues into the second half of 2019.

From a bottom up perspective the economy looks incredibly sound. Strong job growth, higher asset prices and a relatively high saving rate should continue to support consumer spending. Business fixed investment also looks set to grow solidly, with an emphasis on productivity enhancing investment. Inventories are relatively low and government spending looks set to improve modestly in coming quarters.

Forecasting economic growth this far into a business cycle is a bit perilous. Recessions are hard to see, even in real time, and even harder to predict several quarters into the future. Reforms enacted in the aftermath of the financial crisis and the generally slow start to the economic expansion have created a great deal of resiliency, and few of the obvious excesses that typically have preceded past recessions are present today.

We expect the Fed to continue nudging interest rates up a quarter point higher each quarter until the second half of 2019, when we believe the funds rate will be above its neutral rate. The yield curve is expected to remain positive, however, as long term rates rise modestly. – Wells Fargo Advisors

	AVERAGE ANNUAL RETURN				
	Month	Fiscal YTD	FY '18	FY 3 Years	FY 5 Years
Total Endowment	-0.44%	1.78%	4.37%	13.81%	31.79%
S&P 500	0.43%	6.87%	12.52%	32.17%	69.75%
ACWI Index	0.61%	4.72%	8.28%	19.28%	41.82%
Dow Jones Industrial A	1.90%	8.85%	13.85%	37.96%	63.03%

UNITS

To be added.

DONATIONS

	September # of Donations	Sep-18	FY '19 YTD	Total Balances
Restricted Donations				
<i>Endowment Donations</i>	7	16,875	17,608	10,321,959
<i>Scholarship Donations</i>	66	210,815	233,670	1,574,805
<i>Other Donations</i>	32	18,496	56,818	*
Unrestricted Donations				
<i>Donations to Foundation</i>	33	2,289	4,381	234,190
Total Restricted & Unrestricted	138	248,475	312,476	12,130,954

* These donations are donated to various fund budgets and are mingled and spent with other sources of those fund budgets

Total Donations			
<i>External Donations</i>	37	242,948	302,966
<i>Employee Donations</i>	101	5,527	9,510
Total Donations	138	248,475	312,476

IN-KIND DONATIONS

September Donations: \$13,220

FY '19 YTD: \$19,988

Monthly Investment Performance Report

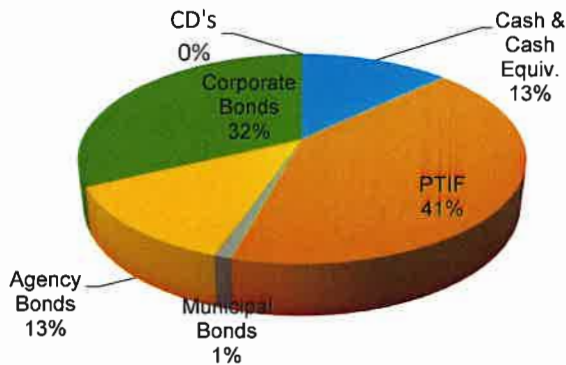
OVERVIEW

The College manages the Cash Management Pool according to the following objectives:

- Investments are made in accordance with the Utah State Money Management Act as well as other applicable laws, rules, policies, and regulations
- Protection and safety of principal
- Liquidity or availability of funds
- Maximization of the rate of return consistent with objectives stated above
- And with the exercise of judgment, care, and due diligence.

INVESTMENT ALLOCATION

Target allocations are 20-25% immediate liquidity (Cash & Cash Equivalents, PTIF), 30% agency bonds, 45% corporate bonds. Actual holdings for the current period ended are:



Cash & Cash Equiv.	13.0%	2,407,913
PTIF	41.3%	7,679,204
Municipal Bonds	1.0%	194,308
Agency Bonds	12.6%	2,336,389
Corporate Bonds	32.1%	5,969,594
CD's	0.0%	-
Total Investment		18,587,408

RETURNS



Market over Book Value:

	Sep-18	FY '18	FY '17
Book Value	18,443,117	16,229,393	18,177,608
Market Value	18,587,408	16,391,001	18,211,911
Unrealized Gain/(Loss)	0.8%	1.0%	0.2%

September was mixed for U.S. equities as the flagship Dow Jones Industrials and S&P 500 indices finished in the green with gains of 1.9% and 0.4%. On the flip side the leading Nasdaq 100 and Composite indices underperformed with modest declines of 0.4% and 0.8%, while Russell's small cap R2000 and Microcap indices dropped 2.5% and 3.4% respectively. The negative returns did not tarnish the overall strong performance in Q3 which was led by the Dow Industrials and Nasdaq 100, +9% and +8.3%, and for the S&P 500 its best quarter in five years, +7.2%.
- Nasdaq.com

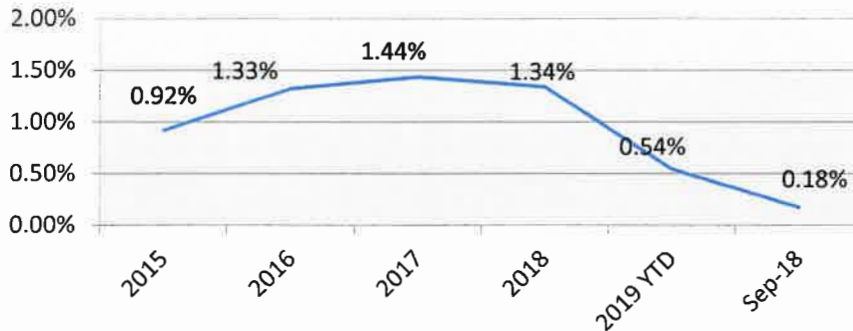
Investment Returns:

	Period Ending: 9/30/2018		
	Sep-18	FY '19 YTD	FY '18
Income	46,459	105,354	324,970
Unrealized Gain/(Loss)	(16,564)	(16,504)	(80,719)
Rate of Return	0.18%	0.54%	1.34%

ACTIVITY

\$900,000 HSBC USA INC matured

	FY '17	FY '16	FY '15
Income	272,697	261,916	235,841
Unrealized Gain/(Loss)	(1,083)	(32,297)	(76,534)
Rate of Return	1.44%	1.33%	0.92%

Monthly Investment Performance Report
RETURNS (continued)
Rate of Return

PTIF

"The Utah Public Treasurers Investment Fund (PTIF), or the 'Pool,' invests to maintain safety of principal, liquidity and a competitive return on short term investments."

The current PTIF 360 day rate is 2.56230570

The allocation of PTIF funds as of 6/30/18 is:

- 87.57% Corporates
- 10.44% Commercial Paper
- 0.66% Money Market
- 0.64% CD's
- 0.69% Repos

MARKET OUTLOOK

The U.S. economy continues to maintain strong momentum headed into fall 2018. Nonfarm employment growth, consumer spending and capital goods orders suggest real GDP will grow at around a 3% pace during the third quarter, and we expect growth will remain close to that pace through 2019. Our forecast now extends through 2020, where we see growth moderating somewhat to 2.2%. The current expansion will become the longest on record if growth continues into the second half of 2019.

From a bottom up perspective the economy looks incredibly sound. Strong job growth, higher asset prices and a relatively high saving rate should continue to support consumer spending. Business fixed investment also looks set to grow solidly, with an emphasis on productivity enhancing investment. Inventories are relatively low and government spending looks set to improve modestly in coming quarters.

Forecasting economic growth this far into a business cycle is a bit perilous. Recessions are hard to see, even in real time, and even harder to predict several quarters into the future. Reforms enacted in the aftermath of the financial crisis and the generally slow start to the economic expansion have created a great deal of resiliency, and few of the obvious excesses that typically have preceded past recessions are present today.

We expect the Fed to continue nudging interest rates up a quarter point higher each quarter until the second half of 2019, when we believe the funds rate will be above its neutral rate. The yield curve is expected to remain positive, however, as long term rates rise modestly. – Wells Fargo Advisors

AVERAGE ANNUAL RETURN

	Month	Fiscal YTD	FY '18	FY 3 Years	FY 5 Years
Total Investments	0.18%	0.54%	1.34%	3.81%	4.03%
S&P 500	0.43%	6.87%	12.52%	32.17%	69.75%
ACWI Index	0.61%	4.72%	8.28%	19.28%	41.82%
Dow Jones Industrial A	1.90%	8.85%	13.85%	37.96%	63.03%

LIQUIDITY OF INVESTMENTS

	0-3 Months	3-12 Months	1-3 Years	3-5 Years
Investment Types				
Cash & Cash Equiv.	2,407,913	-	-	-
PTIF	7,679,204	-	-	-
Municipal Bonds	-	-	194,308	-
Agency Bonds	193,778	-	1,022,929	1,119,681
Corporate Bonds	1,786,383	1,762,891	2,420,320	-
CD's	-	-	-	-
	12,067,278	1,762,891	3,637,557	1,119,681
Percent of Total	64.92%	9.48%	19.57%	6.02%



Funds Invested Separately
 Current Market Value
 September 30, 2018

<u>Stock Name</u>	<u>Total Shares</u>	<u>Original Source</u>	<u>Investment Date</u>	<u>Current Market Price</u>	<u>Current Market Value</u>
AT&T	1,976	Gift	-	\$ 33.58	\$ 66,354.08
Total Current Market Value					<u>\$ 66,354.08</u>

To the best of my knowledge, the investment activities of Snow College, comply in every respect with the State Money Management Act, the Rules of the State Money Management Council, and the policies of the State Board of Regents.

Jake Dettinger
 VP of Finance and Administration

2018 Audit Plan and Risk Assessment – Version 5

Overview

This is the final 2018 calendar year audit plan and the risk assessment methodology that was used to determine the plan. The risk assessment and audit plan will be reviewed and approved by the audit committee on an annual basis. Progress reports will be reviewed during each audit committee meeting. As outlined in the Memorandum of Understanding (MOU) at the time of hire, one of the major duties and responsibilities of the Internal Audit Director is to “Develop an annual audit work plan and priorities for audit.”

Snow College internal audit charter states: The Institute of Internal Auditors “International Standards for the Professional Practice of Internal Auditing (Standards) shall constitute the operating procedures for the department”. The Standards, section 2010 – Planning states: “The chief audit executive must establish a risk-based plan to determine the priorities of the internal audit activity, consistent with the organization’s goals. The chief audit executive must review and adjust the plan, as necessary, in response to changes in the organization’s business, risks, operations, programs, systems, and controls.

The audit schedule will be updated at the completion of the annual risk assessment which is currently in progress. Following is a description of the risk assessment methodology:

Risk Assessment Methodology

The risk assessment process is as follows:

- 1) Identify the “audit universe” - The audit universe is a logical listing of all auditable entities at the college.
- 2) Information gathering – Obtain quantifiable and measurable information about each of the entities in the audit universe. Information included in the risk assessment includes the following:
 - a. 2018 Expense budget amount
 - b. Cash Balance amount as of June 30, 2017
 - c. Total Expenses and Revenues for FY 2017
 - d. Number and purchase price of fixed assets
 - e. Total number of funds
 - f. Number, credit limit, and single purchase limits for purchasing cards
 - g. Cash handling
 - h. Administration weighting
 - i. Audit committee weighting
- 3) Risk Assessment surveys – Simple internal control questionnaires were sent to each budget holder identified in the audit universe. Questionnaires are designed to remind each budget holder of policy and to obtain additional risk assessment information.
- 4) Risk Scoring – Risks are weighted and scored based on the likelihood and impact of the risks.

Updated 2018 Calendar Year Audit Schedule

As per the IIA standard 2020: “The chief audit executive must communicate the internal audit activity’s plans and resource requirements, including significant interim changes, to senior management and the board for review and approval. The chief audit executive must also communicate the impact of resource limitations.” The following is the audit schedule for calendar year 2018 based on required audits and risk assessment results:

#	Audit Reference#	Audit Activity Type	Audit Title / Description	Entity	Start Date	Status / Projected Completion Date
1	2017-A08	Performance / Compliance	Scholarship Office Audit – Continued from 2017 Schedule	Scholarship Office	October 15, 2017	Completed
2	2018-A01	Compliance	Campus-wide review of travel and travel related purchasing card expenses	VP Finance and Administrative Services - Campus-wide	November 1, 2017	Completed
3	2018-C01	Consulting	Banner Cash Balance Project	VP Finance and Administrative Services	February 13, 2018	Completed
4	2018-R01	Risk Assessment	Annual Risk Assessment to determine risk based audits	Campus-wide	February 12, 2018	Completed
5	2018-A02	Required / Compliance	USHE required - Presidential Travel Audit – R212	Office of the President	March 21, 2018	Completed
6	2018-A03	Financial / Controls	Cash counts and compliance audit campus-wide	VP Finance and Administrative Services – Campus-Wide	October 25, 2018	In Progress
7	2018-A04	Required / Compliance	USHE required - Investments Audit - R541	VP Finance and Administrative Services	March 23, 2018	Completed
8	2018-A05	Required / Compliance	USHE required – Discretionary Funds, report certification R548	VP Finance and Administrative Services	TBD	TBD
9	2018-A06	Risk based audit	Performance and compliance audit of the Great Basin Center	Business Department (Outdoor Leadership and Entrepreneurship)	May 1, 2018	Completed
10	2018-A07	Performance / Compliance	Performance and compliance audit of the Human Resources Department	Human Resources	July 20, 2018	Completed

#	Audit Reference#	Audit Activity Type	Audit Title / Description	Entity	Start Date	Status / Projected Completion Date
11	2018-A08	Risk based audit	Compliance and financial audit of Music Department	Music Department	TBD	Postponed January 2019
12	2018-A11	Required / Compliance	Residence Life – compliance and performance audit of student housing	Required auxiliary enterprise to be audited at least once every five years.	TBD	Postponed May 2019
13	2018-F01	Follow-up	Follow-up and report on status of implementations of findings and recommendations from prior audits	Admissions, Scholarship, Athletics, Travel & P-Card	10/31/2018	In Progress

External Audits

The following audits are performed by the State of Utah on an annual basis. Internal Audit is not responsible to conduct these audits, but may be asked to provide information or assistance:

- Annual Financial Audit
- Annual Financial Aid (Single Audit)
- Audit of general IT controls


The State Auditor’s Office also completed an Information Systems audit which is not a regularly scheduled audit. In addition a performance audit of inventory and security controls was completed by the State legislative auditors.

Enrollment



SNOW COLLEGE
TUITION IS ONLY
\$1663
PER SEMESTER

1/2
THE AVERAGE COST OF
UNIVERSITIES
IN UTAH

	Fall 2016	Fall 2017	Fall 2018	PY Diff
Ephraim	4,772	5,049	4,667	-2%
Richfield	962	1,011	1,049	4%
	Fall 2016	Fall 2017	Fall 2018	PY Diff
Ephraim	3,435	3,446	3,362	-2%
<i>High School Students</i>	1,337	1,603	1,305	0% 
Richfield	526	560	598	7%
<i>High School Students</i>	436	451	451	0%



SNOW COLLEGE

Board of Trustees 2019 Proposed Meeting Dates

Wednesday, January 23, 2019
Regular meeting in Ephraim

Monday, March 4, 2019
Higher Ed Day on the Hill
Regular meeting in Salt Lake
Review tuition and fees and other after-session work

Friday, May 3, 2019
Commencement Ceremony in Richfield

Saturday, May 4, 2019
Commencement Ceremony in Ephraim

Friday, May 17, 2019
State Board of Regents Meeting on Campus
Regular meeting in Ephraim

Friday, June 28, 2019
Regular meeting in Ephraim
Review budget for FY19

Thursday, August 1, 2019
Training with State Board of Regents in Cedar City

Friday, September 20, 2019
Regular meeting in Richfield

Friday, November 22, 2019
Regular meeting in Ephraim

Snow College Institutional Metrics

Completion: Increase completion rates with an emphasis on two areas: 1) those who typically fall into the achievement gap; and 2) graduation with intended degree or certificate.

Definition: Snow College includes both graduation rates and transfer rates in its completion numbers. Graduates include those who complete the full degree requirements within 150% of time; transfers include those who transfer to another 2-year or 4-year institution within a 150% but do not graduate from Snow College. 150% of time is calculated at 6 years because of the bachelor's degrees. Many of those who do not transfer or graduate are impacted by traditional barriers: race, low income, first generation

Benchmark: The benchmark for this measure is the cumulative number of graduates and transfer students over the last five years and includes disaggregated numbers for traditional barriers.

Current Baseline:

All Students	Cohort	Completers	% Completers	Transfers	% Transfers	Total Success	% Success
Cohort 2005	1227	474	39%	419	34%	893	73%
Cohort 2006	1108	430	39%	260	23%	690	62%
Cohort 2007	1044	495	47%	299	29%	794	76%
Cohort 2008	1107	435	39%	444	40%	879	79%
Cohort 2009	1049	380	36%	435	41%	815	78%
Cohort 2010	1335	624	47%	448	34%	1072	80%
Cohort 2011	1442						
Cohort 2012	1481						
Cohort 2013	1396						
Cohort 2014	1507						
Cohort 2015	1477						
Cohort 2016	1468						
Cohort 2017	1490						
Cohort 2018	1424						

Minority Students	Cohort	Completers	% Completers	Transfers	% Transfers	Total Success	% Success
Cohort 2005	108	11	10%	12	11%	23	21%
Cohort 2006	129	11	9%	25	19%	36	28%
Cohort 2007	139	51	37%	31	22%	82	59%
Cohort 2008	164	49	30%	53	32%	102	62%
Cohort 2009	185	41	22%	74	40%	115	62%
Cohort 2010	183	56	31%	57	31%	113	62%
Cohort 2011	230	68	30%				
Cohort 2012	203	49	24%				
Cohort 2013	229	53	23%				
Cohort 2014	279	67	24%				
Cohort 2015	242	55	23%				
Cohort 2016	257						
Cohort 2017	270						
Cohort 2018	273						

With the two Bachelor's degrees, IPEDS considers Snow College a 4-year institution. As a result, graduation and transfer rates are on a 6 year (150%) to time reporting cycle. Graduation rates for cohorts 2011 to present are only preliminary estimates.

Pell Eligible Students	Cohort	Completers	% Completers	Transfers	% Transfers	Total Success	% Success
Cohort 2005	190	55	29%		0%	55	29%
Cohort 2006	160	50	31%		0%	50	31%
Cohort 2007	155	51	33%		0%	51	33%
Cohort 2008	299	158	53%		0%	158	53%
Cohort 2009	378	170	45%		0%	170	45%
Cohort 2010	547	240	44%		0%	240	44%
Cohort 2011	585	243	42%				
Cohort 2012	615	208	34%				
Cohort 2013	568	244	43%				
Cohort 2014	575	221	38%				
Cohort 2015	550	243	44%				
Cohort 2016							
Cohort 2017							
Cohort 2018							

With the two Bachelor's degrees, IPEDS considers Snow College a 4-year institution. As a result, graduation and transfer rates are on a 6 year (150%) to time reporting cycle. Graduation rates for cohorts 2011 to present are only preliminary estimates.

Goal: Over next five years, increase completer numbers rate by 5%; increase success rates in achievement gap areas by 5%.

Data Report: IR, IPEDs USHE reports

Access and Participation: Increase number of six-county students enrolling in Snow College post-secondary programs.

Definition: The number of students in each of the six-county area who enroll in Snow College post-secondary education programs within five years of graduation.

Benchmark: The benchmark for this measure is the average of the cumulative number of students from six-county service area entering post-secondary programs over the last five years.

Current Baseline:

	Juab	PY % Growth	Millard	PY % Growth	Piute	PY % Growth	Sanpete								
								0%	326	-2%	13	1,192	-1%	3,635	33%

Goals: Increase the number (total headcount) of students from six-county areas enrolling in post-secondary programs by 1% each year.

Data Report: IR

Affordability and Access: Leverage affordability as a tool for access.

Definition: Published tuition and fees rates; scholarship support dollars; FAFSA applications; Department of Workforce Services median household income.

Benchmark: Net tuition and fee rates over the past five years figured as percentage of annual household state income. Number of students applying for financial aid. Number of students receiving institutional and financial aid.

Current Baseline:

	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

	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.

larship (institutional, departmental, and private)

Institutional Aid	Private Scholarships	% of Institutional Aid

Goals: Increase FAFSA applications by 10% over five years; Increase number of participants in the endowment/scholarship giving campaigns by 25%; Keep net tuition cost average at 3-6% of annual median household income.

Data Point: IR and USHE

Workforce: Increase workforce ready graduates by 5%.

Definition: Number of students who complete certificates and/or graduate.

Benchmark: Numbers of students who completed workforce ready certificates and degrees in the following degree areas: BMCM, Software Engineering, Auto and Diesel, Machine Tools, Manufacturing Technology, Composites, Welding, CIS, Nursing, Business, Cosmetology, Music.

Current Baseline:

Degrees Awarded	Certificates	AAS Degrees	Specialized AS Degrees			
2	59	61	10		130	608
FY 2013	53	48	7		108	716
FY 2014	41	27	35	7	110	826
FY 2015	58	31	38	8	135	961
FY 2016	79	29	33	28	169	1130
FY 2017	78	31	54	17	180	1310
FY 2018	125	20	56	20	221	1531
FY 2019						
FY 2020						

Specialized AS degrees represent Associate of science degrees specific to Nursing (ASN), Business (ASB), and Engineering (APE).
 Specialized BA or BS degrees represent the Bachelor of Music with emphasis in Commercial Music and Software Engineering.
 The specialized Bachelor's degrees were approved by the Utah State Board of Regents in 2012 (Music) and 2017 (Software Engineering).

Goal: Increase workforce ready graduates by 5%.

Data Point: IR

Completion: Increase percentage of students who show evidence of meeting institutional learning outcomes by creating an innovative educational environment that produces graduates who are critical thinkers, effective communicators, and successful problem solvers.

Definition: Number of students who participate in a high impact practice as defined by the institution using AAC&U definitions; assessment results of institutional outcomes.

Benchmark: This metric will be tracked annually for each learning outcome, for internal and national satisfaction surveys, and for HIP (high impact practice) participation.

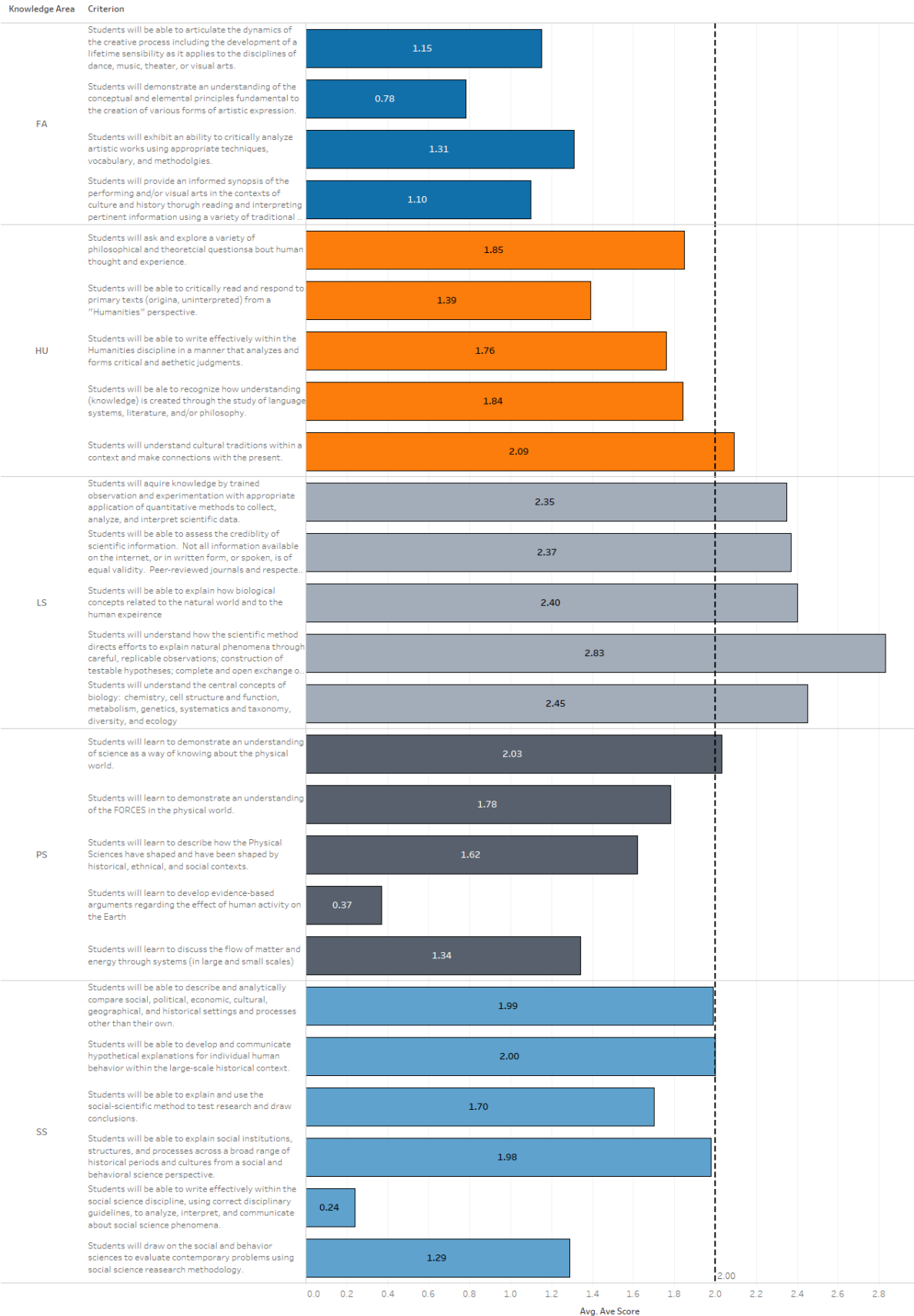
Current Baseline:

CCSSE Benchmarks	Active and Collaborative Learning										

MSC	Communication			Critical Thinking					
	# of Artifacts	# with scores => 2	% with scores =>2	# of Artifacts	# with scores => 2	% with scores =>2	# of Artifacts	# with scores => 2	% with scores =>2
FY 2015	79	49	62%	NA	NA	NA	86	67	78%
FY 2016	75	47	63%	75	35	47%	75	55	73%
FY 2017	106	68	64%	65	32	49%	39	27	69%

The Multi-State Collaborative sponsored by AAC&U and SHEEO allowed for Snow College artifacts in key learning areas be scored by objectively on a 1 to 4 (4= mastery) rubrics respective to each learning outcome.

A sense of vocation/career	2.85	2.97	2.87	2.73	3.08	3.01	3.04	0.22	0.05	0.17
Artistic knowledge and engagement	2.97	2.92	2.91	2.89	3.28	3.22	3.24	0.31	0.30	0.34
Careful Reading	3.20	3.24	3.10	2.96	3.39	3.25	3.41	0.19	0.01	0.31
Creative Thinking	3.41	3.44	3.44	3.26	3.49	3.38	3.34	0.09	-0.06	-0.10
Critical Thinking	3.37	3.47	3.41	3.29	3.67	3.68	3.72	0.30	0.21	0.30
Effective Speaking	2.95	3.01	2.90	2.78	3.15	3.20	3.14	0.20	0.19	0.23
Effective Writing	3.25	3.29	3.16	3.07	3.24	3.25	3.39	-0.01	-0.04	0.23
Ethical reasoning and action	2.88	2.81	2.80	2.66	2.92	2.91	2.96	0.04	0.10	0.16
Global knowledge and engagement	2.34	2.52	2.45	2.33	2.44	2.45	2.43	0.09	-0.08	-0.01
Information literacy and research skills	3.01	3.11	2.99	2.95	3.34	3.39	3.38	0.33	0.28	0.38
Integrative Thinking	2.78	2.93	2.79	3.19	3.47	3.36	3.41	0.69	0.43	0.62
Intellectual curiosity and initiative	3.00	3.10	3.04	2.72	3.26	3.17	3.12	0.26	0.07	0.08
Intercultural knowledge and competence	2.39	2.51	2.46	2.36	2.69	2.65	2.67	0.30	0.14	0.22
Local knowledge and engagement	2.53	2.66	2.57	2.55	2.52	2.55	2.66	-0.01	-0.11	0.09
Problem-Solving	3.48	3.53	3.52	3.33	3.59	3.61	3.60	0.11	0.07	0.08
Teamwork	3.18	3.41	3.44	3.19	3.19	3.24	3.19	0.01	-0.17	-0.24
The ability to apply knowledge to new situations/problems	3.28	3.36	3.29	2.66	3.02	2.93	3.03	-0.26	-0.44	-0.26
The scientific method in problem-solving	2.75	2.76	2.67	2.70	2.83	2.49	3.01	0.08	-0.27	0.34
Understanding and using quantitative information	2.90	2.85	2.86	2.70	3.40	3.36	3.32	0.50	0.51	0.46



Goal: Ensure HIP experience in first 30 hours for every student; 70% of students will achieve a satisfactory score in assessment results for each institutional outcome; 70% of students will report

Data Point: IR; survey questions

5,514

Fall 2018 Total Unduplicated Headcount

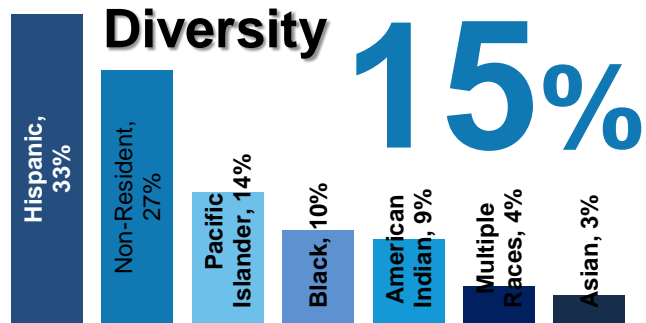
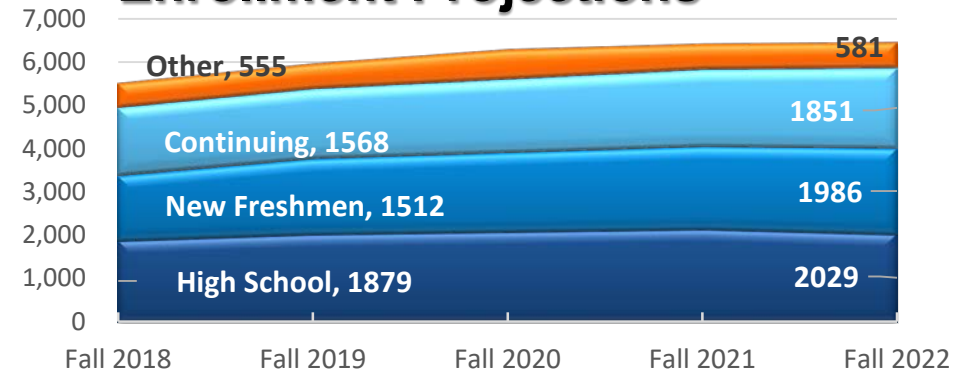


Fall 2017 Headcount was 5,563

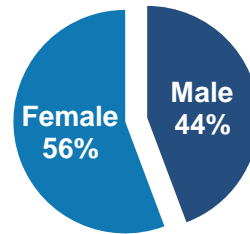
Snow College Snapshot

A quick look at the fall 2018 student body

Enrollment Projections



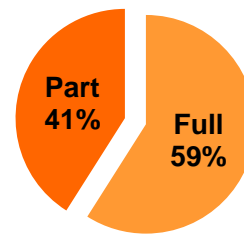
Gender



56%

Students who complete 15 or credits in a year

Full v Part

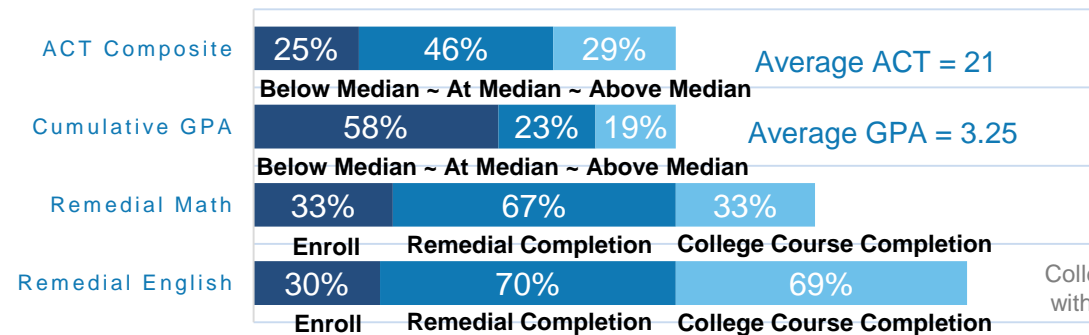


First Generation

A first generation college student is a student whose parents or legal guardian(s) have not completed a two or four-year degree.

34%

Academics



Student to Faculty Ratio

18:1



79%

Freshman Fall-Spring Persistence



52%

Freshman Fall-Fall Persistence



47%

Cohort Graduation Rate at 150%



34%

Cohort Transfer Rate at 150%

Snow College Student Profile

This is demographic information on Snow College's fall 2018 student body. The information can be filtered by gender by using the drop down menu to the right. The information is based on the fall 3rd week report submitted to the Utah State Board of Regents by October 1, 2018.

Total Students	Gender	Gender	Ethnicity	Full v Part-Time
5,514	Female 3,072 Male 2,442	All	All	All

Full-Part	Residency	Age	Counties																																																													
		<table border="1"> <thead> <tr> <th></th> <th>% of Tot..</th> <th>Number..</th> <th>AVE Age</th> </tr> </thead> <tbody> <tr><td>18 Years or young..</td><td>49%</td><td>2,699</td><td>17</td></tr> <tr><td>19 to 20 years</td><td>26%</td><td>1,418</td><td>19</td></tr> <tr><td>20 to 24 years</td><td>18%</td><td>997</td><td>22</td></tr> <tr><td>25 to 30 years</td><td>3%</td><td>181</td><td>27</td></tr> <tr><td>31 to 40 years</td><td>2%</td><td>119</td><td>35</td></tr> <tr><td>41 to 50 years</td><td>1%</td><td>64</td><td>44</td></tr> <tr><td>51 to 60 years</td><td>0%</td><td>18</td><td>56</td></tr> <tr><td>61 years and older</td><td>0%</td><td>18</td><td>67</td></tr> <tr><td>Grand Total</td><td>100%</td><td>5,514</td><td>20</td></tr> </tbody> </table>		% of Tot..	Number..	AVE Age	18 Years or young..	49%	2,699	17	19 to 20 years	26%	1,418	19	20 to 24 years	18%	997	22	25 to 30 years	3%	181	27	31 to 40 years	2%	119	35	41 to 50 years	1%	64	44	51 to 60 years	0%	18	56	61 years and older	0%	18	67	Grand Total	100%	5,514	20	<table border="1"> <thead> <tr> <th></th> <th>% of Records</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>Other Areas in Utah</td><td>18%</td><td>973</td></tr> <tr><td>Out of State, In US</td><td>3%</td><td>151</td></tr> <tr><td>Out of US</td><td>6%</td><td>304</td></tr> <tr><td>Six-County Service Area</td><td>42%</td><td>2,311</td></tr> <tr><td>Wasatch Front Counties</td><td>32%</td><td>1,775</td></tr> <tr><td>Grand Total</td><td>100%</td><td>5,514</td></tr> </tbody> </table>		% of Records	Count	Other Areas in Utah	18%	973	Out of State, In US	3%	151	Out of US	6%	304	Six-County Service Area	42%	2,311	Wasatch Front Counties	32%	1,775	Grand Total	100%	5,514
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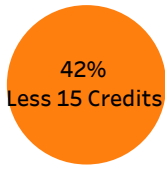
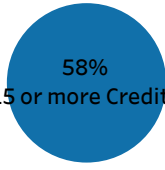
Entry Action or Student Type	Level	Foreign Countries																																																																																				
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Ethnicity

The Ethnicity Unknown category is significantly larger this term due to changes in race/ethnicity reporting for Snow College and state-wide concurrent enrollment applications.

Snow College Student Profile

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15 to Finish	HSGPA		Cumulative GPA			
 		% of Total Count..	Ave		% of Total	AVE
	1.2 to 1.5 (D+)	0%	1.44	.9 to 1.1 (D)	0%	1.03
1.6 to 1.8 (C-)	1%	1.75	1.2 to 1.5 (D+)	1%	1.43	
1.9 to 2.1 (C)	2%	2.02	1.6 to 1.8 (C-)	1%	1.76	
2.2 to 2.5 (C+)	6%	2.38	1.9 to 2.1 (C)	3%	2.04	
2.6 to 2.8 (B-)	8%	2.71	2.2 to 2.5 (C+)	9%	2.41	
2.9 to 3.1 (B)	12%	3.02	2.6 to 2.8 (B-)	11%	2.75	
3.2 to 3.5 (B+)	24%	3.36	2.9 to 3.1 (B)	16%	3.04	
3.6 to 3.8 (A-)	24%	3.71	3.2 to 3.5 (B+)	25%	3.39	
3.9 to 4.0 (A)	21%	3.95	3.6 to 3.8 (A-)	19%	3.74	
Grand Total	100%	3.37	Grand Total	100%	3.25	

ACT Composite			ACT Math			ACT English			ACT Reading		
	% of Total	AVE CO		% of Total	AVE MA		% of Total	AVE ENG		% of Total	AVE SO
6 to 11	0%	11	6 to 11	0%	11	6 to 11	6%	10	10 or less	1%	9
12 to 17	24%	15	12 to 17	32%	16	12 to 17	27%	15	11 to 15	10%	14
18 to 23	47%	20	18 to 23	37%	20	18 to 23	40%	21	16 to 20	34%	18
24 to 29	27%	26	24 to 29	28%	26	24 to 29	22%	26	21 to 25	43%	23
30 or higher	2%	31	30 and higher	2%	31	30 to 36	6%	32	26 to 30	10%	27
Grand Total	100%	21	Grand Total	100%	21	Grand Total	100%	20	Grand Total	100%	21

ACT Science			PELL Grants			HIGHLIGHTS:
	% of Total	AVE SCI				
10 or less	1%	9	No Pell	75%	\$0	
11 to 15	15%	14				
16 to 20	29%	18	Pell Awarded	25%	\$2,455	
21 to 25	32%	23				
26 to 30	16%	28	Grand Total	100%	\$2,448	
31 or higher	7%	32				
Grand Total	100%	21				

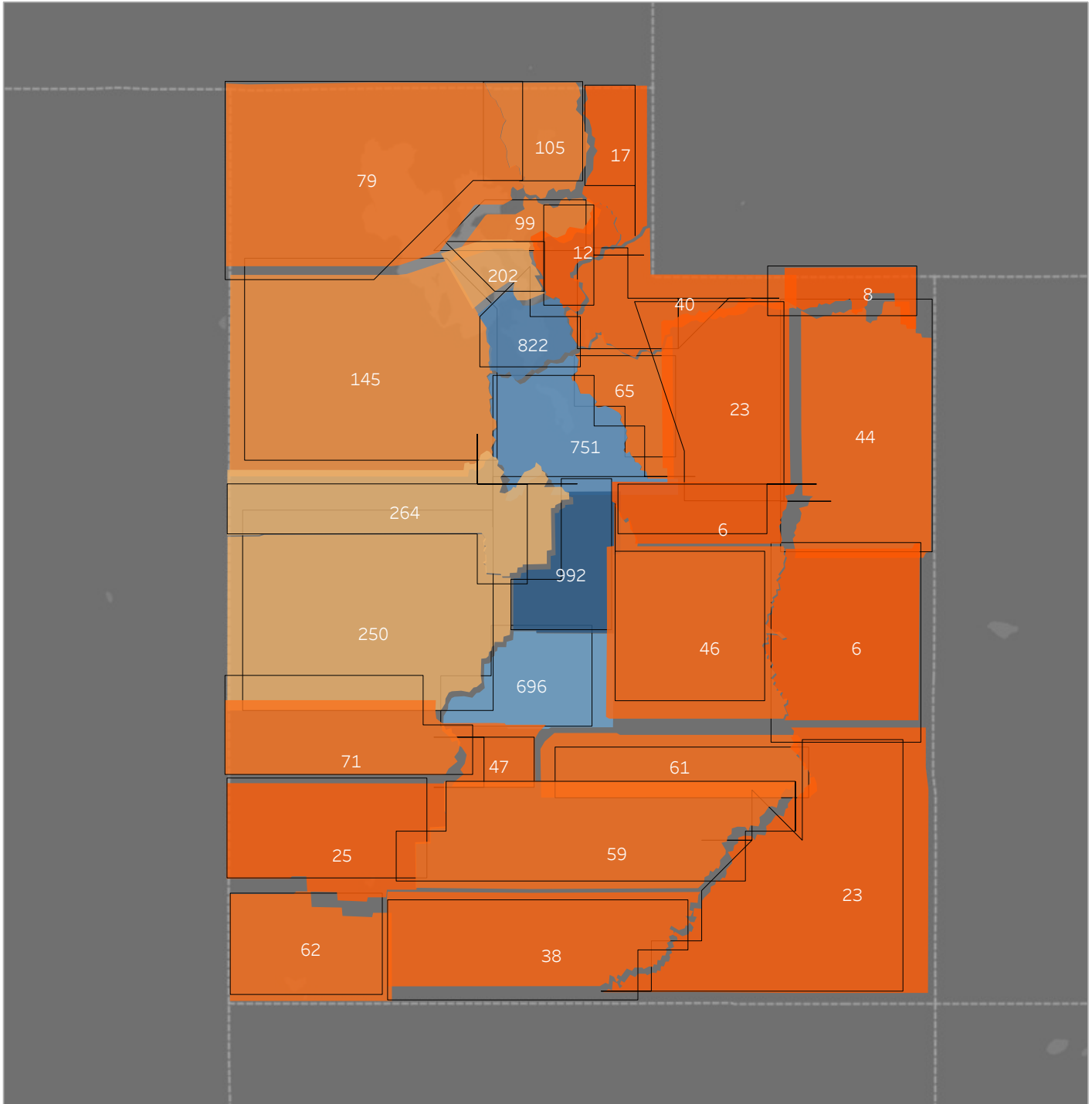
- * Accredited by NWCCU
- * Aspen Prize Top 10 School--7 years running
- * TheBestSchools.org 8th best college
- * Top 5% of Best College by NICHE
- * Ranked #2 in the nation by RankMyProfessor
- * 81% of students either graduate and/or transfer
- * 80.8% of graduates are employed

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.

~ Tradition of Excellence ~ Culture of Innovation ~ Atmosphere of Engagement ~

Snow College Student Profile

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ABOUT THIS TEMPLATE

Know about organizational charts and create customized org charts using this template.

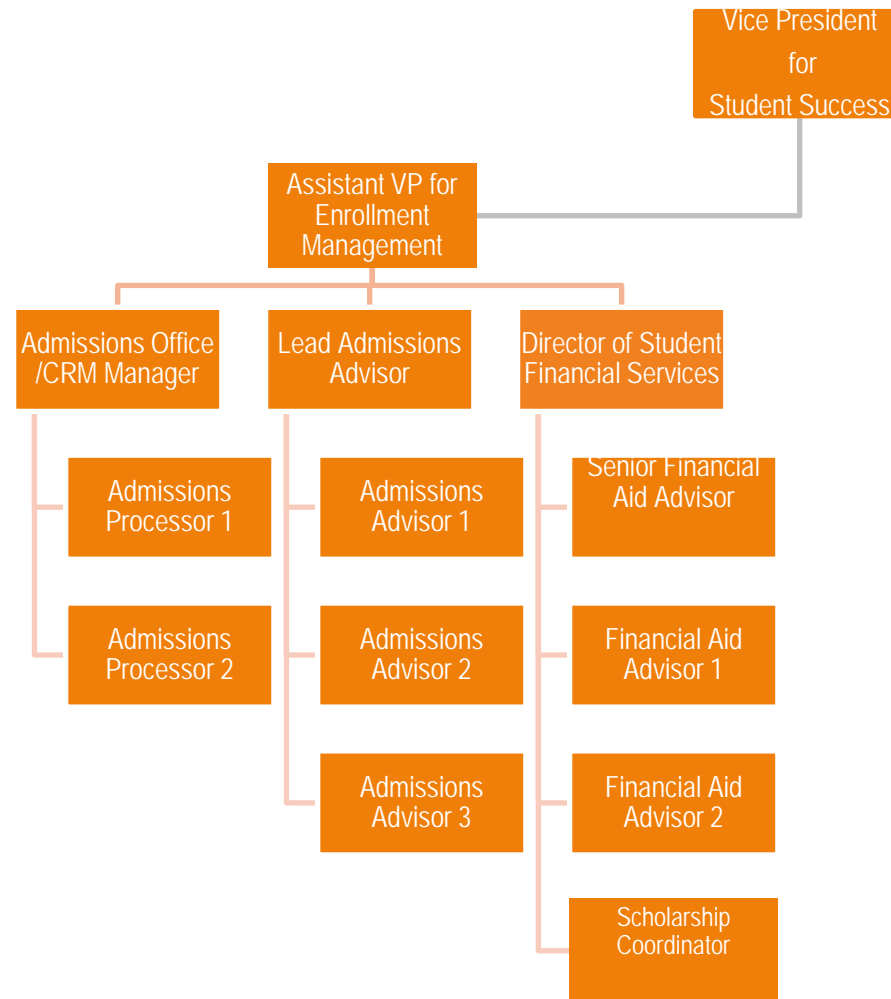
The Contents worksheet contains information about SmartArt Basic, SmartArt Photos, Layered 5 level, and Sub-layered 5 level org charts.

Select an org chart to customize the sample that opens in another worksheet.

Note:

Additional instructions have been provided in column A in CONTENTS, SMARTART BASIC, SMARTART PHOTOS, LAYERED 5 LEVEL, and SUB-LAYERED 5 LEVEL worksheets. This text has been intentionally hidden. To remove text, select column A, then select DELETE. To unhide text, select column A, and then change font color.

Enrollment Management Re-organization



Strategic Enrollment Management Plan 2018



**SNOW
COLLEGE**

Snow College SEM Executive Summary

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.

To meet the challenges of the evolving higher education landscape we will focus on retaining and growing our traditional student base; increase our online, hybrid, and other distance education opportunities to both traditional and non-traditional students; expand and develop a broader variety of scheduling options, including a revised summer school schedule, additional block course offerings, and evening course offerings; (4) increase 2 and 4 year partnerships and continuing to develop stackable credentials.

While specific strategies and tactics will be determined to address the four growth opportunities listed above, six distinct strategic Themes and Goals will direct the work of SEM at Snow College. They are:

1. Establish clear and measurable goals for the number and student types needed for institutional stability.
2. Promote institutional success by enabling effective strategic and financial planning.
3. Promote students' academic success by improving access, transition, persistence/retention, and graduation.
4. Create a data-rich and information-rich environment to inform decisions and evaluate strategies.
5. Strengthen communication and marketing with internal and external stakeholders.
6. Increase collaboration among departments across the College to support recruitment and retention.

Each and every employee of Snow College will have a role in the success of the SEM plan. Employees, offices, departments, and divisions will be tasked with data gathering and utilization and insuring that each and every student has the best opportunity for success. Ultimately, this college-wide focus on data-driven strategies for growth and retention will be a culture change for our institution. We will respect and honor the past that has made Snow College the extraordinary place it is, but we will evolve to become a more competitive option for students within the state of Utah, out-of-state students, and international student populations.

Snow College Strategic Enrollment Management Plan

Snow College is facing two significant challenges that directly impact the well-being of the College: 1) the number of first-year entering students on our Ephraim and Richfield campuses has stagnated with no appreciable growth in three years, and 2) we are experiencing difficulty retaining students for two years of full-time study. One of the hallmarks of Snow College has been our growing student population and the high number of students who persist and receive a value-added education they cannot get anywhere else in the state. This is a reputation that is well deserved as our sister state institutions have sought quality students transferring to their institutions from Snow College. Employers trust the Snow brand and the quality graduates they hire. This well-earned reputation is at risk if we do not reverse recent trends in both recruitment and retention.

There are several factors impacting enrollment trends nationwide and at Snow. While most other institutions in the Utah System of Higher Education (USHE) have seen significant increases in students, the only real growth Snow College has seen in the past several years is in Concurrent Enrollment, which does not increase our campus populations and does not contribute financially to the operation of the College. In 2010, the average Snow College student stayed 1.8 years at the College. By 2015, the average student only spent 1.2 years at the College before transferring or leaving the College to go to work. Data analysis is showing that the average stay of the 2016 and 2017 cohorts of students is declining even further, indicating that students may be spending less than a year at Snow College.¹ These two trends not only point to Snow College having an impact on fewer students than anticipated, it also means we are bringing in less revenue to support our existing programs and severely limiting our abilities to grow programs.

Additionally, enrollment data nationally indicates the traditional college-age student market is in decline. The Western Interstate Commission for Higher Education (WICHE)'s, Knocking on the College Door 2016 report notes a significant national decline in the number of high school graduates that started 2010/11, which will continue for several years—even decades. This is in sharp contrast to sustained growth experienced from 1990-2010 when colleges and universities were assured an ever-increasing supply of potential students.² In contrast, the same study reports that Utah's high school graduation rate from public and private schools is projected to significantly increase over the next fifteen years. That means surrounding states will be seeking tuition paying students out of state (specifically from Utah since it is one of the few states with a projected increase), which will put pressure on our ability to recruit students. We will no longer be competing largely against USHE institutions; rather all USHE institutions will be competing with out of state institutions as well.

¹ Beckie Hermansen, "Average Length of Stay by Year and Semester at Snow College," May 2018.

² Bransberger, Peace., Michelau, Demaree, K. (2016). Knocking on the College Door (9 th eds). <https://knocking.wiche.edu/>

Furthermore, the length of time students spend at a single college is also changing. Students used to spend two years at colleges like ours and then transfer to a four-year institution to finish. Nationally, a third of all college students at four-year institutions will transfer to another four-year institution.³ In the state of Utah, USHE reports that four-year graduates have typically earned credits from three or four different state institutions, and transfer from one institution to another at a rate that is double that of the national average.⁴ Like students nationally, Utah students transfer because of shifting preferences in academic programs, living preferences, affordability, and proximity to home.⁵

In short, these data trends are alarming. This SEM work makes it clear that we are not doing what it takes to recruit and retain students in sufficient numbers at Snow College. Consumer trends in higher education have changed. Gone are the days when college admissions teams could set up a table with a college banner and recruit students from the local high schools to come to the regional college. This report calls for a fundamental change in how every Snow College employee thinks about and does his or her job. If we continue to perform our jobs as we currently do them, our numbers will drop even more and fewer students will enjoy the benefits of a Snow education. Our financial strength will diminish and our well-being will be imperiled.

While there are things that we do well and must continue to do well, because of this increasingly complex market, there are significant changes that must be made to how we go about recruiting and retaining students. To this end, we have adopted the following themes and goals:

- Establish clear goals for the number and types of students needed for institutional stability
- Promote institutional success by enabling effective strategic and financial planning
- Promote students' academic success by improving access, transition, persistence, and graduation
- Create a data-rich and information-rich environment to inform decisions and evaluate strategies
- Strengthen communication and marketing with internal and external stakeholders
- Increase collaboration among departments across the College to support recruitment and retention

These themes and goals require the work of every member of our faculty, staff and administration. The plan requires that all work together and that every office and academic department organize their work with a view towards recruitment and retention.

SEM Planning at Snow College

In order to continue Snow College's reputation of being one of America's premier two-year colleges, in 2017 President Carlston and the Board of Trustees called for the College to chart a new course that would enable us to navigate the shifting tides of student recruitment and stem the wayward drift of students leaving before they complete their degrees. They emphasized the need

³ Inside Higher Education, July 8, 2015.

⁴ USHE, "How Often do Students Transfer Institutions Before Graduation?" May 2015.

⁵ Chronicle of Higher Education, February 13, 2018.

to adapt to the times and focus on strategies that will shore-up our financial footings and continue to provide a top-notch education for our students. They realize we must be data-driven in our analysis of potential markets and in our efforts to retain students at the College. They asked for a strategic enrollment management plan.

Strategic enrollment management (SEM) is a “process that enables the fulfillment of the College’s institutional mission and students’ educational goals.”⁶ More specifically, SEM is

A comprehensive and coordinated process that enables a college to identify enrollment goals that are aligned with its multiple missions, its strategic plan, its enrollment, and its resources, and to reach those goals through the effective integration of administrative process, student services, curriculum planning, and market analysis.⁷

Strategic Enrollment Management has been a common practice among highly competitive academic institutions since the early 1980s. Beginning in the 1990s, most private colleges and universities along the Atlantic seaboard and Midwest adopted SEM plans to guide their enrollment and retention practices. In the early 2000s, nearly all institutions began adopting SEM plans to steer an increasingly competitive recruitment market complicated by declining birthrates and the rise of for-profit colleges and universities. Utah lagged behind in this process, primarily because of the growing number of students that were matriculating through the public school system. But the “Utah baby-boom” is ebbing and all USHE institutions realize that each student is highly sought after by all institutions, whether they have competitive admissions standards or are open enrollment institutions.⁸ At present, all USHE schools are using a SEM plan to guide their recruitment and retention practices, or they are in the process of adopting such plans. Our efforts began last academic year as we wrestled with stagnant first-year enrollments and a timeworn financial aid plan that was less effective than it had been in the past in predicting tuition revenue.

The College formally started SEM analysis by sending a team of four representatives to a SEM conference in Phoenix in fall 2017 (Vice President for Student Success, Director of Institutional Research, Director of Student Success, Director of Admissions). Upon their return, a steering committee was organized and trained and promptly began the process of analyzing current recruitment and retention processes with a view of what the College needed to be doing in these areas to remain competitive and to ensure growth in the years to come. Steering committee members realize that while Snow College is unique in that it is a two-year residential college, we still face the challenging responsibility of reinventing ourselves in our existing market and exploring new markets for long-term stability. We also have to be deliberate in our attempts to encourage students to finish degrees and certificates at Snow College before they enter the workforce or transfer to four-year institutions.

The steering committee eventually broke into two teams, one that focused on recruitment and the other on retention. All members of both teams reviewed the literature, considered best practices,

⁶ Bontrager 2009, p. 18 as quoted in Wayne Sigler, *SEM Core Concepts: Building Blocks for Institutional and Student Success* (Washington, D.C., American Association of Collegiate Registrars and Admissions Officers, 2017) p. 1.

⁷ Kerlin 2008, p. 11, in Sigler, *SEM Core Concepts*, p. 2.

⁸ Pamela S. Perlich, “Utah’s Fertility Rate is at Historic Low,” Kem C. Gardner Institute, May 2016.

and sought help from off-campus experts. They met weekly and, sometimes, twice weekly through the fall and spring semesters, painstakingly accounting for our current practices and identifying new strategies to guide us in the future. As the issues began to be unveiled and the plan began to take shape, the team members often felt overwhelmed. They are very aware that people are already feeling overworked, and will struggle to find the time to accommodate the needs of the SEM plan. They are also concerned with who will do this work and all are asking how this will impact individual offices and departments.

From the outset, the steering committee has been guided by a central question in regards to recruitment: What can we do to generate applications and increase yield? Similarly, what are the strategies and resources that are necessary in order to make that happen? In regards to retention we have been guided by a similar concern: What can we do to increase retention and completion at Snow College when our completion and transfer rates are already the highest in the state? What strategies and resources are necessary to move to the next level and beyond?

The SEM plan focuses on specific tasks designed to generate applications, increase yield, and improve retention and completion rates on both campuses. Staff, faculty and administration have come together to share experiences, ideas, and a determination to work together to accomplish the priorities of this plan. There is no finality to this plan. We have designed a living document that must adjust to dynamic demographic and cultural changes in our recruiting pools, as well as our financial obligations and academic opportunities as an institution.

Putting the SEM plan to work is going to require us to transform what we are already doing—to rethink our roles. Everything we attempt must be data-driven and based upon the premise that we can do specific things that will help us retain students and recruit a vibrant incoming class. In particular:

- Our processes for collecting and sharing data have to be transparent. Data must be regularly updated and the outcomes analyzed against our retention and recruitment goals;
- Data must be used by shareholders across the College—offices and departments have to work collaboratively to determine what the data is actually telling us;
- Our data will be compared to state and national sources, using best practices to measure against authoritative studies;
- We will keep records and create an audit trail of empirical evidence;
- We will establish uniform ways to use college data and ensure that all offices and departments are able to use the data in effective and measurable ways;
- We use data to measure causation/correlation problems;
- We consider national trends and analyze how these trends will impact our particular markets.

All of these factors mean that we have to have a complete knowledge of the kinds of students we have now, be well informed of the students who are available to us as recruits, and we have to know best practices to bring them in and retain them:

- Data has to be used properly to verify our methods and to suggest changes in how we do our work in recruitment and retention;
- We have to work together as offices and departments in gathering information;

- We have to provide rationale for using data in particular ways, provide feedback mechanisms and agreed-upon assessment measures to ensure that we are getting the best information possible and that we are using information in the most efficient way;
- We need to create a fluid process that allows for input and revision and one that rewards innovative thinking with tangible results.

Because data can sometimes be misused, misunderstood, and/or questioned, the steering committee recommends a data team be established to serve as SEM auditors—independent voices who review the data and report to the College. This team could be composed of a statistician, a research librarian, and a technical writer who independently study the data gathered by the various offices and departments and compares the outcomes to our stated goals. This will enable us to use data transparently and help us be more likely to come to a consensus on what the data is telling us and whether our efforts are fulfilling the outcomes we set for ourselves.

The SEM plan is not to be shelved. Snow College has been very faithful to its Strategic Plan and the same kind of diligence is essential to our well-being in recruitment and retention efforts. We must assign specific components of the plan to offices and departments and we must base our budget planning process on this plan. It must become the central component of our campus climate.

SEM and our 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.

Enrollment Trends 2015-2017⁹

2015 Total Enrollment	2015 Concurrent Enrollment Headcount	2017 Total Enrollment	2017 Concurrent Enrollment Headcount	Difference in Regular Student Enrollment, 2015-2017
5011	1066	5568	1888	-265

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.

The SEM and Our 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.¹⁰ 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;

⁹ Snow College Institutional Profile, 2018.

¹⁰ Chronicle of Higher Education, February 13, 2018.

- We need to completely rethink our summer program by developing a vibrant online program;¹¹
- 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.

The Environmental Scan

Snow College’s strategic enrollment management plan achieves a number of critical functions in order to help the college move forward with its commitment to student success via curricular and co-curricular excellence, high-impact and innovative teaching practices, and engaged citizenship and community opportunities. Additionally, the strategic enrollment management plan assists the college in coordinating across-the-board policy and practice toward the achievement of student-centered matriculation goals and student satisfaction with the undergraduate experience.

All higher education institutions operate in environments that have a variety of external factors that influence campus goals and services. Effective enrollment planning addresses the external factors that exist today and incorporates (to the extent possible) future trends. An Environmental Scan brings all that information together in a comprehensive data package to be used to support focused recruitment and retention discussions for more effective decision-making.

An Environmental Scan is the first step in the development of a strategic enrollment management plan. The Environmental Scan provides the college with a solid empirical foundation upon which the SEM plan’s goals and tactics are grounded. Snow College faces steady budget pressure and increasing competition for students--many of whom are underprepared for college in the areas of academics, finances, and mental health. The Environmental Scan underscores these issues so that the college can define and expand its recruitment footprint, leverage additional financial aid opportunities, and provide the personal support to help students succeed. Despite being higher than current national averages, our first-time freshmen persistence and retention rates have declined—30% of new freshmen leave the institution after the first semester and approximately half are gone by the next fall semester. All this information helps the strategic enrollment plan frame objectives, goals and tactics within the two themes of recruitment and retention (Appendix B contains the full environmental scan).

¹¹ 58% of our summer courses are face-to-face sections, but enrollments are very low in most sections. We are offering 33% of the courses online, and nearly every course is at capacity.

Snow College's Environmental Scan represents data in the main areas of

- **The Potential College Population:** Demographic data on the high school population at state, regional, and national levels.
- **The Cost and Affordability of College:** National and state data on higher education appropriations, student financial aid, and tuition comparisons.
- **The College Recruiting Environment:** Information on how students seek and select college including the role of technology in communicating with students and parents.
- **Other Factors Affecting Student Recruitment and Retention:** Data on college student food insecurity and mental health.

Strategic Enrollment Goals

The Strategic Enrollment steering committee divided into two teams, one focused on recruitment and the other on retention. Each team moved systematically through each of the seven principles outlined in the book, *SEM Core Concepts: Building Blocks for Institutional Student Success*.¹² Once the systematic review was completed, the teams came back together to create a single document based on these seven principles.

We identified goals and strategies based on the core principles of our study. From these we developed themes and goals and compiled all of this into a single document. The steering committee went through numerous revisions of the document and identified responsible parties and prioritized goals. Rather than giving specific tasks and duties to offices and departments, the committee determined that it is best to leave particular tactics to individual directors. The overview of these themes and goals is on page two and three above and the complete document can be found in Appendix A of this report.

Campus Infrastructure and Finance

The steering committee believes that all College offices and departments need to rethink the use of space on both the Ephraim and Richfield campuses and to create a climate of support for the SEM across the College. The committee is making many recommendations to support SEM goals including:

- Create and emphasize a climate where recruitment and retention is everyone's job: tie committees, performance evaluations, and new positions with this focus in mind;
- Move or remake our welcome centers to become a more visible space on both the Ephraim and Richfield campuses;
- Create parking spaces reserved for future students who come to visit our campuses;
- Improve signage to make it more informative and attractive;
- Create a Budget Committee that places SEM as the top priority;
- Plan budgets based on three to five year cycles;

¹² Wayne Sigler, *SEM Core Concepts: Building Blocks for Institutional Success* (Washington, D.C.: AACRAO Publications, 2017).

- Implement rotation cycles for budgets at the department level to assure accountability (I don't get this one—I need to reword this once I understand it);
- Create a Data Audit Committee to make sure priorities represent the needs and interests of the College;
- Evaluate if we have the right personnel and office engaged at the right levels of involvement, and make adjustments as necessary;
- Create the new position of Assistant Vice President for Enrollment Management;
- Refine the objectives and reorganize the scheduling of summer school;
- Create more online course options for students;
- Match academic programs with career needs of students;
- Develop a long-term Richfield housing plan;
- Rethink all College policies with the objectives of recruitment and retention in mind;
- Bring all students support service into central locations on the Richfield and Ephraim campuses (learning commons);
- Change how we schedule our courses to maximize recruiting and retention factors.

Implementation and Next Steps

The steering committee has carefully considered roll out for this plan. All employees of the College need to be aware of how this plan can assist in student recruitment and retention and how their individual duties will have direct impact on our enrollment efforts. To this end, we have set up the following timeline to implement our plan:

- May 2018: Present the plan to President Carlston;
- June 27, 2018: Present the plan, with revisions, to College leaders at the President's Leadership Retreat;
- August 14, 2018: Present the plan, with final revisions to the staff and faculty at the back-to-school meeting;
- Fall 2018: Hire the AVP (if approved);
- Early Fall Semester 2018: SEM Steering Committee meets with program/department heads to share information about the plan;
- Early Fall Semester 2018: SEM committee members meet with office teams and colleagues and discuss possible contributions for their areas of responsibility;
- November 9, 2018: Present the plan, with revisions, to the Board of Trustees at their summer meeting;
- Late Fall Semester 2018: SEM committee members meet with program/department heads to design formal implementation steps of the plan.
- Spring Semester 2018: VPs provide tools at director level and department level to implement the SEM plan;
- Spring Semester 2018: VPs and IR Director track progress and challenges in their areas of responsibility;
- Spring Semester 2018: SEM steering committee continues to meet to monitor and evaluate implementation efforts;
- Fall Semester 2010: All staff and faculty leaders learn to develop data rather than wait for data. Mutual teaching and sharing of data collection and assessment techniques;

- January 2019: SEM steering committee assesses goals and strategies and formalizes a timetable for future implementation and assessment activities;
- Spring Semester 2019: Shifting of responsibilities between and across offices and departments, as needed, to better address challenges and opportunities for success;
- Spring 2019: Evaluate SEM practices, make modifications to SEM plan as needed.

Appendix A

Strategic Enrollment Management: Strategic 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.

Strategic Enrollment Management: Goals and Strategies

Promote institutional success by enabling effective strategic and financial planning

- I. Establish an Enrollment Management Assistant Vice President position to coordinate and manage recruitment and retention efforts.**
- II. Build and implement a budgeting model that focuses on recruiting and retention.**
 1. Create a College-wide Budget Committee with strong representation from recruitment and retention.
 2. Identify and assess where in the budget we currently focus on recruitment and retention; prioritize continuation of those based upon success data.
 3. Identify areas where we should be tying budget to recruitment and retention and are not.
 4. Reallocate resources with recruitment and retention goals as criteria.
 5. Identify reasons students leave and allocate resources accordingly.
 6. Focus resource allocation toward areas with highest (demonstrable) needs.
 7. Build successful recruiting and retention efforts into long-term budgets.
 8. Tie budgets to stated recruitment and retention priorities.
 9. Build a multi-year budget cycle.
 10. Build a budget with some flexibility to promote innovation.
- III. Develop a systematic, on-going review of program (department) strategic priorities and outcomes associated with budget and resource allocation.**
 1. Identify a manageable evaluation cycle for all areas of the College—include data, self-evaluation, explanation of how data is used to better serve students to determine effectiveness of processes and organizations.
 2. Develop a program review process (that includes external and internal representatives) and an evaluation template that exposes rationale or organization's performance goals and measures; educate and instruct campus stakeholders on review process.
 3. Implement a process and/or procedures for line item budget accountability.

Establish clear goals for the number and types of students needed to fulfill the institutional mission

- I. Achieve sustainable growth in the first-year class by utilizing data to identify clear recruiting target markets.**
 1. Identify the number and type of students we should recruit
 - a. Use data to determine recruitment areas and student types, including non-traditional students.
 - b. Use data to determine effective methods of recruitment.
 - c. Consider the most effective way to reach target students.
 - d. Set target numbers for tuition paying students needed to balance the budget.

- e. Develop and manage effective recruitment messages to reach students and parents.
 - f. Continue high priority outreach to six-county service area high schools.
 - g. Develop relationships with and gather information from high school counselors to better inform us of student culture.
2. Identify clear market targets for specific academic programs on both campuses.
 - a. Understand and support the goals of students who intend to transfer.
 - b. Develop strategies for recruiting and retaining concurrent enrollment students.

II. Design a recruitment and retention plan that focuses on sustainable diversity.

1. Develop an institutional definition of diversity.
2. Assess current institutional supports for diverse populations and increase where successful and/or necessary.
3. Create strategy to increase diversity amongst faculty and staff.
4. Design and implement a marketing strategy to increase diverse student populations.
5. Create a Spanish language information page for families on our website.
6. Evaluate international student pricing strategies and goals.

III. Expand and market online and distance learning.

1. Identify our online audience and develop a marketing strategy: “Online Done Better!”
2. Market completion options using online market needs.
3. Leverage IVC technology to offer a better online hybrid experience than those offered by most other institutions.
4. Re-examine practices, attitudes, and procedures affecting online courses for possible updates or revisions.

IV. Develop and market new summer programs.

1. Develop goals and performance measures for summer offerings.
2. Develop summer markets, offerings and opportunities on both campuses, including expanded online offerings.
3. Develop and implement a marketing strategy for summer offerings (focus on online).
4. Market summer as a financial advantage.

V. Develop a sustainable scholarship (student aid) strategy and a pricing strategy.

1. Create an academic waiver, departmental, and private scholarship strategy that will increase enrollment and retention.
2. Determine and implement a strategy to increase financial aid applications.
3. Designate a dollar amount to increase sophomore-level (and four year degree seeking students) financial support, including consideration of transfer scholarship strategies.

VI. Create more opportunities for on-campus experiences and engagement for prospective students, parents, and school counselors.

1. Reexamine SnowBlasts, open houses, networking nights, etc. and tune to target audiences and include adding events that focus on teachers and counselors.

2. Reexamine tour opportunities and campus tour content and format, workshops, academic camps, sports camps, Upward Bound, and on-campus training as marketing possibilities.
3. Assess whether what we are doing in these areas is reaping the success we desire.

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

I. Restructure our on-boarding and first-year experience to better prepare students to start college successfully.

1. Increase communication and engage accepted students more purposefully between the period of acceptance and enrollment.
 - a. Emphasize support programs represented by Snow Promise.
 - b. Increase communication from support offices; generate email notices, texts, and other options through the CRM program.
 - c. Partnering with the Advisement Office, Admissions will shift their efforts after March 1st to implementing a clear plan for enrolling students.
2. Bridge the gap between registration and fall break.
 - a. Implement a more robust and effective experience for first-year students in their first month of the fall semester.
 - b. Determine what our FYE outcomes should be and implement a clear program.
 - c. Assess our outcomes and adjust goals as necessary.

II. Increase student graduation and transfer rates by increasing access to academic resources.

1. Conduct an audit to determine curricular obstacles to student completion with a particular focus on achievement gap areas.
2. Increase the number of seats offered in each GE area to meet the needs of the first-year cohort.
3. Improve course scheduling practices.
4. Streamline requirements for associate degree programs and certificates to match other USHE institutions.
5. Restructure Richfield course offerings for improved student access.
6. Promote GE certificate track completion to concurrent enrollment students.

III. Increase a climate centered on an intentional academic experience.

1. Ensure students understand the parts of the degree: GE, major requirements, prerequisites, and elective credits.
2. Create pathway options.
3. Provide better transition to the workplace for students and better four-year transfer planning.
4. Emphasize the value of certificates and/or degrees to students who will transfer.
5. Develop engaging GE course options that attract and recruit students to appreciate their GE experience.

IV. Improve the design, access, and delivery of academic support.

1. Conduct an internal audit on DFWI rates and design and implement strategies to improve those rates.
2. Increase developmental resources in targeted areas.
3. Create and offer bridge courses in areas of high need (math and English).
4. Promote financial aid application support.
5. Design intentional mentoring opportunities throughout the College.
6. Ensure web visibility and print resources are aligned (eliminate duplication of materials and contradictory information).
7. Establish and enhance learning communities.
8. Redesign courses based on high impact practices and data on attrition and course repeat patterns.
9. Incorporate more structured support regarding college success into FYE.
10. Assess student engagement with supports and direct more resources to successful methods of engagement.
11. Redefine the current 20/60/20 model to reach students in the middle group.
12. Standardize tracking of students who withdraw from the College and find ways to mitigate withdrawal.
13. Improve the early warning system and intervention strategies for students in academic trouble.
14. Ensure all faculty are using canvas so students have one-stop access to grades and Assessment.
15. Ensure LMS is fully utilized.
16. Increase wellness supports on campus.

V. Rethink and redesign infrastructures with a focus on persistence and graduation

1. Establish retention policies and guidelines that support students in their housing situations.
2. Periodically evaluate student code of conduct policy with a focus on retention.
3. Evaluate all College policies and procedures with a focus on recruitment and retention.
4. Create a web tool (Badger Path) that guides students through paths to graduation, admissions, registration, program selection, advising, and transfer information.
5. Emphasize high impact teaching practices that are diverse and engaging.
6. Develop more partnerships with USHE institutions (2+2, pathways).
7. Identify and market completion to students who have “stopped out.”
8. Create more student employment opportunities.
9. Assess programs and courses from lens of student interest/engagement.

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

I. Create a data-mining infrastructure that uses, coordinates, and integrates existing assets into a singular accessible database (Banner).

1. Re-institute the “Banner Users Meeting.”
2. Align ad hoc data collection practices with recruitment and retention goals.
3. Maximize the use of Qualtrics to measure the student experience, including experience gaps.

4. Develop processes (in-house or purchased) that allow ad hoc data to be housed in Banner.

II. Create a culture that uses data as the foundation for institutional decision-making particular to recruitment and retention strategies and resource allocation.

1. Develop a data and information-rich student recruitment, retention, and completion strategy.
2. Acquire a predictive analytics program.
3. Improve data collection procedures for non-returning students.
3. Implement course scheduling based on space utilization, persistence/success, and predictive data.
4. Develop a common data-driven framework that ties requests to resources.
5. Provide and revise an inventory of data/reports consistent with recruitment and retention strategies.
6. Analyze student success rates and demographic information to better implement supports.
7. Begin and/or support conversations about using data to improve practices.

III. Provide avenues of communication of data using a variety of in-person, print, and digital mediums.

1. Better communicate data throughout campus to create an information-rich environment.
2. Maintain monthly data-sharing meetings open to faculty, staff, and external stakeholders.
3. Establish information channels to recruitment and retention stakeholders regarding student demographic, persistence, and success data.
4. Explore the option of posting data dashboards on a distinct server (Tableau) for internal reporting.
5. Streamline access to Argos, Tableau, and other digital data communication features on-line.
6. Coordinate a publication schedule of open-access reports regarding the current state and future directions of the College: Institutional Portfolio, Environmental Scan, Mission and Core Themes Fulfillment, Strategic Plan, Strategic Enrollment Management, Budget Allocation Report, Other.

Strengthen communication and marketing with internal and external stakeholders.

I. Market affordability as a key factor in recruitment efforts.

1. Collect data about scholarship awards offered, accepted, dispersed, and retained to better guide scholarship awarding strategy.
 - a. Provide real-time data that shows where scholarship monies are and how much has been awarded.
 - b. Ongoing analysis of scholarship resources—adjustment of rubric for awarding, long-term strategic analysis.
 - c. Move rapidly to contact scholarship applicants and make awards in a very short period of time.

- d. Organize a system of processing applications and notifying applicants that is accessible to all parties with a stake in the recruiting and retention process.
2. Collect data about students who defer scholarships and develop a focused strategy to provide support for their future enrollment at Snow.
 - a. Put scholarship costs into future budgets to account for ongoing commitments.
 - b. Do a more active job of marketing Snow as a place that takes care of returned missionaries and veterans.
3. Increase financial aid applications.
 - a. Make a greater effort to seek out students for Pell Grant by inviting them to come and get financial aid advice.
 - b. Hold Pell Grant days where students and parents can come to GSC Commons and work through FAFSA and Pell.
 - c. Market Pell in Snowdrift, College-wide CTV.

II. Create a marketing committee with diverse representation to focus on recruitment and retention campaigns.

1. Create a marketing campaign with retention as focus.
2. Determine a process to identify and report student and program successes.
 - a. Increase social media reports highlighting student and program successes.
 - b. Provide access to social media markets to departments and programs: “suggest a story.”
 - c. Re-image Snowdrift to include social media platform and opportunities for outside contributions. Assign staff to divisions.
 - d. Coordinate with advancement office to report student successes.
3. Improve internet visibility and access.
 - a. Ensure web presence is mobile friendly.
 - b. Create a Snow College app that would include catalog data, links to orientation videos, and path information (Badger Path).
 - c. Improve web visibility of Snow College support options (Snow Promise).
 - d. Create and implement online course standards that focus on access.
 - e. Strategically market summer and online options for success/completion.

III. Deliver the quality service we promise in every aspect of the student experience.

1. Keep and communicate records on contacts made of prospective students by office, office performance, and outcomes.
2. Gather weekly updates of application processing and scholarship/financial aid processing.
3. Invite input from departments and offices on how we can improve the customer-service aspects of our recruiting and retaining processes.
4. Highlight offices that are doing great work.
5. Review allocations of financial resources in College operations that we know are successful.

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

1. Create and implement an internal communication strategy.

2. Share data driven decision-making process internally.
3. Communicate data collection methodology and decision making.
4. Invite participation in and improve support for recruiting and retention partners across campus. Create a climate of internal support:
division/departments/programs support other divisions/departments/programs.
5. Review all positions that open up in the College to focus on the College needs.
6. Include advancement office in efforts to support retention strategies; include Alumni more with visits to courses, clubs, etc.
7. Publish and distribute an annual strategic enrollment management report.
8. Invite participation in and increase support for campus partners in recruitment and retention.

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

I. Create an atmosphere where recruitment and retention is the responsibility of every person at the institution.

- a. Develop a culture across campus that focuses on recruitment and retention.
- b. Establish guidelines that promote individual and department accountability to recruitment and retention goals by continually asking for evidence that answers the question: how are our policies/procedures/practices supporting the stated recruitment and retention mission?
- c. Include retention and recruitment salience by including both as agenda or discussion items in nearly all meetings.

II. Create opportunities and responsibilities for collaborating and communicating across academic departments and support offices.

- a. Campus leadership (led by AVP of Enrollment Management) should facilitate opportunities to discuss, collaborate, disseminate, and participate in recruitment and retention strategies.
- b. Build bridges between departments and programs to increase understanding and collaboration.
- c. Coordinate program changes, interdisciplinary communication, and course needs across disciplines with future in mind.
- d. Share student interest information so individualized departments can better participate in recruiting process.

Appendix B



BYLAWS OF THE SNOW COLLEGE BOARD OF TRUSTEES

ARTICLE I – MEMBERSHIP

- 1.1 The membership of the Snow College Board of Trustees consists of ten persons, eight of whom are appointed by the Governor with the consent of the Senate. The President of the Snow College Alumni Association serves as the ninth member, and the President of the Associated Students of Snow College serves as the tenth member of the Board. (Utah Code 53B-2-104)
- 1.2 The eight appointed members serve for four-year terms, four expiring on June 30 of each odd-numbered year. The two ex officio members serve for the terms of their respective offices.
- 1.3 Appointments made in filling a vacancy occurring before the expiration of the term shall be made for the remainder of the unexpired term. Regardless of the termination date of the term of office, all members shall continue to hold office until their successors have been appointed and qualified.
- 1.4 Each member shall take the official oath of office prior to assuming the office. The oath shall be filed with the Division of Archives and Records Services.
- 1.5 Each member of the Board of Trustees shall receive an honorarium as provided by law as compensation for services for attending meetings of the Board of Trustees. Each member shall also be paid actual expenses incurred in attending to the authorized business of the Board of Trustees, if payment is authorized and approved by the Regents.

ARTICLE II – OFFICERS OF THE BOARD

- 2.1 The Board shall elect from its members a Chair who shall be the presiding officer of the Board. The Chair shall be elected at the July meeting of the Board at each odd-numbered year. He/she shall serve for a term of two years and until a successor is elected and qualified. The Chair shall preside at all meetings of the Board and, as directed by the Board, shall have such other duties, powers, and responsibilities as are assigned.
- 2.2 The Board shall elect from its members a Vice Chair who shall act as and perform the duties of the Chair in the latter's absence. The Vice Chair shall be elected at the July meeting of the Board at each odd-numbered year. He/she shall serve for a term of two years and until a successor is elected and qualified. The Vice Chair shall have such other duties, powers, and responsibilities as may be assigned by the Chair or by the Board.

- 2.3 The Board shall elect a Secretary who need not be a member of the Board and shall perform duties as the Board may direct.

ARTICLE III – POWERS AND DUTIES OF THE BOARD

- 3.1 The Board shall act in behalf of Snow College in performing such duties, responsibilities, and functions as provided by law and as may be specifically authorized and delegated to the Board by the Board of Regents.
- 3.2 The Board shall act in behalf of Snow College in facilitating communications between Snow College and the community; in assisting, planning, implementing and executing fund-raising and development programs; and in strengthening alumni and community identification with the institution's traditions and goals.
- 3.3 The Board shall consult with the Board of Regents on matters pertaining to Snow College.
- 3.4 The Board shall have the authority to adopt a Policy and Procedure Guide and other rules and regulations necessary or convenient and desirable for the efficient and well-ordered administration of the institution.
- 3.5 The Board shall have the authority to establish such standing and ad hoc committees as it deems necessary to properly fulfill its responsibilities.
- 3.6 Unless reserved by or to the Board of Regents, the Board shall have the authority to approve the actions of the President of the College in respect to the following matters:
- 3.6.1 Appointing, hiring, and contracting with a secretary and a treasurer, administrative officers, staff, other officers and employees, deans of schools or colleges, professors, associate professors, assistant professors, instructors and other professional personnel, faculty and assistants, and in prescribing their duties and determining their salaries, pursuant to Paragraphs One, Two, and Three of Section 15 of the Utah Higher Education Act of 1969, in conformity with general policy of the Board of Regents policy.
- 3.6.2 Providing for the constitution and organization of the faculty and administration of the institution and enacting rules and regulations for the government of the faculty and employees of the institution, which shall include the establishments of personnel policies and a prescribed system of tenure.
- 3.6.3 Committing to the faculty the general initiation and direction of instruction and of the examination, admission, and classification of students
- 3.6.4 Enacting rules and regulations for the administration of the institution which are not inconsistent with its prescribed role and the rules and regulations and bylaws of the Board of Regents or the laws of the State of Utah. Such rules and regulations may, within the above limits, provide for (1) administrative, faculty, student, and joint committees over specified institutional matters, (2) student government and student affairs organizations, and (3) the establishment and publication of institutional standards involving the education policy and programs in furtherance of the ideals of

higher education fostered and subscribed to the institution, its administration, faculty, and students.

- 3.6.5 Exercising such grants of power and authority as may be delegated by the Board of Regents, as well as the necessary and proper exercise of such powers and authorities not specifically denied to the institution, its administration, faculty or students by the Board of Regents or by the laws of the State of Utah, to assure the effective and efficient administration and operation of the institution.
- 3.7 The Board shall assist the President in carrying out his/her responsibilities (1) for the protection, repair, and maintenance of all property, both real and personal, of Snow College and (2) for the protection, education, welfare and general well-being of all persons admitted and enrolled at Snow College or otherwise entered upon the premises of the institution, under such rules and regulations as the President may establish with the approval of the Board.
- 3.8 All rules and regulations established as provided in this article shall be effective when approved by the Board unless otherwise directed therein or unless approval of the Board of Regents is required; provided, however, that the President, with the approval of the Board, shall have the authority to issue directives and make decisions in an emergency to maintain the safety and well-being of persons and the security of the property at Snow College.
- 3.9 The Board shall select persons to be awarded honorary degrees by Snow College in recognition of outstanding achievement or distinctive public service.
- 3.10 The Board shall approve all candidates for earned degrees and diplomas authorized by law and the Utah State Board of Regents which are conferred by Snow College. Such candidates shall be recommended to the Board by the President and faculty in accordance with the rules of Snow College; provided, however, that no degree or diploma shall be conferred except as authorized by law and the Board of Regents.

Upon approval, all degrees and certificates shall be conferred by the President. The general style for conferring degrees shall be "As authorized by law and the Utah State Board of Regents." Diplomas attesting thereto shall bear the signature of the President, the Chair of the Board, the Chair of the Board of Regents, and the Commissioner of Higher Education. Non-degree certificated signifying completion of short, correspondence, or extension courses, and authorized by law, may be awarded and distributed by the institution.

ARTICLE IV – MEETINGS

- 4.1 The date, time, and place of regular meetings will be determined by the Board.
- 4.2 Special meetings of the Board may be held on such days and at such times and places as designated by the Chair, by six members of the Board acting jointly, or by the President of the institution.
- 4.3 Notice of the time and place of each regular and special meeting of the Board shall be mailed at the direction of the President to each member of the Board at the last known address at least five days before each regular meeting. This notice should include an agenda showing the nature of the business to be acted upon at such meeting. Notice as provided herein may be waived by unanimous consent of the Board.

- 4.4 The official agenda shall constitute the principal business at regular meetings of the Board. Proposed agenda items and related materials must be submitted to the Board Secretary at least seven days prior to the meeting.
- 4.5 Six members of the Board shall constitute a quorum, whether present in person or present by means of electronic equipment. In the event there are insufficient members present to constitute a quorum at the time and place a meeting has been called, those present may, nevertheless, proceed to hold a meeting for the purpose of scheduling the next meeting and receiving reports of Board committees and/or the President without taking any formal action thereon.
- 4.6 All matters submitted to the Board for its approval shall be decided by majority vote of the total board membership.
- 4.7 Proxy voting shall not be permitted at meetings of the Board.
- 4.8 Any member so requesting shall have his/her vote recorded in the minutes or, on request of any member, the vote of each member shall be so recorded.
- 4.9 Robert's Rule of Order shall be followed in conducting the meetings of the Board and the meetings of the committees of the Board.
- 4.10 The meeting of the Board shall be in compliance with the Utah Open and Public Meetings Act.
- 4.11 At the direction of the Chair or other presiding officer, or upon the request of at least three members of the Board and subject to fulfillment of the requirements of Chapter 4 of Title 52, Utah Code Annotated, 1953, as amended, the Board shall meet in executive session, provided, however, that all resolutions, rules, or regulations shall be approved and all final action taken in open session.
- 4.12 Members may participate in a meeting of Board of Trustees, the Executive Committee, or other committee of the Board by means of telecommunications. Members who participate by telecommunications may be counted in the quorum necessary to conduct and transact Board of Trustees or committee business. Such participation does not alter the requirements of notice, open and public meetings, and other applicable rules of the Board of Trustees. To hold an electronic meeting, the Board must establish one or more "anchor locations," at least one of which is in the building and city where the Board would normally meet, and where there is adequate space and facilities for interested persons and the public to attend and monitor the open portions of the meeting. (Utah Code 52-4-207)

ARTICLE V – PUBLIC INFORMATION

- 5.1 The Chair shall be the only member of the Board authorized to make official pronouncements for the Board when instructed by the Board. The President is authorized to speak for the Board with respect to any policy matters which have received the approval of the Board and on administrative matters which are entrusted to him/her.
- 5.2 The President, or in his/her absence a designated member of his/her staff, may issue such news releases, general information, and other communications regarding administration of

the College as will serve its best interests. Such releases shall be consistent with the policies and practices of the Board of Regents and the Board.

ARTICLE VI – COMMITTEES

6.1 There shall be three standing committees of the Board of Trustees and such other special committees as the Board or the Chair may determine from time to time to be necessary or appropriate. With the exception of the Executive Committee, the members and Chair of all standing and special committees and their Chair shall be appointed by the Chair of the Board. Each standing committee shall serve concurrent two-year terms with the Chair who appointed them, immediately following his or her election in each even numbered year.

6.1.1 The college president shall provide such staff and support services as may be necessary to each standing and special committee and any subcommittee thereof.

6.1.2 The standing committees of the Board of Trustees are: (1) Executive Committee (see Section 6.2, below); (2) Academic and Student Affairs Committee; and (3) Finance and Facilities Committee

6.1.3 The Finance and Facilities Committee shall serve as the Audit Committee, as required by Utah State Board of Regents Policy R565, Audit Committees.

6.1.4 The Chair may, from time to time, define or redefine the role and responsibilities of, and may make specific assignments to, a standing committee.

6.1.5 The Chair and Vice chair of the Board of Trustees may be appointed to and serve as regular members of one or more standing committees, with full power to vote. The Chair and Vice chair of the Board of Trustees shall also be ex officio members of each standing committee to which they are not appointed on a regular basis, but in such ex officio capacity shall be without power to vote.

**

6.2 The Executive Committee shall be composed of the Chair of the Board of Trustees, Vice Chair of the Board, the immediate past Chair of the Board if still serving on the Board, and the chairs of the standing committees of the Board. In the event there is no past Chair serving on the Board, the chair may appoint one at-large member to serve on the Executive Committee, so as to ensure no more than six members serve on the said committee.

**

6.2.2 The Executive Committee shall have the full authority of the Board of Trustees to act upon routine matters during the interim between Board meetings, but shall act upon non routine matters only under extraordinary and emergency circumstances. Actions of the Executive Committee shall be reported to the Board of Trustees at its next regular meeting following such action. (Utah Code §53B-1-104(7)).

6.2.3 For purposes of strategic planning discussions, an additional Trustee may be added to the Executive Committee, as long as the total number of members does not create a quorum.

- 6.3 Meetings of all committees of the Board of Trustees may be held upon the call of the Chair of the committee, the Chair of the Board, or at the request of the President. Notice of the time and place of every committee meeting and of the business to be acted upon shall be given to the members of the committee and the President by the person calling such meeting by mail or other personal communications.

ARTICLE VII – AMENDMENTS

- 7.1 These bylaws may be amended or repealed at any regular meeting of the Board by majority vote. A copy of any proposed amendments shall be submitted in writing to each member and to the President at least five days before the meeting at which such amendments are to be proposed.

Approved this 10th day of September 2015.


Marci P. Larsen, Secretary to the Board


Theressa L. Alder, Chair of the Board

Snow College Environmental Scan

Spring 2018



**SNOW
COLLEGE**

Dr. Beckie Hermansen
Director, Institutional Research and Effectiveness

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Letter from the President

Dear Faculty and Staff:

As a two-year state college located in central Utah, Snow College offers a superior education experience at the certificate, associate, and specialized bachelor degree level (in commercial music and software engineering). The opportunity to provide an excellent educational experience combined with for innovative teaching and learning initiatives and collaborative and community-aware activities is central to our mission.

As an open-enrollment institution, Snow College is committed to helping students from all backgrounds realize the importance of higher education, achieve their intended matriculation goals, and find satisfaction in their student experience. This is supported by a pervasive philosophy of individualized attention and genuine care, known as the “Spirit of Snow.” The personalized student experience is at the heart of our history and is embedded in our plan, operations, and daily practices. Our class sizes are small, our residential campuses are engaging, and our cost is affordable. Most importantly, our employees are exceptional, and our students are superb.

As an institution of higher learning, we have high expectations for our students and ourselves. Our success is measured by our strategic vision and supported actionable goals. In support of our success and to answer on-going questions of effectiveness, the College has invested time and resources to develop a strategic enrollment plan. This plan intends to use extensive data analysis to formulate distinct recruitment and retention priorities that will certify the College’s place in the Utah System of Higher Education and sustain our role as the “crown jewel” among all the state’s institutions.

Thank you to those who have invested their time and talents to this planning process. I look forward to working with each of you on our Richfield and Ephraim campuses as we continue to build upon our excellence and plan for future with clarity and direction.

Gary L. Carlston, PhD
President

Letter from SEM Steering Committee Leadership

Snow College commenced a strategic enrollment management process (SEM) in fall 2017 under the leadership of Vice President Steve Hood (Academic Affairs) and Vice President Craig Mathie (Student Success). SEM aligns with the institution’s strategic plan to provide a collective mentality focused on the external environment and individualized student success in order to increase enrollment, retention, graduation and transfer rates as well as build programs and enhance the quality of our services. Faculty and staff from Academic Affairs, Business & Finance, and Student Success have provided dedicated participation to the development of this plan.

Snow College accepts the challenges that face higher education nationally and in the state of Utah. The Strategic Enrollment Management plan intends to address these challenges in order to sustain the vitality of the institution and its critical role in Utah’s higher education landscape. The Strategic Enrollment Management plan provides a “roadmap” for meeting enrollment objectives, enhanced student success outcomes, and fiscally sound practices in order to have future students with the same spirit and dedication that has defined our history.

Steve Hood
Vice President of Academic Affairs

Craig Mathie
Vice President of Student Success

Executive Summary/Introduction

Snow College's strategic enrollment management plan achieves a number of critical functions in order to help the college move forward with its commitment to student success via curricular and co-curricular excellence, high-impact and innovative teaching practices, and engaged citizenship and community opportunities. Additionally, the strategic enrollment management plan assists the college in coordinating across-the-board policy and practice toward the achievement of student-centered matriculation goals and student satisfaction with the undergraduate experience.

All higher education institutions operate in environments that have a variety of external factors that influence campus goals and services. Effective enrollment planning addresses the external factors that exist today and incorporates (to the extent possible) future trends. An Environmental Scan brings all that information together in a comprehensive data package to be used to support focused recruitment and retention discussions for more effective decision-making.

An Environmental Scan is the first step in the development of a strategic enrollment management plan. The Environmental Scan provides the college with a solid empirical foundation upon which the SEM plan's goals and tactics are grounded. Snow College faces steady budget pressure and increasing competition for students many of whom are underprepared for college in the areas of academics, finances, and mental health. The Environmental Scan underscores these issues so that the college can define and expand its recruitment footprint, leverage additional financial aid opportunities, and provide the personal support to help students succeed. Despite being higher than current national averages, our first-time freshmen persistence and retention rates have declined—30% of new freshmen leave the institution after the first semester and approximately half are gone by the next fall semester. All this information helps the strategic enrollment plan frame objectives, goals and tactics within the two themes of recruitment and retention.

Snow College's Environmental Scan represents data in the main areas of

- **The Potential College Population:** Demographic data on the high school population at state, regional, and national levels.
- **The Cost and Affordability of College:** National and state data on higher education appropriations, student financial aid, and tuition comparisons.
- **The College Recruiting Environment:** Information on how students seek and select college including the role of technology in communicating with students and parents.
- **Other Factors Affecting Student Recruitment and Retention:** Data on college student food insecurity and mental health.

ENVIRONMENTAL SCAN

Institutional Overview

Snow College is one of eight public colleges and universities in the Utah System of Higher Education (USHE) governed by a nineteen-member Utah State Board of Regents appointed by the Governor. Snow College also has a ten-member board of trustees, who are appointed by the Governor.

Founded in 1888, Snow College is one of the oldest two-year state colleges in the western United States. Originally established as a residential academy, the institution provided teaching and learning opportunities tailored to the formative years of early adult and adult learning. Today, Snow College is a comprehensive two-year community college with campuses in Ephraim and Richfield. Its purpose is to transmit knowledge and skills through transfer education, a bachelor of commercial arts (in music) degree, a bachelor's degree in software engineering, associate of arts and associate of science degrees along with offering associate of applied science degrees, career and technical education, customized training for employers, developmental education, and strong student services to support these functions. Emphasis is placed on teaching, training, scholarly, professional, and creative achievement, and community service (taken from the 2017-2018 Snow College Catalog).

Most course offerings are delivered live in a face-to-face format, frequently with technology enhancement, with some courses broadcast from one campus to another. Some limited Snow College courses are offered at the Central Utah Correctional Facility in Gunnison and in area high schools. Students also have access to Snow College programs through online distance education offerings. Snow College is a teaching institution which means the majority of faculty (66%) devote their full attention to instructing students.

The composition of the student body is approximately 39 percent from the local six-county area, another 50 percent from elsewhere in Utah, and 11 percent from other states and international locations. Since 2008, Snow College has been the clear leader in enrollment growth among all state higher education institutions with 45% headcount and 26% FTE growth, respectively.

Snow's rural location is a wonderful setting for a college. Students and their parents like the fact that Snow is a safe, comfortable environment. There is a real feeling of 'family' at Snow with many students representing the third or fourth generation of their family at the college.

The College also serves as the intellectual, artistic, musical, educational, and sports center of central Utah. The institution is accredited by the Northwest Commission for Colleges and Universities and holds specialized program accreditation by the National Association for Schools of Music, the National Association for Schools of Theatre, the Association of Collegiate Business Schools and Programs, and Accreditation for Education in Nursing.

In recognition of the quality of Snow College, the Aspen Institute, headquartered in Washington, D.C., recently announced that Snow College was included in their list of "120 Top U.S. Community Colleges" for the fifth year in a row (<http://www.aspeninstitute.org/policy-work/college-excellence/overview>). Additionally, our collegiate performance groups have been honored across the intermountain west and the athletic programs are consistently ranked among the best in the country.

Mission Statement

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.

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.

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 and 2017) with implementation (including established data collection measures, targets and thresholds) completed by December 2015 and January 2018.

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).

Initial Strategic Enrollment Findings:

In October 2017, Snow College conducted a brief survey among full-time faculty and staff regarding the institutions recruitment and retention practices. The survey asked questions on the mission, goals, resources, and processes associated with Snow College’s recruitment and retention activities. Aggregated averages used a 5-point grading scale (A to F) to assign a grade to each specific content areas and report an overall enrollment management grade (see Appendix A). Not a single element of the survey received a grade higher than C, indicating that the college’s recruiting and retention efforts are adequate but in need of significant improvement. The results support a need for an institutional strategic enrollment plan. The Strategic Enrollment Management committee intends to use this information to frame enrollment management goals and tactics and re-administer this survey after the implementation of a SEM plan in order to determine progress.

Institutional Strengths

Following the administration of the strategic enrollment survey (October 2017), various full-time faculty and staff participated in an enrollment management SWOT analysis. The following top-ten strengths were identified as existing factors in support of Snow’s strategic enrollment planning process:

- Affordability
- Great student-to-faculty ratio (20:1)
- Great academic product
- 2-campus model with strong career and technical education preparation, academic transfer offerings, and distinct four-year degree options
- K-16 Alliance
- Student-centered faculty and staff community
- Willing to learn and improve faculty and staff community
- A two-year community college with a residential life component
- Global engagement opportunities
- Prospective student on-campus recruitment activities--SnowBlasts

Institutional Improvements/Goals

Following the administration of the strategic enrollment survey (October 2017), various full-time faculty and staff participated in an enrollment management SWOT analysis. The following top-ten weaknesses were identified as existing factors impeding the development of Snow's strategic enrollment planning process:

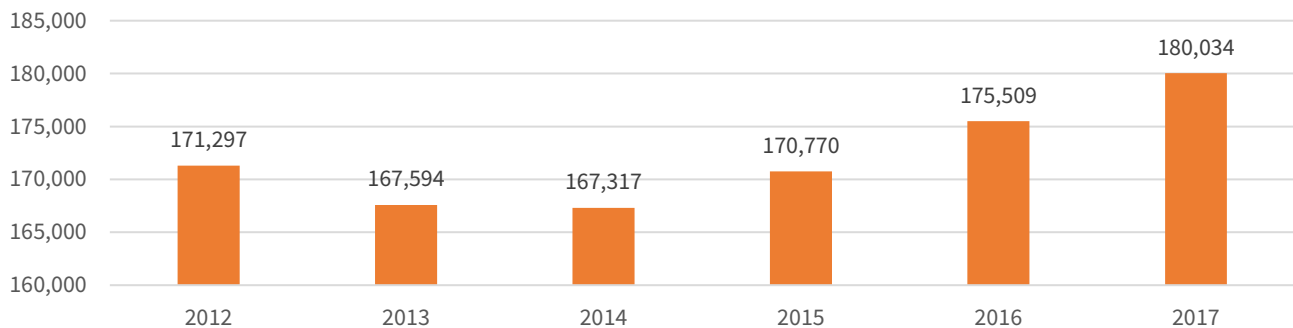
- Lack of accountability
- A faculty v. staff divide
- The lack of an enrollment management plan
- Current course scheduling practices
- Silo-type institutional operations
- The lack of a student portal
- The lack of internal communication and self-advertising of existing and improved services
- The lack of mandatory advising for new and/or underprepared students
- The lack of student jobs both on-campus and off-campus
- Confused students—information about recruitment, admissions, scholarships, and course registration not delivered using the appropriate media channel or in a timely manner
- Low yields from application to enrollment
- Budget issues

STATE, NATIONAL and INTERNATIONAL PROFILE

Enrollment in Utah’s Public Colleges and Universities

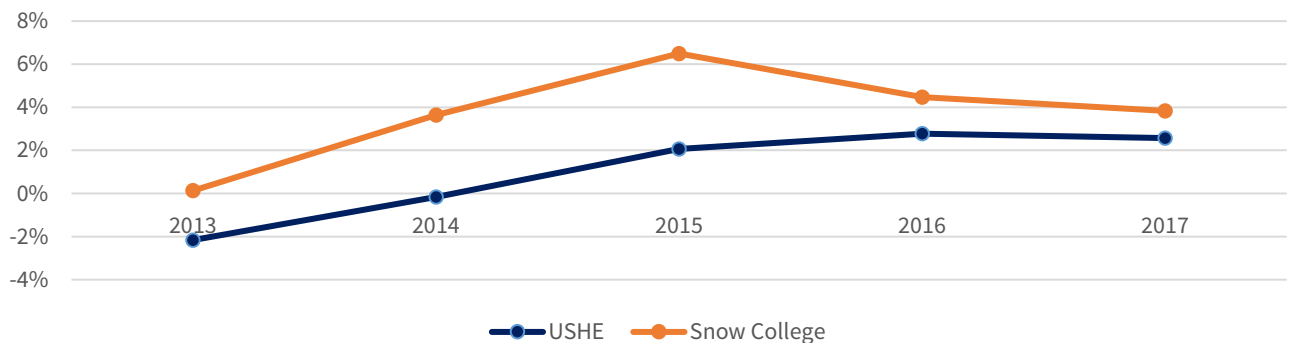
Utah’s public colleges and universities saw another consecutive year of growth, up 2.78% from 2016. Prior to these increases, the state experienced two years of flat enrollments. Both the flat enrollments and the recent growth is attributed to the missionary age change by the Church of Jesus Christ of Latter-day Saints—missionaries that left the system (2013-2015) have returned (2016-2017) to matriculate in college programs across the state. Additionally, the full-time equivalent (FTE) of students was larger, at 2.79% (2016) which means students are taking heavier course loads¹.

USHE Headcount Enrollments



Snow College is among the fastest growing USHE institutions with growth rates at least 2% to 3% higher than system rates.

USHE Fall Enrollment Percent Change



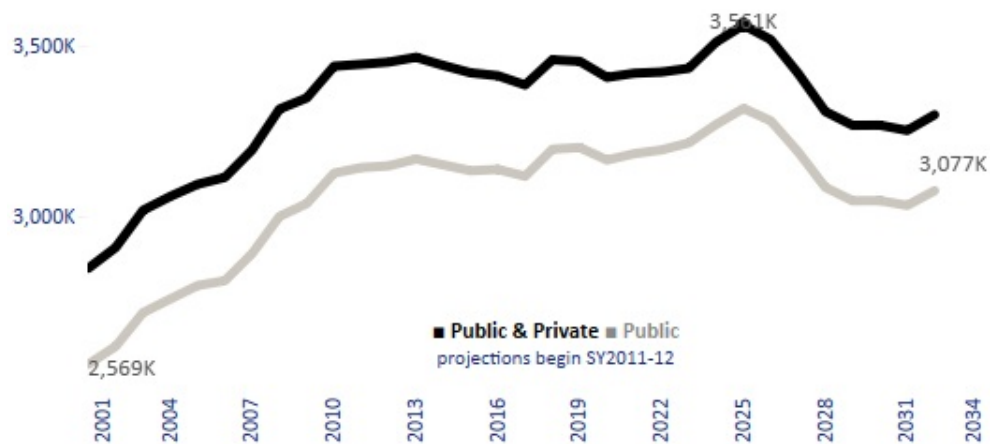
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
% USHE Enrollment Change	-2%	0%	2%	3%	3%
% Snow College Enrollment Change	0%	4%	6%	4%	4%
Total USHE Enrollment	167,594	167,317	170,770	175,509	180,034
Total Snow College Enrollment ²	4,605	4,779	5,111	5,350	5,563

¹ USHE 3rd Week reports. <https://highereducation.utah.org/data/enrollments/>

² Snow College 3rd Week Reports, Tables 2A for respective fall semesters.

High School Graduates: United States and Utah

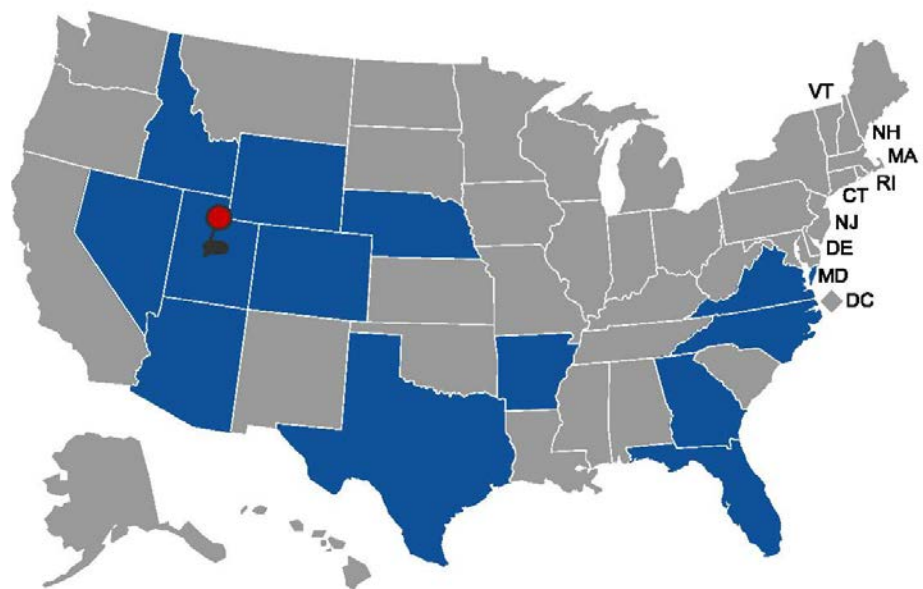
The Western Interstate Commission for Higher Education (WICHE)'s, *Knocking on the College Door* 2016 report notes a significant national decline in the number of high school graduates that started 2010/11 and will continue for several years, even decades. This is in sharp contrast to sustained growth experienced from 1990-2010 when colleges and universities were assured an ever-increasing supply of potential students³.



- 3,409,100 high school graduates (on average) projected per year between 2011-12 and 2031-21
- The total number of graduates is projected to increase by 3.1% between 2011-12 and 2024-25, the next highest year for the United States.

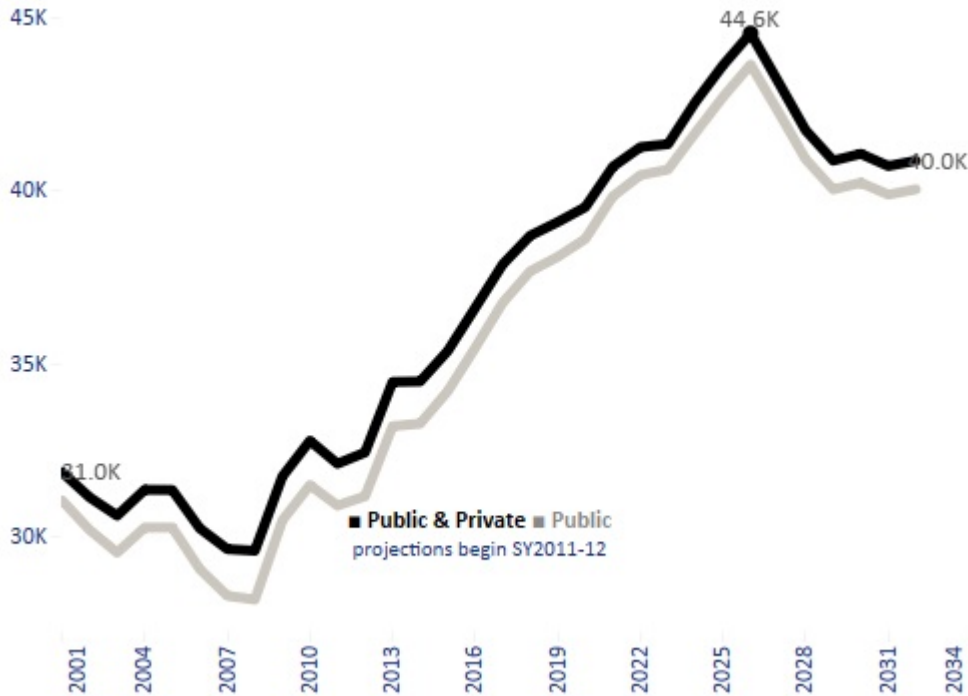
States that will experience declines in high school graduates include Alaska, California, North Dakota, Michigan, Wisconsin, Illinois, Louisiana, Mississippi, Alabama, Ohio, West Virginia, Pennsylvania, Maryland, Delaware, New York, Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, and Maine. All other states colored gray will not see any increase in graduates (they remain flat).

Utah is projected to experience 37.4% or higher growth in high school graduates while the nation experiences only 10% growth (projections from 2011-12 to 2025-26).



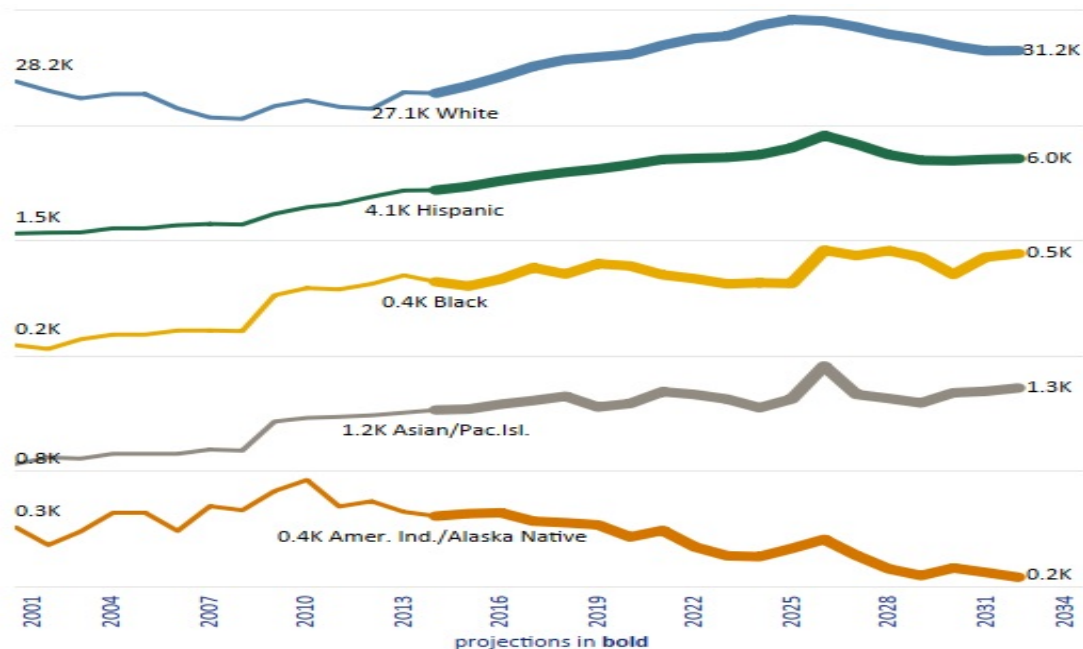
SOURCE: Western Interstate Commission for Higher Education

³ Bransberger, Peace., Michelau, Demaree, K. (2016). *Knocking on the College Door* (9th eds). <https://knocking.wiche.edu/>



Utah's high school graduation rate from public and private schools is projected to significantly increase over the next fifteen years. This represents approximately 39,600 high school graduates (on average) and contributes to 4.5% of the West's total number of graduates.⁴

The racial/ethnic mix of high school graduates in Utah will experience a slight shift to include more Hispanic students. White graduates will change from 82% to 79% (around 4,100 more 2031-32 than 2012-13). Non-white graduates will increase by 2,000 by 2031-32 (a change from 18% to 21% of high school graduates). Compared to the western United States, Utah will continue to exhibit less student diversity.



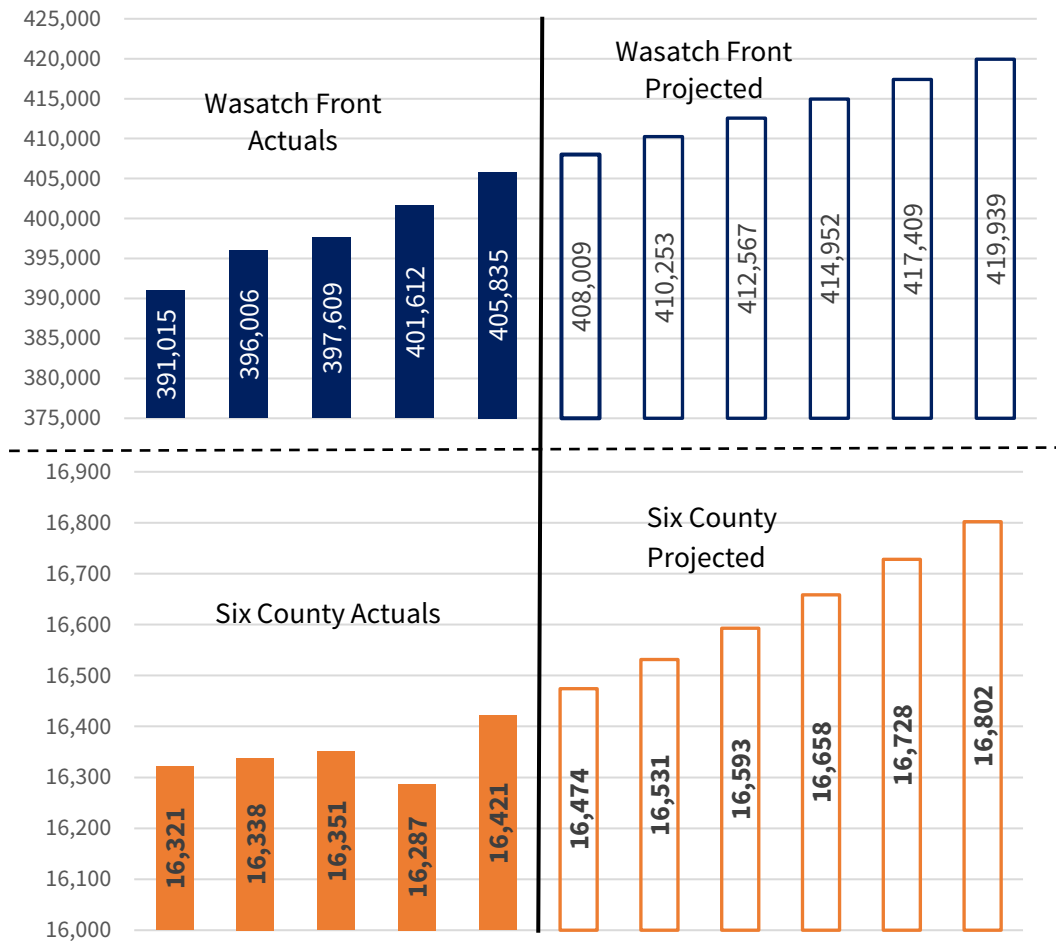
Source: WICHE, *Knocking on the College Door* (9th eds.). <https://knocking.wiche.edu/state-profiles/>

⁴ Bransberger, Peace., Michelau, Demaree, K. (2016). *Knocking on the College Door* (9th eds.). <https://knocking.wiche.edu/>

High School Graduates by Main Service Areas

High school student enrollment and graduation is expected to increase in Snow College’s main (Six-County) service area. Class sizes are expected to increase by .3% annually, which is slightly lower than growth rates for the Wasatch Front (.5%) and other areas of Utah (.7%).

Six-County and Wasatch Front HS Student Enrollments

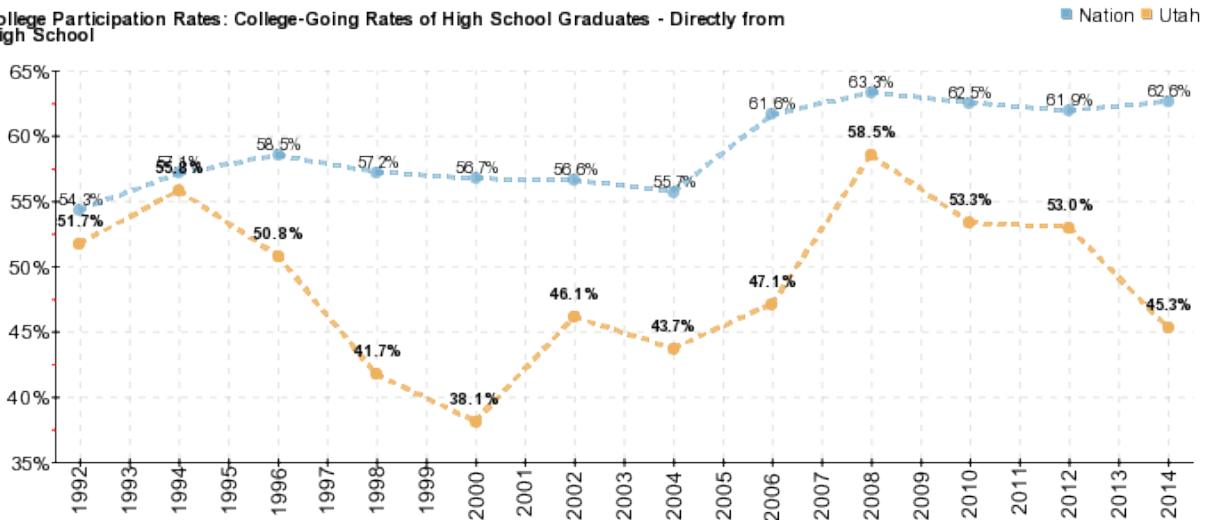


Source: <https://www.schools.utah.gov/data/reports>

Demand for Undergraduate Education

The college participation rates of high school graduates directly from high school has increased nationally. For Utah, the rates have lagged behind national averages with a notable decrease since 2012. This decrease can be attributed to the Church of Jesus Christ of Latter-day Saints’ missionary age change (2012-2013).

College Participation Rates: College-Going Rates of High School Graduates - Directly from High School

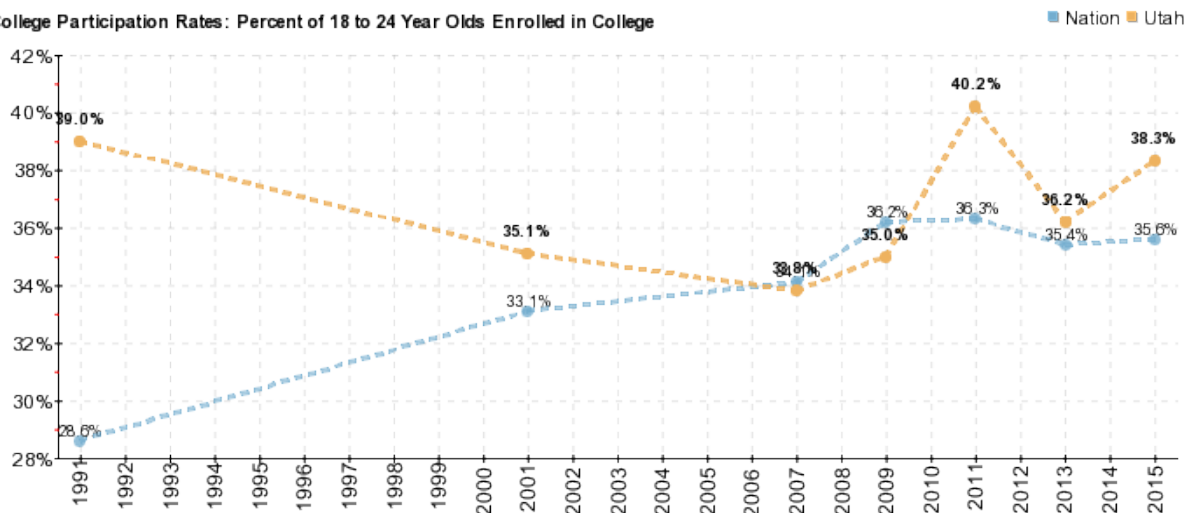


Source: NCHEMS Information Center.

<http://www.higheredinfo.org/dbrowser/index.php?submeasure=63&year=2014&level=nation&mode=data&state=0#/-/1/>

The college participation rate for 18 to 24 year olds shows a different trend. Nationally, rates have steadily increased while Utah's rates have declined. Since 2007, Utah's rates have increased with highs of 40.2% (2011) and 38.3% (2015).

College Participation Rates: Percent of 18 to 24 Year Olds Enrolled in College



Source: NCHEMS Information Center.

<http://www.higheredinfo.org/dbrowser/index.php?submeasure=63&year=2014&level=nation&mode=data&state=0#/-/1/>

In fall 2015, 38% of all undergraduate students attended two-year community colleges. Of all full-time undergraduate students, 24% were enrolled at either a public or private community college. An analysis of Educational Longitudinal Study (ELS: 2002-2006) data showed that 44% of low-income students (family incomes less than \$25,000 per year) attended community colleges as their first college after high school and 38% of all first-generation students choose a

34%

First-generation students at Snow College

community college as their first institution. In contrast, only 15% of high-income students and 20% of students whose parents had post-secondary degrees started at a two year college⁵. At Snow College, 17% of the undergraduate population are first-generation students, which has increased from 2% in 2010.

General Population Shifts and Changes

The table below shows the top 10 counties for undergraduate enrollment at Snow College, excluding high school concurrent enrollment students. All counties have population growth with significant changes in Utah, Davis, Tooele, and Cache counties. The percent of individuals 18 years or younger is higher than the national average (22.8%). The percent of individuals with a high school diploma or higher degree (i.e. post-secondary certificate or Associate’s degree) is also higher than the national average (87%) for all counties. The percentage of individuals with a Bachelor’s degree or higher is below the national average (30.3%) for Sanpete, Sevier, Juab, Weber, Tooele, and Millard counties. Four of those counties are a part of Snow College’s direct service area (Sanpete, Sevier, Juab, and Millard).

	2010 Population	2016 Population	% Change	% 18 Years or Younger	% HS Grad or higher, age 25 plus	% BA or higher, age 25 plus	Total Students (non-HS)	% Undergraduate
Sanpete	27,822	29,409	5.7%	26.5%	89.2%	19.5%	650	19.9%
Utah	516,640	592,299	14.6%	34.2%	93.6%	38.1%	642	19.6%
Salt Lake	1,029,566	1,121,354	8.9%	27.9%	89.8%	32.8%	518	15.8%
Sevier	20,802	21,267	2.2%	29.8%	89.4%	15.5%	332	10.1%
Davis	306,479	342,281	11.7%	32.8%	95.5%	35.4%	199	6.1%
Juab	10,246	11,010	7.5%	34.8%	92.1%	16.9%	101	3.1%
Weber	231,236	247,560	7.1%	28.8%	90.1%	23.3%	101	3.1%
Tooele	58,218	64,833	11.4%	33.5%	91.6%	20.8%	98	3.0%
Millard	12,503	12,694	1.5%	31.0%	89.7%	19.8%	95	2.9%
Cache	112,656	122,753	9.0%	30.7%	93.0%	36.3%	94	2.9%
Utah	2,763,885	3,101,833	12.2%	30.2%	91.5%	31.7%		
United States	308,745,538	325,719,178	5.5%	22.8%	87.0%	30.3%		

Source: <https://www.census.gov/quickfacts/fact/table/US/PST045217>

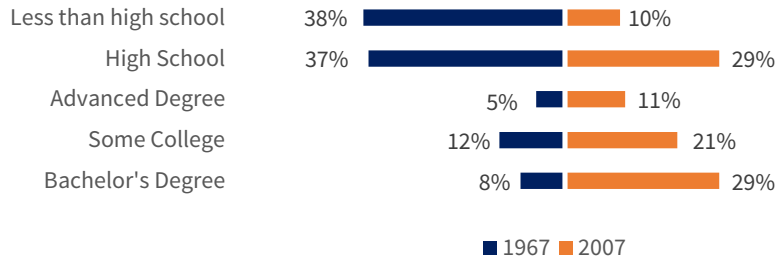
National and State Business and Industry

The United States is in a post-industrial service economy. In 1967, more than half of Americans were employed in goods-producing industries (manufacturing, mining, agriculture, and construction). By 2007, those jobs had dropped to less than 19% of the workforce, motivating people to improve their level of education in order to

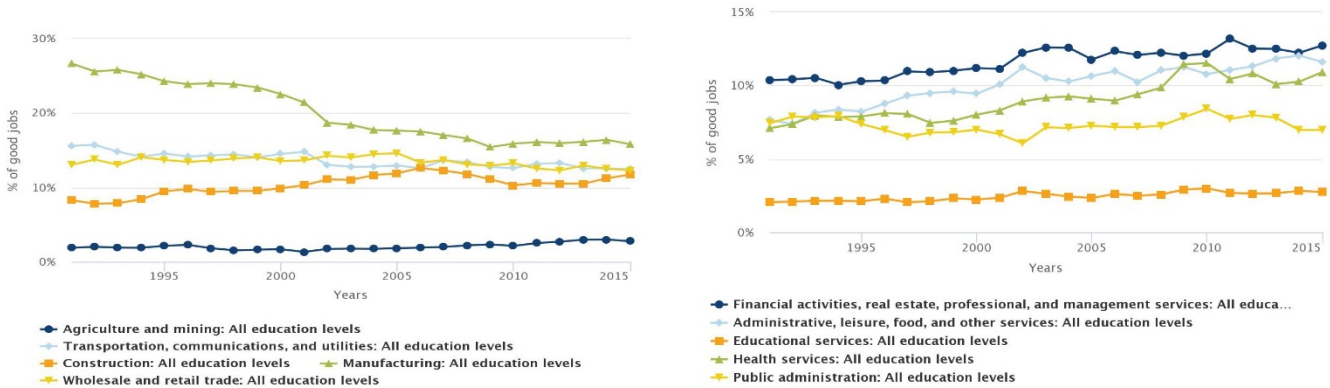
⁵ Community College FAQs on Community College Enrollment and Completion. Education Longitudinal Study (ELS: 2002-2006)

secure high-skill, high-wage jobs. The areas of greatest growth for U.S. employment has been in office and non-office settings such as hospitals and schools that require higher skills services⁶.

Workforce Educational Attainment



The U.S. economy’s largest and fastest growing sectors are business services, finance, healthcare, and education. In addition, advances in information technology and the escalation of a more complex and sophisticated consumer and production network has increased the demand for workers who can use technology. For example, in 1947 food and clothing represented 47% of economic consumption and only 18% by 2007.



Source: Georgetown University Center on Education and the Workforce analysis of data from the U.S. Department of Commerce, Bureau of Economic Analysis, Input-Output Accounts, 1947-2007.

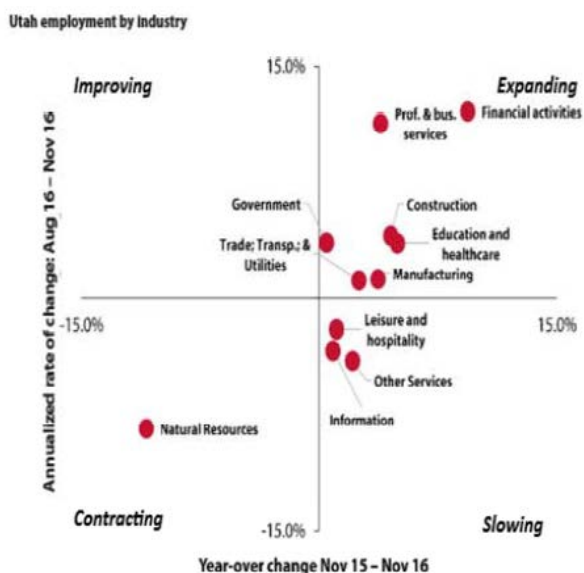
Approximately 80% of the skill improvement in the American economy is the result of changes from mass production to customization of goods and services.

Today’s economy is no longer vanilla as variety, customization, and speed have become key competitive standards. New cars have a vast assortment of “bell-and-whistle” features, and the former world of only three TV networks has been replaced by cable and on-line streaming networks.

⁶ Georgetown University Center on Education and the Workforce analysis of data from the Economic Policy Institute, based on hourly earnings from the U.S. Census Bureau’s *Current Population Surveys*, 1973-2007.

Utah Business and Industry

Utah’s non-agricultural employment increased by 2.7%, or 39,000 jobs between October 2016 and October 2017. The United States grew by 4.1%, or 2.0 million jobs during the same time period. The state’s annual employment growth rate of 3.6% ranks Utah the strongest in the nation. Demographic advantages, an appealing business climate, and increasing labor force participation will continue to be an advantage for the Utah economy. Potential expansionary federal fiscal policy including tax cuts and infrastructure spending also present an upside risk. All going well, Utah’s economy will once again be one of the top performing economies in the nation in 2017.⁷



Source: Utah Informed—Visual Intelligence for 2017. David Eccles School of Business and Kern C. Gardner Policy Institute analysis of Bureau of Labor Statistics data.

- The state’s labor supply is ranked third in the country as part of its recent recognition as the #1 Best State for Business by Forbes Magazine.⁸

- The Provo-Orem area is among the top three regions that have led the country in percentage of job growth in both healthcare and IT jobs requiring community college training since 2001.⁹

- By 2017, an estimated 2.5 million new middle-skill jobs—requiring some type of postsecondary training—will be added to the workforce in the United States, accounting for nearly 40% of all job growth. The Salt Lake Metropolitan area is one of four regions in the country where livable-wage, middle-skill jobs requiring postsecondary training will be the primary driver for overall job growth.¹⁰ These middle-skill jobs are expected to account for nearly half of all new jobs.

- The Georgetown Center on Education and the Workforce projected by 2018, 66% of all jobs in Utah would require some type of postsecondary training. This led to the state of Utah setting an aspirational attainment goal of 66% of Utah adults having a degree or certificate by the year 2020.¹¹

⁷ 2017 Economic Report to the Governor, prepared by the Utah Economic Council. <http://gardner.utah.edu>.

⁸ “Best States for Business”. *Forbes*, October 21, 2015. Utah topped the list for the second time in a row in 2015, and the fifth time since 2010. <http://www.forbes.com/places/ut/>. As cited by Utah: A State of Opportunity: Utah State Board of Regents Strategic Plan 2025.

⁹ *Middle-skill Spotlight: An analysis of four in-demand sectors with a community college focus*. Economic Modeling Specialists Intl., 2014. <http://www.economicmodeling.com/cc-report2014/>. As cited by Utah: A State of Opportunity: Utah State Board of Regents Strategic Plan 2025.

¹⁰ Webster, MaryJo. “Where the jobs are: The new blue collar.” *USA Today*, September 30, 2014. <http://www.usatoday.com/story/news/nation/2014/09/30/job-economy-middle-skill-growth-wage-blue-collar/14797413/>. As cited by Utah: A State of Opportunity: Utah State Board of Regents Strategic Plan 2025.

¹¹ A State of Opportunity: Utah State Board of Regents Strategic Plan 2025.

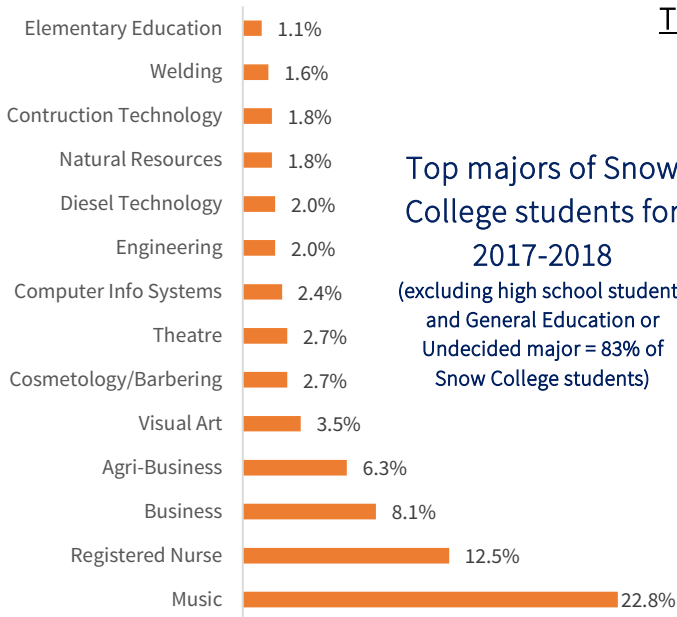
Utah's largest employers are in the areas of health care, government, higher education, and public education.

Company	Industry	Jobs
Intermountain Healthcare	Health Care	20,000 +
State of Utah	State Government	20,000 +
University of Utah (incl. hospital)	Higher Education	20,000 +
Brigham Young University	Higher Education	15,000 to 19,999
Wal-Mart Associates	Warehouse Clubs/Supercenters	15,000 to 19,999
Hill Air Force Base	Federal Government	10,000 to 14,999
Davis County School District	Public Education	7,000 to 9,999
Granite School District	Public Education	7,000 to 9,999
Utah State University	Higher Education	7,000 to 9,999
Smith's Good and Drug Centers	Grocery Stores	7,000 to 9,999
Alpine School District	Public Education	7,000 to 9,999
U.S. Department of Treasury	Federal Government	5,000 to 6,999
Jordan School District	Public Education	5,000 to 6,999
Salt Lake County	Local Government	5,000 to 6,999
Utah Valley University	Higher Education	5,000 to 6,999
U.S. Postal Service	Federal Government	4,000 to 4,999
Zions Bank Management Services	Banking	4,000 to 4,999
The Canyons School District	Public Education	4,000 to 4,999
Home Depot	Home Centers	4,000 to 4,999

Source: Utah Department of Workforce Services

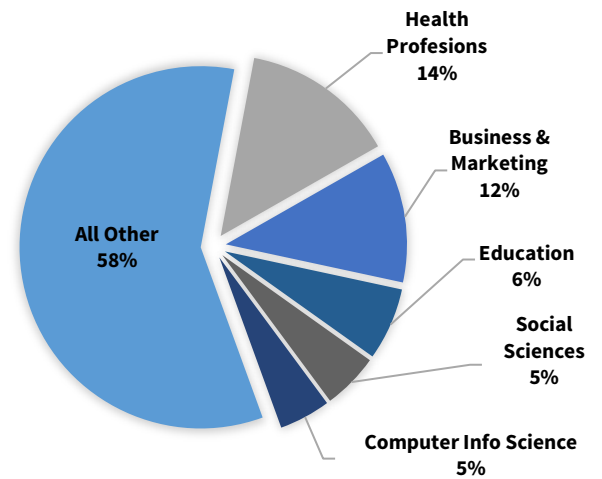
Top Majors for Utah Undergraduates

Health Professions (Nursing and related programs) and Business (Management, Marketing and related programs) are among the top majors for undergraduates in Utah's public institutions (at the two-year and four-year degree level).



Top majors of Snow College students for 2017-2018
(excluding high school students and General Education or Undecided major = 83% of Snow College students)

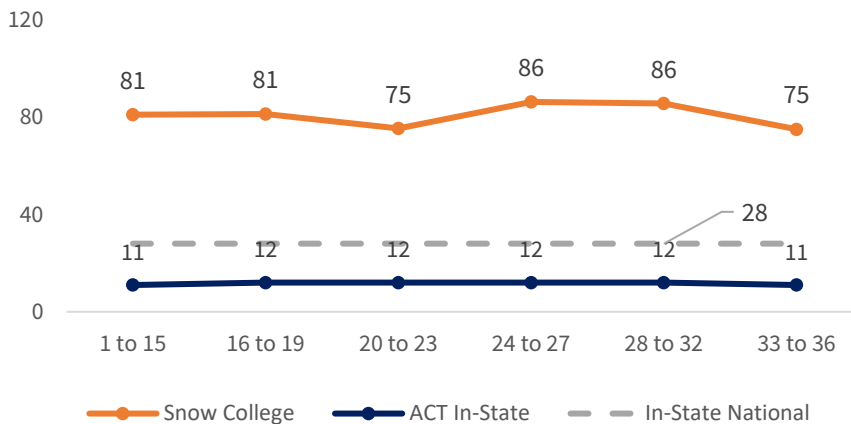
Top five undergraduate degrees for USHE students



Source: Utah Informed: Visual Intelligence for 2017. <https://issuu.com/ecclesschool/docs/ui2017complete>

Student Mobility by Academic Achievement

The majority of incoming freshmen attending four-year public colleges and universities enroll within 50 miles of their home. At public four-year colleges, the median distance students live from home is 18 miles. That number is 46 miles for private nonprofit four-year colleges, and only eight miles at public two-year colleges.¹² Snow College mirrors current trend data with significantly higher median distances, some of which can be attributed to Utah's geographically large landscape.

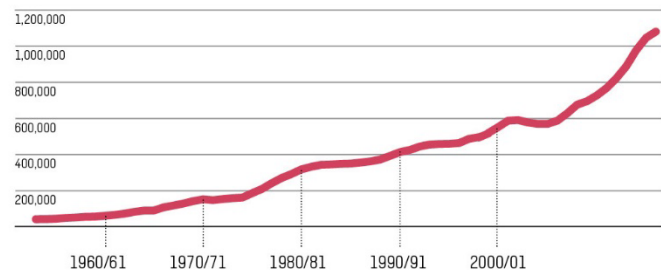


Student Mobility by Academic Achievement: Median Distance from Enrolled Students' Home to College by ACT Composite Score

International Student Profile

The number of international students studying in the United States increased by 3.4% for the 2016-2017 academic year. International student enrollment at Associate degree-granting colleges increased by 1.4%. Incidentally, international students enrolling for the first time (as first-time freshmen) declined by 3%. The majority of these students came from East Asia and the Pacific followed by Western European countries. The top three fields of study for these students are STEM (25%), Business (21%) and Social Sciences (17%).¹³ Utah ranks 30th out of all 50 states (in addition to Washington D.C.) in the number of international students. The University of Utah has the largest concentration of international students followed by Brigham Young University, Utah State University, Utah Valley University, and Latter-Day Saints Business College. The leading place of origin for in-state international students is China.¹⁴

INTERNATIONAL STUDENTS IN THE U.S. 1953/54 – 2016/17



In 2016/17 there was **an increase of 3.4%** over the prior year in the number of international students in the United States.

¹² Hillman, Nicholas, and Taylor Weichman. 2016. *Education Deserts: The Continued Significance of "Place" in the Twenty-First Century*. Viewpoints: Voices from the Field. Washington, DC: American Council on Education.

¹³ <https://www.iie.org/Research-and-Insights/Open-Doors/Fact-Sheets-and-Infographics/Infographics>

¹⁴ Source: Open Doors: Report on International Educational Exchange, published annually by IIE with support from the U.S. Department of State's Bureau of Educational and Cultural Affairs. For more information, including press releases on foreign students in the U.S. and U.S. study abroad, and FAQs, including definitions of foreign students and foreign scholars, visit www.iie.org/opendoors or contact IIE's Public Affairs office at: +1(212) 984-5380.

COST AND AFFORDABILITY

National Policy/Regulatory Impact

In May 2017, the Trump administration released its budget proposal for the 2018 fiscal year. Proposed budget cuts to federal education programs exceeded \$10 billion. In addition, the budget would eliminate loan forgiveness programs, Stafford Loans, Supplemental Educational Opportunity Grants; cut the Federal Work-Study program in half; and allow the Perkins Loan program to expire. Cuts to the Federal Work-Study program will have an impact on Snow College’s low-income and first-generation students (the majority of our service area students). The loss of Perkins Loan dollars may impact many of our CTE programs.

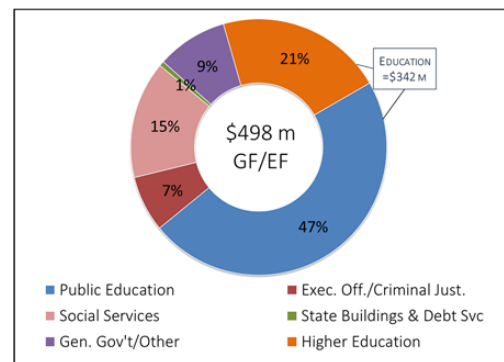
Of benefit to students is a proposed year-round Pell Grant. However, without measures to adjust for inflation the value of the Pell grant will decline. Simplification of FASFA by a reduction of the number of questions, the utilization of only prior year income on the form, and the idea of a “one grant, one loan, one work program” may result in colleges competing for attention among other non-educational budget priorities. A proposed single income-driven repayment plan caps monthly payments at 12.5% with remaining balances being forgiven after 15 years or repayment for undergraduate borrowers and 30 years for graduate borrowers.¹⁵

For Utah, higher education continues to play a role in the economic and workforce development of the state. Utah lawmakers will continue to focus on traditional higher education issues such as performance-based funding and dual (concurrent) enrollment. Other policy concerns such as campus sexual assault (and pending changes to Title IX compliance), immigration, and academic/free speech will also demand attention. With a growing high school and post-secondary Hispanic population, Utah lawmakers are mindful of changes to DACA, noting that leaders of community colleges in California are promising not to cooperate with federal immigration officials if DACA is terminated.¹⁶

Utah State Funding

Utah’s fiscal year (FY) 2017 netted \$16.2 billion from all resources (a 3.3% over the revised FY 2017 estimates). Education spending accounted for the largest share new money appropriated during the 2017 General Session. More than two-thirds of available statewide dollars was utilized to support public and higher education. Higher education received 21% of that allocation.

During the 2017 General Session, legislators approved \$3.5 million for enrollment growth and \$3.1 million for Student Athlete Graduation Improvement, each of which directed additional funds to Snow College. This resulted in an additional \$1,092,500 added to Snow College’s annual appropriation.¹⁷



¹⁵ Harris, Adam. What Trump’s Proposed 2018 Budget Would Mean for Higher Ed. The Chronicle of Higher Education. <https://www.chronicle.com/blogs/ticker/what-trumps-proposed-2018-budget-would-mean-for-higher-ed/118577>

¹⁶ <https://edsources.org/2017/education-issues-to-watch-in-2017-and-a-guess-on-what-to-expect/574483>

¹⁷ Budget of the State of Utah and Related Appropriations, 2017-2018. A Report on the Actions of the Utah State Legislature, 2017 General Session. <https://le.utah.gov/interim/2017/pdf/00002431.pdf>

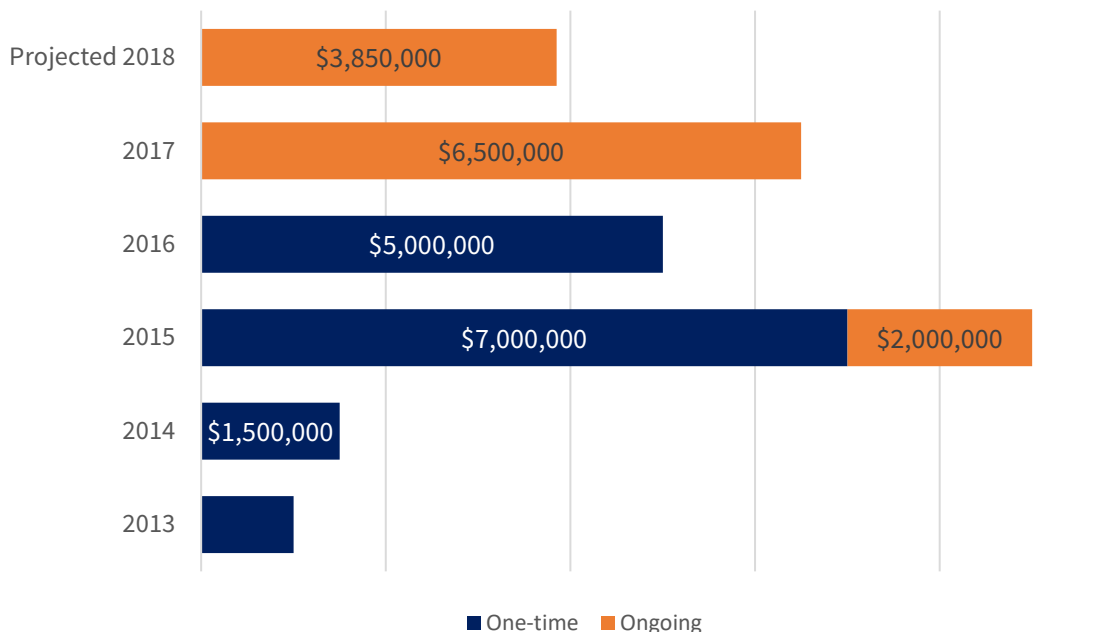
First established in 2013, higher education Performance Funding was a one-time basis subsidy, making it a challenge for institutions to fund ongoing initiatives that drive improved performance. In the 2017 legislative session, a revised performance funding, outcomes-focused model was passed that established the Performance Funding Restricted Account (S.B. 117—Higher Education Performance Funding by Millner/Wilson). The account is funded from 14% of the estimated revenue growth from targeted jobs in FY 2019, and 20% in FY 2020 and thereafter. Starting in 2018, future funding to his account is dependent on revenue growth of Utah’s targeted “5-Star” jobs as defined by the Department of Workforce services. Also in 2018, the Utah System of Technical Colleges (UCAT) will be granted 10% of the funding increase from the Performance Funding Restricted Account.

The Legislature determines to send those funds to institutions that have met the required performance metrics set by the Board of Regents. Those metrics and respective weightings are as follows:

- Completion (15%): degrees and certificates awarded
- Completion by underserved students (10%): degrees and certificates awarded to underserved students
- Responsiveness to workforce needs (25%): degrees and certificates awarded in high market demand fields
- Institutional efficiency (50%, 40% for research institutions): degrees and certificates awarded per full-time student.
- Research (10% for research institutions): total research expenditures

Research institutions are noted as the University of Utah and Utah State University.¹⁸

Performance Funding 2013-2018



Source: <https://higheredutah.org/higher-ed-appropriations-approves-performance-funding-model/>

¹⁸ <https://le.utah.gov/interim/2017/pdf/00004475.pdf>

Undergraduate Tuition and Fee Comparison

Snow College is the least expensive of all 8 USHE institutions for resident students and the second least expensive for non-resident students. Resident tuition and fees for two semesters at 15 credit hours each is \$3,692; non-resident expenses are \$12,382 (SLCC non-resident = \$12,020).

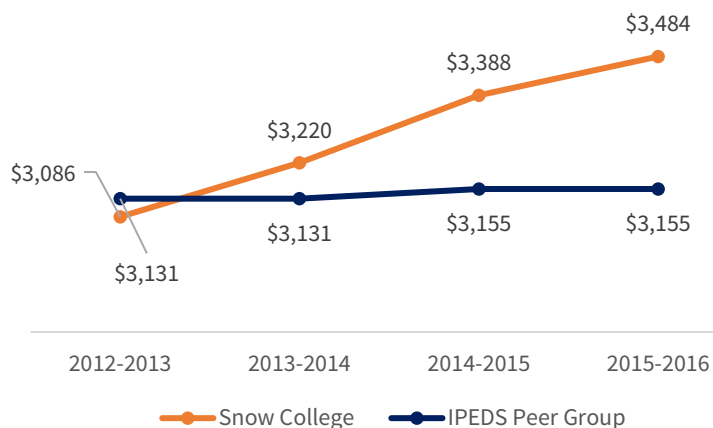
	2015-2016		2016-2017		% Change	
	Resident	Non-Resident	Resident	Non-Resident	Resident	Non-Resident
University of Utah	\$8,197	\$26,022	\$8,518	\$27,039	3.9%	3.9%
Utah State University	\$6,664	\$19,133	\$6,866	\$19,772	3.0%	3.3%
Weber State University	\$5,339	\$14,252	\$5,523	\$14,749	3.4%	3.5%
Southern Utah University	\$6,300	\$19,132	\$6,530	\$19,810	3.7%	3.5%
Snow College	\$3,484	\$11,676	\$3,592	\$12,070	3.1%	3.4%
Dixie State University	\$4,620	\$13,206	\$4,840	\$13,855	4.8%	4.9%
Utah Valley University	\$5,386	\$15,202	\$5,350	\$15,690	-0.7%	3.2%
Salt Lake Community College	\$3,568	\$11,020	\$3,689	\$11,728	3.4%	6.4%

IPEDS Tuition and Fee Comparison

Snow College's tuition and fees for all first-time degree/certificate seeking undergraduates was lower than the national peer group for 2012-2013 (lower by 1.4%). By 2015-2016, Snow College's tuition and fee expenses were 10% higher than the peer group.¹⁹

The IPEDS peer comparison group uses Snow College's institutional characteristics such as:

- Degree-granting four-year, primarily Associate degree
- Carnegie classification of Associate's Dominant
- Public, state-funded
- Similar enrollment/size



The following schools represent the 2015-2016 peer group:

Bellevue College (Bellevue, WA) Broward College (Fort Lauderdale, FL) Clark College (Vancouver, WA) Clover Park Technical College (Lakewood, WA) College of Central Florida (Ocala, FL) College of Southern Nevada (Las Vegas, NV) Columbia Basin College (Pasco, WA) Darton State College (Albany, GA) Eastern Florida State College (Cocoa, FL) Georgia Highlands College (Rome, GA) Green River College (Auburn, WA) Gulf Coast State College (Panama City, FL) Highline College (Des Moines, WA) Madison Area Technical College (Madison, WI) Miami Dade College (Miami, FL) North Seattle College (Seattle, WA) Oklahoma State University-Oklahoma City (Oklahoma City, OK) Olympic College (Bremerton, WA) Palm Beach State College (Lake Worth, FL) Pasco-Hernando State College (New Port Richey, FL) Pensacola State College (Pensacola, FL) Saint Johns River State College (Palatka, FL) Santa Fe College (Gainesville, FL) Schoolcraft College (Livonia, MI) Seattle Central College (Seattle, WA) Seminole State College of Florida (Sanford, FL) South Seattle College (Seattle, WA) South Texas College (McAllen, TX) State College of Florida-Manatee-Sarasota (Bradenton, FL) Valencia College (Orlando, FL) Vincennes University (Vincennes, IN)

¹⁹ IPEDS Data Feedback Report 2016 for Snow College. https://nces.ed.gov/ipeds/DataCenter/DfrFiles/IPEDSDFR2016_230597.pdf

Snow College's Comparative Affordability

Using annual resident tuition with off-campus room and board expenses, Snow College students can expect to pay 28% less than the average cost at any other state institution. Students who enroll and stay one semester at Snow College will save up to \$2,747 and students who stay for a full year have an estimated savings of \$5,494. These cost-savings include tuition, fees, housing, books, and other costs associated with college attendance. In other words, students who choose to attend Snow College their first college semester can save nearly enough money to pay for a second college semester. The following table uses the 2015-2016 cost of attendance data as reported to the Integrated Post-Secondary Data System (IPEDS), Institutional Characteristics component. Note that the total cost of attendance is not the sum of resident tuition and off-campus room and board. The total cost of attendance includes books, gas, groceries, and other costs distinctly reported by each institution.

Annual Cost of Attendance	Resident Tuition	Off-Campus R&B	Total Cost
Utah State University	\$7,426	\$7,800	\$19,886
Weber State University	\$5,523	\$8,000	\$19,775
University of Utah	\$8,518	\$9,936	\$23,364
Utah Valley University	\$5,530	\$5,960	\$15,900
Southern Utah University	\$6,530	\$7,500	\$20,430
Dixie State University	\$4,840	\$5,615	\$19,363
Snow College	\$3,582	\$5,000	\$14,292
Average Cost*	\$6,395	\$7,469	\$19,786
Difference/Savings	-\$2,813	-\$2,469	-\$5,494
Percent Difference	-44%	-33%	-28%

*The average cost does not include the cost to attend Snow College

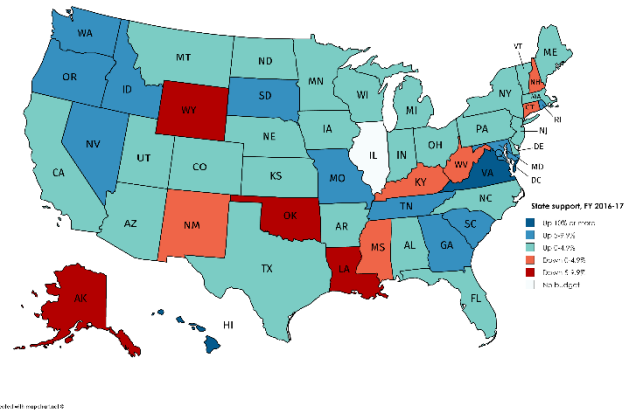
Snow College Tuition and Fees—one semester	\$1,791	The cost savings the first semester will almost pay for a second semester's worth of tuition and fees.
USHE Average Tuition and Fees—one semester	\$3,197	
Cost Savings	\$1,406	
Snow College Off-Campus Housing—one semester	\$2,500	The cost savings will pay for nearly half (49%) a second semester off-campus housing contract
USHE Average Off-Campus Housing—one semester	\$3,734	
Cost Savings	\$1,234	

Source: College Navigator—National Center for Education Statistics. <https://nces.ed.gov/collegenavigator/>

It is noted that this information does not apply tuition waivers or other forms of institutional financial support. However, the waiver amount can be applied to support the dollar value of attending Snow College compared to any other in-state institution. For example, a student offered a \$2,000 waiver at any other institution would still pay less (on average) by attending Snow College (e.g. average cost \$6,395 – the \$2,000 waiver = \$4,395. Snow College annual tuition--without any waiver--is a savings of \$813).

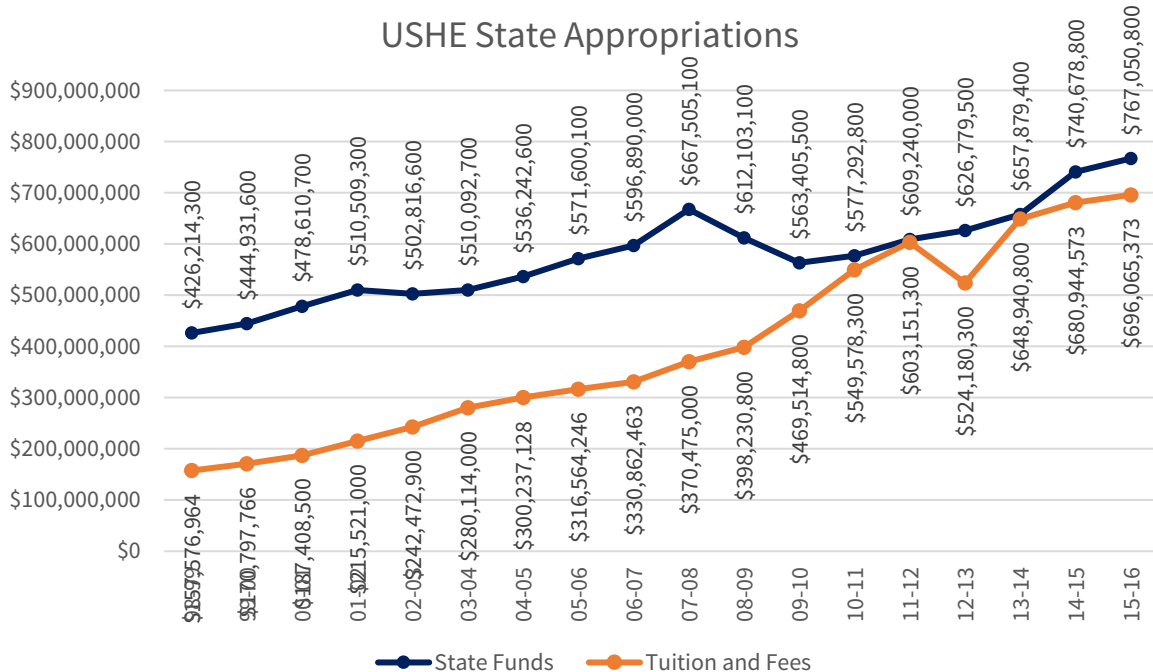
National Trends in Higher Education Appropriations

Appropriations for higher education rose moderately during the 2016-2017 (up 3.4%) fiscal year with more than three-quarters (n = 39) of states posting increases. The increase is an indication that most states are willing to fund higher education which a significant shift from prior years of widespread cutbacks. The smallest state increase was in Colorado and Wisconsin (.2%); the largest was in Hawaii (10.5%). In Utah, higher education support increased 4.9% (\$978,663,600). The five year change in funding (including stimulus funding) for Utah is an increase of 34.3%.²⁰



Utah Higher Education Appropriations

State funding for higher education has increased over the past 17 years. Total appropriations, including tuition, have maintained pace with higher education inflation as measured by the Higher Education Price Index (HEPI). The mix of state appropriations and tuition dollars has been inconsistent since FY 1999. For example, during the Great Recession, state appropriations slowed and the difference was made up by tuition dollars. Since FY 2011, however, legislators have accelerated tax funding. Utah continues to be among the most affordable states in the nation for higher education with new initiatives by the Utah System of High Education and continued legislative efforts directed toward curbing tuition growth.²¹



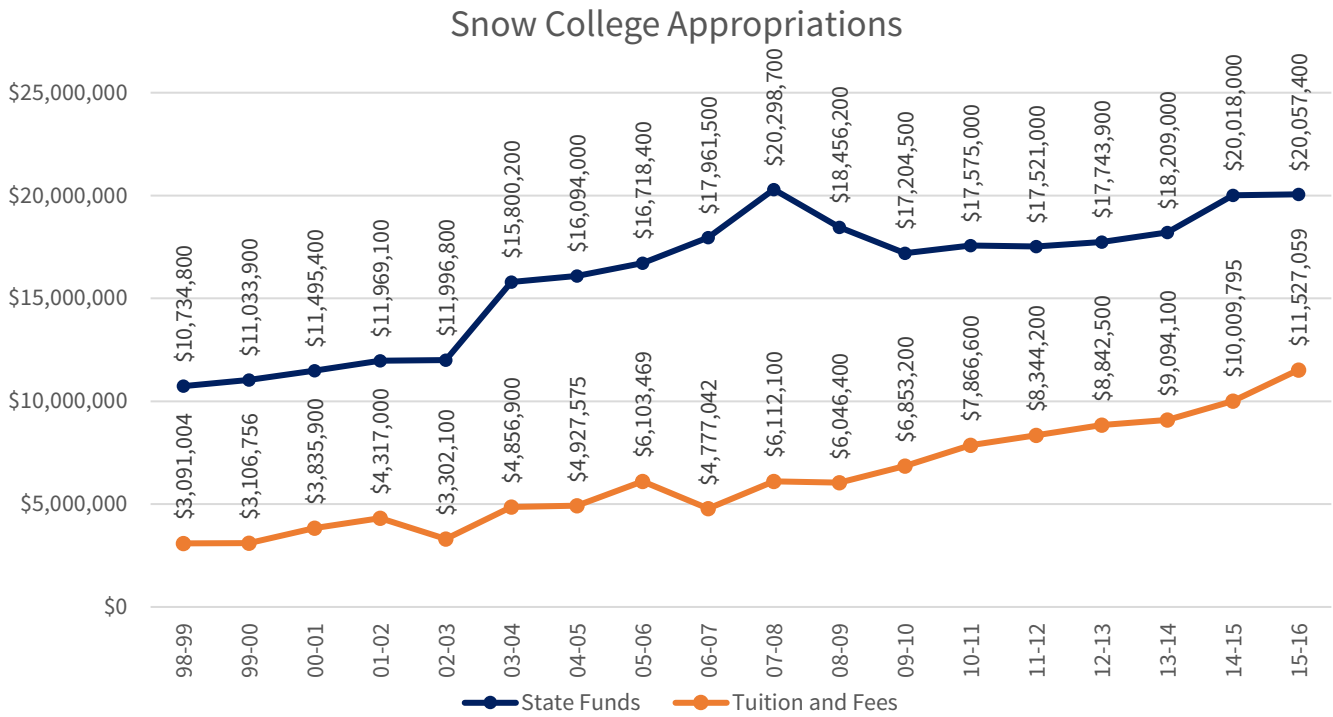
²⁰ <https://www.insidehighered.com/news/2017/02/06/states-report-34-percent-increase-higher-education-appropriations>

²¹ Pratt, Spencer. Utah State Legislature 2016 Interim Issue Brief: Higher Education Funding.

Source: Pratt, Spencer. Utah State Legislature 2016 Interim Issue Brief: Higher Education Funding.

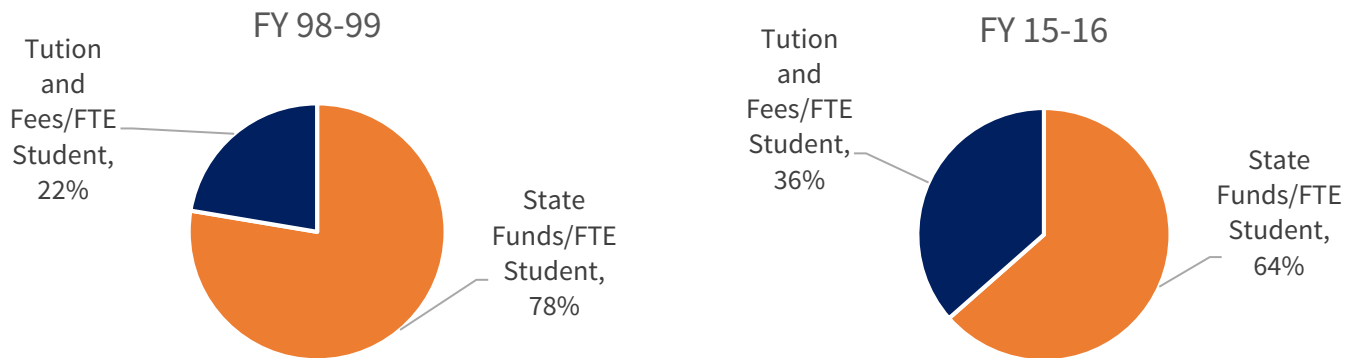
Snow College State Appropriations

For FY 98-99, the state of Utah made up two-thirds of Snow College’s appropriation (78%). By FY 0708, Snow College received its highest allocation from the state legislature--\$20,298,700. Recession-fueled budget cuts and a slow turn-around to the economy reduced Snow College’s state funding by up to -15%. Beginning FY 1314, the state of Utah dedicated increased funding to higher education and, by FY 1516, Snow College received \$20,057,400 tax dollars, which was (\$241,300) short of the FY 0708 peak. Tuition revenues along with the re-allocation of programs and general fund resources have compensated for the lack of state funding. For FY 1617, only 65% of Snow College’s operating budget is comprised of state tax dollars.



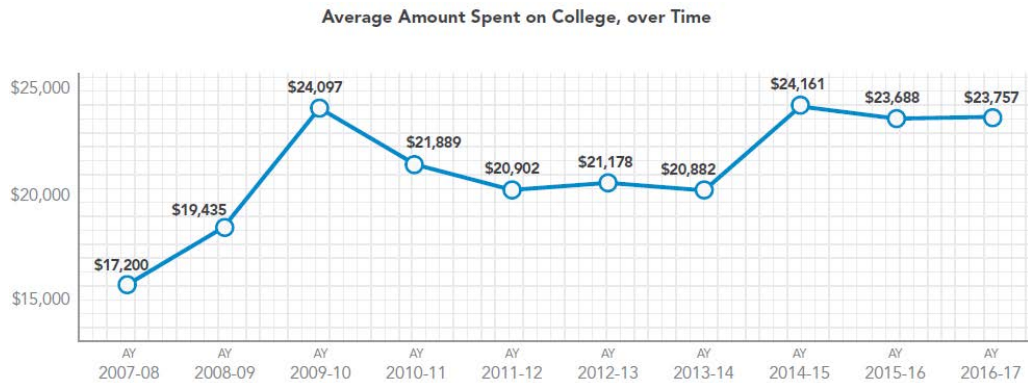
Source: Pratt, Spencer. Utah State Legislature 2016 Interim Issue Brief: Higher Education Funding.

Sources of General Fund and Operating Revenue

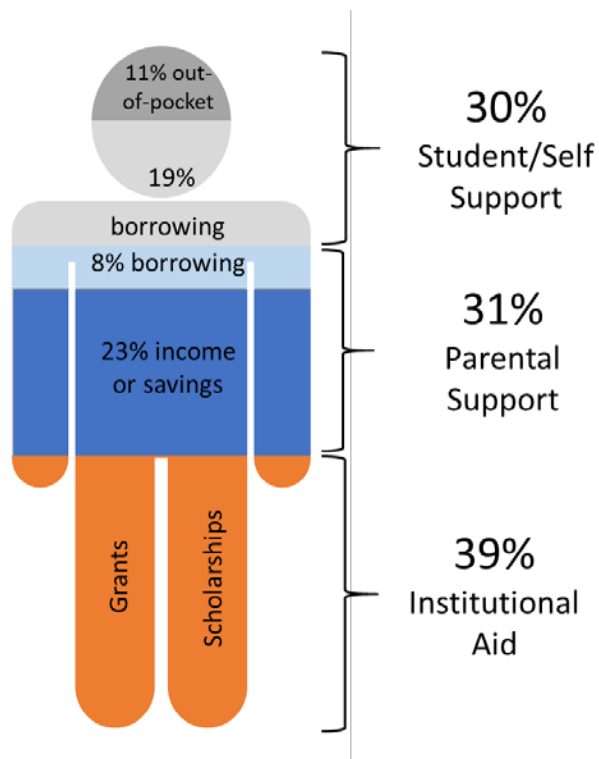


How Undergraduates Finance Their Education

Though not a direct increase, the cost for college has increased by 38% over the past 10 years. How America Pays for College 2017 found that families paid about the same for college in 2016-2017 as they did they prior year, but the balance of resources used to pay shifted. For the 2016-2017 academic year, families paid \$23,757 which was similar to the \$23,688 spent during the 2015-2016 year.



Source: How America Pays for College 2017



The 2017 report noted that scholarships and grants paid the largest portion of college expenses, after which students and parents paid an equal share.²² Despite paying an equal share, students borrowed more money to pay for college: 11% came from out-of-pocket funds and 19% from borrowed funds compared to 12% and 19% for 2015-2016, respectively. For the 2016-2017 academic year the money breakdown for college resulted in

- \$8,390 in scholarships and grants
- \$901 from relatives and/or friends
- \$5,527 from parent income or savings
- \$1,819 from parent borrowing
- \$4,551 from student borrowing
- \$2,569 from student out-of-pocket

Interestingly, although college savings plans have been in effect since 1996, only a small portion of families use them to pay for college. Thirteen percent of families used them in 2016-2017, which was down from nineteen percent the previous year. Families that used the 529 plan paid

average dollar amounts of \$10,031. Additionally, 86% of families completed the FASFA (up from 74% in 2008) and 76% of students work to help pay for college.²³

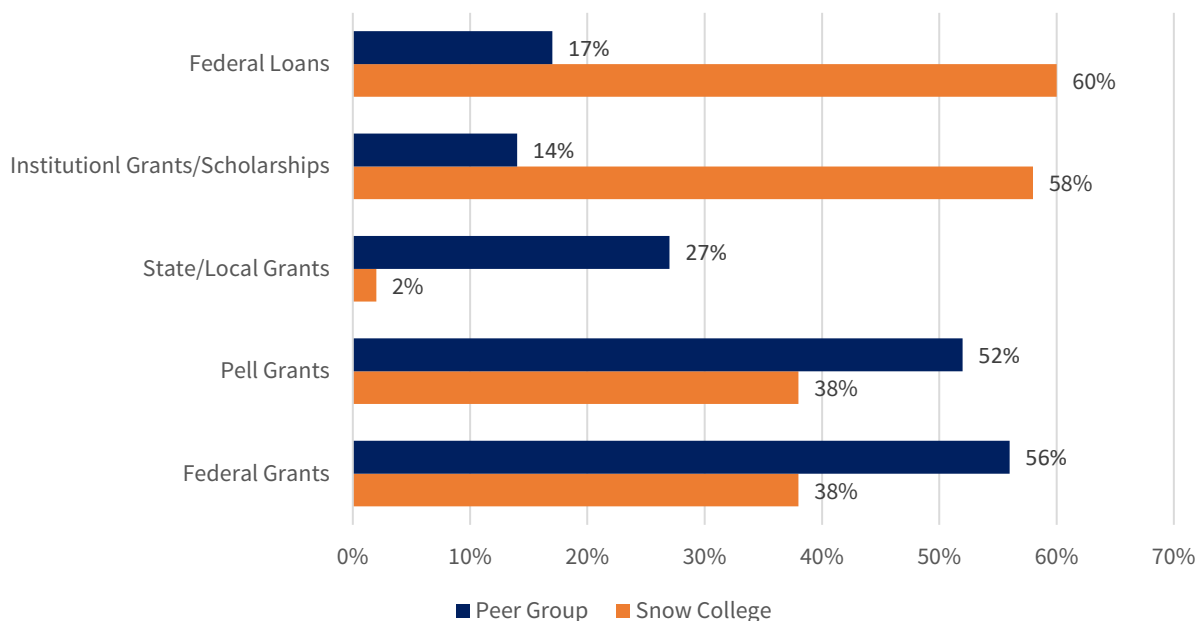
²² How America Pays for College 2017. Sallie Mae's 10th national study of college students and parents. Sallie Mae and Ipsos Public Affairs. SallieMae.com/HowAmericaPaysforCollege

²³ How America Pays for College 2017. Sallie Mae's 10th national study of college students and parents. Sallie Mae and Ipsos Public Affairs. SallieMae.com/HowAmericaPaysforCollege

How Snow College Students Pay for College

Snow College students use more institution grant or scholarship dollars and less federal grant money than their peers. Of full-time, first-time students, 58% of Snow College students took advantage of institution scholarships or grants (average amount = \$2,069) compared to the peer rate of 14% (average = \$1,796). Only 38% had federal grants, including Pell grants (average amount = \$4,352) compared to the peer rate of 52% for Pell Grants for a similar average award amount.

% of Aid for Full-Time, First-Time Freshmen



Source: U.S. Department of Education, National Center of Educational Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, Student Financial Aid component.

A little over half of Snow College student apply for any form of financial aid (52.7%). This is an increase over the 40% of students/families that completed the FASFA in 2008 but remains significantly lower than that national average of 86% for the 2016-2017 academic year²⁴.

National Trends in On-Line Education

*The Digital Learning Compass: Distance Education Enrollment Report 2017*²⁵ provides insight into how the growth of on-line course offerings and on-line degree programs and hybrid learning influence a strategic enrollment management plan. For example, findings indicate 30% of all 2015 enrollments took at least one distance education course (over 6 million students). These enrollments are 3.9% higher than previous enrollments with specific growth in occurring in public and private non-profit institutions. Notably, the proportion of students taking at least one on-line course in 2002 was under 10%.

²⁴ Source: U.S. Department of Education, National Center of Educational Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, Student Financial Aid component. Snow College Student Database (Banner) RPRAWRD table for respective fiscal years.

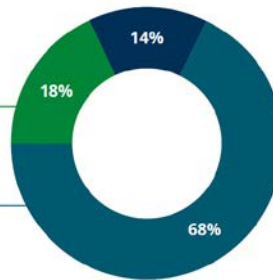
²⁵ I. Elaine Allen, Jeff Seaman (May 2017). *Digital Learning Compass Distance Education Enrollment Report 2017*. Babson Survey Research Group, e-Literate, and WCET.

The majority of distance education students are enrolled in undergraduate courses with public education hosting at least two-thirds of all distance education students.

Most distance learners in private institutions
attend not-for-profits.

Most distance learners
attend public institutions.

Public Private not-for-profit Private for-profit

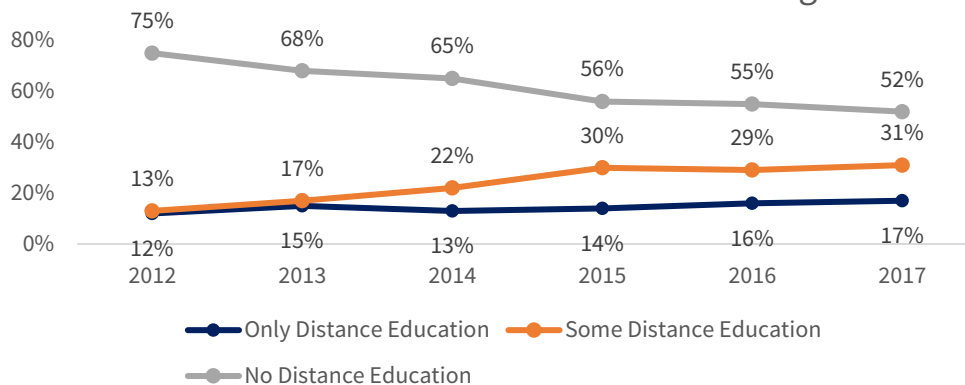


Most distance enrollments are at larger institutions—schools with 15,000 or more students comprise only 7% of all U.S. institutions but enroll over nine million (46%) of all students. These institutions also enroll the lion’s share of distance education students.

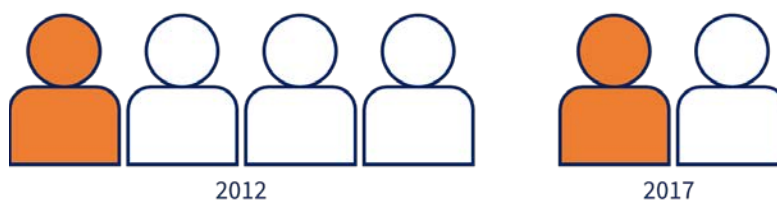
Students who take exclusively distance courses live within the same state as their institution; however, 42% of students are studying at out-of-state institutions. Of undergraduate students in the state of Utah, 67% did not enroll in any distance education course, 20% were enrolled exclusively in distance education courses, and 13% enrolled in at least one distance education course (fall 2012).

At Snow College, the number of students taking at least one distance education class has doubled from 13% (2012) to 31% (2017) while the number of students exclusively enrolled in distance education has remained relatively consistent (growing from 12% in 2012 to 17% in 2017). Many of Snow College’s distance education students are high school students enrolled in a concurrent enrollment class using interactive video conference technology.

Distance Education Trends at Snow College



Ratio of Snow Students Taking a Distance Course



Source: U.S. Department of Education, National Center of Educational Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter collection for 2012 to 2017, Fall Enrollment component.

Issues to Online Enrollment Growth Strategies

Many institutions view the consistent and positive growth of on-line education as a critical component of their enrollment management strategy. This is particularly true for institutions in states with declining high school enrollments. However, support for growth in on-line enrollment is not without its challenges.

Academic Concerns:

A persistent failure of on-line education has been the ability to convince faculty of its worth. According to the Babson Survey Research Group, only 29.1% of faculty accept the value and legitimacy of online education²⁶. This is more pronounced at small schools with limited distance education offerings.

Academic Leadership:

There has been a significant drop in the view of online education as a key element in long-term strategic enrollment goals. Particular to small schools (online < 5,000), there was a two-thirds decrease in academic administrative support from 2014 (70.2%) to 2015 (46.0%). Much of this reduction is attributed to schools with little or no distance or blended course offerings. Additionally, not all schools that report online education as a critical long-term enrollment strategy have it incorporated into their formal strategic plan.²⁷

Course Quality:

In 2003, 57.2% of academic leaders rated online education as good as or better than face-to-face instruction. By 2012, that percentage increased to 77%, but dropped slightly to 71.4% by 2015. Academic leaders at small institutions are less positive about the quality (23.2% reporting inferior), but by majority rate the quality of online and face-to-face learning as the same (61%).²⁸

Blended Learning:

Courses that mix online learning with face-to-face instruction hold more promise than full online courses. Ratings among academic leaders regarding the promise of blended or hybrid courses as higher to that of online courses increased from 39.2 (2002) to 42.3% (2015).²⁹

Student Retention:

One of the biggest concerns in online education is the excessively high attrition rates compared to traditional classes: as many as 40% to 80% of online students drop out of online classes.³⁰

²⁶ I. Elaine Allen, Jeff Seaman (May 2017). *Digital Learning Compass Distance Education Enrollment Report 2017*. Babson Survey Research Group, e-Literate, and WCET.

²⁷ The A•P•L•U-Sloan National Commission on Online Learning, *Online Learning as a Strategic Asset: A Survey of APLU Presidents and Chancellors*, The A•P•L•U-Sloan National Commission on Online Learning, *Online Learning as a Strategic Asset: A Survey of NAFEO Presidents and Chancellors*, and The A•P•L•U-Sloan National Commission on Online Learning, *Online Learning as a Strategic Asset: A Survey of ALHEC Presidents and Chancellors*.

²⁸ I. Elaine Allen, Jeff Seaman (May 2017). *Digital Learning Compass Distance Education Enrollment Report 2017*. Babson Survey Research Group, e-Literate, and WCET.

²⁹ I. Elaine Allen, Jeff Seaman (May 2017). *Digital Learning Compass Distance Education Enrollment Report 2017*. Babson Survey Research Group, e-Literate, and WCET.

³⁰ Smith, B. (2010). *E-learning technologies: A comparative study of adult learners enrolled on blended and online campuses engaging in a virtual classroom* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database.

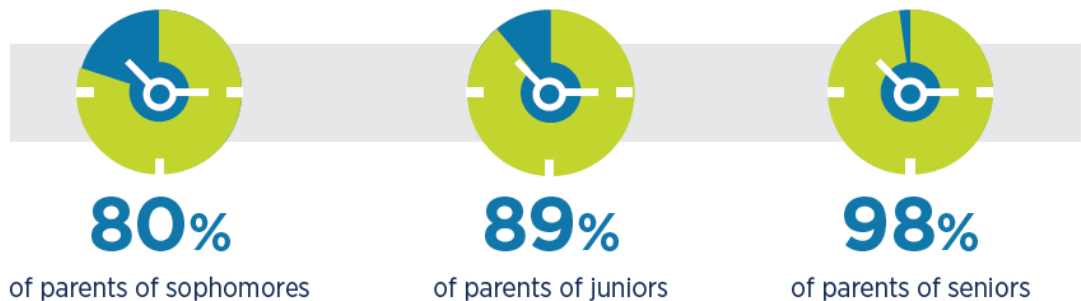
RECRUITING ENVIRONMENT

How Undergraduates Seek Information

Changing demographics in the number of high school students attending and graduating from college has changed the ways colleges and universities recruit first-time in any college student (FTIAC). More than ever, students **(AND THEIR PARENTS)** are conducting college searches using technology. Seventy-seven of all spring semester high school juniors and 82% of fall seniors ranked the college’s website as their top resource for discovering colleges. In the most recent report on FTIAC behavior, Ruffalo Noel Levitz reports that 90% of parents contact at least one college on behalf of their high school student beginning the sophomore year.³¹

Parents become more engaged as the decision time gets closer

PERCENTAGE OF PARENTS THAT HAVE ACTED TO SUPPORT ENROLLMENT



Source: Ruffalo Noel Levitz 2017 E-Expectations Report: Discover the Keys to Greater Engagement with Both High School Students and Parents.

Additionally, the decision-making process has flipped—it is not about controlling the college information sent to prospective students as much as it is about providing a multi-channel information experience. The top five information resource categories are as follows:

1. College website: This was the top pick for sophomores, juniors, and seniors.
2. On-line Tuition Calculator: 2nd pick for seniors; 3rd pick for juniors.
3. Email Messaging: 2nd pick for juniors and sophomores; 3rd pick for seniors.
4. Videos (authentic classroom and campus videos): 4th pick for all classes.
5. Printed brochures: 3rd pick for sophomores; 5th pick for juniors and seniors.

For parents the top three picks were (1) websites, (2) financial aid calculators and (3) printed materials. Both students and parents will use the college’s website to access the social media platforms sponsored by the college.

Today’s potential students and parents have a variety of resources to find information on schools. The challenge for any institution is to develop effective engagement channels and great content strategy consistent with the respective parent or student information seeking behavior. Listed are key recommendations:




³¹ Ruffalo Noel Levitz 2017 E-Expectations Report: Discover the Keys to Greater Engagement with Both High School Students and Parents.

- **Make your messaging multichannel.** Students and parents will decide how and when to get the information they seek.
- **Invest in and maintain a Search Engine** because students will use that engine to find information on your website
- **Build a Strong Presence on College Planning Sites**—making sure the information is credible and up-to-date is just as important as the college brand.
- **Budget for Digital Ad Campaigns**—paid on-line ads should be a part of a college’s digital marketing mix and consistency is the key. Occasional online ads are ineffective.
- **Don’t underestimate the value of our online calculator**—each college should provide a net price calculator that takes only minutes to use. This calculator should at the same level and ease of access as information requests forms, admission application forms, and request forms for campus visits. The inclusion of a scholarship calculator makes this information ten times more effective.
- **Understand the difference in how parents and students use social media**—students want storytelling and high imagery typically found on Snapchat and Instagram. Parents remain more traditional by using Facebook.
- **Have good content across all social media platforms**—you should have mix and the each platform should be a valued use of information for students and parents.
- **Make sure the social media links are easy to find on your college’s website**—social media links should be in a very conspicuous location on an institution’s main homepage. Consideration should be given to hosting live feeds from social media on the homepage.³²

³² Ruffalo Noel Levitz 2017 E-Expectations Report: Discover the Keys to Greater Engagement with Both High School Students and Parents.

How Undergraduates Show College Interest

Students and parents signal interest in a college as early as the sophomore year. This interest continues to grow with 90% of parents and seniors reaching out to institution of interest.

	TOP 3 WAYS TO SHOW INTEREST	
	Sophomores	Parents of Sophomores
 <p>SOPHOMORES 51% Students 33% Parents</p>	--Request for Info on website --Email --List on standardized tests	--Request for Info on website --Register student for standardized tests --Visit Campus
 <p>JUNIORS 64% Students 49% Parents</p>	--Request for info on website --List on standardized tests --Visit campus	--Request for info on website --Register student for standardized tests --Visit Campus
 <p>SENIORS 74% Students 90% Parents</p>	--Visit campus --Request for Info on website --Email (tie) --List on standardized test (tie)	--Register student for standardized tests --Visit Campus --Request for Info on website

How information is communicated to students and parents has a huge impact on their college choice decision. The choice of communication is very important and social media apps are a part of the new mix.



Email is very important and is checked on a smart phone

- All students and parents (96-99%) check and use their email at least once a week (most using their smartphone)
- 80% of parents check email on a smartphone at least once a day
- 61% indicate they check email on their phone multiple times per day

This makes responsive emails very important, especially those that adapt to fit their different smartphone screens.³³



Students and parents are open to text messaging, but few receive texts from colleges

- 62-68% of students are open to receiving text messages
- 33-48% are receptive to texts sent via social media applications (seniors are the least receptive; sophomores are the most receptive)
- 58-78% have never received a text or app message from an institution.
- 59-69% of parents are open to receiving text messages (parents of seniors being the highest)
- 22-25% are open to a message sent via social media
- 82-89% of parents have not received a text or app message from an institution

There is a growing demand for text messaging to students and parents, but it is important that the messages stick to critical topics such as deadline reminders, acceptance notifications, and application details. Long and laborious texts will cause you to lose your audience as text subscribers.³⁴

³³ Ruffalo Noel Levitz 2017 E-Expectations Report: Discover the Keys to Greater Engagement with Both High School Students and Parents.

³⁴ Ruffalo Noel Levitz 2017 E-Expectations Report: Discover the Keys to Greater Engagement with Both High School Students and Parents.

How Snow College Students Show Interest

Snow College students do not differ from national norms. In January 2017, four distinct student focus groups discussed how Snow College can best use social media to retain and recruit students. The four groups represented new freshmen students (students who attend Snow College for the first time fall semester 2016), continuing students (students who had previously attended

Snow College the prior academic year), returning and transfer students (students with prior college experience either at Snow or another institution), and high school students (a group of students taking concurrent enrollment classes while attending Manti High School).³⁵ Among the comments, pictures and short, high-quality videos mattered a lot! The higher the picture or video quality the more they will be liked and shared among friends and followers (who may be prospective students). The top communication social media apps for Snow College students are (in order): Instagram, Snapchat, Twitter (mostly for news)



Students check their social media nearly every minute!



Students prefer pictures and videos over text.



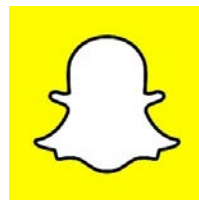
Students access social media using their cell phones.

TAKEAWAY: Students connect with Snow College using social media and their cell phones. These students prefer to get their information all the time via pictures and videos. The videos must be short (less than 20 seconds in length).



Instagram

Daily use for picture messaging, maintain contact with friends, and share moments (pictures) with others/followers.



Snap Chat

Daily used for pictures, messages, and stories with friends. Used more than text messaging for high school and new college students.



Twitter

Used daily for messages and to keep up with trending local, national, and/or global news stories



YouTube

Used for daily entertainment—watching trending videos or those posted by friends.



Facebook

Used for family information such as posting letters or for networking (like LinkedIn). Not checked daily.



Other apps

Used the same as Facebook for posting letters or networking. Not checked daily.

TAKEAWAY:

Students use Instagram or SnapChat on a daily basis to

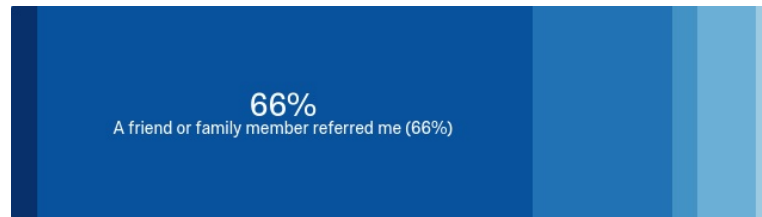
maintain instant contact with friends and followers. Twitter and YouTube are also used daily for news and entertainment information. Facebook is used for letters and family information with less visiting the site because of all the advertisements—it has become like store.

“Facebook is for moms and none of us here are moms!”

³⁵ Snow College social Media Focus Group and Survey Findings, March 2017

Snow College Student Choice Information

For the 2017 entering student survey, 828 first-time students were asked how they first learned about Snow College. Sixty-six percent responded learning about Snow College from family or friends, most of whom previously attended the college. Other areas of influence consisted a high school visit from a Snow representative (19%), information received from a high school counselor (8%), attendance at a Snow College open hour (3%), a web-based search on colleges (3%), an direct email from Snow College (1%), and information obtained from a national publication like Wintergreen Orchardhouse or the Peterson Guide (less than 1%).



Snow College Enrollment Choice

Historically, the greatest influence on student enrollment was the academic reputation and the cost of the institution.³⁶ Starting in 2007, cost ranks as the single leading factor in a student’s choice to matriculate (69%) followed by size, scholarship offerings, and the ability to transfer to another school or four-year program.³⁷

Academic Reputation	10%
Size	12%
Location	10%
Scholarship Offer	10%
Cost	13%
Financial Aid Package	7%
Athletics/Activities	7%
Family Influence	7%
Peer Influence	9%
Ability to transfer to another school/program	11%

Snow College Enrollment Yields

Recruitment and enrollment yields compare the number of applicants and matriculated first-time, directly out of high school, students against state-wide high school graduating classes (high school graduating class information obtained by WICHE (Western Interstate Commission for Higher Education) data.³⁸ The five-year recruitment yield average is 13%. This means Snow College receives and admits only 13% of Utah’s high school graduating population. The five-year enrollment yield average is 5%. This means that Snow College enrolls only 5% of Utah’s high school graduation population as new, first-time freshmen.

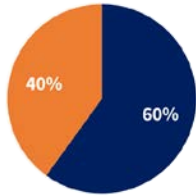
³⁶ Snow College Entering Freshman Survey, Fall 2006.

³⁷ Snow College Entering Freshman Survey, Fall 2010.

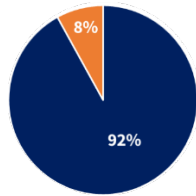
³⁸ <https://knocking.wiche.edu/data/>

Snow College Enrollment Profile

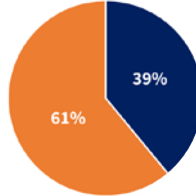
For Fall 2017, enrollment at Snow College was 5,563 students. 28% of the enrollment were first-time freshmen (20% coming directly from high school), and over one-third (34%) were high school students taking college courses for dual college and high school credit. In fall 2017:



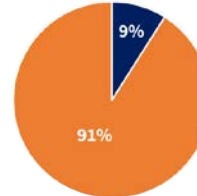
60% of all students were full-time; 40% were part-time



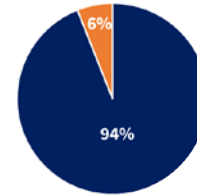
92% were Utah residents



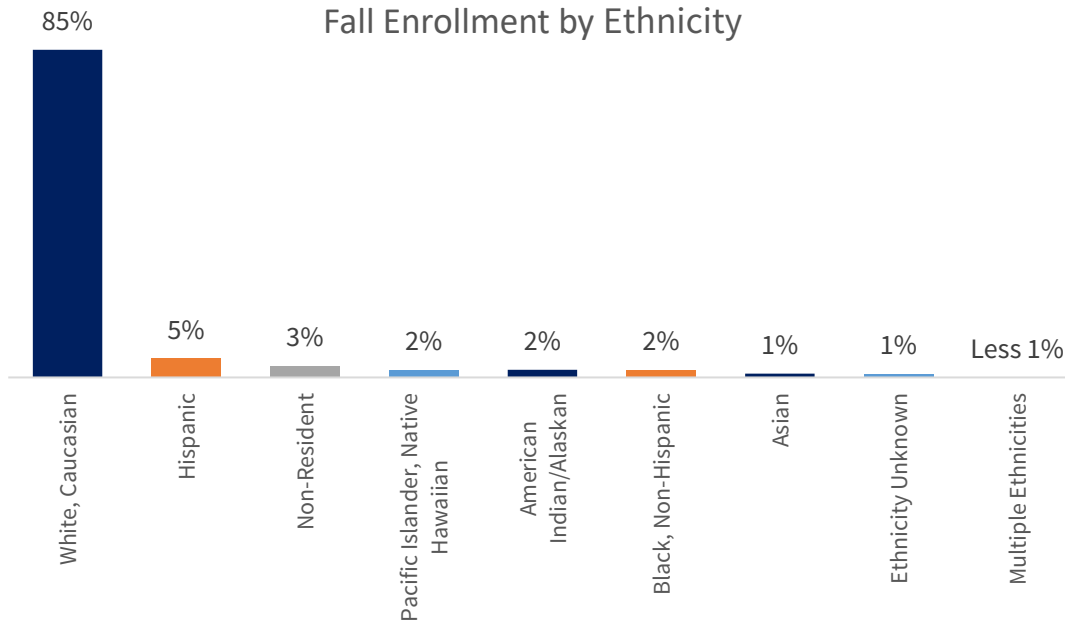
39% came from the 6-County service area



International students represented 9% of the student population



94% were age 24 years or younger (ave = 20 years)



Other Fall 2017 Information

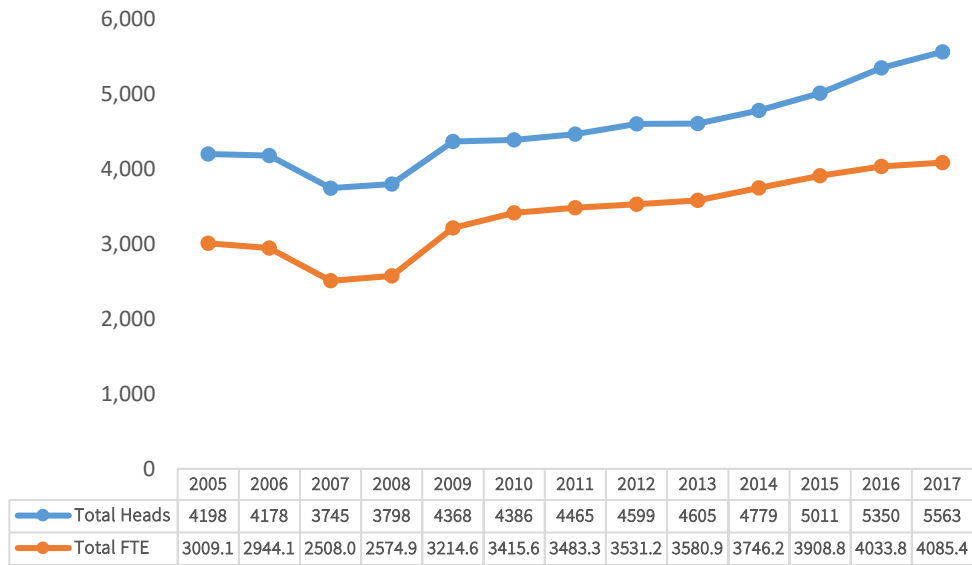
Fall Undergraduates by Type	Count	Percent	First-Time Freshmen Profile	
High School Students	1,887	34%	Directly from HS	1,086
First-Time Freshmen	1,554	28%	HS > 12 months	468
Continuing Students	1,590	29%	Average HS GPA	3.3
Returning Students	277	5%	Average ACT	20
Transfer Students	50	1%	Male/Female	629/925
Non Credit Students	205	3%	Full/Part	95%/5%
New freshmen students are represented by two categories: (1) those enrolled directly from high school or within 12 months of high school graduation and (2)			Minority	218
			International	25

those attending for the first time (no prior college) greater than 12 months from their high school graduation. First-time international students are part of this mix.

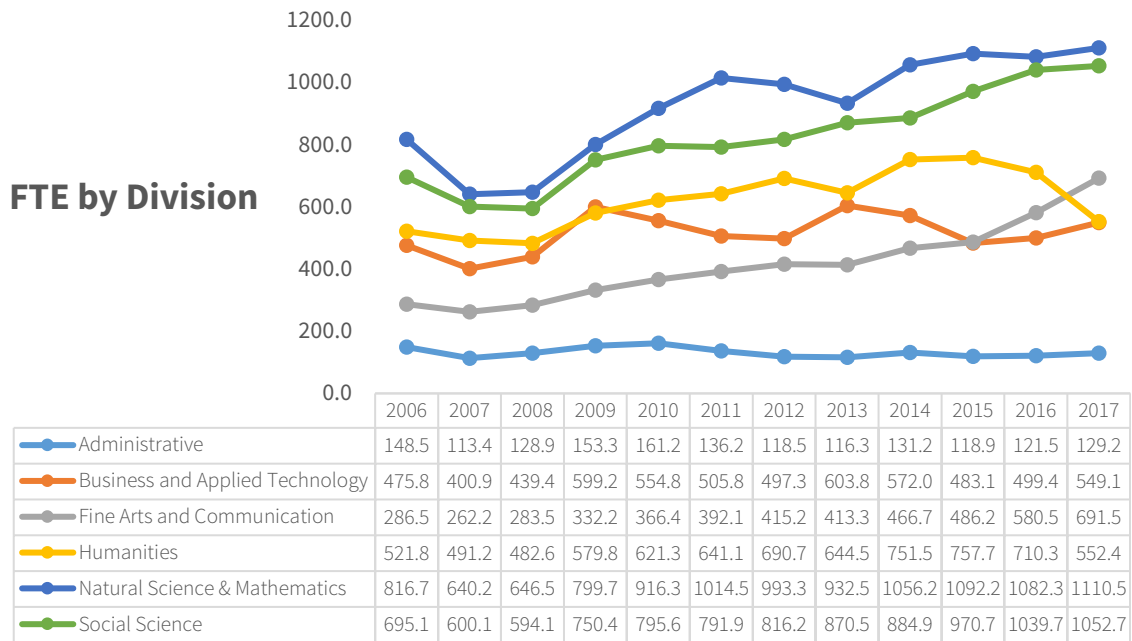
Snow College Enrollment Trends

Snow College student enrollment has steadily increased since 2008. Significant increases in student headcount since 2015 have been in high school concurrent enrollment students. This has created a larger gap between headcount and FTE with FTE driving the institution’s budget-related support.

Headcount and FTE



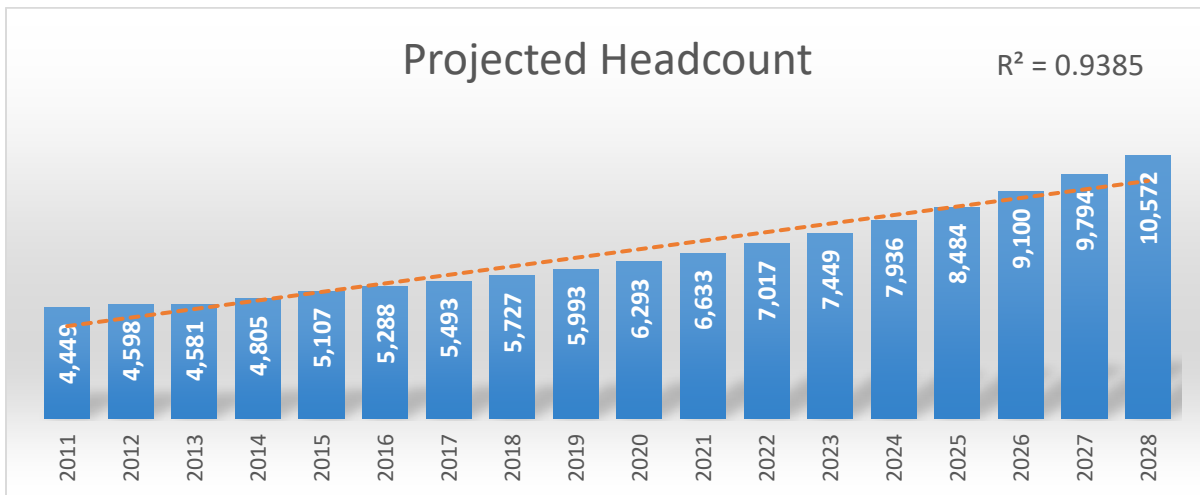
Snow College has six academic divisions representing the areas of Administration (College Survival, College Success, and Career Preparation courses), Business and Applied Technology, Fine Arts & Communication, Humanities (includes Foreign Languages), Natural Science & Mathematics, and Social Science.

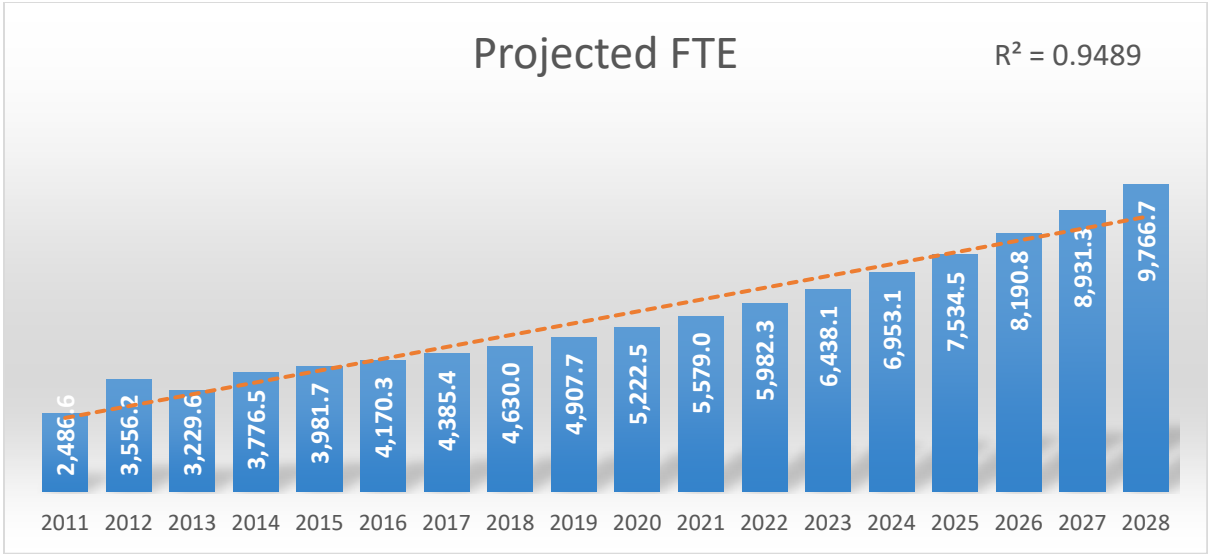


Snow College Enrollment Projections

Projected headcount and FTE is based off a growth formula using the following four main student categories: (1) high school students attending the college either on or off campus, (2) non-high school students from the six county area, (3) non-high school students from the Wasatch Front area, and (4) non-high school students from other areas in Utah, the United States and foreign countries. These projections are updated annually (April) and presented to the Utah State Board of Regents by the Snow College President.

Snow College intends to grow by at least 4% over the next 10 to 15 years. Given the institution’s current projection model, 28% of the enrollment growth comes from first-time freshmen students. To sustain the projected growth, the estimate for the fall 2018 freshman class is 1,844. Subsequent freshman classes would need to grow by at least 150 students each year.





OTHER ENVIRONMENTAL FACTORS

Basic Needs/Food Insecurity

While many students may still worry about gaining weight in college (the “freshmen-15”), a growing number are unable to buy nutritious food. This puts their physical health, mental health, and academic performance at risk. A study conducted at a mid-size university in Oregon found that 59% of students were food insecure at some point during the previous academic year.³⁹

In large part, rising tuition costs have forced some students make difficult choices regarding paying for classes, rent and food. More first-generation and low-income students are attending college, many of whom may lack the resources and the familial financial support to purchase nutritious food. The study also found that students with jobs are not immune. Nearly half the students in the study were working part-time while going to school (at least 18 hours a week) and were twice as likely to report experiencing food insecurity.⁴⁰

Despite the limited studies on college student food insecurity, existing research has found comparable results.⁴¹ Research at the City University of New York found 39% of students experienced food insecurity⁴² and 45% of students reported food uncertainty at the University of Hawaii, Manoa.⁴³

These studies note the connection between the lack of nutritious food and academic performance. According to the Oregon study, students with food insecurity were more likely to have a GPA less than 3.1

Student Mental Health

A mental health crisis faces today’s college campuses nation-wide. Evidence suggests that more and more college students are experiencing greater levels of stress and psychopathology than at any other time. According to the Association for University and College Counseling Center Directors, 95% of college counseling center directors reported an increase in the number of students with significant psychological issues and expressed growing concern that the number will continue to rise.⁴⁴

The American Freshman Survey (2014) found that the emotional health of incoming freshmen was at its lowest point in three decades with more than half the students reporting having experienced recurrent anxiety over the course of a year and 32% indicating episodes of debilitating depression.⁴⁵ However, very few (less than 15%) of these students went to counseling or sought help from other campus resources.

The Center for Collegiate Mental Health’s most recent report (2016)⁴⁶ found an increase in students seeking mental health services over the past six years. The study noted that college students are making counseling

³⁹ Prevalence and Correlates of Food Insecurity Among Students Attending a Midsize Rural University in Oregon. Patton-López, Megan M. et al. *Journal of Nutrition Education and Behavior*, Volume 46, Issue 3, 209 - 214

⁴⁰ Gutter, M., Copur, Z. Financial behaviors and financial well-being of college students: evidence from a national survey. *J Fam Econ Issues*. 2011;32:1–16.

⁴¹ Hughes, R., Serebryanikova, I., Donaldson, K., Leveritt, M. Student food insecurity: the skeleton in the university closet. *Nutr Diet*. 2011;68:27–32.

⁴² https://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Centers/Center%20for%20Human%20Environments/cunyfoodinsecurity.pdf

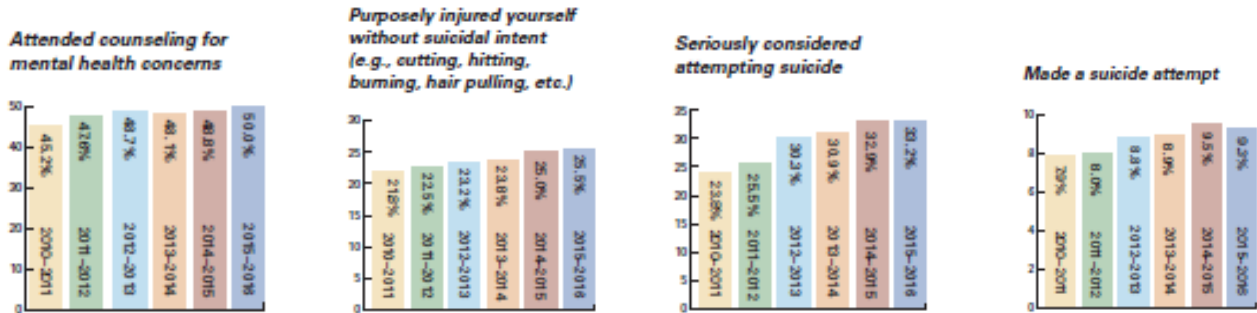
⁴³ http://scholarspace.manoa.hawaii.edu/bitstream/10125/20775/1/M.S.Q111.H3_4200%20AUG%202007_r.pdf

⁴⁴ <https://www.aucccd.org/assets/documents/aucccd%202016%20survey%20press%20release%20final.pdf>

⁴⁵ http://www.acha-ncha.org/docs/ACHA-NCHA-II_ReferenceGroup_ExecutiveSummary_Spring2013.pdf

⁴⁶ Source: Center for Collegiate Mental Health (2017, January). *2016 Annual Report* (Publication No. STA 17-74).

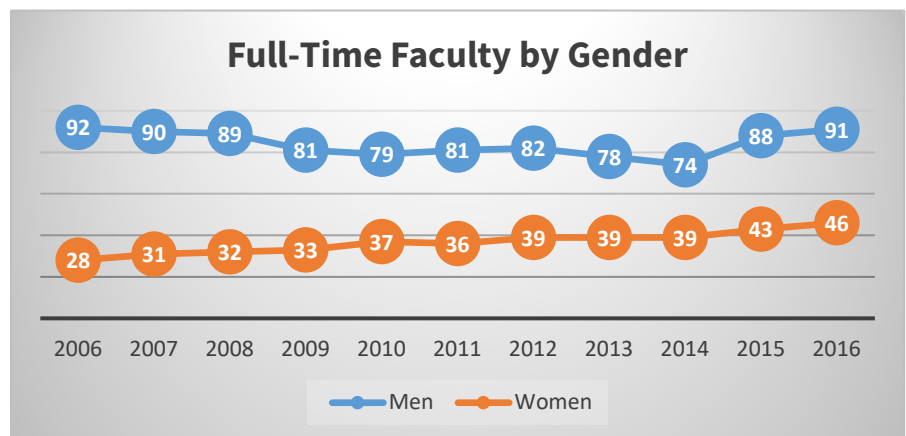
appointments at a rate seven times greater than institutional enrollment rates. In addition, the study found a steady increase in incidents of self-harm among college students. Among the students who sought counseling services, 33% of the students seriously considered suicide and 26% purposefully committed injury to self without suicidal intent.



Source: Center for Collegiate Mental Health (2017, January). 2016 Annual Report (Publication No. STA 17-74).

Faculty Gender and Ethnicity Profile

Snow College is a teaching institution which means our faculty are dedicated to teaching and student learning. Any faculty 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. 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.⁴⁷

Grand Totals	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Non-Resident, Alien	0	0	0	0	0	0	0	1	0	0	0
Hispanic/Latino	1	2	2	2	2	2	2	2	1	1	0
Asian	2	2	1	1	0	1	1	0	1	1	1
American Indian/Alaskan Native	1	1	1	0	0	0	0	0	0	0	0
Black or African American	0	0	0	1	1	1	1	1	0	0	0
Native Hawaiian/Pacific Islander	0	0	1	0	0	0	0	0	0	0	0
White	116	116	115	110	113	113	117	113	108	129	135
Two more races	0	0	0	0	0	0	0	0	0	0	0
Unknown	0	0	1	0	0	0	0	0	3	0	1
Totals	120	121	121	114	116	117	121	117	113	131	137

⁴⁷ Source: AAUP Annual Survey and IPEDS Human Resources report component

ADDENDUM

Report Card for Strategic Enrollment Management Assessment

Prior to developing a SEM plan, Snow College conducted a survey among faculty and staff regarding Snow College’s enrollment practices using pre-established strategic enrollment metrics. The assessment focused on three main categories of mission and goals, the utilization of institutional resources, and institutional processes. Overall (and in all three categories) Snow College personnel graded the institution’s efforts at a C.

Using the results of this assessment as a baseline, Snow College intends to develop a strategic enrollment management plan and measure institutional progress on an annual basis.

		Average Score	Grade
Based on your knowledge and experience at Snow College, provide your response to the following enrollment and retention strategy components.		3.25	C
Mission and Goals	Snow College has achieved an institutional culture of partnership and collaboration from multiple departments, across campus in working toward enrollment goals.	3.18	C+
	Snow College has established clear and well-communicated enrollment and retention targets for goals in ENROLLMENT.	3.36	C+
	Snow College has established clear and well-communicated enrollment and retention targets for goals in DIVERSITY.	3.57	C+
	Snow College has established clear and well-communicated enrollment and retention targets for goals in RETENTION.	3.5	C+
	Snow College has established clear and well-communicated enrollment and retention targets for goals in COMPLETION.	3.04	C
	Snow College's enrollment and retention goals align with the college's mission, core themes, and objectives.	2.86	C-

		Average Score	Grade
Based on your knowledge and experience at Snow College, provide your response to the following enrollment and retention strategy components.		2.96	C-
Institutional Resources	Snow College has a data-rich environment which informs decisions and strategies for enrollment and retention goals.	3.04	C
	Snow College has developed an enrollment and retention infrastructure sufficient with SKILLED STAFF to achieve enrollment goals.	2.71	C-
	Snow College has developed an enrollment and retention infrastructure sufficient with POLICIES AND PROCEDURES to achieve enrollment goals.	3.0	C
	Snow College has developed an enrollment and retention infrastructure sufficient with DECISION-MAKING GROUPS to achieve enrollment goals.	3.21	C+
	Snow College has developed an enrollment and retention infrastructure sufficient with CLEAR ACCOUNTABILITY MEASURES to achieve enrollment goals.	3.50	C+
	Snow has implemented student friendly course scheduling practices and procedures that foster student progress and completion in support of the college's enrollment goals.	2.68	C-
	Snow has implemented student friendly course scheduling practices and procedures that foster student progress and completion in support of the college's retention goals.	2.93	C-
	Snow College has course scheduling practices that allow for support enrollment and retention goals.	2.86	C-
	Snow College has course scheduling practices that allow for support student growth.	2.57	D+
	Budget planning and allocations are in place to support the college's ENROLLMENT GOALS.	3.07	C
	Budget planning and allocations are in place to support the college's RETENTION GOALS.	3.07	C

		Average Score	Grade
Based on your knowledge and experience at Snow College, provide your response to the following enrollment and retention strategy components.		3.28	C
Processes	There are clear targets and transition strategies to move students through the enrollment cycle of admission, registration, retention, and completion.	3.07	C
	Each non-academic support program or department has articulated action steps for implementing college enrollment and retention goals.	3.46	C+
	Snow is achieving sustainable institutional enrollment and retention goals.	3.32	C+