

SNOW COLLEGE

Environmental Scan

Spring 2022



**SNOW
COLLEGE**



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Executive Summary/Introduction

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

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

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

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

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

ENVIRONMENTAL SCAN

Institutional Overview

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

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

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

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

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

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

Mission Statement

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

Snow College strives to fulfill its mission by honoring its history and advancing its rich tradition of learning by providing a vibrant learning environment that empowers students to achieve their educational goals, encouraging and supporting innovative initiatives that create dynamic learning experiences for the college community, and creating learning and service opportunities, locally and globally, to engage students, faculty, staff, and surrounding communities (approved by the Snow College Board of Trustees, February 16, 2011 and the Utah State Board of Regents, July 15, 2011).

Strategic Goals

This Strategic Plan was given the name “Achieves” as 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.

Student Success: 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.

Academics: 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.

Recruitment and Retention: 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).

Employees: 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.

Infrastructure: 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.

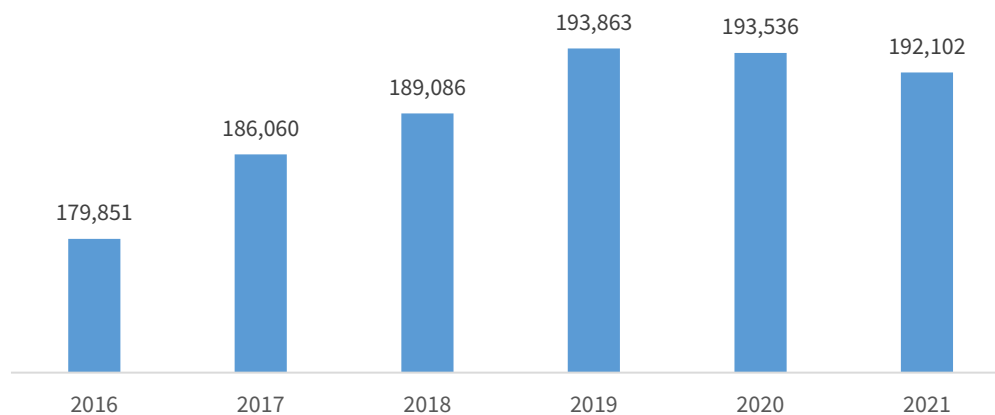
Snow College is poised to achieve new levels of success. At a time when the value and structure of higher education is being questioned, it is incumbent on Snow College to demonstrate its commitment and value to rural Utah and the students to whom it serves. This strategic plan lays out a plan for Snow 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.

STATE and NATIONAL ENROLLMENT TRENDS

Enrollment in Utah's Public Colleges and Universities

Utah's public colleges and universities saw another consecutive year of growth, up 2.24% from fall 2020. Systemwide, the total 2021 fall headcount is 211,954, compared to 207,305 in 2020¹. The Utah System of Higher Education now represents eight degree-grating institutions and eight technical colleges. Degree-grating institution fall enrollment headcount are measured at the third week of the semester. Technical college enrollment and headcount are measured at the end of the fiscal quarter.

USHE Degree-grating Headcount Enrollments



Among the degree-grating institutions, Snow College was 2nd in highest growth with an increase of 5.28%. Southern Utah University reported an 8.18% increase. Other degree-grating headcount increases were produced by University of Utah (4.18%) and Dixie State University (1.85%).

Degree-Granting totals only	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
% USHE Enrollment Change	3%	3%	7%	3%	-4.8%	1.6%
% Snow College Enrollment Change	4%	4%	-1%	-2%	7.7%	5.28%
Total USHE Enrollment	175,509	180,034	191,976	198,478	189,021	192,102
Total Snow College Enrollment²	5,350	5,563	5,514	5,383	5,800	6,106

The table below includes the total headcount of all students enrolled at a USHE institution. These data include headcount enrollments at the eight technical colleges. USHE's degree granting institutions are bolded. These data do not include students in non-traditional programs, which are not budget-related such as short-term training programs, self-funding distance education programs, and non-credit workforce training.³

¹ <https://ushe.edu/2021-fall-enrollment/>

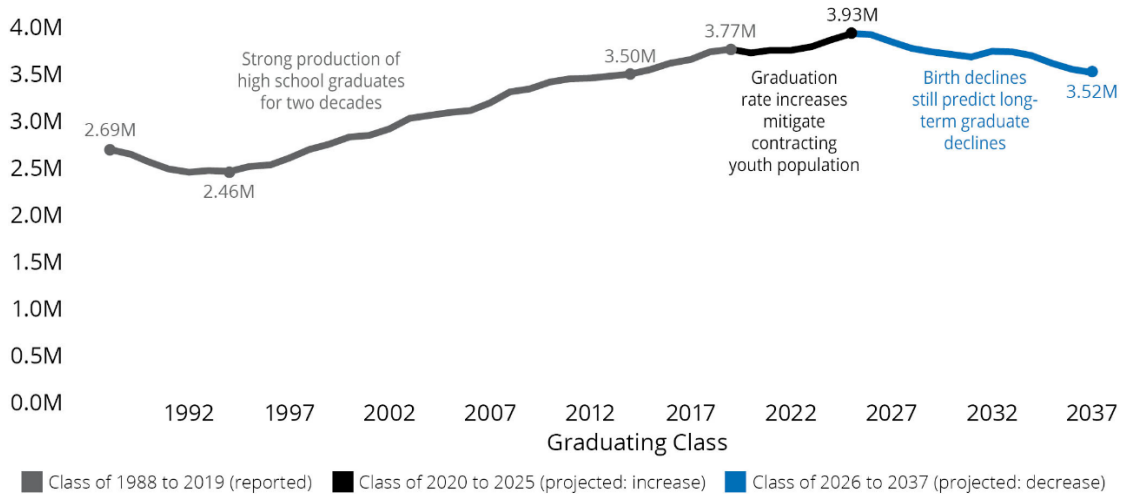
² Snow College 3rd Week Reports, Tables 2A for respective fall semesters.

³ Enrollment at Utah's public colleges and universities grows overall. USHE Press Release, October 25, 2021. <https://ushe.edu/2021-fall-enrollment/>

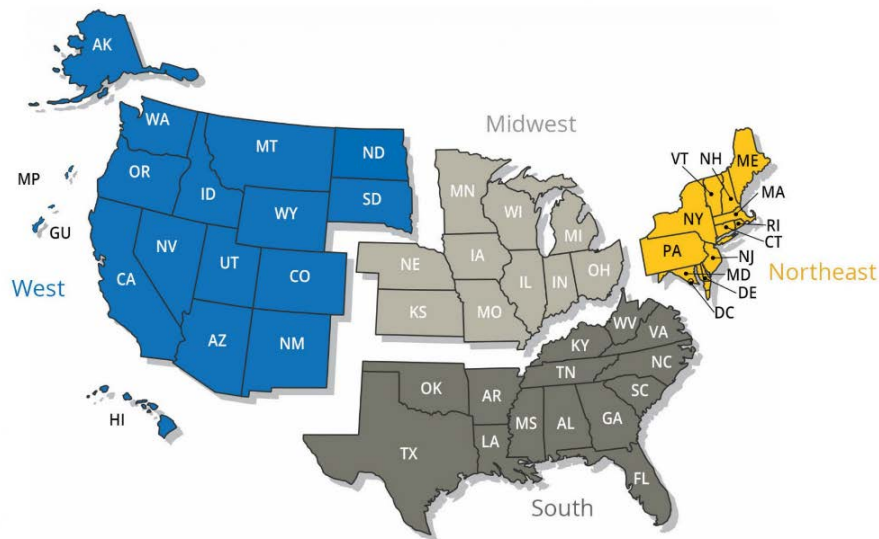
Fall 2021 Enrollments, Total Headcount				
Institution	2021	2020	# Change	% Change
Bridgerland Technical College	2,964	2,737	227	8.29%
Davis Technical College	3,916	4,129	-213	-5.16%
Dixie State University	12,266	12,043	233	1.85%
Dixie Technical College	1,138	994	144	14.49%
Mountainland Technical College	3,758	3,379	379	11.22%
Ogden-Weber Technical College	4,035	3,613	422	11.68%
Salt Lake Community College	27,225	27,293	-68	-0.25%
Snow College	6,106	5,800	306	5.28%
Southern Utah University	13,611	12,582	1,029	8.18%
Southwest Technical College	1,297	1,075	222	20.65%
Tooele Technical College	810	714	96	13.45%
Uintah Basin Technical College	1,934	1,643	291	17.71%
University of Utah	34,462	33,080	1,382	4.18%
Utah State University	27,426	27,691	-265	-0.96%
Utah Valley University	41,262	40,936	326	0.81%
Weber State University	29,744	29,596	149	0.50%
USHE Total	211,954	207,305	4,657	2.24%

High School Graduates: United States and Utah

The Western Interstate Commission for Higher Education (WICHE)'s, *Knocking on the College Door* 2020⁴ report shows slight increases in the number of high school graduates than previously estimated (now just under four million). The previous predicted decline in high school graduates remains intact, starting as early as 2026 and ending with approximately 3.5 million graduates in 2037. These predictions come with the caveat of undetermined variability associated with COVID impacts and fallouts.

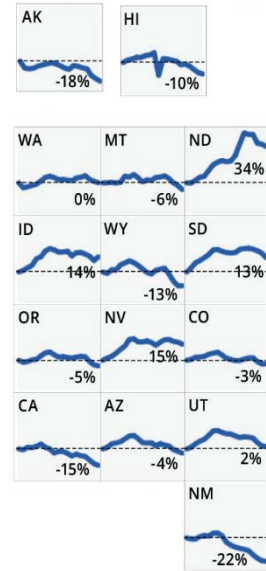


Broken up into regions, the largest drop in high school graduates by 2037 is predicted for the Midwest region (a loss of 93K) followed by the West with -77K and the Northeast with -73K. The Southern region is projected to have robust graduate production throughout the projections, notwithstanding variation by state.



⁴ Knocking at the College Door, 10th Eds. December 2020. <https://knocking.wiche.edu/report/>

As for the Western region, California of course contributes strongly to the regional, and national, trend. The number of California graduates continued to increase heading into the projections, but at about half previous rates of increase: total California high school graduates increased 2 percent annually, on average between 2003 and 2011, and 1 percent annually, on average between 2011 and 2019. Predicted stagnation in high school graduate numbers for California, and then predicted contraction, draws down the net increase in high school graduate production that is otherwise predicted for the West region by the relatively smaller-population states of the Mountain West and WICHE member states North Dakota and South Dakota.

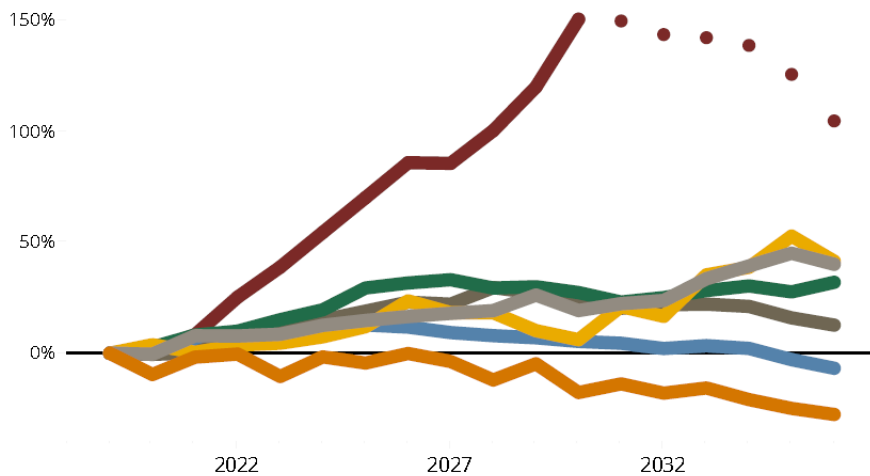


The average number of Utah high school graduates by 2025 is estimated at 45,782, representing a 7% increase in graduates since 2019. The annual percent change of graduates will grow by 3% from now until 2025. By 2025, the average number of graduates is expected to increase to 47,561. Starting with the class of 2026, Utah graduates gradually decline.

2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037
0%	-1%	-1%	0%	-2%	-1%	1%	0%	-1%	-4%	-3%	-1%

The racial/ethnic mix of high school graduates in Utah will experience a slight shift to include more non-White graduates. Between the class of 2019 and 2036, the share of non-white public graduates is projected to increase from 24% to 32%.

Cumulative Percent Change



Change between 2019 & 2036

- Two or More Races ▲ 105%
- Asian/PI ▲ 40%
- Black ▲ 42%
- Hispanic ▲ 32%
- Public Schools Total ▲ 2%
- Private HS Grads ▲ 13%
- AI/AN ▼ -28%
- White ▼ -7%

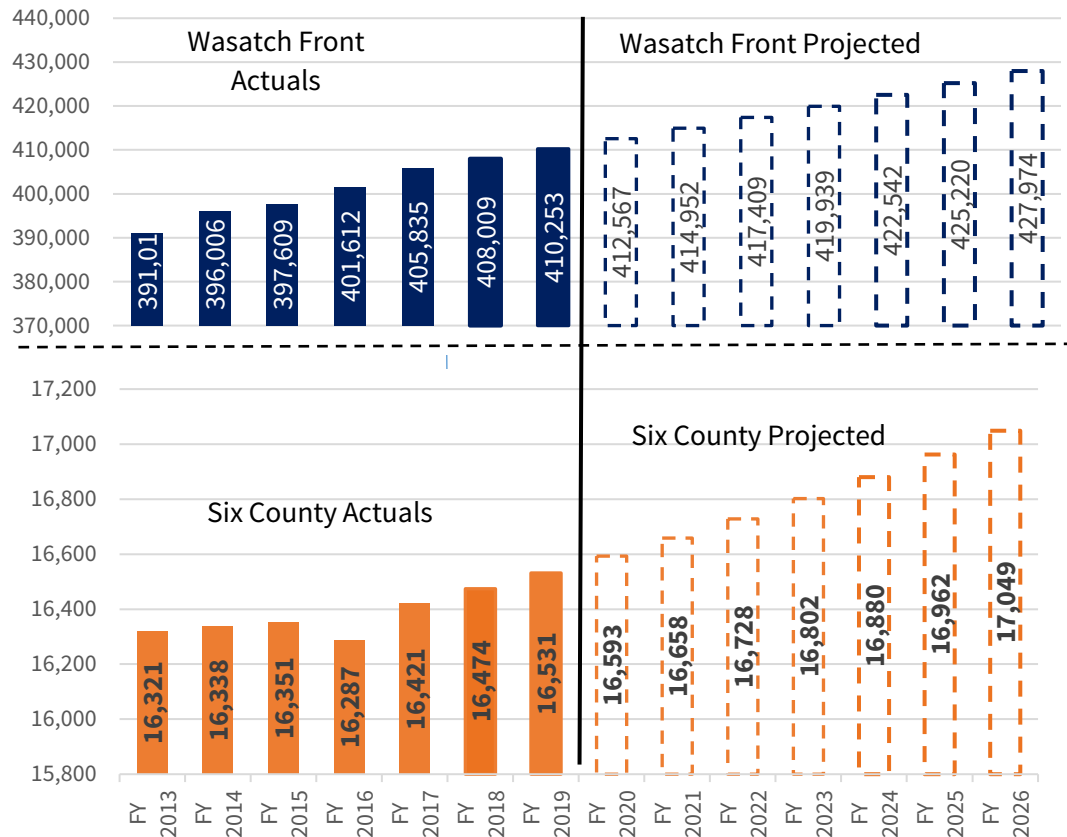
! Two or more race values for SY 2030-31 to 2035-36 are estimates and not a fully projected value.

For a complete report of Utah high school enrollment data, visit Knocking at the College Door, High School Graduate Profiles for Utah.

High School Graduates by Main Service Areas

High school student enrollment and graduation is expected to increase in Snow College’s main service area. Class sizes are expected to increase by .3% annually, which is slightly lower than growth rates for the Wasatch Front (.5%) and other areas of Utah (.7%). Again, this growth is likely to slow down and/or remain flat starting in 2029.

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



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

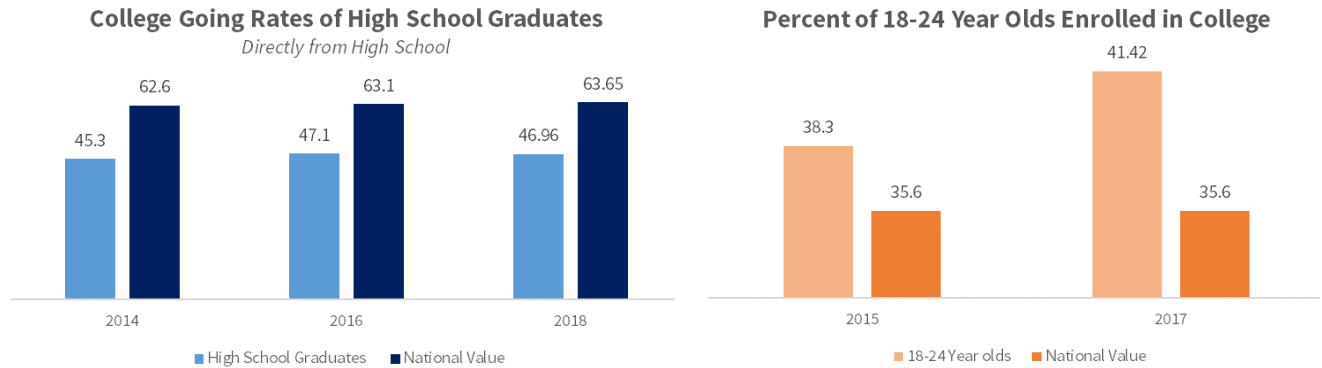
The bachelor’s level or higher educational attainment of citizens aged 25 or older within Snow College’s service region is among the lowest in Utah and is significantly lower than the national rate of 30.9%.⁵

Demand for Undergraduate Education

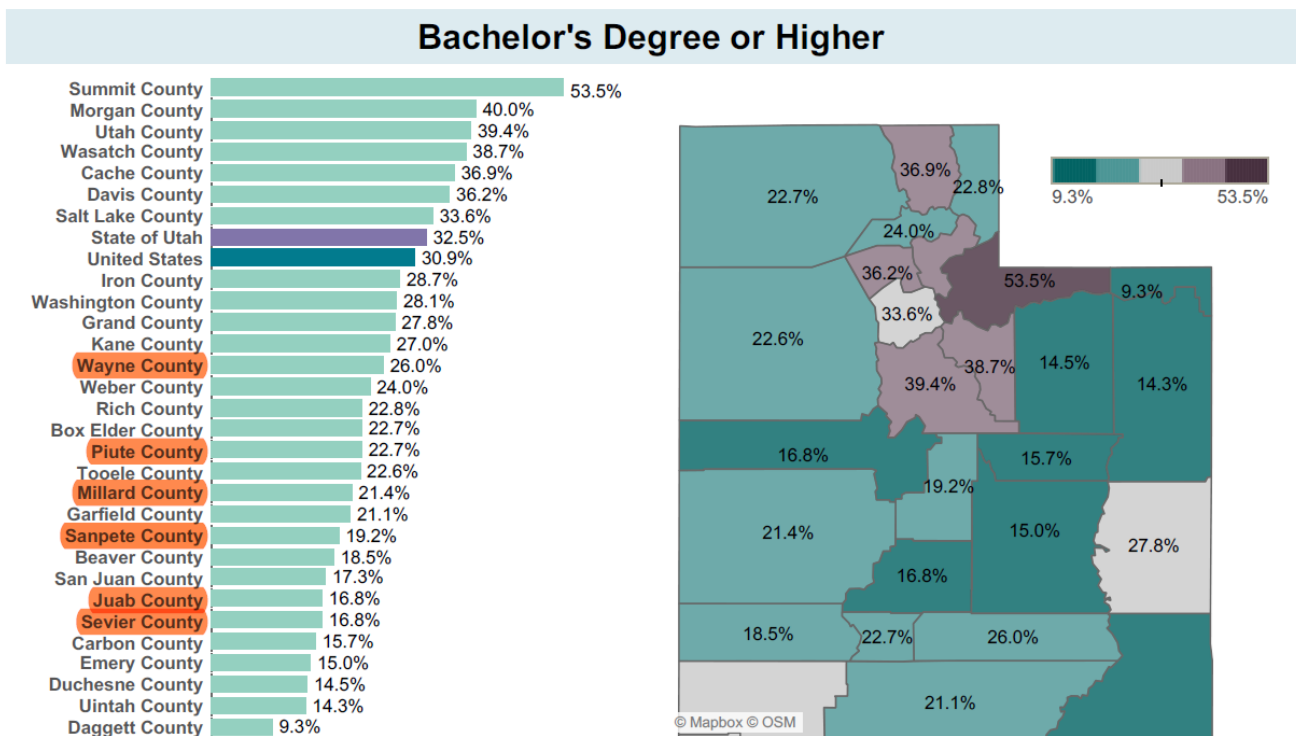
The college participation rates of high school graduates directly from high school has increased nationally. For Utah, the rates have lagged national averages much of which is attributed to the volume

⁵ Workforce Services Research and Analysis, Updated 12/11/2020. <file:///C:/Users/beckie.hermansen/Downloads/General.pdf>

of recent high school graduates fulfilling missionary work prior to college enrollment. But Utah surpasses national rates for the percent of 18- to 24-year-olds who are enrolled in college.⁶



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

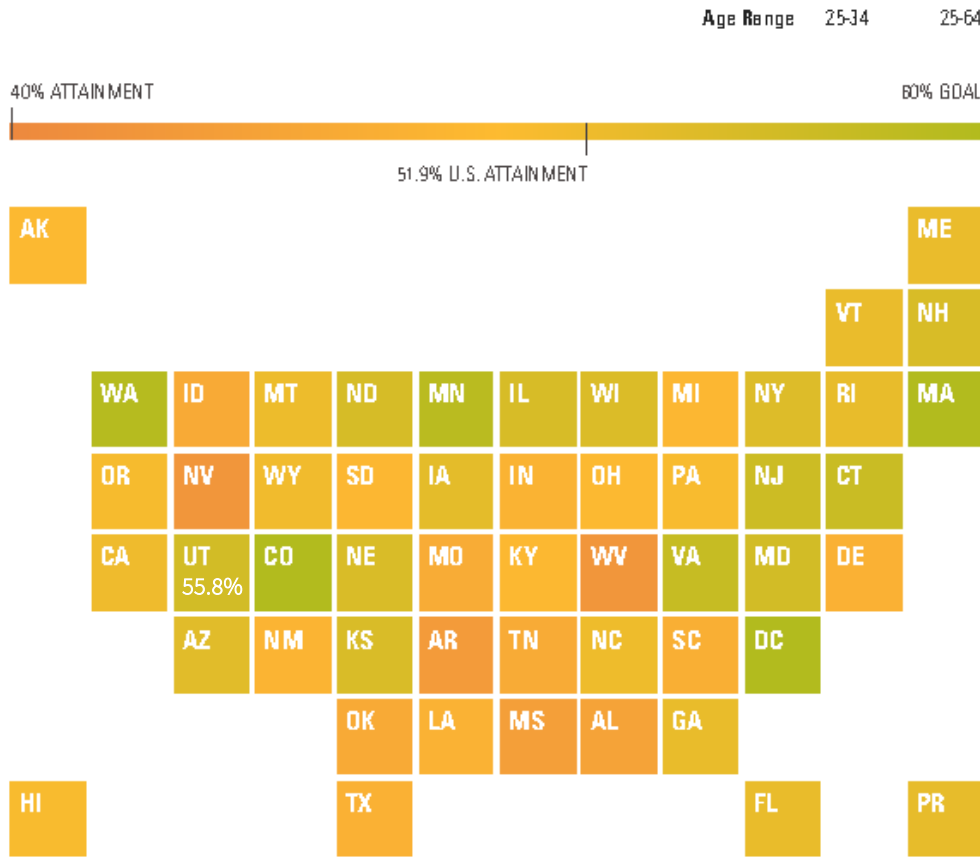


Source: U.S. Census Bureau; American Community Survey

The Lumina Foundation tracks post-high school educational attainment of Americans ages 25 to 64 and reports that since 2009 there has been a 10-percentage point increase. Noted as progress, it remains insufficient to reach 60% post-high school attainment by 2025. Utah, however, is closer to

⁶ NCHEMS Information Center for Higher Education Policymaking and Analysis. <http://www.higheredinfo.org/>

reaching that goal than most U.S. states with 55.3% of citizens ages 25-34 having some form of post-high school credential. This is roughly 2% points higher than the national average of 53.9%.



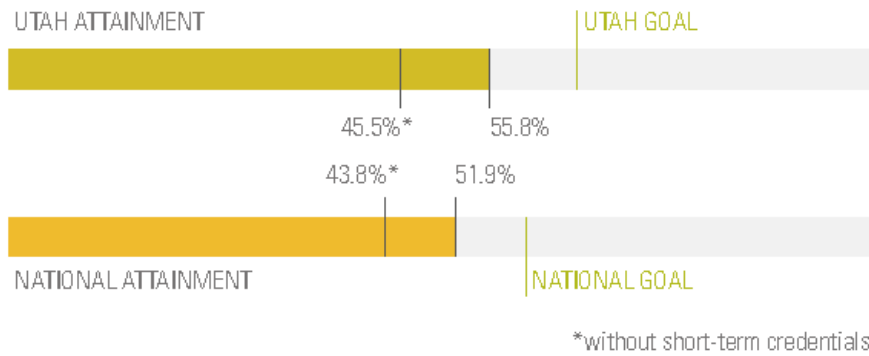
How Utah compares to the Nation

Educational attainment in Utah exceeds the national average of 51.9 percent, but work remains before it reaches 60 percent. Utah's attainment rate is 55.8 percent, and the state is working toward its attainment goal of 66 percent for ages 25-64 by 2020.

By 2025, 60 percent of adults in the United States will need some quality credential beyond high school. To count toward this goal, any credential must have clear and transparent learning outcomes that lead to further education and employment.

To reach state goals, the state will not only have to maintain current rates of attainment but also significantly increase the number of people who enroll in programs and earn all types of credentials beyond high school. With the inclusion of workforce certificates (beginning in 2014) and certifications (in 2018), Utah's overall rate of educational attainment has increased by 16.6 percentage points since 2009.⁷

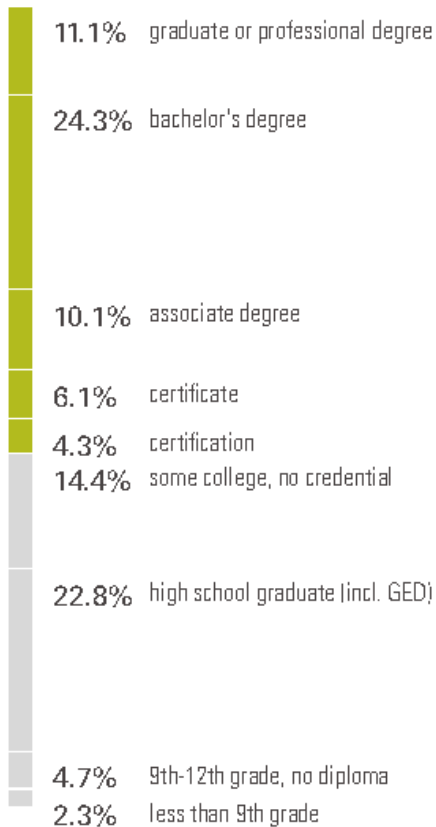
⁷ <https://www.luminafoundation.org/stronger-nation/report/#/progress/state/UT>



In addition to comparing Utah to the nation, the bars above show the difference in attainment with and without short-term credentials.

Short-term credentials are an essential part of education beyond high school. These include certificates (added to attainment calculations in 2014) and industry-recognized certifications (added in 2018). The current short-term credential attainment rate in Utah is 10.4% which includes 6.1% of certificates and 4.3% of certifications. Data about these credentials are not yet collected at the county level or disaggregated by race and ethnicity, so they are omitted from state totals in the charts below.

2019 EDUCATION DISTRIBUTION
UT RESIDENTS AGES 25-64



This same information suggests that as of 2019, roughly 55% of the Utah residence ages 25-64 had some form of post-secondary credential. This includes any award from a certification to a graduate or professional degree. There remains a sizable market of Utah residents who could benefit from obtaining post-secondary credential.

The Lumina Foundation further suggests by exploring educational attainment at the local level, leaders can work on providing the knowledge, skills, and abilities to counties or regions where achievement lags. As of 2019, the average percent of post-secondary attainment for all counties was 36.9%. All of Snow College service area counties ranking in the lower half of state achievement, as follows (in order highest to lowest).

- Wayne County 35.3%
- Millard County 32.4%
- Sevier County 31.4%
- Sanpete County 30.2%
- Juab County 28.0%
- Piute County 26.8%

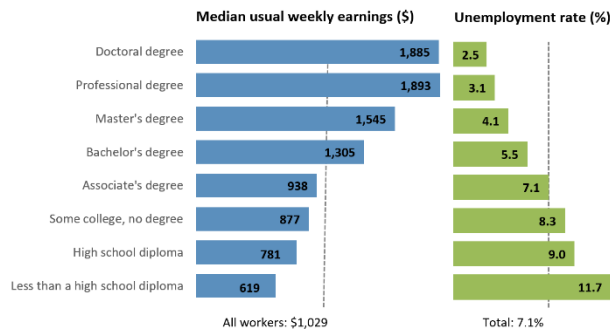
Clearly there are opportunities for Snow College to provide certifications, certificates, associate degrees, and other post-secondary awards to these counties. Much of the market potential is in Sevier, Sanpete, and Juab counties where population estimates are higher.

National and State Business and Industry

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

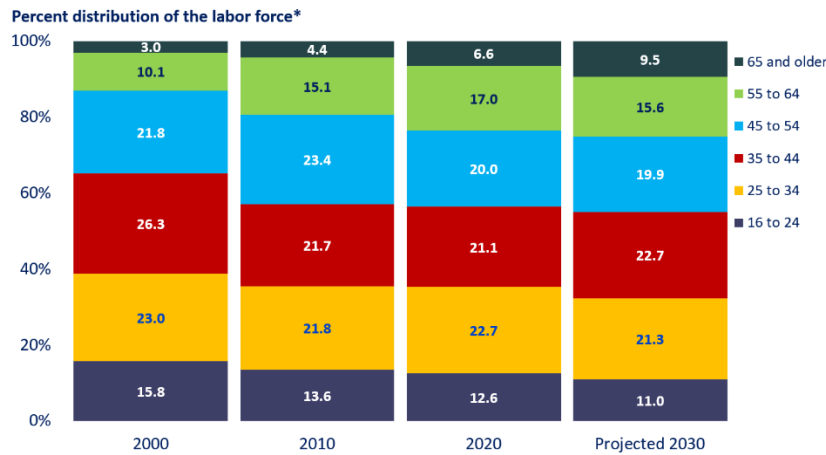
employment have been in office and non-office settings such as hospitals and schools that require higher skills services⁸. Over the next 10 years, the population in the labor force will experience slower growth than the prior decade. However, for people ages 65 and older, the labor force population is expected to grow along with women in the prime-age group of 25 to 54. By 2028, the service-providing sectors of the economy will account for more than 85% of all wage and salary jobs and for most of the job growth with healthcare and social assistance jobs accounting for more than 40% jobs added.⁹

Earnings and unemployment rates by educational attainment, 2020



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: U.S. Bureau of Labor Statistics, Current Population Survey.

Labor Force Share, by Age Group, 2000, 2010, 2020 and Projected 2030



*Data may not sum to 100 percent because of rounding

⁸ Georgetown University Center on Education and the Workforce analysis of data from the Economic Policy Institute, based on hourly earnings from the U.S. Census Bureau's *Current Population Surveys*, 1973-2007.

⁹ Labor Force Share, by Age Group, 2000, 2010, 2020, and Projected 2030. U.S. Bureau of Labor Statistics. <https://www.bls.gov/emp/graphics/labor-force-share-by-age-group.htm>

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

Top 10 Fastest Growing Occupations, Excluding Pandemic Recovery*

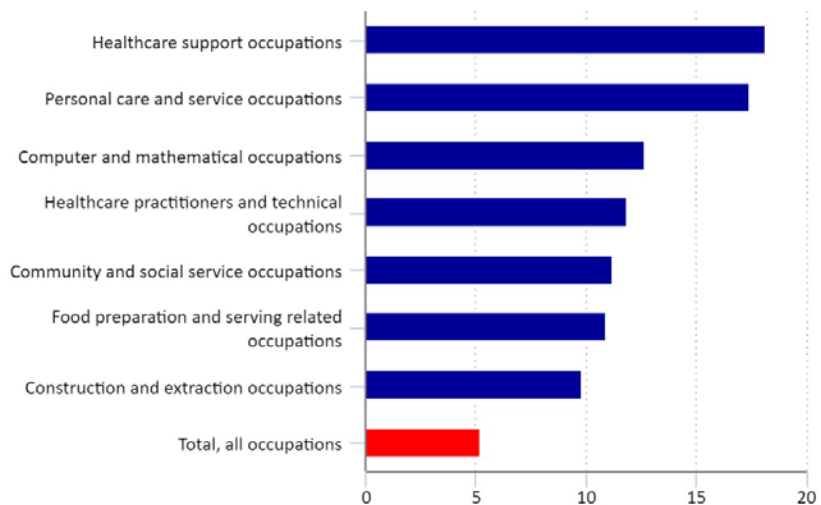
	Percent change, projected 2020-30	Employment change, projected 2020-30 (in thousands)	Median annual wages, May 2020
Wind turbine service technicians	68.2%	4.7	\$56,230
Nurse practitioners	52.2%	114.9	\$111,680
Solar photovoltaic installers	52.1%	6.1	\$46,470
Statisticians	35.4%	14.9	\$92,270
Physical therapist assistants	35.4%	33.2	\$59,770
Information security analysts	33.3%	47.1	\$103,590
Home health and personal care aides	32.6%	1,129.9	\$27,080
Medical and health services managers	32.5%	139.6	\$104,280
Data scientists and mathematical science occupations, all other	31.4%	19.8	\$98,230
Physician assistants	31.0%	40.1	\$115,390

*Data excludes occupations that had a decline in wage and salary employment greater than the decline for all occupations from 2019 to 2020 (approximately 6%).
 Note: Wage data are from the Occupational Employment and Wage Statistics program, U.S. Bureau of Labor Statistics.

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

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

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



Along with employment projections, the Bureau of Labor Statistics includes the level of education and experience typically needed for people entering an occupation, along with post-

work-entry training required to maintain job competency and skills. The emerging occupations that require some degree cover a range of fields in the areas of

- Business, management, and sales
- Computer and engineering
- Education, social service and legal
- Healthcare
- Media, arts, and sports

Most of the projected openings in these occupations stem from the need to replace workers who leave permanently, such as for retirement. But some openings are expected to result from newly created jobs.¹⁰ Nearly 100 occupations require some level of education beyond the high school diploma but less than a bachelor's degree. The following table presents 10 occupations that are projected to have the largest numbers of openings each year (on average) over the next decade.¹¹

Occupation	Projected openings to 2029	Median annual wage, 2019	Typical education needed for entry
Heavy and tractor-trailer truck drivers	209,200	\$45,226	Postsecondary nondegree award
Nursing assistants	174,000	\$29,660	Postsecondary nondegree award
Bookkeeping, accounting, and auditing clerks	162,100	\$41,230	Some college, no degree
Teaching assistants except postsecondary	140,400	27,920	Some college, no degree
Medical assistants	92,800	\$34,800	Postsecondary nondegree award
Hairdressers, hairstylists, and cosmetologists	70,600	\$26,090	Postsecondary nondegree award
Automotive service technicians and mechanics	61,700	\$42,090	Postsecondary nondegree award
Licensed practice and licensed vocational nurses	58,400	\$47,080	Postsecondary nondegree award
Computer user support specialists	53,600	\$52,270	Some college, no degree
Preschool teachers except special education	50,600	\$30,520	Associate's degree

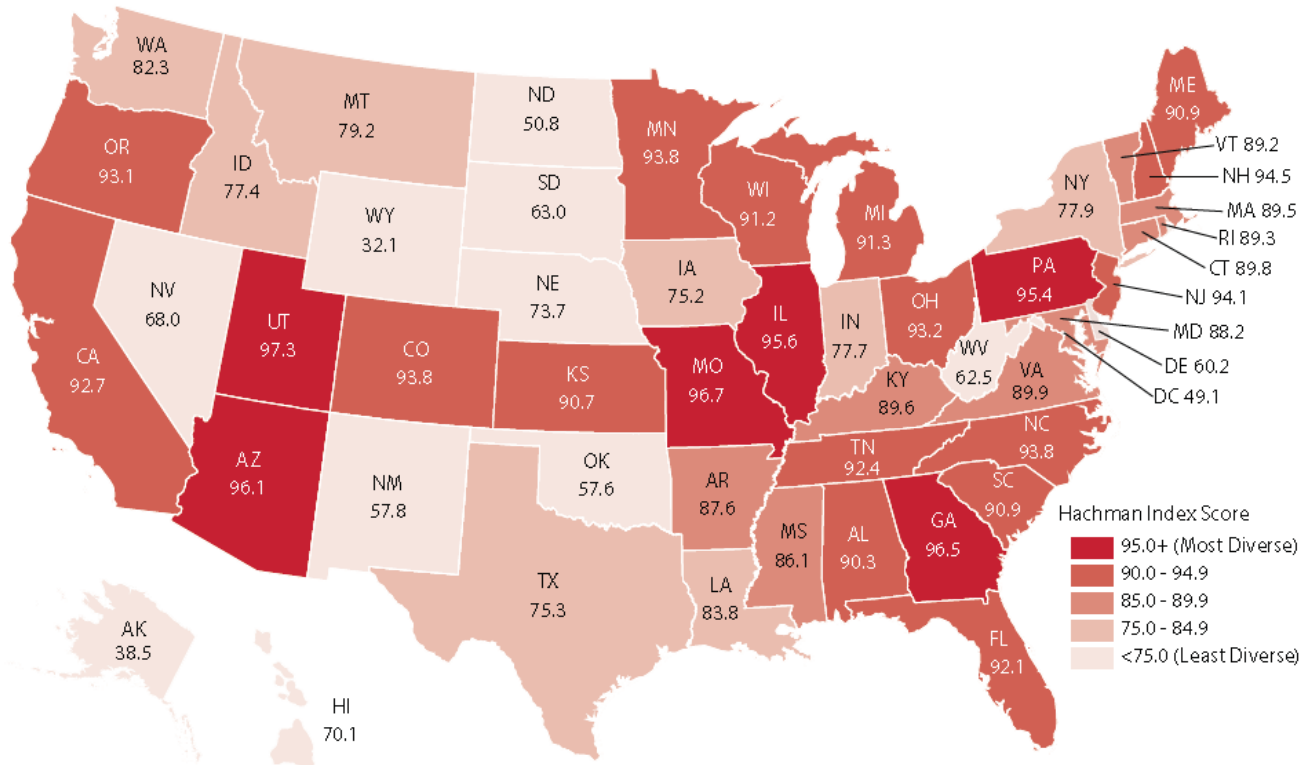
¹⁰ Elka Torpey, Projected openings in occupations that require a college degree, September 2021.

<https://www.bls.gov/careeroutlook/2021/article/projected-openings-college-degree.htm>

¹¹ Elka Torpey, Education level and projected openings, 2019-29, October 2020. <https://www.bls.gov/careeroutlook/2020/article/education-level-and-openings.htm>

Utah Business and Industry

The Kem C. Gardner 2021 Economic Report to the Governor reported that Utah and Missouri led the nation in economic diversity in 2018 with scores of 97.1 and 96.8, respectively, based on gross domestic product by industry. A higher score, closer to 100, indicates more economic diversity. A timely example of the advantage of diversity is the impact of globalization and tariffs on state economies. Those states with employment concentrations in auto, textiles, or steel production experienced severe job losses. In contrast, Utah’s economic diversity provided added protection from the negative impacts of tariffs.¹²

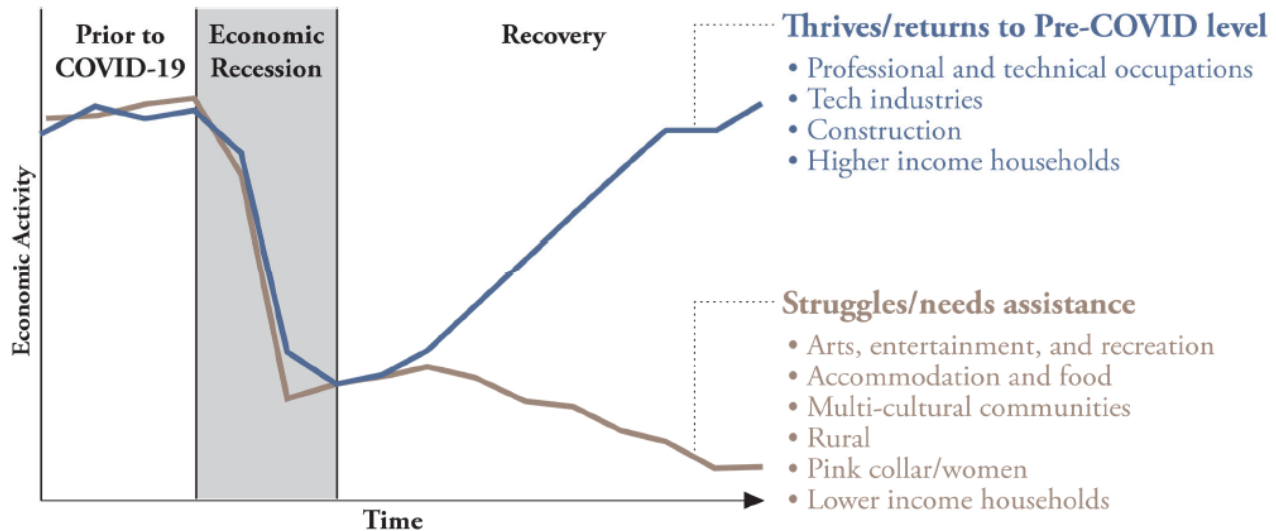


The Hachman Index by Utah counties suggest Juab, Sanpete, Sevier, and Wayne counties with more economic diversity than Millard and Piute that are listed among the least diverse.

Though Utah couldn’t avoid the pandemic’s setback, Utah’s employment contraction was proportionally the nation’s least. The state’s strong economic position entering the pandemic paid dividends, providing Utah a cushion to absorb the economic reversals. The important underlying perspective is this was an external economic setback, not an internal market imbalance requiring restructuring; an adjustment that generally takes longer to transpire. Utah’s fundamentals only need to overcome the pandemic’s setbacks, not fundamentally rebuild. The economy will improve as promptly and aggressively as the market will allow. This is Utah’s position entering 2021.

¹² Utah Economic Council, 2021. Utah Economic Report to the Governor. <https://gardner.utah.edu/economics-and-public-policy/economic-report-to-the-governor/>

K-Shaped Recovery Illustration



Source: Kem C. Gardner Policy Institute

The Kem C. Gardner Policy Institute estimates that the U.S. GDP will grow by 3.7% in 2021 and 2022. With other positive political factors, the U.S. economy is poised to have a strong recovery. While the pandemic has been a tragic public health crisis, the impact on the Utah economy has more mild than experienced by other states than initially expected. 2021 employment increases are predicted to increase by 58,000 jobs, which would be the largest single-year increase in employment in Utah's history.¹³

Historically, pandemics [which do end] have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next.

-Arundhati Roy-

¹³ Utah Economic Council, 2021. Utah Economic Report to the Governor. <https://gardner.utah.edu/economics-and-public-policy/economic-report-to-the-governor/>

In addition, Zippia looked Utah-based companies with at least 100 employees and ranked them from most to least current (2019) employees. The following table lists the top 20 biggest companies in Utah, the industry section, the location, and the number of employees.¹⁴

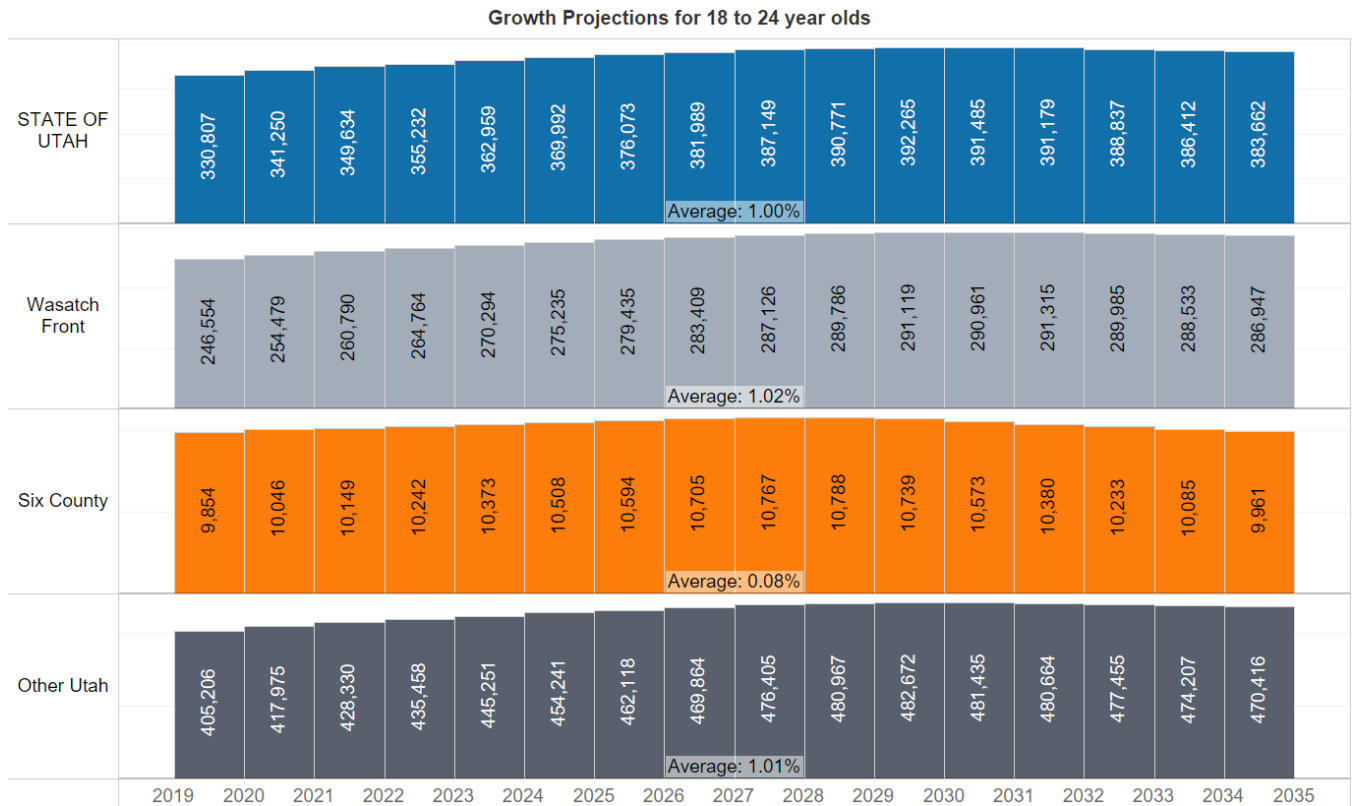
Utah's largest employers are in the areas of health care, government, higher education, and public education.

Utah's Largest Employers 2020			
Rank	Company	Location	Jobs
1	Home Credit	Salt Lake City	116,700
2	Autoliv	Ogden	67,000
3	Intermountain Healthcare	Salt Lake City	37,000
4	Nu Skin Enterprises	Provo	32,250
5	MSC Group	Cedar City	28,000
6	Needle Holdings	Bluffdale	22,000
7	Alsco	Salt Lake City	20,000
8	SkyWest Airlines	Saint George	16,300
9	The Church of Jesus Christ of Latter-day Saints	Salt Lake City	14,879
10	Vivint	Provo	11,000
11	Perrigo	Lehi	10,220
12	Zions Bancorporation	Salt Lake City	10,057
13	Management and Training	Centerville	9,300
14	C.R. England	Salt Lake City	9,076
15	Sorenson	Taylorsville	8,248
16	Supplemental Health Care	Park City	7,561
17	Comenity Capital Bank	Draper	7,392
18	Rockwell Holdco	Salt Lake City	5,700
19	Sportsman's Warehouse	Midvale	5,100
20	Sizzling Platter	Murray	5,000

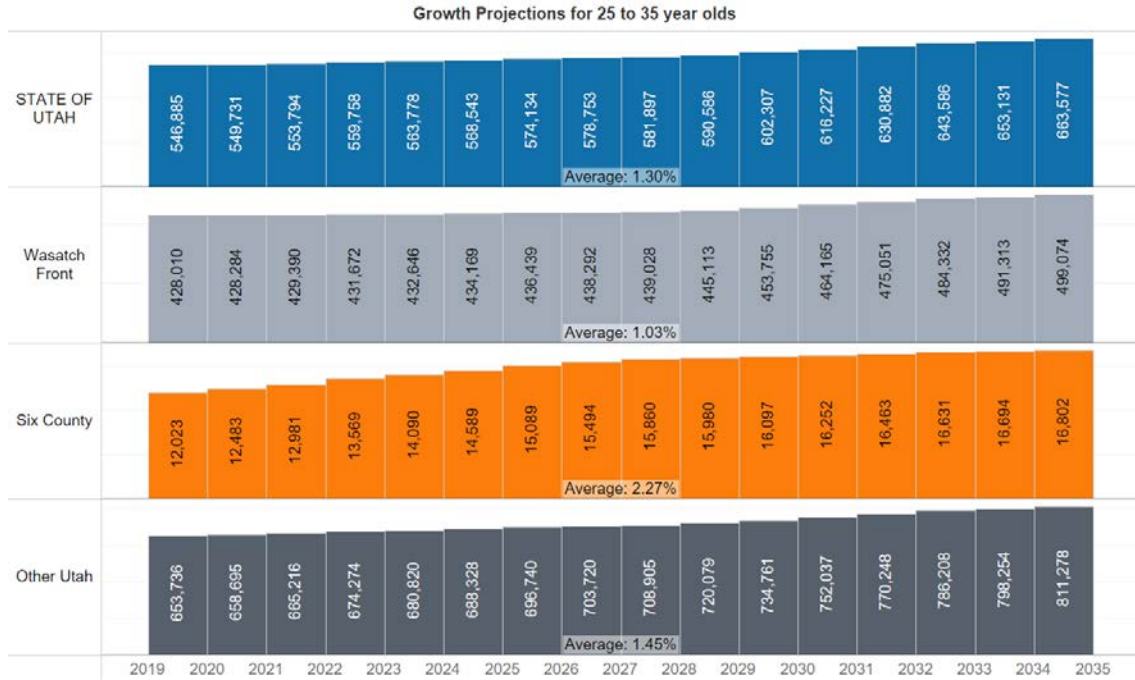
¹⁴ <https://www.zippia.com/advice/largest-companies-in-utah/>

Demographic Projections of Prospective Students

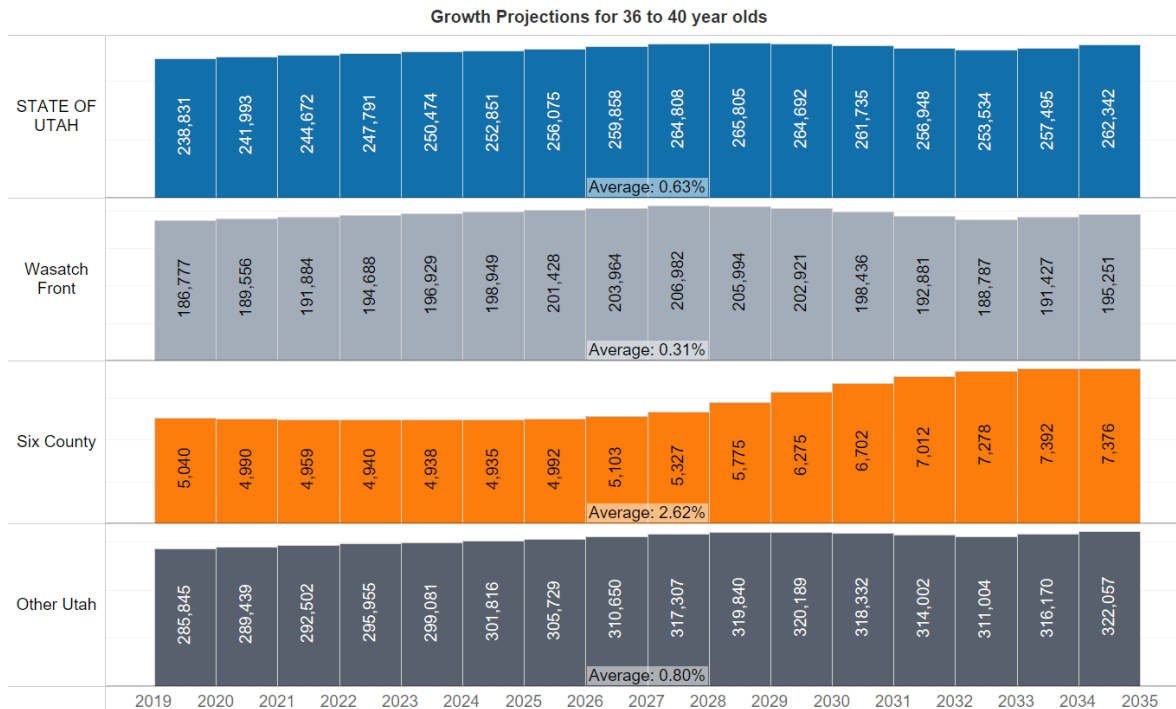
The Gardner Institute of Politics offers population estimates for the state of Utah by age and gender. For the state of Utah, the number of individuals aged **18 to 24 years** is expected to grow 1.0% by 2035. Similar growth rates exist for the Wasatch Front (1.02%) and other areas of Utah (1.01%). Snow College’s **Six-County Service Area** will experience minimal growth (.08%) with projected declines starting 2030.



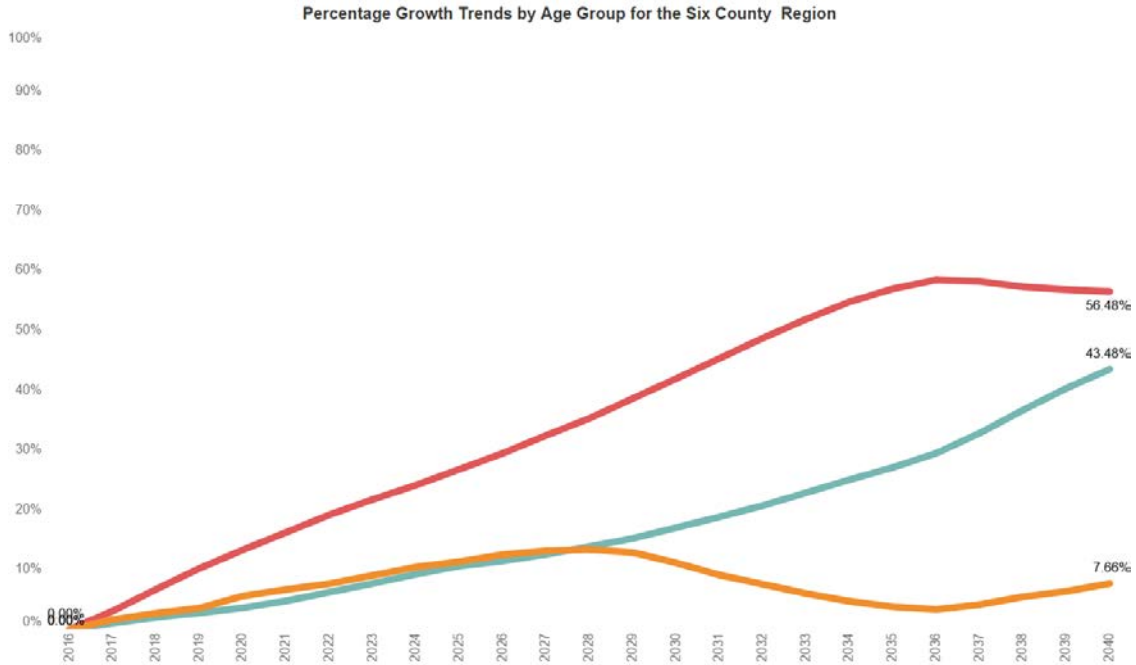
The growth percentage for individuals aged **25-35 years old** is estimated to be highest for Snow College’s service region at 2.27%. Significant year-over-year growth will occur until 2028, after which growth will more likely slow down/plateau.



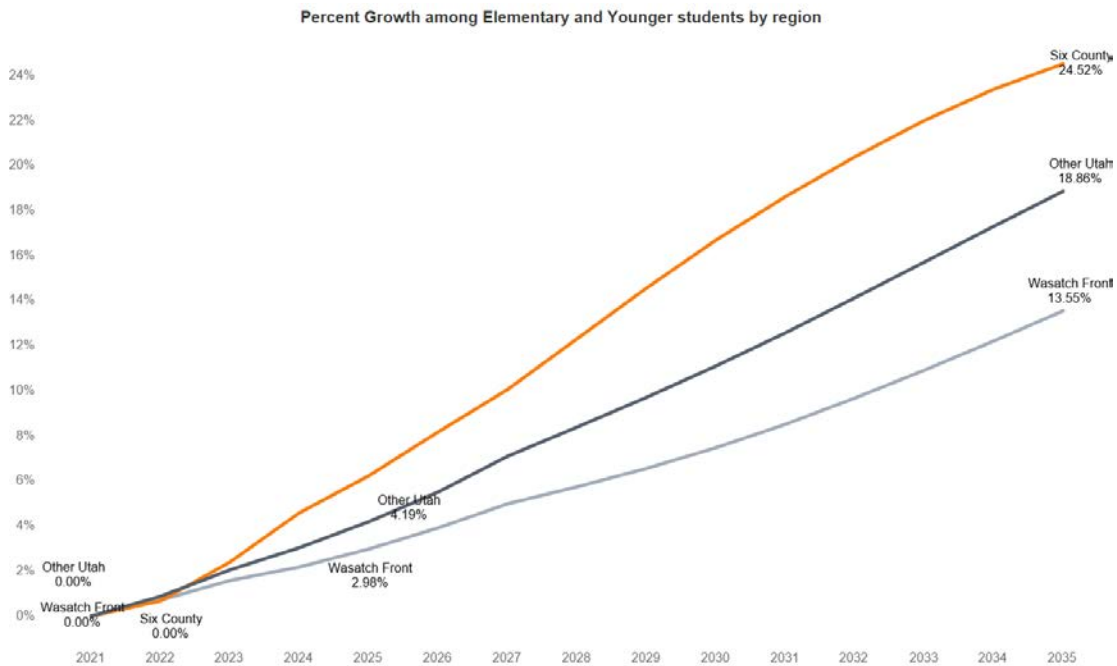
The most significant population growth will occur among 36-40-year-olds (growth rate = 2.62%), particularly in Snow College’s service region. Starting 2027, the College can expect to see significant year-over-year population increases among this age group.



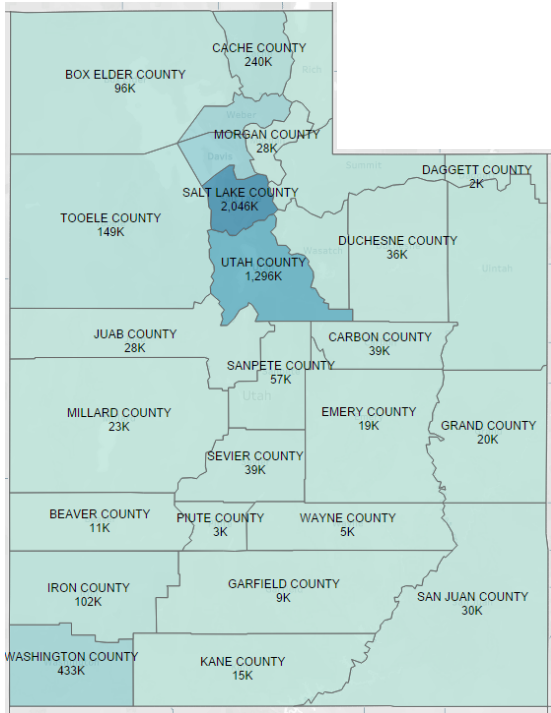
This suggests that Snow College’s most viable target market in the Six-County Service Region over the next decade will be among non-traditional students, specifically 36- to 40-year-old followed by 25- to 44-year-old individuals.



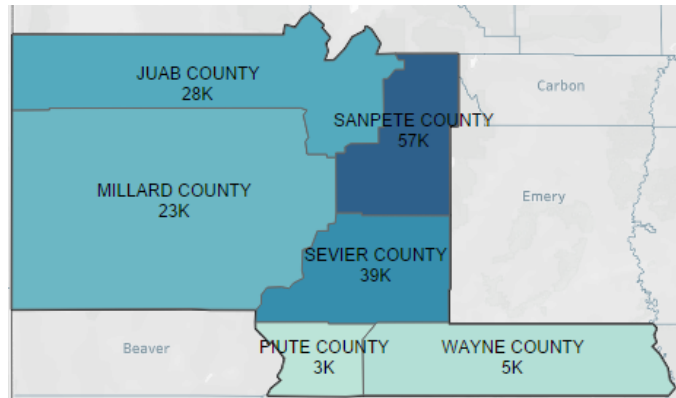
In addition, growth among elementary school students is estimated to increase exponentially in the Six-County region starting in 2022, increasing by 24.52% by 2035 and greatly outpacing elementary student growth state-wide. This suggests a potential resurgence of concurrent enrollment eligible and traditional age students as early as 2026.



Population estimates for 2035 show the greatest concentration postsecondary aged students (traditional and non-traditional) along the Wasatch Front, namely in Salt Lake and Utah counties, and in Washington County (south).



By 2035, the greatest concentration of postsecondary population in the College’s service region will be in Sanpete County, followed by Sevier, Juab, and Millard counties. No significant growth is projected for Piute or Wayne counties.



The table below shows the top 10 counties for undergraduate enrollment at Snow College, excluding high school concurrent enrollment students. All counties have population growth with significant changes in Utah, Davis, Salt Lake, and Juab counties. The percent of individuals 18 years or younger in Utah is higher than the national average (22.3%) in all these areas. The percent of individuals with a high school diploma or higher degree (i.e., postsecondary certificate or associate degree) is also higher than the national average of 88% for all counties. **Of note is the percentage of individuals with a bachelor’s degree or higher which is below the national average (32.1%) in all counties except for Utah, Salt Lake, and Davis counties. This implies an opportunity for Snow College to enrich service area citizens with bachelor’s degree credentials using key partnerships with four-year institutions.**

	2010 Population	2020 Population	% Change	% 18 Years or Younger	% HS Grad or higher, age 25 plus	% BA or higher, age 25 plus	Fall 2020 Total Students (non-HS)	% Fall non HS-Undergraduate
Utah	516,640	659,399	27.6%	32.9%	94.6%	40.8%	731	19.8%
Sanpete	27,822	28,437	2.2%	25.2%	90.2%	20.9%	698	18.9%
Salt Lake	1,029,566	1,185,238	15.1%	26.6%	90.8%	35.6%	466	12.6%
Sevier	20,802	21,522	3.5%	28.9%	90.6%	18.5%	373	10.1%
Davis	306,479	362,679	18.3%	31.7%	95.6%	37.8%	177	4.8%
Cache	112,656	133,154	18.2%	30.1%	93.1%	38.3%	119	3.2%
Juab	10,246	11,786	15.0%	34.2%	91.1%	16.0%	112	3.0%
Tooele	58,218	72,698	24.9%	32.2%	91.3%	24.2%	89	2.4%
Millard	12,503	12,975	3.8%	31.0%	88.1%	20.6%	88	2.4%
Weber	231,236	262,223	13.4%	27.8%	90.6%	24.5%	74	2.0%
Utah	2,763,885	3,271,616	18.4%	29.0%	92.3%	34.0%		
United States	308,745,538	331,449,281	7.4%	22.3%	88.0%	32.1%		

General Population Shifts and Changes

The shift in the need for postsecondary credentials will continue to send a new student population to colleges and universities. First-generation undergraduate students are predominantly non-white and come from low-income backgrounds. These students face a myriad of financial, academic, and social challenges to entering, persisting, and completing college as the first in their families to navigate the admissions, financial aid, and coursework of the postsecondary landscape. According to the Center for First-Generation Student Success¹⁵ 33% of high education students indicate they are the first in their family to attend college¹⁶ and most (56%) also identified as the first sibling in their family to go to college.

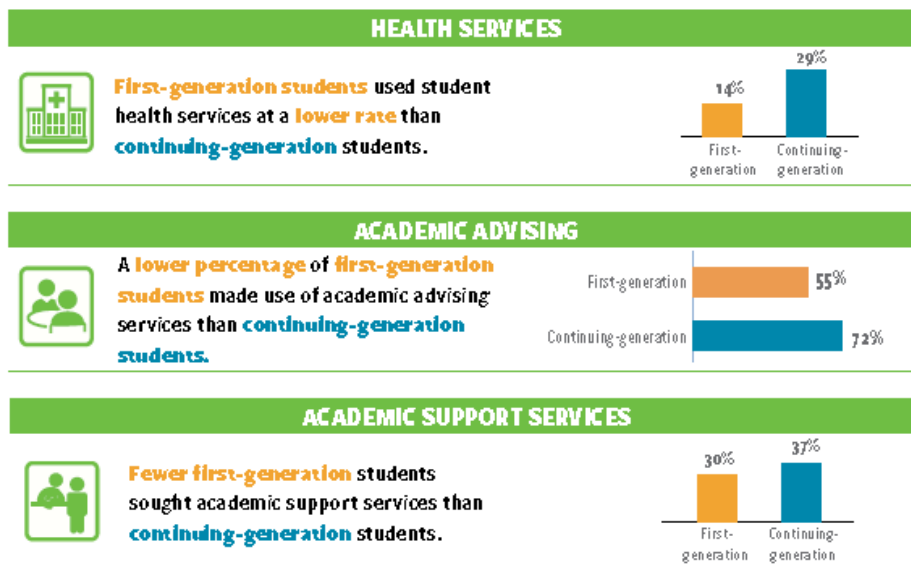
30%

Non-high school, first generation at Snow College, Fall 2022

First generation students are more likely to attend two-year schools than their peers (64%), and nearly half of first-generation students attend college part-time. This is attributed to the fact that first-generation students tend to be older than their peers and were more likely to have dependents (nearly 30%). At Snow College, 30% of the undergraduate (non-high school) population were classified as first-generation. Of that group, 60% are female, 12% are aged 25 years or older, and 39% come from Snow's service region.

In their first year, 65% of first-generation students enrolled full-time. Completion of a college-level math course was the same for first-generation and traditional students (23% and 24%, respectively). However, only 6% of first-generation students completed an advanced-level mathematic course such as calculus compared to 18% of traditional students.

First year retention rates for first-generation students at the associate level is reported at 87%¹⁷ As freshmen, first-generation student had higher use of financial aid (65% compared to 49% for traditional students), but lower uses of health services, academic advising, and academic support services.



¹⁵ <https://firstgen.naspa.org/>

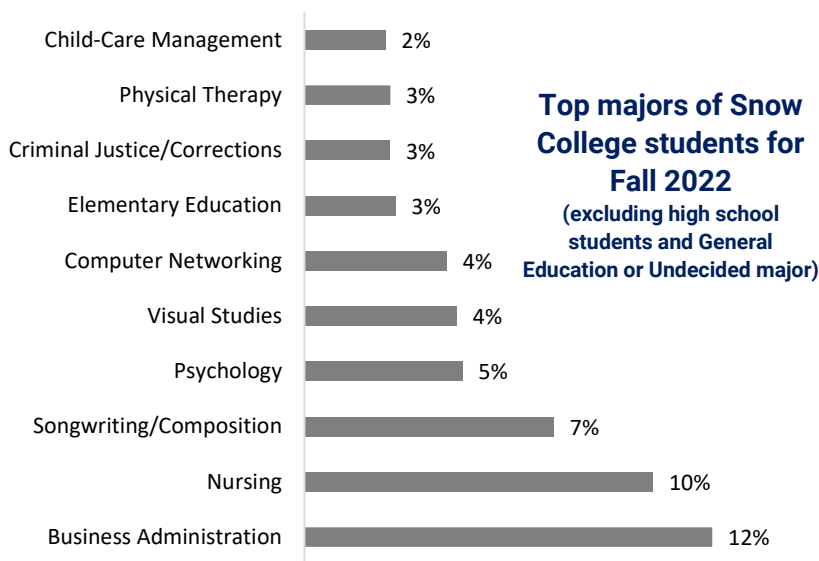
¹⁶ <https://nces.ed.gov/pubs2018/2018421.pdf>

¹⁷ <https://firstgen.naspa.org/files/dmfile/FactSheet-02.pdf>

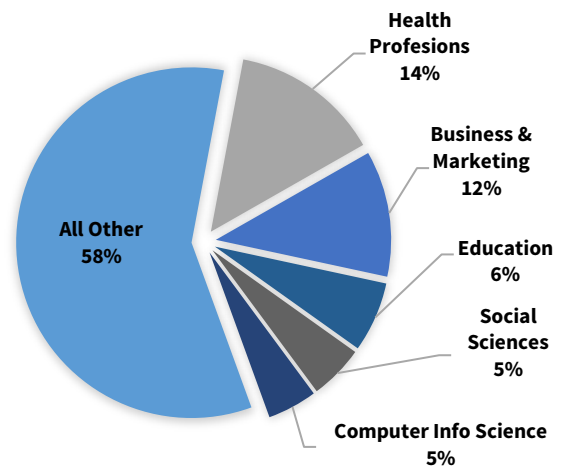
Top Majors for Utah Undergraduates

The Princeton Review lists the Top 10 College Majors based on job prospects, alumni salaries, and popularity. Listed in order, the majors are computer science, communications, government/political science, business, economics, English language/literature, psychology, nursing, chemical engineering, and biology.¹⁸

Health Professions (Nursing and related programs) and Business (Management, Marketing, and related programs) are among the top majors for undergraduates in Utah’s public institutions (at the two-year and four-year degree level). The top majors for Snow College (fall 2019) are listed in the graph below. Majors colored orange (Nursing) represent Department of Workforce Services (DWS) 5-Star occupations. Majors colored dark blue represent DWS 4-star occupations.¹⁹



TOP 5 UNDERGRADUATE DEGREES FOR USHE STUDENTS

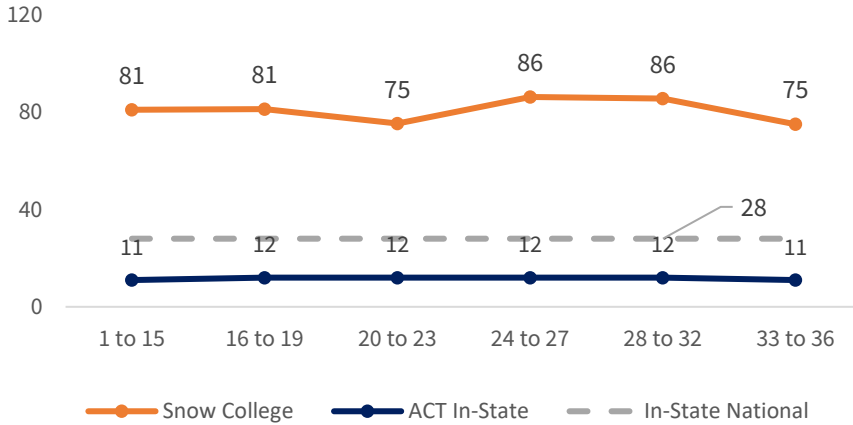


¹⁸ <https://www.princetonreview.com/college-advice/top-ten-college-majors>

¹⁹ https://www.dws.state.nm.us/Portals/0/DM/LMI/Star_Occupations_Poster_2016.pdf

Student Mobility by Academic Achievement

Most incoming freshmen attending four-year public colleges and universities enroll within 50 miles of their home. At public four-year colleges, the median distance students live from home is 18 miles. That number is 46 miles for private nonprofit four-year colleges, and only eight miles at public two-year colleges.²⁰ Snow College mirrors current trend data with significantly higher median distances, some of which can be attributed to Utah’s geographically large landscape. On average, students travel/relocate 88 miles to attend Snow College. This is as far as Midvale (to the north), Richfield (to the south), Delta (to the west) and Castle Dale (to the east).



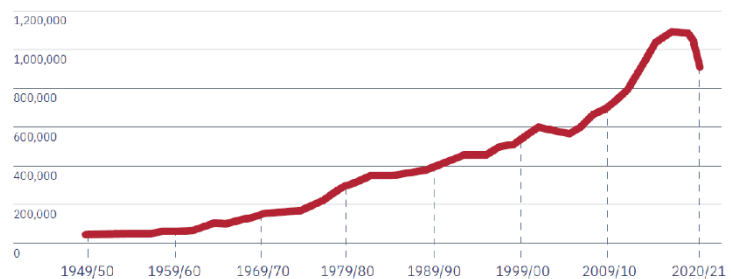
Student Mobility by Academic Achievement: Median Distance from Enrolled Students’ Home to College by ACT Composite Score

International Student Profile

In 2020/21, the total number of international students declined by 15% from the prior academic year. Much of this decrease is attributed to the effects of the COVID-19 pandemic.²¹

Most international students are from China and India which accounts for 53% of all international students (2020/2021). International student primary areas of study are Engineering, Math & Computer Science, Business & Management, Social Science, and Physical/Life Science. More than half (57%) of the funding for international student matriculation comes from personal or family sources, followed by in-state (or on-campus) employment (21%), and funds from the college or university (19%).²²

INTERNATIONAL STUDENTS, 1949/50–2020/21



In 2020/21, the total number of international students **declined by 15%** from the prior academic year. This decrease was primarily due to the effects of the COVID-19 pandemic.

Snow College international student enrollment has increased to a three year high of 190 students (fall 2021). For the fall 2019 semester, Snow College has 141 foreign/international students from 44

²⁰ Hillman, Nicholas, and Taylor Weichman. 2016. *Education Deserts: The Continued Significance of “Place” in the Twenty-First Century*. Viewpoints: Voices from the Field. Washington, DC: American Council on Education.

²¹ <https://opendoorsdata.org/data/international-students/enrollment-trends/>

²² Open Doors, 2019 Fast Facts. <file:///C:/Users/beckie.hermansen/Downloads/Open%20Doors%202019%20Fast%20Facts.pdf>

different countries. Fall 2020 marked a decrease in enrollment with 111 students from 32 countries. Fall 2021 recorded 190 students from 41 difference countries. Since 2019, there has been a shift in more international students coming from Latin American countries. The top 10 countries across all three years include (in order of three-year enrollment totals) Ecuador, Japan, Argentina, Honduras, Colombia, Brazil, China, Germany, Turkmenistan, and Guatemala.

COST AND AFFORDABILITY

National Policy/Regulatory Impact

States and the federal government have long provided substantial financial support for higher education, but in recent years, their respective levels of contribution have shifted significantly. Historically, states provided a far greater share of assistance to postsecondary institutions and students than the federal government did: In 1990 state per student funding was almost 140 percent more than that of the federal government. However, over the past two decades and particularly since the Great Recession, spending across levels of government converged as state investments declined, particularly in general purpose support for institutions, and federal ones grew, largely driven by increases in the need-based Pell Grant financial aid program.

Given the essential role that government funding plays in higher education access and operations, policymakers across the nation frequently face difficult choices as they seek to balance support for postsecondary students and institutions with other priorities and changing economic conditions. For example, President Trump called for a \$7.1 billion cut to education funding for fiscal year 2020. The proposed budget asked Congress to open Pell Grants to “high-quality” short-term programs, eliminate the Public Service Loan Forgiveness and subsidized student loan programs, and streamline income-driven repayment programs for student borrowers. It also called for deep cuts to scientific research. The Trump administration also hoped to advance an accountability system that puts colleges “on the hook” for student loan repayment outcomes without providing detail on what that system should look like. This budget proposal marked the third straight year that President Trump asked Congress for major cuts to education spending. Congress responded to his two previous budget proposals by ignoring cuts and appropriating new funds for programs like TRIO, GEAR UP, and Pell Grants.²³

Despite the years of increases, state and local funding for public higher education has not fully recovered from cuts made during the 2008 recession. Higher education federal appropriations per full-time equivalent student increased by 2.9% to an average of \$8,636 in fiscal year 2020. Combined with state and local support, higher education netted a national average of \$108 billion, a figure that includes \$428 million in federal stimulus funds used in response the COVID pandemic²⁴ Despite these increases the national forecast for higher education funding remains uncertain.

The Higher Education Act (HEA) is the single most important piece of legislation overseeing the relationship between the federal government, colleges and universities, and students. It authorizes various federal aid programs within the Department of Education that support students pursuing a postsecondary education, including grant programs that support efforts to expand and increase access

²³ Kreighbaum, Andrew. Trump Seeks Billions in Cuts. Inside Higher Ed, March 12, 2019. <https://www.insidehighered.com/news/2019/03/12/white-house-wants-12-percent-cut-education-spending>

²⁴ <https://www.insidehighered.com/news/2021/05/26/state-higher-ed-funding-increased-29-last-year#:~:text=Higher%20education%20appropriations%20per%20full,local%20support%20totalled%20%24108%20billion.>

for low-income and first-generation students, such as Pell Grants. The HEA also includes rules and regulations that higher education institutions must comply with to be eligible for Title IV federal student aid programs, including the Clery Act, which requires annual campus crime reports; rules governing the accreditation process; and financial responsibility requirements.

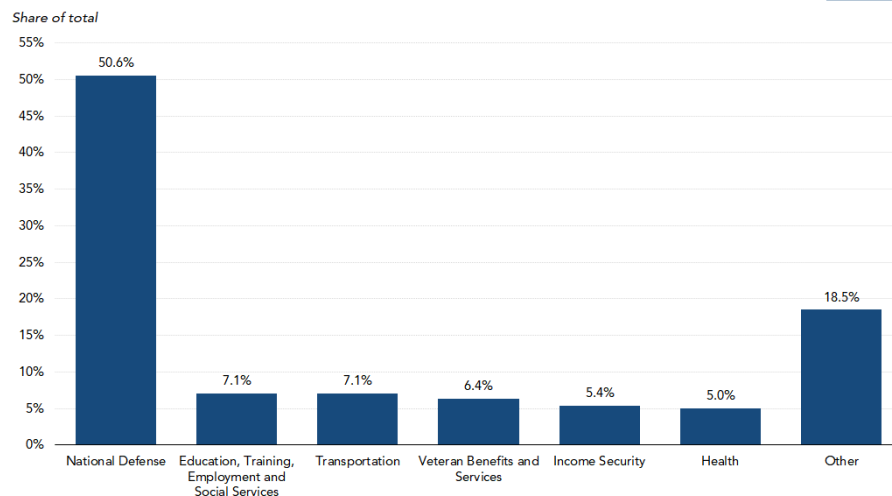
The HEA, first signed into law in 1965, is supposed to be renewed every five years. However, the last reauthorization was in 2008, and it has been running on a series of temporary extensions ever since. There have been efforts in each Congress to pass a bill or series of bills; however, none have ever gone beyond the committee level.

In 2019, the House Education and Labor Committee introduced the [College Affordability Act](#), which represents a substantial revision and expansion of the Higher Education Act. The College Affordability Act is described as a

“complicated piece of legislation, with a number of provisions that would be beneficial for students and institutions, such as significant increases in student aid and support for institutions that have historically been under resourced. However, these provisions are offset by intrusive, complicated, or burdensome requirements that will undercut the bill’s primary goal to make higher education more affordable.”²⁵

As a result, any significant changes to federal support of higher education outside of the Cares Act for the COVID pandemic, remain intact. Public college and universities continue to education 70% of the nation’s postsecondary population, for which 71% of federal higher education funding flows to these institutions.

FIGURE 4
Composition of Federal Discretionary Spending
Fiscal year 2019



Source: Office of Management and Budget, Historical Tables, Table 8.7, “Outlays for Discretionary Programs: 1962–2025.”

Federal funds for higher education are a part of discretionary spending, which requires appropriations and regular renewal by Congress. The share of the national budget allocated for discretionary spending has been in decline since 1962 to currently represent only 30% of the national budget. The composition of spending from that budget placed education, training, employment, and social services at only 7.1% (fiscal year 2019).²⁶

²⁵ <https://www.acenet.edu/Policy-Advocacy/Pages/HEA-ED/Renewing-the-Higher-Education-Act.aspx#:~:text=It%20authorizes%20various%20federal%20aid,students%2C%20such%20as%20Pell%20Grants.>

²⁶ <https://www.taxpolicycenter.org/briefing-book/how-does-federal-government-spend-its-money>

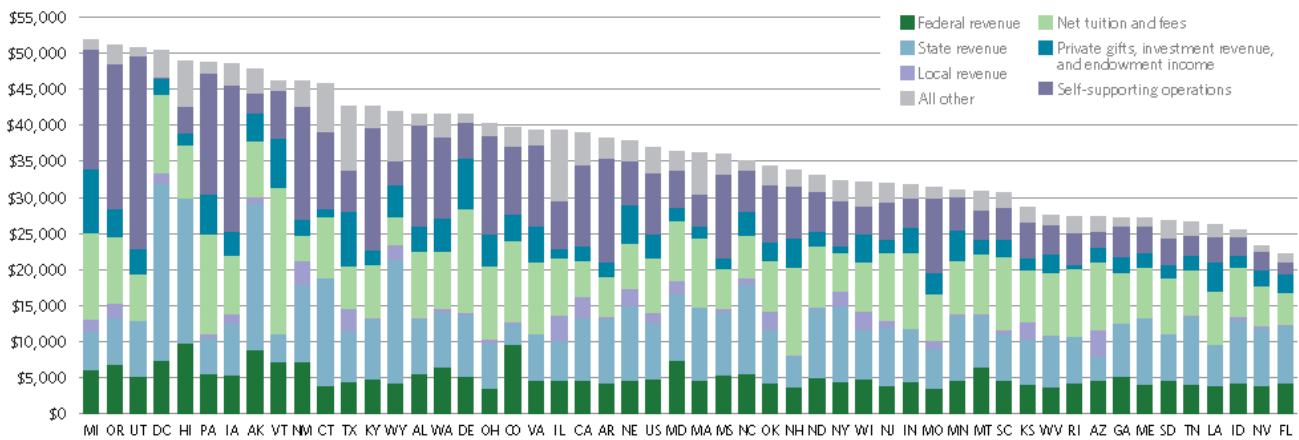
National Trends in Higher Education Appropriations

The amount of federal and state revenue dedicated toward higher education varies from state to state. According to Pew’s analysis of data from the U.S. Department of Education, National Center for Education Statistics’ Integrated Postsecondary Education Data System, per-FTE (full-time equivalent) revenue from federal sources ranged from \$3,268 in Missouri to \$9,693 in Hawaii. From state sources this spanned between \$2,769 in Colorado to \$20,265 in Alaska. Federal revenue in Utah was \$5,042 and state revenue was \$7,780. However, combined with other revenue sources such as net tuition and fees, private gifts and endowments, and self-supporting operations, Utah ranked third highest in total revenue flowing into postsecondary institutions (behind Michigan and Oregon).²⁷

Figure 10

Public Institutions Rely on Federal, State, and Other Major Funding Sources at Varying Levels Across States

Composition of revenue per full-time equivalent student, by state, FY 2017



Note: Federal revenue in Pennsylvania and Delaware is understated because of those states’ use of Financial Accounting Standards Board accounting standards. Colorado’s net tuition and fees are overstated and its state revenue is understated because of the way data are captured in the source.

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

© 2019 The Pew Charitable Trusts

Utah State Funding

Postsecondary education plays an important role by providing a skilled workforce for Utah’s growing economy. Research and innovation at institutions of higher education also contribute to the creation of new companies. It is also accepted that high educational attainment also contributes to collective and individual socio-economic wellbeing.

Benefits of Education

Individual Benefits	Societal Benefits
<ul style="list-style-type: none"> ■ Increased earnings ■ Increased economic mobility ■ Healthier lifestyle ■ More likely to receive employer-provided health insurance ■ More likely to do educational activities with their children 	<ul style="list-style-type: none"> ■ Increased GDP ■ Decreased crime ■ Increased volunteerism ■ Increased voter participation ■ Increased tax contributions ■ Lower unemployment rate ■ Reduced reliance on public assistance ■ Reduced healthcare costs ■ Decreased poverty rate

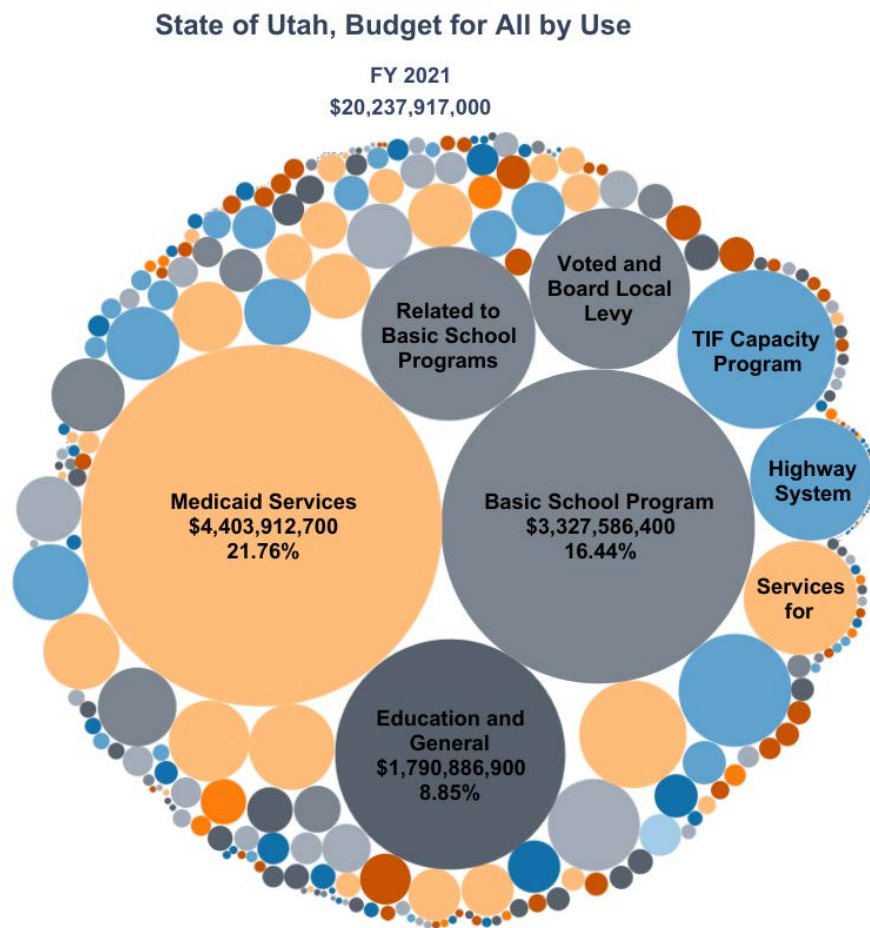
Source: Kam C. Gardner Policy Institute based on literature review

²⁷ <https://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2019/10/two-decades-of-change-in-federal-and-state-higher-education-funding>

Despite a positive economic outlook, national and state funding for higher education has only halfway recovered to pre-recession levels. Support for higher education has roughly kept pace with inflation rates, which means funding has stabilized but at a much lower level. This also translates into a larger burden for students and families to fund higher education opportunities. In Utah, the total education revenue per FTE has returned to pre-recession levels. In fact, it has increased 3.7% and now ranks 11th in the nation compared to other states in percent change in total education revenue per FTE.²⁸

Unfortunately, Utah ranks last in the nation for state financial aid and in last in the nation for state need-based aid provided to students. House Bill 260 Access Utah Promise Scholarship (Rep. Derrin Owens) introduces a new state-funded scholarship program devoted to helping students who cannot cover the cost of tuition and fees at public colleges and universities.²⁹

For FY 2021, the Utah budget netted \$20.2 billion, from which roughly \$1.7 billion was earmarked for higher education (8.85% of the total budget).



²⁸ Report: In Utah, higher ed total revenue per FTE reaches pre-Recession levels. April 11, 2019. <https://ushe.edu/report-in-utah-higher-ed-total-revenue-per-fte-reaches-pre-recession-levels/>

²⁹ <https://le.utah.gov/~2019/bills/static/HB0260.html>

For FY 2022, higher education netted \$113.5 million in new, one-time, and ongoing funding, representing a 9.3% increase over the base budget. In addition, high education was awarded

- \$20.5 million for performance-based funding for degree-granting institutions
- \$6.0 million for Technical Education Growth and Capacity
- \$2.5 million for College Access Advisors to support students in making post-secondary decisions
- \$188.2 million for building projects benefiting Bridgerland Technical College, Salt Lake Community College, Southern Utah University, the University of Utah, and Utah State University.³⁰

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

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

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

Research institutions are noted as the University of Utah and Utah State University.³¹

Performance funding was revised during FY 2022 to include monies awarded for one-year achievements related to five-year goals in the key areas of student access, completion, and high yield graduates. Each area considers performance metrics for all students and underrepresented student populations. Access looks at college-level entry by high school students within 3-years of their high school graduation date. Completion addresses the timely achievement of a postsecondary credential or transfer (for two-year institutions) to a four-year program. High yield graduates are those that obtain a credential in one of Utah’s DWS-determined 5-star or 4-star programs. 5-star programs are those with the highest job and salary economic outlook for the state; 4-star are those with a very good job and salary economic outlook.³²

³⁰ <https://le.utah.gov/interim/2021/pdf/00002861.pdf>

³¹ <https://le.utah.gov/interim/2017/pdf/00004475.pdf>

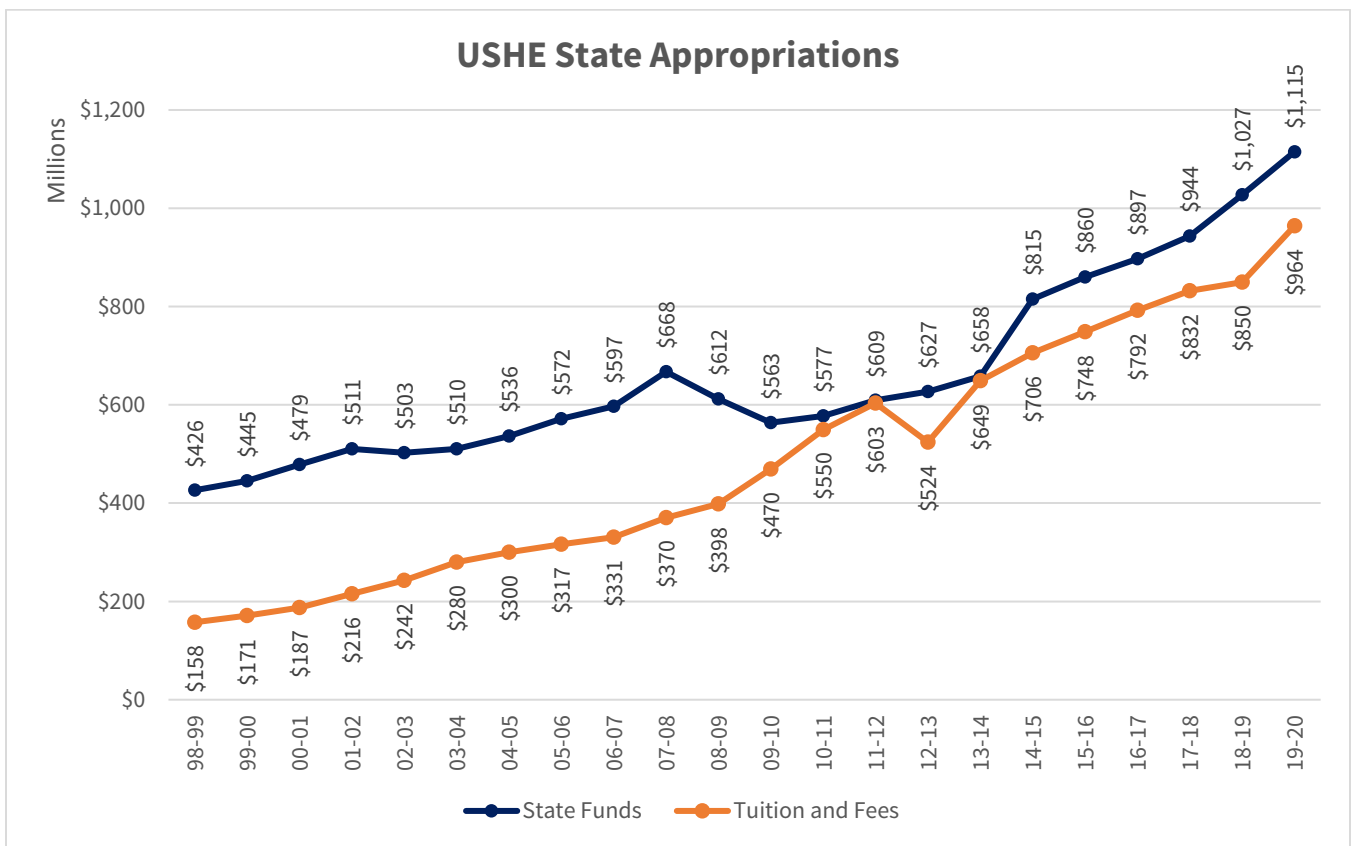
³² https://ushe.edu/wp-content/uploads/pdf/agendas/20210521/board-presentations_05-2021.pdf

As of January 13, 2022, Snow College’s was earmarked to receive \$991,200 for performance funding, broken down as follows³³:

- Access/Underserved students: \$99,120
- Completion: \$148,680
- High Yield: \$247,800
- Awards per FTE: \$495,600

Utah Higher Education Appropriations

State funding for higher education has increased over the past 17 years. Total appropriations, including tuition, have maintained pace with higher education inflation as measured by the Higher Education Price Index (HEPI). The mix of state appropriations and tuition dollars has been inconsistent since FY 1999. For example, during the Great Recession, state appropriations slowed, and the difference was made up by tuition dollars. Since FY 2011, however, legislators have accelerated tax funding. Utah continues to be among the most affordable states in the nation for higher education with new initiatives by the Utah System of High Education and continued legislative efforts directed toward curbing tuition growth.³⁴



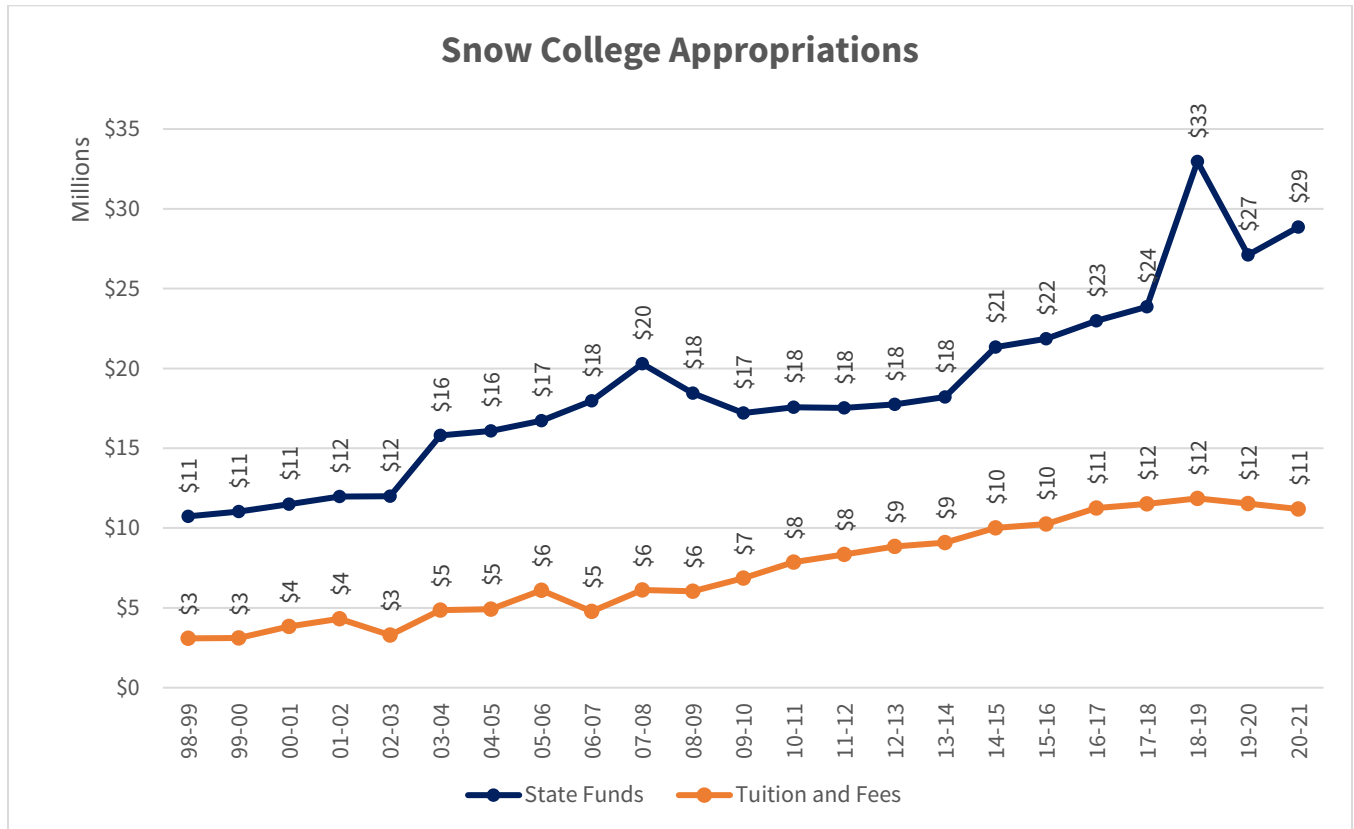
Snow College State Appropriations

For FY 98-99, the state of Utah made up two-thirds of Snow College’s appropriation (78%). By FY 0708, Snow College received its highest allocation from the state legislature—\$20,298,700. Recession-fueled

³³ https://ushe.edu/wp-content/uploads/pdf/agendas/20220113/01-13-22_FF_TAB_E.pdf

³⁴ <https://ushe.edu/data/> USHE Data Book

budget cuts and a slow turn-around to the economy reduced Snow College’s state funding by up to - 15%. Beginning FY 1314, the state of Utah dedicated increased funding to higher education, and, by FY 1516, Snow College received \$20,057,400 tax dollars, which was (\$241,300) short of the FY 0708 peak. Tuition revenues along with the re-allocation of programs and general fund resources have compensated for the lack of state funding. Snow College received an anomalous funding boost in FY 2019. For the most recent fiscal year, 72% of Snow College’s budget was from legislative appropriations.



Any increase in legislative funding allows Snow College to alleviate student/family burden of higher education by keeping tuition and fee costs low—the most affordable in the state of Utah. Pre-recession tuition and free revenues made up 22% of the Snow College’s budget. By FY 14, the percentage had reached a new high of 33%. The current percentage of 28% indicates a concerted effort by Snow College officials and dedicated representatives who lobby for a greater recognition of and investment in Snow College as a vital asset to the state’s higher education system.

Undergraduate Tuition and Fee Comparison

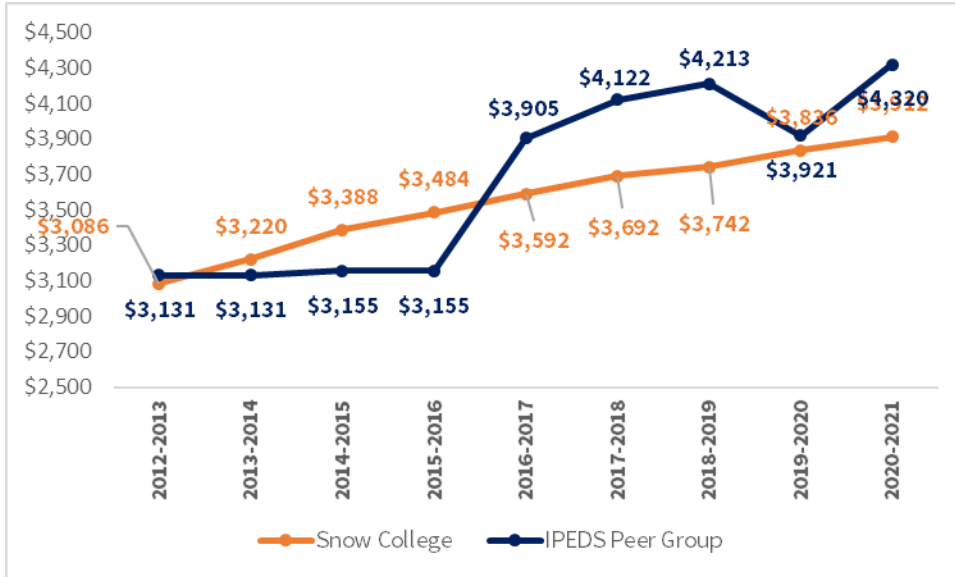
Snow College is the least expensive of all 8 USHE institutions for resident students and the second least expensive for non-resident students. Even with most institutions not raising their tuition and fees during the COVID pandemic, Snow College’s resident and non-resident tuition and fees remained the most affordable in the state.

	2019-2020		2020-2021		PY % Change	
	Resident	Non-Resident	Resident	Non-Resident	Resident	Non-Resident
University of Utah	\$9,500	\$30,134	\$9,500	\$30,134	0.0%	0.0%
Utah State University	\$7,659	\$22,197	\$7,859	\$22,805	2.6%	2.7%
Weber State University	\$5,986	\$15,969	\$6,106	\$16,288	2.0%	2.0%
Southern Utah University	\$6,770	\$20,586	\$6,770	\$20,586	0.0%	0.0%
Snow College	\$3,836	\$12,876	\$3,912	\$12,876	2.0%	0.0%
Dixie State University	\$5,496	\$15,792	\$5,662	\$16,260	3.0%	3.0%
Utah Valley University	\$5,820	\$16,570	\$5,906	\$16,806	1.5%	1.4%
Salt Lake Community College	\$3,929	\$12,460	\$3,989	\$12,709	1.5%	2.0%

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

IPEDS Tuition and Fee Comparison

Snow College's tuition and fees for all first-time degree/certificate seeking undergraduates was lower than the national peer group for 2012-2013 (lower by 1.4%). By 2015-2016, Snow College's tuition and fee expenses were 10% higher than the peer group. Since then, Snow College's semester-based resident tuition and fees have been significantly lower than the national peer group, which experienced a significant jump in tuition and fees in 2016-2017.



The IPEDS peer comparison group uses the following characteristics: Degree-granting four-year, primarily Associate degree, Carnegie classification of Associate's Dominant, Public, state-funded, Similar enrollment/size

The following schools represent the 2020-2021 peer group:

- Bismarck State College (Bismarck, ND)
- Cascadia College (Bothell, WA)
- Clark State College (Springfield, OH)

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)

Snow College's Comparative Affordability

Using annual resident tuition with off-campus room & board, Snow College students can expect to pay 48% less than the average cost at any other state institution. Students who enroll and stay a full year have an estimated savings of \$7,205. In other words, students who choose to attend Snow College their first college semester can save nearly enough money to pay for a second college semester living off-campus. The following table uses the 2020-2021 cost of attendance data as reported to the Integrated Post-Secondary Data System (IPEDS), Institutional Characteristics component. The total cost of attendance includes only the annual amount for resident tuition and off-campus room and board. It does not include additional costs for books, gas, groceries, and other supplies.

Annual Cost of Attendance	Resident Tuition	Off-Campus R&B	Total Cost
Utah State University	\$7,859	\$8,180	\$16,039
Weber State University	\$6,106	\$7,380	\$13,486
University of Utah	\$9,500	\$10,201	\$19,701
Utah Valley University	\$5,906	\$9,018	\$14,924
Salt Lake Community	\$3,989	\$10,780	\$14,769
Southern Utah University	\$6,770	\$7,500	\$14,270
Dixie State University	\$5,662	\$6,968	\$12,630
Snow College	\$3,912	\$4,000	\$7,912
<i>Average Cost*</i>	\$6,542	\$8,575	\$15,117
Difference/Savings	(\$2,630)	(\$4,575)	(\$7,205)
Percent Difference	-40%	-53%	-48%

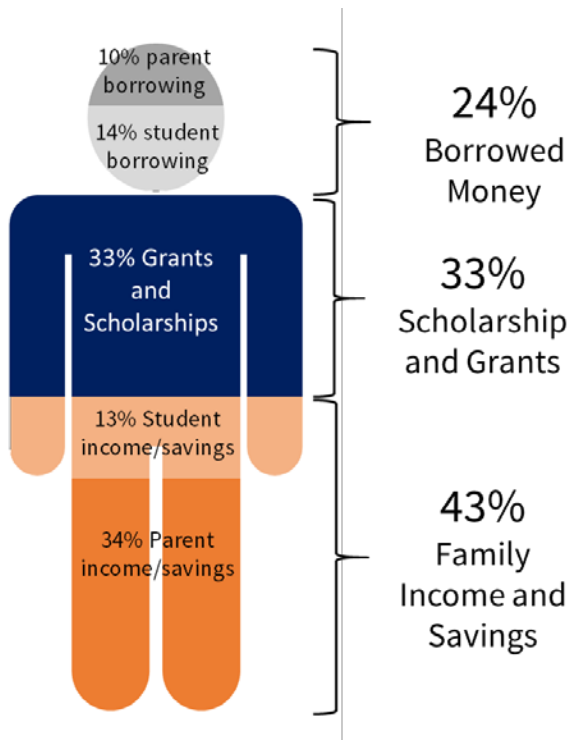
*The average cost does not include the cost to attend Snow College

The total cost includes in-state tuition, fees, off-campus room and board. Source: IPEDS, College Navigator.

These data indicate that by attending Snow College for a year (living off campus), a resident student can expect to save \$2,630 in tuition and another \$4,575 in housing for a total annual savings of \$7,205. It is noted that this information does not apply tuition waivers or other forms of institutional financial support. However, waiver or tuition offset amounts must be significantly larger than \$2,000 to begin to compete with Snow College's affordability.

How Undergraduates Finance Their Education

Though not a direct increase, the cost for college has increased by 38% over the past 10 years. How America Pays for College 2017 found that Americans spent an average of \$26,226 on college for the 2018-2019 academic year which was similar to the previous year. Family income and savings paid the largest share of the cost (43%). Scholarships, grants, and gifts paid the next largest share (33%). Borrowed money paid the smallest share (24%).



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

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

Both parents and students continue to believe that college is worth the investment with the majority willing the stretch themselves financially to pay for college. 84% of families believe that college, particularly having a college credential will lead to a higher paying job. 80% of families feel confident

about how they are going to pay for college and 44% have a plan to pay for all the years of college.

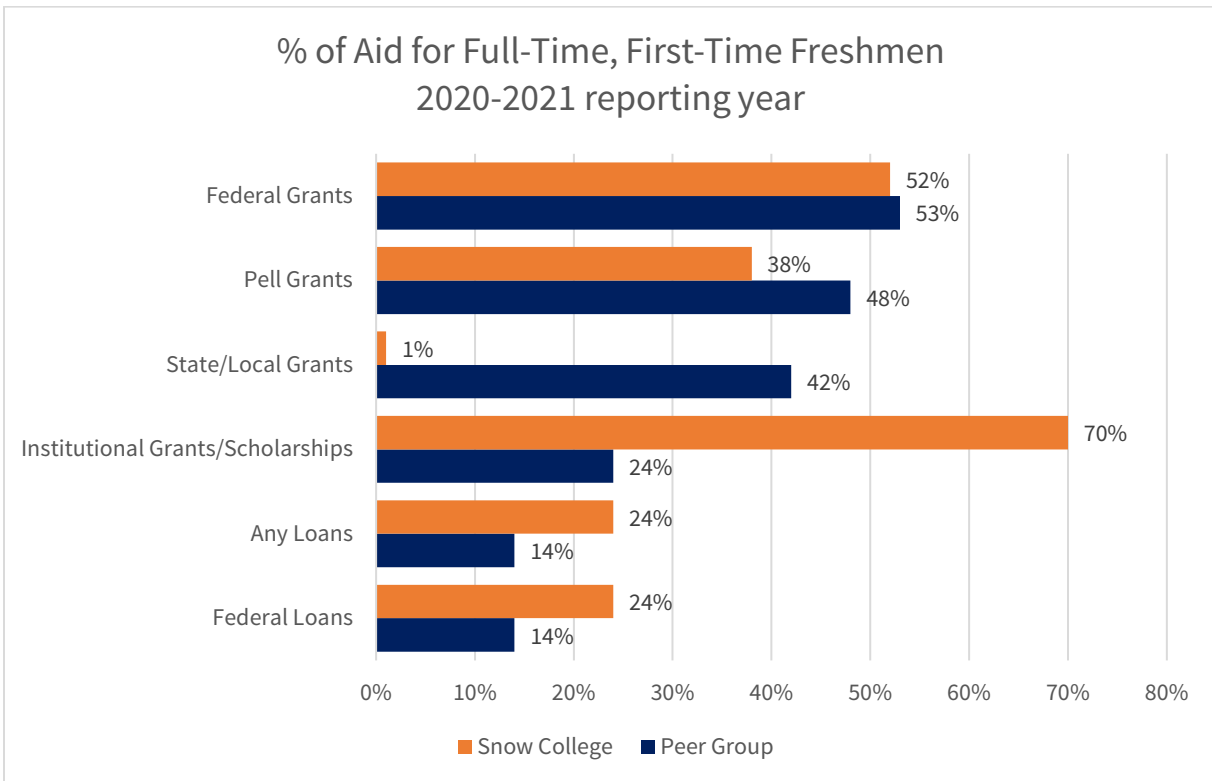
Interestingly, families are more likely to consider cost than academic criteria when choosing a college (77%). Students are more likely than parents to reject a school because of cost (88%) and students are more likely than their parents to rule out a school after reviewing the financial aid package (67%). On average, students will apply to four schools and get accepted by three of them, which gives them options when choosing where to spend their educational dollars. Finally, more and more families are starting to complete the FASFA (77%) to get access to more than \$150 billion in federal financial aid, but 1 in 4 families still skip this step.³⁵

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

³⁵ How America Pays for College, 2019 by Sallie Mae and Ipsos. salliemae.com/about/leading-research/how-america-pays-for-college/

How Snow College Students Pay for College

Snow College students use more institution grant or scholarship dollars and less federal grant money than their peers. Of full-time, first-time students, 70% of Snow College students took advantage of institution scholarships or grants (average amount = \$2,056) compared to the peer rate of 24% (average = \$1,494). 52% had federal grants with was commensurate with their peers at 52%, however the average grant aid for Snow students was significantly less at \$3,940 compared to their peers at \$6,251. Snow students continue to lag their peers with Pell grants (38% compared to 48%). In fact, the percent of first-time freshman with Pell grant aid declined from 41% (2019-2020 reporting year) while the peer rate remained the same. State aid will consistently remain low compared to Snow's peer group due to the lack of service area (district) or local taxes earmarked for the resident higher education institution.



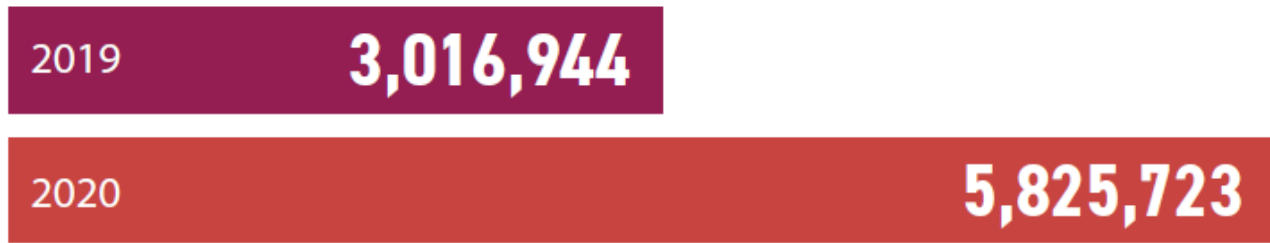
Half of all Snow College students received some form of grant or scholarship aid from the federal government, state/local government, the institution, and other sources known to the institution (not including federal loans). For the 2020-2021 academic year, a total of \$12,072,821 of financial aid was provided to Snow students with the average aid package equaling \$4,448. Approximately \$6 million of those funds were in the form of Pell Grants which benefitted 26% of the total student population. 38% of students/parents acquired federal loans to pay for school (\$2 million, average loan = \$1,447).³⁶

³⁶ [IPEDs Student Financial Aid Component for 2020-2021.](#)

National Trends in On-Line Education

The COVID pandemic resulted in an unprecedented surge in online course delivery. The number of students studying exclusively online or partially online ballooned in fall 2020, up 93% from the previous fall semester.³⁷

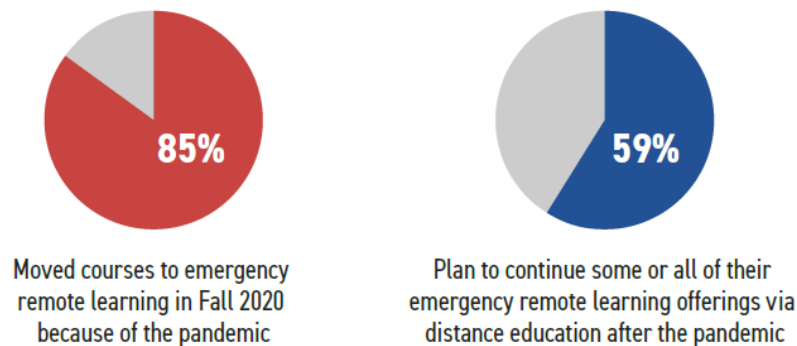
93% ↑ Increase in distance education enrollments at SARA-participating institutions between Fall 2019 and Fall 2020



According to Inside Higher Ed, it remains unclear if the pandemic-surge has permanently changed the landscape for using technology to delivery college instruction. Initial data indicate that roughly 75% of all students were educated either wholly or partially by distance education courses. From the institutions that report to NC-SARA, most indicated they expected to maintain or growth their distance education offerings post-pandemic. These findings are supported by more and more traditional students who voice preference for more instruction delivery flexibility, which includes virtual learning.

INSTITUTIONS REPORT DISTANCE EDUCATION LIKELY TO CONTINUE POST-PANDEMIC

According to a voluntary survey of SARA-participating institutions*



Forbes (2021) identified five key trends in online education starting in 2021 and moving forward:

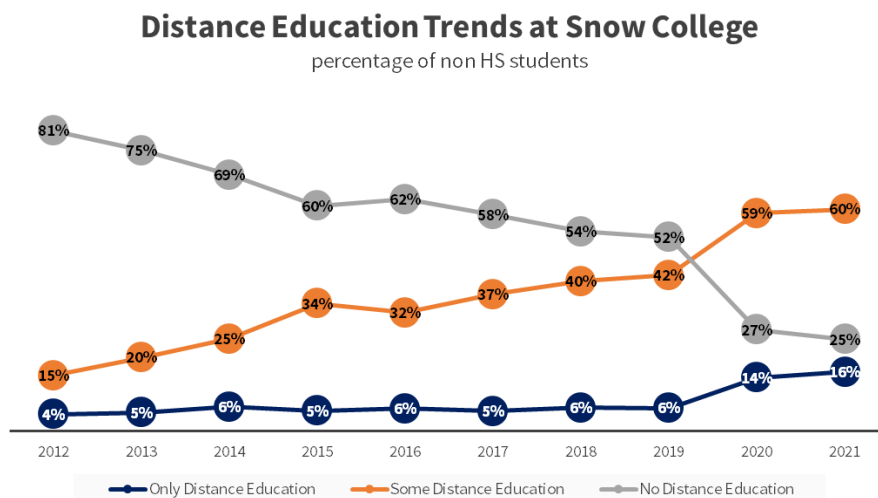
- **Applied Learning:** there is new emphasis on practice over theory in the emerging job market. The applied learning approach to online education means that more courses will be based on on the principle of learning by doing rather than studying theory.
- **High-Speed Learning:** many online students prefer shorter learning times or educational modules such as three short courses in quick succession rather than 15-weeks of continual instructin.

³⁷ <https://www.insidehighered.com/news/2021/09/16/new-data-offer-sense-how-covid-expanded-online-learning>

- **Skill Improvement:** College and universities provide excellent all-around education which need to be better balanced with short-term skill development. This includes short courses in “soft skill” development.
- **Bite-Sized Learning:** Students and employers are starting to see and appreciate the benefits of micro-learning, which is learning in smaller, more condensed, and skill-based, stackable segments. Many large companies like Google, Amazon, and Walmart already offer short-term term learning as a part of their compensation packages. Micro-learning is less expensive and provides immediate, more practical results. **In fact, it has been suggested that micro education is becoming the new standard of modern education.**
- **Flexible Training Formats:** distance education more readily attends to the variety of student learning modalities. For main aspects of flexibility in education are time, content, entry requirements, and delivery. Modern education means adapting and offering more flexible courses that are available during time slot(s) and format(s) that are convenient for the individual user.³⁸

Online learning among USHE institutions is not new. In fact, back in 2017 the system reported 40% of students enrolled at USHE institutions participated in at least one online course with 84 certificate and degree programs being offered exclusively online. USHE is a member of the State Authorization Reciprocity Agreement (SARA), which is an agreement among member states, districts and territories that established comparable national standards for interstate offerings of postsecondary distance education courses and programs.³⁹

Snow College has steadily increased the number of courses offered to high school and college, degree-seeking students. In 2012, only 6% of non-concurrent enrollment classes were offered online. Currently 20% of all non-concurrent enrollment classes are available online. The number of college degree-seeking students taking advantage of online education has also increased, resulting in a dramatic downturn of college students exclusively enrolled in face-to-face courses since fall 2019.



³⁸ <https://www.forbes.com/sites/forbesbusinesscouncil/2021/02/02/five-major-trends-in-online-education-to-watch-out-for-in-2021/?sh=6e71c23d21eb>

³⁹ <https://ushe.edu/office-of-commissioner/state-authorization-ut-sara/>

The ration of college degree-seeking students taking online courses at Snow College has shifted from 1 in 20 students to 3 in 20 students.



Other Future Trends in Higher Education

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

- Competency-based education (CBE):** This type of education allows students to apply their work or life experience to their education. This helps lower the cost of education and can facilitate a faster completion rate. If students have the workplace training, outside reading, or life experience for a subject, they can take a competency test and get credit without having to take a class. Title IV funding is available for some of these classes which is a sign that the U.S. Department of Education recognizes the viability of CBE. There are an estimated 600 institutions that have explored or launched CBE programs with double-digit growth expected through 2030. Snow College currently offers two CBE programs: an AS in General Education and all credential levels associated with Networking and Cybersecurity. A third program in Industrial Mechanics is under review and, once approved, will designate Snow College as a CBE-granting institution.
- Income Share Agreements (ISA):** In the private sector, some companies are beginning to develop agreements where students do not pay back their student loans until they get a job and/or meet certain income thresholds. For example, students may be required to dedicate 20% of their income for the first five years of employment back to their degree-granting institution. If they don't find a job, they aren't responsible for any payments. ISAs share the risk between the student and the institution, which is responsible for distinct student learning outcomes.

- **Online Program Manager Organizations (OPM):** These are entities that help traditional colleges and universities building and maintain their online degree or program offerings, while opening new and flexible options to nontraditional students. OPMs is based on a revenue sharing model: the institution provides the content, and the organization (OPM) puts it online and leads the marketing efforts. In 2019, Snow College contracted with Sundance to provide Accelerate Online Learning to local, state-wide, and regional high school students and adult learners. As of Fall 2021, approximately 8% of the total Snow College student body were AOL students, the majority of which were high school students.
- **Enterprise Training Companies:** These companies either partner with higher education or work independently to provide assuage the mismatched knowledge and skills between employers and potential employees. Many of these companies leverage partnerships with a variety of companies and colleges (e.g., Pluralsight or Revature) and allow students to pay their tuition over a two-year period after they are employed. Snow College's Learn & Work program and Continuing Education program leverages this relationship to provide upskill opportunities to non-traditional (mostly) students. For example, Continuing Education's Full-Stack Web Development course is provided by [DevPipeline](#). [DevPipeline](#) is an independent enterprise based in Orem, UT that provides comprehensive short-term instruction in back-end and front-end web development. In addition, the company hires new graduates to help them build long-term careers either with [DevPipeline](#) or another employer.
- **Transnational Pathway Programs:** These programs deliver transnational education to students above and beyond what has been traditionally provided by institutional study abroad programs. Pathway programs national and foreign students' study in other countries and the U.S. by bridging academic entry standards using educational program partnerships and revenue sharing models.⁴⁰

⁴⁰ Dusst, E. and Winthrop, R. Top 6 Trends in high education, Brookings, January 10, 2019.

RECRUITING ENVIRONMENT

How Undergraduates Seek Information

Changing demographics in the number of high school students attending and graduating from college has changed the ways colleges and universities recruit first-time in any college student (FTIAC). Potential college students spend at least nine hours a day on their digital devices.⁴¹ This is four times the average they spend doing homework⁴², twice the time spend on daily extracurricular activities, and even more than the average of 8.5 hours they spend sleeping.⁴³ Almost half of all teenagers report that they are online almost constantly.⁴⁴ These startling statistics confirm what higher education marketers and admissions directors have witnessed for years: more than ever, students (**AND THEIR PARENTS**) are conducting college searches using technology.

Digital engagement is the most important strategy for engaging Generation Z

PARENT INVOLVEMENT

Parents are involved at some level with the majority of students



FACT:



6 out of 10 students

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

Have parents done anything to help students review college options?

YES 62%

**SENIORS
66%**

**JUNIORS
62%**

**SOPHOMORES
58%**

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

⁴¹ Common Sense Media (2015) U.S. teens use an average of nine hours of media per day.

⁴² ICAN Education (2017). How much time should be spent on homework based on grade?

⁴³ Bureau of Labor Statistics (2016). American time use survey.

⁴⁴ Pew Research Center (2018). Teens, social media, & technology 2018.

The key takeaway is that parents need a path for exploration and interaction with the college. The ease of access to a college’s information helps to make parents great advocates for enrollment at a given institution. Additionally, the decision-making process has flipped—it is not about controlling the college information sent to prospective students as much as it is about providing a multi-channel information experience. The top five information resource categories are as follows:

INQUIRING ABOUT COLLEGE

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



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

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

HOW STUDENTS WILL CONTACT AN INSTITUTION

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

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

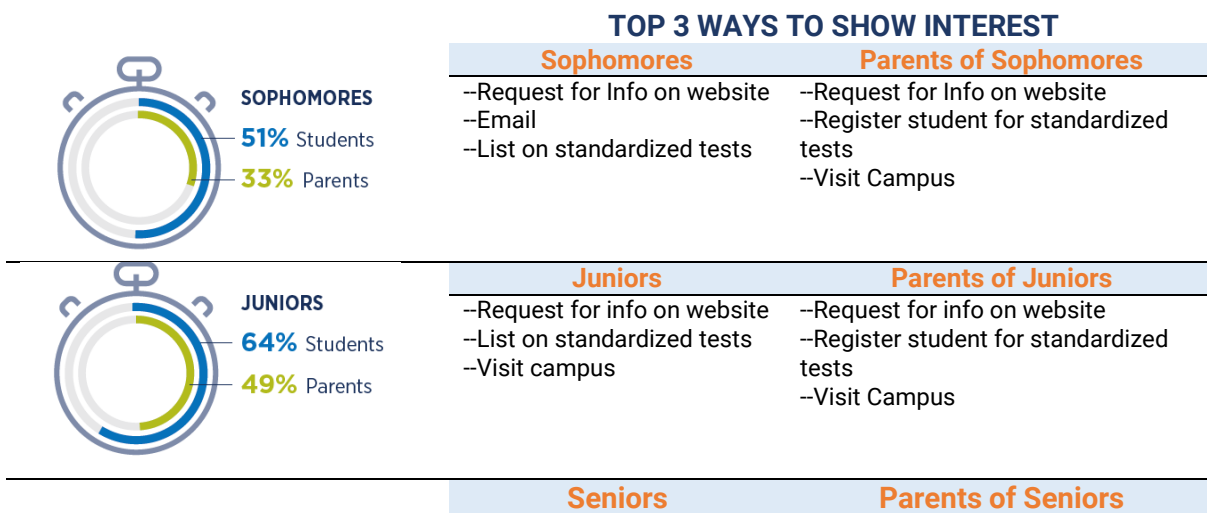
Today’s potential students and parents have a variety of resources to find information on schools. The challenge for any institution is to develop effective engagement channels and great content strategy consistent with the respective parent or student information seeking behavior. Listed are key recommendations:

- **Make it easy for students to find and engage with your request for information form:** Given the potential student interest in academic programs and majors, institutions should highlight the request for information form as a key call to action on these pages.

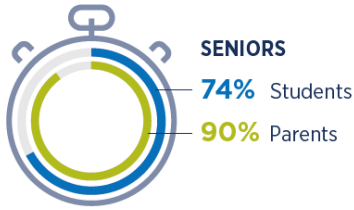
- **Help seniors plan a visit:** Seniors are more likely to plan a campus visit that juniors or sophomore.
- **Provide multiple ways to interact:** Students use website forms on their laptops and mobile devices the most, so institutions need to make the easy to find. Also, provide other channels to communicate such as texts, emails, chats and even snail mail.
- **Budget for Digital Ad Campaigns:** Paid on-line ads should be a part of a college’s digital marketing mix and consistency is the key. Occasional online ads are ineffective.
- **Don’t underestimate the value of your online calculator:** Each college should provide a net price calculator that takes only minutes to use. This calculator should at the same level and ease of access as information requests forms, admission application forms, and request forms for campus visits. The inclusion of a scholarship calculator makes this information ten times more effective.
- **Understand the difference in how parents and students use social media:** Students want storytelling and high imagery typically found on Snapchat and Instagram. Parents remain more traditional by using Facebook. In fact, more students want short video streaming about the college than parents.
- **Have good content across all social media platforms:** You should have mix and each platform should be a valued use of information for students and parents.
- **Make sure the social media links are easy to find on your college’s website:** Social media links should be in a very conspicuous location on an institution’s main homepage. Consideration should be given to hosting live feeds from social media on the homepage.⁴⁵

How Undergraduates Show College Interest

Students and parents signal interest in a college as early as the sophomore year. This interest continues to grow with 90% of parents and seniors reaching out to institution of interest. **For 2019, the shift in interest is on college majors rather than the institution as a whole!**



⁴⁵ Ruffalo Noel Levitz 2017 E-Expectations Report: How to Amplify Digital Engagement of High School Students During the College Search Process.



- Visit campus
- Request for Info on website
- Email (tie)
- List on standardized test (tie)
- Register student for standardized tests
- Visit Campus
- Request for Info on website

How information is communicated to students and parents has a huge impact on their college choice decision. The choice of communication is very important and social media apps are a part of the new mix. The challenges for most colleges and universities is to make sure the Request for Information form does not take too long to complete or ask for too much information. In fact, 40% of students indicate that they stopped filling out a form because it asked for too much information.⁴⁶



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

How Snow College Students Show Interest

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



Students check their social media nearly every minute!



Students prefer pictures and videos over text.



Students access social media using their cell phones.

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

had previously attended Snow College the prior academic year), returning and transfer students (students with prior college experience either at Snow or another institution), and high school students (a group of students taking concurrent enrollment classes while attending Manti High School).⁴⁷ Among the comments, pictures and short, high-quality videos mattered a lot! The higher the picture or video quality the more they will be liked and shared among friends and followers (who may be prospective students). The top communication social media apps for Snow College students are (in order): Instagram, Snapchat, Twitter (mostly for news)

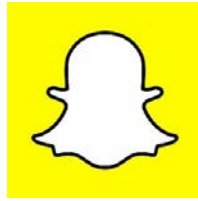
⁴⁶ Ruffalo Noel Levitz 2019 E-Expectations Report: How to Amplify Digital Engagement of High School Students During the College Search Process.

⁴⁷ Snow College social Media Focus Group and Survey Findings, March 2017



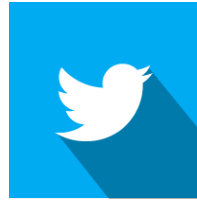
Instagram

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



Snap Chat

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



Twitter

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



YouTube

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



Facebook

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



Other apps

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

TAKEAWAY:

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



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

Snow College Student Choice Information

Starting fall 2018, entering students were asked how they first learned about Snow College. Consistently information from friends and family represented more than half (59%) of all recruitment activities. This was followed by an Ambassador visit, contact with a recruiter at high school and information found on the internet.

How did you first learn about Snow College?

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Friend/Family	59.6%	58.4%	57.6%	59.3%
Ambassador Visit	20.9%	19.2%	21.6%	13.1%
High School Contact	10.0%	10.0%	12.1%	14.7%
Web/Internet	2.2%	4.7%	3.3%	5.9%
Open House	2.8%	2.4%	2.4%	0.5%
Local Resident	2.2%	1.2%	0.5%	2.1%
Attended an event	0.6%	0.6%	0.9%	1.8%
Email	1.1%	1.2%	0.7%	0.5%
Sports	0.3%	0.6%	0.7%	1.3%
Concurrent Enrollment		1.5%		
Publication		0.3%		0.5%
Professional Recruiter	0.3%		0.2%	
Scholarship				0.3%

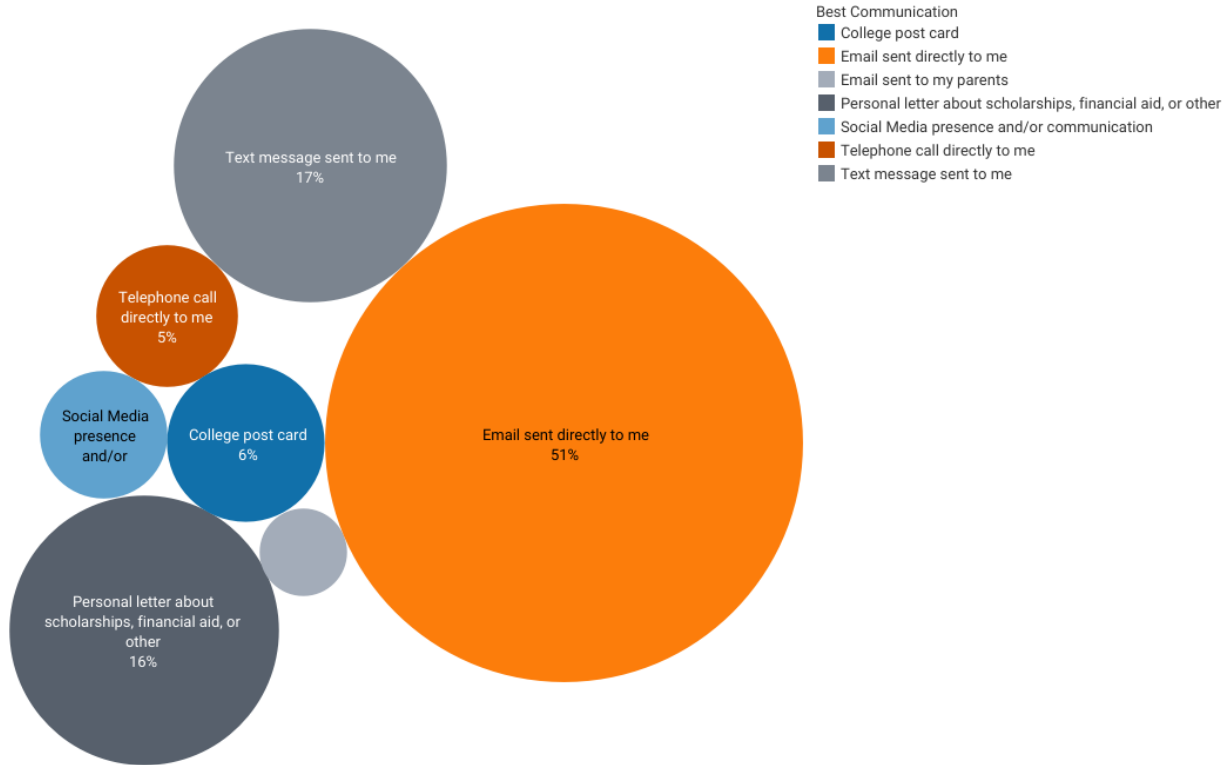
When asked if they had attended a Snow College event prior to admission, nearly half affirmed attendance at a Snow College event.



Of those that attended a Snow College event, prior to their first semester, 43% participated in a weekend SnowBlast, 19% took an on-campus tour, 12% attended a Snow College music or theatre event, 11% participated in a SnowFun summer youth conference, 6% attended a summer sports campus, 5% attended an athletic event, and 4% had participated in and on-campus conference or high school academic event (i.e., Math Contest).

When asked about their type of preferred communication with the College prior to their first enrollment, most students responded favorably to an email sent directly to them (51%) as opposed to emails sent to their parents (1%)

Type of Preferred Communication
data for this question was not collected prior to Fall 2019



Snow College Enrollment Yields

Recruitment and enrollment yields compare the number of applicants and matriculated first-time, directly out of high school, students against state-wide high school graduating classes (high school graduating class information obtained by WICHE (Western Interstate Commission for Higher Education) data.⁴⁸ The five-year recruitment yield average is 13%.

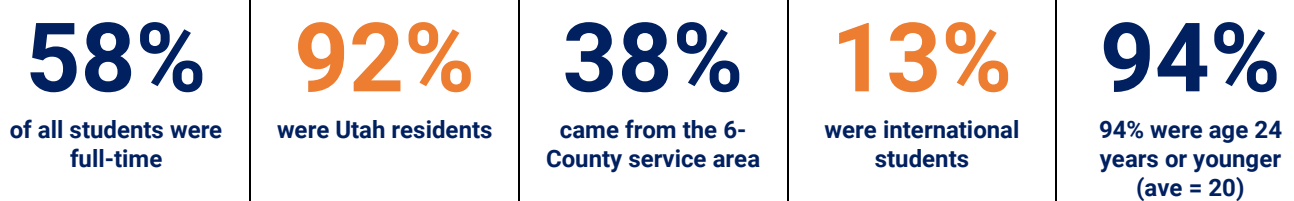
	Fall 2019	Fall 2020	Fall 2021
Distinct Count	4,844	5,464	4,773
Applied Counts	4,803	5,427	4,742
Enrolled Count	1,381	1,442	1,898
Enrolled Yield	28.8%	26.6%	40.0%
Census Counts	1,375	1,440	1,753
Census Percent	42.1%	41.6%	49.5%

Over the past three years, Snow College has increased the number of applications with the highest count being 5,464 distinct student applications for fall 2020. In addition, Snow College has improved the yield of this applications (application to actual enrollment) to a high of 40% for fall 2020. This means that 40% of new students who apply to the College enroll, which is remarkably higher than the 28.8% yield posted for fall 2019.

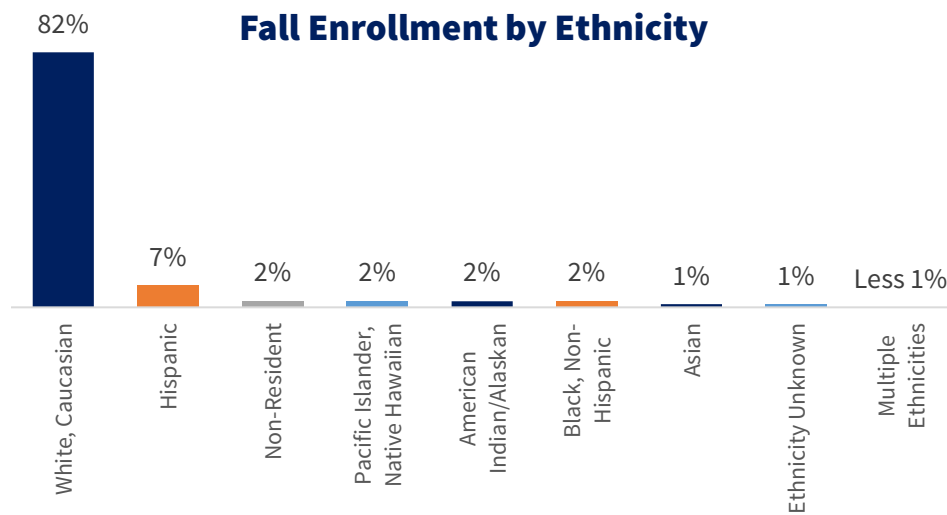
⁴⁸ <https://knocking.wiche.edu/data/>

Snow College Enrollment Profile

For Fall 2021, total enrollment at Snow College was 6,514 students. Of the total headcount, over one-third (38%) were high school students taking college courses for dual high school and college credit; 29% were first-time students, 24% were students continuing from the prior spring semester, 4% were students returning to school after stopping out for one or more semesters, 3% were non-matriculated or continuing education/non-degree seeking students, and 2% where students transferring to Snow College from another institution.



The majority of all Snow College students are White, Caucasian. However, ethnic minority students have nearly doubled since fall 2011 increasing from 8% to 18% (fall 2021).



OTHER ENVIRONMENTAL FACTORS

Basic Needs/Food Insecurity

While many students may still worry about gaining weight in college (the “freshmen-15”), a growing number are unable to buy nutritious food. This puts their physical health, mental health, and academic performance at risk. A 2018 study found that 36% of college students experienced hunger and/or a lack of stable housing. With tuition rates on the rise and a lack of affordable housing, this puts a very tight financial squeeze on many college students and their parents.⁴⁹



A late 2017 study found that at half of two-year college students experienced varying degrees of food insecurity. Many of these students are cutting meals or portion sizes because of a lack of funds. In addition, at least one out of every three of these students were also housing insecure.⁵⁰

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

There is a correlation between students who don't get enough food or who eat non-nutritious food and academic performance. Many of these students make lower grades and have a lower chance of graduating. One study found that students who had a GPA of 3.1 or were 60% less likely to suffer from food insecurity. Those with food issues were less likely to attend class, perform well, and were more likely to withdraw from courses.⁵¹

Student Mental Health

A mental health crisis faces today's college campuses nation-wide. Evidence suggests that more and more college students are experiencing greater levels of stress and psychopathology than at any other time. According to the Association for University and College Counseling Center Directors, 95% of college counseling center directors reported an increase in the number of students with significant psychological issues and expressed growing concern that the number will continue to rise.⁵²

The Center for Collegiate Mental Health's most recent report (2016)⁵³ found an increase in students seeking mental health services over the past six years. The study noted that college students are making counseling appointments at a rate seven times greater than institutional enrollment rates. In

⁴⁹ <https://www.affordablecollegesonline.org/college-resource-center/college-food-insecurity-support/>

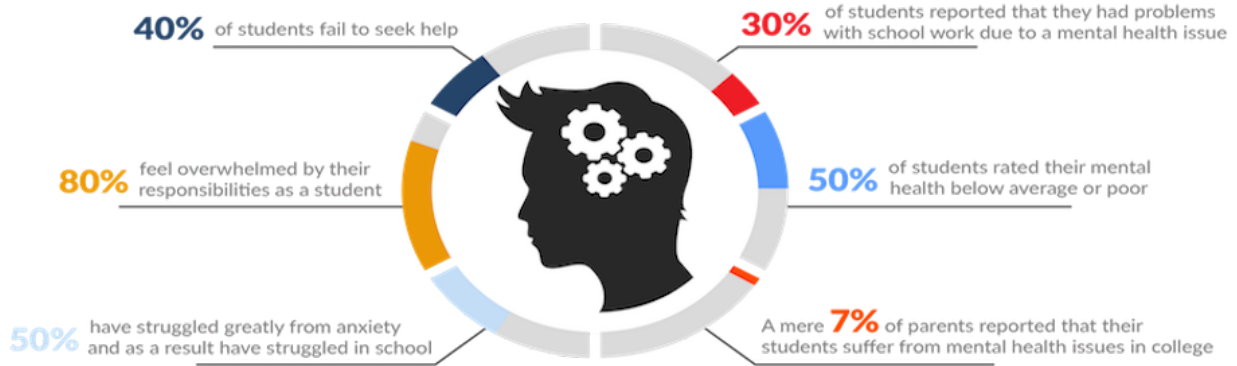
⁵⁰ Broton, K. M., & Goldrick-Rab, S. (2018). Going Without: An Exploration of Food and Housing Insecurity Among Undergraduates. *Educational Researcher*, 47(2), 121-133. <https://doi.org/10.3102/0013189X17741303>.

⁵¹ Martinez, Suzanna & Brown, E. & Ritchie, L. (2016). What Factors Increase Risk for Food Insecurity Among College Students?. *Journal of Nutrition Education and Behavior*. 48. S4. 10.1016/j.jneb.2016.04.017.

⁵² <https://www.aucccd.org/assets/documents/aucccd%202016%20survey%20press%20release%20final.pdf>

⁵³ Source: Center for Collegiate Mental Health (2017, January). *2016 Annual Report* (Publication No. STA 17-74).

addition, the study found a steady increase in incidents of self-harm among college students. Among the students who sought counseling services, 33% of the students seriously considered suicide and 26% purposefully committed injury to self without suicidal intent.



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

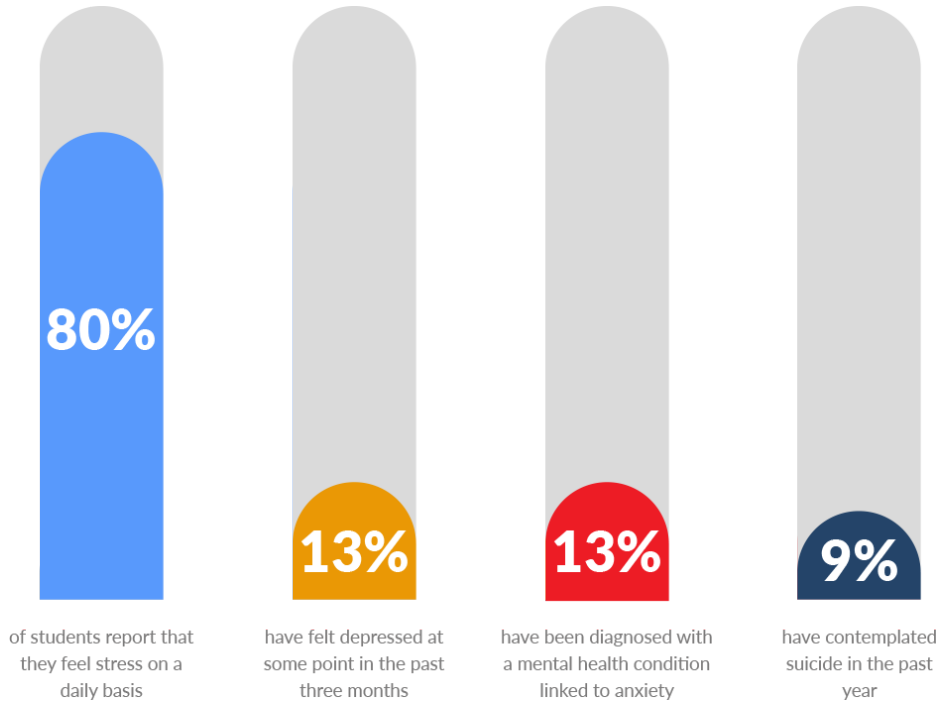
Mental health issues take on many forms with the most significant ones for college students being depression, anxiety, suicide, eating disorders, and addiction.

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



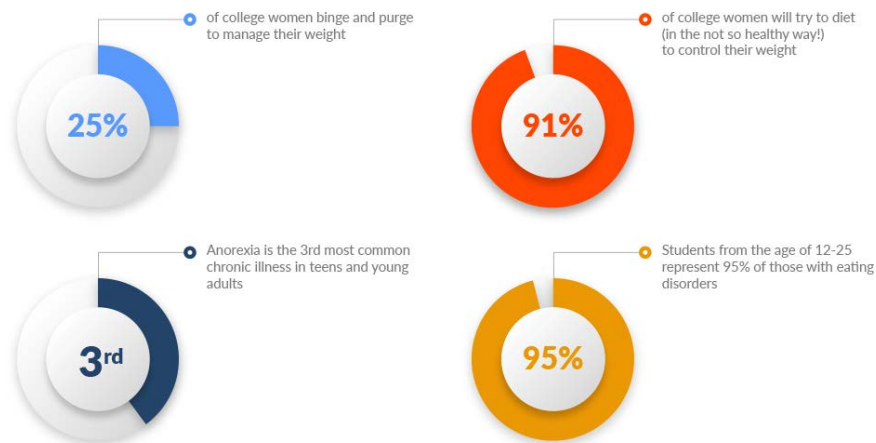
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Anxiety: College is not easy and there are many times in which students find themselves feeling anxious or stressed (like preparing for an exam or a class presentation). It is normal to feel anxious while in college. Like depression, anxiety can escalate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



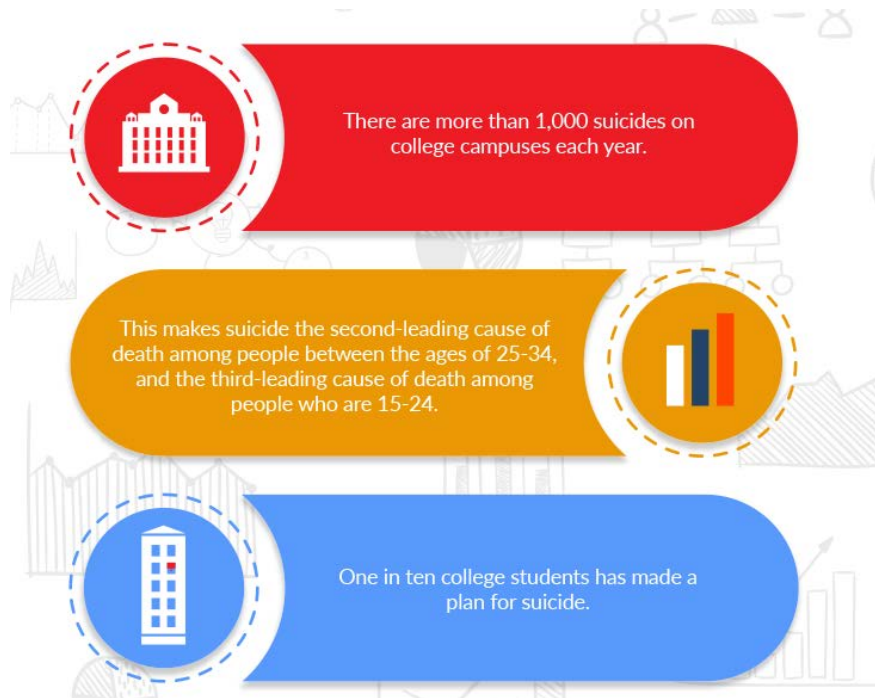
Source: *Anxiety and Depression Association of America*

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



Source: *The National Association of Anorexia Nervosa and Associated Disorders*

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



Source: Emory Cares for You