PREFACE

What is an Institutional Portfolio?

Welcome to 2021-2022 Snow College Institutional Effectiveness Report—a collection of information relevant to the College's students, faculty, staff, and resources. This book also addresses Snow College's annual progress toward mission fulfillment using measurable outputs related to strategic planning goals and core theme objectives. It is my hope that this book becomes a helpful resource for college planning and an information source for both internal and external reporting agencies and stakeholders.

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

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

Dr. Beckie Hermansen, Director
Director, Institutional Research
Office of Institutional Effectiveness

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Definition of Terms

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

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

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

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

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

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

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

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

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

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

Full-time Equivalent (FFTE) Faculty: The distinct number of instructional teaching credits per term divided by 15, representing a full-time teaching load (e.g. 15 credits/15 = 1 FFTE. 12 credits/15 = .8 FFTE). A full faculty FTE for the year is divided by 30 (15 credits per full term which can include summer).

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

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

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

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

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

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

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

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

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

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

Student Retention: A course retention rate is represented by number of students initially enrolled in the course who remain at the end of the course. The College's retention rate is determined by the number of first-time students (initially enrolled for a fall semester) who are enrolled the subsequent fall semester (i.e., fall 2015 to fall 2016). The College's retention rate does consider those who leave the college for a church mission or active military service. These students are known as exclusions to the rate and are left out of the rate calculation.

Transfer Student: A student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level. This includes new students

enrolled for fall term who transferred to the college the prior summer term. The student may transfer with or without credit.

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

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

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

INTRODUCTION

Strategic Plan and Goals

The Utah System of Higher Education has given the charge for Snow College to

1. Chart the path for Snow College's ongoing success.
2. Keep an inexorable focus on student access and completion.
3. Make Snow College a force for economic development; and
4. Contribute to the Utah System of Higher Education's success.

Based on that charge, Snow College's Strategic Planning Task Force met to discuss the institution's strengths, weaknesses, opportunities, and threats. Campus stakeholders, community members, and parents were invited to provide their thoughts about Snow College's strategic direction. Like various strategies employed by sports teams to gain a competitive advantage over the opposing team, the Task Force discussed different **strategies that could propel Snow College forward.** More than 100 specific ideas were discussed at length. It is important to note that the discussions of the Task Force uncovered many overarching responsibilities that are important for Snow College. For example, Snow College must enhance diversity among faculty, staff, and students; Snow College must continue to increase the quality and rigor of our teaching; and Snow College must look for ways to develop opportunities for students to become more engaged in the campus community. Even though these are important areas for Snow College to be successful, the charge to the Strategic Planning Task Force was to not simply look for areas of importance. Each one of the more than 100 strategies discussed is important and could be implemented to improve teaching, learning, and the environment at Snow College. The following strategies are not a comprehensive listing of all that Snow College could carry out but are those priorities that the Task Force felt provided Snow College an opportunity to **achieve a competitive advantage** in the higher education space.

This Strategic Plan has the name "Achieves" because it is a roadmap for Snow College to achieve new heights and fulfill the charge given to it by the Utah Board of Regents. Each of the goals that are identified were deliberately chosen as an area in which Snow College could achieve a competitive advantage. The Strategic Plan not only builds on the strengths of Snow College but addresses gaps where there is an opportunity to push the College to new levels of service and achieve new levels of success. The goals are centered on the five following areas:

Student Success
Vision: Increase national markers of student success throughout Snow College by focusing on achievement gaps as identified by the Aspen Institute.

Every two years, the Aspen Institute recognizes the best community colleges in America. President Obama called this award, "basically the Oscars for great community colleges." The Aspen Prize honors institutions with outstanding achievement in four areas: teaching and learning, certificate and degree completion, workforce success, and equitable outcomes for students of color and low-income students. With over 1,000 colleges in consideration, Snow College on more than one occasion has been recognized and has made it to round two of the

three round process. Through focusing on specific measures of student success, Snow College aims to be recognized by the Aspen Institute as a finalist for the Excellence Award and to receive the award as the best community college in America.

Three goals have been identified to help Snow College achieve this vision. Each goal has associated strategies and key performance indicators (KPIs) for Snow College to track progress on its goals. The targets for each KPI are listed in parenthesis after the description.

Goal 1: Increase student access to effective advising.

- KPI 1: Student to advising ratio (Less than 441:1 based on the NACADA 2011 National Survey of Academic Advising for 2-year institutions)
- KPI 2: Student to Wellness Center counselor ratio (Less than 1,000:1 based on the recommendation from the International Accreditation of Counseling Services for higher education institutions)

Goal 2: Implement more robust student success supports and engagement opportunities throughout the college and curriculum.

- KPI 1: Student engagement with CANVAS (Two days per week, minimum)

Goal 3: Improve financial assistance for low-income and underserved populations with a focus on need-based, diversity, and retention scholarships by leveraging engagement with alumni and community.

- KPI 1: Number and percentage of students from disaggregated groups that receive need-based aid (5% increase in each group)
- KPI 2: Enrollment and completion of students from disaggregated groups (5% increase in each group)
- KPI 3: Increase the annual donations specifically for need-based aid or scholarship programs for underserved/under-represented students (5% increase of 3-year average)

Academics

Vision: Improve the quality of academic programs in all mediums with a focus on student learning.

Snow College recognizes that the outcomes of its students are patently linked to the quality of the teaching offered. Therefore, to produce a better graduate, Snow College must focus on enhancing the academic programs and developing enhanced methods of instruction. Four goals have been identified to help Snow College achieve this vision. Each goal has associated strategies and key performance indicators (KPIs) for Snow College to track progress on its goals. The targets for each KPI are listed in parenthesis after the description.

Goal 1: Deepen quality goals for student experiences through High Impact Practices.

- KPI 1: Percentage of students participating in High Impact Practice designated courses/ experiences (100%)

Goal 2: Reevaluate and revise curriculum in all delivery formats to reflect quality, inclusivity, contemporary content in academic disciplines, and needs of employers.

- KPI 1: Percentage of faculty participating in workshops on inclusive pedagogy (50%)
- KPI 2: Improve average yearly rates of student success for identified courses through revision of pedagogy (2% increase in success rates in specific gateway courses)
- KPI 3: Number of programs/courses retired, revised, and created (20% per year)

Goal 3: Develop consistent and robust online programs that allow access to program completions.

- KPI 1: Number of online courses, certificates, and degrees developed (25% increase in course offerings over 3 years)
- KPI 2: Percentage of online courses reviewed for quality (100% over 3 years)
- KPI 3: Number of students enrolled exclusively in online programs (25% increase over 3 years)

Goal 4: Leverage Career-Technical Education (CTE) and Technical Education (TE) funding and infrastructure.

- KPI 1: Convert select TE programs to a competency-based format (3 programs)
- KPI 2: Increase student enrollment in TE programs (5%)
- KPI 3: Increase completion rate for TE program students (65%)
- KPI 4: Increase TE certificates of proficiency (5%)
- KPI 5: Establish an apprenticeship/internship program for TE students (FY 2022)

Recruitment and Retention

Vision: Strategically increase enrollment.

Snow College has been recognized by the Chronicle of Higher Education as the "Number One College in America" for student success in its classification. In fulfilling its role, Snow College aims to provide a world class education to students in rural Utah and beyond. Increasing enrollment allows Snow College to provide that benefit to an increased number of students (traditional and non-traditional). Five goals have been identified to help Snow College achieve this vision. Each goal has associated strategies and key performance indicators (KPIs) for Snow College to track progress on its goals. The targets for each KPI are listed in parenthesis after the description.

Goal 1: Significantly strengthen marketing structure and brand awareness, goals, resources, and strategies.

- KPI 1: Develop a marketing plan that addresses diversity in all populations of students (2% increase in each population)
- KPI 2: Improve the click-rate of Snow College electronic targeted marketing materials (0.1% increase)
- KPI 3: Develop a plan that measures and improves brand awareness among target audiences (May 2021)

Goal 2: Focus recruitment efforts on new target markets, prioritizing non-traditional, diverse, and international student populations; maintain successful existing recruitment activities.

- KPI 1: Increase the number of applications processed compared to 3 and 5-year averages (10% increase over 5 years)
- KPI 2: Improve new student yield rates disaggregated by equity and target market groups (3% increase in yield rates in each target group)

Goal 3: Market online programs specifically to a variety of potential student populations.

- KPI 1: Increase the applications for online programs, both traditional online and accelerated online programs (20% increase in online program applications over 5 years)
- KPI 2: Grow the enrollment in online programs, both traditional online and accelerated online programs (10% increase in enrollment over 5 years)

Goal 4: Create accessible information sites to support strategic enrollment.

- KPI 1: Develop and populate reports using existing software solutions to present current enrollment data (Fall 2021)
- KPI 2: Develop trainings and establish participation schedules for faculty and staff to use the website and software tools to access enrollment data (Fall 2021)

Goal 5: Develop and implement a college-wide retention strategy.

- KPI 1: Improve persistence by division/department/program (2% increase in retention)
- KPI 2: Decrease DFWI rates by disaggregated groups (2% decrease)

Employees

Vision: Foster an environment of employee engagement characterized by a spirit of belonging and teamwork.

Much has been made about the Spirit of Snow. That Spirit of Snow exists because of the employees of Snow College. Snow College is a special place where the employees should feel supported and encouraged to innovate. Colleges often speak to the special places they are because of the students. At Snow College, that only rings half-true as the employees make up the other half of that equation. Snow College recognizes that to achieve greater success in the educational pursuits of its students, it must also achieve greater success for its employees. Four goals have been identified to help Snow College achieve this vision. Each goal has associated strategies and key performance indicators (KPIs) for Snow College to track progress on its goals. The targets for each KPI are listed in parenthesis after the description.

Goal 1: Prioritize a compensation package for full and part-time employees.

- KPI 1: Improve compensation for faculty and staff to industry benchmarks (July 2023)
- KPI 2: Ensure the elimination of any present equity pay gaps based on disaggregated groups ($0 disparity across disaggregated groups)

Goal 2: Implement measures to ensure equitable and reasonable distribution of workload.

- KPI 1: All departments staffed according to industry best practices (June 2024)
- KPI 2: Vacation hours forfeited (0 hours)

Goal 3: Develop and implement a Diversity and Inclusion Plan designed to attract and retain diverse employees.

- KPI 1: Develop and adopt an official Diversity and Inclusion Plan (January 2021)
- KPI 2: Percentage of qualified applicants from diverse groups (15%)
- KPI 3: Conduct a disparate impact study each year (May 2021)

Goal 4: Expect, reward, and recognize service-oriented behaviors.

- KPI 1: Develop a plan for in-line staff and advancement (May 2021)
- KPI 2: Be recognized as a Chronicle of Higher Education "Great College to Work For" (May 2022)
- KPI 3: Develop a structure for providing one-time rewards for accomplishing institutional and departmental goals (December 2021)

Infrastructure

Vision: Develop infrastructure, capital facilities, and rural development that supports Snow College's vision and Strategic Plan.

For Snow College to achieve its potential, the College must have the structure in place to succeed. Enhancing the infrastructure and capital facilities allow Snow College students and employees to focus on other aspects of the Strategic Plan. Through focusing on rural development, Snow College can meet the charge given by the Board of Regents and provide returns to the community and state as an economic and educational partner. Three goals have been identified to help Snow College achieve this vision. Each goal has associated strategies and key performance indicators (KPIs) for Snow College to track progress on its goals. The targets for each KPI are listed in parenthesis after the description.

Goal 1: Invest in technology and remove technological barriers for students, faculty, and staff.

- KPI 1: Improve network uptime (99%) KPI 2: Improve satisfaction surveys for the Office of Information Technology (90% Satisfied or Very Satisfied)

Goal 2: Develop and implement a capital facilities prioritization list which supports the College's strategic priorities and growth.

- KPI 1: Improve the utilization rate of campus, buildings, and rooms to standards from the Utah Board of Higher Education (UBHE standard)
- KPI 2: Develop a prioritization process for the capital improvement process (July 2021) KPI 3: Update the Snow College Master Plan (July 2023)

Goal 3: Provide measurable economic development contributions through an entrepreneurial mindset.

- KPI 1: Establish formal training and/or employment pipeline partnerships with businesses (2)
- KPI 2: Increase SBDC/Custom Fit/STIT training (5%)
- KPI 3: Adjust organizational structure to create seamless coordination between economic development offices, academic programs, technical education programs,

entrepreneurship resources, continuing education, and career services (FY 2022) Snow College is poised to achieve new levels of success.

At a time when the value and structure of higher education is being questioned, it is incumbent on Snow College to demonstrate its commitment and value to rural Utah and the students to whom it serves. This strategic plan lays out a plan for Snow College to accomplish the first charge given by the Board of Regents, "chart the path for Snow College's ongoing success." Snow College will continue its success but is destined to achieve even greater success. Together, the students and employees of Snow College will help the College achieve its vision.

Strategic Enrollment Management Plan

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

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

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

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

SEM and Snow College's Strategic Plan

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

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

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

Recruitment trends over the past several years have demonstrated how essential it is that we fundamentally rethink our recruitment strategies. Enrollment at Snow College has gone flat. The only significant increases in enrollment has come from high school concurrent enrollment, which does not grow our programs and does not contribute to our financial vitality. Our SEM plan provides a foundation to engage all college employees in our recruitment and retention process so that gains in student enrollment will come not only from concurrent enrollment, but more importantly, from regular matriculating students.

SEM and Snow College's Academic Plan

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

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

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

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

their importance to the College. We need to redirect resources to help this middle group so that they do not feel out of the mainstream of support services.

SEM Themes and Goals

Promote institutional success by enabling effective strategic and financial planning

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

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

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

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

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

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

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

Strengthen communication and marketing with internal and external stakeholders

- Market affordability as a key factor in recruitment efforts.
- Create a marketing committee with diverse representation to focus on recruitment and retention campaigns.

- Streamline and improve the timeliness of the scholarship awarding process.
- Deliver the quality service we promise in every aspect of the student experience.
- Communicate recruitment and retention progress and plans regularly and clearly to faculty and staff.

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

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

Administration

Snow College Presidents

Alma Greenwood	1888 – 1891
George Christensen	1891 – 1892
Newton E. Noyes	1892 – 1921
Wayne B. Hales	1921 – 1924
Milton H. Knudsen	1924 – 1933
I. Owen Horsfall	1933 – 1936
James A. Nuttall	1936 – 1953
Lester B. Whetten	1953 – 1956
J. Elliot Cameron	1956 – 1958
Floyd S. Holm	1958 – 1974
J. Marvin Higbee	1974 – 1982
Steven D. Bennion	1982 – 1889
Gerald J. Day	1989 – 2001
Michael T. Benson	2001 – 2006
Scott L. Wyatt	2006 – 2014
Gary Carlston	2014 – 2019
Bradley J. Cook	2019 to present

Snow College Administration

President	Bradley J. Cook, Ph.D.
Vice President of Business Operations	Carson Howell
Provost/VP Academic Affairs	Melanie Jenkins
VP of Enrollment Management	Teri Clawson
VP of Technical Education	Stacee McIff
Director of Online Education	Diane Johnson
Athletic Director/Assistant to President	Robert Nielson
Director of Advancement	Janie Harris
Executive Assistant to the President	Marci Larsen
Assistant to the President, Richfield	Heidi Stringham

Snow College Board of Trustees

Leslie Kiesel-Chair		Rick Robinson-Vice Chair	
David Christensen	John Cox	Kay Christensen	Randy Cos
Erma Kay May	Karen Soper	Jeffrey Kahn	Snow College SBO

Snow College Foundation Board

Mark Jones—Chair	Leonard Blackham	Tim Blackham	Bradley J. Cook
Michael R. Carlston	David A. Christensen	Ken Denos	Carson Howell
Mark Howard	Jeffrey Kahn	Kay McIff	Beverly Nielsen
Dave Parrish	James Tatton, M.D.	Roger H. Thompson	Brent M. Thorne

Accreditation and Historical Highlights

College Accreditation

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

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

Historical Highlights:

1888 –	Founded by Mormon settlers in Sanpete County, Snow College was the first known as Sanpete Stake Academy and built entirely from local donations.
1909 –	The administration building was completed and named after Newton E. Noyes, who served as the school principal for twenty-nine years. That building has been renovated and remains in use today.
1920--	A generous donation of $2,000 by Mormon Church president Lorenzo Snow prompted the name of the college to be changed to Snow Academy in honor of Lorenzo Snow and fellow Mormon leader Erastus Snow. It was later changed to Snow Junior College
1923 –	The name of the school was changed to Snow College.
1933--	Snow College became a state college under the direction of President James A. Nuttall.
1953--	At the 50th anniversary of the college, the "Spirit of Snow" was recognized by a strong and loyal alumni group and dedicated faculty who were willing to sacrifice salaries for the school's survival.
1961 –	Snow College became a branch institution for Utah State Agricultural College (now Utah State University).
1969--	Snow College separated from and became a member of the state system, making a significant transition from fighting for existence to emphasizing academic excellence under the direction of President Floyd S. Holm
1985--	Snow College wins the Division II national football championship, and the Forensics team took top national honors.
1989 –	The foundation program was started under the direction of President Steven D. Bennion. More buildings were added to the existing main campus.
1995 –	Snow College was the first higher education institution in Utah to start a college Honors Program
2001--	Existing buildings such as the Humanities building, and the Lucy Phillips Library were remodeled. Under House Bill 114, the Sevier Valley Applied Technology Center (located in Richfield) became a branch campus of Snow College.
2006 –	A state-of-the-art fine arts center, the George S. and Delores Dore Eccles Center, was added to campus. With this main addition, five other aging structures were

demolished: the Old Gym, the old Social Science Building, the Varsity House, the Crane Theater, and the old South Ward Music Building).

2012 -- Snow College was awarded its first bachelor's degree—a Bachelor of Music degree with Emphasis in Commercial Music. Unlike any other four-year music program, Snow College's program combines traditional music theory and pedagogy with employable music skills such and music technology, songwriting, and studio music experience.

2014 -- The college added a state-of-the art library, the Karen H. Huntsman Library, to the south part of campus and renovated the Lucy Phillips building in to a comprehensive classroom building. In addition, aggressive marketing changed the college brand including the colors to navy and orange.

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

2017 – Under the direction of President Gary L. Carlston, the Graham Science Center was added to campus--three-story comprehensive science building, complete with a Planetarium. In addition, the college added a Bachelor of Science degree in Software Engineering.

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

2019-- Dr. Bradley R. Cook is named the 17th President of Snow College

2021-- Snow College received "Best-in-State" recognitions for Best Administrator (Stacee McIff), Best Teacher (Jay D. Olsen), Best Curriculum Development, and Best Education Advisor (Barbara S. Dalene)

2022-- Snow College added NJCAA Men's Wrestling and NJCAA Women's Wrestling. Teams are located on the Richfield campus.

Degrees and Divisions

Bachelor of Science in Software Engineering

Bachelor of Arts with Emphasis in Commercial Music

Associate of Science with Emphasis in Pre-Engineering

Associate of Science with Emphasis in Business

Associate of Science with Emphasis in Nursing

Associate of Science for General Studies

Associate of Arts for General Studies

Associate of Applied Science in

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

Certificates and Diplomas in

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

Academic Divisions

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

College Quick Facts

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

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

	Current Year (2022)	Prior Year Difference
Fall Headcount	6,156	5%
BR Headcount	5,436	14%
Fall FTE	4,488.2	8%
Fall BR FTE	4,122.2	15%
Unduplicated Headcount (20-21)	7,064	20%
12 Month Instructional Activity (20-21)	117,567	3%
Male Students	2,862	9%
Female Students	3,294	1%
Full-Time Faculty	147	-4%
Part-Time Faculty	149	-3%
Student to Faculty Ratio	20:1	0%
Graduates (Class of 2016)	1,221	-4%
High School/Concurrent Enrollment	2,327	7%
Freshman Students	2,723	5%
Sophomore Students	3,189	6%
Junior Students	40	-20%
Senior Students	204	0%
Utah Resident Students	5,349	-3%
Non-Resident Students	807	110%
Six County Service Area Students	2,370	-5%
Wasatch Front Students	1,630	-4%
Other Utah area students	1,340	16%
Out-of-State Students	601	50%
Out-of-Country Students	201	81%

	Annual	
In-State Tuition (annual)	$3,616	*FY 2022*
Out-of-State Tuition (annual)	$13,092	*FY 2022*
Fees (annual)	$384	*FY 2022*

	Aid Year 2015	Prior Year Difference
Total Aid Provided to Students	$5,373,035	*FY 2021*
Pell Grant Aid	$2,760,982	*FY 2021*
General Fund/State Appropriation	$30,634,508	*FY 2021*
Endowment	$10,667,529	*FY 2021*

STUDENT SUCCESS

Annual Tuition and Fees

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

These data measure tuition and fees for resident and non-resident students for one semester. Since fiscal year 2012, resident tuition has increased by $548 (up 43%); non-resident tuition has grown by $1,948 (a 42% increase). Student fees have remained relatively stable with distinct increases in 2009, 2015, 2017, 2020 and a decrease in 2022 (down -2%) over ten years.

Data Source: Snow College Catalogs, 2009 to 2022 and IPEDS Institutional Characteristics Component.

Student Tuition Rates

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Non-Resident Tuition	$4,598	$4,920	$5,166	$5,476	$5,460	$5,837	$5,983	$6,073	$6,225	$6,365	$6,546
Resident Tuition	$1,260	$1,348	$1,415	$1,499	$1,544	$1,598	$1,638	$1,663	$1,705	$1,743	$1,808

Resident Tuition   Non-Resident Tuition
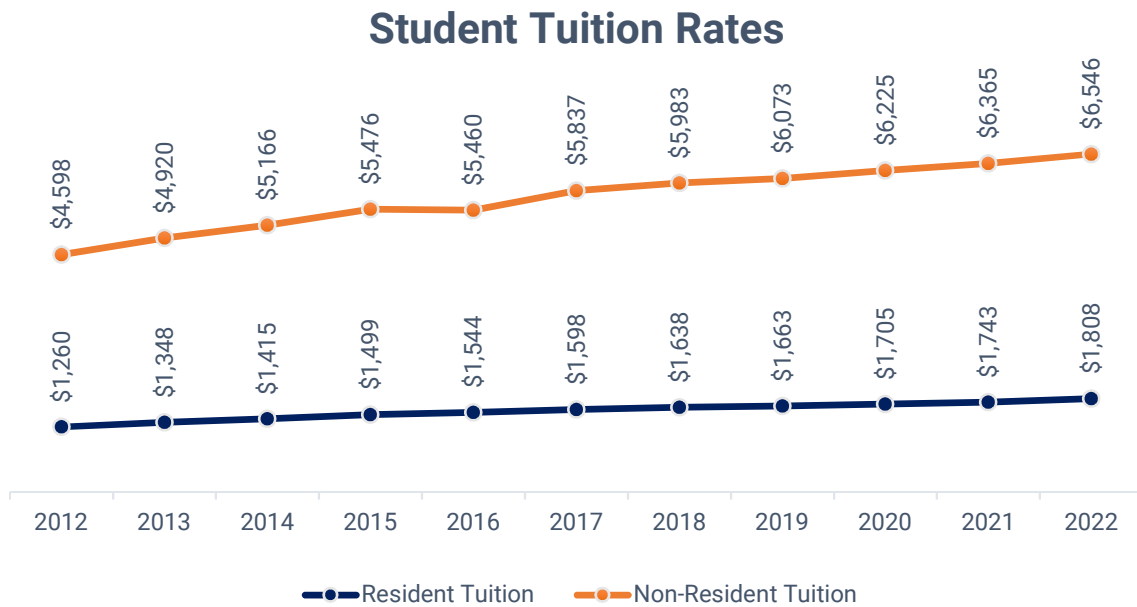
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Fees	$195	$195	$195	$195	$198	$198	$208	$208	$213	$213	$192

Tuition and Fees as a part of Household Income

These data represent Snow College tuition and fee rates compared against state-wide and six-county service region household incomes. The household incomes are taken from the most recent census information (2019). Annual tuition and fees are from the 2021-22 academic year. Compared to other USHE institutions, Snow College maintains a tuition and fee rate that is less than 6% of state household incomes. Snow College's service region represent some of the poorest counties of the state of Utah. As a result, Snow College strives to maintain tuition and fee rates that are affordable to students from this region.

Data Source: Published tuition and fee rates, scholarship support dollars. Census Bureau QuickFacts at https://www.census.gov/quickfacts/fact/table/UT/INC110219

County	Median household income	Utah median household income	Tuition & Fees	Percent State HH	Percent County HH
Juab County	$61,463	$74,665	$4,000	5.4%	6.5%
Millard County	$62,242	$74,665	$4,000	5.4%	6.4%
Piute County	$42,813	$74,665	$4,000	5.4%	9.3%
Sanpete County	$53,838	$74,665	$4,000	5.4%	7.4%
Sevier County	$54,799	$74,665	$4,000	5.4%	7.3%
Wayne County	$44,245	$74,665	$4,000	5.4%	9.0%

	BR Annualized FTE	Annualized Tuition Rate	Gross Tuition	Non-Private Institutional Aid	Ave Net Cost per Student	State Median Household Income	Net Tuition as a % of Household Income
FY 2012	3,259	$2,696	$8,344,231	$2,043,774	$2,086	$57,067	3.66%
FY 2013	3,238	$2,830	$8,842,530	$2,102,505	$2,159	$59,715	3.62%
FY 2014	3,210	$2,998	$9,094,118	$2,291,504	$2,404	$60,943	3.95%
FY 2015	3,433	$3,088	$10,009,795	$2,893,442	$2,145	$62,961	3.41%
FY 2016	3,637	$3,196	$10,257,340	$2,278,656	$2,467	$65,931	3.74%
FY 2017	3,688	$3,196	$11,252,551	$2,327,447	$2,492	$65,932	3.78%
FY 2018	3,647	$3,276	$11,518,971	$2,333,634	$2,550	$65,933	3.87%
FY 2019	3,594	$3,326	$11,633,942	$2,451,677	$2,529	$65,934	3.84%
FY 2020	3,502	$3,410	$11,542,171	$2,341,354	$2,562	$65,935	3.88%
FY 2021	3,440	$3,486	$11,311,736	NA	NA	NA	NA
Source	Annualized FTE	IPEDS	USHE DB: TAB G	USHE DB: TAB F	Calculated	Census Bureau	Calculated

Student Affordability

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

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

	Resident Tuition	Non-Resident Tuition	Fees	Resident Cost (Annual)	Non-Resident Cost (Annual)
FY 2012	$1,260	$4,598	$195	$2,910	$9,586
FY 2013	$1,348	$4,920	$195	$3,086	$10,230
FY 2014	$1,415	$5,166	$195	$3,220	$10,722
FY 2015	$1,499	$5,476	$195	$3,388	$11,342
FY 2016	$1,544	$5,460	$198	$3,484	$11,316
FY 2017	$1,598	$5,837	$198	$3,592	$12,070
FY 2018	$1,638	$5,983	$208	$3,692	$12,382
FY 2019	$1,663	$6,073	$208	$3,742	$12,562
FY 2020	$1,705	$6,225	$213	$3,836	$12,876
FY 2021	$1,743	$6,365	$213	$3,912	$13,156
FY 2022	$1,808	$6,546	$192	$4,000	$13,476

Annual Tuition and Fee Growth by Residency

■ Non-Resident Cost (Annual)　■ Resident Cost (Annual)

FY	Non-Resident Cost	Resident Cost
FY 2022	$13,476	$4,000
FY 2021	$13,156	$3,912
FY 2020	$12,876	$3,836
FY 2019	$12,562	$3,742
FY 2018	$12,382	$3,692
FY 2017	$12,070	$3,592
FY 2016	$11,316	$3,484
FY 2015	$11,342	$3,388
FY 2014	$10,722	$3,220
FY 2013	$10,230	$3,086
FY 2012	$9,586	$2,910
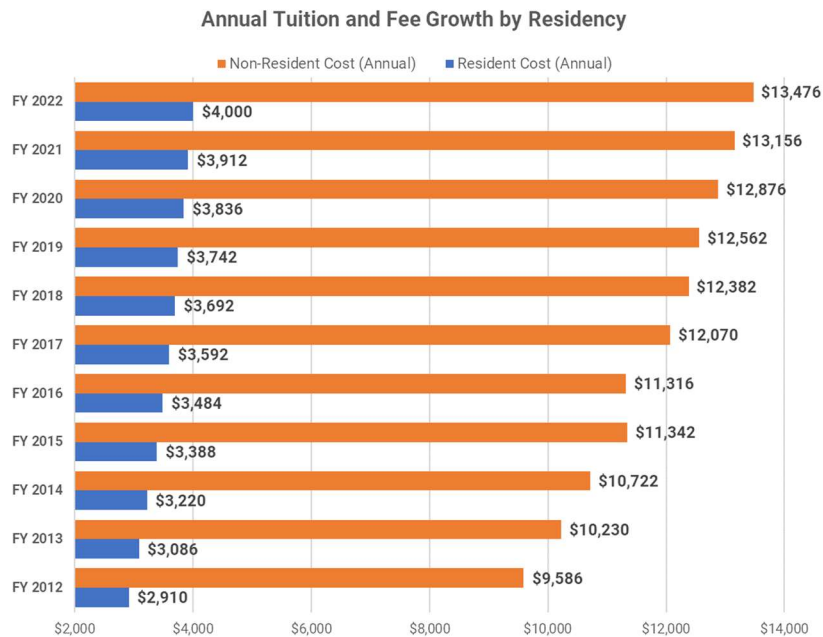
Student Financial Aid

There are several ways students can pay for college. The data below provides a comparison of qualified students who (1) applied for aid by completing the FASFA and (2) received financial aid disaggregated by the type of financial aid received. Since FY 2012, the number of financial aid applicants has increased from 66% to 82% of qualified applicants. Qualified applicants are degree-seeking undergraduates, which excludes all high school, non-matriculated, and continuing education student types.

Data Source: RPRAWRD and Snow College's 3rd Week Student File (matched on shared student identifier).

2021 Student Financial Aid Percentage Distribution

Category	Percentage
Applicants	82%
Federal Aid	69%
Institutional Aid	50%
Pell	38%
Work Study	12%
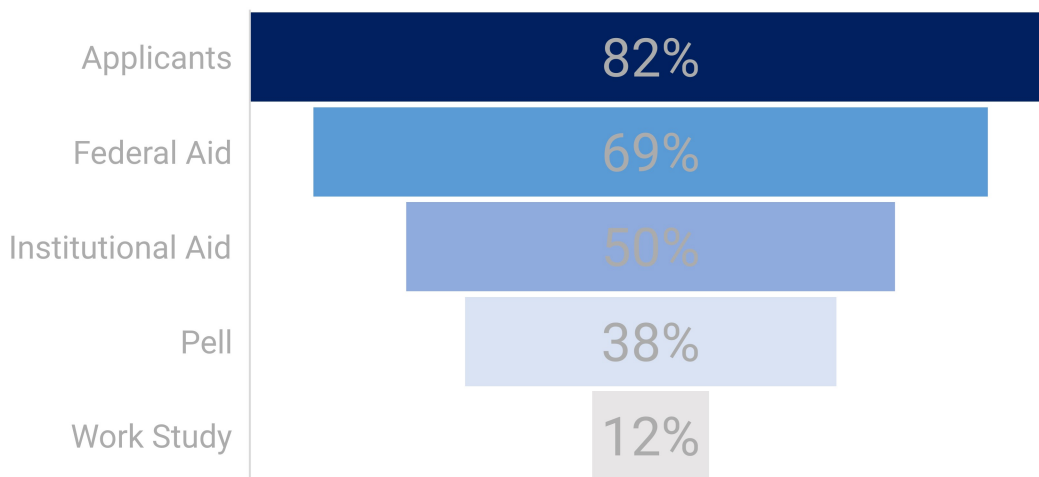
Average Student Financial Aid Dollars

These data present the 10-year average amount of aid provided to qualified students respective of each type of aid source. Federal aid includes all forms of federal aid dollars (grants, loans, and work study). Pell grant and work study amounts are distinct to Pell grant and work study awarded students. Institutional aid represents all institutional waivers and scholarships including privately funded scholarships.

Type of Aid Source	10-year individual aid averages	2021 individual aid amount
All Federal Aid	$5,481	$4,382
Pell Grant	$4,095	$4,451
Work Study	$512	$330
All Institutional Aid	$2,000	$2,207

For the past decade, institutional aid has accounted for approximately 57% of annual resident tuition and fee totals. This percentage has remained steady as institutional aid represented 57% of 2012 annual resident tuition and fees and 56% of 2021 annual resident tuition and fees.

Data Source: RPRAWRD and Snow College's 3rd Week Student File (matched on shared student identifier).

Insitutional Aid as Percentage of Annual Tuition and Fee Totals

FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
57%	55%	60%	60%	58%	56%	58%	57%	56%	56%
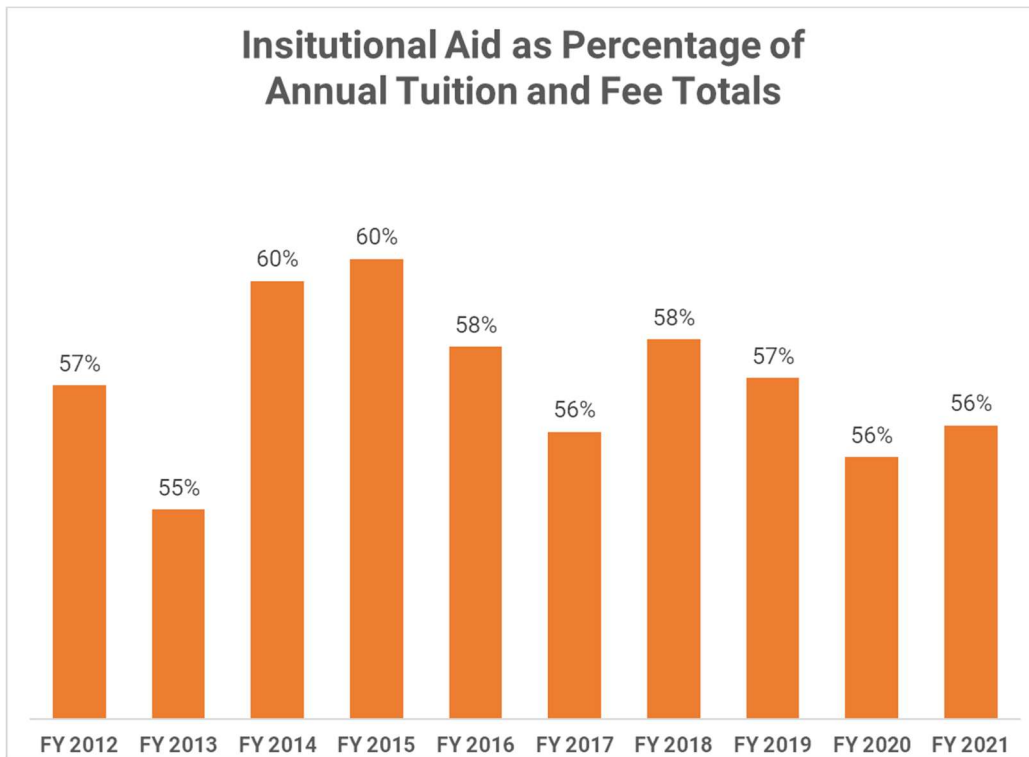
Institutional Student Aid: Public Waivers and Scholarships

Snow College offers institutional aid in the form of tuition waivers, institutional scholarships, and privately funded scholarships. Since 2012, the number of students receiving some form of institutional tuition waiver or scholarship has increased by 420 students (a 39% increase). The average aid package for these students has grown from $1,818 (62% of resident tuition and fee amounts) to $2,200 (56% of resident tuition and fee amounts.

The number of students receiving private scholarship aid has grown from 196 students to 249 students (27%) with the average private aid package increasing form $849 to $1,085 (both packages representing 28% of resident tuition and fees).

Snow College has established goals to increase FASFA applications by 10% over the next five years (FY 2024); increase the number of participants in private aid (endowment or scholarship aid via giving campaigns) by 25%; and keep the net tuition-cost average at 3 to 6% of annual median household income.

Data Source: RPRAWRD and Snow College's 3rd Week Student File (matched on shared student identifier).[1]

Institutional Aid Year	Non-Private Institutional Aid (Waivers, WUE, etc.)	% of all Institutional Aid	# of Students with Institutional Aid	% of students with Insitutional Aid	Average Institutional Aid Package	% of Resident Tuition and Fees covered by Institutional Aid (non-private)
FY 2012	$1,928,816	92%	1061	84%	$1,818	62%
FY 2013	$2,029,661	88%	1050	77%	$1,933	63%
FY 2014	$2,136,236	82%	907	66%	$2,355	73%
FY 2015	$2,687,935	85%	1049	68%	$2,562	76%
FY 2016	$2,884,929	89%	1163	72%	$2,481	71%
FY 2017	$3,068,475	92%	1274	78%	$2,409	67%
FY 2018	$3,178,409	94%	1304	83%	$2,437	66%
FY 2019	$3,524,843	95%	1368	79%	$2,577	69%
FY 2020	$2,902,641	82%	1502	90%	$1,933	50%
FY 2021	$3,258,755	92%	1481	93%	$2,200	56%

[1] The distinction between institutional and private aid references a financial aid detail code of DFOU or UFOU for general private aid funds.

Private Aid Year	Private Scholarship Paid Amounts	% of all Institutional Aid	# of Students with Private Aid	% of Students with Private Aid	Average Private Aid Package	% of Resident Tuition and Fees covered by Private Aid
FY 2012	$166,492	8%	196	16%	$849	29%
FY 2013	$277,604	12%	320	23%	$868	28%
FY 2014	$479,623	18%	457	34%	$1,050	33%
FY 2015	$465,298	15%	501	32%	$929	27%
FY 2016	$365,498	11%	442	28%	$827	24%
FY 2017	$252,528	8%	369	22%	$684	19%
FY 2018	$217,461	6%	274	17%	$794	21%
FY 2019	$183,400	5%	357	21%	$514	14%
FY 2020	$315,843	9%	351	21%	$900	23%
FY 2021	$269,976	8%	249	16%	$1,084	28%

Financial Assistance Peer Group Comparison

Student financial aid information represents the number of students awarded financial aid through grant or scholarship aid from the federal government, state/local government, the institution, or other sources known to the institution. It is noted that students may be counted in one or more categories depending on the type of aid awarded (i.e., if a student was awarded Pell grant, and had a student loan, and received a Snow College scholarship, the student would be counted in each category respectively). These data are Snow College Student Financial Aid information compared to our IPEDS Peer Group. IPEDS is the Integrated Post-Secondary Education Data System.

Note: Any grant aid includes grant or scholarship aid awarded from the federal government, state/local government, the institution, or other sources. Federal loans include only federal loans awarded to students. The number of schools in the peer comparison group is 29.

Data Source: The Integrated Post-Secondary Education Data System (IPEDS) Data Feedback Report

IPEDS SFA Peer Group Comparison
Type of Aid (%)

■ Snow College   ■ Peer Group

Type of Aid	Snow College	Peer Group
Federal Loans	24%	14%
Any Loans	24%	14%
Institutional Grants	70%	24%
State/Local Grants	1%	42%
Pell Grants	38%	48%
Federal Grants	52%	53%
Any Grant Aid	90%	73%
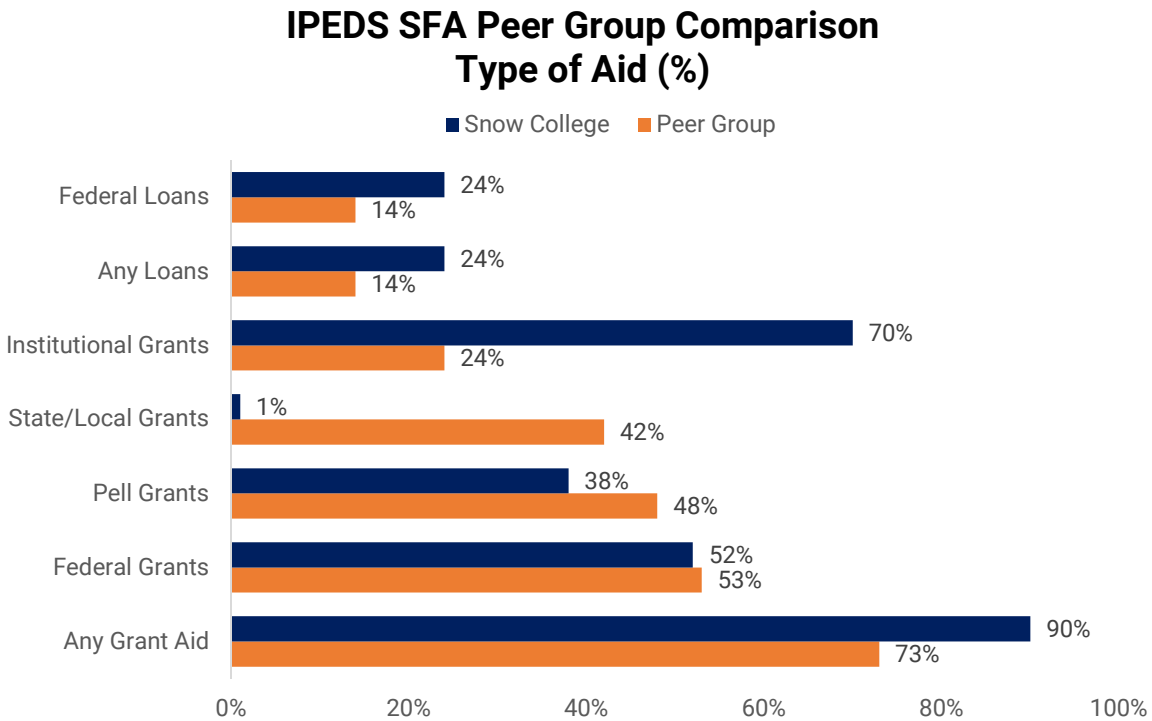
Some institutions in our peer group are allows to leverage local taxes to fund higher education. These funds are used in the form of local grants and scholarships. Institutions in Utah do not have such provision. Snow College awards significantly more institutional aid than our peer group.

These data represent average amounts of any grant or scholarship aid awarded from the federal government, state/local government, the institution, or other sources. Federal loans include federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. The number of institutions in the peer group is 29.

IPEDS SFA Peer Group Comparison
Average Aid Amounts

■ Peer Group ■ Snow College

Category	Amount
Federal Loans	$4,524
Any Loans	$4,959
Institutional Grants	$1,494
State/Local Grants	$3,060
Pell Grants	$4,512
Federal Grants	$4,607
Any Grant Aid	$6,251
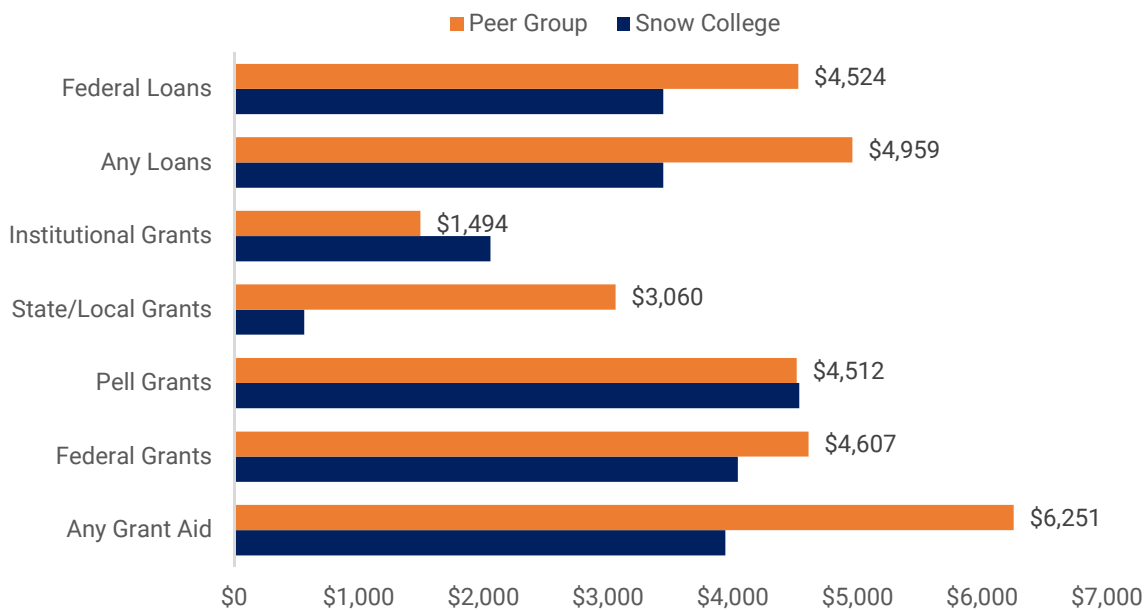
Despite giving more institutional aid than our peer group, Snow College's average institutional aid amounts are lower in comparison. Institutional aid is in the form of any scholarship or waiver. Private aid not offered by the institution is not included in any of these data.

FY 2020 Peer Comparison Group:

Bismarck State College (Bismarck, ND), Cascadia College (Bothell, WA), Clark State College (Springfield, OH), Clover Park Technical College (Lakewood, WA), College of Southern Idaho (Twin Falls, ID), Florida Gateway College (Lake City, FL), Georgia Highlands College (Rome, GA), Grayson College (Denison, TX), Gulf Coast State College (Panama City, FL), Jackson College (Jackson, MI), Kent State University at Stark (North Canton, OH), Lake Washington Institute of Technology (Kirkland, WA), Lake-Sumter State College (Leesburg, FL), Laramie County Community College (Cheyenne, WY), Midland College (Midland, TX), North Seattle College (Seattle, WA), Northwestern Michigan College (Traverse City, MI), Oklahoma State University-Oklahoma City (Oklahoma City, OK), Pueblo Community College (Pueblo, CO), Renton Technical College (Renton, WA), Skagit Valley College (Mount Vernon, WA), South Seattle College (Seattle, WA), Spokane Falls Community College (Spokane, WA), University of Cincinnati-Blue Ash College (Blue Ash, OH), Walla Walla Community College (Walla Walla, WA), Wenatchee Valley College (Wenatchee, WA), Western Nevada College (Carson City, NV), Whatcom Community College (Bellingham, WA), Yakima Valley College (Yakima, WA)

Undergraduates with Financial Aid Trends

This measure shows percent of undergraduate students who receive any form of financial aid and the average amount of aid awarded. Financial aid includes any federal, state, or institutional grant, scholarship, or loan aid (including work study) awarded for a given fiscal year. Nearly half of all undergraduate students receive some form of financial aid (51%). Of all undergraduates, the 10-year average for Pell Grants is 28% and Federal Student Loans is 34%.

Data Source: U.S. National Center for Educational Statistics, IPEDS Student Financial Aid Component (for respective years).

Undergraduates with Financial Aid

Term	% with aid	Average Aid Package
Fall 2012	55%	$5,046
Fall 2013	49%	$4,040
Fall 2014	57%	$5,432
Fall 2015	50%	$4,187
Fall 2016	48%	$3,872
Fall 2017	48%	$4,792
Fall 2018	49%	$4,271
Fall 2019	50%	$4,448
Fall 2020	53%	$4,585
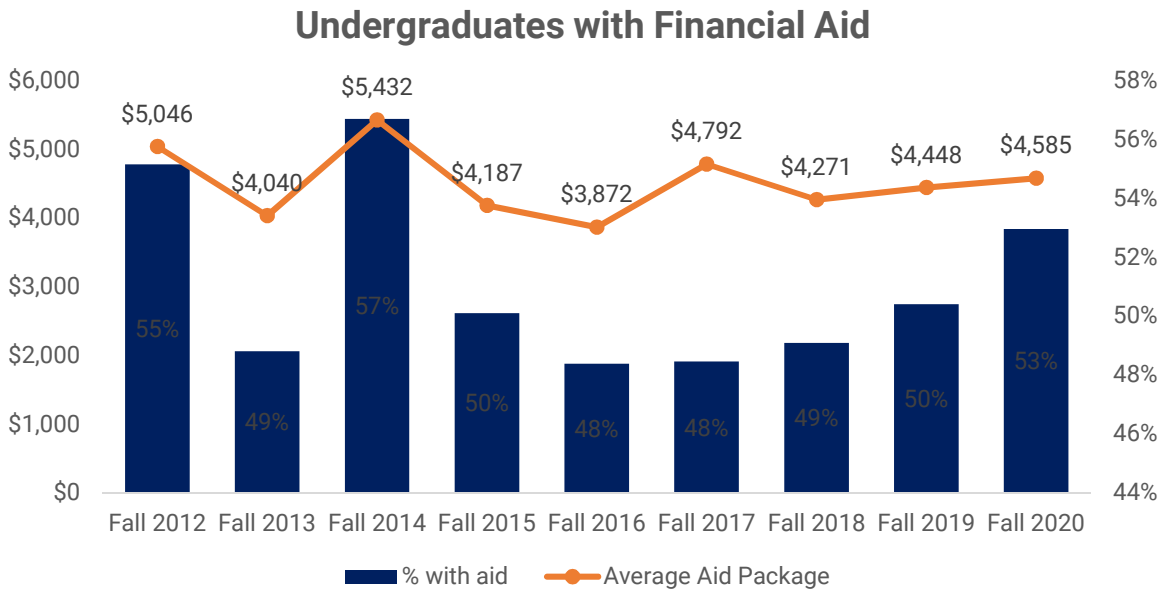
Financial Assistance for First-Time Freshmen Trends

The number of first-time, full-time students with any form of federal, state, or institutional financial aid has increased by 3% since 2012. On average, 88% of all first-time freshman students receive some form of financial aid with an overall aid package of $3,608 (which more than pays for resident annual tuition and fees).

Data Source: U.S. National Center for Educational Statistics, IPEDS Student Financial Aid Component (for respective years).

First-time, Full-Time Students with Aid
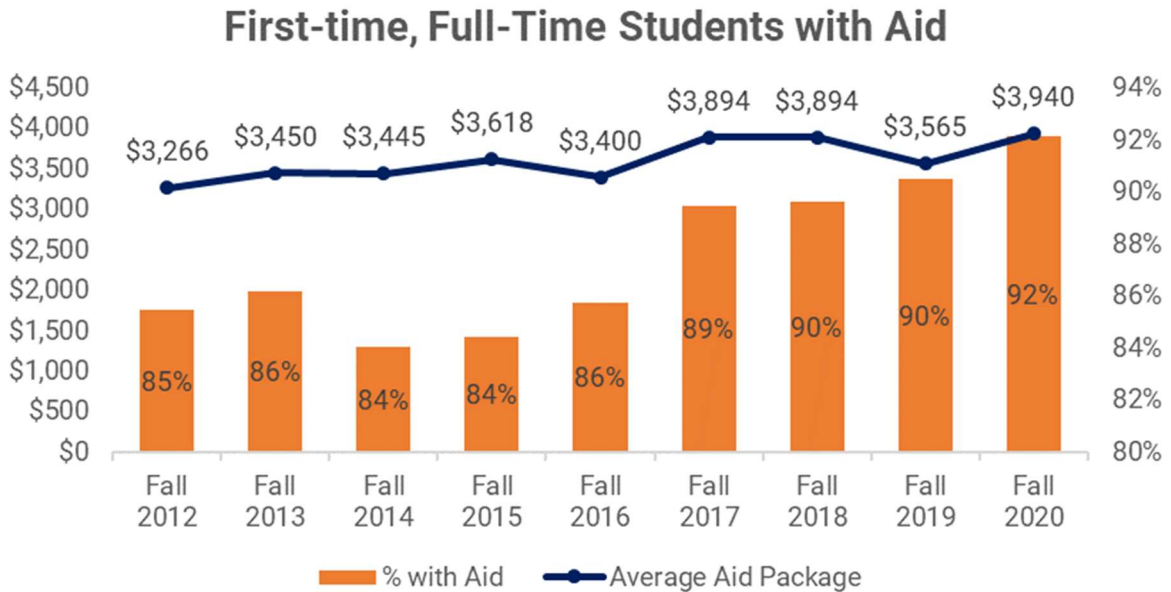
Note: Student Financial Aid reporting references the prior year's fall cohort and the student financial aid **awarded** during that year. These figures do not represent amounts that were accepted or paid to students.

Pell Grant Awards and Dollars

A Pell Grant is a subsidy the U.S. federal government provides for students who need it to pay for college. Federal Pell Grants are limited to students with financial need, who have not earned their first bachelor's degree, or who are enrolled in certain post-baccalaureate programs, through participating institutions. Unlike other federal grants or loans, a Pell Grant does not have to be repaid. Approximately 28% of all Snow College students receive a Pell Grant with an average award of $5,060. The number of students awarded Pell Grants has nearly doubled since 2008 (18% to 28%).

Data Source: The Integrated Post-Secondary Education Data System (IPEDS), Student Financial Aid, Winter 2018-2019, Student Financial Aid component. These data report on the prior 2017-2018 year.

Average Pell Grant Aid to all Undergraduates
10-year Average = $4,606

Year	Amount
2012	$4,509
2013	$4,341
2014	$4,509
2015	$4,602
2016	$3,990
2017	$5,060
2018	$4,444
2019	$4,526
2020	$5,475
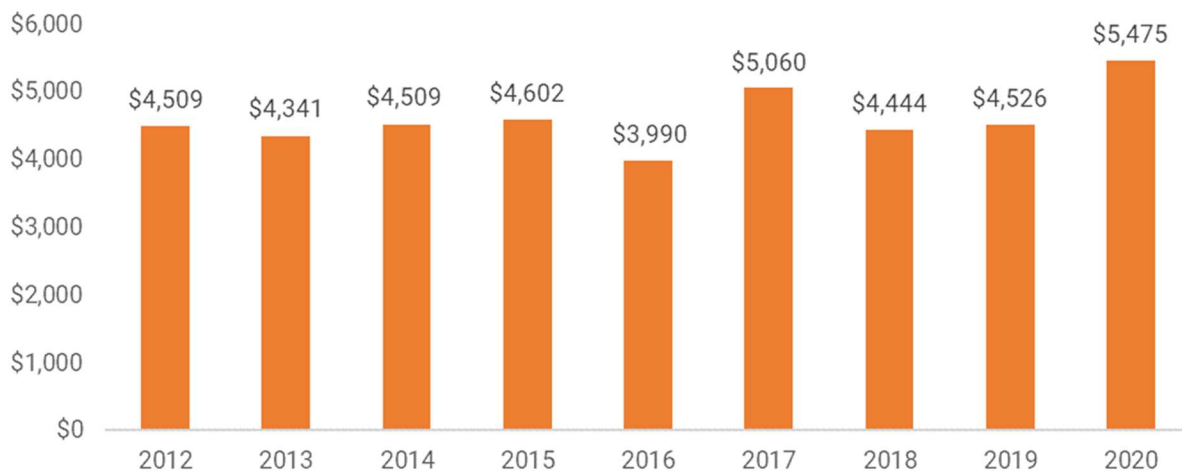
Percent of Undergraduates with Pell Grant Aid
10 year Average = 28%

Year	Percent
2012	31%
2013	29%
2014	30%
2015	28%
2016	28%
2017	28%
2018	28%
2019	26%
2020	23%

Student Loans and Dollars

Student loans represent any subsidized or unsubsidized federal loan received by students. It does not include loans made to parents of students such as the Parent Plus Loan program. Approximately 40% of Snow College students have some form of student loan averaging $1,804. Students using loans to attend Snow College has increased by 15% since 2008 while average loan amounts have decreased by $155—most students are getting loans but borrow smaller amounts of loan debt.

Data Source: The Integrated Post-Secondary Education Data System (IPEDS), Student Financial Aid, Winter 2018-2019, Student Financial Aid component. These data report on the prior 2017-2018 year.

Average Loan Aid to all Undergraduates
10-Year Average Aid = $1,665

Year	Average Loan Aid
2012	$1,953
2013	$3,813
2014	$2,103
2015	$2,056
2016	$1,523
2017	$1,804
2018	$1,416
2019	$1,447
2020	$1,303
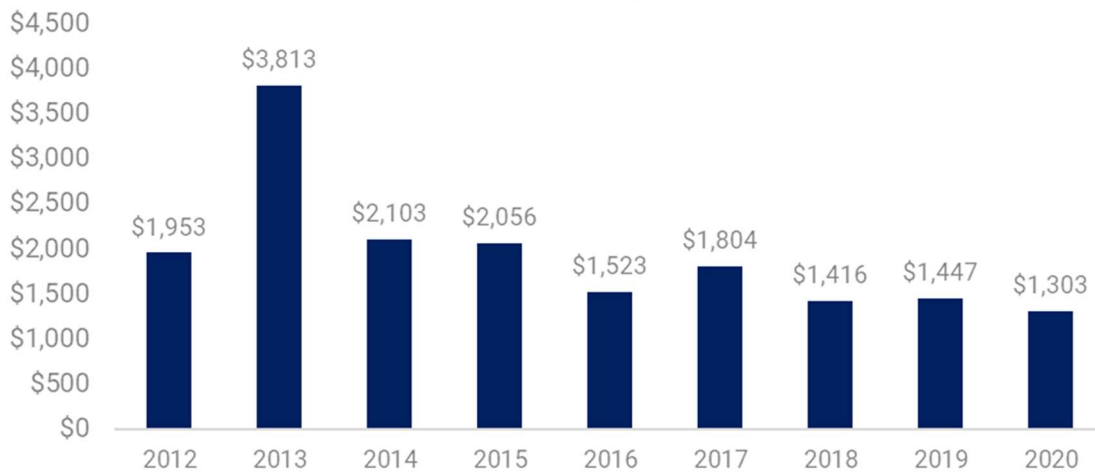
Percent of Undergraduates with Loan Aid
10-year Average = 36%

Year	Percent
2012	39%
2013	15%
2014	42%
2015	39%
2016	39%
2017	40%
2018	38%
2019	38%
2020	18%
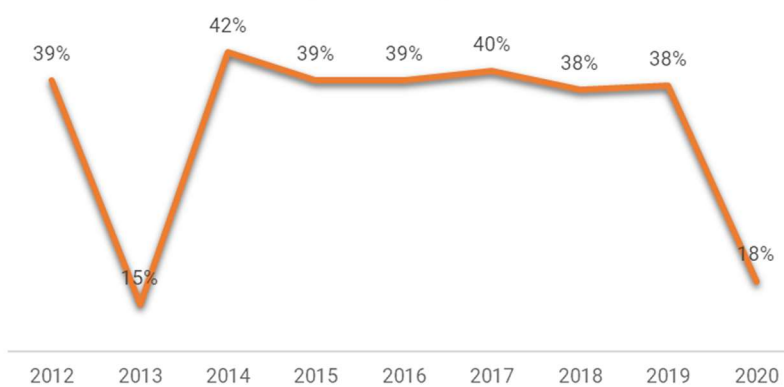
Degrees and Certificates Awarded

This information shows the total degrees and certificates awarded by Snow College in an academic year. An academic year is determined as fall, spring, and summer. The award conferred represents the completed educational goal for the student and an achieved product for the institution. This includes all specialized associate degrees and workforce ready, stackable certificates/awards. Currently, Snow College offers only two bachelor's degrees: a bachelor's degree in Commercial Music (BA) and a bachelor's degree in Software Engineering (BS).

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

Total Degrees Awarded
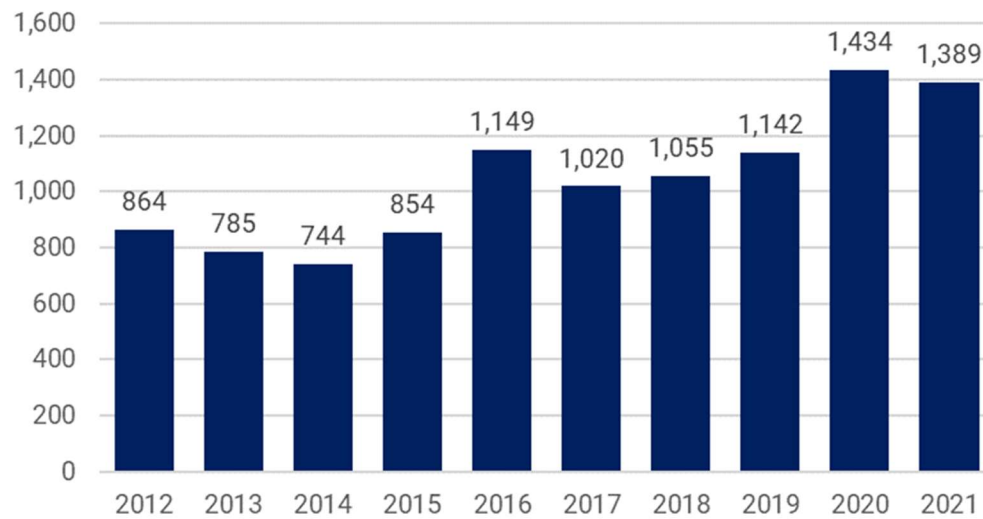
Snow College Awards by Graduating Class	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Bachelor of Arts (Commercial Music)	NA	NA	7	8	33	17	20	32	21	18
Bachelor of Science (Software Engineering)	NA	NA	NA	NA	NA	NA	NA	5	8	11
Associate of Science	598	539	509	545	768	680	687	755	791	815
Associate of Arts	133	135	120	174	167	154	141	125	106	84
Associate of Fine Arts	NA	NA	NA	NA	NA	NA	6	8	11	14
Associate of Pre-Engineering	5	3	6	12	11	10	12	7	19	21
Associate of Science-Business	10	7	6	10	20	19	13	23	29	20
Associate of Science-Nursing	NA	NA	29	28	52	35	31	35	31	47
Associate of Applied Science	59	48	26	30	35	31	20	26	23	18
Certificates	59	53	41	47	63	74	125	124	136	158
Diplomas/Awards	222	148		1	2	0	0	2	259	183
Total Awards	864	785	744	854	1,149	1,020	1,055	1,142	1,434	1,389

The resurgence of the AWD-type degree is attributed to the credential of Certified Nurse Assistant which is offered to degree-seeking and high school concurrent enrollment students.

DWS 5-Star and 4-Star Degrees

Starting in 2019, the Utah System of Higher Education (USHE) implemented new performance metrics. Utah code 53B-1-102 (updated in 2017) outlines Utah's System of Higher Education's (USHE) responsibility to "establish measurable goals and metrics and delineate the expected contributions of individual institutions of higher education toward these goals." The number of degrees and certificates associated with Utah's DWS 5-star and 4-star occupation-related programs not only fulfills this requirement, but also allows the college to target program improvements that support USHE's Workforce and Research strategic objectives and contribute to student vocational achievement. Updates to this metric excluded all general education awards (CIP CODE 24.0102). Institutions report on the number/percentage of (1) all students and (2) underrepresented students achieving 4-and-5-star degrees. Percentage achievement is determined by the respective qualified cohort (underrepresented students is only underrepresented students without a General Education award). Institutions also established annual and 5-year goals.

- All students: increase the number of awards by 70 each graduating class
- All students: 63% of qualified awards are 4 and/or 5-star awards (by 2027)
- Underrepresented students: increase the number of awards by 35 each graduating class
- Underrepresented students: 56% of qualified awards are 4 and/or 5-star awards (by 2027).

Source: Snow College graduation files and DWS "star" program definitions (reference table: iro.performance_degrees)

4 & 5 Star Degree Percentage
out of qualified* degree cohorts
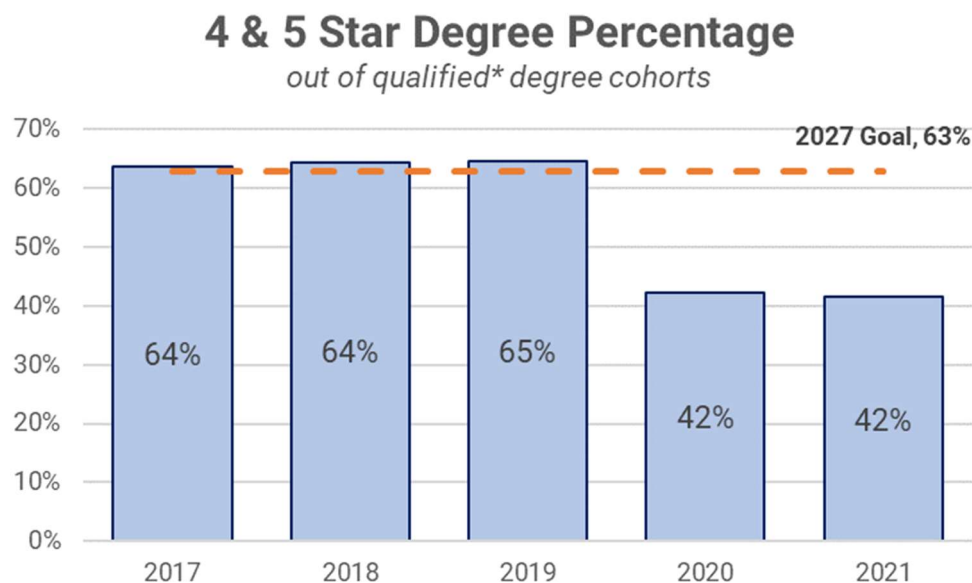
Underrepresented Student 4 & 5 Star Degree Percentage
out of qualified* degree cohorts

Year	Value
2017	0%
2018	0%
2019	0%
2020	1%
2021	24%

2027 Goal, 56%
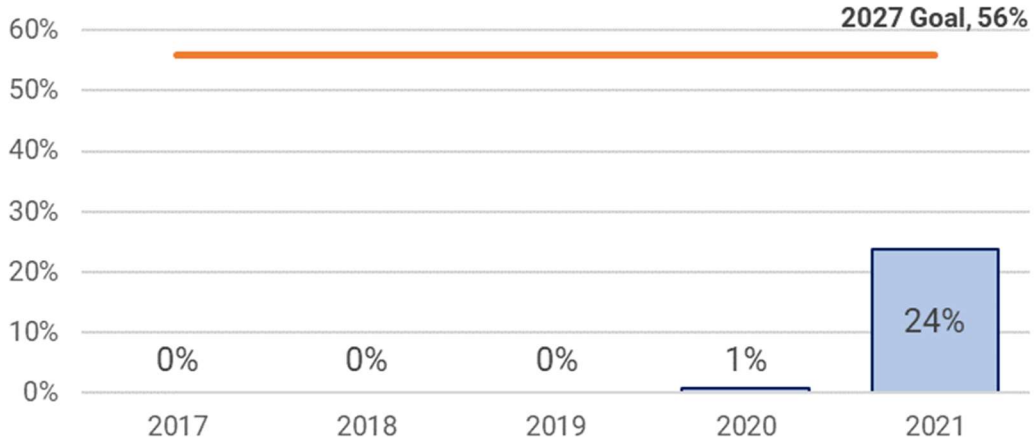
Number of Degrees per 100 FTE

This measure takes Snow College's budget-related annualized FTE (average fall and spring budget-related FTE = summer budget-related FTE/2) and divides it by the number of degrees or certificates awarded for the same academic year. This measure can be used to determine the efficiency by which Snow College students are completing degrees and certificates. Since FY 2014, Snow College has experienced a positive trend in the number of degrees per 100 FTE, growing from 23 to 40.

Data Source: USHE Annualized FTE report, USHE Graduation Extract (degrees conferred).

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Annualized FTE	3,238	3,317	3,280	3,466	3,681	3,719	3,738	3,594	3501	3440
Degrees	1,088	936	745	856	968	1,024	1,055	1,142	1434	1389
Awards per 100 FTE	34	28	23	25	26	28	28	32	41	40
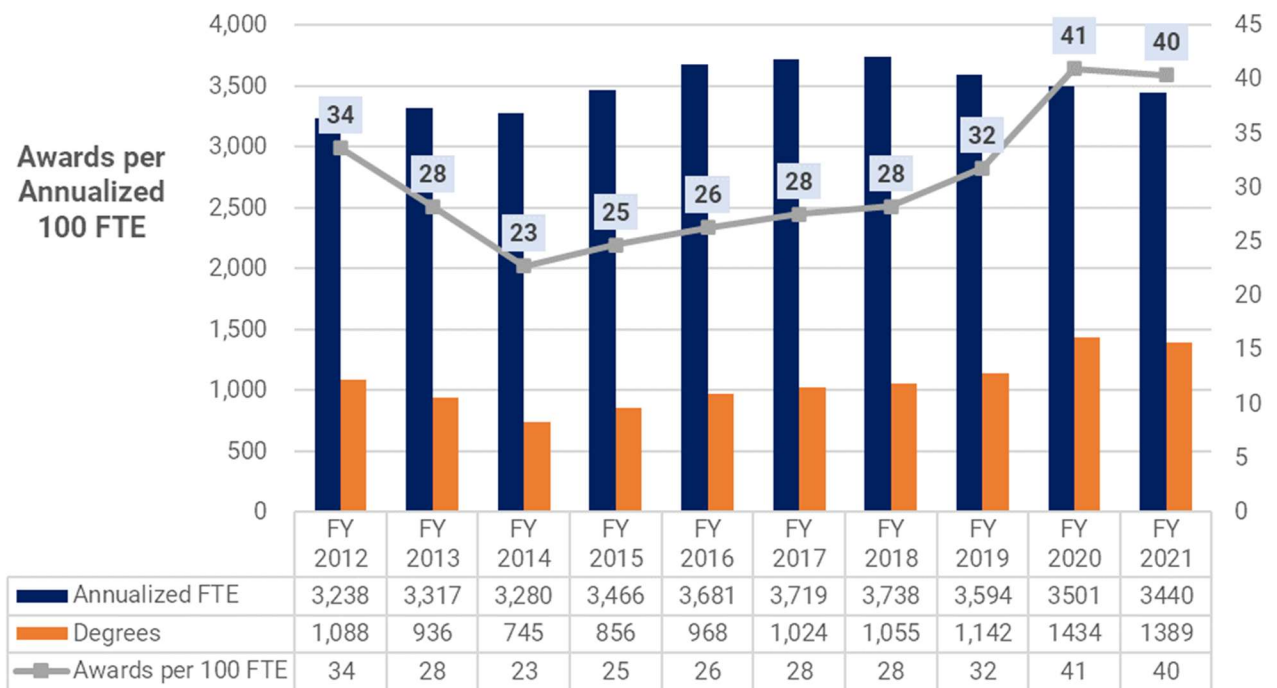
Graduate Rate within 150% of Time

Graduation rates are completed by entering student cohorts. Information is collected on how many of a first-time cohort graduated from the institution within 150% of time depending on the type of degree. For bachelor-degree cohorts, 150% of time is 6 years for 12 semesters. For associate-degree cohorts, 150% of time is 3 years or 6 semesters. For certificates or awards, the grade rate is within 150% of time for the length of the certificate or award program. Transfer information is not included in the graduation rate calculation. Cohort students who have dropped out of the institutions for missionary or military service or who are deceased are excluded from the cohort. The four-year student-right-to-know graduation rate average is 44%.

Data Source: U.S. National Center for Education Statistics, IPEDS Graduation Rate at 150%-of-time report.

Graduation Rates at 150% of time
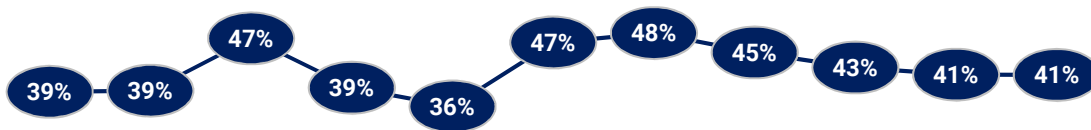
Cohort 2005	Cohort 2006	Cohort 2007	Cohort 2008	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Cohort 2015
39%	39%	47%	39%	36%	47%	48%	45%	43%	41%	41%

Snow v. Peer Grad Rate Trends

- Peer Grad Rate
- Snow Grad Rate

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Snow Grad Rate	39%	39%	47%	39%	36%	47%	48%	45%	43%	41%
Peer Grad Rate	19%	28%	30%	26%	29%	25%	26%	32%	16%	30%
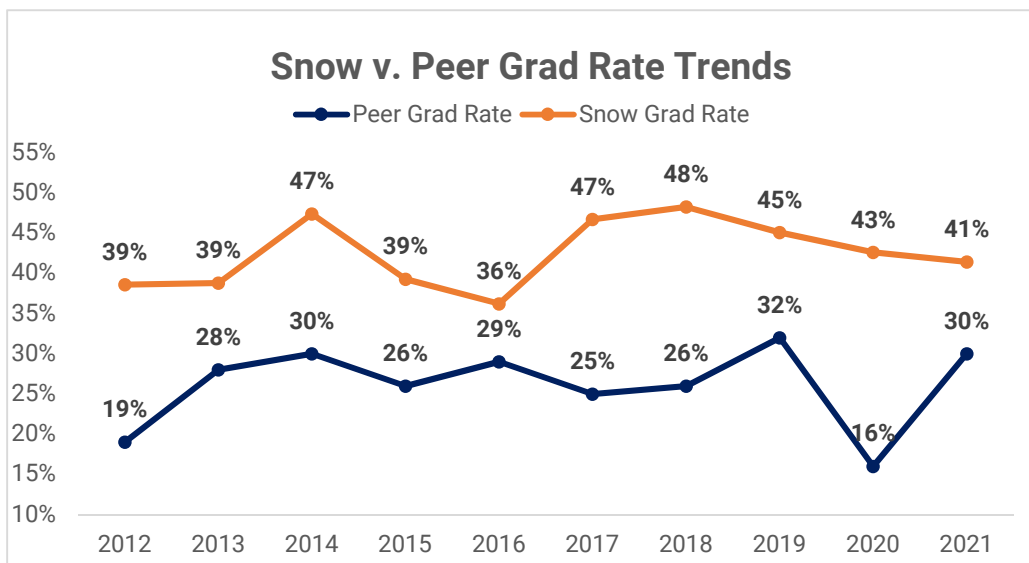
Transfer Rate within 150% of Time

Snow College's transfer rate is completed using the same entering student cohorts as the graduate rate. This measure considers first-time students who transferred to another 2-year or 4-year institution within a 150% of time without earning a credential at the host institution. Cohort students who received a degree are not included in the transfer rate count. The four-year student right to know average transfer rate is 37%.

Data Source: U.S. National Center for Education Statistics, IPEDS Graduation Rate at 150%-of-time report.

Transfer Rates at 150% of Time
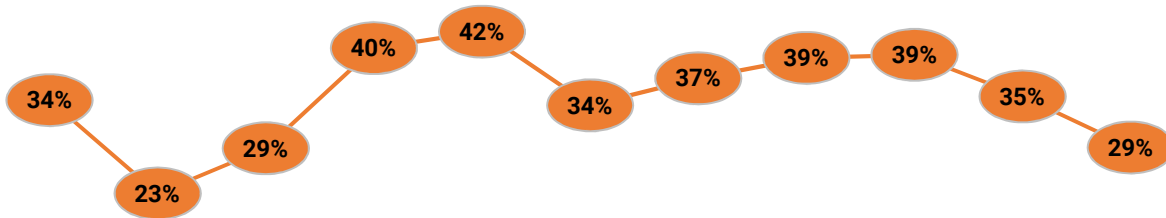
Cohort 2005	Cohort 2006	Cohort 2007	Cohort 2008	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Cohort 2015
34%	23%	29%	40%	42%	34%	37%	39%	39%	35%	29%

Snow v. Peer Transfer Rate Trends
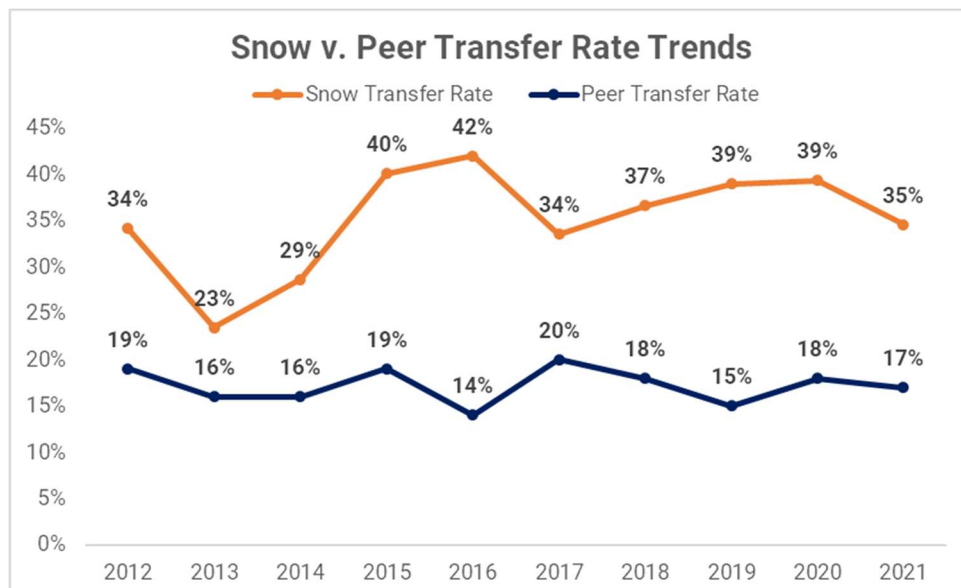
Success Rate within 150% of Time

Since the mission of Snow College is to provide students with a degree and/or prepare them to transfer to other institutions. Snow College measures it's overall success in this area by combining graduation and transfer rates. The success rate measures the percentage of first-time cohort students who graduate and/or transfer within 150% of time of their intended degree. The four-year student-right-to-know success rate is 82%. This means that nearly all new students will find success through graduation and/or transfer within 150% of the time they started at Snow College.

Data Source: U.S. National Center for Education Statistics, IPEDS Graduation Rate at 150%-of-time report.

Success Rate at 150% of Time

Snow College Success Rates Compared to Peer Colleges

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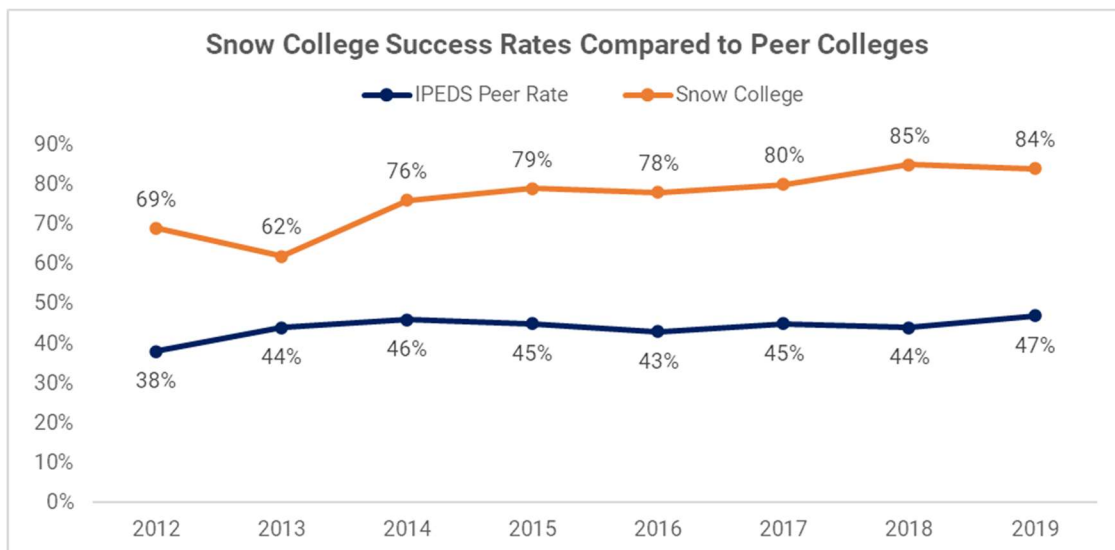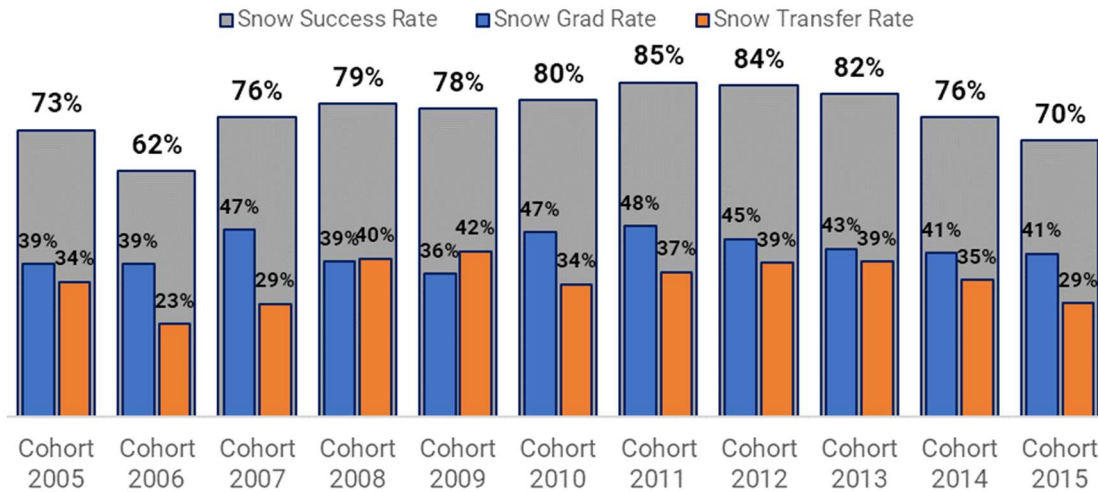
Success Rates for Underrepresented Students

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

Graduation rates for minority students has declined from 37% (cohort 2007) to 21% (cohort 2015. The four-year student-right-to-know graduation rate for minority students is 25%. Transfer rates for minority students have increased, going from 22% (cohort 2007) to 31% (cohort 2015).

Combined the success rate for minority students has declined -7%, starting at 59% (cohort 2007) and ending at 52% (cohort 2015). Because graduation and transfer rates are exclusive, this means that many minority students at Snow College transfer from the institution without achieving a credential.

Data Source: U.S. National Center for Education Statistics, IPEDS Graduation Rate at 150%-of-time report.

Minority Grad and Transfer Rate Trends

■ Grad Rate   ▪ Transfer Rate

Cohort	Grad Rate	Transfer Rate
Cohort 2007	37%	22%
Cohort 2008	30%	33%
Cohort 2009	21%	42%
Cohort 2010	38%	33%
Cohort 2011	29%	34%
Cohort 2012	30%	29%
Cohort 2013	22%	35%
Cohort 2014	25%	28%
Cohort 2015	21%	31%
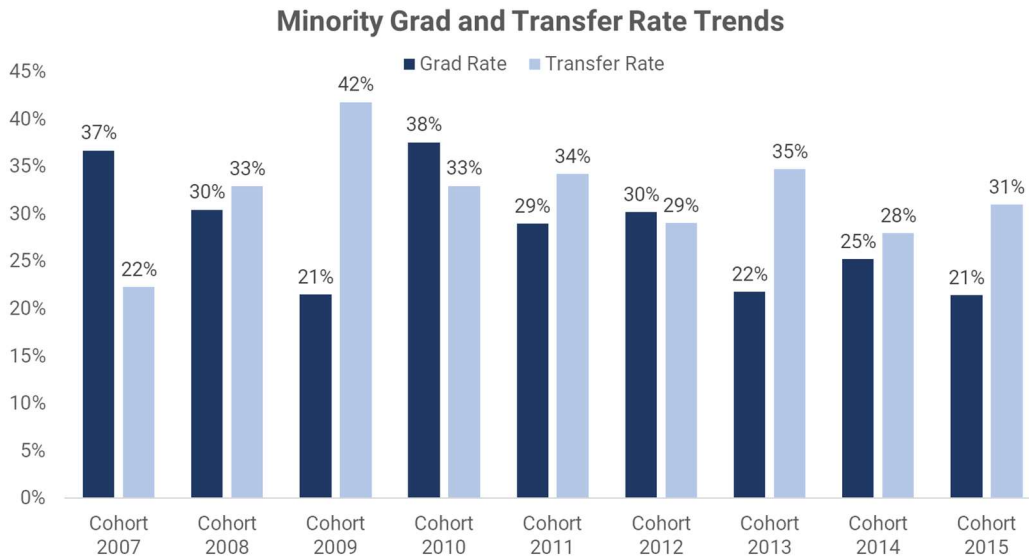
Minority Student Success Rates

| | Cohort 2007 | Cohort 2008 | Cohort 2009 | Cohort 2010 | Cohort 2011 | Cohort 2012 | Cohort 2013 | Cohort 2014 | Cohort 2015 |
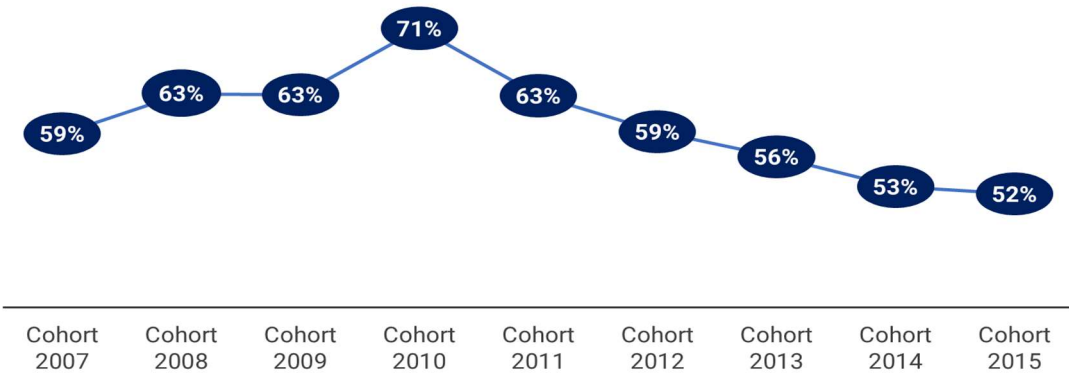
Data directed at grad rate and/or transfer rate differences from the 2007 cohort to the 2015 cohort by distinct minority group suggest lower rates among Non-Resident, Alien (-27%), Native Hawaiian or Pacific Islander (-13%), and Black or African American (-6%) students. Snow College is seeing positive graduation and transfer rate difference among Asian and Multiple Race students (up 82% and 67%, respectively). Hispanic/Latino, American Indian/Native Alaskan, and Unknown Race/Ethnicity students have experience lower graduation rates offset by higher transfer rates.

	Difference	Difference	Difference
Cohort 2007 to Cohort 2015	**Grad Rate**	**Transfer Rate**	**Success Rate**
Non-Resident, Alien	-26%	-1%	-27%
Hispanic/Latino	-17%	17%	1%
American Indian/Alaskan Native	-5%	10%	5%
Asian	27%	55%	82%
Black or African American	8%	-14%	-6%
Native Hawaiian or Pacific Islander	-3%	-10%	-13%
Multiple Races	24%	43%	67%
Unknown Race/Ethnicity	-30%	50%	20%

Success Rates for Pell Recipients

Graduation rate data on students who received Pell Grants started with the 2010 cohort. For the 2010 and 2011 cohorts, only Pell Grant information was reported. Starting with the 2012 Cohort, Pell Grant information was reported distinct from Direct Subsidized Loan reporting. This caused a drop in the percentage of Pell recipients who graduated from the institution at a 150% of time. The four-year student-right-to-know graduation rate for students with a Pell Grant is 32%. Currently, only graduate rate data is tracked for Pell Grant recipients.

Data Source: U.S. National Center for Education Statistics, IPEDS Graduation Rate at 150%-of-time report.

Graduation Rates for Pell Grant Recipients

Cohort	Rate
Cohort 2010	44%
Cohort 2011	41%
Cohort 2012	26%
Cohort 2013	30%
Cohort 2014	39%
Cohort 2015	34%
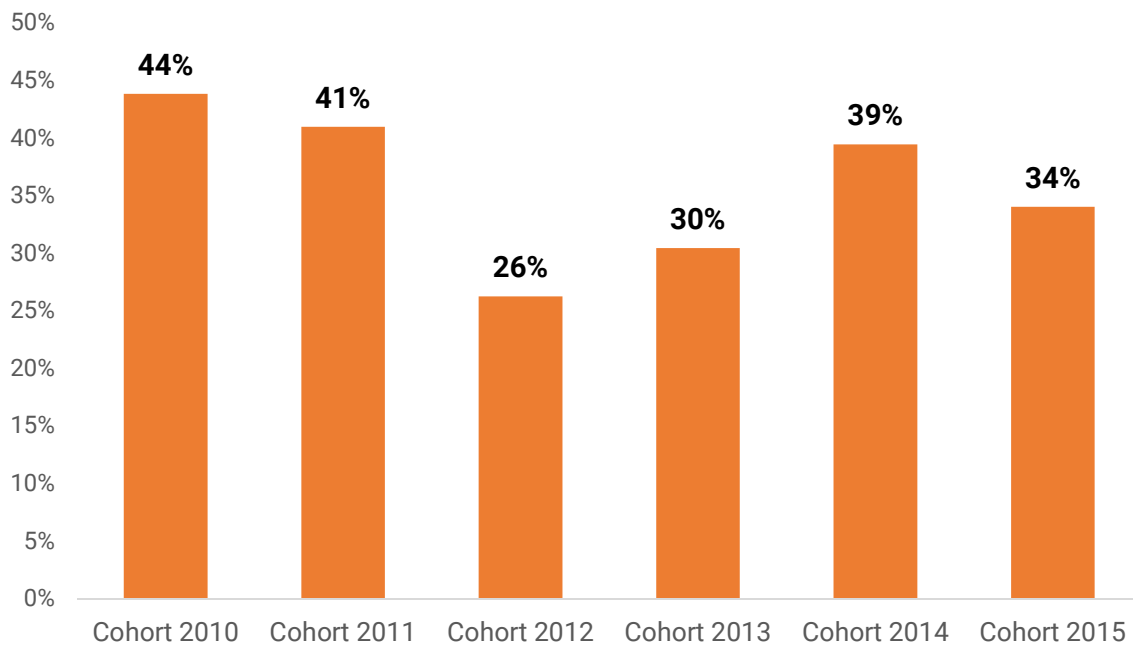
Successful Course Completion

The successful course completion rate takes the sum of all enrollments receiving a C- or above grade divided by the total attempted course enrollments. This metric serves as an indicator of student academic performance. The following chart compares successful course completion against non-successful course completion for the past 10 years. Incomplete (I), no credit (NC), no grade (NG), unofficial withdrawal (UW) and official withdrawal (W) are associated with non-successful course completion.

Data is generated by the Office of Institutional Research and Effectiveness using historical enrollment files located in Snow College's Banner database. For Fall 2021, course completion rates (80%) dropped by 3% from the previous year and indicated the lowest course completion rate since 2012.

Data includes course enrollment for all degree-seeking and non-degree seeking students (including high school, concurrent enrollment students).

Data Source: Snow College Student Information System (Banner): AS_ACADEMIC_HISTORY_DETAIL table for
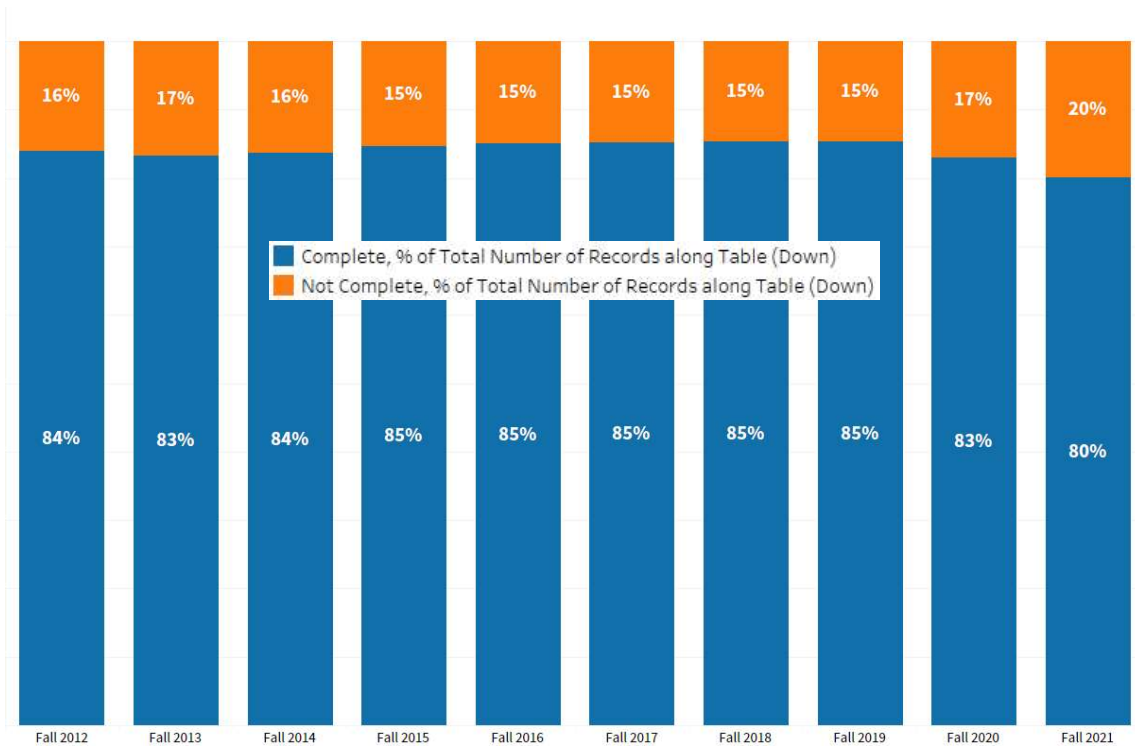
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Complete	18,716	18,207	20,091	21,089	21,762	22,007	21,853	20,793	21,112	21,662
Not Complete	3,576	3,645	3,899	3,840	3,832	3,825	3,731	3,561	4,331	5,373
Grand Total	22,292	21,852	23,990	24,929	25,594	25,832	25,584	24,354	25,443	27,035

Remedial Math Completion

Snow College uses the ALEKS Placement, Preparation, and Learning (ALEKS PPL) Assessment to determine readiness for mathematics courses. ALEKS PPL is a web-based program that uses 30 questions to map a student's strengths and weaknesses for effective math course placement. Students may use ALEKS-based learning modules to challenge and improve their math placement scores.

Students with and ALEKS PPL below 14 and a MATH ACT score below 15 are placed into Math 0700 (Pre-Algebra). Students with an ALEKS PPL of 15 and a MATH ACT score of 15 are placed in Math 0800 (Beginning Algebra) or Math 0850 (Math Literacy). Students with a minimum ALEKS PPL score of 30 and a minimum Math ACT score of 18 qualify for Math 1010 (Intermediate Algebra). All other mathematics courses fulfill the college quantitative literacy general education requirement.

The number of students enrolling in a remedial course has remained consistent since fall 2010, with 35% (five-year average) of first-time freshman students placing in a remedial math course the first semester. Of those placements, 69% pass the remedial math course with a C- grade or higher and 54% continue to complete the QL math requirement within two years.

Data Source: Snow College 3rd Week and End of Term files for fall semesters
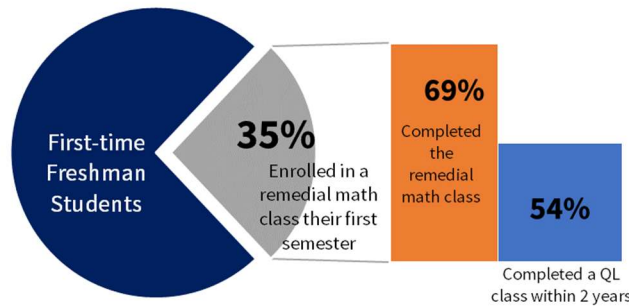
First-Time Freshmen and Remedial Math Success

Remedial Students   Passing Remedial   Cohort

	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
Cohort	1,437	1,461	1,522	1,403	1,578	1,563	1,527	1,545	1,519	1,437	1,469
Passing Remedial	63%	75%	73%	62%	56%	72%	76%	72%	72%	68%	67%
Remedial Students	15%	16%	22%	24%	23%	28%	27%	42%	43%	36%	31%
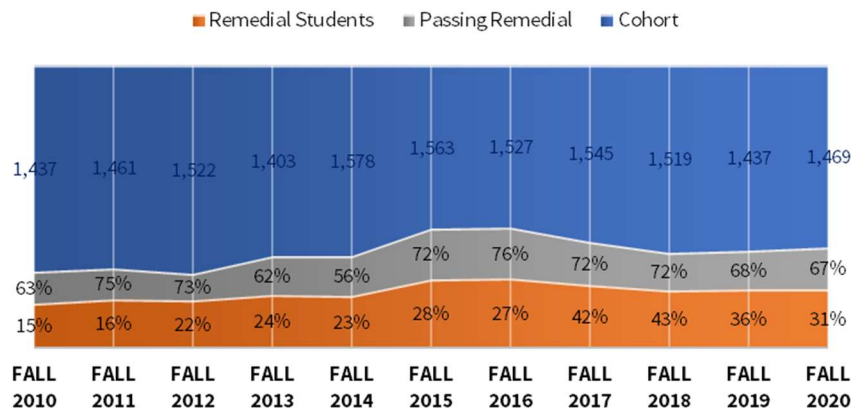
Remedial English Completion

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

On average, only 7% of entering first-time freshman students enroll in a remedial English course. Of those that enroll, 68% pass the course with a C- grade or better and 63% complete either the ENGL 1010 (Expository Composition) or ENGL 2010 (Intermediate Research Writing) within two years.

Data Source: Snow College 3rd Week and End of Term files for fall semesters
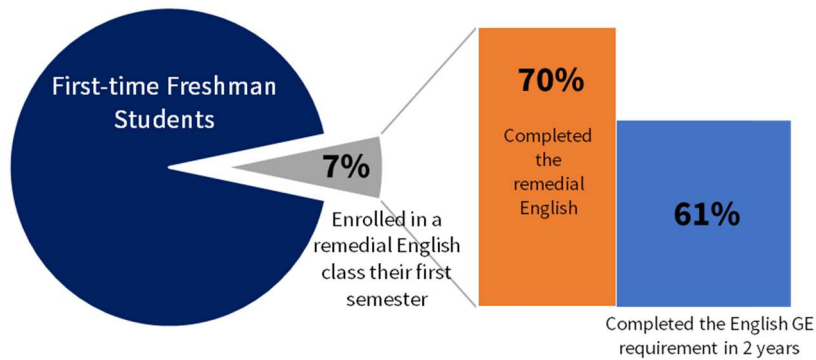
First-Time Freshmen and Remedial English Success
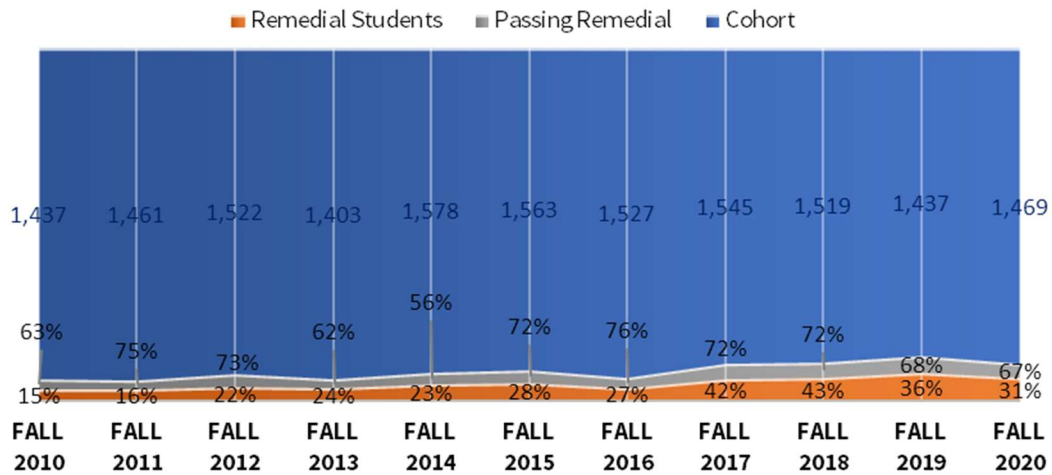
Outcomes Achievement—Multi-State Collaborative

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

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

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

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

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

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

Outcomes Achievement—CCSSE Benchmarks

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

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

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

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

CCSSE Benchmarks	Active and Collaborative Learning	Percentile	Academic Challenge	Percentile	Student-Faculty Interaction	Percentile	Support for Learners	Percentile
Spring 2012	65.2	72nd	52.4	54th	53.7	56th	55.2	58th
Spring 2014	60.9	67th	51.7	53rd	52.6	54th	54.7	58th
Spring 2016	59.4	65th	52.3	54th	50.4	51st	49.3	49th
Spring 2018	61.2	67th	53.6	56th	51.0	52nd	59.5	65th
Spring 2020[2]	NA	NA	NA	NA	NA	NA	NA	NA
Student engagement scores from the Community College Survey of Student Engagement with percentiles determined from a population mean of 50 and standard deviation of 25.								

[2] Snow College did not participate with a 2020 spring administration because of COVID-19 exigencies. Snow College did participate with a spring 2021 administration with very little response rates. Snow College will resume administration either spring 2023 or spring 2024.

Outcomes Achievement—Course Evaluations

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

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

Data Source: SurveyDig, Snow College's Course evaluation system.

Course Evaluation	Critical Reading	Effective Research	Effective Writing	Effective Communication	Quantitative Reasoning	Artistic Sensitivity	Critical Thinking	Creative Thinking
Fall 2016	62%	63%	58%	48%	42%	47%	79%	67%
Spring 2017	65%	66%	61%	51%	45%	48%	77%	68%
Fall 2017	62%	64%	58%	47%	40%	44%	78%	67%
Spring 2018	67%	66%	63%	49%	43%	47%	79%	70%
Fall 2018	81%	84%	80%	62%	67%	57%	91%	81%
Spring 2019	77%	78%	74%	67%	65%	63%	89%	82%
Fall 2019	76%	77%	73%	67%	63%	64%	89%	82%
Spring 2020	81%	82%	78%	71%	67%	65%	91%	84%
Fall 2020	78%	80%	77%	70%	65%	64%	90%	83%
Spring 2021	81%	82%	79%	73%	67%	67%	92%	85%
Fall 2021	78%	79%	77%	71%	66%	67%	90%	84%

For fall 2021, 77% of all students indicated "Yes" or recognized achievement with one or more of the Snow College's general education learning outcomes. The two part-question (yes/no) is scored with 2 representing "Yes" and 1 representing "No". The fall 2021 overall average score was 1.77 with a standard deviation of 0.42.

Outcomes Achievement—Knowledge Area Assessment

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

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

Fine Arts Knowledge Area

Humanities Knowledge Area

Life Science Knowledge Area

LS

Outcome	Score
Students will aquire knowledge by trained observation and experimentation with appropriate application of quantitative methods to collect, analyze, and interpret scientific data.	2.35
Students will be able to assess the crediblity of scientific information. Not all information available on the internet, or in written form, or spoken, is of equal validity. Peer-reviewed journals and respected reviews along with constant questioning and research still remain the bulwark for evaluating the usefulness of credibility of scientific information.	2.37
Students will be able to explain how biological concepts related to the natural world and to the human expeirence.	2.40
Students will understand how the scientific method directs efforts to explain natural phenomena through careful, replicable observations; construction of testable hypotheses; complete and open exchange of information, and willingness to modify or abandon accepted conclusions.	2.83
Students will understand the central concepts of biology: chemistry, cell structure and function, metabolism, genetics, systematics and taxonomy, diversity, and ecology.	2.45

(reference line at 2.00; axis 0.0 – 4.0)

Physical Science Knowledge Area

PS

Outcome	Score
Students will learn to demonstrate an understanding of science as a way of knowing about the physical world.	2.03
Students will learn to demonstrate an understanding of the FORCES in the physical world.	1.78
Students will learn to describe how the Physical Sciences have shaped and have been shaped by historical, ethnical, and social contexts.	1.62
Students will learn to develop evidence-based arguments regarding the effect of human activity on the Earth	0.37
Students will learn to discuss the flow of matter and energy through systems (in large and small scales)	1.34

(reference line at 2.00; axis 0.0 – 4.0)

Social Science Knowledge Area

SS

Outcome	Score
Students will be able to describe and analytically compare social, political, economic, cultural, geographical, and historical settings and processes other than their own.	1.99
Students will be able to develop and communicate hypothetical explanations for individual human behavior within the large-scale historical context.	2.00
Students will be able to explain and use the social-scientific method to test research and draw conclusions.	1.70
Students will be able to explain social institutions, structures, and processes across a broad range of historical periods and cultures from a social and behavioral science perspective.	1.98
Students will be able to write effectively within the social science discipline, using correct disciplinary guidelines, to analyze, interpret, and communicate about social science phenomena.	0.24
Students will draw on the social and behavior sciences to evaluate contemporary problems using social science research methodology.	1.29

(reference line at 2.00; axis 0.0 – 4.0)

RECRUITMENT & RETENTION

Population Growth in the Six-County Service Area

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

Collectively, the service area population of the service region has grown by 12% over the last decade (2010 to 2020). Much of the growth has been in Juab (up 23%) and Sanpete (up 13%) counties. The only county with population declines since 2010 was Wayne County, down by 1%.

Data Source: Kem C. Garner Policy Institute

Service Area Population and Annual Growth Rates 2010-2020
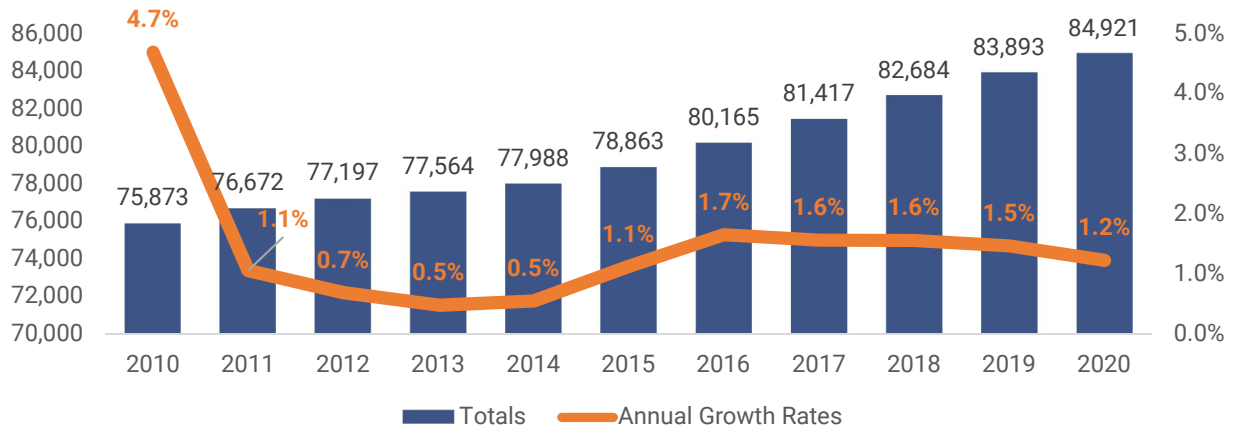
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Piute	1,555	1,576	1,585	1,603	1,594	1,632	1,604	1,607	1,663	1,712	1,726
Wayne	2,782	2,766	2,773	2,748	2,740	2,725	2,719	2,738	2,752	2,754	2,768
Millard	12,535	12,706	12,816	12,956	13,023	13,105	13,291	13,477	13,586	13,752	13,884
Sevier	20,814	20,893	21,053	21,021	21,102	21,240	21,519	21,765	21,928	22,218	22,414
Sanpete	27,907	28,351	28,485	28,632	28,705	29,089	29,490	30,032	30,578	31,003	31,494
Juab	10,280	10,380	10,485	10,604	10,824	11,072	11,542	11,798	12,177	12,454	12,635
Totals	75,873	76,672	77,197	77,564	77,988	78,863	80,165	81,417	82,684	83,893	84,921

Snow College Service Area Median Household Income

Median income divides personal income distribution into two groups with half a given population having income above a certain level and the other half having income below that level. The mean income is usually higher and often misrepresents a population's true income level because the few people that make enormous amounts of money skew the results higher. The median income for the United States is $74,197.

Poverty guidelines are version of the federal poverty measure. They are issued each year by the Federal Register by the Department of Health and Human Services. These guidelines are a simplified version of the poverty thresholds and are used to determine eligibility for certain federal programs. Poverty guidelines are outlined for all states by the number of persons in each family/household. Different poverty guidelines exist for Alaska and Hawaii.

The 2020 poverty guidelines for applicable Utah families are as follows:

> Family of 4 = $26,200　　　Family of 5 = $30,680　　　Family of 6 = $35,160

The 2020 estimated median household incomes service area counties are all below the state median household income and the national median household income. The percent of individuals earmarked as poverty is 7.3% for the state. By county the data are

Piute	Wayne	Millard	Sevier	Sanpete	Juab
15.3%	12.2%	10.7%	10.0%	14.1%	7.7%

Data Source: U.S. Census Bureau 2020 Estimates

Service Area Median Household Income, 2020
U.S. Census Bureau
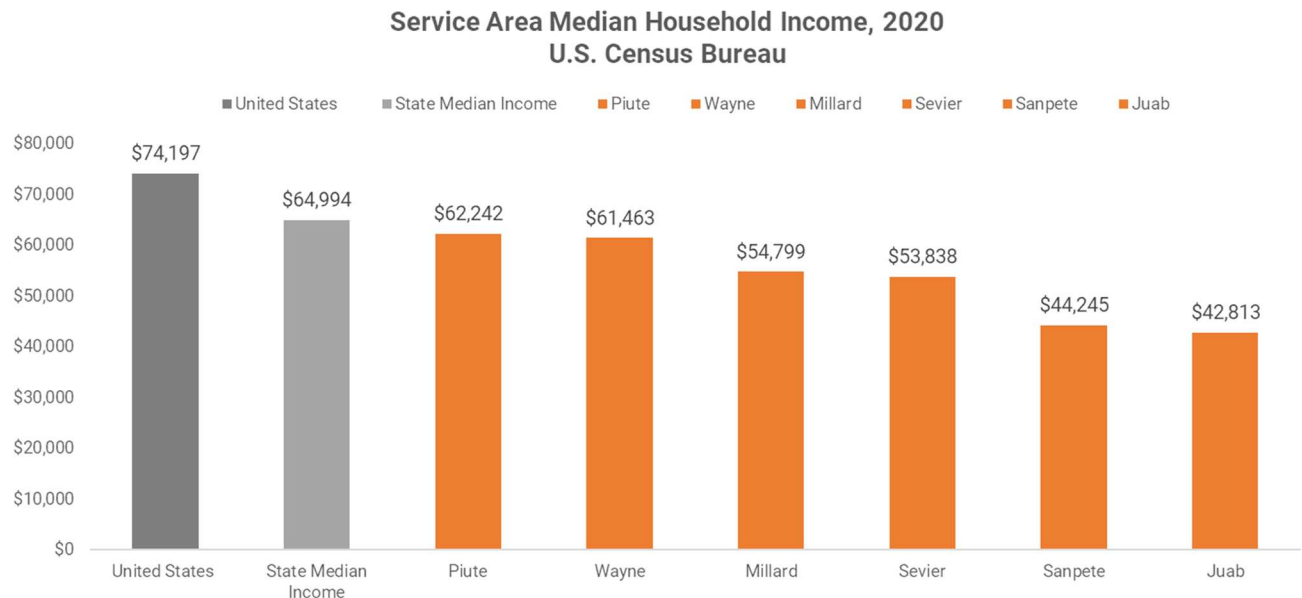
Student Headcount and FTE

For the past 10 years, Snow College has experienced growth both in terms of headcount and student FTE. Snow College's location, price, class size, and graduation/transfer rates continue to be attractive values to both in-state and out-of-state students. Snow College continues to promote student growth through the addition of stackable credentials, technical education pathways, learn & work programs for non-traditional students, and the expansion of online educational offerings. Enrollment growth is also supplemented by the addition of NJCAA sanctioned E-Sports, rodeo, and wrestling teams (men's and women's).

FTE growth represents the number of students taking a full credit load (15 credits or more) each semester. FTE growth paralleled headcount growth until fall 2016 where there is a noticeable larger gap between headcount and FTE. This gap is the result of more students taking less than full 15 credit hour load. Data includes high school concurrent enrollment students who contribute to headcount but take no more than 6 credits of college credit each semester.

Data Source: Fall end of term reports (Tables 2A and 2B). End-of-term reports represent full term actual data.

Headcount and FTE

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total Heads	4,465	4,599	4,605	4,779	5,011	5,350	5,563	5,514	5,383	5,875	6,156
Total FTE	3483.3	3531.2	3580.9	3746.2	3908.8	4033.8	4085.4	3989.4	3899.9	4319.9	4488.2
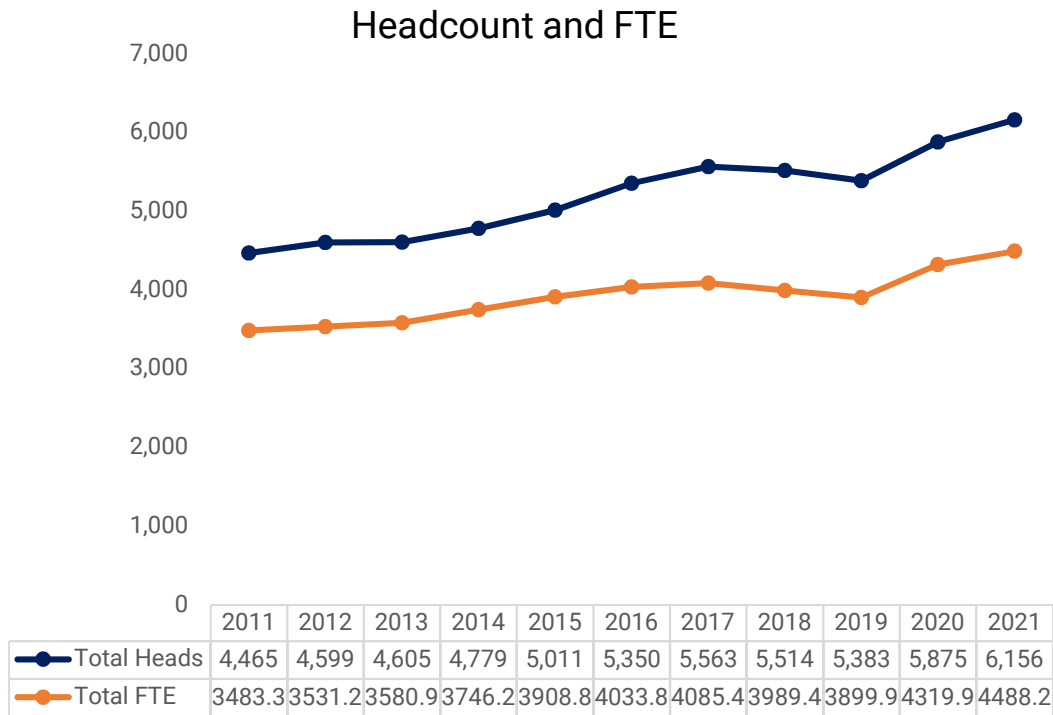
This chart represents student FTE as a percentage of total headcount, including concurrent enrollment students. As noted, FTE has dropped compared to the number of students attending Snow College since fall 2015.

FTE as a Percentage of Total Headcount
Fall 2011 to Fall 2021

Year	FTE %
2011	78%
2012	77%
2013	78%
2014	78%
2015	78%
2016	75%
2017	73%
2018	72%
2019	72%
2020	74%
2021	73%
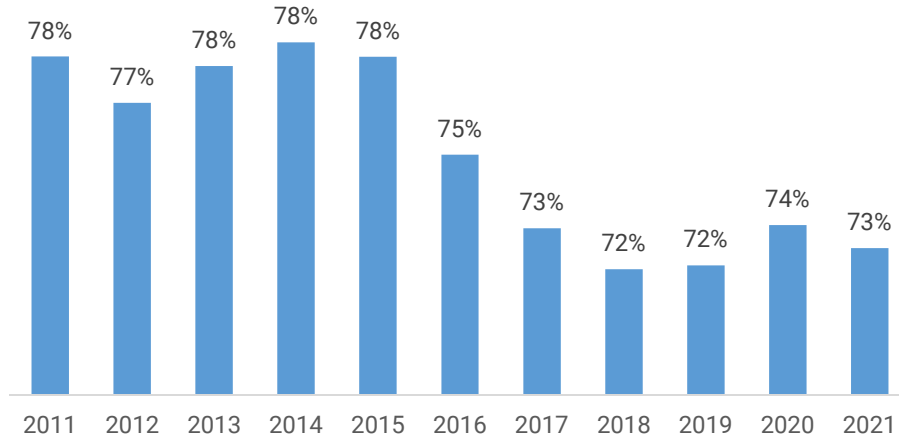
Headcount and FTE by Semester

The following charts is Snow College's headcount and FTE by semester excluding summer terms. Progressive growth over the last ten years is experienced for both semesters. The ratio of headcount to FTE is consistent at 0.7 for both fall and spring semesters. This means each headcount represents .8 FTE and is indicative of students taking less than 15 credits per semester. Recent spikes in fall semester headcount are mostly attributed to concurrent enrollment growth. Headcount growth for fall 2021 did boast Snow College's largest freshman class.

Data Source: End-of-Term reports.

Fall Semester Headcount and FTE

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Headcount	4,449	4,598	4,581	4,805	5,107	5,414	5,589	5,574	5,450	5,875	6,156
FTE	3483.6	3556.2	3529.6	3776.5	3981.7	4040.6	4097.1	4021.7	3931.0	4137.9	4488.2
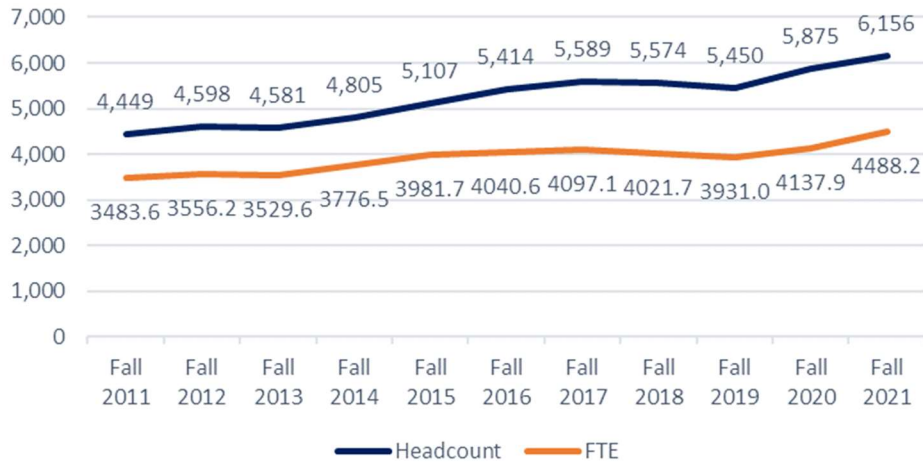
Spring Semester Headcount and FTE

	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Headcount	3765	3892	3724	4082	4501	4726	4814	4893	4766	4831
FTE	3034.3	2971.2	2950.7	3200.0	3448.6	3533.4	3496.5	3537.8	3442.6	3558.3
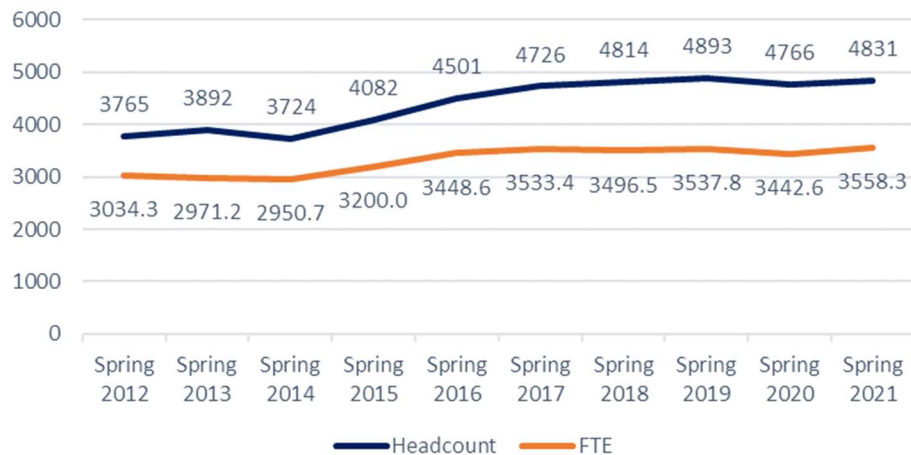
Student Headcount and FTE by Campus

Snow College has two physical campuses: the Ephraim Campus located in Ephraim, Utah and the Richfield Campus, located 70 miles south in Richfield, Utah. The Ephraim campus is the college's main campus. The Richfield campus was acquired in 1999 – 2000 from the Sevier Valley Technical Education Center. This campus houses most of Snow College's technical and vocational programs. The On-Line/Distance campus represents instruction that is delivered by Snow College faculty using the internet to any student nationally or globally including high school dual enrollment outreach instruction using interactive video technology.

Note: Counts by campus do not account for duplicate students—students who take classes on both campuses.

Data Source: Fall End-of-Term reports by campus distinction

EPHRIAM CAMPUS

Ephraim Campus Headcount and FTE

RICHFIELD CAMPUS

Richfield Campus Headcount and FTE

Headcount — FTE

381 · 390 · 416 · 497 · 561 · 527 · 560 · 514 · 585 · 544 · 654

145.2 · 142.8 · 159.5 · 314.5 · 288.1 · 286.5 · 291.9 · 275.2 · 283.1 · 272.7 · 273.8

2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021
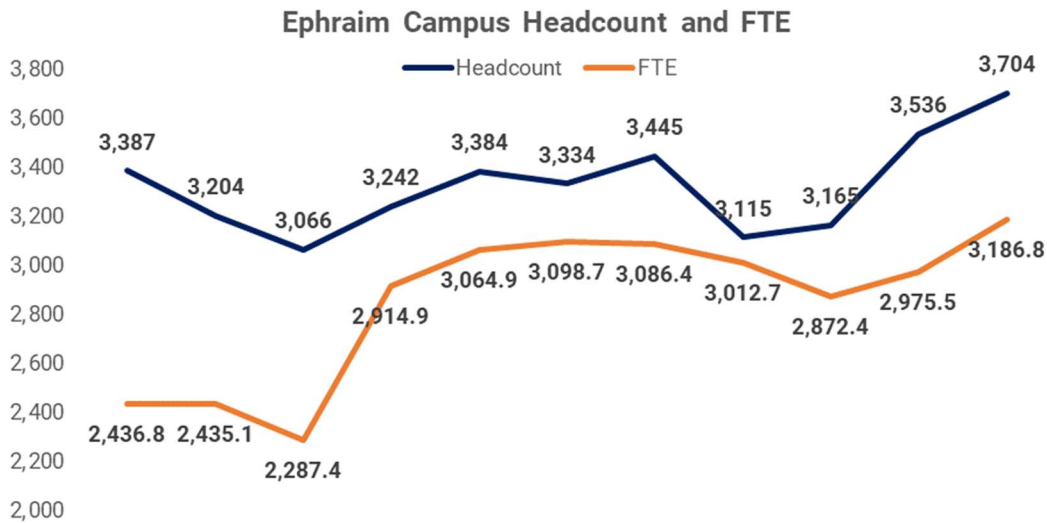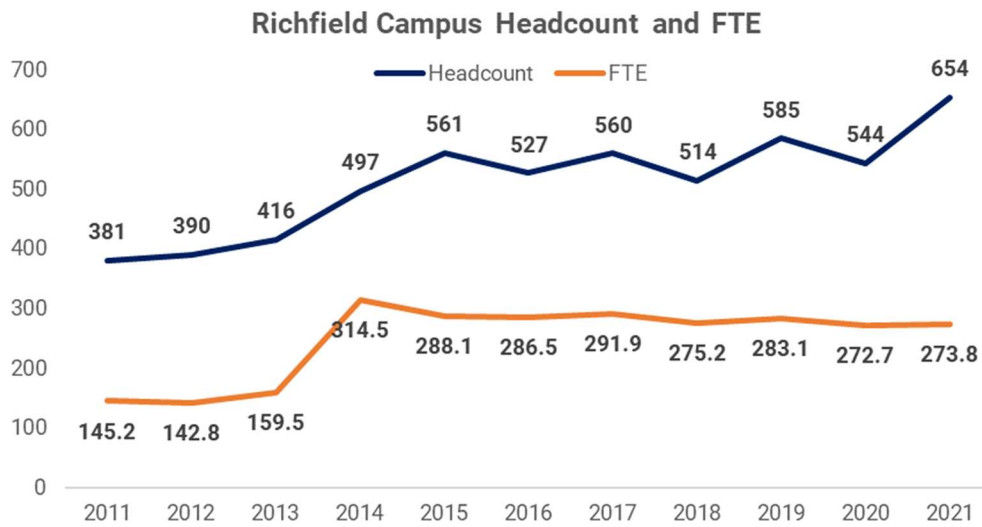
As Snow College expands online education offerings, it is become a third campus. These data represent the headcount and FTE of those students who are exclusively online.

ONLINE/DISTANCE CAMPUS

Online Only Campus Headcount and FTE

Headcount — FTE

120 · 148 · 151 · 163 · 174 · 195 · 181 · 227 · 216 · 324 · 594

48.1 · 69.5 · 72.1 · 85.3 · 99.9 · 107.3 · 96.0 · 127.0 · 122.3 · 206.3 · 460.3

2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021
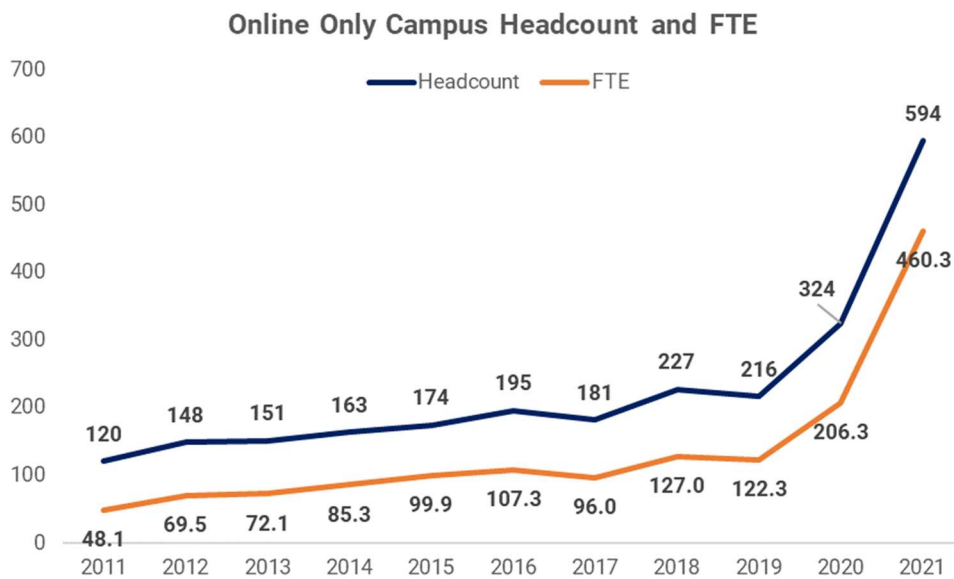
Full-Time and Part-Time Headcount

Full and part-time status at Snow College is determined by the number of enrolled credits hours. Students taking 15 or more credit hours are considered full-time. This standard is higher than that required by financial aid, which is 12 credit hours. Snow College offers a tuition break for students taking 10 or more credit hours a semester. This tuition break is applied to respective resident and non-resident tuition amounts. Nearly 60% of Snow College are full-time and live near the college campus. High school/concurrent enrollment students represent the largest (and growing) class of part-time students. High school/concurrent enrollment students typically take 6 or fewer credits each semester.

Data Source: Fall End-of-Term reports

Full-Time Headcount

2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
2,944	2,947	2,808	3,112	3,250	3,285	3,302	3,227	3,165	3,202	3,552

Part-Time Headcount

2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
1,505	1,651	1,773	1,693	1,857	2,129	2,287	2,347	2,285	2,673	2,604
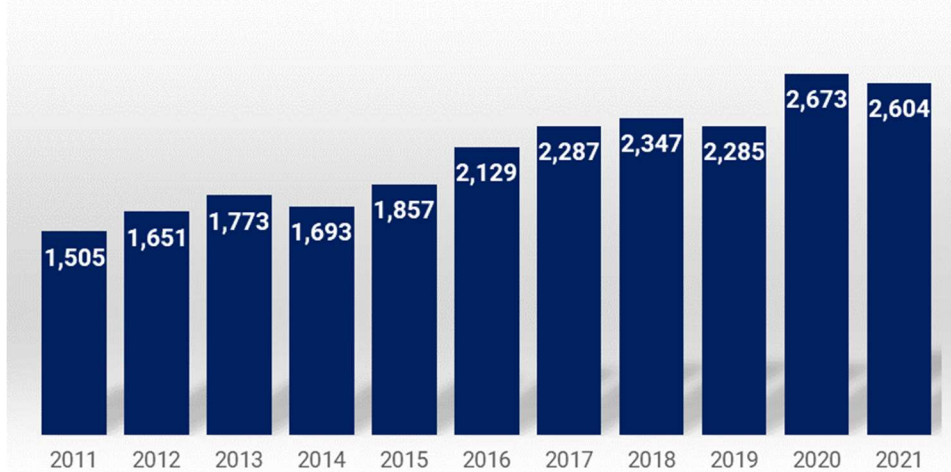
Enrollment by Student Type

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

Snow College pays attention to growth trends among high school, first-time freshman, and continuing students. Currently, high school student enrollment has surpassed the college's first-time freshman and continuing student classes. Since 2014, Snow College's first-time freshman class has been in decline (down 5%). This trend was dramatically reversed for the 2021-2022 academic year when freshman class enrollment jumped to the highest in college history at 1,787.

Data Source: Snow College 3rd Week Reports

First-Time Freshmen
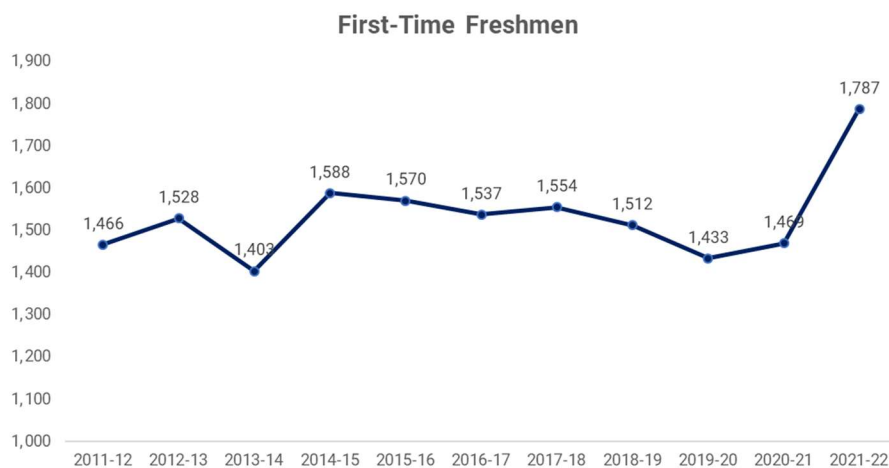
Over the past decade, Snow College has experienced significant growth in the high school/concurrent enrollment population. This is attributed to legislation that designated Snow College as the primarly provider of concurrent enrollment instruction to rurally located high schools throughout Utah. This legislation took effect in fall 2012, from which the high school population has grown signficantly each year.

Snow College's first-time freshman class peaked fall 2021 with 1,787 students. Continuing students represent the College's second largest class of students with a high of 1,653 students in fall 2016. Declines in the institution's first-time freshman and continuing student classes coupled with the fact that high school/concurrent enrollment (non-college tuition paying students) have prompted the college to develop a strategic enrollment management plan focused on the recruitment and retention of tuition-paying students

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

	Fall 2019	Fall 2020	Fall 2021	Difference	% Diff
Total Unduplicated Headcount	5,383	5,800	6,106	306	6%
Budget-Related Headcount	4,579	4,741	5,403	662	14%
Total Unduplicated FTE	3,899.9	4,074.4	4,452.0	377.6	10%
Budget -Related FTE	3,520.7	3,533.2	4,089.8	556.6	16%
Student Type	Fall 2019	Fall 2020	Fall 2021	Difference	% Diff
High School/Concurrent	1,925	2,118	2,299	181	9%
Freshman	1,433	1,469	1,787	318	22%
Continuing	1,542	1,460	1,492	32	2%
Returning	204	235	244	9	4%
Transfer	42	66	149	83	198%
Other	237	452	135	-317	-134%
Total Headcount	**5,383**	**5,800**	**6,106**	**306**	6%

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
High School Students	853	1,165	1,293	1,235	1,410	1,631	1,887	1,879	1,925	2,118	2,299
First-Time Freshmen	1,466	1,528	1,403	1,588	1,570	1,537	1,554	1,512	1,433	1,469	1,787
Continuing Students	1,439	1,336	1,178	1,477	1,569	1,653	1,590	1,568	1,542	1,460	1,492
Returning Students	324	262	379	290	289	267	277	261	204	235	244
Transfer Students	77	62	91	39	42	52	50	33	42	66	149
Other Students	307	246	261	150	231	210	205	261	237	452	135
Total Headcount	**4,466**	**4,599**	**4,605**	**4,779**	**5,111**	**5,350**	**5,563**	**5,514**	**5,383**	**5,800**	**6,106**

Enrollment by Geographic Area

Most Snow College students (87%) come from the state of Utah. 1% of the fall 2021 headcount represented out-of-state students from the United States and 13% enrolled from one of 39 different foreign nations. These counts represent all students, including high school concurrent enrollment students who receive Snow College instruction at their high school via interactive video technology from a Snow College faculty member or face-to-face from a Snow College approved high school instructor.

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

County	Enrollment
Box Elder	84
Cache	134
Rich	15
Morgan	11
Summit	40
Daggett	3
Salt Lake	608
Tooele	208
Utah	811
Duchesne	36
Uintah	49
Juab	256
Carbon	4
Sanpete	1,010
Millard	304
Emery	78
Grand	8
Sevier	683
Beaver	49
Piute	35
Wayne	52
Iron	80
Garfield	72
San Juan	30
Washington	91
Kane	85
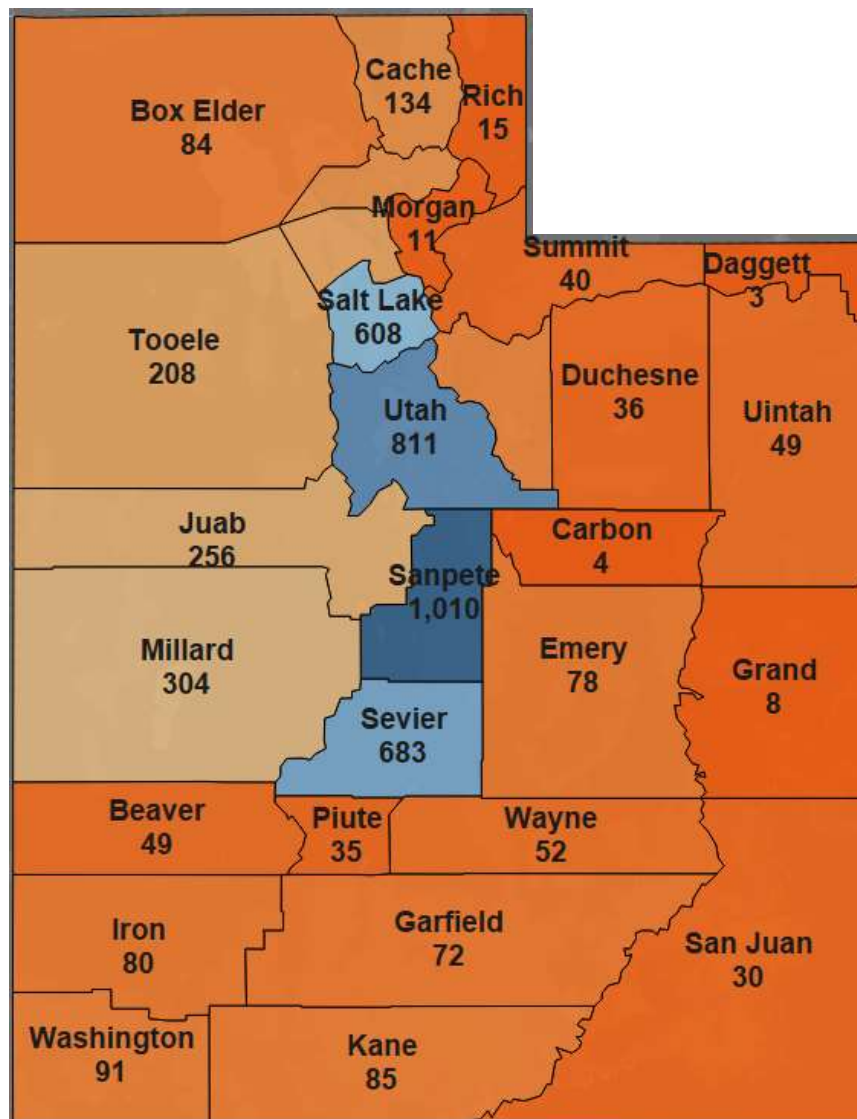
Enrollment by Geographic Area—Service Regions

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

- 38% from the six-county service area
- 27% from the Wasatch Front (Utah, Salt Lake, and Davis counties)
- 22% from other areas in Utah

The maps indicate the number of students enrolled at Snow College by service region and county for fall semester 2021. The enrollment counts represent all students, including high school concurrent enrollment students who receive Snow College instruction at their high school via interactive video technology from a Snow College faculty member or face-to-face from a Snow College approved high school instructor.

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

SIX COUNTY SERVICE AREA:
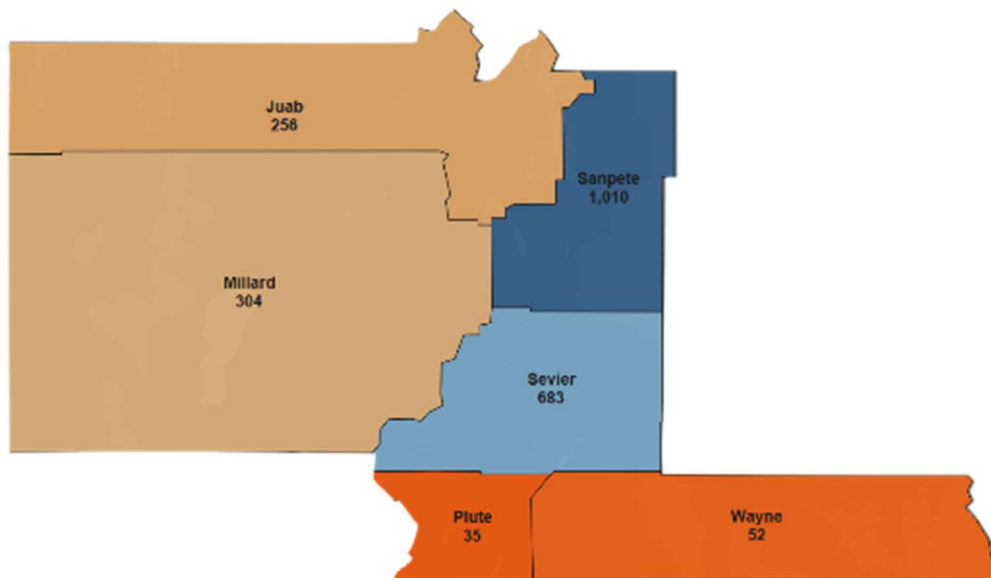
WASATCH FRONT AREA:
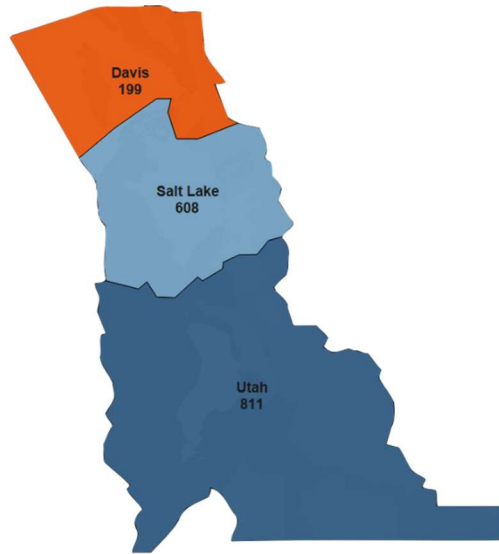
OTHER UTAH AREAS:
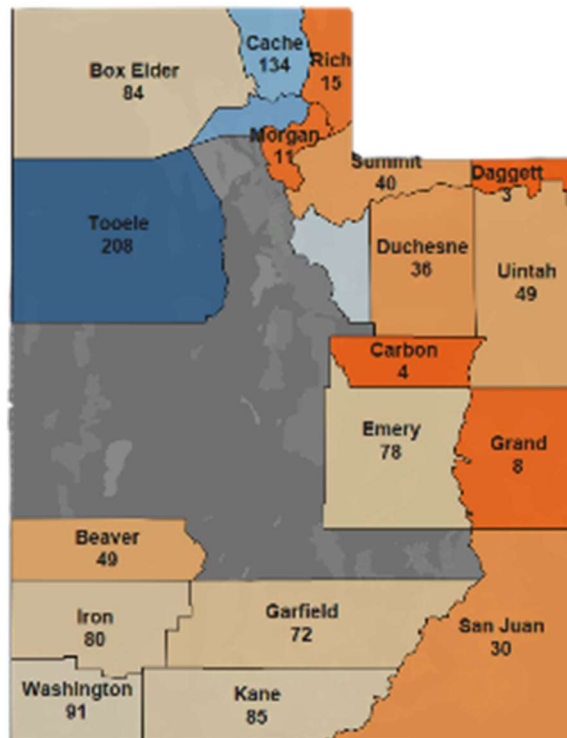
6-County Enrollment

These data represent the enrollment trends of post-secondary (college) students coming from each respective county in the service region. These data do not include high school/concurrent enrollment students. Snow College has experienced a decline in the number of non-high school service area student enrollments.

Service Area non-HS Enrollment Percentages
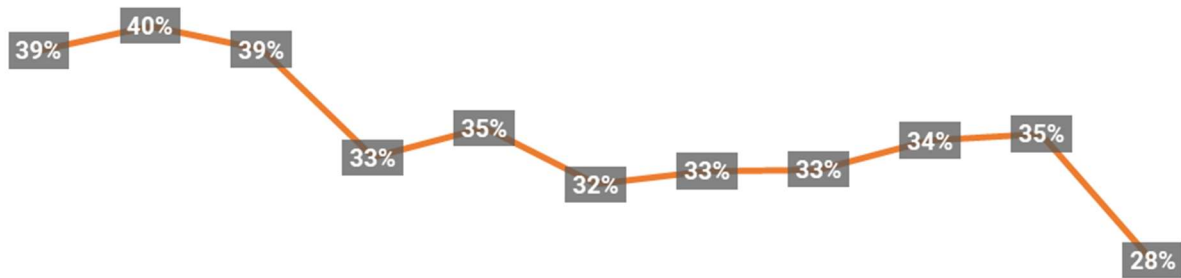
	Juab	Millard	Piute	Sanpete	Sevier	Wayne	Totals	Total Headcount	% of Total Headcount
Fall 2011	106	118	15	730	405	23	1,397	3,613	39%
Fall 2012	109	107	11	724	395	24	1,370	3,434	40%
Fall 2013	109	116	14	649	373	21	1,282	3,312	39%
Fall 2014	112	99	10	596	347	19	1,183	3,544	33%
Fall 2015	109	105	21	675	354	25	1,289	3,701	35%
Fall 2016	92	103	18	629	330	20	1,192	3,719	32%
Fall 2017	101	95	7	650	332	17	1,202	3,676	33%
Fall 2018	98	90	17	648	326	13	1,192	3,635	33%
Fall 2019	105	89	16	652	314	7	1,183	3,458	34%
Fall 2020	111	87	12	693	359	10	1,272	3,682	35%
Fall 2021	107	68	8	603	278	13	1,077	3,807	28%

Six County Service Area Enrollment Trends

This measure shows the general enrollment trends for degree-seeking (non-high school) college students attending from Snow College's six county service region, representing the counties of Juab, Millard, Sanpete, Sevier, Piute, and Wayne. Since 2009, college student enrollment has declined in every county. In 2011, 39% of Snow College's degree-seeking students were from the six-county service area. By fall 2021, only 28% of Snow College students were from the same service region. The most significant decrease is in degree-seeking students from Sevier County, dropping from 359 in Fall 2020 to 278 in Fall 2021.

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

Non-HS Service Area Enrollments by Service Area County

- Sanpete, 730 → Sanpete, 603
- Sevier, 405 → Sevier, 278
- Juab, 106 → Juab, 107
- Millard, 118 → Millard, 68
- Wayne, 23 → Wayne, 13
- Piute, 15 → Piute, 8

Fall 2011 Fall 2012 Fall 2013 Fall 2014 Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019 Fall 2020 Fall 2021

First-Time Freshman Enrollment by Service Area County

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

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

Percent of Freshmen Enrolled from the 6-County Area
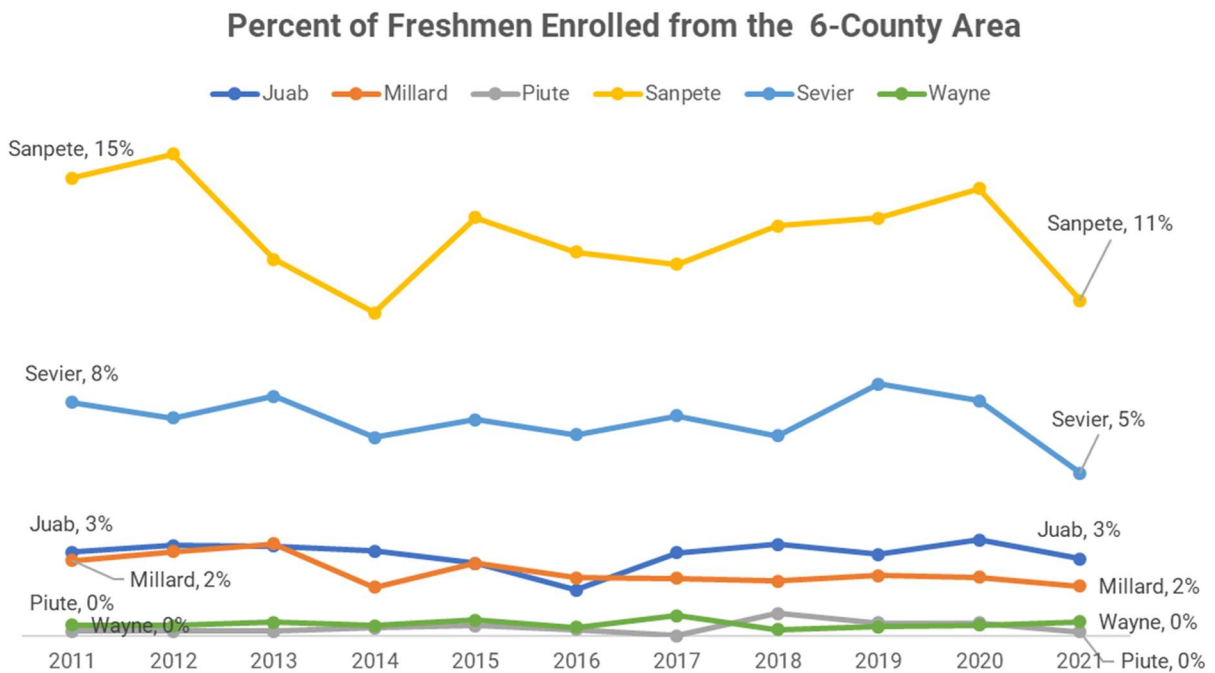
Service Area Concurrent or Dual Enrollment

Snow College also provides dual enrollment instruction to high school students in the six-county service via face-to-face instruction by approved high school teachers or via interactive video technology taught by Snow College faculty. Limited online only courses are also available. This instruction allows students to obtain both high school and college credit, and is offered at a discount rate of $5 per credit. High school students may also attend class in-person, on-campus by paying the same rate per credit charged to degree-seeking undergraduate students. These students are classified as early college students.

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

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Juab	112	150	143	98	134	137	137	166	158	146	149
Millard	134	147	136	102	165	84	153	160	175	201	236
Piute	35	59	21	26	15	8	24	30	28	21	27
Sanpete	198	228	168	182	267	235	284	344	351	417	407
Sevier	301	310	312	245	341	204	332	371	399	372	406
Wayne	1	64	35	29	44	29	39	48	45	41	39
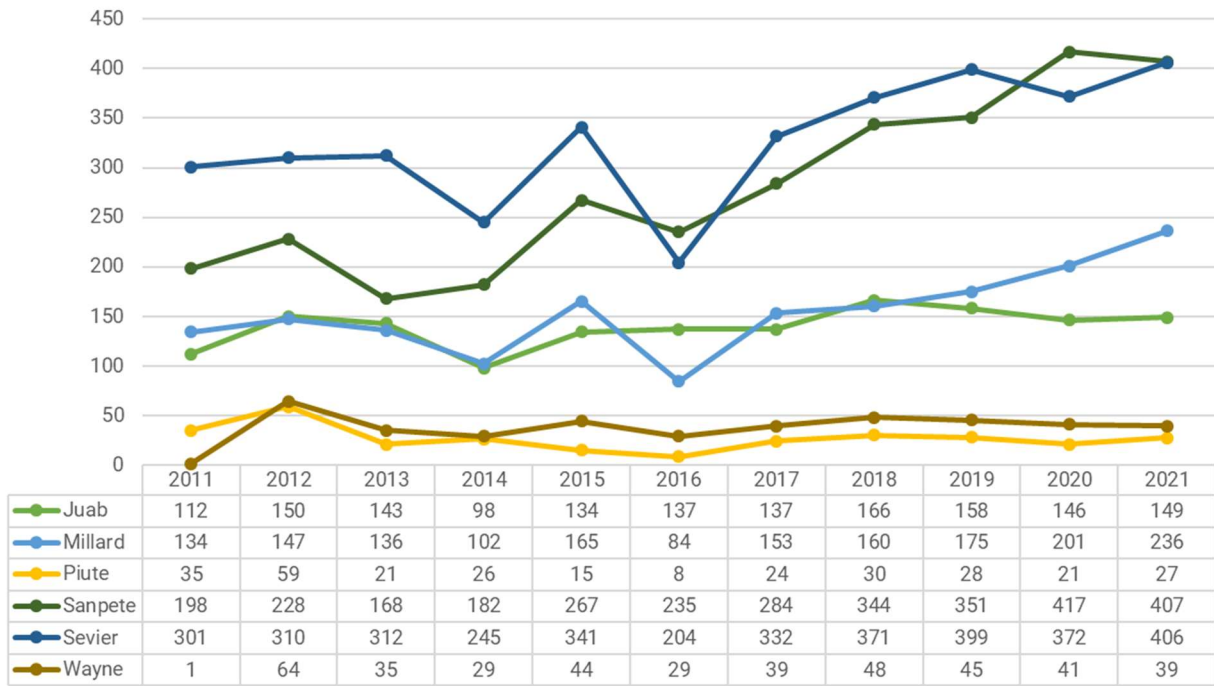
Six County Service Area 12th Grade Yield Rates

A yield rate in college admissions is the percent of students who enrolled in a college or university after applying for admission. These data present the yield rates of service area high school students who enrolled at Snow College as first-time freshmen immediately following their 12th grade year. Since fall 2017, the overall average 12th grade yield rate for the six-county service area is 24%. Five-year average yield rates are highest for Sanpete County (23%) and Sevier County 21%). The lowest average yield rate is for Millard County (9%). Data do not account for students who defer first-time matriculation for missionary or military service.

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

- **Blue bar:** Five-year average 12th grade enrollment
- **Dark Orange bar** with white percentage: Percent of prior year 12th grade students who enrolled as first-time freshman at Snow College
- **Light Orange** bar with black percentage: Percent of prior year 12th grade students who enrolled as first-time freshman **AND** took concurrent enrollment from Snow College during high school.

Average Enrollment Yields of 12th Graders to First-Time Freshmen by Service Region (2017-2021)
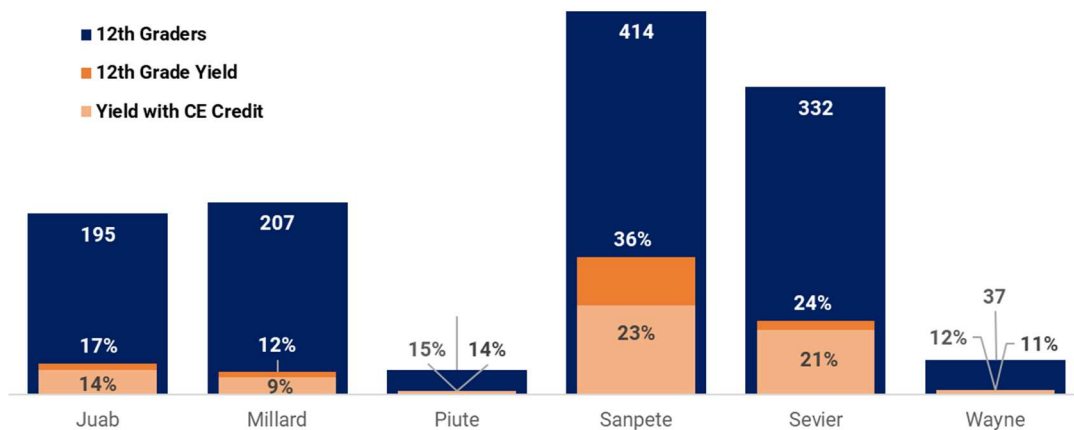
Enrollment Predictions

The Utah Board of Higher Education created a task force that recommended the adoption of a model for funding growth in Utah's public higher education system. The model provides funding to USHE institutions for each additional 100 student full time enrollment (FTE) growth in vocational, lower division, and upper division courses based on actual instructional, academic support, and student services costs. The model pro-rates the costs based on institutional mission and tax funding and adjusts for institutional size (with smaller institutions receiving slightly higher funding).[3] The 100 new resident, budget-related FTE "milestone" is distinct to each growth area and determined against the 2019 calendar year annualized FTE. Once a milestone is reached in an area, the resident, budget-related annualized FTE associated with that calendar year becomes the new baseline for growth comparison.

The data are collected on the calendar and not the academic year, starting with spring semester followed by summer term(s), and then fall semester. This means that retention of resident, budget-related FTE from fall to spring is paramount. As such, Snow College has determined headcount and FTE targets for fall-to-spring retention and associated targets for the subsequent fall semester. Given the variables of the model and the resource parameters of Snow College, it is determined that growth funding is best achieved every two to three years, ongoing. Unique to this model, is the allocation of growth funds into Snow College's base budget. This is different than performance funding, which provides yearly one-time funds and one-time five-year goal achievement allocations.

Data Source: Snow College Growth Funding Model, updated each 3rd week and End-of-Term

Growth Funding Projections
Calendar Year 2022 to 2028

Legend: ─●─ Annualized HC   ─●─ Annualized BR-R FTE

Annualized HC: 2022: 5,825; 2023: 6,099; 2024: 6,282; 2025: 6,471; 2026: 6,667; 2027: 6,869; 2028: 7,078

Annualized BR-R FTE: 2022: 3,228.6; 2023: 3,376.6; 2024: 3,477.9; 2025: 3,582.6; 2026: 3,690.9; 2027: 3,802.7; 2028: 3,918.4

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[3] https://ushe.edu/initiatives/ensuring-affordability/
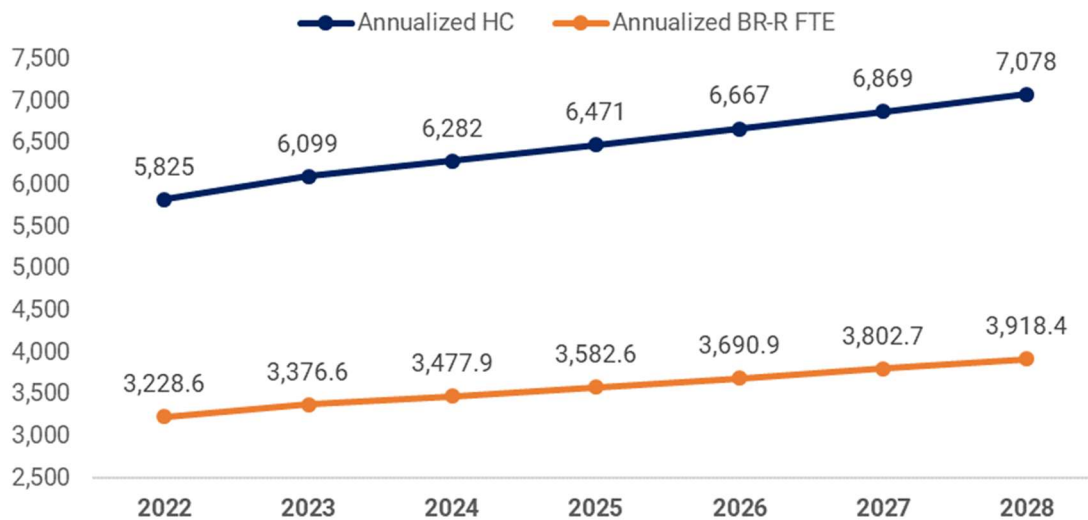
15 to Finish Status

As a part of Utah's 2020 Economic Plan, the state Board of Regent's commenced a "15 to Finish" campaign to encourage more timely graduation among higher education students. Institutions were encouraged to offer incentives such as a tuition breaks to get students to take 15 credits over the normal 12 credit full-time load. Each year, Snow College reports the number of students who have taken 30 or more credits during an academic year. The data <u>excludes</u> the following students: high school/concurrent, continuing education, non-matriculated, and any other non-degree seeking student.

Data Source: EOT files for respective fall and spring semesters

% of Students taking 30 Plus Credits/Year

12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
54%	57%	58%	54%	56%	59%	57%	56%	53%
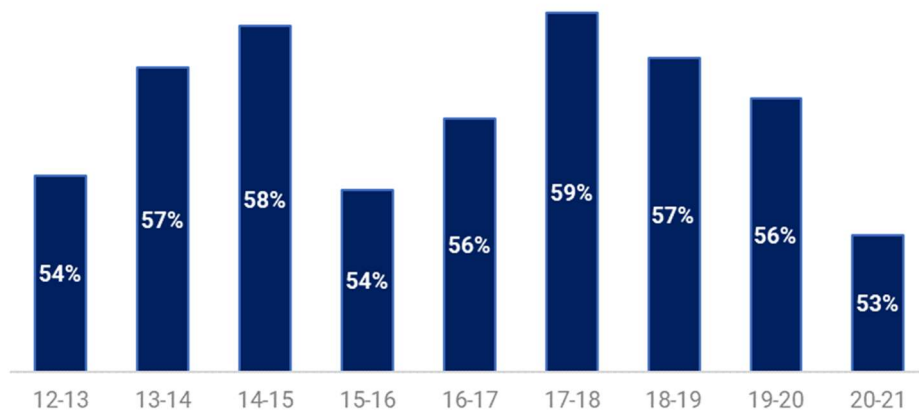
% of New Freshmen at 30+ Credits/Year

12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
61%	67%	68%	62%	61%	66%	66%	72%	73%
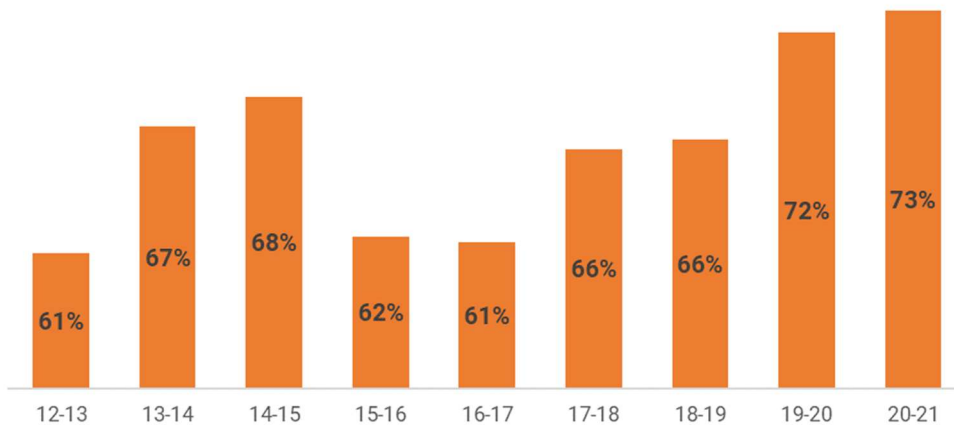
Headcount by Gender and Ethnicity

This information measures headcount by gender and ethnicity. These measures represent all students: degree and non-degree seeking. There appears to be a pattern in gender enrollments: female percentages decrease, and male percentages increase every four years.

Data sources: End of Term Reports for respective years

Enrollment Percent by Gender

— % Female   — %Male

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
% Female	52%	55%	56%	56%	54%	54%	55%	56%	55%	56%	54%
%Male	48%	45%	44%	44%	46%	46%	45%	44%	45%	44%	46%
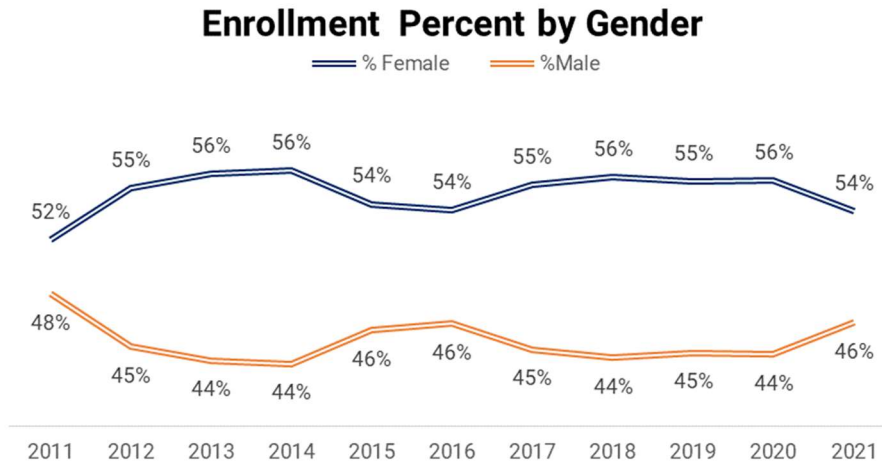
The percent of minority students (classified as any student with an ethnicity or race other than White, Caucasian) has steadily increased since 2016.

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Minority Student Percent of Total Headcount

2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
14%	13%	15%	15%	15%	14%	15%	16%	18%	19%	22%
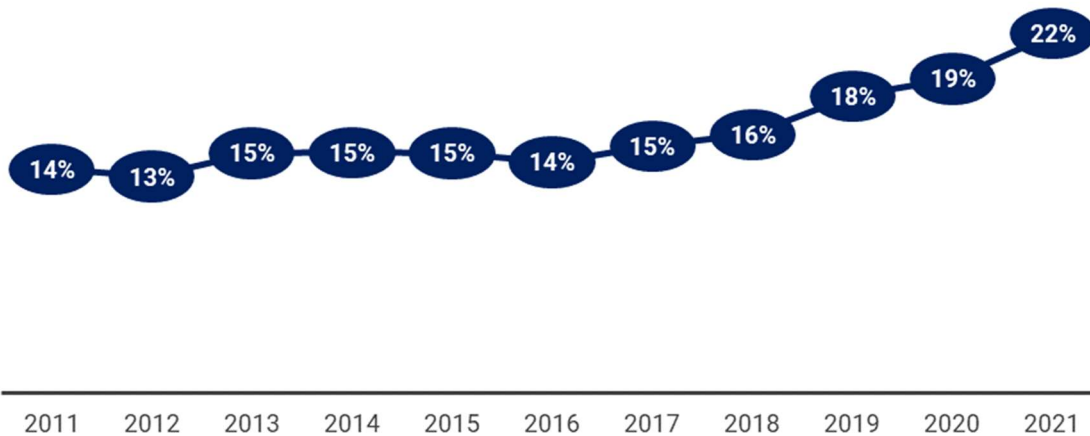
Since 2011, minority student growth is most significant for Hispanic, Black, and Multiple race students. Asian and Non-Resident, Alien student enrollment has remained the same at 3% and 14% of total headcount enrollment, respectively. Snow College has experienced decreased percentage enrollment among Pacific Islander and American Indian students (each down -5%). Ethnic/race percentages are computed out of the total number of minority ethnic/race sub-population (excluding White, Caucasian students).

Data Source: Snow College End of Term reports.

Percentage Minority	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Headcount	613	610	677	705	751	756	842	874	979	1131	1355
Hispanic	26%	24%	26%	27%	34%	34%	36%	39%	36%	36%	43%
Black	8%	8%	9%	10%	10%	8%	10%	8%	7%	6%	13%
Asian	3%	4%	5%	6%	6%	6%	5%	5%	5%	3%	3%
Pacific Islander	13%	15%	16%	13%	14%	14%	13%	11%	9%	8%	8%
American Indian	10%	8%	11%	9%	8%	10%	11%	8%	7%	6%	5%
Non-Resident Alien	14%	17%	18%	20%	16%	17%	19%	16%	13%	11%	14%
Multiple Races	7%	14%	9%	9%	8%	8%	2%	10%	10%	9%	9%
Minority	14%	13%	15%	15%	15%	14%	15%	16%	18%	19%	22%

First Generation Students

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

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

First Generation Growth, All Students
(excluding HS students)

2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
8%	7%	11%	25%	31%	34%	34%	34%	36%	33%	28%

First Generation Growth, All Students
(excluding HS students)

2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
8%	7%	11%	25%	31%	34%	34%	34%	36%	33%	28%
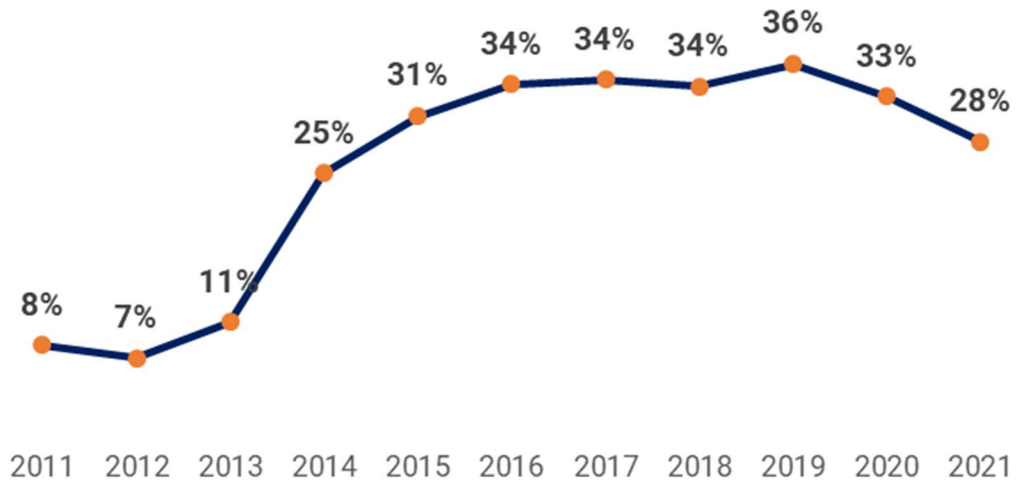
First Generation Growth among
Service Area Students
(excluding HS students)

2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
8%	9%	14%	24%	31%	34%	38%	36%	37%	41%	41%
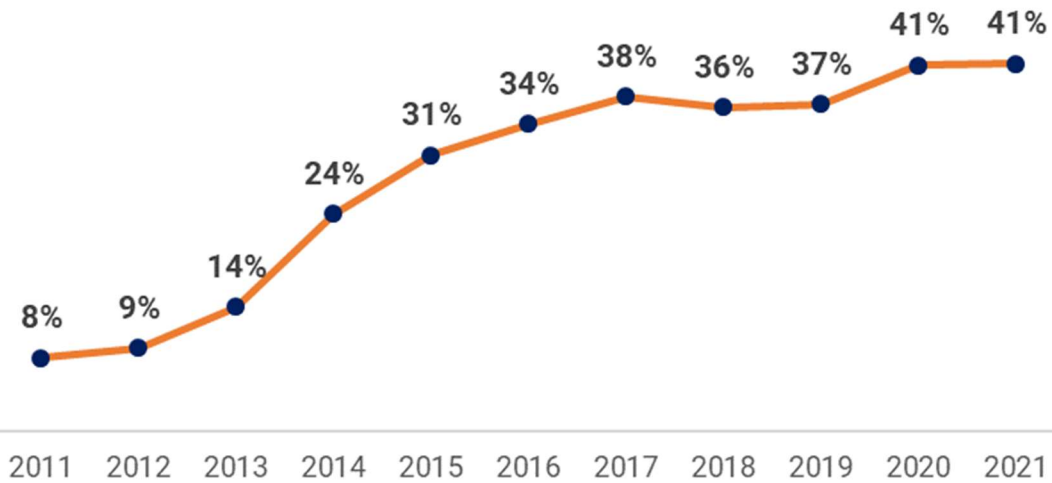
Headcount by Age

The data show unduplicated headcounts of all students (including high school/concurrent enrollment) by age. Students who are 18 years or younger are typically high school/concurrent enrollment students. Snow College continues to have a traditional age student population. Most students are under the age of 25. For fall 2019, the average age of all students was 20 years.

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

Combined	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Under 18	1,034	1,153	1,243	1,158	1,329	1,543	1,792	1,502	1,588	1,747	944
18-19	1,851	1,933	1,827	2,053	2,053	2,018	2,021	2,102	1,995	2,020	2,211
20-21	653	629	608	702	820	923	945	944	964	981	1,566
22-24	399	389	409	471	471	464	439	566	491	528	914
25-29	183	166	164	135	152	157	139	163	142	170	198
30-34	123	98	100	91	101	81	73	78	60	100	92
35-39	66	68	77	62	65	57	56	53	50	71	66
40-49	100	98	96	69	73	73	67	66	62	121	71
50-64	49	56	71	29	44	29	28	31	19	50	39
65 and over	8	9	10	9	3	5	3	9	12	12	15
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	4,466	4,599	4,605	4,779	5,111	5,350	5,563	5,514	5,383	5,800	6,116

% of Students Over 25 Years of Age out of Total Headcount (non-traditional students)

2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
12%	11%	11%	8%	9%	8%	7%	7%	6%	9%	8%
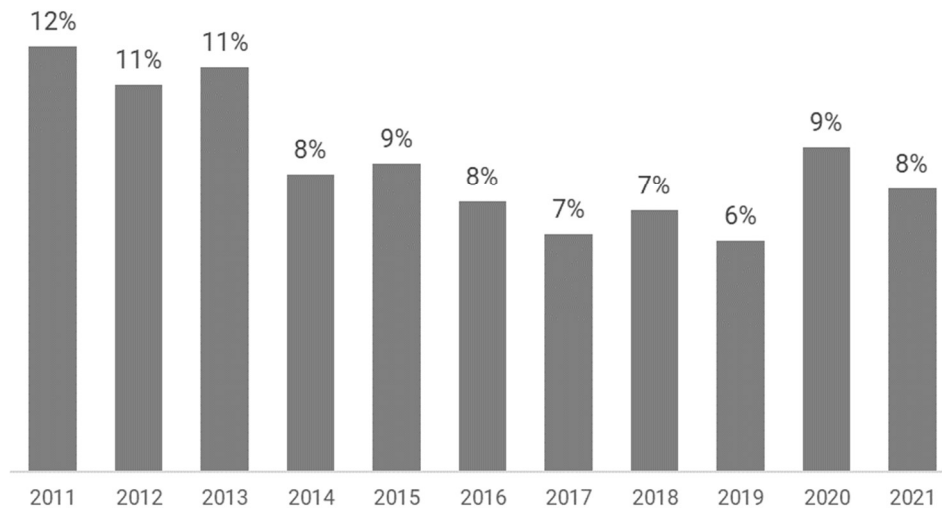
Headcount by Age and Gender

Data source: Snow College 3rd Week reports. Reporting categories match those requires by the Integrated Post-Secondary Data Source (IPEDS). Most part-time students 18 years or younger are likely high school/concurrent enrollment students who are taking 3 to 6 college credits either face-to-face or via IVC technology at their high school.

Full-Time Students

Men	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Under 18	52	46	48	50	62	61	60	44	51	52	25
18-19	605	593	472	492	571	597	576	563	537	528	388
20-21	296	289	289	364	426	476	505	455	496	477	614
22-24	261	244	257	305	297	290	259	316	290	273	529
25-29	61	57	50	56	63	58	41	57	49	55	85
30-34	28	27	24	19	15	14	14	11	15	12	21
35-39	11	10	16	13	9	9	9	8	9	8	11
40-49	16	17	12	12	7	9	8	6	10	11	10
50-64	6	7	9	6	2	3	2	1	2	6	7
65 and over	0	0	0	1	0	0	0	0	1	1	3
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	1,336	1,290	1,177	1,318	1,452	1,517	1,474	1,461	1,460	1,423	1,693

Women	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Under 18	50	39	85	90	92	81	93	49	71	73	39
18-19	1,107	1,187	1,195	1,347	1,270	1,222	1,233	1,107	1,068	1,066	666
20-21	268	240	211	227	291	317	333	380	361	393	800
22-24	65	63	53	58	85	88	91	119	115	134	232
25-29	39	33	31	25	26	42	44	45	36	36	42
30-34	27	27	18	27	23	21	22	26	16	26	20
35-39	18	20	17	16	7	14	17	16	13	10	17
40-49	25	24	19	15	15	17	9	17	18	16	15
50-64	8	11	7	4	8	4	4	5	5	9	5
65 and over	0	0	0	1	0	0	0	1	0	0	1
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	1,607	1,644	1,636	1,810	1,817	1,806	1,846	1,765	1,703	1,763	1,837

Total Full-time	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Under 18	102	85	133	140	154	142	153	93	122	125	64
18-19	1,712	1,780	1,667	1,839	1,841	1,819	1,809	1,670	1,605	1,594	1,054
20-21	564	529	500	591	717	793	838	835	857	870	1,414
22-24	326	307	310	363	382	378	350	435	405	407	761
25-29	100	90	81	81	89	100	85	102	85	91	127
30-34	55	54	42	46	38	35	36	37	31	38	41
35-39	29	30	33	29	16	23	26	24	22	18	28
40-49	41	41	31	27	22	26	17	23	28	27	25
50-64	14	18	16	10	10	7	6	6	7	15	12
65 and over	0	0	0	2	0	0	0	1	1	1	4
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	2,943	2,934	2,813	3,128	3,269	3,323	3,320	3,226	3,163	3,186	3,530

Part-Time Students

Men	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Under 18	556	497	545	478	567	686	736	590	598	697	379
18-19	69	84	88	110	110	95	110	194	195	223	543
20-21	24	33	37	43	44	57	51	49	41	42	60
22-24	35	42	49	62	55	42	47	62	36	61	67
25-29	45	36	42	23	33	23	25	23	25	34	39
30-34	30	22	23	21	27	20	13	16	8	27	25
35-39	16	19	21	14	20	12	14	11	11	16	6
40-49	23	26	19	15	20	19	11	19	14	33	15
50-64	15	17	24	9	21	10	10	11	5	8	7
65 and over	4	3	7	2	3	3	2	6	8	7	7
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	**817**	**779**	**855**	**777**	**900**	**967**	**1,019**	**981**	**941**	**1,148**	**1,148**

Women	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Under 18	376	571	565	540	608	715	903	819	868	925	501
18-19	70	69	72	104	102	104	102	238	195	203	614
20-21	65	67	71	68	59	73	56	60	66	69	92
22-24	38	40	50	46	34	44	42	69	50	60	86
25-29	38	40	41	31	30	34	29	38	32	45	32
30-34	38	22	35	24	36	26	24	25	21	35	26
35-39	21	19	23	19	29	22	16	18	17	37	32
40-49	36	31	46	27	31	28	39	24	20	61	31
50-64	20	21	31	10	13	12	12	14	7	27	20
65 and over	4	6	3	5	0	2	1	2	3	4	4
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	**706**	**886**	**937**	**874**	**942**	**1,060**	**1,224**	**1,307**	**1,279**	**1,466**	**1,438**

Total Part-Time	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Under 18	932	1,068	1,110	1,018	1,175	1,401	1,639	1,409	1,466	1,622	880
18-19	139	153	160	214	212	199	212	432	390	426	1,157
20-21	89	100	108	111	103	130	107	109	107	111	152
22-24	73	82	99	108	89	86	89	131	86	121	153
25-29	83	76	83	54	63	57	54	61	57	79	71
30-34	68	44	58	45	63	46	37	41	29	62	51
35-39	37	38	44	33	49	34	30	29	28	53	38
40-49	59	57	65	42	51	47	50	43	34	94	46
50-64	35	38	55	19	34	22	22	25	12	35	27
65 and over	8	9	10	7	3	5	3	8	11	11	11
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	**1,523**	**1,665**	**1,792**	**1,651**	**1,842**	**2,027**	**2,243**	**2,288**	**2,220**	**2,614**	**2,586**

Number of Online Only Students

Snow College has continually increased the courses and programs offered using an online format. The hiring of an Associate Vice President over online and distance education programming and adjustments made to the College's summer curriculum to represent mostly online offerings has dramatically boosted the number of online only students. These are students exclusively taking online Snow College courses. These data represent degree-seeking students only—these data do not include any high school/concurrent enrolment student participating in online or distance delivery (IVC) courses.

From fall 2020 to fall 2021, online only enrollment nearly doubled, jumping from 6% to 16% of degree-seeking students. Currently, the average number of credits taken by online only students is 11.6.

Data Source: Enrollment: Online-only Tracking (MNS), Argos report.

Number of Online Only Degree-Seeking Students
(Fall semester counts only)

Year	Count
2011	120
2012	148
2013	151
2014	163
2015	174
2016	195
2017	181
2018	227
2019	216
2020	324
2021	594
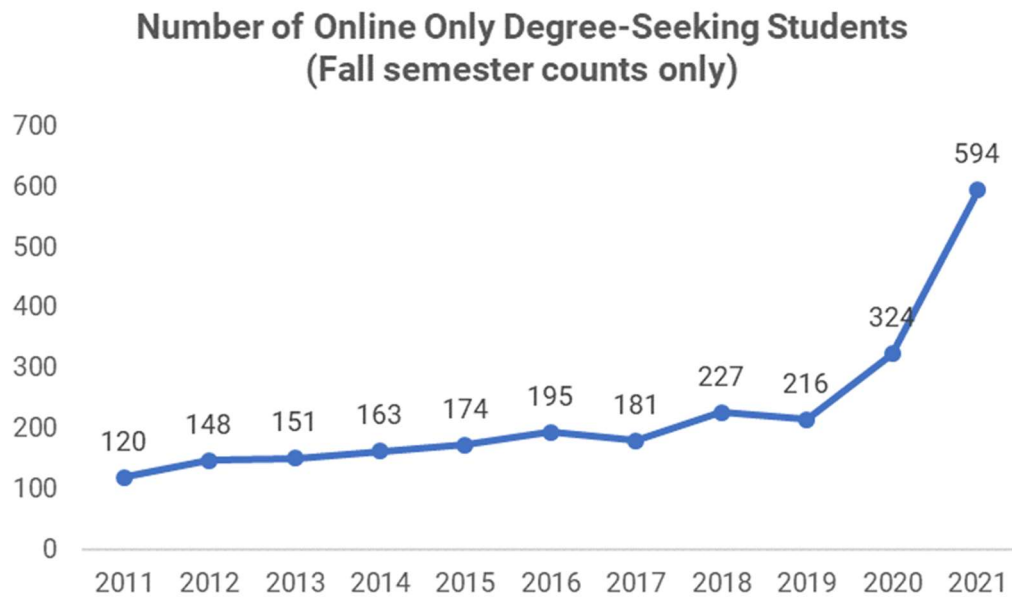
Number of Technical Education Students

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

Originally, CTE programs provided on-campus instruction to area high school students, who were (in many cases) bussed in by public school districts to receive dual credit for high school and college. Daily seat time was tracked in order to award students membership hour credit (post-secondary) in addition to high school credit. Starting in 2020, the Utah System of Higher Education and the Utah System of Technical Schools combined to create the Utah Board of Higher Education. This merger expanded higher education to include traditional and technical post-secondary instruction. Snow College's former Career and Technical Education (CTE) programs in Agricultural Technology, Allied Health/Nursing, Automotive Technology, Composites Technology, Computer Information Systems, Construction Technology, Salon Services Technology, Diesel and Heavy-Duty Mechanics, Health Science (EMT), Industrial Technology, Machine Tool Technology, Manufacturing Technology, and Welding Technology are now recognized as Technical Education program.

Technical education curriculum supports Certificate of Proficiency and Certificate of Completion achievements. All students, including high school students benefit from enrolling in technical education courses and completing these awards. Currently technical education enrollment represents 14% of Snow College's total enrollment.

Data Source: Tech Ed Headcount Tracking (MNS), Argos report.

Technical Education Headcounts (includes all students)
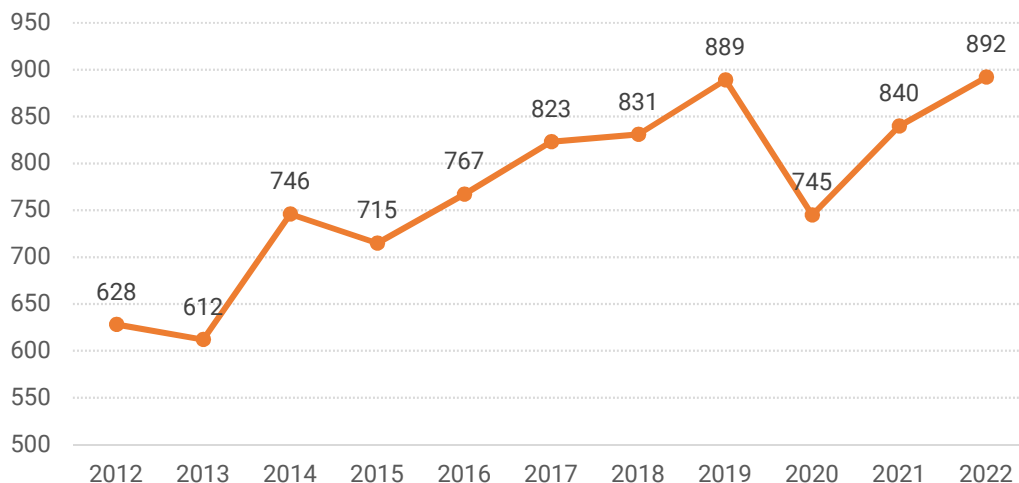
Percent of First-Time Enrollment by Location

Four main areas represent Snow College's general market regions: (1) the six-county service area (representing the counties of Juab, Sanpete, Sevier, Millard, Piute and Wayne), (2) the Wasatch Front (representing the counties of Utah, Salt Lake and Davis, (3) other areas of Utah and (4) out-of-state and out-of-country (foreign/international) students, combined. Over the past 10 the following trends have occurred by main service area:

- Six-County Service Area: decrease in freshman enrollment from 28% to 21%
- Wasatch Front Area: decrease in freshman enrollment from 46% to 33%
- Other Utah Areas: increase in freshman enrollment from 17% to 21%
- Out-of-State Areas: increase in freshman enrollment from 9% to 18%

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

Percent of First Time Enrollment by Service Area, 2011 & 2021

■ Six County   ■ Wasatch Front   ■ Other Utah   ■ Out-of State

	Six County	Wasatch Front	Other Utah	Out-of State
2011	28%	46%	17%	9%
2021	21%	33%	21%	18%
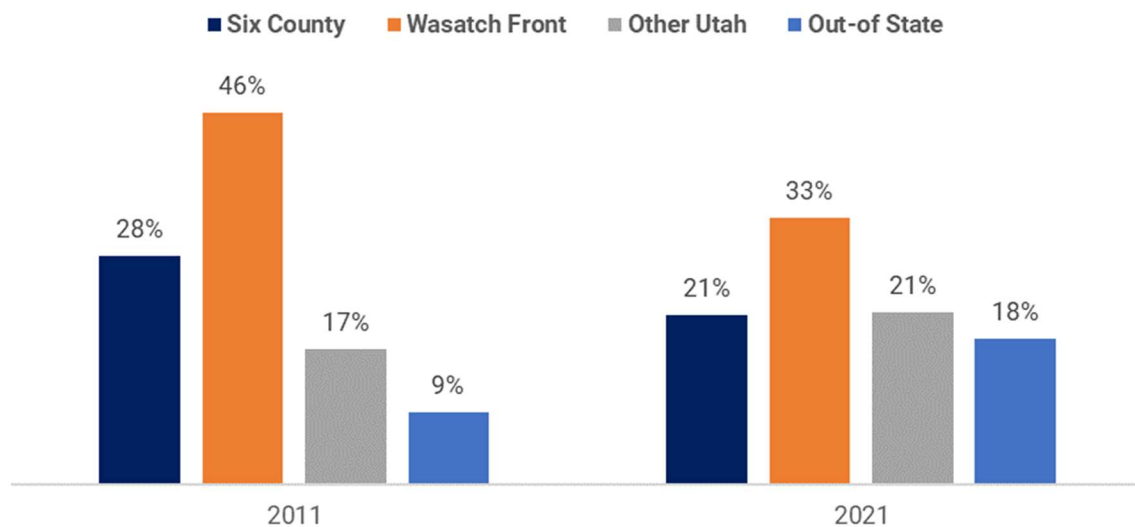
Average Class Size and Student to Faculty Ratio

Average class size measures are determined by the total number of students (duplicated counts) enrolled in courses divided by the total number of courses offered (duplicated). The average is mitigated by certain career and technical education courses that have enrollment limits imposed by strict accreditation and state safety standards. These data exclude non-budget-related courses. The data comes from Snow College's 3rd Week reports.

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

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

Average Class Size
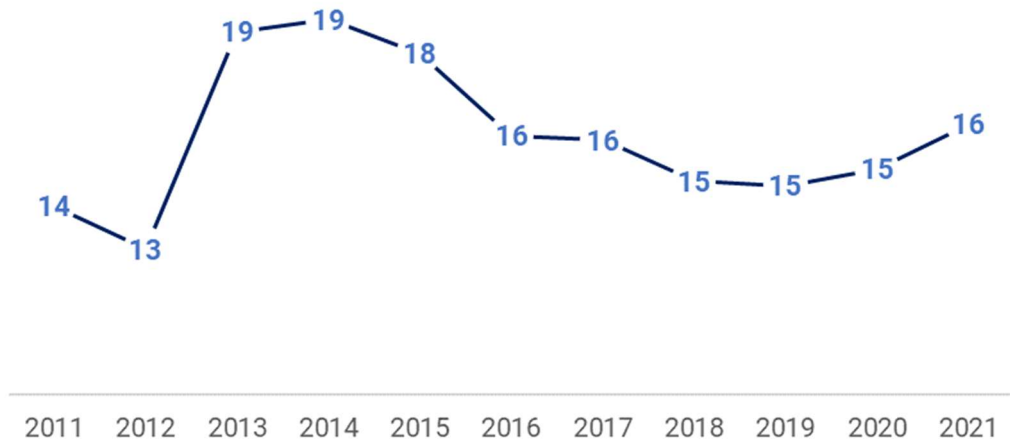
Student to Faculty Ratio

Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
20 to 1	19 to 1	20 to 1	20 to 1	20 to 1	20 to 1	20 to 1	20 to 1	19 to 1	18 to 1	20 to 1	20 to 1	19 to 1

Overall Persistence Rates--Fall to Spring Semester

Student persistence is a measure of student endurance in their academic pursuits toward their educational goal or training objective. A student persists from one term to the next consecutive term if he or she is enrolled in at least one course each term and received a passing letter grade or grades (for more than one course enrollment). The persistence rate is calculated as the headcount enrollment of the second term divided by the headcount enrollment of the previous or first term. These data do not account for missionary or military exclusions. These data represent the persistence rates of degree-seeking students only.

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

Overall Persistence rate from Fall to Spring Semester

Year	Rate
11-12	75%
12-13	73%
13-14	75%
14-15	75%
15-16	78%
16-17	76%
17-18	77%
18-19	76%
19-20	77%
20-21	72%
21-22	73%
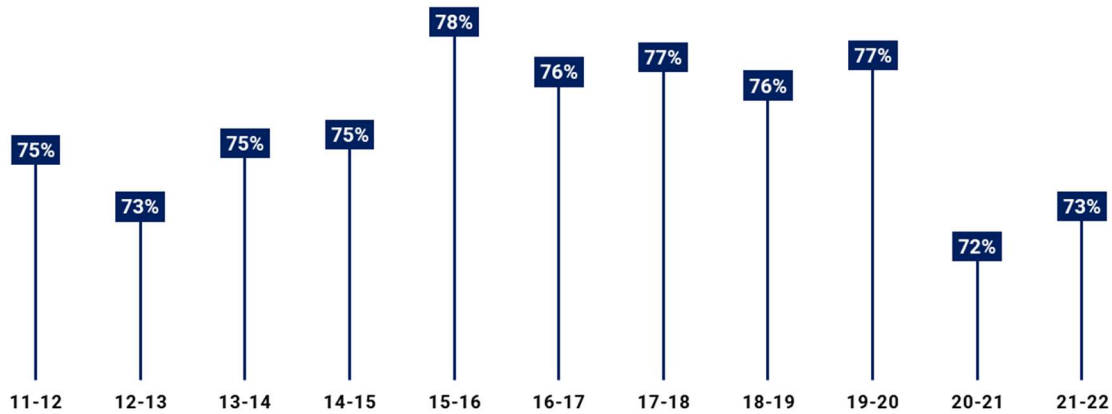
First-time Freshmen Persistence Rates
(includes both full and part time students)

Year	Rate
11-12	82%
12-13	75%
13-14	77%
14-15	78%
15-16	80%
16-17	79%
17-18	78%
18-19	78%
19-20	80%
20-21	79%
21-22	77%
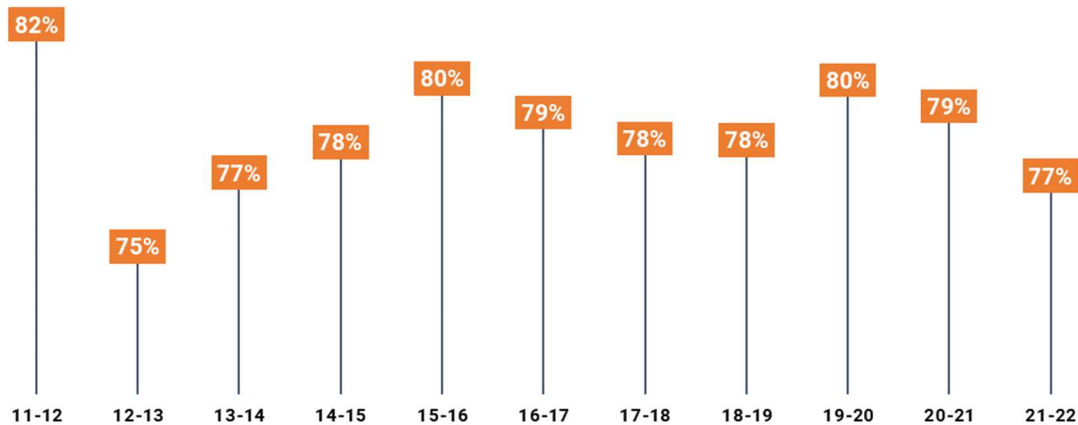
Persistence Rates by Gender and Ethnicity—Fall to Spring

These data present the fall to spring persistence rates of all degree-seeking students by gender and by ethnicity. Typically, Snow College retains more female students than male students and more non-resident alien students than any other race or ethnicity. The 10-year average persistence rate for males is 72% and 78% for females.

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
Male Retention	66%	68%	72%	71%	75%	73%	73%	75%	76%	70%	69%
Female Retention	83%	77%	77%	78%	79%	79%	79%	77%	78%	74%	77%

Box and Whisker Plot of Persistence by Gender
(fall to spring semesters, 11-12 to 21-22)
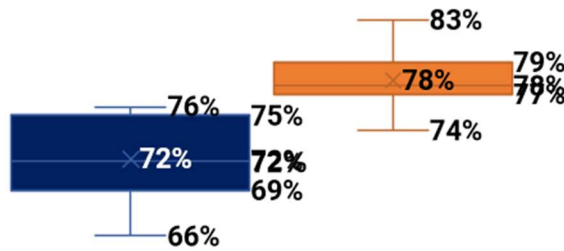
In the box and whisker plot, the x = the average, the line represents the median and the outside values determine the range.

■ Male Retention   ■ Female Retention

Minority students represent those students with an ethnicity or racial background other than White, Caucasian. This includes Snow College's international student population, most of whom have the Non-Resident, Alien classification. The fall to spring persistence rates for minority students are largely consistent with the fall to spring persistence rates for non-minority students. The ten-year average for minority students is 76%; for non-minority students it is 68%.

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
Minorty	73%	67%	57%	68%	71%	72%	73%	72%	74%	61%	66%
Non-Minority (White)	75%	74%	76%	76%	79%	77%	78%	77%	77%	75%	76%

Box and Whisker Plot of Persistence by Race/Ethnicy
(fall tp spring semesters, 11-12 to 21-22)

In the box and whisker plot, the x = the average, the line represents the median and the outside values determine the range.

Retention Rates from fall to fall

The retention rate measures how well the institution performs at keeping students in the learning process from one year to the next. For two-year institutions, like Snow College, retention of students from one fall semester to the next fall semester influences graduation and/or transfer success. Typically, retention rates can exclude students who leave the college within the first year for missionary service, military service, or death. Snow College experiences a lot of missionary departure between the first and second year of a student's matriculation. Cooperation with the Church of Jesus Christ of Latter-day Saints has not consistently identified those students that merit cohort exclusion. As a result, a 10% reduction in the original cohort headcount is applied for missionary, military, or death exclusions (this is a conservative four-year exclusion average). Institutional Research provides this data by enrollment matching previous year fall end-of term headcounts to subsequent year fall 3rd week headcounts. These data represent retention of first-time full-time and part-time students.

The 10-year average retention rate for first-time students (full-time and part-time) is 51%. The current first-time retention rate from fall 2020 to fall 2021 is higher than this average at 53%. The graph below shows the retention rate of the freshman fall cohort for the given year (e.g., the retention rate for fall 2020 first-time freshman to fall 2021 is 53%)

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

**Freshman Retention Rates
(full and part-time students)**

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
50%	42%	48%	52%	55%	52%	52%	55%	53%	53%

Retention Rates from fall to fall by Ethnicity

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

Retention for Snow College's minority population has improved from 32% (fall 2011 to fall 2012) to 49% (fall 2020 to fall 2021). Currently, Snow College retains approximately half of all minority first-time freshman students. Regarding the retention of minority students who enter as first-time freshmen, the nine-year average is 42%. Among minority student classifications, the highest retention rate is for non-resident, alien students (80%) followed by Hispanic students at 52%.

Data Sources: Snow College 3rd Week and End of Term files for respective fall cohorts and subsequent fall semesters

Minority First-time Freshman Retention Rates

Semester	Rate
Fall 2011	32%
Fall 2012	45%
Fall 2013	35%
Fall 2014	33%
Fall 2015	47%
Fall 2016	45%
Fall 2017	43%
Fall 2018	49%
Fall 2019	45%
Fall 2020	49%

Minority Freshman Student Retention

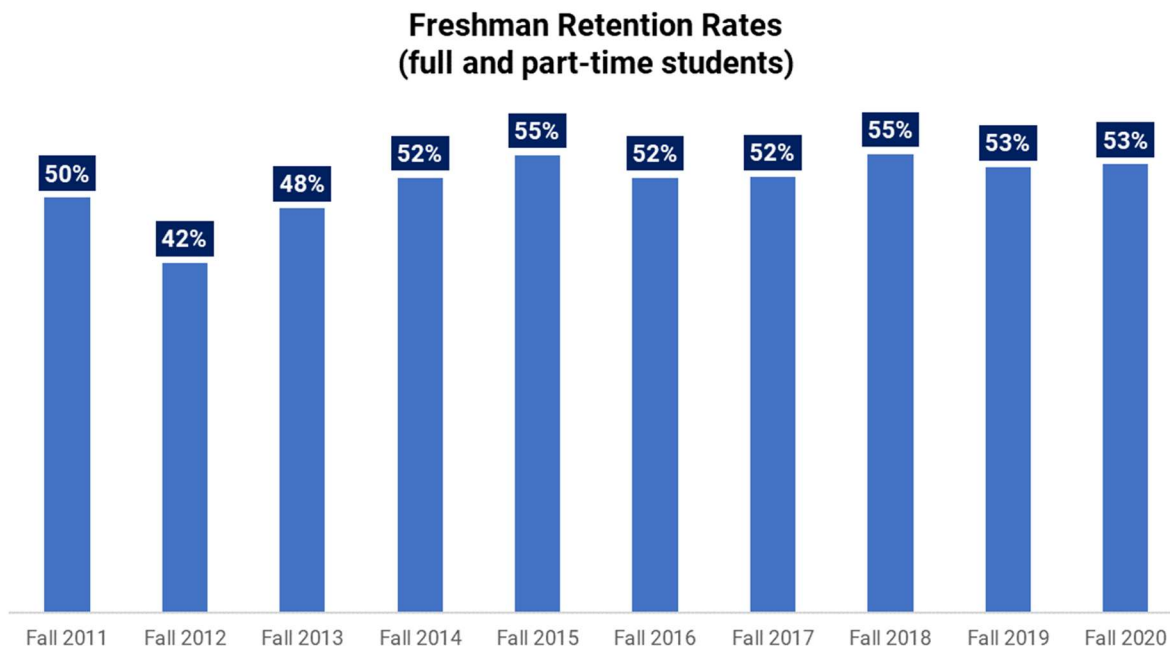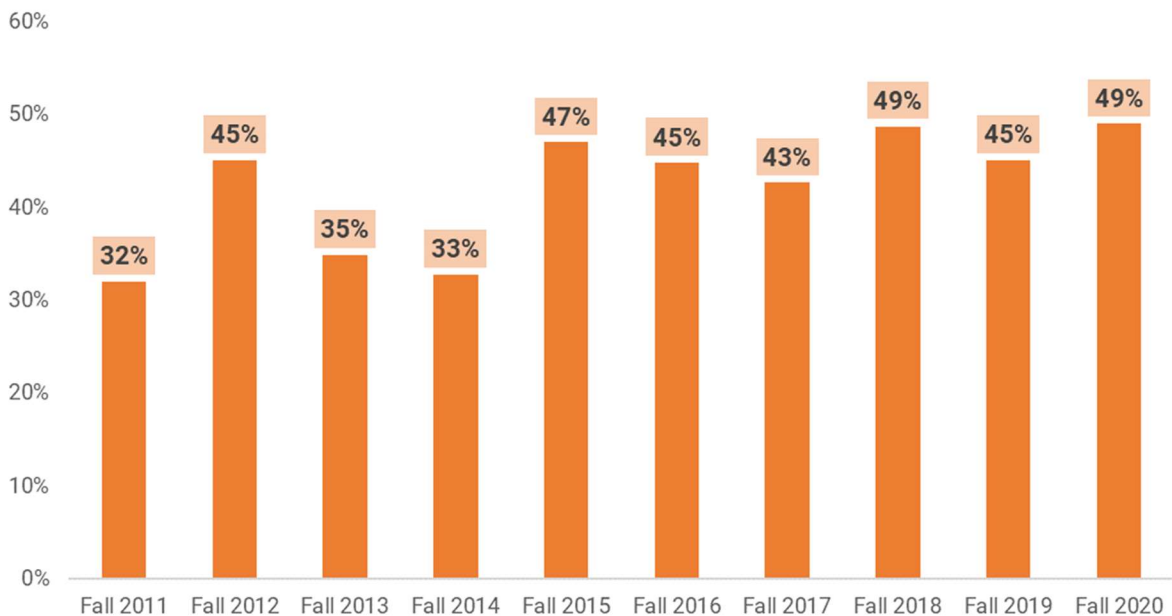|	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
% Retained of Freshmen	**32%**	**45%**	**35%**	**33%**	**47%**	**45%**	**43%**	**49%**	**45%**	**49%**
Hispanic	31%	44%	36%	33%	57%	52%	54%	49%	49%	52%
Unknown	33%	243%	57%	23%	100%	50%	33%	100%	0%	50%
Pacific Islander	35%	41%	28%	51%	25%	37%	31%	35%	40%	37%
American Indian	10%	50%	7%	22%	45%	40%	42%	40%	29%	46%
Black, non Hispanic	19%	56%	22%	42%	41%	41%	43%	50%	28%	40%
Asian	17%	25%	80%	18%	100%	50%	36%	50%	50%	40%
Non-Resident Alien	70%	19%	38%	29%	43%	56%	47%	53%	53%	80%
Multiple Ethnicities	19%	64%	65%	28%	55%	12%	21%	42%	48%	35%

Retention Rates from fall to fall by Gender

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

Typically Snow College retains more female students than male students; however, male student retention has increased from 295 to 36% (fall 2020 to fall 2021 retention). This is slightly higher than the 10-year male retention rate of 34%. The 10-year average female retention rate is 66%.

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

Retained Students by Gender

– – % Male   – – % Female

71%	69%	73%	67%	61%	65%	66%	60%	63%	64%
29%	31%	27%	33%	39%	35%	34%	40%	37%	36%

Fall 2011 Fall 2012 Fall 2013 Fall 2014 Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019 Fall 2020
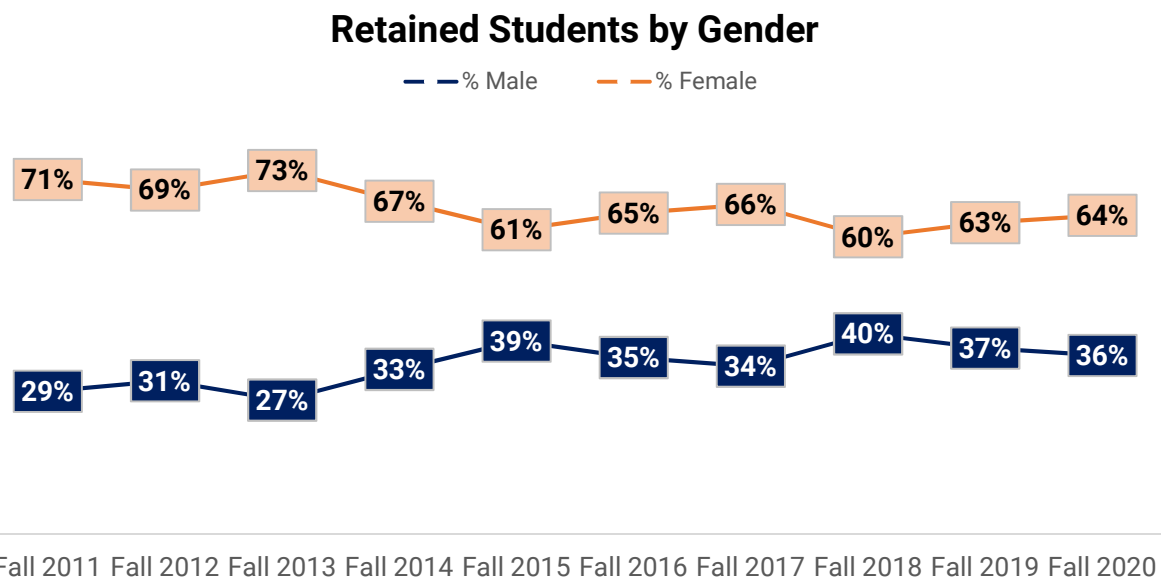
ACADEMICS

Course Evaluation Scores regarding HIP

Scores from semester-based course evaluations help Snow College determine the degree to which imported innovations and best practices are working at the student level. Each course evaluation has distinct questions that address course rigor, engaged instruction, media and course material relevance, and the degree to which the course integrates with or applies to other course(s) or life learning. Students report their experience using a 1 to 4 Likert scale with 1 representing "strongly disagree" and 4 representing "strongly agree"—higher scores/averages are better. These scores provide immediate feedback to each faculty member and the institution. They can be disaggregated for assessment at various levels of the college (division, department/program, course or section) at the end of each academic term.

Source: SurveyDig Course Evaluation system, Snow College.

Course Evaluation HIP Averages

Year	Average
2012	3.50
2013	3.50
2014	3.50
2015	3.50
2016	3.50
2017	3.52
2018	3.52
2019	3.54
2020	3.47
2021	3.45
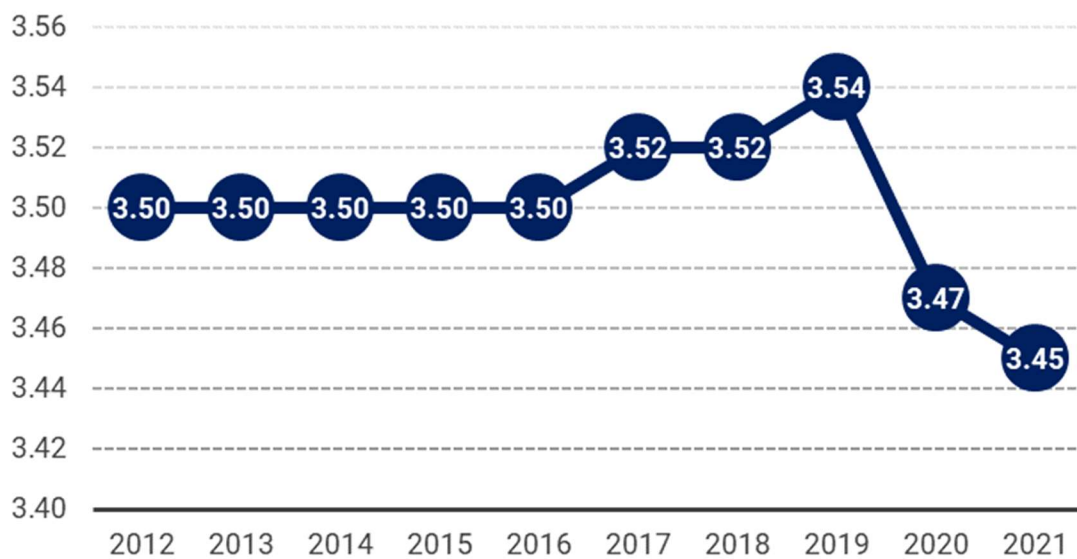
DFWI Rates

DFWI represents failing academic performance by measuring how many D, F, or I grades were given and how many withdrawals after the census date or 3rd week of each semester. This is a standard USHE measure. Snow College uses course, program, and institutional DFWI information to inform faculty and faculty leadership on the balance of instructional rigor and student learning support. This information has been disaggregated for high-risk populations such as first-generation students, minority students, academically underprepared students, non-traditional students, and financially challenged students. Snow College's annual academic assessment day allows faculty to collect, analyze and report course-to-program-level learning outcome achievement, which includes plans for improved student learning, and five-year program reviews address specific curricular changes and program improvements to advance student success.

Source: Student Success Dashboard (Argos)

Institutional DFWI Rates by Fall Terms
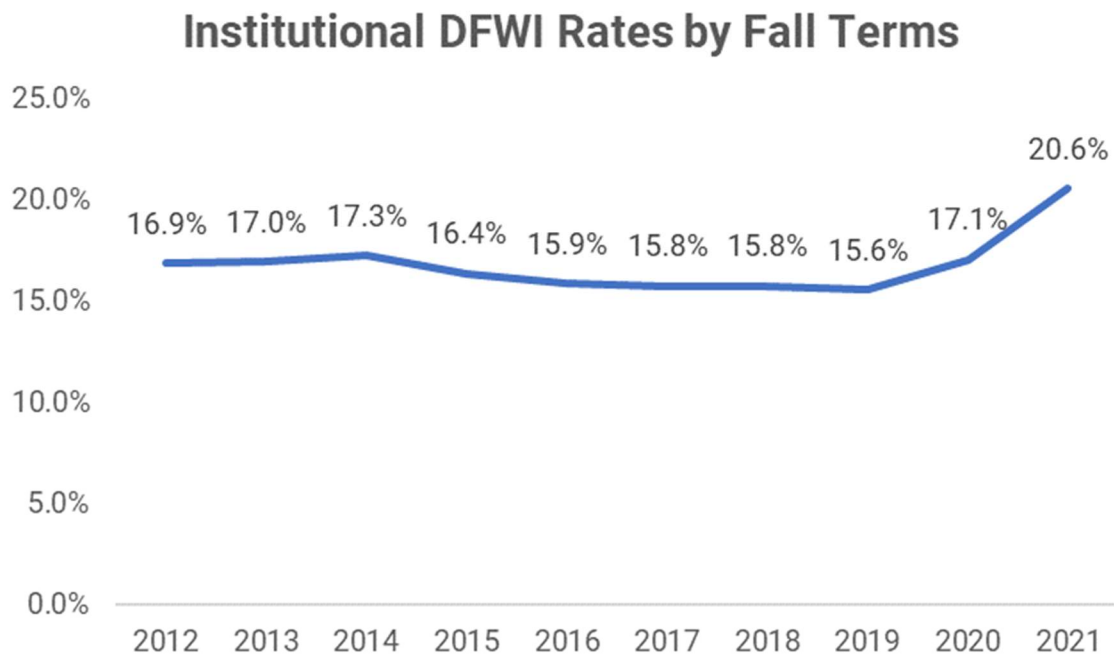
Number of New Courses with High Impact Practices

Faculty at Snow College are constantly being reviewed by peers and academic leadership on their professionalism, service, and high impact practice pedagogy. Faculty seeking tenure and/or rank advancement are reviewed every three years using criteria that address their commitment to lifelong learning and professional development opportunities that advance their teaching. Snow College's annual academic assessment day allows faculty to collect, analyze and report course-to-program-level learning outcome achievement, which includes plans for improved student learning, and five-year program reviews address specific curricular changes and program improvements to advance student success. The Snow College Curriculum Committee approved new syllabi and continually reviews existing syllabi with a focus on the implementation of high impact teaching practices and sound assessment measures. This review process reports annually the number of new courses developed that use high impact teaching practices. Starting fall 2020, these data represent the number of GNST 1200, Foundations courses offered each fall semester to incoming students. The GNST 1200, Foundations course includes the high impact practices of multi-disciplinary, integrated theme-based teaching and learning.

Average enrollment in GNST 1200 courses is 25 students. Average student participation in GNST 1200, Foundations courses is 911 (a three-year average).

Source: Academic Affairs, Curriculum Committee information (2012 to 2019), Snow College Banner GNST 1200 Courses (2020 to present)

Intentional HIP Courses
fall terms only
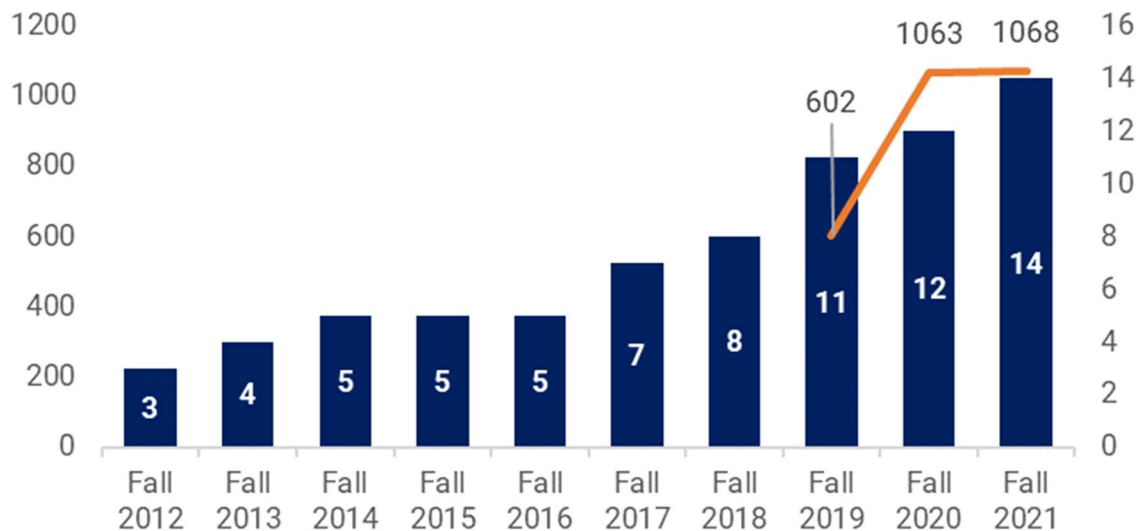
General Education Foundations Courses

The mission of general education at Snow College is to stretch students' minds and enlarge the foundation of their intellectual and practical skills to create in them a lifelong love of learning.

Snow College's General Education curriculum consists of 30 credits. Starting fall 2019, new students enroll in a cross-disciplinary, team-taught (high impact practice) Foundations course. The Foundations course is taught by at least three faculty from disparate disciplines to emphasize the importance and application of integrated learning.

GNST 1200, Foundations Enrollment

	Fall 2019	Fall 2020	Fall 2021
	602	1063	1068
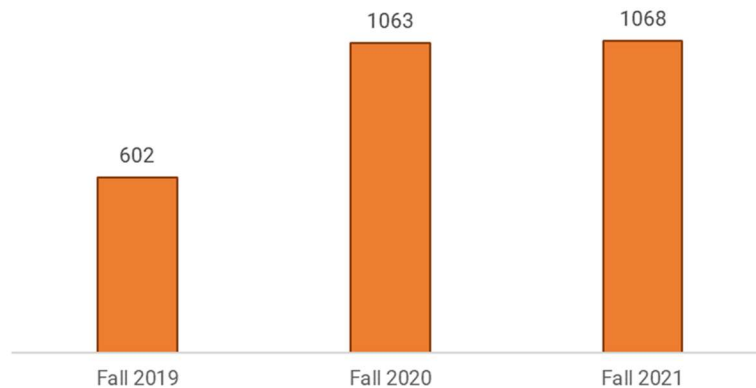
In addition, specific questions were incorporated on the end-of-semester course evaluation to measure the extent to which Foundations course students recognizes intended learning outcomes. Students indicated their level of agreement to the following statements using a 4-point Likert scale (1 = Strongly Disagree and 4 = Strongly Agree). The aggregated average for all Foundations statements/questions for fall semester 2021 was 3.32.

Source: SurveyDig—Snow College's Course Evaluation database.

Statement	Overall Average Score	PY Scores
This course helped me understand the value of a college education.	3.29	3.38
This course helped me understand the college's GE outcomes.	3.29	3.21
This course helped me understand connections between academic disciplines and how what I learn in one class can be helpful in another class.	3.33	3.43
I understood how the three disciplines in this course related to each other.	3.31	3.41
This course has helped me to identify ways to take more responsibility with my own education.	3.35	3.44

Service-Learning Courses

Service learning is a form of experiential education that combines in-class in instruction with hands-on community service. Students use reflection exercises to better comprehend the course material, achieve real objectives for the community, and gain a deeper understanding of themselves. Known as a high-impact teaching method, Snow College's Civic Engagement & Service-Learning Program (CE&SL) helps students develop their critical thinking and leadership skills through intellectual, moral, and civic learning to create a rigorous and rewarding academic experience. There are several service-learning opportunities presented through distinct service-learning courses and an alternative spring break experience that incorporates global citizenship by providing service in a foreign country. Snow College recognizes exceptional service learning with the Service Scholar Award. This award is designed for students interested in enhancing their educational experience through community service. Graduates complete a carefully designed curriculum to receive a certificate of achievement, a service-learning distinction on their official academic transcript, and recognition at the institution's graduation ceremonies.

Average enrollment in Service Learning courses is 22 students. Average service learning student participation is 691 students (10-year average).

Source: 3rd Week files using specific course sections designated as service-learning (sections starting with SL or SR or ending with S).

Intentional Service Learning Courses
fall terms only

Legend: Service Learning Courses (bars) — Student Participation (line)

Term	Service Learning Courses	Student Participation
Fall 2012	45	806
Fall 2013	43	816
Fall 2014	46	904
Fall 2015	38	771
Fall 2016	40	776
Fall 2017	39	747
Fall 2018	40	660
Fall 2019	30	540
Fall 2020	20	462
Fall 2021	19	425
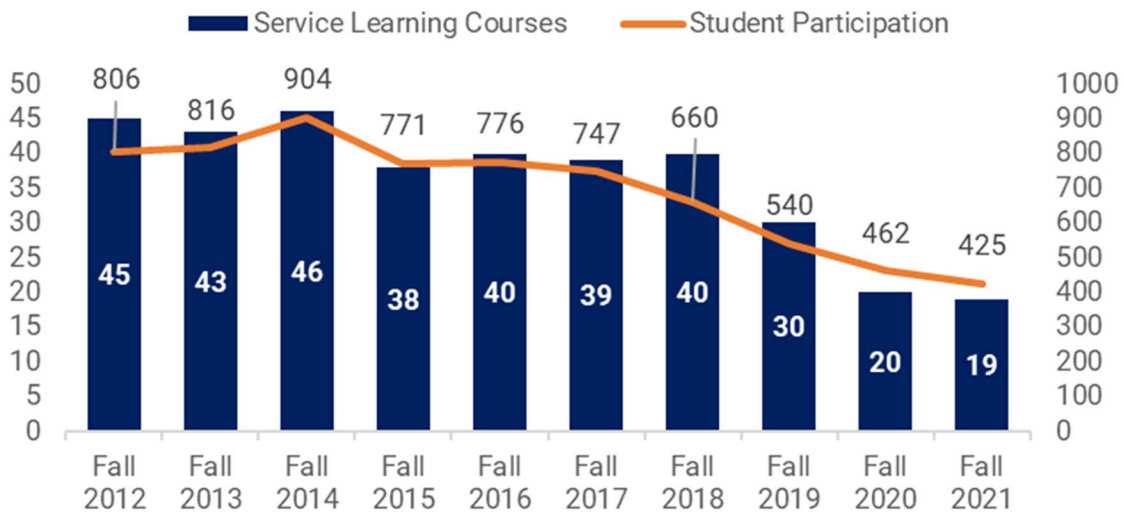
Honors Courses

Snow College Honors courses offer students advance learning opportunities centered on rigorous discussion, close interaction with faculty, peer-encouraged learning, and out-of-class opportunities. Honors program students must have a 3.5 or higher GPA or a composite Act score of 26. The Honors program provides a deeper, more engaging experience in general education where student work closely with professors to pursue in-depth individual research projects. Honors classes allow students to read, discuss, and explore significant human questions related to course topics and inter-disciplinary learning. Students in the honors program take courses with each other and receive strong preparation to successfully transfer to upper division coursework at four-year institutions. Snow College also offers a number of Honors Program scholarships each year.

Average enrollment in Honors courses is 15 students. Average honors student participation is approximately 98 students (10-year average).

Source: 3rd Week files using specific course sections designated as honors (sections starting with H).
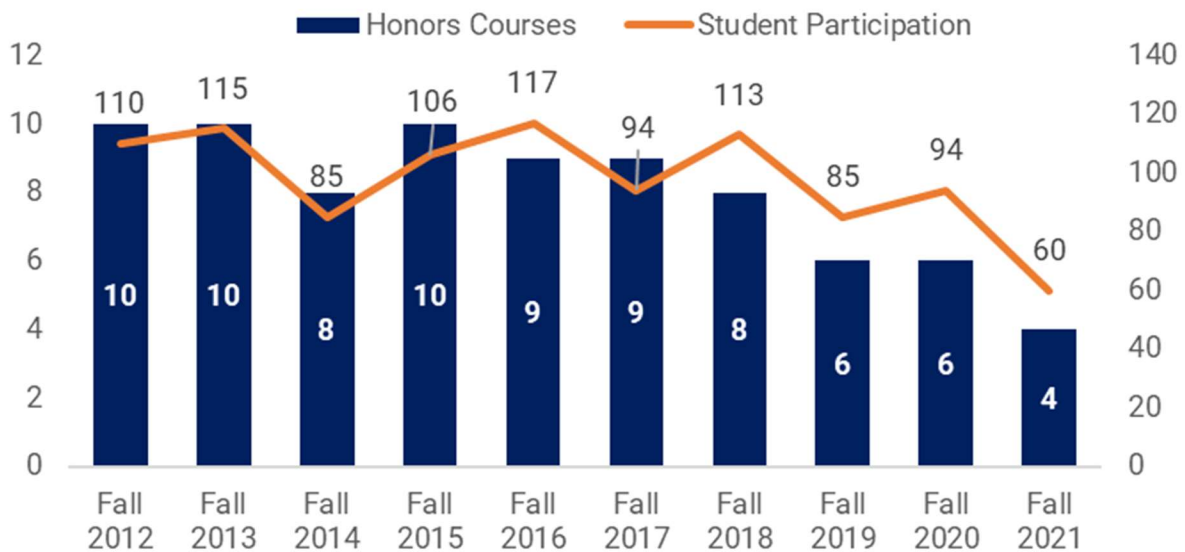
Alternative Class Offerings

Since FY 2012, Snow College has increased the number of courses offered at times or in formats different than traditional course delivery.

- **Distance Education Courses:** Courses that are taught via technology (online and IVC) to sites outside the main campuses located in Ephraim and Richfield. Distance education courses are designated by broadcast, intercave audio-visual, online/internet, remote virtual, and remote hybrid delivery methods (USHE reporting elements C-12).
- **Evening Courses:** Any course offered after 5:00 p.m.
- **Weekend Courses:** Courses with scheduled meeting days on Saturday and/or Sunday.
- **Block Courses:** Non-concurrent enrollment courses offered for the first half or the last half of semester (AS_CATALOG_SCHEDULE ptrm_code = EPL, SRL, EPF, or SRF).

Distance Education Courses
distinct count and percent of all courses

Legend: ■ Distance   ── % All Classes

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Distance	87	99	134	194	196	215	238	227	316	348
% All Classes	7%	8%	10%	13%	13%	14%	15%	15%	21%	22%
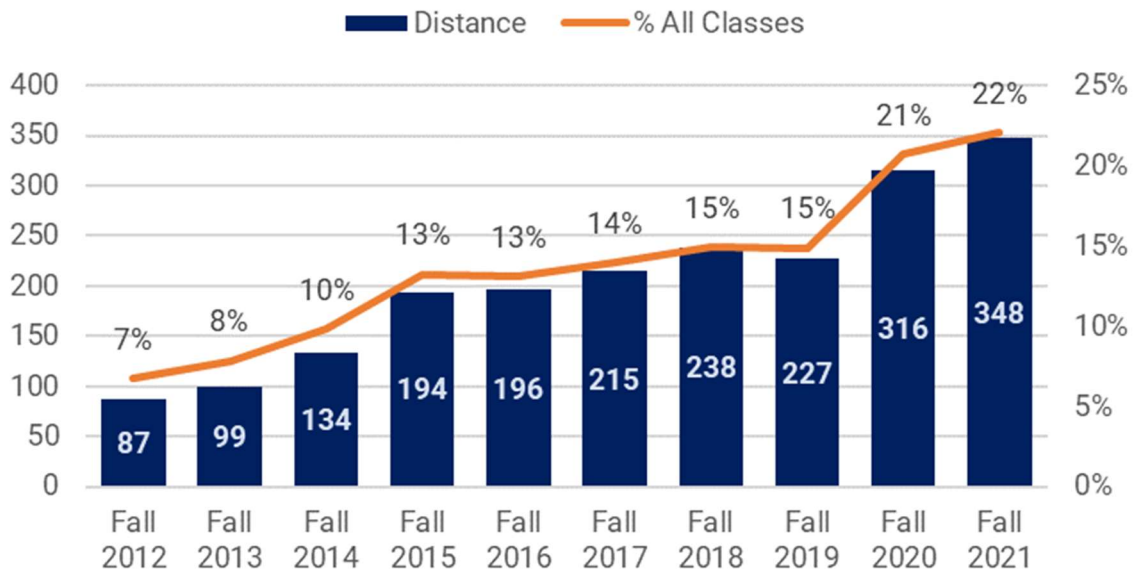
Evening Classes
distinct count and percent of all courses

Legend: ■ Evening   — % All Classes

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Evening	94	79	88	88	85	94	85	81	61	71
% All Classes	7%	6%	6%	6%	6%	6%	5%	5%	4%	5%
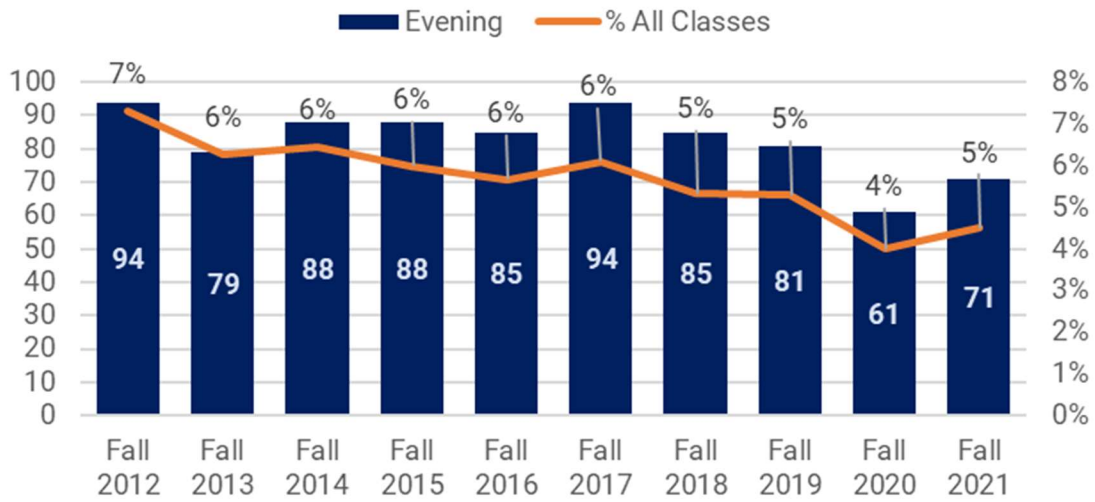
Weekend Classes
distinct count and percent of all courses

Legend: ■ Weekend   — % All Classes

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Weekend	12	7	10	8	4	3	1	1	1	2
% All Classes	0.9%	0.6%	0.7%	0.5%	0.3%	0.2%	0.1%	0.1%	0.1%	0.1%

Block Classes
distinct count and percent of all courses

Legend: ■ Block — % All Classes

Term	Block	% All Classes
Fall 2012	91	7%
Fall 2013	88	7%
Fall 2014	118	9%
Fall 2015	123	8%
Fall 2016	143	10%
Fall 2017	132	9%
Fall 2018	124	8%
Fall 2019	132	9%
Fall 2020	158	10%
Fall 2021	243	15%
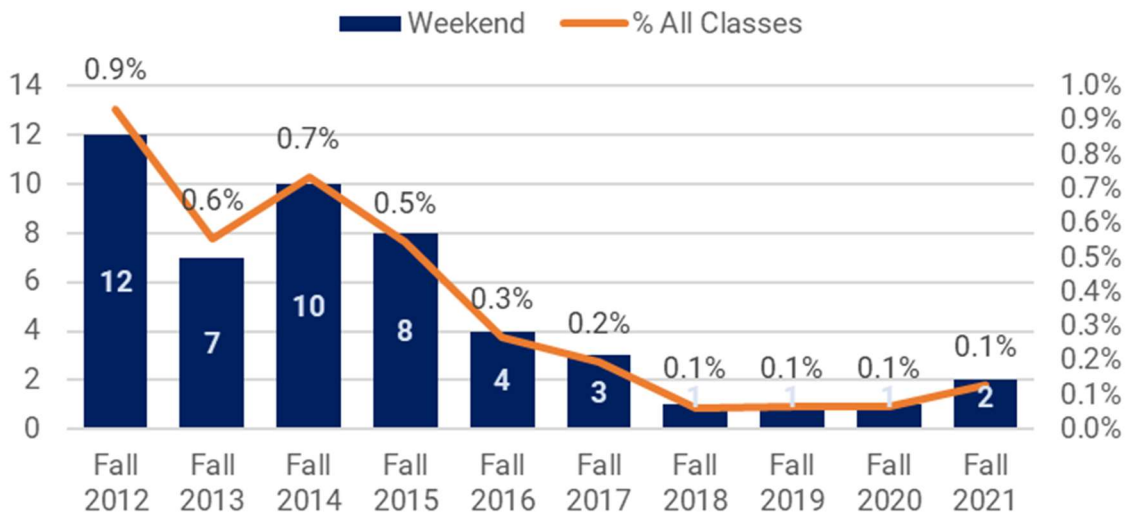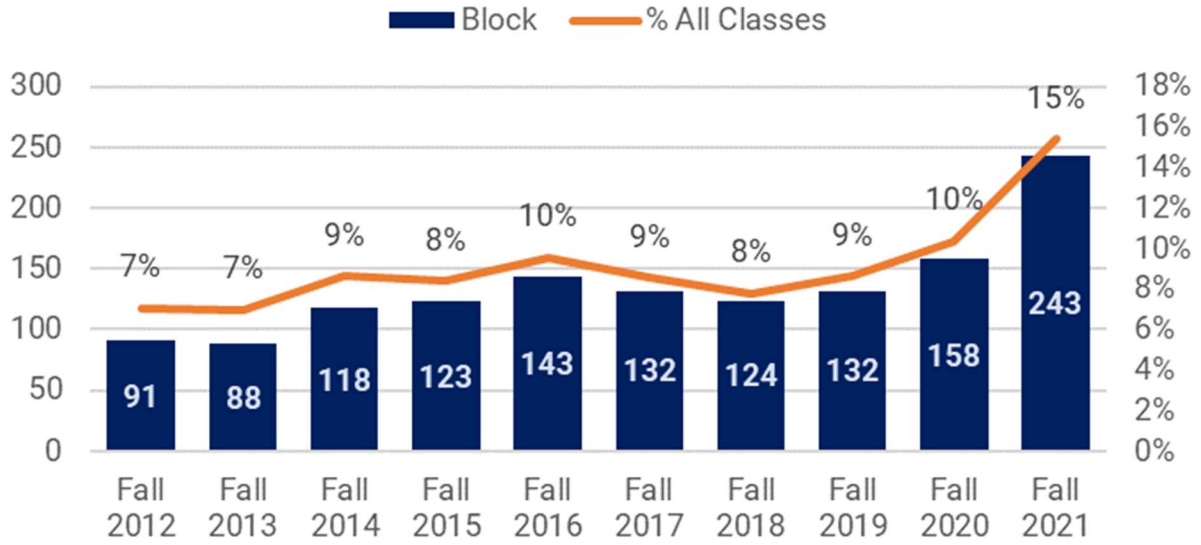
Academic vs. Vocational Courses

Snow College offers academic and vocation courses to degree-seeking and non-degree seeking students. The basic difference between an academic and vocational course rests in the balance between theory and practice. An academic course emphasized theoretical knowledge and broad-based skill development. A vocational course focuses on hands-on, applied skill acquisition and related theoretical principles.

Pursuant to USHE guidelines, vocational courses are associated with Perkins funding and listed as a program type = V. Academic courses are not affiliated with Perkins funding and are listed as program type = A. Technical education courses are taught in distinct vocational disciplines. All technical education courses will have the program type = V. Not all vocational courses are recognized as technical education courses.

These data represent the percent distribution of all courses and the percent distribution of all enrollments (duplicated) based on their program type.

Source: USHE End -of-Term reports, Course File, element C-13.

Percent Distribution of Academic vs Vocational Courses
fall terms only

■ % Academic Courses   ■ % Vocational Courses

Year	% Academic Courses	% Vocational Courses
2012	68%	32%
2013	69%	31%
2014	72%	28%
2015	72%	28%
2016	72%	28%
2017	72%	28%
2018	74%	26%
2019	74%	26%
2020	74%	26%
2021	75%	25%
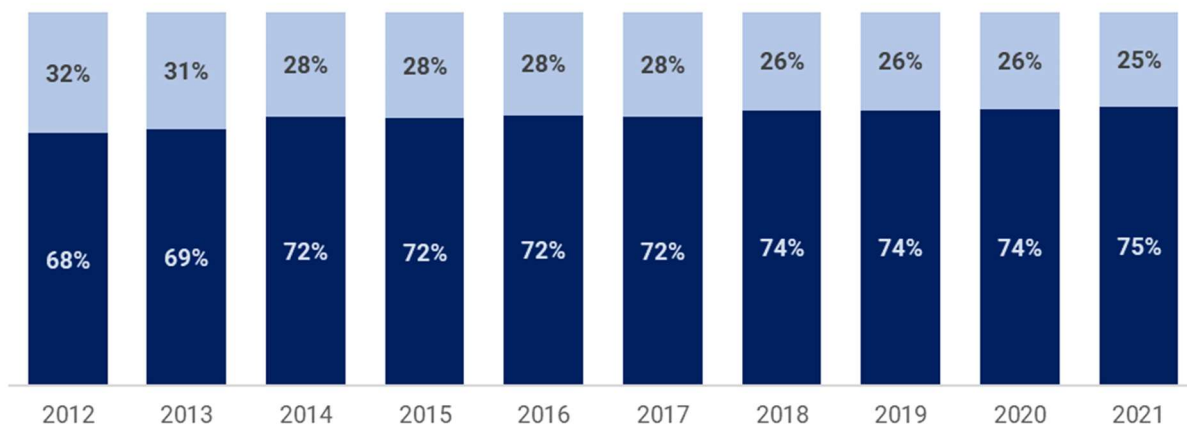
Percent Distribution of Academic vs Vocational Enrollments
fall terms only

■ % Academic Enrollments　　■ % Vocational Enrollments

Year	% Vocational	% Academic
2012	22%	78%
2013	20%	80%
2014	19%	81%
2015	20%	80%
2016	20%	80%
2017	20%	80%
2018	19%	81%
2019	20%	80%
2020	20%	80%
2021	20%	80%
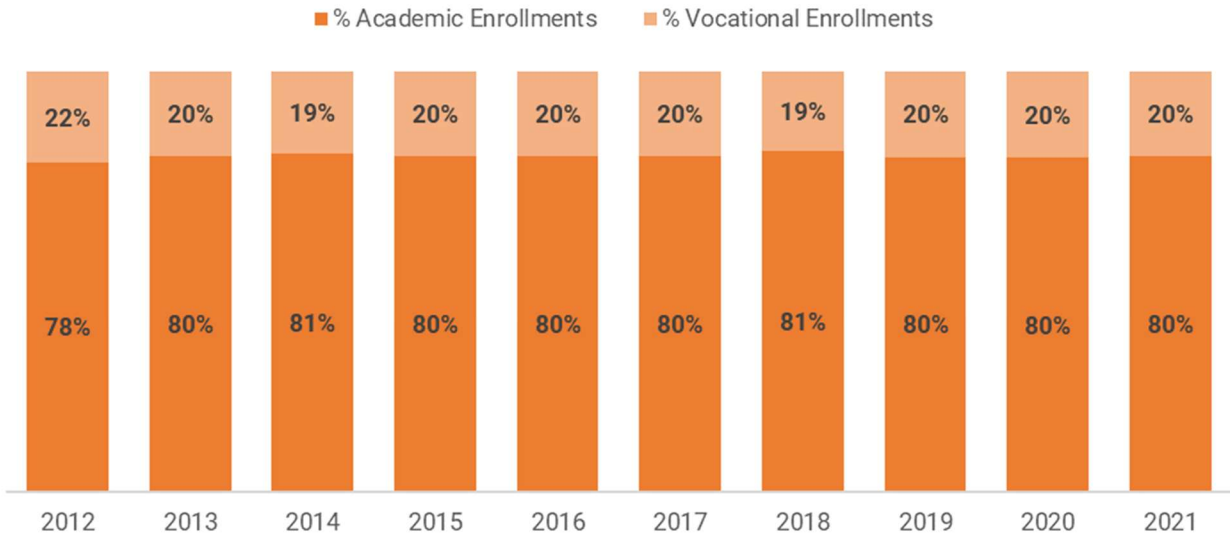
Degrees and Program that Support Economic Development

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

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

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

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

While Snow College's has always offered technical awards and certificates, starting fall 2020 technical education assumed a distinct focus as the Utah System of Higher Education merged all state-supported colleges and universities with all state-supported technical educational centers.

The following data represents current technical education degrees. To qualify these programs cannot include any general education coursework and only offer awards, certificates of proficiency, and/or certificated of completion.

Data Source: USHE Program File

Technical Education Degrees and Programs

Degree	Major	Associated Subject Prefix	CIP Code	Perkins	Technical Education	Financial Aid Eligible	Required Credit Hours
AWD	Certified Nursing Assistant	AHNA	513902	N	Y	Y	6
CEP	Chassis & Climate Control	AUTO	470604	Y	Y	Y	16
CEP	Elec Sys & Auto Transmissions	AUTO	470604	Y	Y	Y	16
CEP	Engine Performance	AUTO	470604	Y	Y	Y	16
CER	Engines & Drivetrains	AUTO	470605	Y	Y	Y	30
CER	Engine Perf, Repair, Auto Tran	AUTO	470604	Y	Y	Y	30
CEP	Advanced Cybersecurity	CIS	110901	Y	Y	Y	18
CEP	Networking & Cybersecurity Fnd	CIS	110901	Y	Y	Y	18
CEP	Advanced Network Technologies	CIS	111002	Y	Y	Y	18
CEP	Networking Technologies	CIS	110901	Y	Y	Y	18
CEP	Cybersecurity	CIS	110901	Y	Y	Y	18
CEP	Server Administration	CIS	111001	Y	Y	Y	18
CEP	Wireless Networking	CIS	110901	Y	Y	Y	18
CER	Construction Management	CM	460000	Y	Y	Y	33
CEP	Composites	CMP	141801	Y	Y	Y	18
CER	Cosmetology/Barbering	COSB	120401	Y	Y	Y	52
AWD	Nail Technology	COSB	120410	N	Y	Y	10
CEP	Chassis & Electrical Systems	DMT	470604	Y	Y	Y	16
CEP	Chassis Drivetrains & HVAC	DMT	470604	Y	Y	Y	16
CEP	Diesel Drive Eng Perfor & HVAC	DMT	470605	Y	Y	Y	18
CEP	Drivetrain & Climate Control	DMT	470605	Y	Y	Y	18
CEP	Diesel Drivetrain & Clim Cont	DMT	470605	Y	Y	Y	18
CEP	Diesel Engine Performance	DMT	470605	Y	Y	Y	18
CER	Industrial Manufacturing	DMT	150613	Y	Y	Y	33
CEP	Diesel Engines & Hydraulics	DMT	470605	Y	Y	Y	18
CEP	Diesel Elec & Comp Engine Ctrl	DMT	470605	Y	Y	Y	18
CEP	Diesel Chassis & Elec Systems	DMT	470605	Y	Y	Y	18
CER	Industrial Mechanics	INDM	470303	Y	Y	Y	18
CEP	Computer Numerical Ctrl Mach.	MTT	480510	Y	Y	Y	16
CER	Manual Machining	MTT	480510	Y	Y	Y	33
CEP	Advanced Level Welding	WELD	480508	N	Y	Y	16
CEP	Welding	WELD	480508	N	Y	Y	16
CEP	Entry Level Welding	WELD	480508	N	Y	Y	16
CEP	Diesel Eng Repair Hydr Chassis	WELD	470605	Y	Y	Y	18

STEM Education Degrees and Programs
(includes health care fields)

Degree	Major	CIP	Perkins	TE	PPA	Credits
CEP	Advanced Cybersecurity	521401	Y	Y	Y	18
CEP	Advanced Level Welding	400101	N	Y	Y	16
CEP	Advanced Network Technologies	039999	Y	Y	Y	18
CEP	Ag Technology / Mechanics	511102	N	N	Y	17
AS	Agricultural Science	111002	N	N	Y	60
AA	Animal Science	010104	N	N	Y	64
AS	Animal Science	451001	N	N	Y	60
AS	Architecture	141901	N	N	Y	60
AAS	Automotive Technology	512308	Y	N	Y	63
AS	Biology	039999	N	N	Y	60
AA	Biology	450101	N	N	Y	64
AS	Botany	151303	N	N	Y	60
CEP	Business and Music Technology	140903	Y	N	Y	21
AWD	Certified Nursing Assistant	131205	N	Y	Y	6
CEP	Chassis & Climate Control	500301	Y	Y	Y	16
CEP	Chassis & Electrical Systems	450101	Y	Y	Y	16
CEP	Chassis Drivetrains & HVAC	470604	Y	Y	Y	16
AS	Chemical Engineering	131202	N	N	Y	60
AA	Chemical Engineering	190707	N	N	Y	64
APE	Chemical Engineering	420101	N	N	Y	62
AS	Chemistry	480508	N	N	Y	60
AA	Chemistry	120401	N	N	Y	64
AS	Civil Engineering	190101	N	N	Y	60
APE	Civil Engineering	160101	N	N	Y	62
CEP	Composites	400101	Y	Y	Y	18
AAS	Computer Info. Systems-Network	240102	Y	N	Y	63
CEP	Computer Numerical Ctrl Mach.	470604	Y	Y	Y	16
AS	Computer Science	520299	N	N	Y	60
AA	Computer Science	140801	N	N	Y	64
APE	Computer Science	010901	N	N	Y	62
CER	Construction Management	120401	Y	Y	Y	33
AAS	Construction Management	131401	Y	N	Y	63
CER	Cosmetology/Barbering	480508	Y	Y	Y	52
CEP	Cybersecurity	141001	Y	Y	Y	18
AS	Dental Hygiene	131314	N	N	Y	60
AA	Dental Hygiene	470604	N	N	Y	64
AAS	Diesel & Heavy Duty Mech Tech	451101	Y	N	Y	63
CEP	Diesel Chassis & Elec Systems	090401	Y	Y	Y	18

CEP	Diesel Drive Eng Perfor & HVAC	010101	Y	Y	Y	18
CEP	Diesel Drivetrain & Clim Cont	220001	Y	Y	Y	18
CEP	Diesel Elec & Comp Engine Ctrl	090101	Y	Y	Y	18
CEP	Diesel Eng Repair Hydr Chassis	310301	Y	Y	Y	18
CEP	Diesel Engine Performance	260301	Y	Y	Y	18
CEP	Diesel Engines & Hydraulics	270101	Y	Y	Y	18
CEP	Drivetrain & Climate Control	160901	Y	Y	Y	18
CEP	Elec Sys & Auto Transmissions	160501	Y	Y	Y	16
APE	Electrical Engineering	131301	N	N	Y	62
AS	Electrical Engineering	450702	N	N	Y	60
CEP	Engine & Hydraulics	511101	Y	N	Y	16
CER	Engine Perf, Repair, Auto Tran	131401	Y	Y	Y	30
CEP	Engine Performance	470605	Y	Y	Y	16
CER	Engines & Drivetrains	513901	Y	Y	Y	30
CEP	Entry Level Welding	140801	N	Y	Y	16
AS	Forest Science	010102	N	N	Y	60
CEP	Geographic Information Systems	190501	N	N	Y	16
AS	Geology	010106	N	N	Y	60
AA	Geology	131401	N	N	Y	64
AA	Health Prf	430104	N	N	Y	64
AS	Health Prf	470605	N	N	Y	60
CER	Industrial Manufacturing	111002	Y	Y	Y	33
AAS	Industrial Manufacturing	140101	Y	N	Y	63
CER	Industrial Mechanics	400801	Y	Y	Y	18
AAS	Industrial Mechanics	380101	Y	N	Y	63
AAS	Machine Tool Technology	500301	N	N	Y	63
CER	Manual Machining	480510	Y	Y	Y	33
AA	Mathematics	190501	N	N	Y	64
AS	Mathematics	140101	N	N	Y	60
AS	Mechanical Engineering	512201	N	N	Y	60
AA	Mechanical Engineering	110701	N	N	Y	64
APE	Mechanical Engineering	110901	N	N	Y	62
AS	Medical Technician	160905	N	N	Y	60
AS	Microbiology	260701	N	N	Y	60
AS	Natural Resources	120410	Y	N	Y	60
AAS	Natural Resources	520701	Y	N	Y	63
AA	Natural Resources	010102	Y	N	Y	64
CEP	Natural Resources	520201	Y	N	Y	16
CEP	Networking & Cybersecurity Fnd	030601	Y	Y	Y	18
CEP	Networking Technologies	470605	Y	Y	Y	18
ASN	Nursing	131001	N	N	Y	72

AA	Nursing	090101	N	N	Y	64
AS	Physical Science	520101	N	N	Y	60
AA	Physical Science	190701	N	N	Y	64
AA	Physical Therapy	470605	N	N	Y	64
AS	Physical Therapy	480510	N	N	Y	60
AS	Physics	010307	N	N	Y	60
AS	Plant Science	520299	N	N	Y	60
CER	Practical Nursing	470604	Y	N	Y	31
AS	Pre-Dental	240102	N	N	Y	60
AA	Pre-Dental	460000	N	N	Y	64
AA	Pre-Engineering	520101	N	N	Y	64
AS	Pre-Engineering	511103	N	N	Y	60
APE	Pre-Engineering	451001	N	N	Y	62
AA	Pre-Medicine	400601	N	N	Y	64
AS	Pre-Medicine	460000	N	N	Y	60
AS	Pre-Pharmacy	131210	N	N	Y	60
AS	Pre-Veterinary Medicine	470303	N	N	Y	60
CEP	Salon Business	090101	Y	N	Y	44
AAS	Salon Business	190701	Y	N	Y	63
CEP	Server Administration	011302	Y	Y	Y	18
BS	Software Engineering	500701	N	N	Y	125
APE	Software Engineering	030502	N	N	Y	62
AS	Statistics	100202	N	N	Y	60
CEP	Welding	190707	N	Y	Y	16
AAS	Welding	520101	N	N	Y	63
CEP	Wireless Networking	160101	Y	Y	Y	18
AS	Zoology	110901	N	N	Y	60

Graduates in Partnership Programs

These measures represent graduates in recognized technical education, health care, other partnership programs. Snow College offers numerous certificates of completion and associate of applied science degrees in nearly all workforce ready programs. In 2012, Snow College introduced a Bachelor of Music degree with an emphasis in commercial music production. This degree innovatively combines of the traditional Bachelor of Arts music program with workforce ready skills for students to transfer to four-year programs and/or find immediate job placement as music studio artists or technicians. In 2016, Snow College added a Bachelor of Science degree in Software Engineering that provides students with the educational experience and skills for workforce placement as software engineers, database technicians, web developers, or digital media designers.

These data represent degrees awarded in the following fields: Outdoor Leadership (OLE), Industrial Mechanics (INDM), Industrial Manufacturing (MANF), Nursing (NURP), Computer Information Science (CIS), Agricultural Business (AGBS), Agriculture Technology (AGTM), Software Engineering (SE), and Music (MUSC, only at the bachelor level).

Data Source: Annual Graduation Extracts reported to USHE

Graduate Growth in Partnership Programs by general degree type

Legend: ■ Certificates ■ Applied Associates ■ Associates ■ Bachelors

Bachelors, 0
Associates, 17
Applied Associates, 9
Certificates, 36

Bachelors, 29
Associates, 48
Applied Associates, 3
Certificates, 43

Years: 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021
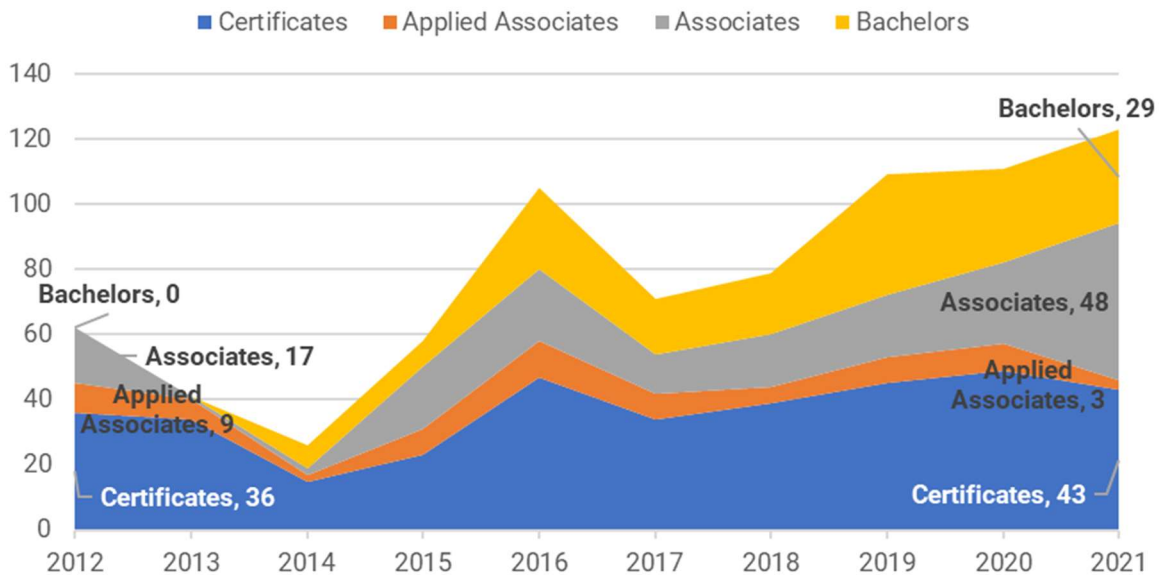
	Certificates	Applied Associates	Associates	Bachelors	Total Graduates
2012	36	9	17	0	**62**
2013	34	6	1	0	**41**
2014	15	2	2	7	**26**
2015	23	8	19	8	**58**
2016	47	11	22	25	**105**
2017	34	8	12	17	**71**
2018	39	5	16	19	**79**
2019	45	8	19	37	**109**
2020	49	8	25	29	**111**
2021	43	3	48	29	**123**

Cooperative Relationships

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

Data Source: AVP for Technical Education, NWCCU Annual Report Documents, Aspen Award Applications

- **Utah State University**: Snow College has extension campuses in Ephraim and Richfield.
- **The University of Utah:** Snow College has a 3+1 articulation in visual arts.
- **Weber State University:** Snow College has a 4+1 articulation in music education and a 3+1 agreement in visual arts.
- **Southern Utah University:** Snow College has a 2+2 Rural Health Scholars (pre-medicine) arrangement.
- **Southwest Technical College:** Snow College provides Professional Driving (CDL) certification.
- **Utah Department of Corrections:** Snow College provides prison education in construction management and culinary arts.
- **State of Utah Office of Economic Development:** Grant funding to develop immediate, short-term training programs to bolster local and regional pandemic-laden economies.
- Utah State University: A four-year Agribusiness degree on the Ephraim campus. (2+2 arrangement)
- **Utah System of Technical Colleges:** Beginning 2020, the Utah System of Higher Education (USHE) was re-organized to represent traditional higher education and technical education, formerly affiliated with the Utah System of Technical Colleges. This new organization provides Snow College the opportunity to provide technical education courses to non-credit and/or adult learners and explore options for competency-based learning.
- **Great Lakes Cheese (GLC)** in Millard County employs 350 workers but ideally needs 400 workers, particularly industrial mechanics for operational maintenance. Employees available for training were 70+ miles away from our classrooms. Snow used a grant to develop a mobile platform that locally trains GLC workers. The mobile platform meets the needs of the company, maintains the integrity of discipline accreditation, and Employees receive a marketable credential.
- **DevPipeline:** Snow College established an innovative non-credit partnership with DevPipeline to provide full-stack web developer certifications to rural residents. With the goal to bring technology careers to Snow's rural communities, the program is listed on the state's Eligible Training Provider List (ETPL). This subsidizes program costs for qualified individuals through Utah's Department of Workforce Services. Students advancing in the program are hired and receive at least 20 hours of real-world work experience each week.

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

Additional Programs that Support of Economic Development

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

Utah Small Business Development Center (SBDC)

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

Custom Fit Training (CFT)

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

www.RuralUtahBusiness.com

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

Office of Continuing Education and Economic Development (CEED)

Coordination of Snow College community education and economic development functions.

Short Term Intensive Training (STIT)

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

EMPLOYEES

Full-Time Instructional Faculty by Tenure

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

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

Data Source: AAUP Annual Survey and IPEDS Human Resources report

Faculty by Tenure

■ Professional Track   ■ On Tenure Track   ■ Tenured

Year	Professional Track	On Tenure Track	Tenured
2012	28	30	63
2013	25	31	60
2014	19	43	51
2015	23	57	51
2016	27	55	55
2017	28	49	69
2018	26	87	42
2019	30	74	58
2020	17	61	69
2021	21	60	71
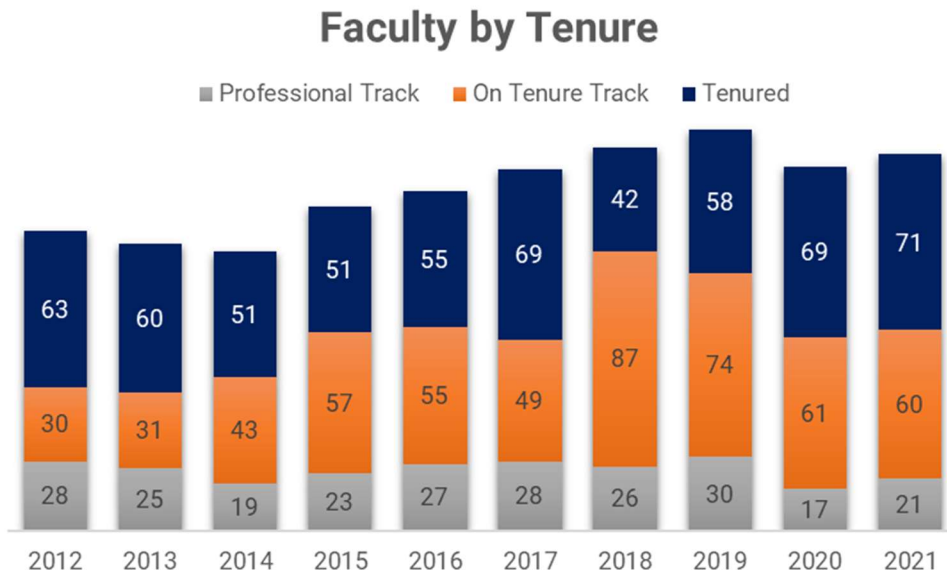
Full-time Instructional Faculty by Rank

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

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

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

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

Data Source: AAUP Annual Survey and IPEDS Human Resources report

Faculty by Rank

■ Instructor ■ Assistant Professor ■ Associate Professor ■ Professor

Year	Instructor	Assistant Professor	Associate Professor	Professor
2012	41	25	41	14
2013	42	24	37	13
2014	44	23	34	12
2015	44	43	35	9
2016	37	52	38	10
2017	42	54	34	9
2018	66	53	28	8
2019	57	45	37	16
2020	43	44	39	21
2021	37	56	40	19
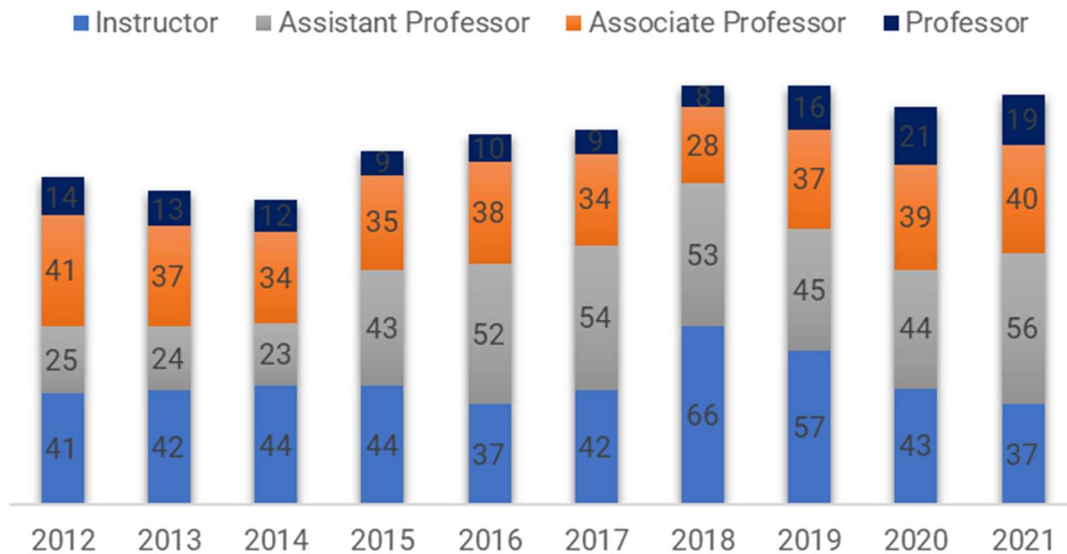
Faculty by Gender

The gender diversity among Snow College faculty has improved over the past decade. In 2009, 71% of full-time instruction was provided by male faculty; 29% was represented by female faculty. Currently, 66% of all full-time faculty is male; 34% of full-time faculty is female.

Data Source: AAUP Annual Survey and IPEDS Human Resources report

Full-time Faculty by Gender, Fall 2012
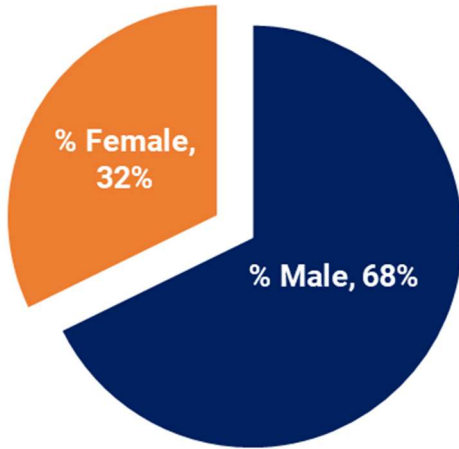
% Female, 32%

% Male, 68%

Full-time Faculty by Gender, Fall 2022

% Female, 35%

% Male, 65%

Professors by Gender

■ Male   ■ Female

Year	Male	Female
2012	12	2
2013	11	2
2014	11	1
2015	8	1
2016	9	1
2017	8	1
2018	7	1
2019	13	3
2020	16	5
2021	13	6
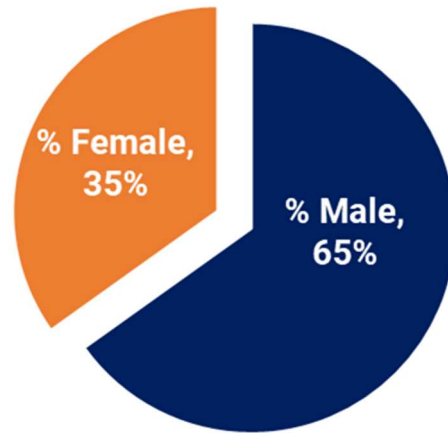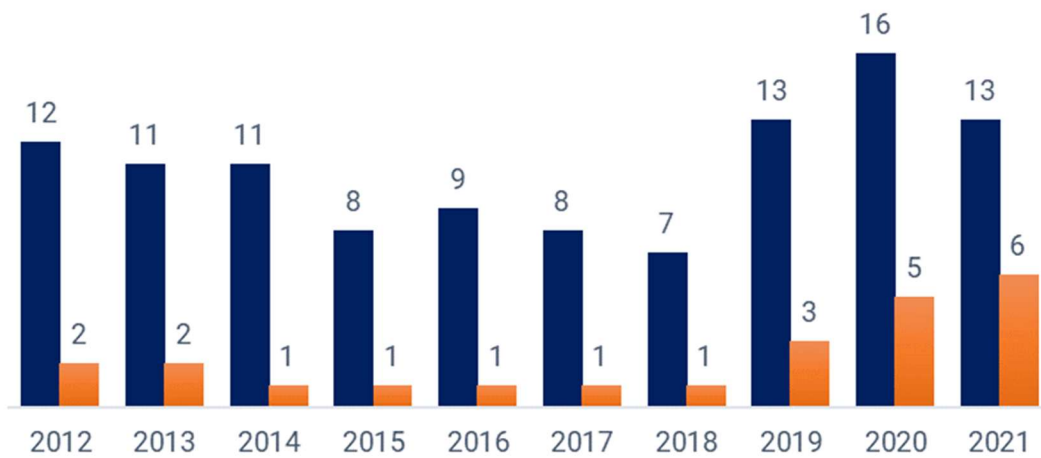
Associate Professors by Gender

■ Male   ■ Female

Year	Male	Female
2012	27	14
2013	25	12
2014	22	12
2015	22	13
2016	23	15
2017	21	13
2018	17	11
2019	22	15
2020	25	14
2021	28	12
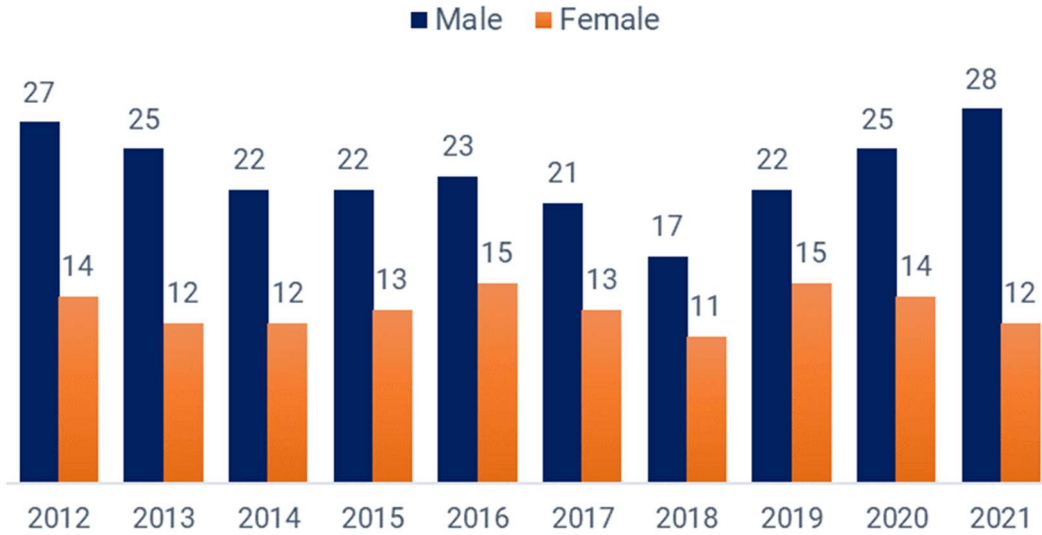
Assistant Professors by Gender

■ Male   ■ Female

Year	Male	Female
2012	16	9
2013	16	8
2014	14	9
2015	31	12
2016	40	12
2017	38	16
2018	36	17
2019	32	13
2020	29	15
2021	32	24

Instructors by Gender

■ Male ■ Female

Year	Male	Female
2012	27	14
2013	26	16
2014	27	17
2015	27	17
2016	19	18
2017	28	14
2018	42	24
2019	33	24
2020	28	15
2021	26	11
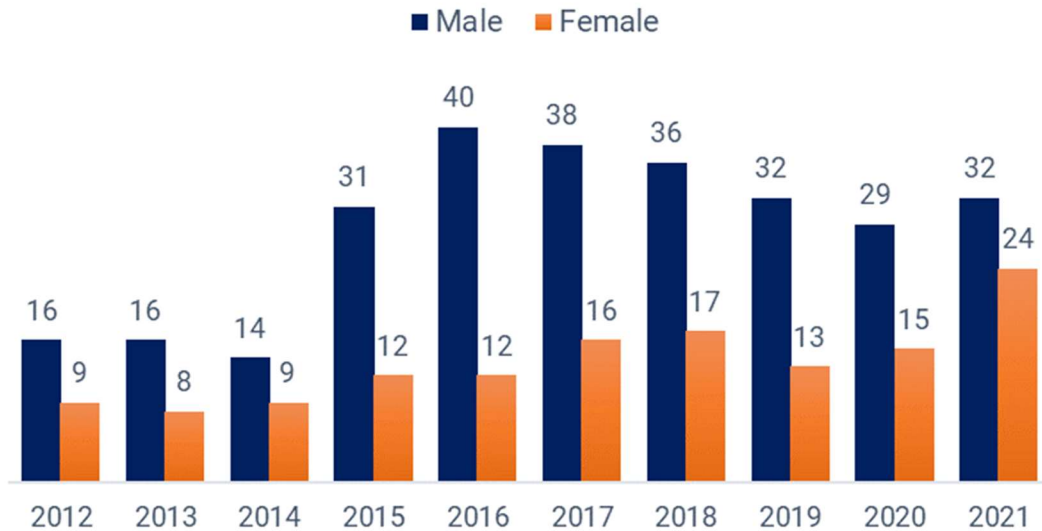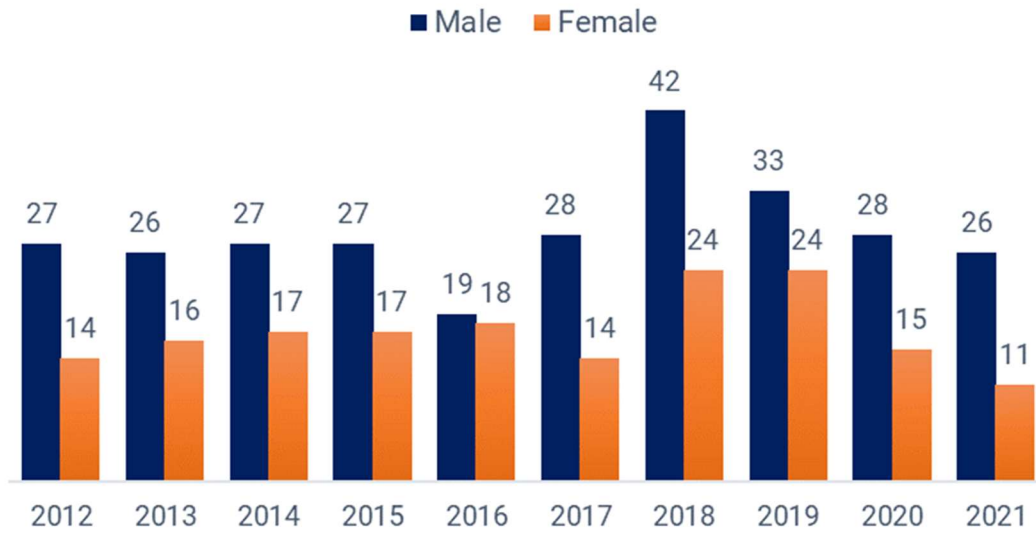
Full-Time Instructional Faculty by Gender and Ethnicity

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

Overall, there has been a slight increase in the number of female faculty members hired and retained by the institution (up by 66% since 2009). Over the past 10 years, Snow College has experienced hiring freezes due to economic downturns or noted changes in student enrollment.

Data Sources: AAUP Survey and IPEDS Human Resources report

Full-Time Faculty by Gender

Men   Women

Year	Men	Women
2012	82	39
2013	78	39
2014	74	39
2015	88	43
2016	91	46
2017	100	46
2018	102	53
2019	107	55
2020	98	49
2021	99	53

The following measure shows the distribution by ethnicity of full-time instructional faculty. The number of Hispanic instructional faculty increased from 2012 to 2021. All counts represent full-time faculty on the Ephraim and Richfield campuses.

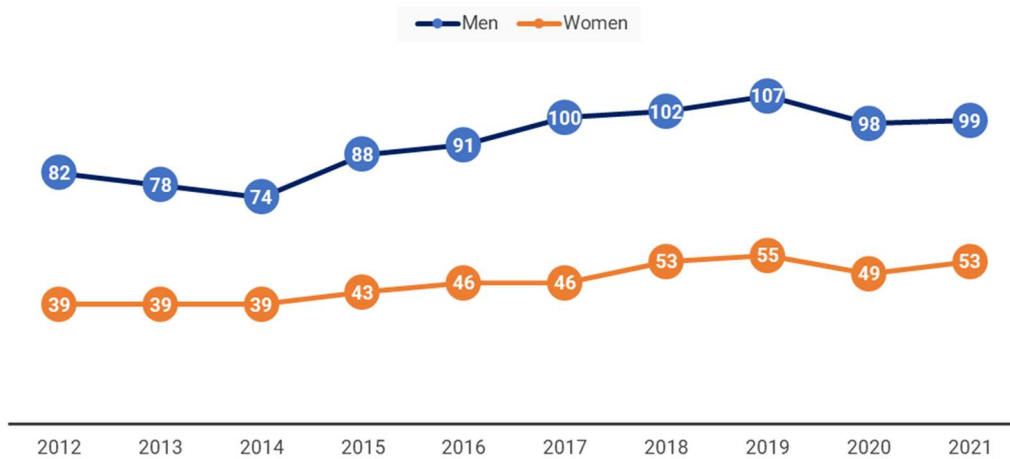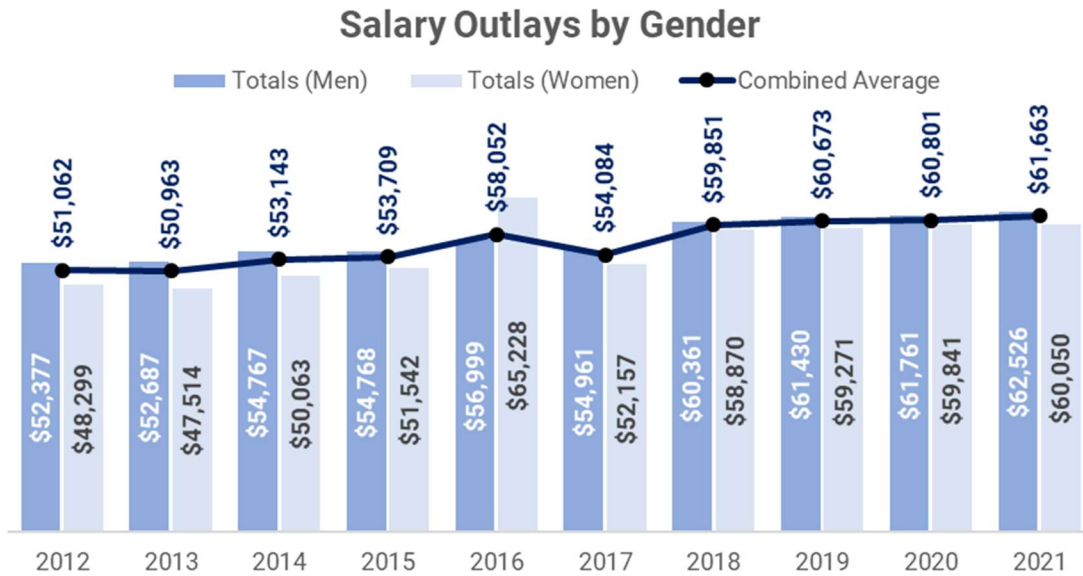|	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Non-Resident, Alien	0	1	0	0	0	0	0	0	0	0
Hispanic/Latino	2	2	1	1	0	0	0	0	0	0
Asian	1	0	1	1	1	1	1	1	0	1
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0
Black or African American	1	1	0	0	0	1	1	1	0	1
Native Hawaiian/Pacific Islander	0	0	0	0	0	1	1	0	0	0
White	117	113	108	129	135	143	152	159	147	150
Two more races	0	0	0	0	0	0	0	1	0	0
Unknown	0	0	3	0	1	0	0	0	0	0
Totals	**121**	**117**	**113**	**131**	**137**	**146**	**155**	**162**	**147**	**152**

Average Faculty Salary Outlays

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

Salary outlays represent full-time faculty with 9-10-month contracts. Very few full-time faculty have 12-month contracts; some fulfilling temporary (one-year) special assignments. Starting in 2014, many standard 12-month instructional contracts were re-negotiated to 10-month contracts. IPEDS performs a calculated 12-month to 10-month salary adjustment.

Over the past 10 years, these appropriations have barely matched COLA and insurance premium increases. Spring semester 2016, the College initiated a comprehensive compensation study of all full-time faculty and staff. The goal of this committee is to bring all full-time personnel within 90% of comparative peer salaries by 2020. The first salary adjustment reaching this goal was accomplished spring 2017. The second installment was realized during FY 2019. The 2022 legislative session added a 5.17% increase to all full-time salaries.

Data Source: AAUP Annual Report and IPEDS Human Resources report

Salary Outlays by Gender

Legend: Totals (Men), Totals (Women), Combined Average

Combined Average: $51,062 (2012), $50,963 (2013), $53,143 (2014), $53,709 (2015), $58,052 (2016), $54,084 (2017), $59,851 (2018), $60,673 (2019), $60,801 (2020), $61,663 (2021)

Year	Totals (Men)	Totals (Women)
2012	$52,377	$48,299
2013	$52,687	$47,514
2014	$54,767	$50,063
2015	$54,768	$51,542
2016	$56,999	$65,228
2017	$54,961	$52,157
2018	$60,361	$58,870
2019	$61,430	$59,271
2020	$61,761	$59,841
2021	$62,526	$60,050

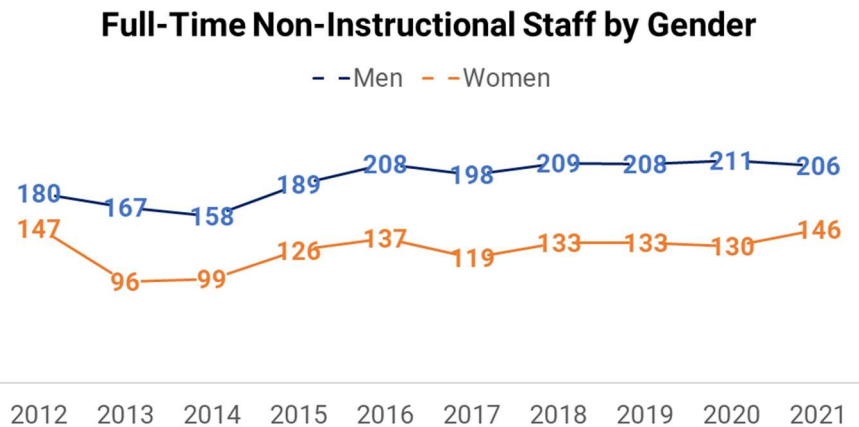# Full-Time Non-Instructional Staff by Gender and Ethnicity

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

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

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

Most full-time employees are white (94%); however, representation from other ethnic groups has improved. The greatest growth is exhibited in the Hispanic group

Data Source: IPEDS Human Resources report

Full-Time Non-Instructional Staff by Gender

- - Men   - - Women

Men: 180, 167, 158, 189, 208, 198, 209, 208, 211, 206

Women: 147, 96, 99, 126, 137, 119, 133, 133, 130, 146

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021

All Staff	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Non-Resident, Alien	0	1	0	1	0	0	0	0	0	0
Hispanic/Latino	7	5	5	6	8	7	6	6	6	8
Asian	1	0	1	1	1	1	1	2	0	1
American Indian/Alaskan Nat	2	2	1	1	3	1	2	2	1	1
Black or African American	2	2	2	1	3	2	2	2	0	1
Native Hawaiian/Pacific Islan	0	1	1	1	2	2	4	3	3	4
White	313	252	243	303	326	292	309	324	286	337
Two more races	0	0	1	1	0	0	0	1	0	0
Unknown	2	0	3	0	2	12	18	1	45	0
Totals	327	263	257	315	345	317	342	341	341	352

Instructional v. Non-Instructional Staff

Productive and safe learning environments depend on sufficient non-instructional staff. Working a variety of roles from Admissions and Advising to Public Safety and Wellness, non-instructional staff play a key role in student success by ensuring the appropriate management of the schools, and assisting students with academic, social, and emotional learning outside the classroom in a clean, functional, and safe environment.

Although there is not universal faculty to staff ratio (some have suggested 3:1), it is clear that number of full-time staff positions should optimally mismatch with the number of full-time faculty positions. These data represent Snow College's composition of full-time faculty to full-time staff positions. Trend data suggest improvement with more faculty positions offsetting staff positions. The current faculty to non-faculty staff ratio is 1:1.5).

Data Source: IPEDS Human Resource report

Full-time Staff

■ Instructional ■ Non-Instructional

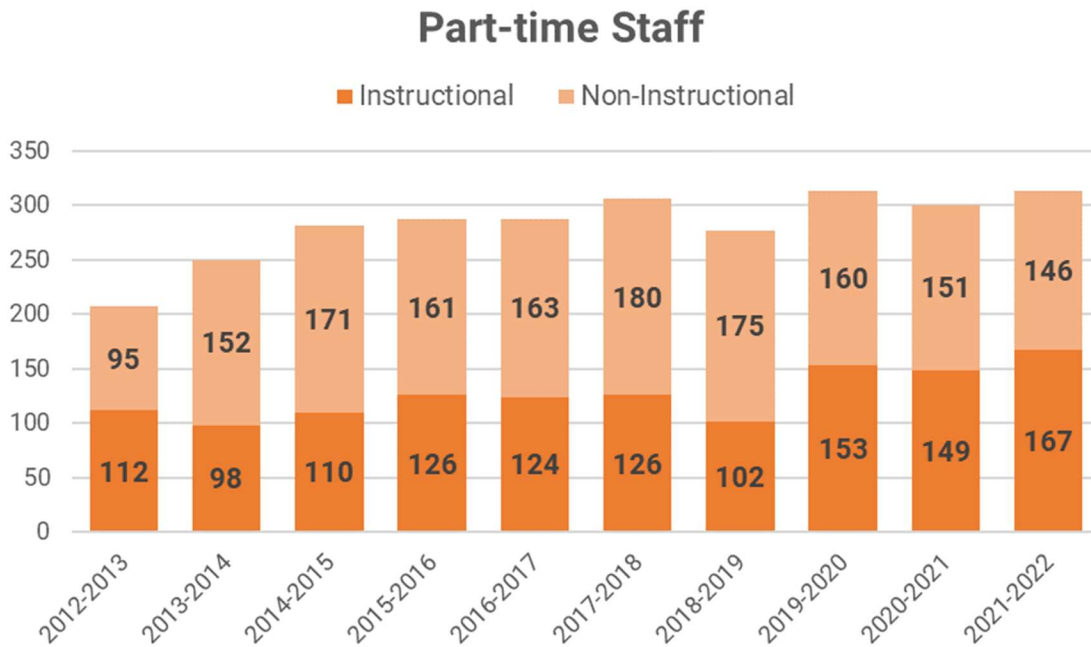| Year	Instructional	Non-Instructional
2012-2013	121	206
2013-2014	117	146
2014-2015	113	144
2015-2016	131	184
2016-2017	137	208
2017-2018	136	181
2018-2019	147	195
2019-2020	153	189
2020-2021	147	194
2021-2022	152	200
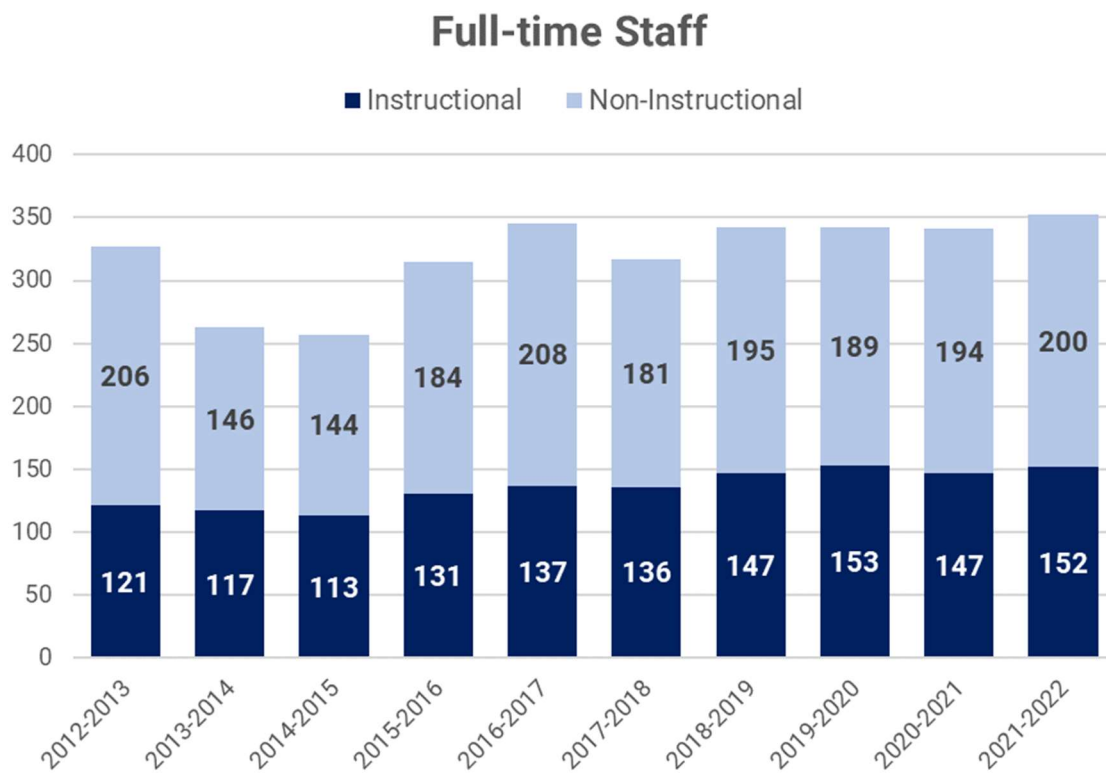
Part-time Instructional and Non-Instructional Staff

Productive and safe learning environments depend on sufficient non-instructional staff. Working a variety of roles from Admissions and Advising to Public Safety and Wellness, non-instructional staff play a key role in student success by ensuring the appropriate management of the schools, and assisting students with academic, social, and emotional learning outside the classroom in a clean, functional, and safe environment.

Many of these roles are fulfilled by part-time faculty (adjuncts) and part-time staff. Full-time staff who teach one or two classes as adjuncts are not counted in these data. They are counted as full-time staff.

The same optimal mismatch for faculty and staff is assumed for part-time positions. There is no set standard. The percentage of part-time faculty to part-time staff positions has varied significantly over the past ten years. Currently, 53% of part-time positions are dedicated to instruction and 47% of part-time positions serve co-curricular support services (roughly a 1:1 ratio).

Data Source: IPEDS Human Resource report

Part-time Staff

■ Instructional ■ Non-Instructional

Year	Instructional	Non-Instructional
2012-2013	112	95
2013-2014	98	152
2014-2015	110	171
2015-2016	126	161
2016-2017	124	163
2017-2018	126	180
2018-2019	102	175
2019-2020	153	160
2020-2021	149	151
2021-2022	167	146

COLLEGE INFRASTRUCTURE

Annual State Appropriations

As a member of the Utah System of Higher Education, Snow College is funded by allocations from the Utah State Legislature. Utah has some of the most cost-efficient public colleges and universities in the nation. Education in the state of Utah has benefitted from strong legislative and business support. This low debt is attributed to Utah's low in-state tuition rates which are among the lowest of four-year and two-year schools in the U.S.

In recent years, Snow College has benefitted from legislative appropriations dedicated toward capital improvements and employee compensation.

Finance reporting follows annual audits. These data represent appropriations by completed and audited fiscal year.

Data Source: IPEDS Finances reporting component

Fiscal Year State Appropriations
in millions of dollars

Fiscal Year	Appropriation
2011	$19.6
2012	$19.5
2013	$20.0
2014	$20.0
2015	$24.2
2016	$23.3
2017	$24.8
2018	$26.5
2019	$28.3
2020	$30.6
2021	$32.5
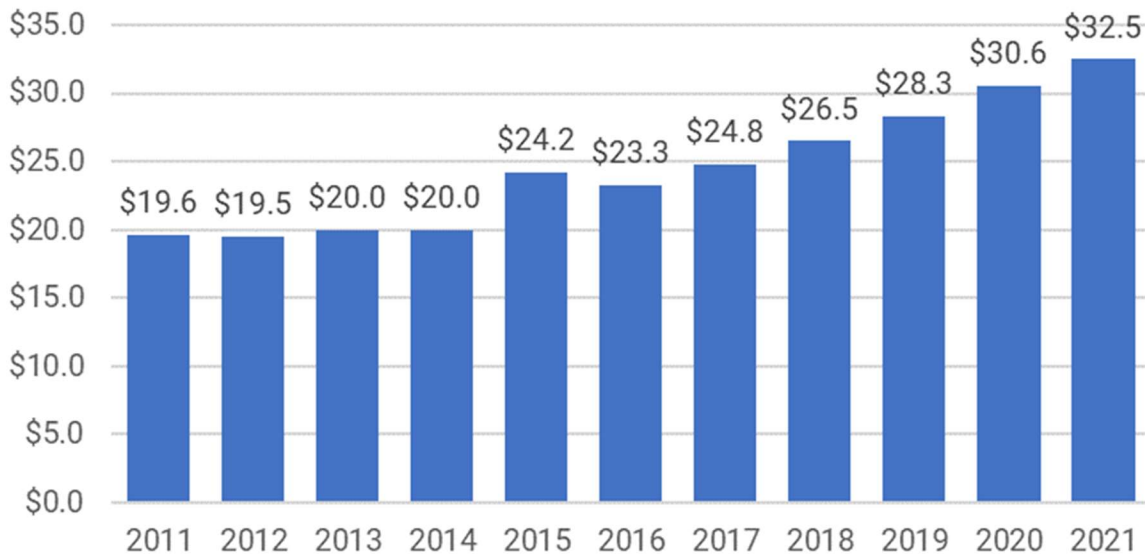
Endowment Assets

The Utah State Board of Regents delegates responsibility for the philanthropic activities of the institution to the Snow College Board of Trustees. The Snow College endowment helps support scholarship opportunities for students, vital student programs, and capital improvement projects on the Richfield and Ephraim campuses. Since 2016, the Snow College Foundation and distinct capital campaigns have strategically improved endowment assets.

Data Source: IPEDS Finance report (GASB Accounting information)

Fiscal Year Endowment Assets
in millions of dollars

Year	Assets
2011	$5.0
2012	$4.9
2013	$5.6
2014	$5.6
2015	$5.6
2016	$7.7
2017	$8.8
2018	$10.1
2019	$10.6
2020	$10.6
2021	$13.6
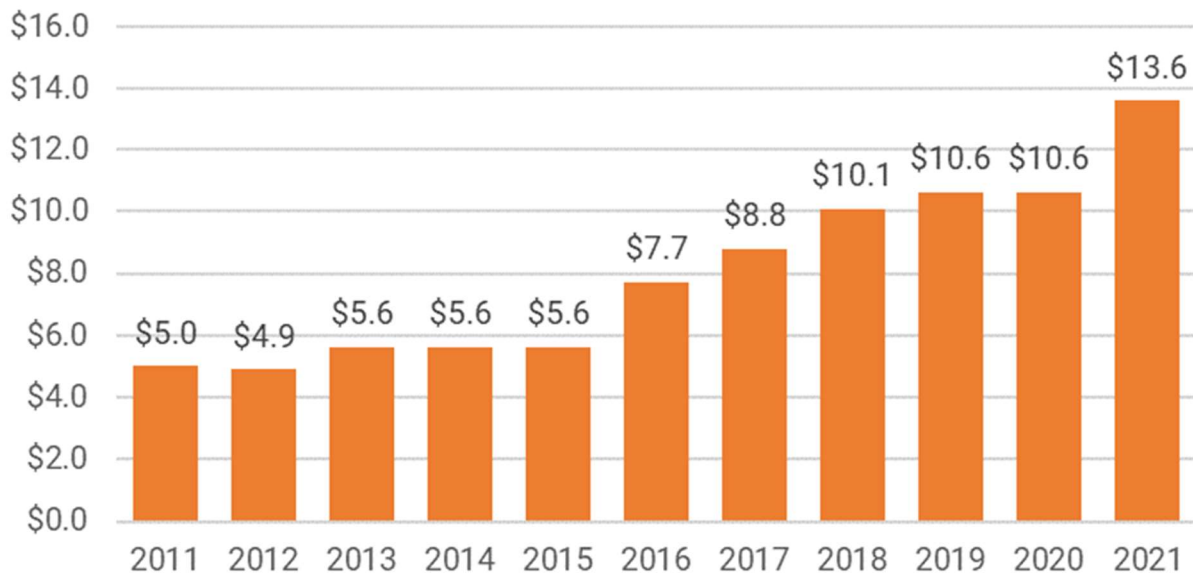
Expenditures by Institutional Function

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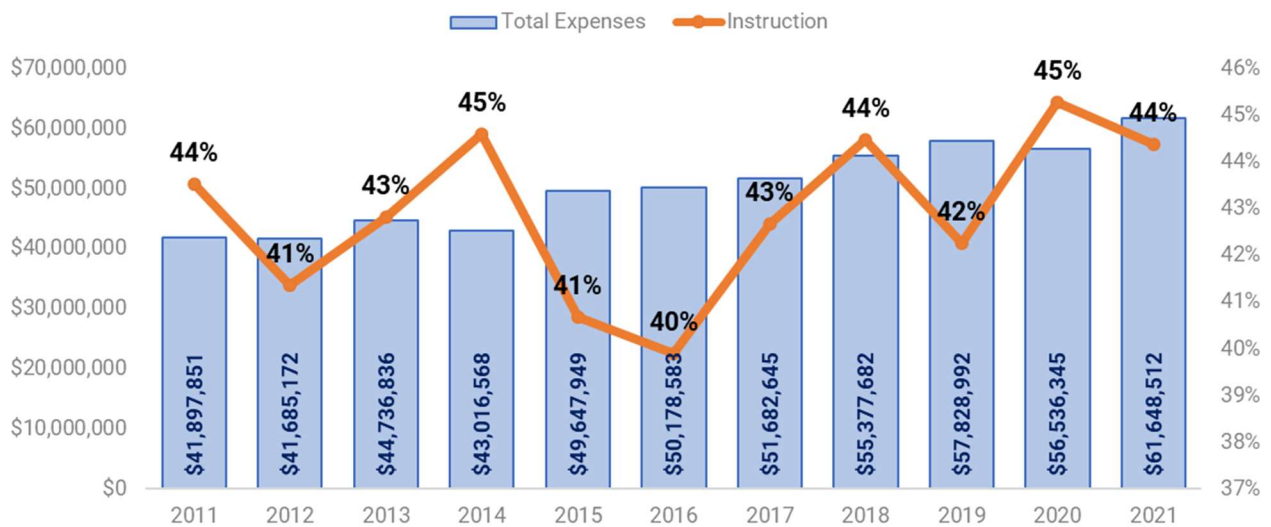
Data Source: IPEDS Finance Component

Percent of Expenses dedicated to Instruction

Legend: Total Expenses, Instruction

Year	Total Expenses	Instruction %
2011	$41,897,851	44%
2012	$41,685,172	41%
2013	$44,736,836	43%
2014	$43,016,568	45%
2015	$49,647,949	41%
2016	$50,178,583	40%
2017	$51,682,645	43%
2018	$55,377,682	44%
2019	$57,828,992	42%
2020	$56,536,345	45%
2021	$61,648,512	44%

	12-Month Student FTE	Expenses per Student FTE
2010	3,311	$12,320
2011	3,406	$12,301
2012	3,405	$12,242
2013	3,393	$13,185
2014	3,283	$13,103
2015	4,125	$12,036
2016	3,842	$13,061
2017	3,900	$13,252
2018	3,222	$16,670
2019	3,722	$15,537
2020	3,790	$14,336
2021	3,919	$15,731

Library and Media Resources

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

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

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

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

Data Source: IPEDS Academic Libraries report

	2014	2015	2016	2017	2018	2019	2020	2021
Books	46,507	56,484	51,978	57,726	55,564	58,984	57,674	56,609
Databases	70	85	79	85	101	102	102	117
Media	6,710	7,354	10,363	7,546	7,080	8,013	8,142	11,543
Serials			341	775	694	696	695	686
Total	**53,287**	**63,923**	**62,761**	**65,357**	**63,439**	**67,693**	**66,613**	**68,955**
Library Circulation	**19,774**	**105,241**	**99,029**	**95,771**	**91,850**	**94,380**	**102,484**	**128,216**

Building Descriptions: Ephraim Campus

	Year Built	Sq. Footage	Campus
Bergeson Athletic Center	2019	17,000	Ephraim
Horne Activity Center	1977	84,192	Ephraim
Eccles Performing Arts Center	2003	96,748	Ephraim
Lucy Phillips Classroom Building	1966	35,990	Ephraim
Karen Huntsman Library	2009	72,530	Ephraim
Graham Science Center	2017	58,000	Ephraim
Science Greenhouse	2004	1,152	Ephraim
Science Building (old)	1972	32,045	Ephraim
Home and Family Life Building	1965	10,496	Ephraim
Social Science Building	1910	11,872	Ephraim
Noyes Building	1904	44,569	Ephraim
Humanities and Arts Building	1992	43,776	Ephraim
Greenwood Student Center	1997	54,000	Ephraim
Badger Football Stadium	1965	2,320	Ephraim
Snow College Sports Complex	1998	2,320	North Ephraim
Heat Plant	1973	3,395	Ephraim
Physical Facilities	1966	11,639	Ephraim
Business Building	1952	22,226	Ephraim
Crystal Storage (Ephraim Canyon)	1978	15,000	Ephraim Canyon
Bus Garage	2003	5,000	Ephraim
High Tech Building	1990	49,083	West Campus
President's House	1977	6,128	Ephraim
Larsen House	1940	2,138	Ephraim
Larsen Home	2010	2,138	Ephraim
The Rock House (historical)	2012	1,280	Ephraim
Scene Shop	1966	10,745	West Campus
Portable Classroom East	1990	1,440	Ephraim
Portable Classroom West	1990	1,440	Ephraim
Trades and Industry Building	1988	52,132	West Campus
RESIDENCE HALLS			
Greenwood Hall	1940	5,704	Ephraim
Cottages	1941	7,642	Ephraim
Nuttal Hall	1963	19,490	Ephraim
Anderson Hall	1968	15,768	Ephraim
Snow Hall	1966	16,947	Ephraim
Mary Nielson Hall	1963	13,382	Ephraim
Castilleja Hall	1941	3,821	Ephraim
Suites at Academy Square	2012	107,000	Ephraim

Building Descriptions: Richfield Campus

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

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

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

Snow College Space Utilization

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

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

- **Classroom Utilization Rate:** The number of minutes/hours a classroom is used, computed for individual classrooms, and aggregated for overall building and campus use. The USHE benchmark for classroom utilization rate is 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week.

- **Classroom Station Occupancy Rate:** The percentage of stations used compared to the total capacity for instruction assigned to the classroom space, computed for classrooms, and aggregated for overall building and campus use. The USHE benchmark for classroom station occupancy is 66.7% seat occupancy.

- **Teaching Laboratory Utilization Rate:** The number of minutes/hours a teaching laboratory is used, computed for individual teaching laboratories, and aggregated for overall building and campus use. The USHE benchmark for teaching laboratory utilization rate is 55% of teaching laboratories during the 45-hour week—24.75 hours per week.

- **Teaching laboratory Station Occupancy Rate:** The percentage of teaching laboratory stations used compared to the total capacity for instruction assigned to the teaching laboratory space, computed for teaching laboratory, and aggregated for overall building and campus use. The USHE standard for teaching laboratory is 80% station occupancy.

Data Source: Space Utilization Report, 2021

Standard	Current Value	Comparison to Target
Classroom Utilization	20.6	**Below Target: -13.15**
Classroom Occupancy	68.2%	**Above Target: +1.5%**
Laboratory Utilization	23.1	**Near Target: -1.65**
Laboratory Occupancy	60.9%	**Below Target: -19.1**

Snow College Space Utilization Report for 2020-2021 Academic Year

Space Utilization: Classroom (110)

Campus	Building	Spring Term				Fall Term				Summer Term			
		Room Utilization	Number of Rooms	Station Occupancy	Seats	Room Utilization	Number of Rooms	Station Occupancy	Seats	Room Utilization	Number of Rooms	Station Occupancy	Seats
Grand Total		**20.6**	**99**	**68.2%**	**24,057**	**21.1**	**102**	**73.9%**	**28,152**	**8.1**	**8**	**37.0%**	**352**
	Total	**20.4**	**85**	**69.1%**	**20,655**	**21.6**	**85**	**75.1%**	**23,460**	**8.3**	**6**	**34.6%**	**264**
Ephraim Campus	ACTIV	11.6	2	100.0%	62	8.7	5	100.0%	145	5.5	1	100.0%	5
	BUSB	15.8	7	72.7%	210	18.1	7	75.3%	210				
	ECCLS	9.0	19	44.6%	2,546	8.9	17	56.6%	4,692				
	GRSC	17.0	19	69.3%	4,617	17.7	19	67.3%	4,617	3.0	1	2.3%	44
	HFST	9.8	4	82.6%	140	13.1	3	76.7%	105				
	HLIB	19.6	3	100.0%	252	23.4	3	100.0%	261				
	HLTHS	3.3	2	100.0%	40	10.5	1	100.0%	24				
	HUMAN	26.8	15	136.4%	750	28.2	14	141.9%	714				
	LPB	25.9	13	62.6%	546	27.5	13	64.4%	520	12.0	3	42.3%	90
	NOYES	21.4	5	59.1%	180	26.4	5	68.1%	180				
	SOCS	28.4	5	63.5%	225	27.9	5	73.7%	225	5.3	1	18.8%	32
	TRADE	7.8	2	100.0%	36	6.4	5	100.0%	120				
	Total	**16.0**	**19**	**55.4%**	**912**	**14.1**	**23**	**56.1%**	**1,104**	**7.5**	**2**	**100.0%**	**10**
Richfield Campus	AB	5.7	1	11.5%	48	3.4	2	23.8%	96				
	SVC	12.7	5	32.4%	150	13.1	6	35.1%	180				
	WB	18.0	13	100.0%	351	15.9	15	100.0%	375	7.5	2	100.0%	10

Space Utilization: Laboratory (210)

Campus	Building	Spring Term				Fall Term				Summer Term			
		Room Utilization	Number of Rooms	Station Occupancy	Seats	Room Utilization	Number of Rooms	Station Occupancy	Seats	Room Utilization	Number of Rooms	Station Occupancy	Seats
Grand Total		**23.1**	**81**	**60.9%**	**19,683**	**18.8**	**91**	**58.3%**	**22,113**	**34.6**	**5**	**100.0%**	**50**
	Total	**15.8**	**65**	**59.9%**	**15,795**	**13.8**	**72**	**58.4%**	**17,496**	**25.3**	**1**	**100.0%**	**7**
Ephraim Campus	ACTIV	25.8	12	100.0%	768	24.5	12	100.0%	1,176				
	BUSB	17.3	5	45.5%	150	8.4	4	59.4%	96				
	ECCLS	11.1	15	29.3%	825	10.1	18	39.8%	990				
	GRSC	11.1	13	47.1%	3,159	9.6	16	38.1%	3,888				
	HFST	6.0	4	55.0%	140	7.8	4	49.3%	140				
	HLIB	20.0	1	100.0%	15	14.4	2	100.0%	52				
	HLTHS	11.2	4	100.0%	80	10.0	3	100.0%	60	25.3	1	100.0%	7
	HUMAN	14.5	12	115.2%	300	15.4	11	140.7%	275				
	TRADE	12.2	4	100.0%	148	12.6	5	100.0%	135				
	LPB	3.2	3	32.7%	108	2.5	3	57.5%	108				
	Total	**49.6**	**17**	**70.9%**	**510**	**36.0**	**20**	**57.0%**	**600**	**36.9**	**4**	**100.0%**	**40**
Richfield Campus	WB	57.5	14	100.0%	280	43.0	15	100.0%	330	36.9	4	100.0%	40
	AB					4.3	1	100.0%	11				
	SVC	12.6	3	10.5%	90	17.6	4	13.4%	120				