

SNOW COLLEGE

Environmental Scan

Spring 2020



**SNOW
COLLEGE**

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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's degree level (in commercial music and software engineering). The opportunity to provide an excellent educational experience combined with 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.

Bradley J. Cook, 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.

Executive Summary/Introduction

Snow College's strategic enrollment management plan achieves several 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 43 percent from the local six-county area, another 50 percent from elsewhere in Utah, and 8 percent from other states and international locations.

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 seventh 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 institution's 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:

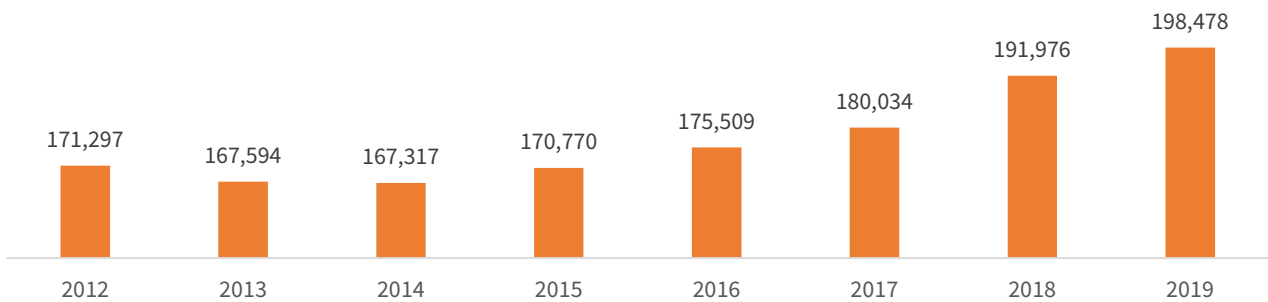
- Lack of accountability
- A faculty v. staff divide
- The lack of an enrollment management plan
- Current course scheduling practices
- Silo-type institutional operations
- The lack of a student portal
- The lack of internal communication and self-advertising of existing and improved services
- The 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

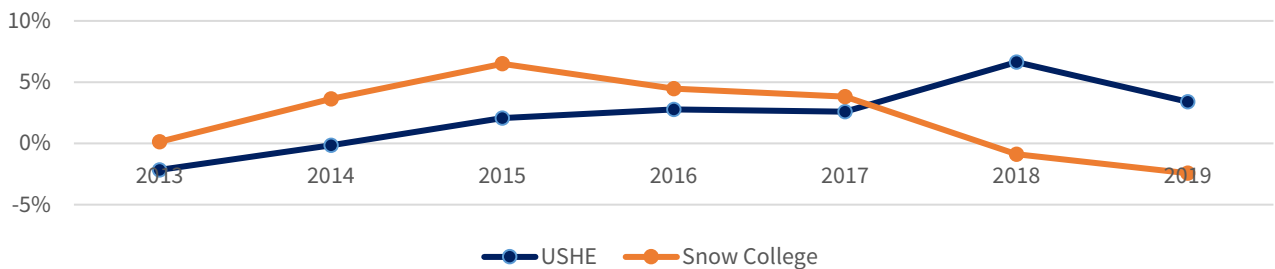
Utah’s public colleges and universities saw another consecutive year of growth, up 2.78% from 2016. Prior to these increases, the state experienced two years of flat enrollments. Both the flat enrollments and the recent growth is attributed to the missionary age change by the Church of Jesus Christ of 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 was among the fastest growing USHE institutions with growth rates at least 2% to 3% higher than system rates. However, the last five year have resulted in flat freshman class enrollment and slight overall enrollment declines.

USHE Fall Enrollment Percent Change



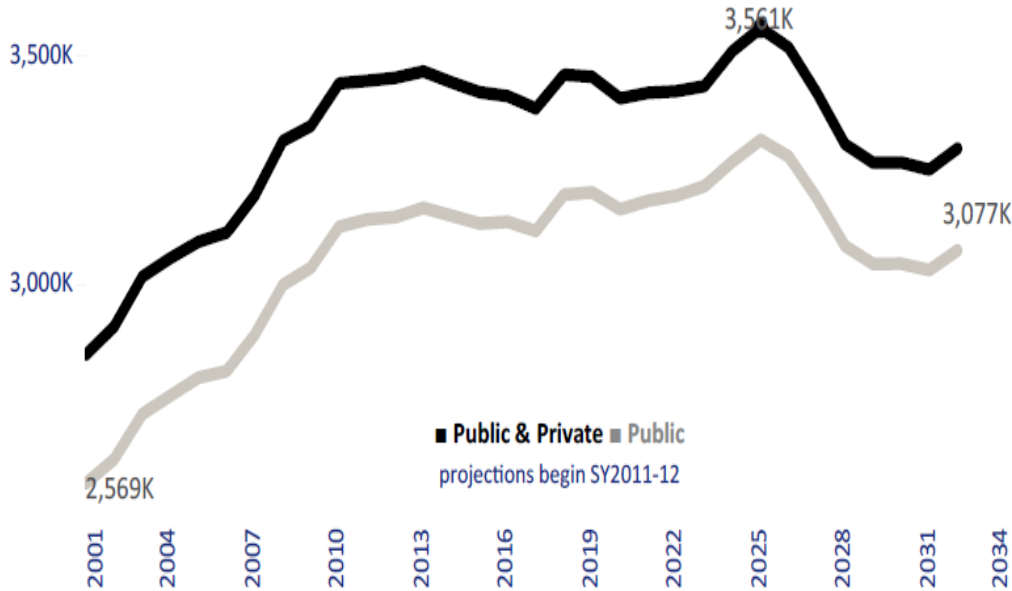
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
% USHE Enrollment Change	-2%	0%	2%	3%	3%	7%	3%
% Snow College Enrollment Change	0%	4%	6%	4%	4%	-1%	-2%
Total USHE Enrollment	167,594	167,317	170,770	175,509	180,034	191,976	198,478
Total Snow College Enrollment ²	4,605	4,779	5,111	5,350	5,563	5,514	5,383

¹ USHE 3rd Week reports. <https://ushe.edu/ushe-enrollment-expected-to-grow-to-over-241000-students-by-2026/>

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

High School Graduates: United States and Utah

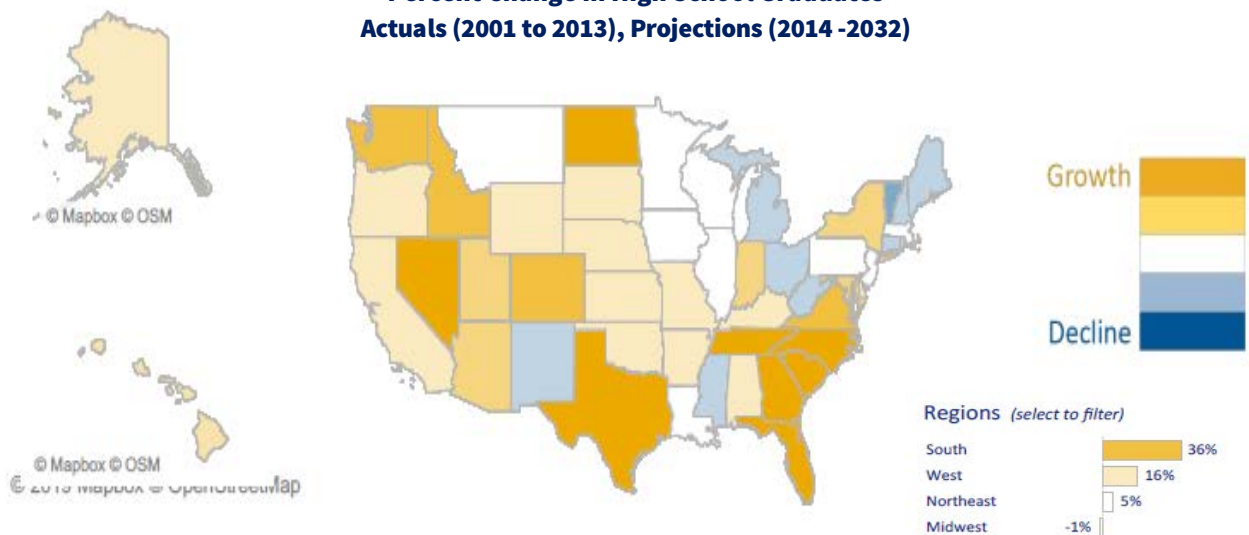
The Western Interstate Commission for Higher Education (WICHE)'s, *Knocking on the College Door* 2016 report notes a significant national decline in the number of high school graduates that started 2010/11 and will continue for several years, even decades. This is in sharp contrast to sustained growth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



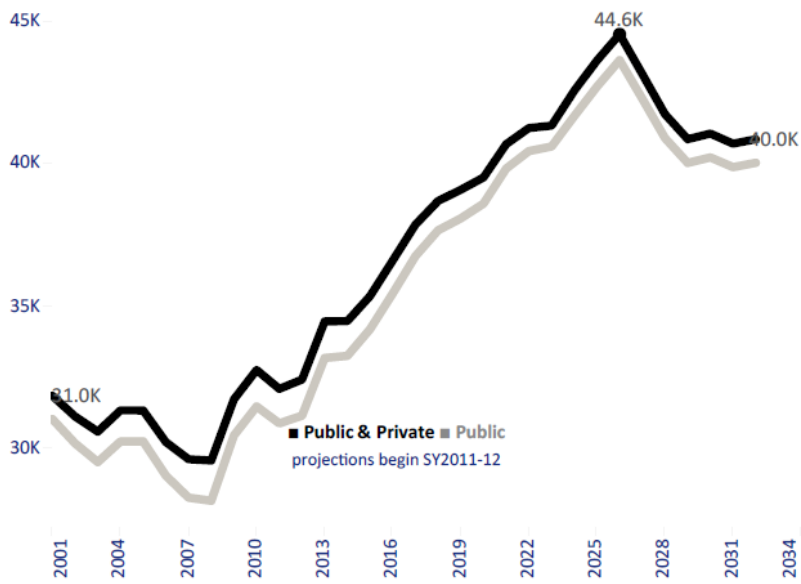
- 3,409,100 high school graduates (on average) projected per year between 2011-12 and 2031-21
- The total number of graduates is projected to increase by 3.1% between 2011-12 and 2024-25, the next highest year for the United States.

The percent change in high school graduates from 2001-2013 (actuals) to 2014-2032 (projections) minimal or no growth for schools in the Midwest and Northeast. States such as Vermont, Maine, New Hampshire, Michigan, Ohio, West Virginia, Mississippi, and New Mexico are projected to experience decline in high school graduates. Utah is projected to experience a 26% percent positive change in high school graduates (2014-2032).

Percent Change in High School Graduates Actuals (2001 to 2013), Projections (2014 -2032)



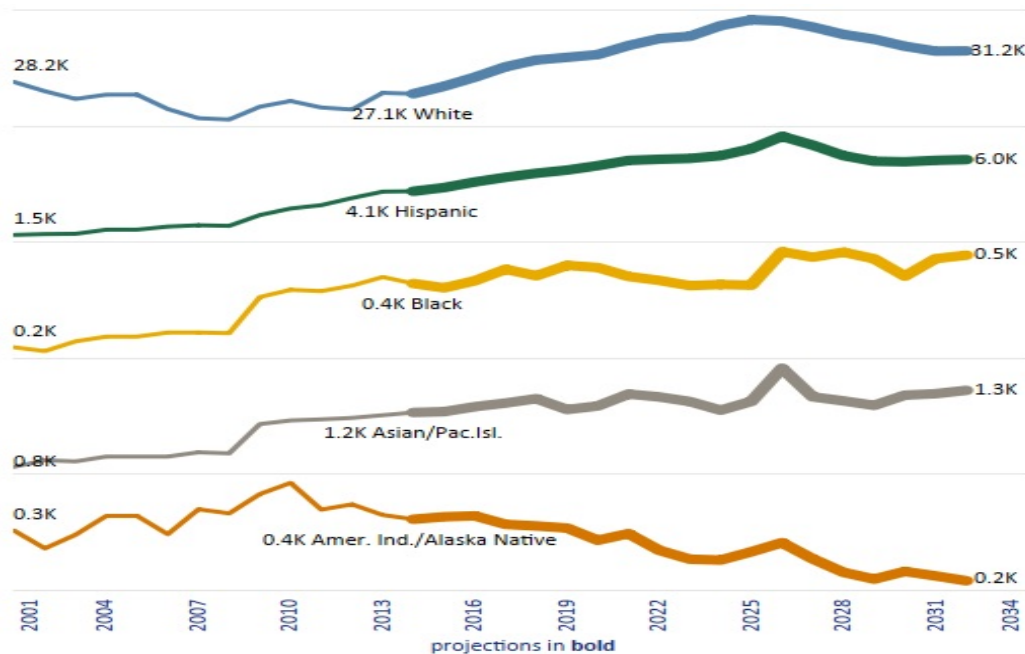
³ Bransberger, Peace., Michelau, Demaree, K. (2016). *Knocking on the College Door* (9th eds). <https://knocking.wiche.edu/>



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 number of graduates.⁴ As shown in the graph, a significant decline in overall high school graduates is expected after 2026.

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’s high school graduates are less diverse than the West region overall.



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

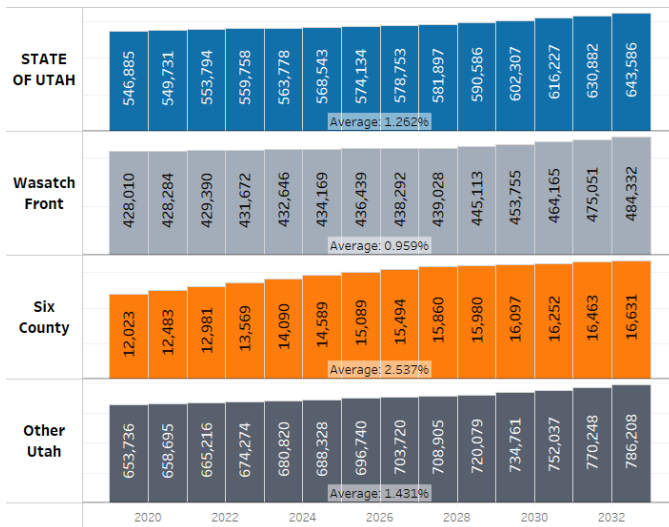
⁴ Bransberger, Peace., Michelau, Demaree, K. (2016). *Knocking on the College Door* (9th eds.). <https://knocking.wiche.edu/>

The Gardner Institute of Politics offers population estimates for the state of Utah by age and gender. For the state of Utah, the number of individuals aged 18 to 24 years is expected to grow 1.257% by 2032. Similar growth rates exist for the Wasatch Front (1.261%) and other areas of Utah (1.276%). Snow College’s Six-County service area will experience minimal growth (.297%) with projected declines by 2029.

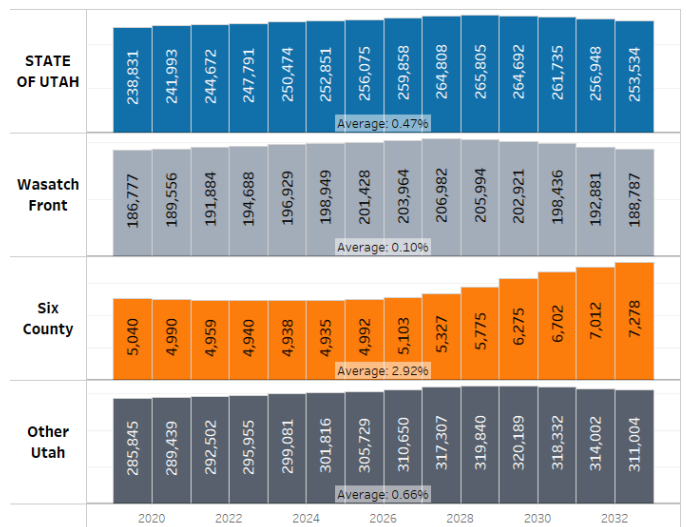


The growth percentage for individuals aged 25-35 years old is estimated to be highest for Snow College’s service region at 2.53%. Additional significant growth in in the six-county service area will be among 36-40-year old (growth rate = 2.537%). Together, this information suggests a viable non-traditional student market within Snow College’s service region.

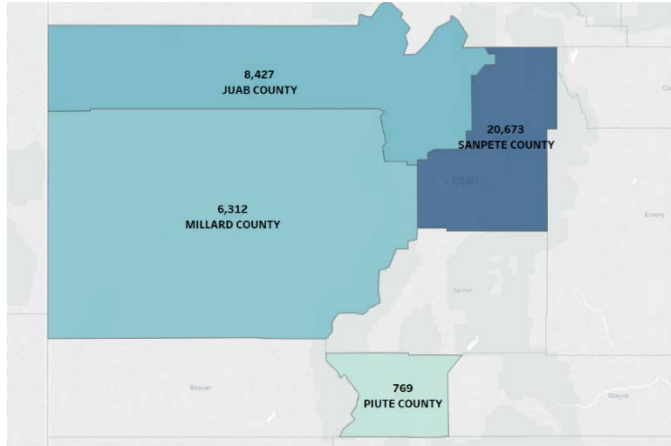
Growth Projections for 25 to 35 year olds



Growth Projections for 36 to 40 year olds



By 2032, the greatest concentration of growth in either the 25-35 or 36-40 age categories will be in Sanpete County, followed by Juab, Millard, and Piute counties. No significant growth is projected for Sevier County.

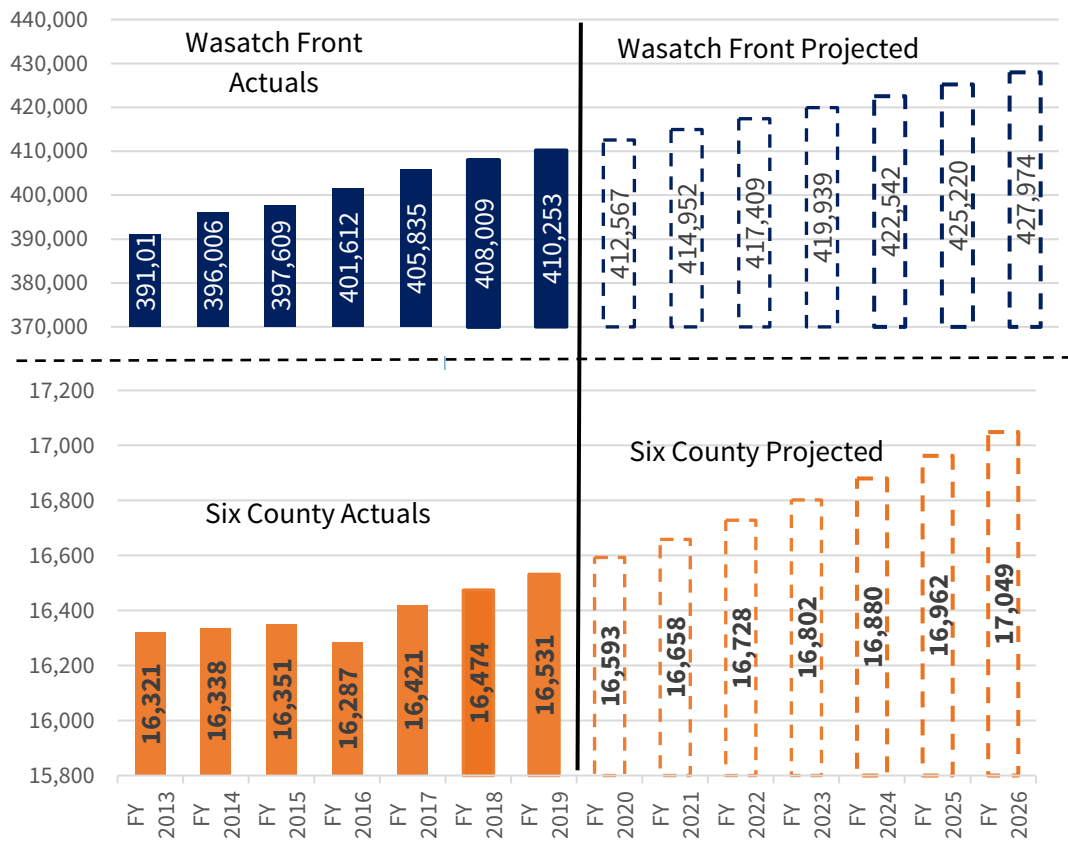


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High School Graduates by Main Service Areas

High school student enrollment and graduation expected to increase in Snow College’s main 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%). Again, this growth is likely to slow down and/or remain flat starting in 2029.

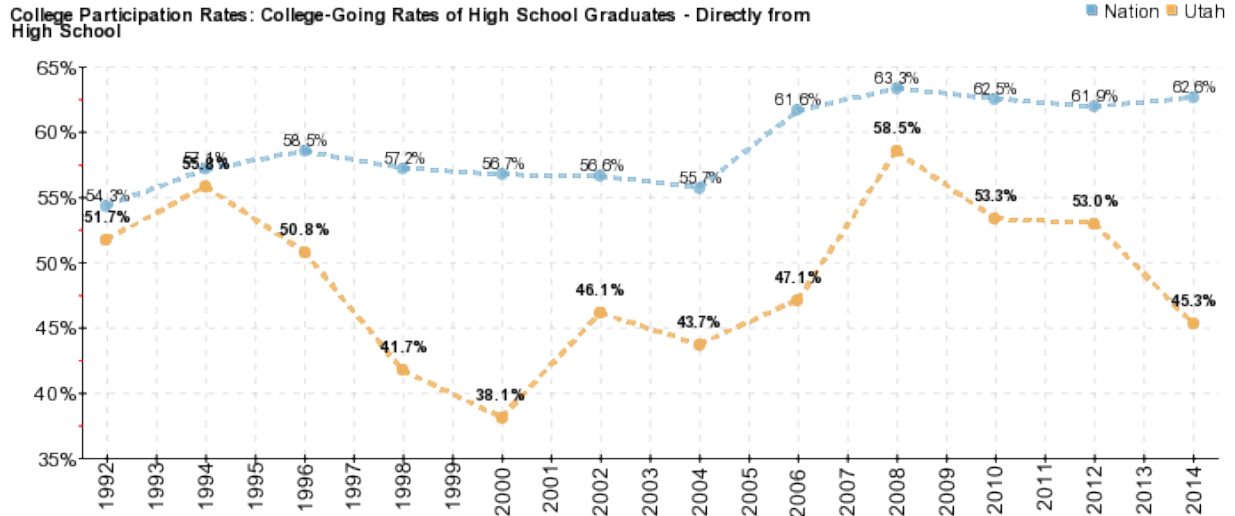
Six-County and Wasatch Front HS Student Enrollments (Grades 9-12)



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

Demand for Undergraduate Education

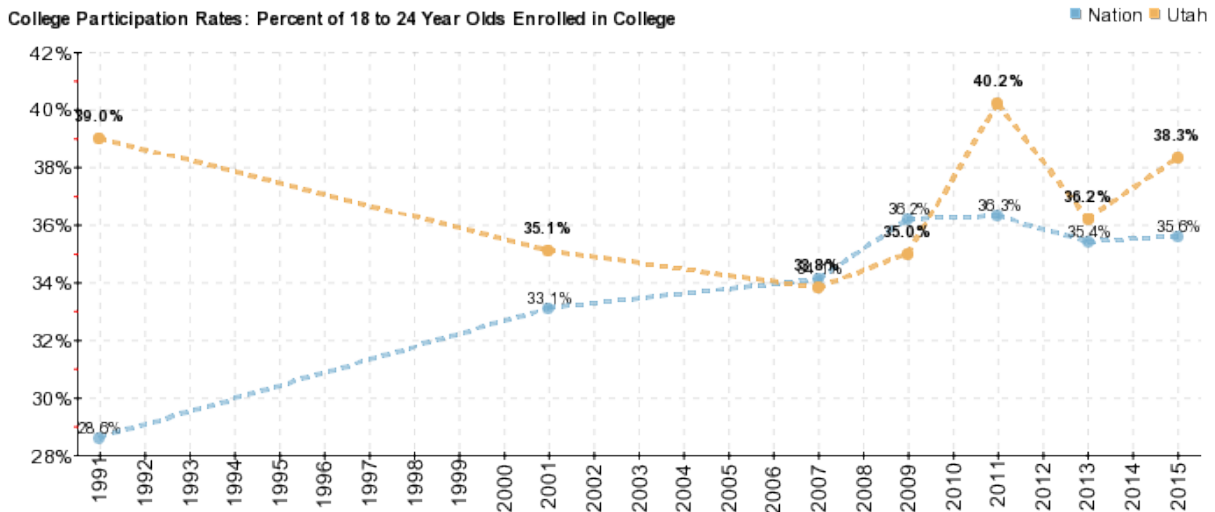
The college participation rates of high school graduates directly from high school has increased nationally. For Utah, the rates have lagged behind national averages with a notable decrease since 2012. This decrease can be attributed to the Church of Jesus Christ of Latter-day Saints' missionary age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



Source: NCHEMS Information Center.

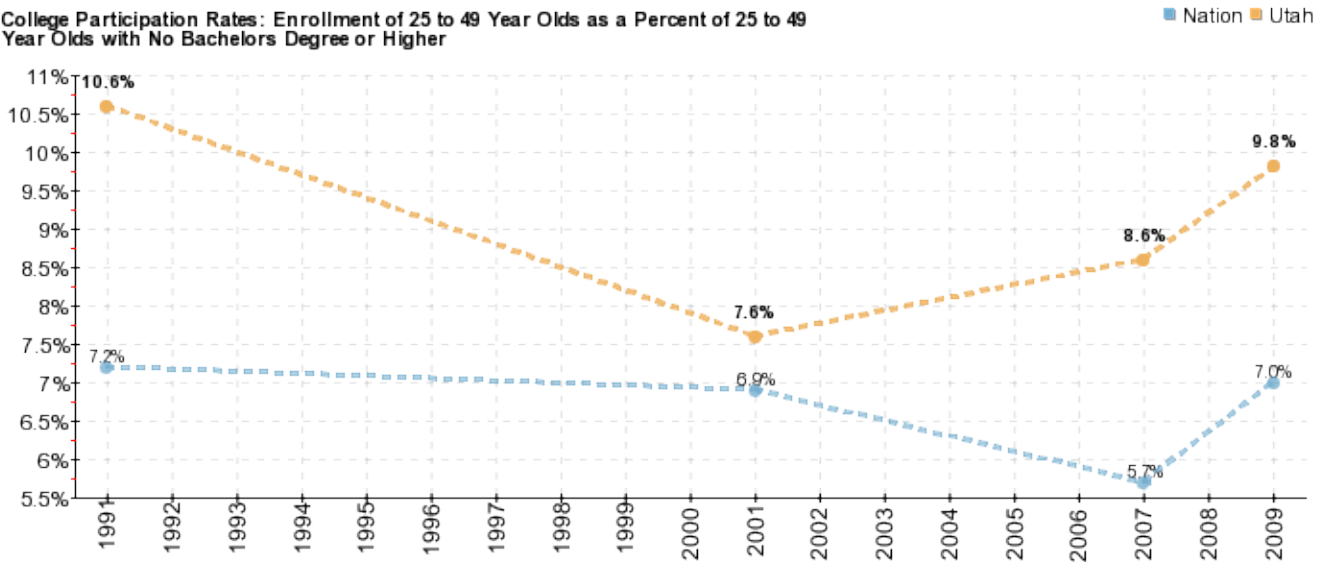
<http://www.higheredinfo.org/dbrowser/index.php?submeasure=63&year=2014&level=nation&mode=data&state=0#/-/1/>

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).



Additionally, Utah is second in the nation for the percent of 25 to 49-year olds without a bachelor's degree or higher enrolling in college. The most recent data (2009) shows Utah at 9.8% of the 25 to 49-year-old population, which is well above the national percentage of 7.0%. New Mexico is the highest ranked at 10.1%.

College Participation Rates: Enrollment of 25 to 49 Year Olds as a Percent of 25 to 49 Year Olds with No Bachelors Degree or Higher



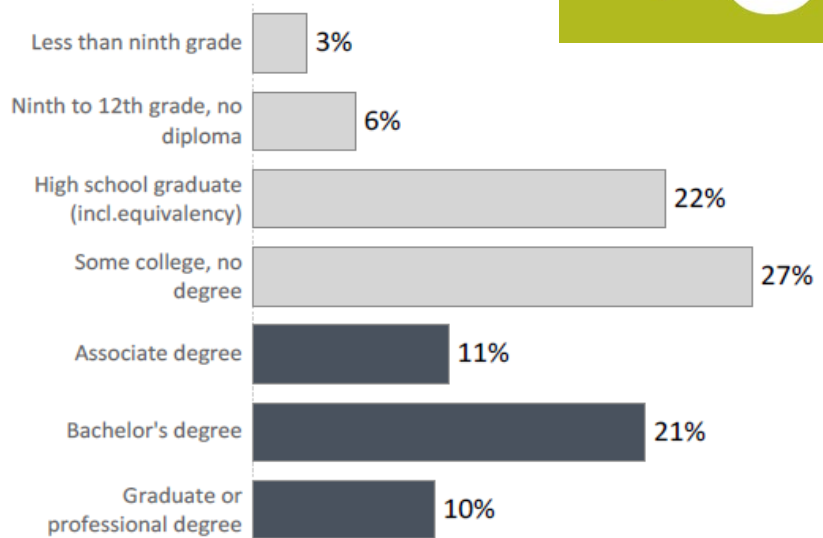
Source: NCHEMS Information Center.

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

The Lumina Foundation reports that four out of five jobs lost during the last recession were those requiring a high school education or less. Those low-skill jobs have been permanently replaced by jobs requiring specialized training or skills of at least an associate degree or higher. By 2020, two-thirds of all jobs will require post-secondary education.

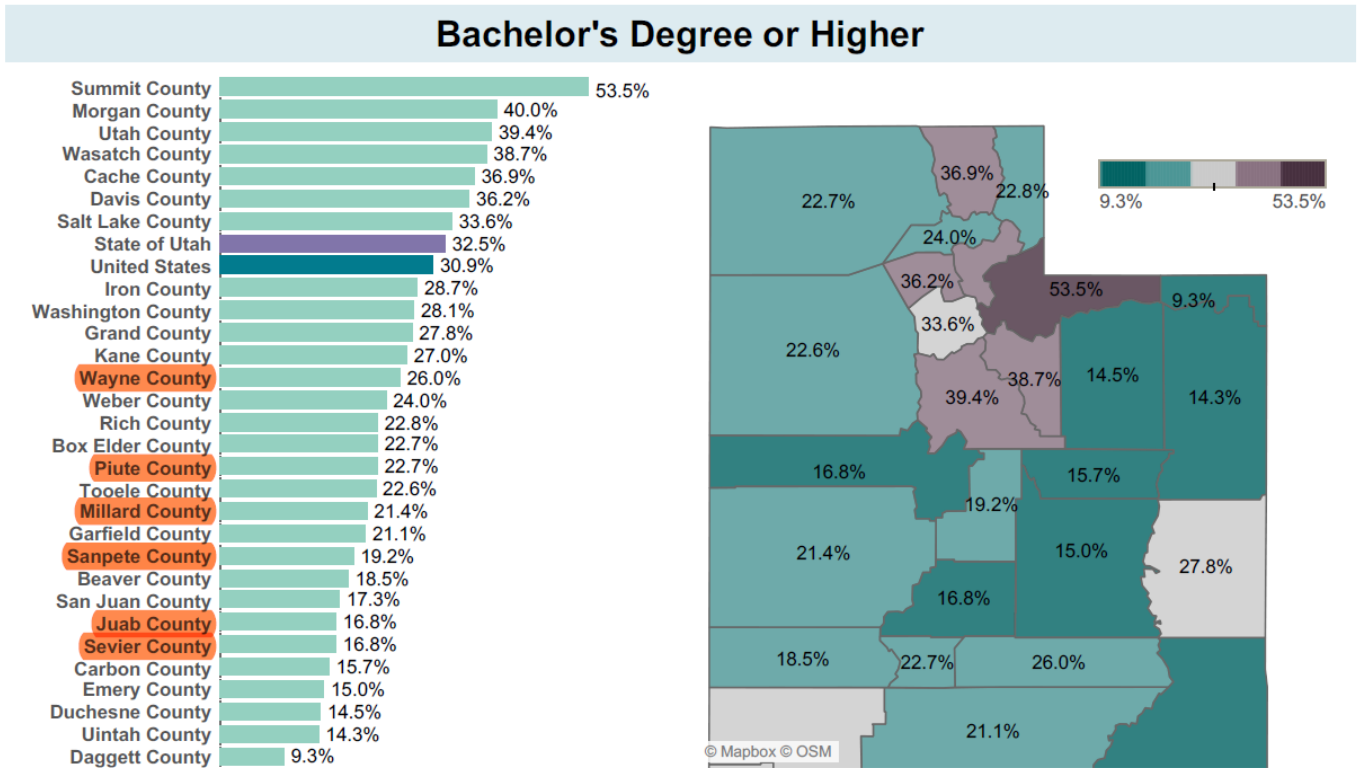


For adults aged 25 to 64 years old, Utah remains one of the more “educated” states with 41% of the population having an Associate degree or higher. This leaves most of the population with minimal higher education attainment. For example, 27% have some college with no degree, 23% have a high school diploma or equivalent, 6% have a 9th to 12th grade education with no diploma, and 1% possess less than a 9th grade education.⁵ This equates to roughly 1,000,000 citizens who are or will be in need of a post-secondary credential.



⁵ Lumina Foundation, Stronger Nation, 2016, <https://www.luminafoundation.org/>.

The bachelor’s level or higher educational attainment of citizens aged 25 or older within Snow College’s service region is among the lowest in Utah and is significantly lower than the national rate of 30.9%.⁶



Source: U.S. Census Bureau; American Community Survey

General Population Shifts and Changes

The shift in the need for post-secondary credentials will continue to send a new student population to colleges and universities. First-generation undergraduate students are predominantly non-white and come from low income backgrounds. These students face a myriad of financial, academic, and social challenges to entering, persisting, and completing college as the first in their families to navigate the admissions, financial aid, and coursework of the post-secondary landscape. Data from the Department of Education in 2012 classified 25% of white and Asian-America students as first-generation. In contrast, 41% of African American and 61% of Latino students belong to this demographic.

First generation students are more likely to attend two-year schools than their peers (48% to 32% of students whose parents had at least a bachelor’s degree). Nearly half of first-generation students attend college part-time. This is attributed to the fact that first-generation students tend to be older than their peers and were more likely to have dependents (nearly 60%). First-generation students are more likely to take advantage of on-line educational opportunities that allow them to either stay at home and/or work. Approximately 50% of them will complete their degree within six years compared to 64% of their non-first-generation peers.⁷

⁶ Workforce Services Research and Analysis, Updated 12/11/2018. <file:///C:/Users/beckie.hermansen/Downloads/General.pdf>

⁷ The Postsecondary National Policy Institute, Factsheets: First-Generation Students, 16 September 2018. <https://pnpi.org/first-generation-students/#>

First-generation students at Snow College

36%

For fall 2017, 41% of all undergraduate students attended two-year community colleges. Of those enrolled, 56% of community college undergraduates were women; 44% were men. Of all the first-time undergraduate students, 41% attending a two-year post-secondary institution.

At Snow College, 36% of the undergraduate (non-high school) population were classified as first-generation (54% female; 46% male) for the fall 2019 semester. 35% of these students were

from the six-county service area; 37% were from the Wasatch Front; 21 % were from other areas of Utah; 7% were from out-of-state.

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).

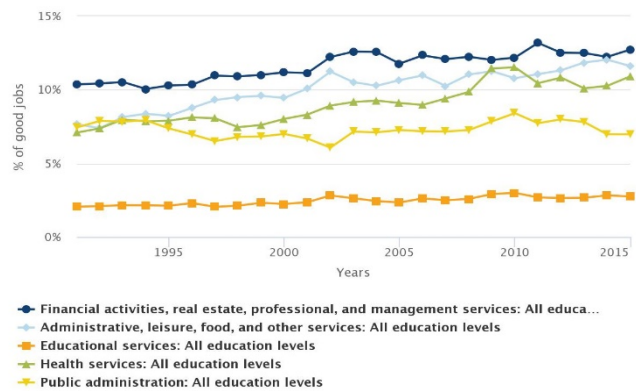
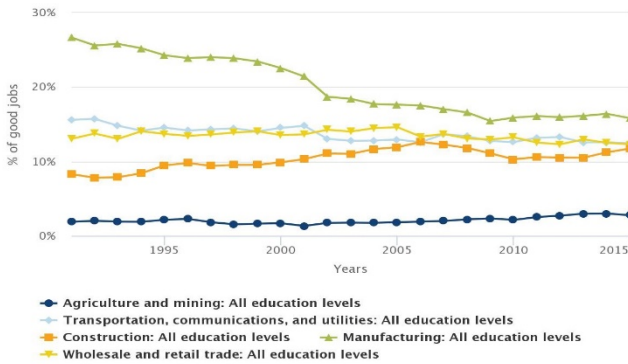
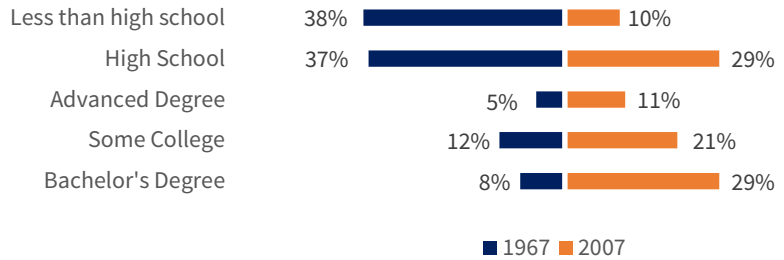
	2010 Population	2016 Population	% Change	% 18 Years or Younger	% HS Grad or higher, age 25 plus	% BA or higher, age 25 plus	Total Students (non-HS)	% Undergraduate
Sanpete	27,822	29,409	5.7%	26.5%	89.2%	19.5%	650	19.9%
Utah	516,640	592,299	14.6%	34.2%	93.6%	38.1%	642	19.6%
Salt Lake	1,029,566	1,121,354	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 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 services⁸. Over the next 10 years, the population in the labor force will experience slower growth than the prior decade. However, for people ages 65 and older, the labor force population is expected to grow along with women in the prime-age group of 25 to 54. By 2028, the service-providing sectors of the economy will account for more than 85% of all wage and salary jobs and for most of the job growth with healthcare and social assistance jobs accounting for more than 40% jobs added.⁹

Workforce Educational Attainment



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.

⁸ 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.

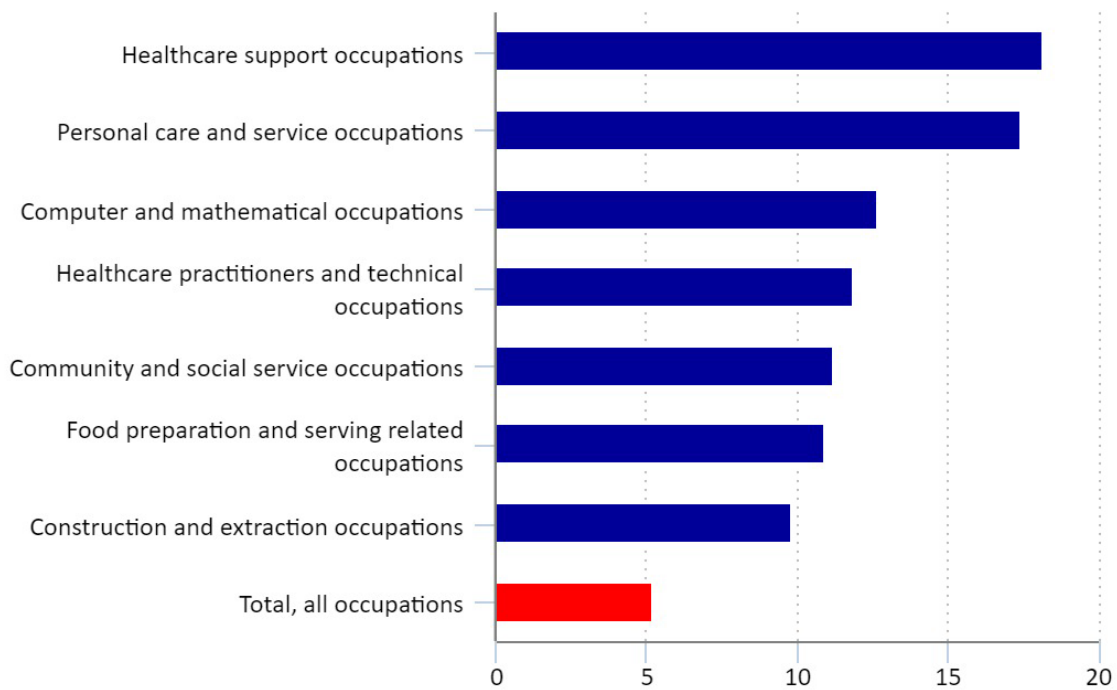
⁹ Bureau of Labor Statistics, Monthly Labor Review, October 2019. <https://www.bls.gov/opub/mlr/2019/article/projections-overview-and-highlights-2018-28.htm>

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.

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.

Figure 12. Projected percent change, by select occupational groups, 2018–28

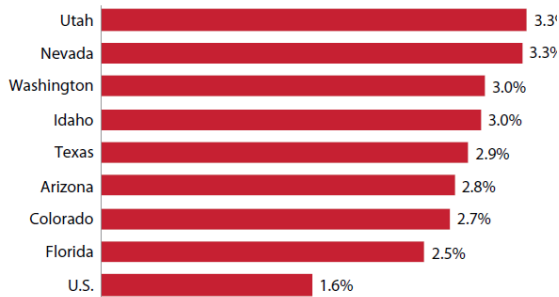


Source: U.S. Bureau of Labor Statistics

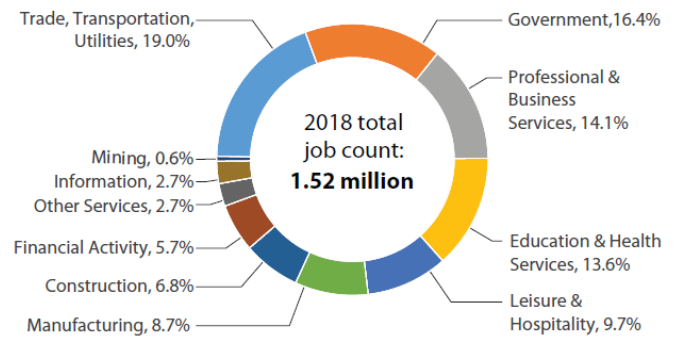
Utah Business and Industry

The Kem C. Gardner 2019 Economic Report to the Governor reported better than anticipated economic growth for 2018 and steady and softening economic growth for 2019 forward. In 2018, Utah had 3.3 percent pace of job growth ranked the highest in the nation and unemployment was at a 10-year low rate of 3.1%. Three major sectors drove Utah’s economic job growth: professional and business services (representing many of Utah’s high-tech companies), construction and retail trade, and health care.¹⁰

States with Strongest Job Growth
2017–2018



Total Share of Utah Jobs by Sector
2018



According to the Kiplinger Economic Outlook for all 50 states 2020, Utah’s economic is humming and consistently one of the best performing in the country. Expansion will occur in every major employment section from healthcare to basic addition, Utah will 2.8% unemployment scarcity of workers to fill “Utah has a large presence growing high-tech sectors and software development and life sciences” with as jobs being generated by relatively cheaper real estate, growing talent pool and proximity to other higher-cost Western tech centers is fostering growth of a “Silicon Slopes cloud computing and “Bionic Valley” bioengineering center around Salt Lake City. There are a variety of businesses drawn to Utah such as Amazon. The tourism sector remains strong and will continue to grow with the completion of the expansion of the Salt Lake City International airport that will offer a better gateway to national and international visitors to Utah’s ski resorts and national parks. The areas of fastest growth are Ogden (3.8%), Provo-Orem (3.5%) and St. George (4.5%)—the fastest growing metro in the entire country.

Its relatively cheaper real estate, growing talent pool and proximity to other higher-cost Western tech centers is fostering growth of a “Silicon Slopes cloud computing and “Bionic Valley” bioengineering center around Salt Lake City.
Kiplinger Economic Outlook for all 50 States 2020: Utah

manufacturing. In continue to enjoy a low rate—there will remain a jobs. Kiplinger notes how in a number of rapidly including cloud computing as well as in aerospace many as one in every seven high-tech companies. Its estate, growing talent pool

According to Zippia (a web-based information resource that helps individuals discover new jobs and career paths), the top 10 fastest growing jobs in Utah are (in order): Veterinary Technician, Operations Analyst, Software

¹⁰ 2019 Economic Report to the Governor, prepared by the Utah Economic Council. <https://gardner.utah.edu/wp-content/uploads/2019FourPageERG.pdf>

Developer, Web Developer, Interpreter and Translator, Personal Banker, Marketing Internship, Miner, Business Analyst, Helper. This information used occupations that are to have at least 1,000 workers by 2024, which were ranked according to 2019 job growth. In addition, Zippia looked Utah-based companies with at least 100 employees and ranked them from most to least current (2019) employees. The following table lists the top 20 biggest companies in Utah, the industry section, the location, and the number of employees.¹¹

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

Company	Industry	Location	Jobs
Autoliv	Automotive	Ogden	50,000 +
Frito-Lay	Internet Software & Services	Vernal	50,000 +
Intermountain Healthcare	Healthcare Providers & Services	Salt Lake City	20,000 +
Nu Skin Enterprises	Consumer Discretionary	Provo	20,000 +
SkyWest Airlines	Transportation/Airlines	St. George	15,000 to 19,999
Smith Food & Drug Stores	Retail	Salt Lake City	15,000 to 19,999
Alsco	Textiles, Apparel & Luxury Goods	Salt Lake City	15,000 to 19,999
Zions Bank	Financial Services	Salt Lake City	10,000 to 14,999
Management & Training	Professional Services (Prison Management)	Centerville	7,000 to 9,999
C.R. England	Transportation	Salt Lake City	7,000 to 9,999
Sorenson Communications	Internet Software & Services	Taylorsville	7,000 to 9,999
The Church of Jesus Christ of Latter-Day Saints	Non-Profit/Higher Education	Salt Lake City	7,000 to 9,999
Vista Outdoor	Aerospace & Defense	Farmington	5,000 to 6,999
Rockwell Holdco Inc	Commercial Services and Supplies	Salt Lake City	5,000 to 6,999
State of Utah	Government	Salt Lake City	5,000 to 6,999
Associated Food Stores	Retail/Grocery Stores	Salt Lake City	5,000 to 6,999
Sizzling Platter	Hotels, Restaurants & Leisure	Murray	5,000 to 6,999
Energy Solutions	Renewable Electricity	Salt Lake City	5,000 to 6,999
Salt Lake County	Public Administration/Government	Salt Lake City	5,000 to 6,999
Vivint	Technology	Provo	1,000 to 4,999

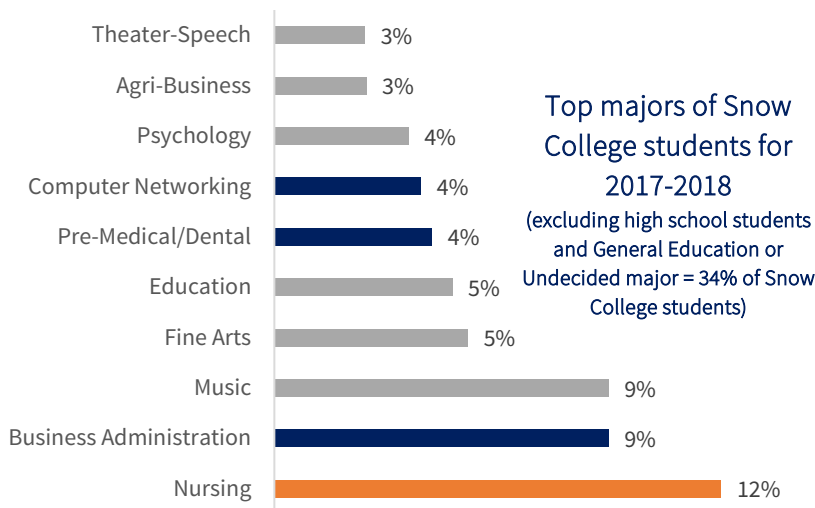
Source: Zippia, *The Largest Companies in Utah for 2019*. <https://www.zippia.com/advice/largest-companies-in-utah/>

¹¹ <https://www.zippia.com/advice/largest-companies-in-utah/>

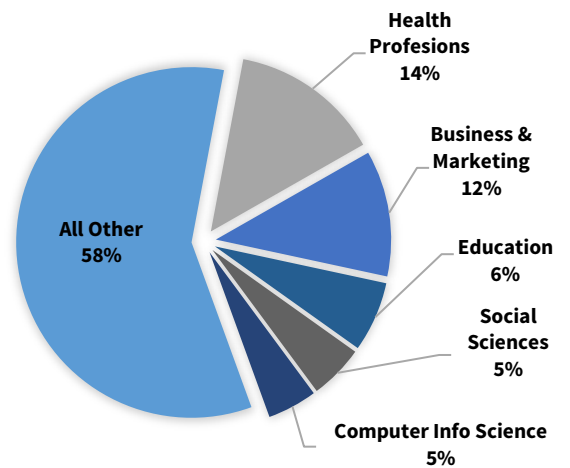
Top Majors for Utah Undergraduates

The Princeton Review lists the Top 10 College Majors based on job prospects, alumni salaries and popularity. Listed in order, the majors are computer science, communications, government/political science, business, economics, English language/literature, psychology, nursing, chemical engineering, and biology.¹²

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). The top majors for Snow College (fall 2019) are listed in the graph below. Majors colored orange (Nursing) represent Department of Workforce Services (DWS) 5-Star occupations. Majors colored dark blue represent DWS 4-star occupations.¹³



TOP 5 UNDERGRADUATE DEGREES FOR USHE STUDENTS

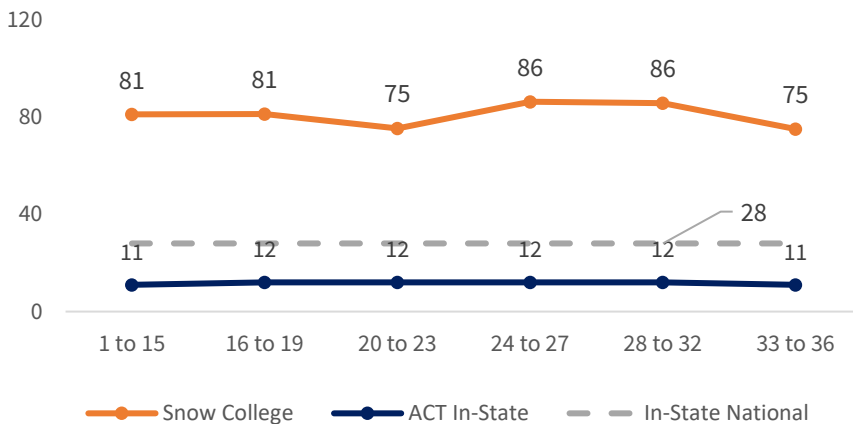


¹² <https://www.princetonreview.com/college-advice/top-ten-college-majors>

¹³ https://www.dws.state.nm.us/Portals/0/DM/LMI/Star_Occupations_Poster_2016.pdf

Student Mobility by Academic Achievement

Most 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.¹⁴ Snow College mirrors current trend data with significantly higher median distances, some of which can be attributed to Utah’s geographically large landscape. On average, students travel/re-locate 88 miles to attend Snow College. This is as far as Midvale (to the north), Richfield (to the south), Delta (to the west) and Castle Dale (to the east).

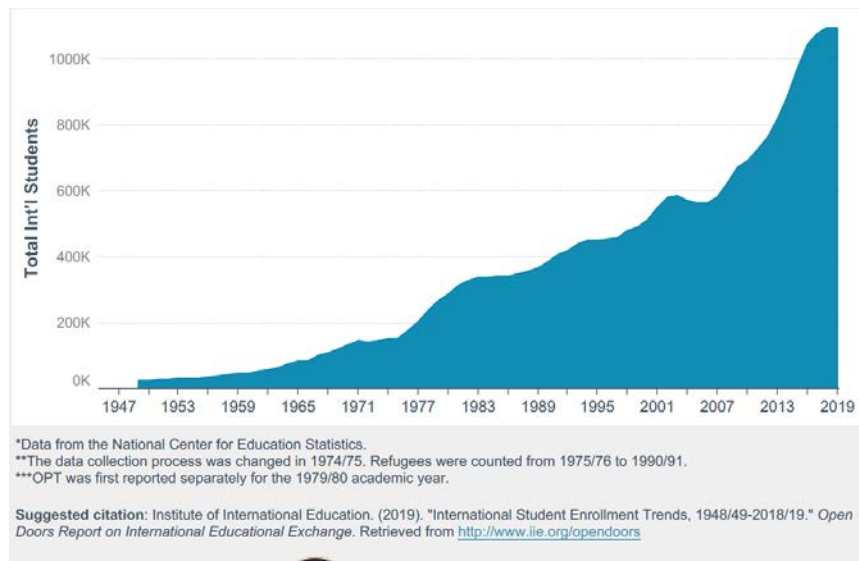


Student Mobility by Academic Achievement: Median Distance from Enrolled Students’ Home to College by ACT Composite Score

International Student Profile

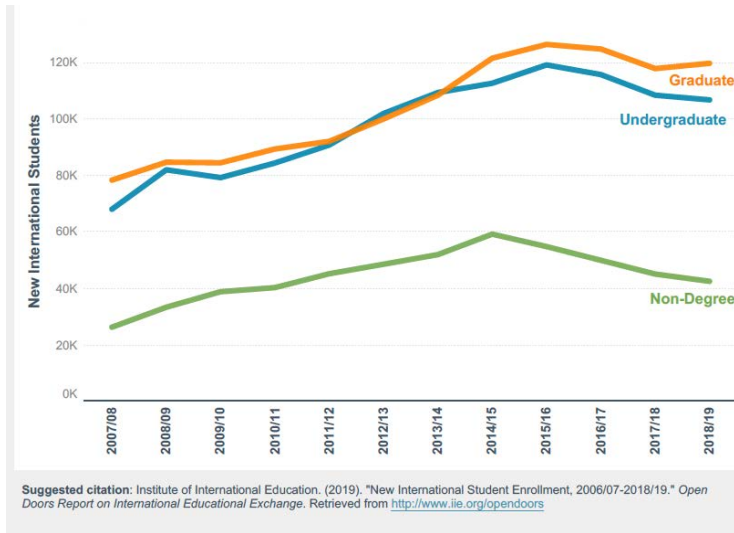
New enrollments of international students fell by 7 percent during 2018-2019 compared to the prior year. This poses new challenge to institutions that seek international student populations to boost their bottom line and improve their campus diversity.¹⁵

The total number of international students studying in the United States increased by only .05% for the since the 2017-2018 academic year. These declines were evident in graduate, undergraduate, and



¹⁴ 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.

¹⁵ Redden, Elizabeth, New International Enrollments Decline Again, Inside Higher Ed, November 13, 2018. <https://www.insidehighered.com/news/2018/11/13/new-international-student-enrollments-continue-decline-us-universities>



non-degree seeking programs. Associate degree colleges experienced an -8.3% decline in international student enrollments during the 18/19 academic year.

Most international students are from China (34% of all international students) and India (18% of all international students). The primary areas of study are Engineering, Math & Computer Science, Business & Management, Social Science, and Physical/Life Science. More than half (57%) of the funding for international student matriculation comes from personal or family sources, followed by in-state (or on-campus) employment (21%), and funds from the college or university (19%).¹⁶

Snow College international student enrollment has remained relatively steady. For the fall 2019 semester, Snow College has 143 foreign/international students from 44 different countries such as Japan, Turkmenistan, Honduras, Guatemala, China, Serbia, Taiwan, Brazil, Germany, and Ecuador (top ten countries listed in order).

COST AND AFFORDABILITY

National Policy/Regulatory Impact

President Trump called for a \$7.1 billion cut to education funding for fiscal year 2020. The proposed budget asked Congress to open Pell Grants to “high-quality” short-term programs, eliminate the Public Service Loan Forgiveness and subsidized student loan programs, and streamline income-driven repayment programs for student borrowers. It also called for deep cuts to scientific research. The Trump administration also hoped to advance an accountability system that puts colleges “on the hook” for student loan repayment outcomes without providing detail on what that system should look like. This budget proposal marked the third straight year that President Trump asked Congress for major cuts to education spending. Congress has responded to his two previous budget proposals by ignoring cuts and appropriating new funds for programs like TRIO, GEAR UP, and Pell Grants.¹⁷

In December 2019, the approved bipartisan budget deal ignored the deep cuts proposed by the Trump administration and increased spending on science and health research. Congress also agreed to begin funding on research into gun violence that will be split evenly between the National Institutes of Health and the Centers for Disease Control and Prevention. Cuts to Supplemental Education Opportunity Grants (SEOG) and the Federal Work Study program were ignored. In addition, a \$150 increase to the maximum Pell Grant award (now at \$6,345) keeps pace with inflation, which is barely one-third the cost of a four-year program (the lowest share in 40 years).

¹⁶ Open Doors, 2019 Fast Facts. <file:///C:/Users/beckie.hermansen/Downloads/Open%20Doors%202019%20Fast%20Facts.pdf>

¹⁷ Kreighbaum, Andrew. Trump Seeks Billions in Cuts. Inside Higher Ed, March 12, 2019. <https://www.insidehighered.com/news/2019/03/12/white-house-wants-12-percent-cut-education-spending>

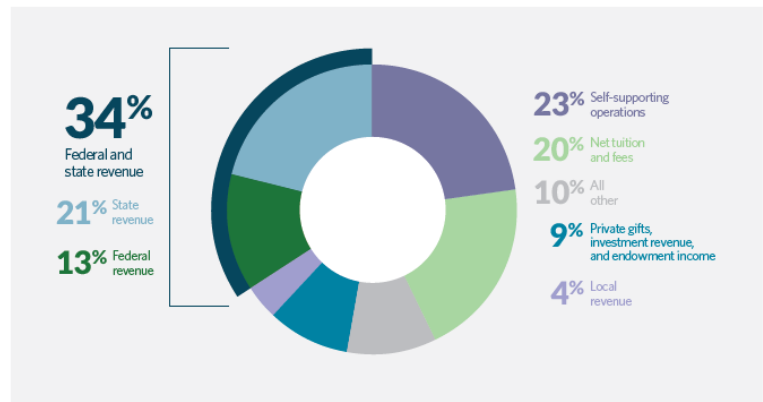
In total, the U.S. Department of Education's total appropriations was \$72.8 billion, which is \$1.3 billion more 2019 and \$8.7 billion above the White House budget request.¹⁸

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.¹⁹

National Trends in Higher Education Appropriations

States and federal government have historically provided substantial financial support to higher education. In recent years, however, the respective levels of contribution have dramatically shifted. States used to provide the larger share of higher education appropriations. For example, in 1990 state funding per student was nearly 140% more than that provided by the federal government. Since then, states have reduced their higher education appropriations while the federal government and other agencies have increased their support. In 2015, state funding per college student dropped to only 12% above federal levels. The rise in federal support is driven by increases in need-based Pell Grants and other federal financial aid programs. As a result, the federal government provides financial assistance to institutions via individual student aid and specific research projects while states pay for the general operation of the institution. Higher education continues to be a small part of the federal budget, and roughly represents the third largest category of state spending behind public education and Medicaid.²⁰

Combined, federal and state funding accounts for nearly 34% of the total revenue at public colleges and universities (FY 2017), with other funding coming from tuition and fees, private gifts, self-supporting operations and other sources.



Note: Data include operating and nonoperating revenue received by public higher education institutions. Just under 1 percent of all such institutions report their funding using the standards of the Financial Accounting Standards Board and may not include Pell Grants under federal revenue. For more information, see the technical appendix, available on the chartbook webpage.

Source: Pew's analysis of data from the U.S. Department of Education, National Center for Education Statistics' Integrated Postsecondary Education Data System

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¹⁸ Paul Fain, Cuts Averted in Budget Deal, Inside Higher Ed, December 18, 2019. <https://www.insidehighered.com/news/2019/12/18/congressional-budget-deal-would-increase-funding-higher-education-and-scientific>

¹⁹ <https://edsources.org/2017/education-issues-to-watch-in-2017-and-a-guess-on-what-to-expect/574483>

²⁰ Two Decades of Change in Federal and State Higher Education Funding: Recent Trends across levels of government. Pew Issue Brief, October 15, 2019. <https://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2019/10/two-decades-of-change-in-federal-and-state-higher-education-funding>

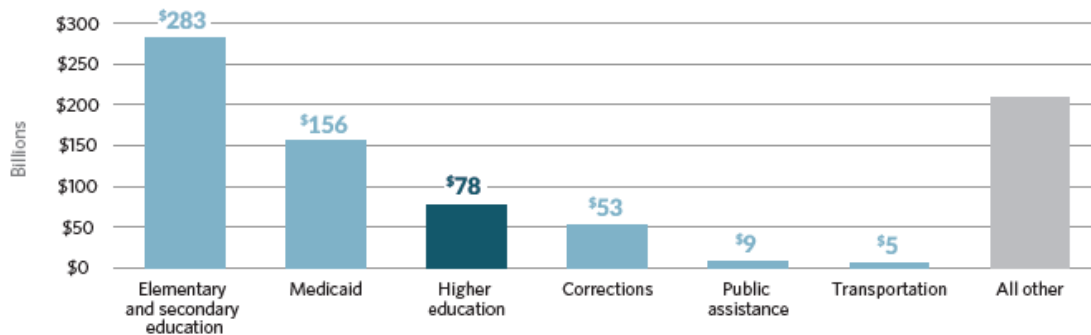
Higher Education Is Overall a Small Part of Federal Spending but the Third-Largest Category in State Budgets

Postsecondary education funding as a share of total federal expenditures (\$3.98 trillion), FY 2017

98% Other federal spending

2% Federal spending on major higher education programs, excluding loans, across all agencies

Major categories of state general fund spending, state FY 2017



Note: These data include funding that flows to public, nonprofit, and for-profit higher education institutions and their students, excluding federal loans and tax expenditures. See the technical appendix, available on the chartbook webpage, for more details.

Sources: Pew's analysis of data from the U.S. Office of Management and Budget, "Historical Tables"; U.S. Department of Education, National Center for Education Statistics' Integrated Postsecondary Education Data System; U.S. Department of Education, "FY 2017 Budget Request" and "State Funding History Tables"; National Science Foundation, National Center for Science and Engineering Statistics, "Survey of Federal Funds for Research and Development Fiscal Years 2016-17"; U.S. Department of Veterans Affairs, "FY 2017 Budget Submission"; and National Association of State Budget Officers, "2018 State Expenditure Report"

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Utah State Funding

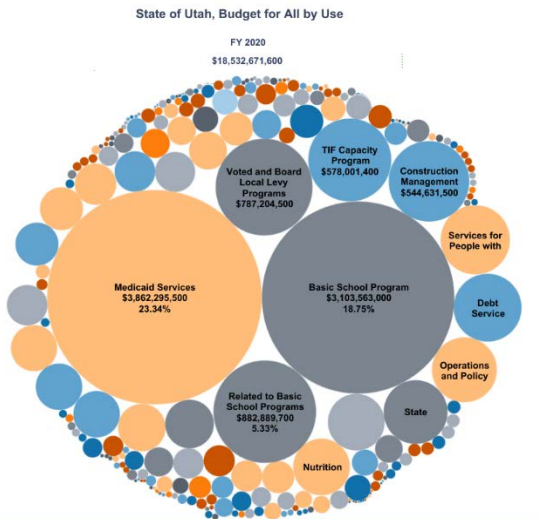
Despite a positive economic outlook, national and state funding for higher education has only halfway recovered to pre-recession levels. Support for higher education has roughly kept pace with inflation rates, which means funding has stabilized but at a much lower level. This means that students and families now shoulder a larger portion of the burden for higher education funding. In Utah, the total education revenue per FTE has returned to pre-recession levels. In fact, it has increased 3.7% and now ranks 11th in the nation compared to other states in percent change in total education revenue per FTE.²¹ Unfortunately, Utah ranks last in the nation for state financial aid and is last in the nation for the amount of state need-based aid provided to students. House Bill 260 Access Utah Promise Scholarship (Rep. Derrin Owens) introduces a new state-funded scholarship program devoted to helping students who cannot cover the cost of tuition and fees at public colleges and universities.²²

²¹ Report: In Utah, higher ed total revenue per FTE reaches pre-Recession levels. April 11, 2019. <https://ushe.edu/report-in-utah-higher-ed-total-revenue-per-fte-reaches-pre-recession-levels/>

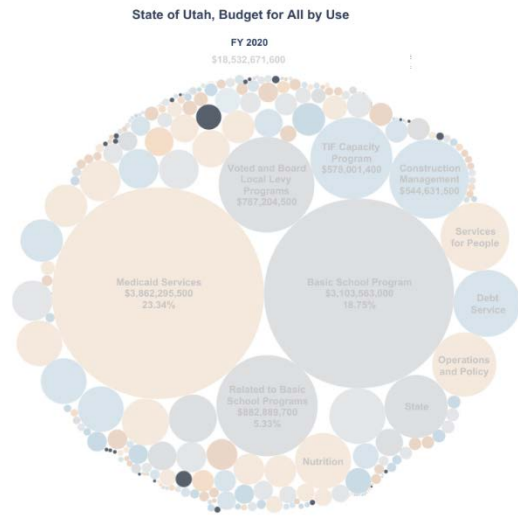
²² <https://le.utah.gov/~2019/bills/static/HB0260.html>

For FY 2020, the Utah budget netted \$18.5 billion, from which roughly \$2 billion was earmarked for higher education.

Total Budget for Utah, FY 2020



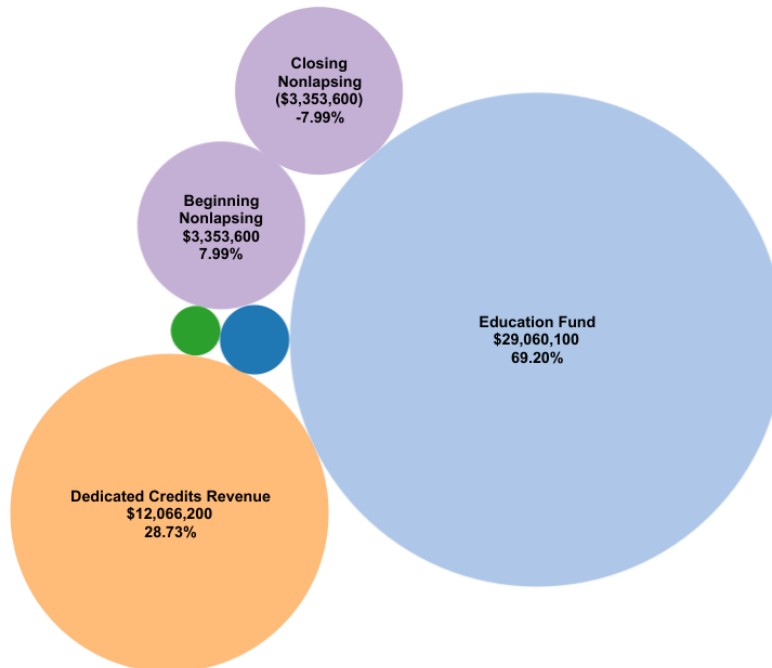
Budget for Higher Ed, FY 2020



The FY 2020 budget had an increase of \$67.8 million over the FY 2019 budget, \$27 million (39.78%) of which was dedicated to higher education performance funding (SB 117).²³

During the 2020 General Session, legislators approved \$5 million for enrollment growth. Snow College gained an additional \$50,000 to its annual appropriation. For FY 2020, Snow College's appropriation is \$41,344,900.²⁴

State of Utah Funding Sources for Snow College, FY 2020 (\$41,344,900)



²³ <https://le.utah.gov/~2017/bills/static/SB0117.html>

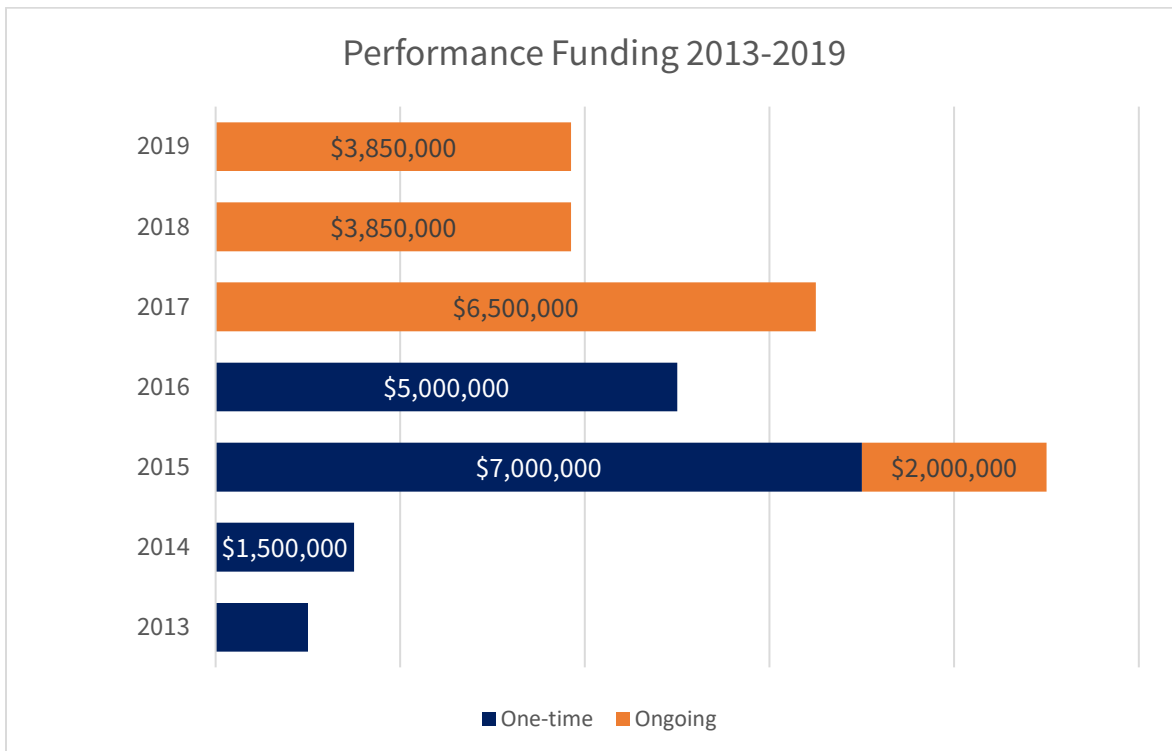
²⁴ https://public.tableau.com/views/UtahStateBudget2018Session/Sources?%3Aembed=y&%3Adisplay_count=y&%3AshowVizHome=no&%3Atabs=no#5

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.²⁵



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

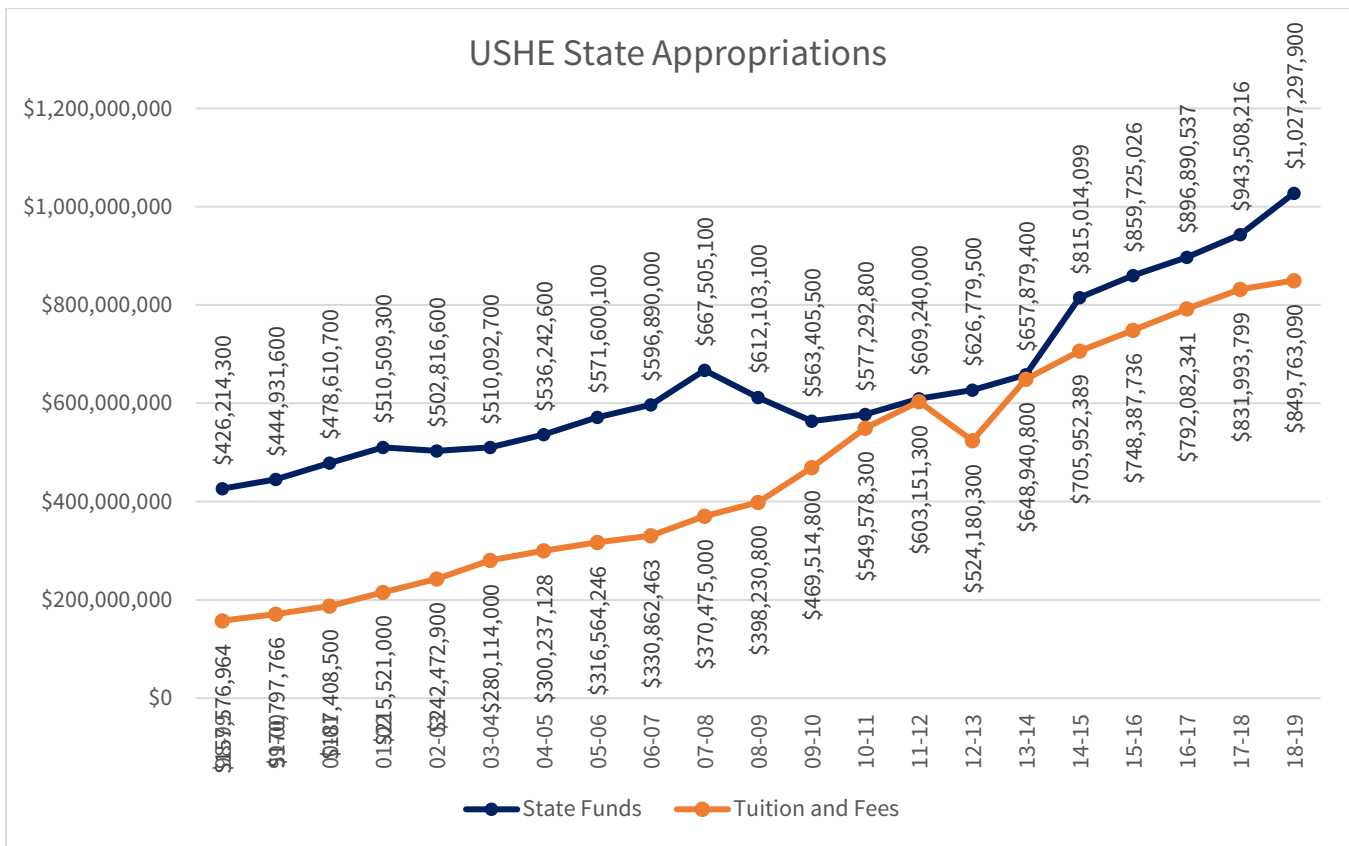
²⁵ <https://le.utah.gov/interim/2017/pdf/00004475.pdf>

Last year, Snow College received \$113,000 from USHE’s performance funding model, which was 2.9% of the USHE’s \$3.85 million allocation.

Per-student funding for Utah’s public college’s and universities is 18% below 2008 (pre-recession levels). This has driven average tuition costs up and additional \$1,989 which has made college less affordable due to stagnant or declining personal incomes.

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.²⁶



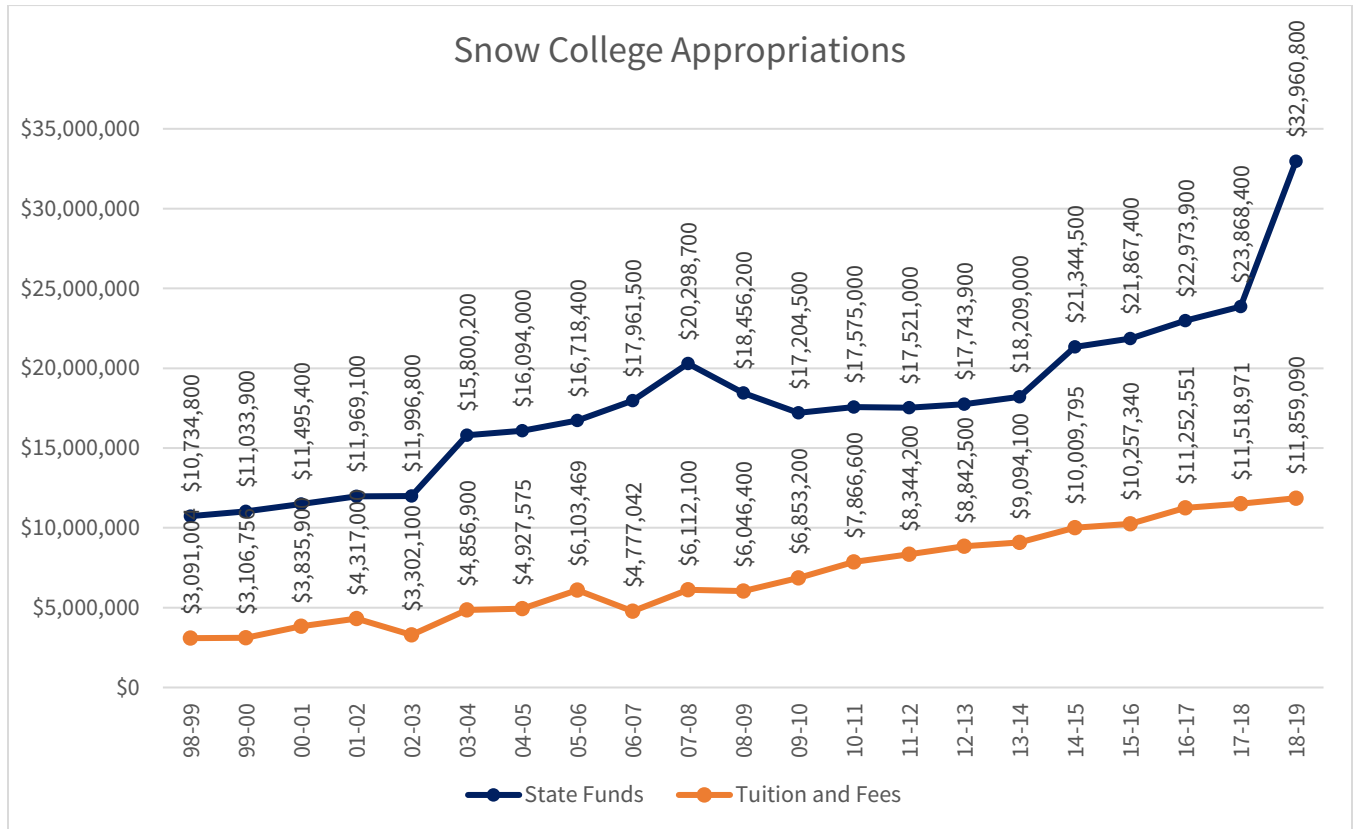
Source: Pratt, Spencer. Utah State Legislature 2016 Interim Issue Brief: Higher Education Funding.

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

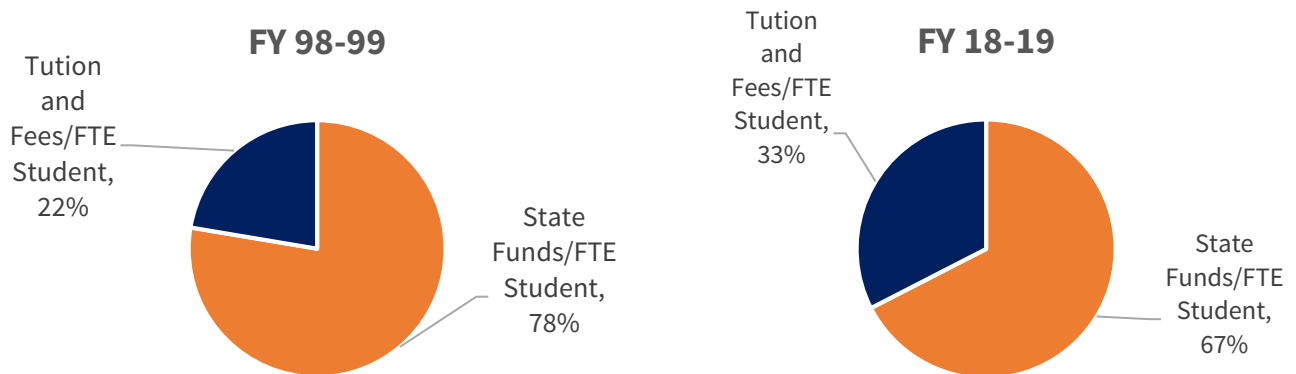
²⁶ Pratt, Spencer. Utah State Legislature 2016 Interim Issue Brief: Higher Education Funding.

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. Legislative funding for Snow College received a boost during the 18-19 year when the institution was awarded additional state dollars for compensation funding and a new athletic center.



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

Sources of General Fund and Operating Revenue



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 \$3,836; non-resident expenses are \$12,876 (SLCC non-resident = \$12,460).

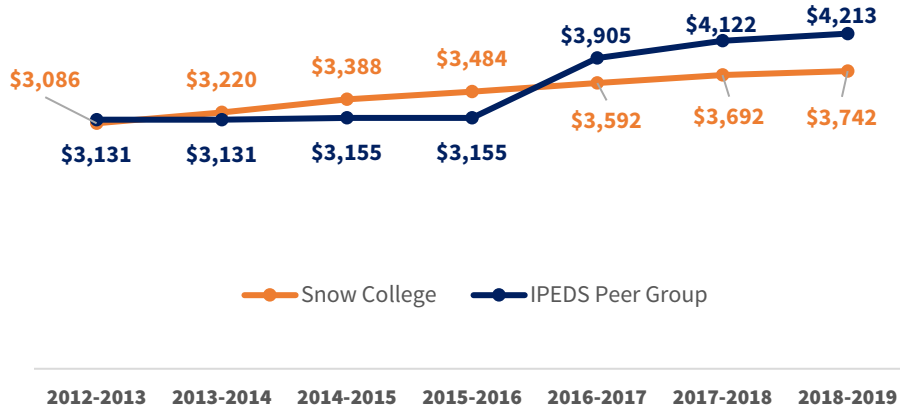
	2015-2016		2016-2017		% Change	
	Resident	Non-Resident	Resident	Non-Resident	Resident	Non-Resident
University of Utah	\$8,197	\$26,022	\$8,518	\$27,039	3.9%	3.9%
Utah State University	\$6,664	\$19,133	\$6,866	\$19,772	3.0%	3.3%
Weber State University	\$5,339	\$14,252	\$5,523	\$14,749	3.4%	3.5%
Southern 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%

	2018-2019		2019-2020		PY % Change	
	Resident	Non-Resident	Resident	Non-Resident	Resident	Non-Resident
University of Utah	\$9,222	\$29,215	\$9,500	\$30,134	3.0%	3.1%
Utah State University	\$7,424	\$21,505	\$7,659	\$22,197	3.2%	3.2%
Weber State University	\$5,859	\$15,646	\$5,986	\$15,969	2.2%	2.1%
Southern Utah University	\$6,770	\$20,586	\$6,770	\$20,586	0.0%	0.0%
Snow College	\$3,742	\$12,562	\$3,836	\$12,876	2.5%	2.5%
Dixie State University	\$5,253	\$15,051	\$5,496	\$15,792	4.6%	4.9%
Utah Valley University	\$5,726	\$16,296	\$5,820	\$16,570	1.6%	1.7%
Salt Lake Community College	\$3,843	\$12,206	\$3,929	\$12,460	2.2%	2.1%

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. Since then, Snow College’s semester-based resident tuition and fees have been

significantly lower than the national peer group, which experienced a significant jump in tuition and fees in 2016-2017.



The IPEDS peer comparison group uses the following characteristics: 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)

Snow College's Comparative Affordability

Using annual resident tuition with off-campus room & board and other expenses, Snow College students can expect to pay 38% less than the average cost at any other state institution. Students who enroll and stay a full year have an estimated savings of \$7,731. These cost-savings include in-state (resident) 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 that includes off-campus housing. The following table uses the 2018-2019 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	\$7,424	\$8,324	\$21,308
Weber State University	\$5,859	\$8,400	\$20,511
University of Utah	\$9,222	\$10,980	\$25,190
Utah Valley University	\$5,726	\$7,614	\$17,494
Salt Lake Community	\$3,843	\$10,800	\$19,386
Southern Utah University	\$6,770	\$7,500	\$20,670
Dixie State University	\$5,253	\$6,652	\$18,755
Snow College	\$3,742	\$4,000	\$12,742
Average Cost*	\$6,300	\$8,610	\$20,473
Difference/Savings	(\$2,558)	(\$4,610)	(\$7,731)
Percent Difference	-41%	-54%	-38%

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

The total cost includes in-state tuition, fees, off-campus room and board and other expenses. It is the total cost published in IPEDS for 2018-2019.

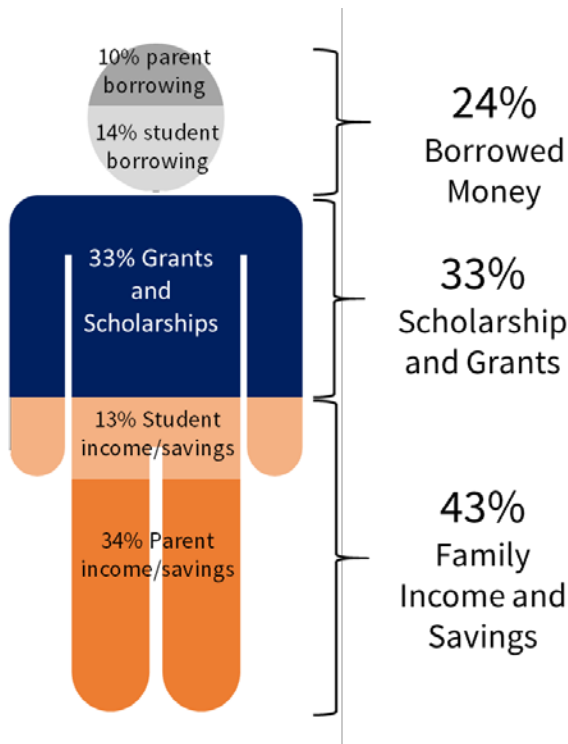
Snow College Tuition and Fees—one semester	\$1,871	<i>The cost savings the first semester will almost pay for a second semester's worth of tuition and fees.</i>
USHE Average Tuition and Fees—one semester	\$3,150	
Cost Savings	\$1,279	
Snow College Off-Campus Housing—one semester	\$2,000	<i>The cost savings will pay for a second semester off-campus housing contract with money to spare.</i>
USHE Average Off-Campus Housing—one semester	\$4,305	
Cost Savings	\$2,305	

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 \$6,300 – the \$2,000 waiver = \$4,300 compared Snow College annual tuition--without any waiver--is a savings of \$558).

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 Americans spent an average of \$26,226 on college for the 2018-2019 academic year which was similar to the previous year. Family income and savings paid the largest share of the cost (43%). Scholarships, grants, and gifts paid the next largest share (33%). Borrowed money paid the smallest share (24%).



The 2019 report noted that family income and savings now paid the largest share of college expenses for which students provided roughly one-third the contribution. Students also borrowed more money than their parents to help pay for college. Scholarships, grants and other gift aid was the second largest resource paying for college.

- \$8,177 in scholarships and grants
- \$417 from relatives and/or friends
- \$7,801 from parent income or savings
- \$3,502 from student income or savings
- \$2,585 from parent borrowing
- \$3,746 from student borrowing

Both parents and students continue to believe that college is worth the investment with the majority willing to stretch themselves financially to pay for college. 84% of families believe that college, particularly having a college credential will lead to a higher paying job. 80% of families feel confident about how they are going to pay for college and 44% have a plan to pay for all the years of college.

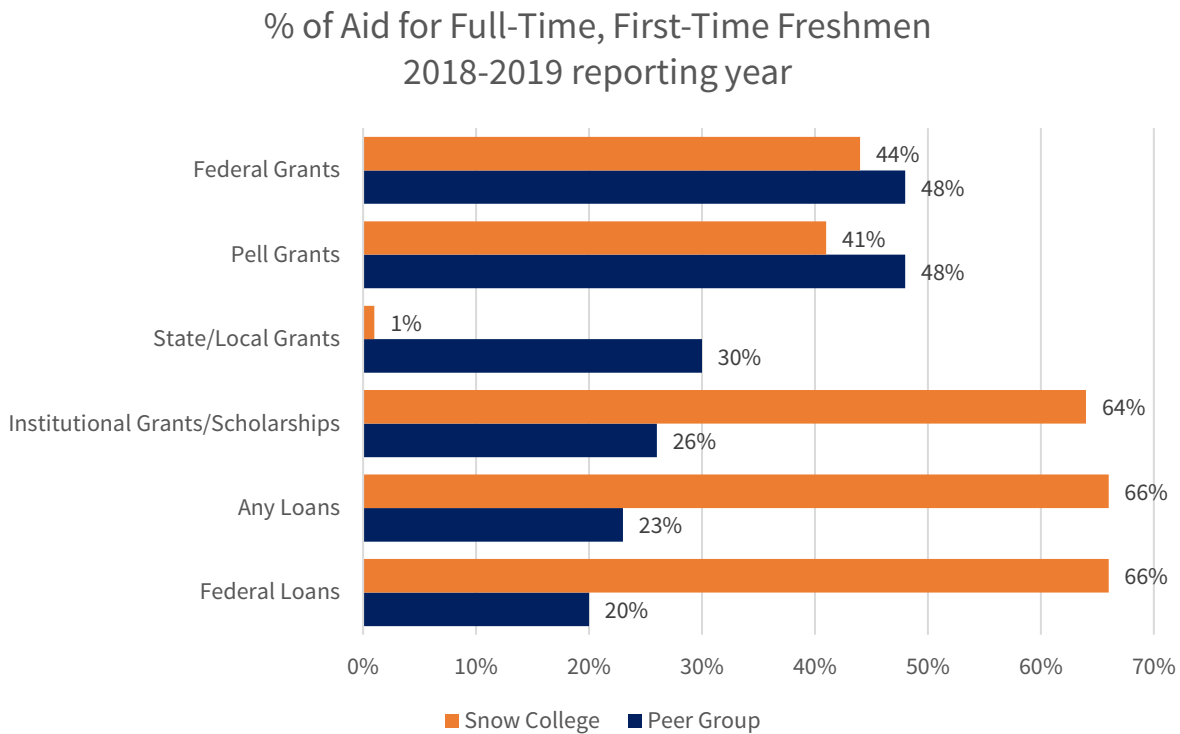
Interestingly, families are more likely to consider cost than academic criteria when choosing a college (77%). Students are more likely than parents to reject a school because of cost (88%) and students are more likely than their parents to rule out a school after reviewing the financial aid package (67%). On average, students will apply to four schools and get accepted by three of them, which gives them options when choosing where to spend their educational dollars. Finally, more and more families are starting to complete the FASFA (77%) to get access to more than \$150 billion in federal financial aid, but 1 in 4 families still skip this step.²⁷

- **39%** of those who didn't file a FASFA say they thought they wouldn't qualify for aid
- **29%** didn't file because they didn't know about it or missed the deadline
- **27%** were missing information, didn't have time, or felt the process was too complicated.

²⁷ How America Pays for College, 2019 by Sallie Mae and Ipsos. salliemae.com/about/leading-research/how-america-pays-for-college/

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.



A little less than half of Snow College students (48%) apply for and receive any form of grant or scholarship aid from the federal government, state/local government, the institution, and other sources known to the institution (does not include federal or student loans). From the most recent IPEDS reporting year (2017-2018), approximately \$12.9 million dollars were awarded to Snow College students with the average award amount equaling \$4,792.²⁸

National Trends in On-Line Education

Online education continues to gain popularity among college students, who are looking for alternatives and ease in completing courses, and colleges, that look to online offerings as additional student markets and tuition-dollar revenue. One the leading motivators for online course or program enrollment is the fulfillment of career or employment related goals. In fact, enrollment in online courses has more than quadrupled in the last 15 years

²⁸ U.S. Department of Education, National Center of Educational Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Student Financial Aid component.

with many institutions allowing students to “test” a degree or online options such that they can “stack” their learning into a degree.²⁹ In addition, the convenience and flexibility of online learning remains the single most important influence for online course matriculation. In a survey conducted by BestColleges, 47% indicated existing commitment with work or family as a reason for pursuing online education.³⁰

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



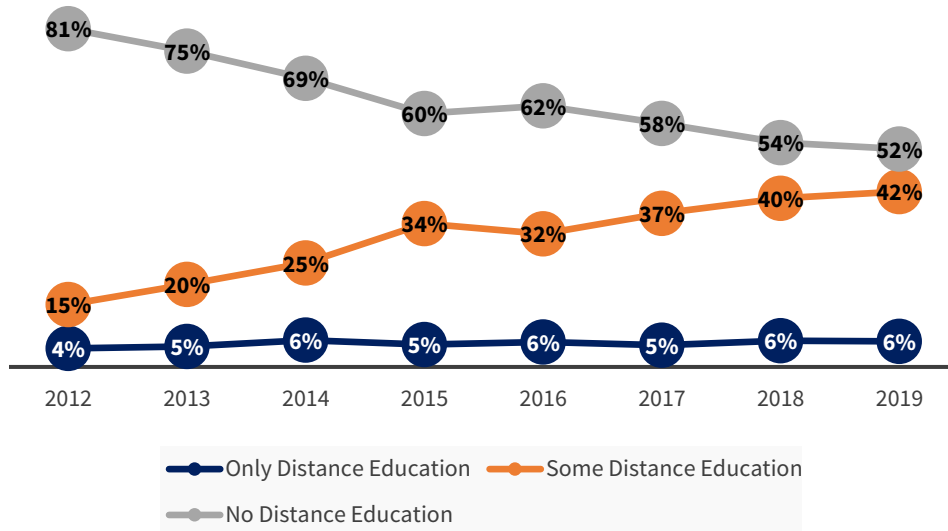
Source: <https://onlinelearningsurvey.com/reports/digitallearningcompassenrollment2017info.pdf>

These 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).

Snow College has steadily increased the number of courses offered to students (college and high school) at a distance, growing from 6% of all courses during FY 2012 to 15% of all courses for FY 2019. At Snow College, the number of students taking at least one distance education class has more than doubled from 15% (2012) to 42% (2019) while the number of students exclusively enrolled in distance education has remained relatively consistent (growing from 4% in 2012 to 6% in 2019). These data do not reflect the number of high school students taking Snow College courses via interactive video technology.

Distance Education Trends at Snow College

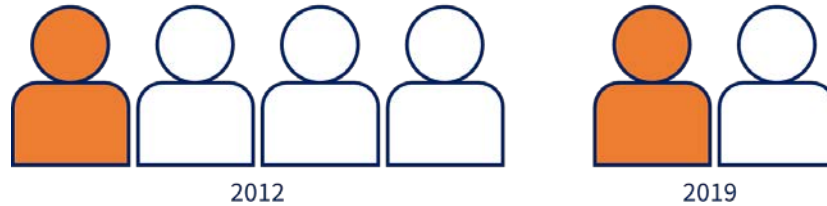


(2019) while the number of students exclusively enrolled in distance education has remained relatively consistent (growing from 4% in 2012 to 6% in 2019). These data do not reflect the number of high school students taking Snow College courses via interactive video technology.

²⁹ <https://www.brookings.edu/blog/education-plus-development/2019/01/10/top-6-trends-in-higher-education/>

³⁰ <https://www.bestcolleges.com/perspectives/annual-trends-in-online-education/>

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 2018, Fall Enrollment component.

Other Future Trends in Higher Education

With tuition rates rising faster than inflation, many colleges and universities face a sizable “return-on-investment” degree challenge. In addition, reduced government funding and a mismatch between employer needs and employee skills is driving a need for higher education change. Online learning is just one of the new approaches to post-secondary learning and skill development. The following additional trends are also notable:

- Competency-based education (CBE):** This type of education allows students to apply their work or life experience to their education. This helps lower the cost of education and can facilitate a faster completion rate. If students have the workplace training, outside reading, or life experience for a subject, they can take a competency test and get credit without having to take a class. Title IV funding is available for some of these classes which is a sign that the U.S. Department of Education recognizes the viability of CBE. There are an estimated 600 institutions that have explored or launched CBE programs with double-digit growth expected through 2020.
- Income Share Agreements (ISA):** In the private sector, some companies are beginning to develop agreements where students do not pay back their student loans until they get a job and/or meet certain income thresholds. For example, students may be required to dedicate 20% of their income for the first five years of employment back to their degree-granting institution. If they don't find a job, they aren't responsible for any payments. ISAs share the risk between the student and the institution, which is responsible for distinct student learning outcomes.
- Online Program Manager Organizations (OPM):** These are entities that help traditional colleges and universities building and maintain their online degree or program offerings, while opening new and flexible options to nontraditional students. OPMs is based on a revenue sharing model: the institution provides the content and the organization (OPM) puts it online and leads the marketing efforts.
- Enterprise Training Companies:** These companies either partner with higher education or work independently to provide assuage the mismatched knowledge and skills between employers and potential employees. Many of these companies leverage partnerships is a variety

of companies and colleges (e.g. Pluralsight or Revature) and allow students to pay their tuition over a two-year period after they are employed.

- **Transnational Pathway Programs:** These programs deliver transnational education to students above and beyond what has been traditionally provided by institutional study abroad programs. Pathway programs national and foreign students' study in other countries and the U.S. by bridging academic entry standards using educational program partnerships and revenue sharing models.³¹

³¹ Dusst, E. and Winthrop, R. Top 6 Trends in high education, Brookings, January 10, 2019.

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). Potential college students spend at least nine hours a day on their digital devices.³² This is four times the average they spend doing homework³³, twice the time they spend on daily extracurricular activities, and even more than the average of 8.5 hours they spend sleeping.³⁴ Almost half of all teenagers report that they are online almost constantly.³⁵ These startling statistics confirm what higher education marketers and admissions directors have witnessed for years: more than ever, students (AND THEIR PARENTS) are conducting college searches using technology.

Digital engagement is the most important strategy for engaging Generation Z

PARENT INVOLVEMENT

Parents are involved at some level with the majority of students



FACT:



6 out of 10 students

say their parents are engaged during the college search process, similar to our 2018 E-Expectations study.

Have parents done anything to help students review college options?



Source: Ruffalo Noel Levitz 2019 E-Expectations Report: How to Amplify Digital Engagement of High School Students During the College Search Process.

The key takeaway is that parents need a path for exploration and interaction with the college. The ease of access to a college’s information helps to make parents great advocates for enrollment at a given institution.

³² Common Sense Media (2015) U.S. teens use an average of nine hours of media per day.

³³ ICAN Education (2017). How much time should be spent on homework based on grade?

³⁴ Bureau of Labor Statistics (2016). American time use survey.

³⁵ Pew Research Center (2018). Teens, social media, & technology 2018.

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:

INQUIRING ABOUT COLLEGE

When students want to learn more, what are their preferred ways to reach out?



FACT: Inquiring about majors or programs of study is the most popular reason for contacting a campus.

By a large margin, most students start with a form on a school’s website to get more information.

HOW STUDENTS WILL CONTACT AN INSTITUTION

ACTION	OVERALL	SENIORS	JUNIORS	SOPHOMORES
I fill out a form on the school’s website to get more information	76%	72%	81%	75%
I list the school when I fill out the PSAT, SAT, or ACT forms	54%	65%	58%	38%
I use college planning sites	49%	38%	53%	59%
I email the school	46%	63%	29%	43%
I schedule a visit to the campus	40%	59%	41%	18%
I respond to brochures or letters I get in the mail from specific schools	39%	32%	34%	54%
I complete a cost or scholarship calculator form online	28%	40%	17%	27%
I call the school	13%	25%	7%	4%
I fill out a form on the athletics page of the website	8%	6%	5%	13%
My parent(s) or guardian(s) contact schools for me	4%	4%	2%	5%

Source: Ruffalo Noel Levitz 2019 E-Expectations Report: How to Amplify Digital Engagement of High School Students During the College Search Process.

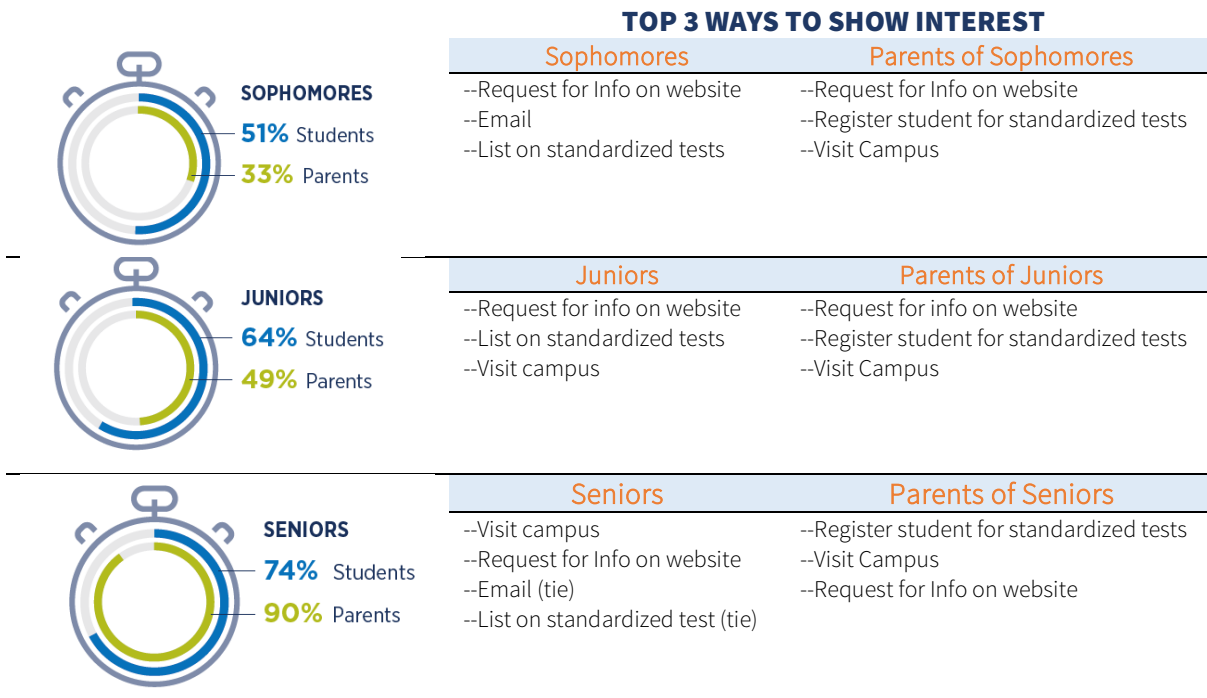
Today’s potential students and parents have a variety of resources to find information on schools. The challenge for any institution is to develop effective engagement channels and great content strategy consistent with the respective parent or student information seeking behavior. Listed are key recommendations:

- **Make it easy for students to find and engage with your request for information form:** Given the potential student interest in academic programs and majors, institutions should highlight the request for information form as a key call to action on these pages.
- **Help seniors plan a visit:** Seniors are more likely to plan a campus visit than juniors or sophomores.

- **Provide multiple ways to interact:** Students use website forms on their laptops and mobile devices the most, so institutions need to make the easy to find. Also, provide other channels to communicate such as texts, emails, chats and even snail mail.
- **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 your 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. In fact, more students want short video streaming about the college than parents.
- **Have good content across all social media platforms:** You should have mix and 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.³⁶

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. **For 2019, the shift in interest is on college majors rather than the institution as a whole!**



³⁶ Ruffalo Noel Levitz 2017 E-Expectations Report: How to Amplify Digital Engagement of High School Students During the College Search Process.

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. The challenges for most colleges and universities is to make sure the Request for Information form does not take too long to complete or ask for too much information. In fact, 40% of students indicate that they stopped filling out a form because it asked for too much information.³⁷



FACT: Best way to respond to an RFI? Seniors say “text me.” Juniors want an email, and sophomores want brochures.

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).³⁸ 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).

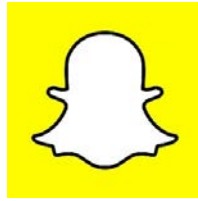
³⁷ Ruffalo Noel Levitz 2019 E-Expectations Report: How to Amplify Digital Engagement of High School Students During the College Search Process.

³⁸ Snow College social Media Focus Group and Survey Findings, March 2017



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.



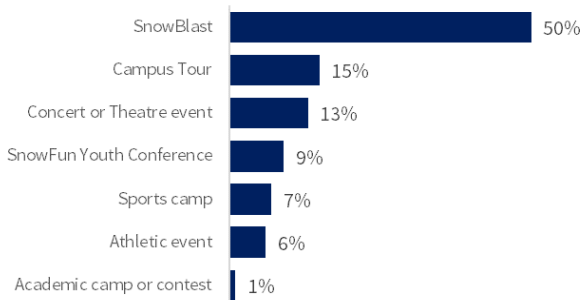
Snow College Student Choice Information

For the 2019 entering student survey, 739 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 (21%), information received from a high school counselor (11%), web or internet searches including on-line ads (5%), attendance at a Snow College open house (2%), a direct email from Snow College (1%), and information obtained from a national publication like Wintergreen Orchardhouse or the Peterson Guide (less than 1%).

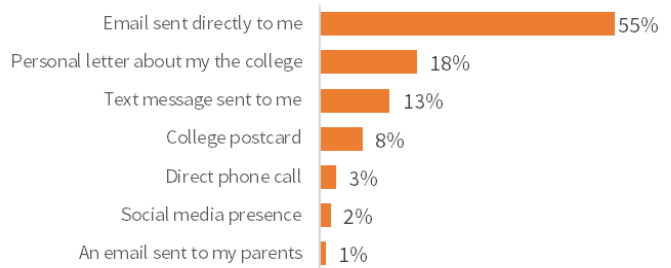
When asked if they had attended a Snow College event prior to admission, nearly half affirmed attendance at a Snow College event.



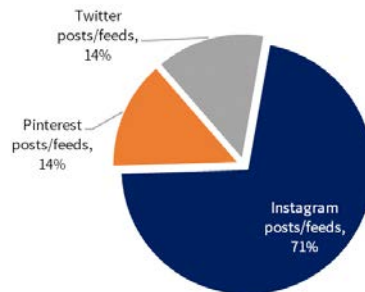
Of those that attended a Snow College event, the event they attended:



When asked the most meaningful method of communication received from Snow College . . .



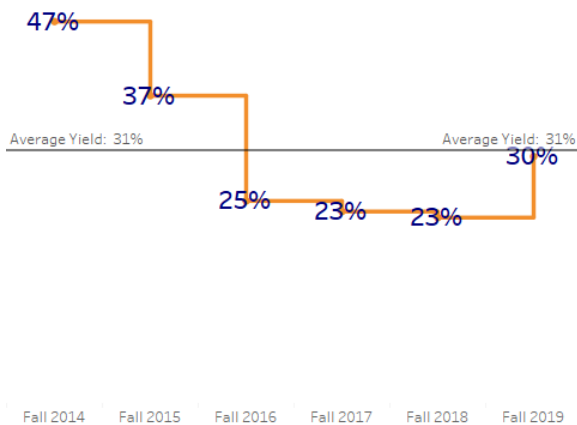
When asked about the type of social media that had the most impact on their exposure and/or application process to Snow College, most new students indicated Instagram posts and feeds.



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.³⁹ 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.

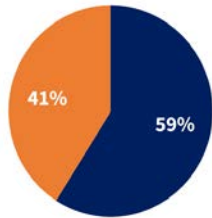


As of September 2019, the college had received only 4,828 new student applications, which was well below the 6-year average of 5,341 applications. However, the yield rate was significantly higher than the previous three years, at 30%. This means Snow College did a better job of turning college interest and application in to actual enrollment.

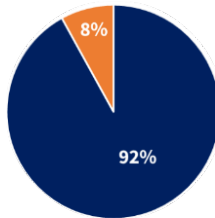
³⁹ <https://knocking.wiche.edu/data/>

Snow College Enrollment Profile

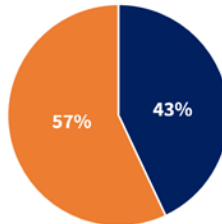
For Fall 2017, enrollment at Snow College was 5,563 students. 28% of the enrollment were first-time freshmen (20% coming directly from high school), and over one-third (34%) were high school students taking college courses for dual college and high school credit. In fall 2017:



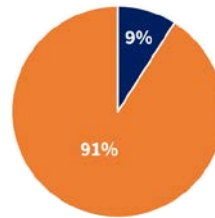
59% of all students were full-time; 41% were part-time



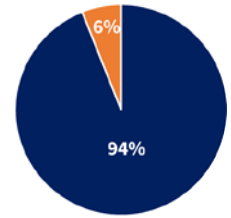
92% were Utah residents



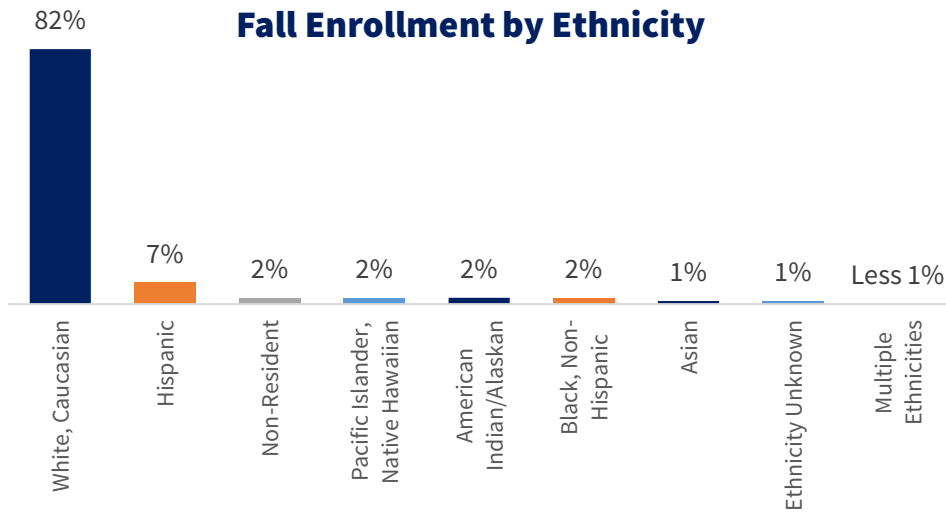
43% came from the 6-County service area



International students represented 9% of the student population



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



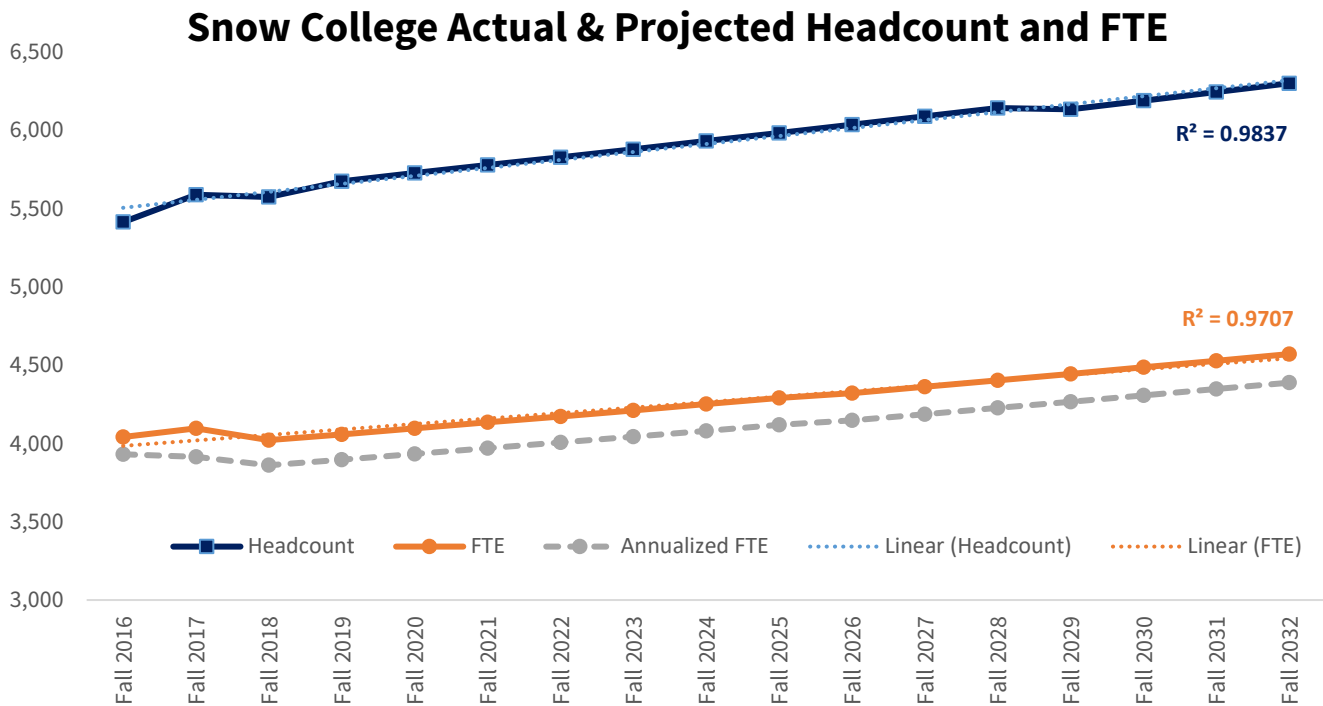
Other Fall 2019 Information

Fall Undergraduates by Type	Count	Percent	First-Time Freshmen Profile
High School Students	1,925	36%	Directly from HS: 1,003
First-Time Freshmen	1,433	27%	HS > 12 months: 430
Continuing Students	1,542	29%	Average HS GPA: 3.32
Returning Students	204	4%	Average ACT: 20
Transfer Students	42	1%	Male/Female: 603/830
Non Credit Students	237	4%	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) 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.			Minority: 18% or 258
			International: 4% or 57

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 2018 study found that 36% of college students experienced hunger and/or a lack of stable housing. With tuition rates on the rise and a lack of affordable housing, this puts a very tight financial squeeze on many college students and their parents.⁴⁰



A late 2017 study found that at half of two-year college students experienced varying degrees of food insecurity. Many of these students are cutting meals or portion sizes because of a lack of funds. In addition, at least one out of every three of these students were also housing insecure.⁴¹

Food insecurity is more prevalent among minority students, students who suffered food insecurity as children, students enrolled in an undergraduate program, and students who may have stopped-out of college briefly due to financial concerns. These students were more likely to find food resources on college campuses and/or eat fast food.

There is a correlation between students who don't get enough food or who eat non-nutritious food and academic performance. Many of these students make lower grades and have a lower chance of graduating. One study found that students who had a GPA of 3.1 or were 60% less likely to suffer from food insecurity. Those with food issues were less likely to attend class, perform well, and were more likely to withdraw from courses.⁴²

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.⁴³

The Center for Collegiate Mental Health's most recent report (2016)⁴⁴ found an increase in students seeking mental health services over the past six years. The study noted that college students are making counseling

⁴⁰ <https://www.affordablecollegesonline.org/college-resource-center/college-food-insecurity-support/>

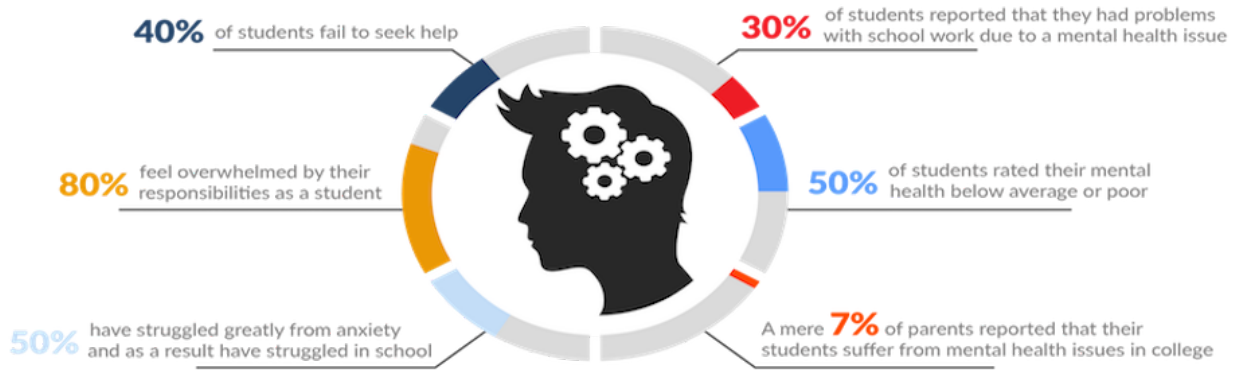
⁴¹ Broton, K. M., & Goldrick-Rab, S. (2018). Going Without: An Exploration of Food and Housing Insecurity Among Undergraduates. *Educational Researcher*, 47(2), 121-133. <https://doi.org/10.3102/0013189X17741303>.

⁴² Martinez, Suzanna & Brown, E. & Ritchie, L. (2016). What Factors Increase Risk for Food Insecurity Among College Students?. *Journal of Nutrition Education and Behavior*. 48. S4. 10.1016/j.jneb.2016.04.017.

⁴³ <https://www.aucccd.org/assets/documents/aucccd%202016%20survey%20press%20release%20final.pdf>

⁴⁴ 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.



<https://collegestats.org/resources/mental-health-guide/>

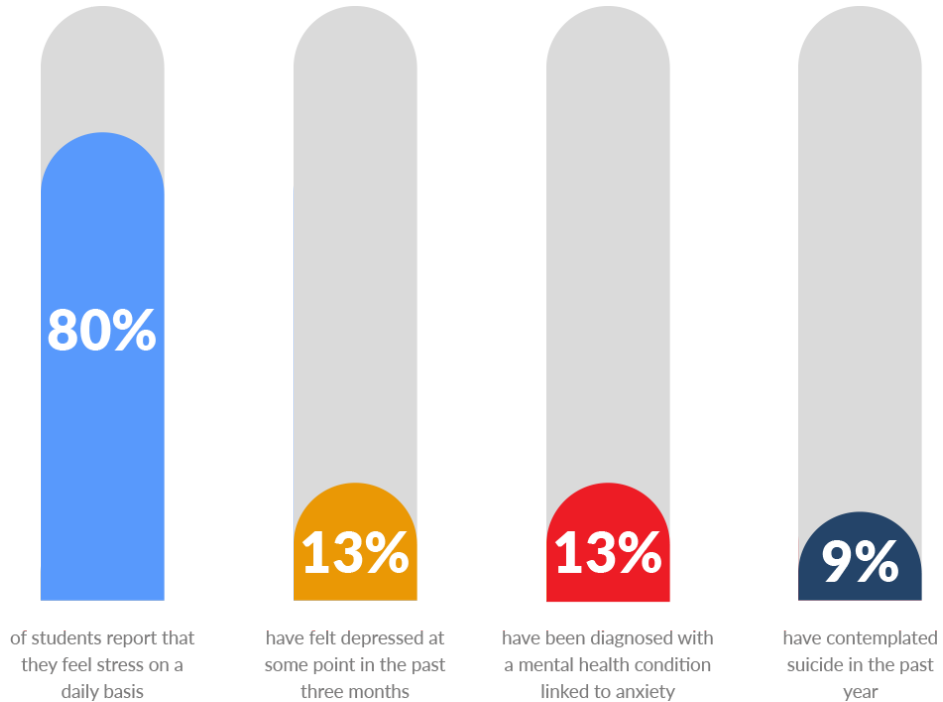
Mental health issues take on many forms with the most significant ones for college students being depression, anxiety, suicide, eating disorders, and addiction.

Depression: All students will likely experience some form of mild depression during college or even during a semester. This is normal. However, more and more students are experiencing more significant forms of depression (brain disorders) caused by a combination of genetics, the environment, biology, and psychological factors.



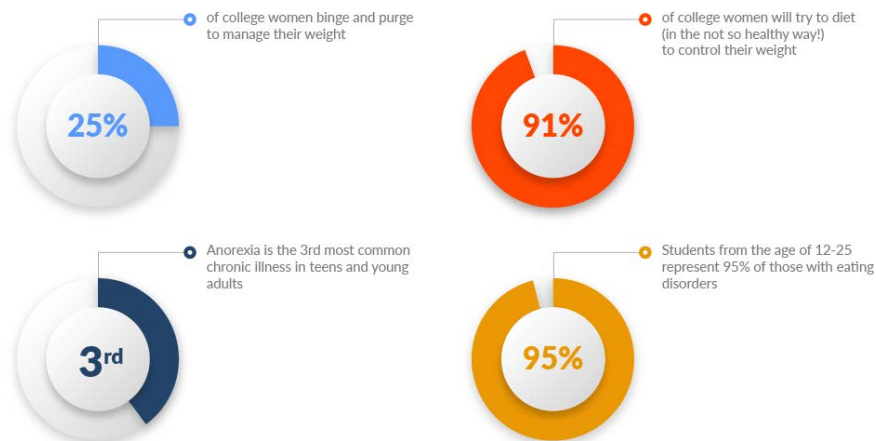
<https://collegestats.org/resources/mental-health-guide/>

Anxiety: College is not easy and there are many times in which students find themselves feeling anxious or stressed (like preparing for an exam or a class presentation). It is normal to feel anxious while in college. Like depression, anxiety can escalate into something more life controlling and harmful.



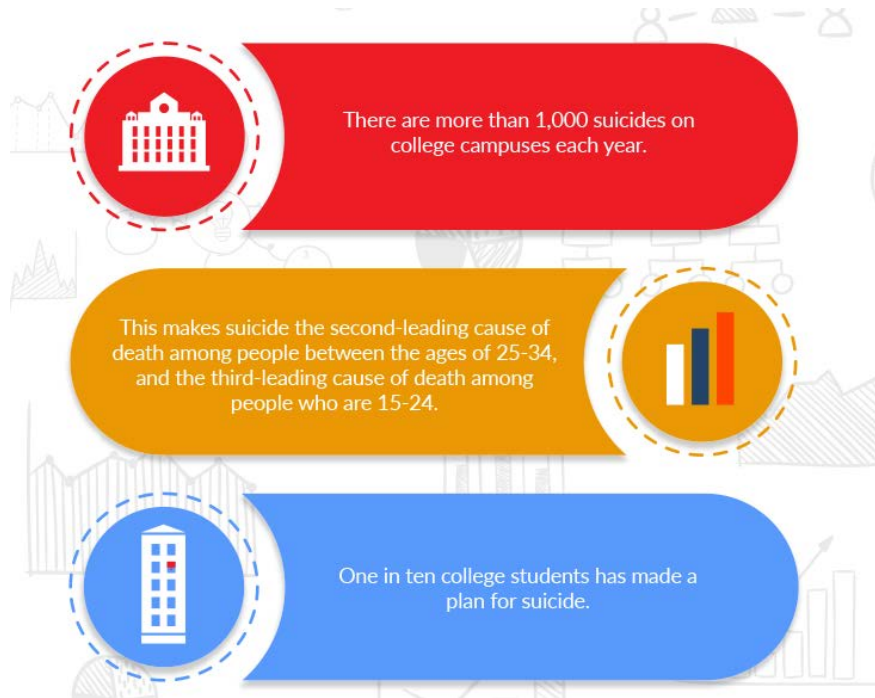
Source: Anxiety and Depression Association of America

Eating Disorders: Along with the data on food insecurity, it can be easy for health college students to occasionally skip meals or develop irrational emotions toward food and body image. College is a time where students are still finding themselves and it is easy to experience greater self-consciousness. Skipping a meal or two and establishing a healthy exercise routine during college in order to maintain a certain look or lifestyle is normal. Concern arises when these behaviors become life-controlling, academically or social debilitating, or life-threatening.



Source: The National Association of Anorexia Nervosa and Associated Disorders

Suicide: This is the worst possible outcome of any mental health issue and can be very much avoided. It is important that college students know and feel comfortable seeking the mental health resources available to them. People have suicidal thoughts for a variety of reasons: life-disappointment, lack of self-confidence, feeling of hopelessness, excessive stress, and so forth. In addition, all college students, faculty and staff should feel confident referring students who show significant risk factors for suicide.



Source: Emory Cares for You

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+