



SNOW COLLEGE

BOARD OF TRUSTEES MEETING AGENDA
NOYES BUILDING • EPHRAIM, UTAH
FRIDAY, MARCH 15, 2019

9:30 – 10:15 AM RECEPTION WITH MEN’S AND WOMEN’S BASKETBALL COACHES/TEAMS

Location: Heritage Room

10:15 – 10:30 AM COMMITTEE OF THE WHOLE

Location: Founders Hall

1. Welcome Scott Bushnell, Chair of the Board
2. Pledge of AllegianceBy Invitation

ACTION:

1. Minutes from the Previous Meetings (Tab A) Chair Bushnell

10:30 AM – 12:00 PM MEETINGS OF THE BOARD COMMITTEES

FINANCE AND FACILITIES COMMITTEE

Trustee Rick Robinson, Chair

Location: Founders Hall

ACTION:

1. Annual Audit of Financial Statements (Tab B) Jake Dettinger, Vice President for Finance & State Auditors
2. Investment Reports (Tab C).....Vice President Dettinger

INFORMATION:

1. Scholarship Audit Follow-Up Report (Tab D) Wayne Bushman, Internal Audit
2. Consulting Project Report (Tab E).....Mr. Bushman

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Trustee Kerry Day, Vice Chair

Location: Centennial Room

ACTION:

1. Advancement and Tenure Policy (Tab F) Steve Hood, Academic Affairs Vice President
2. 2019 Candidates for Graduation (Tab G).....Vice President Hood
3. Changes in Graduation Requirements (Tab H).....Vice President Hood
4. Computer Information Systems Program Change (Tab I).....Vice President Hood

- 5. Personnel Policies (Tab J)Craig Mathie, Vice President for Student Success
 - a. Employee Grievance
 - b. Probationary Period
 - c. Corrective Action

INFORMATION:

- 1. General Education Report (Tab K).....Vice President Hood
- 2. Enrollment Management Report Vice President Mathie

12:15 – 1:30 PM LUNCH & COLLEGE HIGHLIGHT: SNOW COLLEGE PLANETARIUM

Location: Graham Science Center

1:30 – 2:30 PM COMMITTEE OF THE WHOLE

Location: Founders Hall

ACTION:

- 1. Report from the Finance and Facilities Committee Trustee Robinson
- 2. Report from the Academic and Student Affairs Committee Trustee Day
- 3. 2019 Commencement Speakers (Tab L) Gary Carlston, President
- 4. 2019-2020 Tuition Proposal (Tab M) President Carlston
- 5. Addition of E-sports (Tab N)..... Vice President Mathie

INFORMATION:

- 1. Economic Development ReportVice President Hood
- 2. Legislative ReportPresident Carlston
- 3. Report from the Alumni Association..... Kerry Day, Association President
- 4. Report from the Student Body Association Jared Devey, Student Body President
- 5. Report from the Chair..... Chair Bushnell
- 6. Report from the PresidentPresident Carlston

2:30 – 2:45 PM EXECUTIVE SESSION (IF NEEDED)

Location: Founders Hall

Closed Meeting may be held to discuss any one of the matters allowed by Utah Code § 52-4-205, including: (1) discussion of the character, professional competence, or physical or mental health of an individual; (2) strategy sessions to discuss pending or reasonably imminent litigation; (3) strategy sessions to discuss the purchase, exchange, lease, or sale of real property, including water rights or shares; (4) discussion regarding deployment of security personnel, devices, or systems; or (5) investigative proceedings regarding allegations of criminal misconduct.

CALENDAR ITEMS:

May 3-4	Commencement Ceremonies (Richfield, then Ephraim)
May 17	State Board of Regents on Campus (Ephraim)
June 28	Board of Trustees Meeting (Ephraim)
August 1	Training Meeting with Board of Regents (Cedar City)

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



Board of Trustees Meeting Minutes January 30, 2019 • Ephraim, Utah

Trustees Attending

Scott Bushnell, Chair
David Christensen
Randy Cox
Kerry Day
Jared Devey
Rick Robinson
Karen Soper

Trustees Absent

Leslie Keisel, Vice Chair
Erma Kaye May
Michael McLean

Others Attending

Morris Haggerty, Legal Counsel

College Personnel Attending

Wayne Bushman, Internal Auditor
Gary Carlston, President
Teri Clawson, Enrollment Assistant VP
Jacob Dettinger, Finance VP
Josh Hales, HR Director
Steve Hood, Academic VP
Melanie Jenkins, Academic Assistant VP
Marci Larsen, Board Secretary
Craig Mathie, Student Success VP

Welcome and Pledge of Allegiance

Chair Bushnell called the meeting to order and asked Trustee Soper to lead the group in the pledge of allegiance.

Minutes from the Previous Meeting

Chair Bushnell entertained a motion to approve the November 9, 2018; December 7, 2018; and December 21, 2018 meeting minutes. Trustee Soper so moved. Trustee Christensen seconded the motion, and it passed unanimously.

College Highlight and Recognition

Chair Bushnell shared an emotional note of appreciation from the parents of a student who recently passed away. He said, "This – students – is what Snow College is all about." He thanked those who have helped to remember Melissa and supported the family. President Carlston said he thinks this practice of recognizing students and employees is an important part of the trustee meetings.

Vice President Dettinger introduced Josh Hales, Bonnie Edwards, Delvonie Kidder, Becky Welsh, and Jan Tiatia (from the Human Resources and Payroll Offices) and thanked them for their work. They were commended for their commitment to our people and for their friendly, accommodating approach to their work.

Report from the Finance and Facilities Committee

Committee Chair Robinson reported on the Finance and Facilities Committee meeting by taking the following action:

- He made a motion to approve the master plan, which includes three updates: the purchased property south of the library, the new athletics center currently under construction, and the changed location of the community development center in Richfield. The motion was seconded by Trustee Cox and carried unanimously.
- He made a motion to approve the investment reports for October 2018, November 2018, and December 2018. Trustee Soper seconded the motion, and it passed unanimously.
- He commended Wayne Bushman for his good work, who said he plans to add some tools for efficiencies as he continues to do audits, and he moved approval of the updated 2019 Proposed Audit Schedule. The motion was seconded by Trustee Christensen and carried unanimously.
- He moved approval of the Annual Audit Report, which summarizes the 2018 activity, and thanked Mr. Bushman again. Trustee Christensen seconded the motion, and it carried unanimously.
- He then turned the time to Wayne Bushman to review the Human Resources Audit, the Motor Vehicles Certification Letter, and the Discretionary Funds Certification Letter. After the report, Committee Chair Robinson made a motion to accept and approve the reports. Trustee Cox seconded the motion, and it passed unanimously.

Committee Chair Robinson asked Mr. Bushman to give an update on the admissions audit, which he did. He said the turn-around time for responding to admissions applications has improved. He also noted there are other areas where the Admissions Office has remediated items raised in the audit. He shared a case study and encouraged continued efforts – including a communications plan – in recruitment. Chair Bushnell invited Teri Clawson, newly-hired Assistant Vice President for Enrollment Management, to share her thoughts on what the college can do to increase enrollment. She shared a few ideas, and President Carlston added that the right people are in the right roles to see some changes. Chair Bushnell thanked Trustee Cox for his passion and reiterated the need to increase enrollment numbers.

Report from the Academic and Student Affairs Committee

Trustee Kerry Day chaired the committee meeting in Trustee May's absence. He made the following motions:

- He moved approval of the advancement and tenure list (details below), which was seconded by Trustee Soper and carried unanimously:
 - Final tenure status given to Michael Huff, David Fullmer, Matthew Gowans, and Milinda Weeks on receiving final tenure.
 - Advanced in Rank to Assistant Professor: Kade Parry
 - Advanced in Rank to Associate Professor: Sannali Dittli, Michael Huff, David Fullmer, Matthew Gowans, Greg Bosshardt, Trent Bean, Diane Hill, Mike Salitrynski, Nate Caplin, Ryan Thalman, Jed Rasmussen, Kellyanne Ure
 - Advanced in Rank to Professor: Brad Taggart, Brent Smith
- He moved approval of the Certificate of Completion and two Certificates of Proficiency in Construction Management. This motion was seconded by Trustee Devey and carried unanimously.
- He moved approval of the Social Media Policy. Trustee Soper seconded the motion, and it passed unanimously.

Trustee Day informed the trustees that the college had decided to terminate the Great Basin Station lease agreement with the Forest Service. He reminded the board of the internal audit on the facility and said a college committee had met multiple times and determined this was the best course of action. Trustee Day also said Assistant Vice President Clawson, Vice President Mathie, and Dr. Beckie Hermansen had given reports on enrollment, Snow Promise, and the 2020 accreditation visit, respectively.

Update on Football Program

President Carlston reviewed the recent happenings with football. He welcomed Coach Andrew Mitchell and Athletic Director Rob Nielson to the meeting and expressed appreciation to Coach Mitchell for being willing to stay and lead the football program. He also thanked Rob Nielson for his leadership throughout this process. Coach Mitchell said his coaching staff is currently recruiting “under developed or over-looked kids with a blue collar mentality” and will do their best to bring in students who can represent the school well. President Carlston said football is a pathway to academic success for student athletes, and he commended Coach Mitchell for his leadership and vision. Mr. Nielson updated the trustees on the possibility of joining the Kansas Jayhawk League and shared the benefits that would be associated with that change. Chair Bushnell thanked both gentlemen for their attendance and determined efforts to provide a positive experience for football players and the general student body.

Report from the Alumni Association

Trustee Day said Kay Christensen will be the Alumni Association President, effective July 1. He said the Alumni Board now has nearly 15 members and expressed appreciation to fellow trustees for the recommendations. He said the association continues to support activities both on and off campus, and he invited trustees to attend the Snow College night at the Bees game on June 22.

Report from the Student Body Association

President Devey said nominations for the Lorenzo Snow Awards Night are underway, and that the Elections Committee is meeting regularly now. He expressed his appreciation for the opportunity to serve as student body president and said it seems surreal that his year of service is about to end.

Report from the Chair

Chair Bushnell said he had the chance to go and listen to the college's presentation during College Week at one of his high schools, and he said it was fun to see blue and orange Badger Pride in their schools. He added his appreciation for the work so many at the college do and commented on the opportunity he had to visit a few classrooms before the meeting today. In a nutshell, he reported that he is proud to be associated with Snow College.

Report from the President

Due to time constraints, President Carlston quickly touched on the following items:

- He asked for permission to pursue commencement speakers, and the trustees authorized him to extend invitations for both campuses.
- He provided a 2019 legislative brochure to each trustee and briefly highlighted requests for this year.
- He reported that employees had generously reallocated nearly \$800,000 of their carry-forward department balances to meet the budget shortfall and invest in marketing and recruiting. He said this combined action is a significant compliment to the employees at Snow College, and he expressed heartfelt appreciation to those who saw the need and joined in the solution.
- He expressed his appreciation to the faculty, staff, and trustees for their commitment to Snow College. He said whatever Snow College is, it is because of its people. He said the Spirit of Snow is alive – as evidenced by the budget reallocation.

Adjournment

The meeting was adjourned at 2:40.

DRAFT

ANNUAL FINANCIAL REPORT 2018



**SNOW
COLLEGE**



SNOW COLLEGE

A COMPONENT UNIT OF THE STATE OF UTAH

ANNUAL FINANCIAL REPORT
FOR THE YEAR ENDED JUNE 30, 2018





CONTENTS

INDEPENDENT STATE AUDITOR'S REPORT	1
------------------------------------	---

MANAGEMENT'S DISCUSSION AND ANALYSIS	3
--------------------------------------	---

FINANCIAL STATEMENTS

STATEMENT OF NET POSITION	11
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STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION	13
--	----

STATEMENT OF CASH FLOWS	14
-------------------------	----

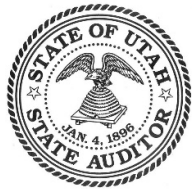
NOTES TO THE FINANCIAL STATEMENTS	16
-----------------------------------	----

REQUIRED SUPPLEMENTARY INFORMATION:

SCHEDULE OF SNOW COLLEGE'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY	40
--	----

SCHEDULE OF SNOW COLLEGE'S DEFINED BENEFIT PENSION CONTRIBUTIONS	41
---	----

NOTES TO PENSION SCHEDULE	43
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OFFICE OF THE
UTAH STATE AUDITOR

To the Board of Trustees, Finance and Facilities Committee
and
Gary L. Carlston, President
Snow College

Report on the Financial Statements

We have audited the accompanying financial statements of Snow College (the College), a component unit of the State of Utah, as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the College's basic financial statements, as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the College as of June 30, 2018, and the changes in its financial position and its cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that Management's Discussion and Analysis and the College's Schedule of Proportionate Share of the Net Pension Liability and Schedule of Defined Benefit Pension Contributions, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 31, 2019 on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.

Office of the State Auditor

Office of the State Auditor
January 31, 2019

MANAGEMENT'S DISCUSSION AND ANALYSIS

For the year ended June 30, 2018

INTRODUCTION

This section of Snow College's (College) financial report presents management's discussion and analysis of the College's financial performance during the fiscal year ended June 30, 2018. The discussion has been prepared by management and should be read in conjunction with the accompanying financial statements and notes. The discussion and analysis is designed to provide an easily readable analysis of the College's financial activities based on facts, decisions, and conditions known at the date of the auditor's report. The financial statements, notes, and this discussion are the responsibility of management.

USING THE FINANCIAL REPORT

The financial report consists of three basic financial statements which provide information on the College as a whole: the Statement of Net Position; the Statement of Revenues, Expenses, and Changes in Net Position; and the Statement of Cash Flows. The notes to the Financial Statements are an integral part of the statements and provide additional details important to understanding the basic financial statements. These financial statements are prepared in accordance with the Governmental Accounting Standards Board (GASB) Statements and related authoritative pronouncements.

STATEMENT OF NET POSITION

The Statement of Net Position presents the assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position of the College as of the end of the fiscal year. The Statement of Net Position is a point-in-time financial statement. The purpose of the Statement of Net Position is to present to the readers of the financial statements a fiscal snapshot of the College.

From the data presented, readers of the Statement of Net Position are able to determine the assets available to continue the operations of the College. They are also able to determine how much the College owes vendors and lending institutions. Finally, the Statement of Net Position provides a picture of the net position and its availability for expenditure by the College.

Net position is divided into three major categories. The first category, "Net Investment in Capital Assets," provides the College's equity in property, plant, and equipment owned by the College. The next category is "restricted net position," which is divided into two categories, "nonexpendable" and "expendable." The corpus of nonexpendable restricted resources is only available for investment purposes. Expendable restricted net position is available for expenditure by the Col-

lege but must be spent for purposes as determined by donors and/or external entities that have placed time or purpose restrictions on the use of the assets. The final

category is “unrestricted net position.” Unrestricted net position is available to the College for any lawful purpose.

CONDENSED STATEMENT OF NET POSITION AT JUNE 30	2018	2017*
ASSETS		
Current assets	\$11,855,651	\$11,806,444
Noncurrent assets		
Capital	111,174,611	89,211,934
Other	15,192,776	16,381,177
Total assets	138,223,038	117,399,555
DEFERRED OUTFLOWS OF RESOURCES		
Deferred outflows relating to pensions	2,031,946	2,058,003
Total Deferred Outflows of resources	2,031,946	2,058,003
LIABILITIES		
Current liabilities	3,811,116	4,325,103
Noncurrent liabilities	17,955,741	20,095,319
Total liabilities	21,766,857	24,420,422
DEFERRED INFLOWS OF RESOURCES		
Deferred Inflows relating to pensions	1,841,282	579,618
Total Deferred Inflows of resources	1,841,282	579,618
NET POSITION		
Net Investments In Capital Assets	96,287,566	73,900,686
Restricted – nonexpendable	5,839,027	5,707,220
Restricted – expendable	5,266,322	9,191,047
Unrestricted	9,253,930	5,658,565
Total net position	\$116,646,845	\$94,457,518

* The 2017 amounts presented here reflect the prior period adjustments noted in Note 2

In year ended June 30, 2018, net position increased \$22.1 million due primarily to a \$22.4 million increase in net investment in capital assets. Net investment in capital assets increased primarily due to the transferring of the Robert M. and Joyce S. Graham Science Center

from Division of Facilities Construction and Management (DFCM) to the College during fiscal year 2018. This also explains the substantial increase in total assets.

Total liabilities decreased by \$2.7 million. This is

primarily due to a \$1.3 million decrease in the College's net pension liability and \$0.6 million decrease in bonds payable. In addition, the College's deferred inflows of resources increased \$1.3 million.

Over time, increases or decreases in net position is one indicator of the improvement or erosion of the College's financial health when considered with non-financial facts such as enrollment levels and the condition of facilities. One must also consider that the consumption of assets follows the institutional philosophy to use available resources to improve all areas of the College to better serve the mission of the College.

STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION

Changes in total net position as presented on the Statement of Net Position are based on the activity presented in the Statement of Revenues, Expenses, and

Changes in Net Position. The purpose of the statement is to present the revenues received by the College, both operating and non-operating, and the expenses paid by the College, operating and nonoperating, and any other revenues, expenses, gains, and losses received or spent by the College.

Generally speaking, operating revenues are received for providing goods and services to the various customers and constituencies of the College. Operating expenses are those expenses paid to acquire or produce the goods and services provided to carry out the mission of the College in return for the operating revenues. Nonoperating revenues are revenues received for which goods and services are not provided. For example, state appropriations are nonoperating because they are provided by the Legislature to the College without the Legislature directly receiving commensurate goods and services for those revenues.



CONDENSED STATEMENT OF REVENUES, EXPENSES,
AND CHANGES IN NET POSITION FOR THE YEAR ENDED JUNE 30

2018

2017*

OPERATING REVENUES AND EXPENSES

Revenues		
Tuition and fees, net	\$9,676,091	\$9,370,017
Auxiliary enterprises, net	3,029,513	3,275,965
Other operating revenues, net	2,074,171	2,205,480
Total operating revenues	14,779,775	14,851,462
Expenses		
Compensation and benefits	30,662,805	29,528,383
Actuarial Calculated Pension Expense	900,356	1,141,919
Scholarships	4,645,109	4,369,404
Depreciation	5,052,408	4,500,453
Other operating expenses	13,335,784	11,284,402
Total operating expenses	54,596,462	50,824,561
Net operating loss	(39,816,687)	(35,973,099)

NONOPERATING REVENUES (EXPENSES)

State appropriations	26,505,328	24,859,038
Nonoperating grants	9,041,730	8,668,033
Other nonoperating revenues (expenses)	594,764	1,293,757
Net nonoperating revenues	36,141,822	34,820,828
Income (loss) before capital and permanent endowment revenue	(3,674,865)	(1,152,271)
Capital appropriations	25,677,424	948,369
Additions to permanent endowments	186,768	101,044
Total capital and permanent endowment revenue	25,864,192	1,049,413
Increase (decrease) in net position	22,189,327	(102,858)

NET POSITION

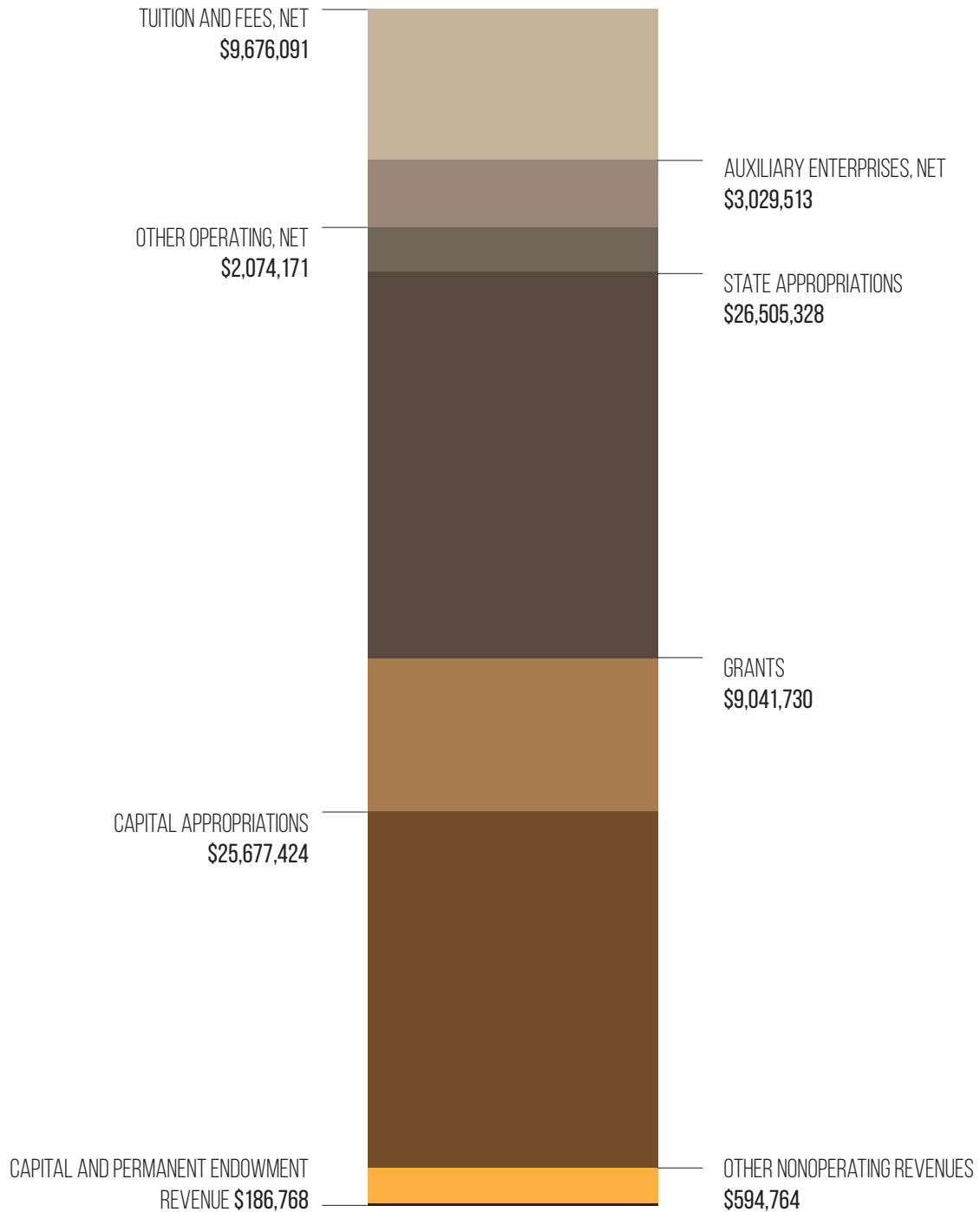
Net position - beginning of year as previously reported	94,563,924	94,666,782
Prior period adjustments	(106,406)	-
Net position - beginning of year as adjusted	94,457,518	94,666,782
Net position - end of year	\$116,646,845	\$94,563,924

* The 2017 amounts presented here reflect the prior period adjustments noted in Note 2

The most significant sources of operating revenues for the College are tuition and fees. Tuition and fees, net of scholarship discounts and allowances, totaled \$9.7 million for 2018. Auxiliary enterprise revenue, net of cost of sales,

totalled \$3.0 million for 2018. State and Capital appropriations were the most significant non-operating revenues, totaling \$26.5 and \$25.7 million, respectively for fiscal year 2018. Non-operating grants revenue totaled \$9.0 million.

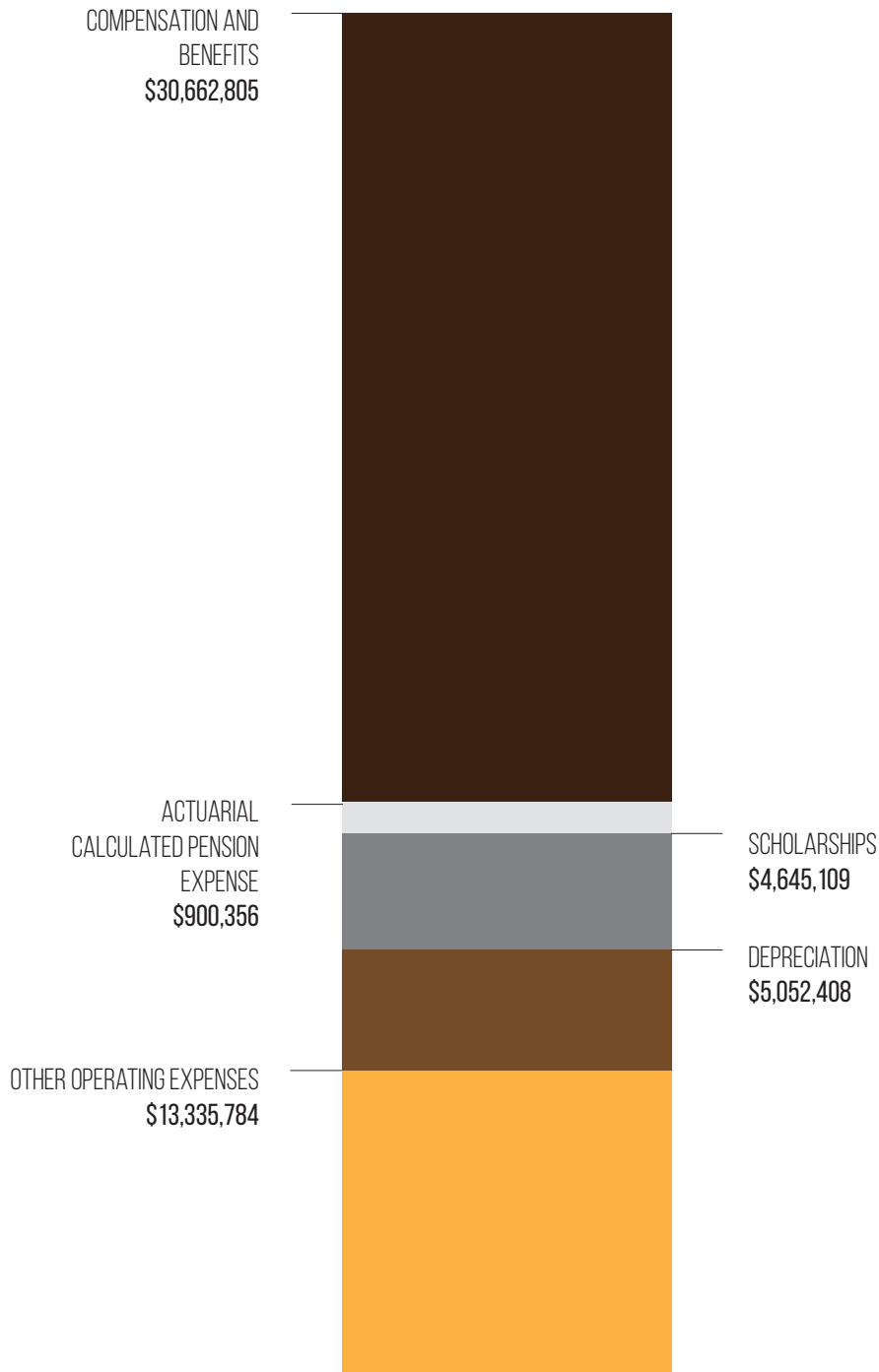
SOURCES OF REVENUE-FOR THE YEAR ENDED JUNE 30, 2018



Operating expenses for fiscal year 2018, including depreciation of \$5.1 million, totaled \$54.6 million. The

most significant operating expenses for the year were compensation and benefits totaling \$30.7 million

OPERATING EXPENSES-FOR THE YEAR ENDED JUNE 30, 2018



The major differences between fiscal years 2017 and 2018 in the Statement of Revenues, Expenses, and Changes in Net Position are reflected in a \$24.7 million increase in Capital Appropriations. This increase is primarily due to the Robert M. and Joyce S. Graham Science Center being transferred from DFCM to the College.

The Compensation and Benefits expense increased \$1.1 million and is related to a 2% cost of living increase implemented in July 2017 as well as an 8.6% increase in medical benefits expense.

The increase of \$2.1 million in Other Operating Expenses is due to minor equipment purchases for the Robert M. and Joyce S. Graham Science Center.

Statement of Cash Flows

The final statement presented by the College is the Statement of Cash Flows, which presents detailed information

about the cash activity of the College during the year. The statement is divided into five sections. The first section deals with operating cash flows and shows the net cash used by the operating activities of the College. The second section reflects cash flows from noncapital financing activities. This section reflects the cash received and spent for nonoperating, noninvesting, and noncapital financing purposes. The third section reflects the cash flows from capital and related financing activities. This section deals with the cash used for the acquisition and construction of capital and related items. The fourth section deals with cash flows from investing activities and shows the purchases, proceeds, and interest received from investing activities. The fifth section reconciles the net cash used by operating activities to the operating income or loss reflected on the Statement of Revenues, Expenses, and Changes in Net Position.

CONDENSED STATEMENT OF CASH FLOWS FOR THE YEAR ENDED JUNE 30	2018	2017
Cash provided (used) by:		
Operating activities	\$(32,740,552)	\$(28,927,024)
Noncapital financing activities	34,557,652	32,078,048
Capital financing activities	(2,964,008)	(4,764,650)
Investing activities	(1,143,209)	(487,150)
Net change in cash	(2,290,117)	(2,100,776)
Cash and cash equivalents - beginning of year	8,909,165	11,009,941
Cash and cash equivalents - end of year	\$6,619,048	\$8,909,165



Cash outflow for operating activities increased by \$3.8 million. This increase is mostly attributed to an increase in College expenditures for furnishing and minor equipment for the Robert M. and Joyce S. Graham science center as well as turf at Robert L. Stoddard Field.

Cash received from noncapital financing activities increased by \$2.5 million. This increase is mostly due to an increase in state appropriation receipts and an increase in cash inflow from contracts and grants. The College received an additional \$1.2 million in general fund state appropriations in fiscal year 2018 as compared to fiscal year 2017. In addition the College was better at timely invoicing for grant reimbursements in fiscal year 2018 which resulted in an increase in cash receipts from noncapital financing activities.

Cash outflow for capital financing activities decreased by \$1.8 million. In fiscal year 2017, the College had two large projects in the construction phase. These projects were the Robert M. and Joyce S. Graham science center and the turf replacement at Robert L. Stoddard Field. The majority of the large dollar items for these projects were purchased in fiscal year 2017 and prior which resulted in less cash outflow in fiscal year 2018.

Cash provided from investing activities increased by \$0.7 million. This is due to the decrease in investment purchases during the year. For fiscal year 2018, the College's investment activity significantly decreased.

Economic Outlook

The College's headcount enrollment numbers for Fall 2018 were 5,514 compared to 5,563 in fall 2017 or a decrease of 49 students. For the Fall 2018 semester, the College's FTE count was 3,989 as compared to 4,085 FTE in Fall 2017. The College experienced a decrease in both new freshman and continuing students. High school concurrent enrollment students numbers held relatively flat year over year.

Utah is one of only two states in the nation that is experiencing increasing birthrates. All other states have experienced declining birthrates which has resulted in declining numbers in their K-12 system. As a result institutions in those states have been more aggressive in recruiting prospective students within the State of Utah. Utah has also experienced very low unemployment rates over the past couple years and boasts the top economy in the nation. Unfortunately community colleges struggle to grow enrollments when the economy is doing well and unemployment rates are low. Prospective students have gainful employment and don't see a need to further their education. The College recently completed a Strategic Enrollment Management (SEM) plan that was being developed over the past year. The College is now beginning the process of implementing this plan, including the hiring of an Assistant Vice President of Enrollment Management. This new Assistant Vice President will start with the College in January 2019, where she will begin implementing the SEM plan to help encourage enrollment growth. The College expects that it will most likely take until Fall 2020 before the SEM plan is able to demonstrate results.

The Snow College Foundation began a scholarship fundraising campaign during 2018 in an effort to raise more funding for scholarships. Additional scholarship funding is greatly needed to help attract and retain students. This funding will help the College grow its enrollment numbers by financially assisting prospective students who can't afford to come to college. The Foundation's goal is to raise \$3.5 million.

Requests for Information

This financial report is designed to provide a general overview for all those with an interest in the College's finances and to show the College's accountability for the money it receives. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to Snow College, Controller's Office, 150 East College Avenue, Ephraim, Utah 84627.

FINANCIAL STATEMENTS

SNOW COLLEGE STATEMENT OF NET POSITION AT JUNE 30, 2018

ASSETS

Current assets	
Cash and cash equivalents	\$6,458,365
Short-term investments	4,161,562
Accounts, interest, and pledges receivable, net	466,732
Accounts due from primary government	439,793
Inventories	156,140
Prepaid expenses and other assets	173,059
Total current assets	11,855,651
Noncurrent assets	
Restricted cash and cash equivalents	160,683
Restricted Short-term Investments	77,349
Restricted investments	9,938,698
Investments	5,016,046
Capital assets, net	111,174,611
Total noncurrent assets	126,367,387
Total assets	138,223,038
DEFERRED OUTFLOWS OF RESOURCES	
Deferred Outflows relating to Pensions	2,031,946
Total Deferred Outflows of Resources	2,031,946

continued

continued

SNOW COLLEGE STATEMENT OF NET POSITION AT JUNE 30, 2018

LIABILITIES

Current liabilities	
Accounts payable and accrued liabilities	1,226,338
Accounts due to primary government	249,268
Unearned revenues	391,788
Deposits	648,719
Compensated absences and termination benefits	613,777
Contracts and Capital Lease payable	77,416
Contracts Payable to Primary Government	46,750
Bonds payable	557,060
Total current liabilities	3,811,116
Noncurrent liabilities	
Compensated absences and termination benefits	344,972
Contracts and Capital Lease payable	771,446
Contracts Payable to Primary Government	29,348
Bonds payable	13,405,024
Net Pension Liability	3,404,951
Total noncurrent liabilities	17,955,741
Total liabilities	21,766,857
DEFERRED INFLOWS OF RESOURCES	
Deferred Inflows relating to Pensions	1,841,282
Total deferred inflows of resources	1,841,282
NET POSITION	
Net investment in capital assets	96,287,566
Restricted for:	
Nonexpendable items	
Scholarships	5,839,027
Expendable items	
Scholarships	2,290,722
Debt	1,771,544
Other	1,204,056
Unrestricted	9,253,930
Total net position	\$116,646,845

The accompanying notes are an integral part of these financial statements.

SNOW COLLEGE STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION FOR THE YEAR ENDED JUNE 30, 2018

OPERATING REVENUES AND EXPENSES

Revenues	
Student tuition and fees (net of allowances of \$6,789,338)	\$9,676,091
Operating contracts	238,210
Sales and services of ed depts (net of cost of sales of \$43,042)	96,821
Auxiliary enterprises (net of allowances and cost of sales of \$780,994)	3,029,513
Other operating revenues	1,739,140
Total operating revenues	14,779,775
Expenses	
Compensation and benefits	30,662,805
Actuarial Calculated Pension Expense	900,356
Scholarships	4,645,109
Supplies and other services	10,791,012
Utilities	1,634,430
Depreciation	5,052,408
Other operating expenses	910,342
Total operating expenses	54,596,462
Operating loss	(39,816,687)

NONOPERATING REVENUES (EXPENSES)

State Appropriations	26,505,328
Gifts	634,502
Nonoperating grants	9,041,730
Investment and interest income	741,482
Other nonoperating revenues (expenses)	(781,220)
Net nonoperating revenues	36,141,822
Income/(loss) before capital and permanent endowment revenue	(3,674,865)
Capital Appropriations	25,677,424
Additions to permanent endowments	186,768
Total capital and permanent endowment revenue	25,864,192
Increase (decrease) in net position	22,189,327

NET POSITION

Net position - beginning of year as previously reported	94,563,924
Prior period adjustments	(106,406)
Net position - beginning of year as adjusted	94,457,518
Net position - end of year	\$116,646,845

The accompanying notes are an integral part of these financial statements.

SNOW COLLEGE STATEMENT OF CASH FLOWS FOR THE YEAR ENDED JUNE 30, 2018

CASH FLOWS FROM OPERATING ACTIVITIES	
Receipts from tuition and fees	\$9,980,341
Receipts from operating contracts	238,210
Receipts from auxiliary enterprises	3,810,507
Other receipts	3,560,864
Payments to suppliers	(13,817,502)
Payments for student financial aid	(4,645,109)
Payments for employee services and benefits	(31,867,863)
Net cash used by operating activities	(32,740,552)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES	
State appropriations	24,218,470
Receipts from grants and contracts	9,517,912
Receipts from gifts	634,502
Receipts from permanent endowments	186,768
Net cash provided by noncapital financing activities	34,557,652
CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES	
Capital Appropriations	514,699
Purchases of capital assets	(2,346,565)
Proceeds from sale of capital assets	27,030
Interest paid on capital debt and leases	(597,292)
Principal paid on capital debt and leases	(561,880)
Net cash used by capital financing activities	(2,964,008)
CASH FLOWS FROM INVESTING ACTIVITIES	
Proceeds from sale/maturity of investments	3,822,317
Receipt of interest/dividends from investments	530,586
Purchase of investments	(5,496,112)
Net cash used by investing activities	(1,143,209)
Net decrease in cash	(2,290,117)
Cash and cash equivalents - beginning of year	8,909,165
Cash and cash equivalents - end of year	\$6,619,048

continued

continued

SNOW COLLEGE STATEMENT OF CASH FLOWS FOR THE YEAR ENDED JUNE 30, 2018

RECONCILIATION OF NET OPERATING LOSS TO NET CASH USED BY OPERATING ACTIVITIES

Operating loss	\$(39,816,686)
Adjustments to reconcile net loss to net cash used by operating activities:	
Depreciation expense	5,052,408
Loss on disposal of assets	(207,558)
Repair and maintenance expense paid by State	451,447
Other operating expenses not requiring cash	2,294,300
Changes in assets and liabilities:	
Receivables, net	386,030
Inventories	(16,444)
Prepaid expenses	(92,685)
Accounts payable and accrued liabilities	(594,940)
Unearned revenue	(30,622)
Deposits	138,901
Compensated absences and termination benefits	(247,373)
Deferred outflows of resources	26,057
Net pension liability	(1,345,051)
Deferred inflows of resources	1,261,664
Net cash used by operating activities	\$(32,740,552)
NONCASH INVESTING, CAPITAL, AND FINANCING ACTIVITIES	
Adjustments in fair value of investments	\$210,896
In kind donations	107,356
Capital Assets transferred from DFCM	24,685,480
Total noncash activities	\$25,003,732

The accompanying notes are an integral part of these financial statements.

NOTES TO THE FINANCIAL STATEMENTS

For the Year Ended June 30, 2018

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. REPORTING ENTITY

The preceding financial statements present the financial position, the changes in financial position, and cash flows of the Snow College reporting entity (College). The College is considered a component unit of the State of Utah because it receives appropriations from and is financially accountable to the State. The financial activity of the College is included in the State's Comprehensive Annual Financial Report.

The financial statements include the accounts of the College, all auxiliary enterprises, and other restricted and unrestricted funds of the College. The College has considered all potential component units for which it is financially accountable and other organizations for which the nature and significance of their relationship with the College are such that exclusion would cause the College's financial statements to be misleading or incomplete.

The Snow College Foundation (Foundation) is a legally separate, tax-exempt component unit of the College. The Foundation acts primarily as a fund-raising organization to supplement the resources that are available to the College in support of its programs. The majority of the resources or income the Foundation holds is restricted to the activities of the College by the donors. These restricted resources held by the Foundation can

only be used by, or for the benefit of, the College. For these reasons the Foundation is considered a component unit of the College and is presented in the College's financial statements as a blended component unit. (For condensed financial statements of the Foundation, refer to Note 13.)

B. BASIS OF ACCOUNTING

Under the provisions of the Governmental Accounting Standards Board (GASB), the College is permitted to report as a special-purpose government engaged in business-type activities (BTA). BTA reporting requires the College to present only the proprietary type financial statements and other required supplementary information schedules. This includes Management's Discussion and Analysis; a Statement of Net Position; a Statement of Revenues, Expenses, and Changes in Net Position; a Statement of Cash Flows; and notes to the financial statements and required supplementary information regarding the College's participation in defined benefit pension plans. The required financial statements described above are prepared using the economic resources measurement focus and the accrual basis of accounting. Fund financial statements are not required for BTA reporting.

The financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America, as prescribed by GASB.

C. CASH EQUIVALENTS

The College considers all highly liquid investments with an original maturity of three months or less to be cash equivalents. Funds invested through the Utah Public Treasurers' Investment Fund (PTIF) are also considered cash equivalents.

D. INVESTMENTS

Investments are recorded at fair value in accordance with GASB Statement No. 72, Fair Value Measurement and Application. Accordingly, the change in fair value of investments is recognized as an increase or decrease to investment assets and investment income. The College distributes earnings from pooled investments based on the average daily investment of each participating account; or for endowments, according to the College's spending policy.

E. ACCOUNTS RECEIVABLE

Accounts receivable consist of tuition and fee charges to students and auxiliary enterprise services provided to students, faculty and staff, the majority of each residing in the State of Utah. Accounts receivable also include amounts due from the Federal Government, local governments, or private sources, in connection with reimbursement of allowable expenditures made pursuant to the College's grants and contracts. Accounts receivable are recorded net of estimated uncollectible amounts.

F. INVENTORIES

Inventories are stated at the lower of cost or market or on a basis which approximates cost determined on the first-in, first-out method.

G. RESTRICTED CASH AND CASH EQUIVALENTS

Cash and cash equivalents that are externally restricted to maintain sinking or reserve funds, or to purchase or construct capital or other restricted assets, are classified as restricted assets in the Statement of Net Position.

H. CAPITAL ASSETS

Capital assets are recorded at cost at the date of acquisition, or acquisition value at the date of donation in the case of gifts. For equipment, the College's capitalization policy includes all items with a unit cost of \$5,000 or

more, and an estimated useful life greater than one year. Renovations to buildings, infrastructure, and land improvements that increase capacity or extend the useful life of the asset, with a cost of \$100,000 or more are capitalized. Routine repairs and maintenance are charged to operating expense in the year in which the expense was incurred. All land is capitalized and not depreciated.

Depreciation is computed using the straight-line method over the estimated useful lives of the assets: 30-40 years for buildings; 20 years for infrastructure, land improvements, and library collections; and 5 years for equipment.

I. UNEARNED REVENUES

Unearned revenues include amounts received for tuition and fees and certain auxiliary activities prior to the end of the fiscal year but related to the subsequent accounting period.

J. COMPENSATED ABSENCES AND TERMINATION BENEFITS

Compensated Absences

Non-academic full-time College employees earn vacation leave for each month worked at a rate between 6 and 22 days per year. Vacation time may be used as it is earned. A maximum of 240 hours is allowed to be carried over into the next vacation year, which begins January 1. Upon termination, no more than the maximum plus the current year earned vacation is payable to the employee.

Full-time professional and classified staff earn sick leave at the rate of one day earned for each month worked to a maximum of 130 days of unused sick leave. No payment will be made for unused sick leave in the event of termination. After an employee has accumulated 65 days of unused sick leave, that employee can convert a maximum of 4 days per year of accrued sick leave to vacation leave.

A liability is recognized in the Statement of Net Position for vacation payable to the employees at the statement date.

Termination Benefits

The College may provide termination benefits, by means of an early retirement program to qualified full-time salaried employees, which are approved by the College President and Board of Trustees in accordance with College policy as approved by the State Board of Regents, and where the early retirement is in the mutual best interest of the employee and the College. Qualified employees are full time employees who are at least 60 years of age, whose age combined with total years of service to the College total to at least 75. Termination benefits may include a monthly stipend of up to 20% of the retiree's salary at the time of the early retirement request. The monthly stipend is payable for three years or until the retiree reaches full retirement age as defined by the Social Security Administration. This stipend is adjusted annually by cost of living adjustments (COLA). The health and dental insurance benefit is payable by the College for three years or until the retiree reaches the Medicare eligibility age of 65. Any increases in health and dental insurance premiums is passed onto the retiree.

There were no new retirees who received termination benefits under the College's early retirement program during fiscal year 2018.

The College has recorded a liability for the cost of these termination benefits including an annual inflation adjustment of 5% for insurance in fiscal year 2018 and for each additional year thereafter. The liability was calculated using a discount rate of 1.223%, which is based on the 3 year average return of the Utah Public Treasurers' Investment Fund (PTIF). The cost of termination benefits is funded on a pay-as-you-go basis. Termination benefits expense for the year ended June 30, 2018 was \$16,857.

K. PENSIONS

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Utah Retirement Systems Pension Plan (URS) and additions to/deductions from URS's fiduciary net position have been determined on the same basis as they are reported

by URS. For this purpose, benefit payments (including refunds of employee contributions) are now recognized when due and payable in accordance with the benefits terms. Investments are reported at fair value.

L. DEFERRED OUTFLOWS/INFLOWS OF RESOURCES

In addition to assets, the College's financial statements report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period(s) and will not be recognized as an outflow of resources (expense/expenditure) until then. In addition to liabilities, the College's financial statements will report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) and will not be recognized as an inflow of resources (revenue) until that time.

M. NONCURRENT LIABILITIES

Noncurrent liabilities include (1) principal amounts of bonds, contracts and leases payable with maturities greater than one year, (2) estimated amounts for accrued compensated absences and termination benefits, and (3) other liabilities that will not be paid within the next fiscal year.

N. NET POSITION

The College's net position is classified as follows:

Net Investment in Capital Assets: This represents the College's total investment in capital assets, net of accumulated depreciation and outstanding debt obligations related to those capital assets.

Restricted net position – expendable: Restricted expendable net position includes resources in which the College is legally or contractually obligated to spend resources in accordance with restrictions imposed by external third parties.

Restricted net position – nonexpendable: Nonexpendable restricted net position consists of endowment and similar type funds in which donors or other outside sources have stipulated, as a condition of the gift instru-

ment, that the principal is to be maintained inviolate and in perpetuity, and invested for the purpose of producing present and future income, which may either be expended or added to principal.

Unrestricted net position: Unrestricted net position represents resources derived from student tuition and fees, state appropriations, and sales and services of educational departments and auxiliary enterprises. These resources are used for transactions relating to the educational and general operations of the College, and may be used at the discretion of the governing board to meet current expenses for any legal purpose. Auxiliary enterprises, are substantially self-supporting activities that provide services for students, faculty, and staff.

When an expense is incurred for purposes for which both restricted and unrestricted net positions are available for use, it is the College's policy to use restricted resources first, then unrestricted resources as they are needed.

O. CLASSIFICATION OF REVENUES AND EXPENSES

The College has classified its revenues and expenses as either operating or nonoperating according to the following criteria:

Operating revenues and expenses: Operating revenues and expenses include activities that have the characteristics of exchange transactions, such as (1) student tuition and fees, net of scholarship discounts and allowances, (2) sales and services of auxiliary enterprises, net of scholarship discounts and allowances (Note: when auxiliary enterprises revenue results from other activities, e.g., student fees, gifts, contracts, etc., the revenue is shown with those activities), (3) interest on institutional student loans, (4) the cost of providing services, (5) administration expenses, and (6) depreciation of capital assets.

Nonoperating revenues and expenses: Nonoperating revenues and expenses include activities that have the characteristics of non-exchange transactions, such as gifts and contributions, expenses not meeting the definition of operating expenses, and other revenue sources

that are defined as nonoperating sources by GASB Statement No. 9, Reporting Cash Flows of Proprietary and Nonexpendable Trust Funds and Governmental Entities That Use Proprietary Fund Accounting, and GASB Statement No. 34, Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments, such as state appropriations, grants, and investment income.

P. SCHOLARSHIP DISCOUNTS AND ALLOWANCES

Student tuition and fee revenues, and certain other revenues from students, are reported net of scholarship discounts and allowances in the Statement of Revenues, Expenses, and Changes in Net Position. Scholarship discounts and allowances are the difference between the stated charge for goods and services provided by the College, and the amount that is paid by students and/or third parties making payments on the students' behalf. Certain governmental grants, such as Pell grants, and other federal, state, or nongovernmental programs, are recorded as either operating or nonoperating revenues in the College's financial statements. To the extent that revenues from such programs are used to satisfy tuition and fees and other student charges, the College has recorded a scholarship discount and allowance.

NOTE 2. PRIOR PERIOD ADJUSTMENTS OF NET POSITION

During fiscal year 2018, the Division of Facilities and Construction Management (DFCM) audited its records concerning the loan for the remodel of the Richfield campus library and found that its records were incorrect. DFCM notified the College that the loan should still have a balance of \$120,406 which caused the College to decrease its beginning net position by \$120,406. The June 30, 2017 Balances in Note 8 reflect this adjustment.

The Foundation was notified of a piece of property that was owned by them in Panguitch, Utah during fiscal year 2018. This property was donated to the Foundation in 1992, but was never recorded in the Foundation's records. This resulted in an increase to beginning net position of \$14,000.

NOTE 3. DEPOSITS AND INVESTMENTS

Cash & Cash Equivalents and Investments

Cash and Cash Equivalents are generally considered short-term, highly liquid investments with a maturity of three months or less from the purchase date.

Investments are recorded at fair value in accordance with GASB Statement No. 72, Fair Value Measurement and Application. Accordingly, the change in fair value of investments is recognized as an increase or decrease to investment assets and investment income. The College does not have a spending policy for distributions of pooled investments or endowments.

A. DEPOSITS

Custodial Credit Risk

Custodial credit risk is the risk that, in the event of a bank failure, the College's deposits may not be returned to it. The College does not have a formal deposit policy for custodial credit risk. As of June 30, 2018, \$1,501,990 of the College's bank balances of \$2,059,903 was uninsured and uncollateralized.

B. INVESTMENTS

The State of Utah Money Management Council has the responsibility to advise the State Treasurer about investment policies, promote measures and rules that will assist in strengthening the banking and credit structure of the state, and review the rules adopted under the authority of the State of Utah Money Management Act (Utah Code, Title 51, Chapter 7) that relate to the deposit and investment of public funds.

Except for endowment funds, the College follows the requirements of the Utah Money Management Act in handling its depository and investment transactions. The Act requires the depositing of College funds in a qualified depository. The Act defines a qualified depository as any financial institution whose deposits are insured by an agency of the Federal Government and which has been certified by the State Commissioner of

Financial Institutions as meeting the requirements of the Act and adhering to the rules of the Utah Money Management Council.

For endowment funds, the College follows the requirements of the Uniform Prudent Management of Institutional Funds Act (UPMIFA) and the College's Endowment Fund Investment Policy.

The Money Management Act defines the types of securities authorized as appropriate investments for the College's non-endowment funds and the conditions for making investment transactions. Investment transactions may be conducted only through qualified depositories, certified dealers, or directly with issuers of the investment securities.

Statutes authorize the College to invest in negotiable or nonnegotiable deposits of qualified or permitted depositories; repurchase and reverse repurchase agreements; commercial paper that is classified as "first tier" by two nationally recognized statistical rating organizations; bankers' acceptances; obligations of the United States Treasury including bills, notes, and bonds; obligations, other than mortgage derivative products, issued by U.S. government sponsored enterprises (U.S. Agencies) such as the Federal Home Loan Bank System, Federal Home Loan Mortgage Corporation (Freddie Mac), and Federal National Mortgage Association (Fannie Mae); bonds, notes, and other evidence of indebtedness of political subdivisions of the State; fixed rate corporate obligations and variable rate securities rated "A" or higher, or the equivalent of "A" or higher, by two nationally recognized statistical rating organizations; shares or certificates in a money market mutual fund as defined in the Money Management Act; and the Utah State Public Treasurers' Investment Fund.

The Utah State Treasurer's Office operates the Public Treasurers' Investment Fund (PTIF). The PTIF is available for investment of funds administered by any Utah public treasurer and is not registered with the Securities and Exchange Commission (SEC) as an investment company. The PTIF is authorized and regulated by the Money Management Act. The Act estab-

lished the Money Management Council which oversees the activities of the State Treasurer and the PTIF and details the types of authorized investments. Deposits in the PTIF are not insured or otherwise guaranteed by the State of Utah, and participants share proportionally in any realized gains or losses on investments.

The UPMIFA and the College's Endowment Investment Policy allow the College to invest endowment funds (including gifts, devises, or bequests of property of any kind from any source) in any of the above investments authorized by the Money Management Act or any of the following subject to satisfying certain criteria: mutual funds registered with the SEC, investments sponsored by the Common Fund; any investment made in accordance with the donor's directions in a written instrument; investments in corporate stock listed on a major exchange (direct ownership); and any

alternative investment funds that derive returns primarily from high yield and distressed debt (hedged or non-hedged), private capital (including venture capital and private equity), natural resources, and private real estate assets or absolute return and long/short hedge funds.

Fair Value of Investments

The College measures and records its investments using fair value measurement guidelines established by generally accepted accounting principles. These guidelines recognize a three-tiered fair value hierarchy, as follows:

- **Level 1:** Quoted prices for identical investments in active markets;
- **Level 2:** Observable inputs other than quoted market prices; and,
- **Level 3:** Unobservable inputs.

At June 30, 2018, the College had the following recurring fair value measurements.

FAIR VALUE MEASUREMENTS	6/30/2018	LEVEL 1	LEVEL 2	LEVEL 3
Investments by fair value level				
Debt Securities				
Corporate Bonds	\$6,386,895	\$-	\$6,386,895	\$-
U.S. Agency	2,595,528	2,595,528	-	-
Municipal/Public Bonds	195,186	-	195,186	-
Bond Mutual Funds	2,281,165	2,281,165	-	-
Utah Public Treasurers' Investment Fund	5,486,021	-	5,486,021	-
Total debt securities	\$16,944,795	\$4,876,693	\$12,068,102	\$-
Equity Securities				
Common and preferred stock	\$116,350	\$116,350	\$-	\$-
Equity Mutual Funds	7,573,296	7,573,296	-	-
Total equity securities	\$7,689,646	\$7,689,646	\$-	\$-
Other				
Assets Held for Resale	\$42,437	\$-	\$-	\$42,437
Total investments by fair value level	\$24,676,878	\$12,566,339	\$ 12,068,102	\$42,437

Debt and equity securities classified in Level 1 are valued using prices quoted in active markets for identical securities. Debt and equity securities classified in Level 2 are valued using the following approaches:

- Corporate and Municipal Bonds: quoted prices for similar securities in active markets; and
- Utah Public Treasurers' Investment Fund: application of the June 30, 2018 fair value factor, as calculated by the Utah State Treasurer, to the College's ending balance in the Fund.

Other Investments classified in Level 3 are valued using the present value of expected future sales.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The College's policy for managing its exposure to fair value loss arising from increasing interest rates is to comply with the State's Money Management Act or the UPMIFA and Endowment Investment Policy, as applicable. For non-endowment funds, Section

51-7-11 of the Money Management Act requires that the remaining term to maturity of investments may not exceed the period of availability of the funds to be invested. The Act further limits the remaining term to maturity on all investments in commercial paper, bankers' acceptances, fixed rate negotiable deposits, and fixed rate corporate obligations to 270 days - 15 months or less. The Act further limits the remaining term to maturity on all investments in obligations of the United States Treasury; obligations issued by U.S. government sponsored enterprises; and bonds, notes, and other evidence of indebtedness of political subdivisions of the State to 10 years for institutions of higher education. In addition, variable rate negotiable deposits and variable rate securities may not have a remaining term to final maturity exceeding 3 years. For endowment funds, the College's Endowment Investment Policy is more general, requiring only that investments be made as a prudent investor would, by considering the purposes, terms, distribution requirements, and other circumstances of the endowments and by exercising reasonable care, skill, and caution.

As of June 30, 2018, the College had the following investments and maturities:

INVESTMENTS AND MATURITIES			
Investment Type	Fair Value	Investment Maturities (in Years)	
		< 1	1-5
U.S. Agencies	\$2,595,528	\$-	\$2,595,528
Municipal/Public Bonds	195,186	-	195,186
Bond Mutual Funds	2,281,165	2,281,165	-
Corporate Bonds	6,386,894	4,161,562	2,225,332
Utah Public Treasurers' Investment Fund	5,486,021	5,486,021	-
	\$16,944,794	\$11,928,748	\$5,016,046

Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The College's policy for reducing its exposure to credit risk

is to comply with the State's Money Management Act, the UPMIFA, and the Endowment Investment Policy, as previously discussed.

At June 30, 2018, the College had the following investments and quality ratings:

INVESTMENTS AND QUALITY RATINGS

Investment Type	Fair Value	Quality Ratings				
		AAA	AA	A	BBB	Unrated
U.S. Agencies	\$2,595,528	\$2,595,528	\$-	\$-	\$-	\$-
Municipal/Public Bonds	195,186	-	195,186	-	-	-
Bond Mutual Funds	2,281,165	-	-	-	-	2,281,165
Corporate Bonds	6,386,895	-	2,581,035	3,703,652	102,208	-
Utah Public Treasurers' Investment Fund	5,486,021	-	-	-	-	5,486,021
	\$16,944,795	\$2,595,528	\$2,776,221	\$3,703,652	\$102,208	\$7,767,186

Concentration of Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of a government's investment in a single issuer. The Entity's policy for reducing this risk of loss is to comply with the Rules of the Money Management Council or the UPMIFA and the Endowment Investment Policy, as applicable. Rule 17 of the Money Management Council limits non-endowment fund investments in a single issuer of commercial paper and corporate obligations to 5-10% depending upon the total dollar amount held in the portfolio at the time of purchase. For endowment funds, the Endowment Investment Policy references the State Board of Regents Rule 541, Management Reporting of Institutional Investments (Rule 541), which requires that a minimum of 25% of the overall endowment portfolio be invested in fixed income or cash equivalents. Also, the overall endowment portfolio cannot consist of more than 75% equity investments with a maximum of 3% in corporate stock listed on a major exchange (direct ownership). Rule 541 also limits investments in alternative investment funds, as allowed by Rule

541, to between 0% and 30% based on the size of the College's endowment fund.

At June 30, 2018, the College did not hold more than 5% of total investments in any single security.

Custodial Credit Risk

For an investment, custodial credit risk is the risk that, in the event of the failure of the counterparty, the College will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. The College does not have a formal policy for custodial credit risk. As of June 30, 2018, the College had \$2,674,673 in Corporate Bonds, \$195,186 in Municipal/Public Bonds, and \$2,097,622 in U.S. Agency bonds which were held by the investment counterparty. In addition, as of June 30, 2018, the College had \$3,712,222 in Corporate Bonds and \$497,906 in U.S. Agency Bonds which were held by the counterparty's trust department or agent but not in the government's name.

NOTE 4. RECEIVABLES

ACCOUNTS, INTEREST, AND PLEDGES RECEIVABLE AT JUNE 30, 2018 CONSIST OF THE FOLLOWING:

	Balance	Current Portion
Student tuition and fees receivable	\$238,444	\$238,444
Grants and contracts receivable	292,287	292,287
Auxiliary enterprises and other receivables	139,906	139,906
Allowance for doubtful accounts	(203,905)	(203,905)
Net accounts, interest, and pledges receivable	\$466,732	\$466,732



NOTE 5. CAPITAL ASSETS

CAPITAL ASSETS AT JUNE 30, 2018 CONSIST OF THE FOLLOWING:

	June 30, 2017	Additions	Deletions	June 30, 2018
Capital Assets not being depreciated				
Land	\$3,400,441	\$282,874	\$44,463	\$3,638,852
Works of Art	369,100	-	-	369,100
Construction in Progress	2,726,356	615,978	3,342,334	-
Capital Assets being depreciated				
Buildings	140,433,650	26,634,975	2,543,201	164,525,424
Improvements	8,029,994	2,048,561	-	10,078,555
Equipment	7,467,305	1,061,648	345,655	8,183,298
Library materials	1,311,318	13,613	2,567	1,322,364
Total capital assets	163,738,164	30,657,649	6,278,220	188,117,593
Less accumulated depreciation:				
Buildings	61,757,828	3,980,762	2,286,773	63,451,817
Improvements	5,602,114	391,981	-	5,994,095
Equipment	6,261,390	636,036	343,305	6,554,121
Library materials	904,898	43,629	5,578	942,949
Total accumulated depreciation	74,526,230	5,052,408	2,635,656	76,942,982
Total capital assets, net of depreciation	\$89,211,934	\$25,605,241	\$3,642,564	\$111,174,611

NOTE 6. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

ACCOUNTS PAYABLE AND ACCRUED LIABILITIES AT JUNE 30, 2018 CONSIST OF THE FOLLOWING:

	June 30, 2018
Vendors payable	\$856,741
Wages payable	266,517
Federal payroll tax payable	59,469
Interest payable	18,434
Other payroll accruals	25,177
Total accounts payable and accrued liabilities	\$1,226,338

NOTE 7. RELATED PARTY TRANSACTIONS

The College receives and provides services, supplies, repairs and maintenance, and capital projects through departments, agencies, and other component units of

the State of Utah. The following tables summarize the amounts due from and to these entities for services and supplies as of the year ended June 30, 2018.

RELATED PARTY RECEIVABLES CONSISTED OF THE FOLLOWING AT JUNE 30, 2018:

	Balance
Utah Department of Agriculture and Food	\$50,718
Utah Department of Corrections	44,780
Utah Department of Emergency Management	4,750
Utah Department of Technology Services	7,384
Utah Department of Work Force Services	52,686
Utah Division of Facilities Construction and Management	62,039
Utah Division of Wildlife Resources	133
Utah State Office of Education	140,259
Utah State Tax Commission	31,842
Utah State University	45,202
Total	\$439,793

RELATED PARTY PAYABLES CONSISTED OF THE FOLLOWING AT JUNE 30, 2018:

Bridgerland Technical College	\$7,385
State of Utah Department of Administrative Services	152,747
State of Utah Fleet Operations	10,455
Uintah Basin Technical College	2,270
Utah State Tax Commission	75,345
Utah State University	1,066
Total	\$249,268

NOTE 8. LONG-TERM LIABILITIES

CHANGES IN LONG-TERM LIABILITIES FOR THE YEAR ENDED JUNE 30, 2018 WAS AS FOLLOWS:

	June 30, 2017 Balance	Additions	Reductions	June 30, 2018 Balance	Current Portion
Net Pension Liability	\$4,750,002	\$-	\$1,345,051	\$3,404,951	\$-
Compensated absences	827,025	680,390	693,951	813,464	508,824
Termination benefits	379,097	16,857	250,669	145,285	104,953
Contracts payable	824,374	101,690	77,202	848,862	77,416
Contracts due to primary government	120,406	-	44,308	76,098	46,750
Bonds payable	14,370,000	-	535,000	13,835,000	550,000
Unamortized bond premium/discount	134,144	-	7,060	127,084	7,060
Total long-term liabilities	\$21,405,048	\$798,937	\$2,953,241	\$19,250,744	\$1,295,003

A. Contracts and Leases Payable

The College obtained South Sanpete School District's old Ephraim Elementary School property in fiscal year 2010 for \$1,500,000 to be paid in 20 equal annual installments of \$75,000. The agreement contains no interest rate; therefore, the College used an effective interest rate of 2.0% to discount the contracts payable and record the cost of the property at the discounted amount. The final principal and interest payment is in fiscal year 2029.

In fiscal year 2012, the Foundation obtained the home and property located at 24 South 100 East, Ephraim for \$60,000 to be paid in 120 monthly installments of \$636. This contract has an interest rate of 5.0% with the final principal and interest payment in fiscal year 2022. The home and property was valued at \$120,000 when obtained. The remaining \$60,000, after the contract consideration, was donated to the Foundation.

In January 2018, the College entered in to a lease agreement with Caterpillar Financial Services Corporation to obtain a backhoe loader. The lease has a four year term with annual payments of \$11,848 and includes a bargain purchase option of \$59,800 at the end of the lease term in fiscal year 2021. The agreement does not contain an interest rate and therefore the College used an effective interest rate of 3.9% to discount the lease payable and record the equipment at the discounted amount. At inception of the lease, the College recognized a capital asset in the value of \$101,690. At June 30, 2018, depreciation expense and accumulated depreciation related to this leased asset is \$20,338.

Interest expense recognized for this lease obligation was \$643 at June 30, 2018.

FUTURE COMMITMENTS FOR THE CONTRACTS AND LEASES PAYABLE AS OF JUNE 30, 2018 ARE AS FOLLOWS:

Fiscal Year	Principal	Interest	Total
2019	77,416	17,069	94,485
2020	79,369	15,115	94,484
2021	138,285	16,001	154,286
2022	68,393	11,062	79,455
2023	65,292	9,708	75,000
2024-2028	346,578	28,422	375,000
2029	73,529	1,471	75,000
Total	\$848,862	\$98,848	\$947,710

B. Contracts Due to Primary Government

The College's Richfield Campus library facilities were obtained through a contract agreement with the State

of Utah's Division of Facilities Construction and Management in fiscal year 1996.

FUTURE COMMITMENTS FOR CONTRACTS DUE TO PRIMARY GOVERNMENT AS OF JUNE 30, 2018 ARE AS FOLLOWS:

Fiscal Year	Principal	Interest	Total
2019	46,750	3,173	49,923
2020	29,348	697	30,045
Total	\$76,098	\$3,870	\$79,968

C. Bonds Payable

In June 2011, the State Board of Regents issued revenue bonds (Series 2011, \$16,810,000 2.00% - 4.5% maturing June 2013 through June 2036) on behalf of the College to provide funds for the construction of a student housing facility on the College's Ephraim campus. These bonds are special limited obligations of the College, payable from and secured solely by the Pledged Revenues which consist of 1) the Net Operating Revenues of the College's Student Housing System,

2) Student Building Fees, 3) any Pledged Discretionary Investment Income, and 4) earnings on certain funds and accounts created under the Bond Indenture. In addition, the bonds are insured by Assured Guaranty Municipal Corporation for the timely payment of principal and interest. Interest is payable June 15 and December 15 of each year. Principal payments are due June 15. For fiscal year 2018, interest incurred on the bonds was \$581,298.

FOR THE YEAR ENDED JUNE 30, 2018, THE RECEIPTS AND DISBURSEMENTS OF PLEDGED REVENUES WERE AS FOLLOWS:

June 30, 2018

Receipts	
Housing system revenue	\$1,588,103
Student building fees	508,711
Bond account earnings	1,412
Total receipts	2,098,226
Disbursements	
Housing system expenses	878,318
Excess of Pledged Receipts over Expenses	1,219,908
Debt Service Principal and Interest Payments	\$1,116,298

THE SCHEDULED MATURITIES OF THE REVENUE BONDS ARE AS FOLLOWS:

Fiscal Year	Principal	Interest	Total
2019	\$550,000	\$567,922	\$1,117,922
2020	565,000	551,423	1,116,423
2021	585,000	534,472	1,119,472
2022	605,000	511,073	1,116,073
2023	630,000	486,873	1,116,873
2024-2028	3,515,000	2,074,788	5,589,788
2029-2033	4,310,000	1,284,275	5,594,275
2034-2036	3,075,000	280,800	3,355,800
Total bonds outstanding	13,835,000	6,291,626	20,126,626
Bond premium	127,084	-	127,084
Total bonds payable	\$13,962,084	\$6,291,626	\$20,253,710

NOTE 9. PENSION PLANS AND RETIREMENT BENEFITS

Eligible employees of the College are covered by the Utah Retirement Systems (Systems) and the Teachers Insurance and Annuity Association (TIAA). Employees may also participate in defined contributions plans consisting of 401(k) and 457 plans managed by the Systems and TIAA.

A. Defined Benefit Plans

Eligible plan participants are provided with pensions through the Systems. Utah Retirement Systems are comprised of the following Pension Trust Funds:

- Public Employees Noncontributory Retirement System (Noncontributory System) and Public Employees Contributory Retirement System (Con-

- tributory System) which are multiple-employer, cost-sharing, retirement systems;
- Public Safety Retirement System (Public Safety System) which is a cost-sharing, multiple-employer public employee retirement system;
- Tier 2 Public Employees Contributory Retirement System (Tier 2 Public Employee System) which is a multiple employer cost sharing, retirement system;

The Tier 2 Public Employees System became effective July 1, 2011. All eligible employees beginning on or after July 1, 2011, who have no previous service credit with any of the Systems, are members of the Tier 2 Retirement System.

The Systems are established and governed by the respective sections of Title 49 of the Utah Code Anno-

tated 1953, as amended. The Systems' defined benefit plans are amended statutorily by the State Legislature. The Utah State Retirement Office Act in Title 49 provides for the administration of the Systems under the direction of the Utah State Retirement Board, whose members are appointed by the Governor. The Systems are fiduciary funds defined as pension (and other employee benefit) trust funds. URS is a component unit of the State of Utah. Title 49 of the Utah Code grants the authority to establish and amend the benefit terms.

URS issues a publicly available financial report that can be obtained by writing to the Utah Retirement Systems, 560 E. 200 S., Salt Lake City, Utah 84102 or visiting the website: www.u

URS provides retirement, disability, and death benefits.

RETIREMENT BENEFITS ARE AS FOLLOWS:

System	Final Average Salary	Years of Service Required and/or age eligible for benefit	Benefit percent per year of service	COLA**
Noncontributory System	Highest 3 years	30 years any age 25 years any age* 20 years age 60* 10 years age 62* 4 years age 65	2.0% per year all years	Up to 4%
Contributory System	Highest 5 years	30 years any age 20 years age 60* 10 years age 62* 4 years age 65	1.25% per year to June 1975; 2.00% per year July 1975 to present	Up to 4%
Public Safety System	Highest 3 years	20 years any age 10 years age 60 4 years age 65	2.5% per year up to 20 years; 2.0% per year over 20 years	up to 2.5% or 4% depending on the employer
Tier 2 Public Employees System	Highest 5 years	35 years any age 20 years age 60* 10 years age 62* 4 years age 65	1.5% per year all years	Up to 2.5%

* with actuarial reductions

** all post-retirement cost-of-living adjustments are non-compounding and are based on the original benefit. The cost-of-living adjustments are also limited to the actual Consumer Price Index (CPI) increase for the year, although unused CPI increases not met may be carried forward to subsequent years.

Contributions

As a condition of participation in the Systems, employers and/or employees are required to contribute certain percentages of salary and wages as authorized by statute and specified by the Utah State Retirement Board. Contributions are actuarially determined as an

amount that, when combined with employee contributions (where applicable), is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded actuarial accrued liability. Contribution rates as of June 30, 2018 are as follows:

EMPLOYER CONTRIBUTION RATES		
	Paid by Employer for Employee	Employer
Contributory System		
12 - State & School Division Tier 1	6.00%	17.70%
112 - State & School Division Tier 2	N/A	18.44%
Noncontributory System		
16 - State & School Division Tier 1	N/A	22.19%
Public Safety Retirement Systems		
Noncontributory		
42 - State with 4% COLA	N/A	41.35%

Tier 2 rates include a statutory required contribution to finance the unfunded actuarial accrued liability of Tier 1 plans.

For fiscal year ended June 30, 2018, the employer and employee contributions to the Systems were as follows:

EMPLOYER AND EMPLOYEE CONTRIBUTIONS TO THE SYSTEMS		
	Employer Contributions	Employee Contributions
Noncontributory System	\$809,931	N/A
Contributory System	8,274	-
Public Safety Retirement Systems	28,363	-
Tier 2 Public Employees System	91,227	-
Total Contributions	\$937,795	\$-

Contributions reported are the URS Board approved required contributions by System. Contributions in the Tier 2 Systems are used to finance the unfunded liabilities in the Tier 1 Systems.

Pension Assets, Liabilities, Expense and Deferred Outflows of Resources and Deferred Inflows of Resources relation to Pensions

At June 30, 2018, the College reported a net pension asset of \$0 and a net pension liability of \$3,404,951.

NET PENSION ASSETS AND NET PENSION LIABILITIES DECEMBER 31, 2017

	Net Pension Asset	Net Pension Liability	Proportionate Share	Proportionate Share December 31, 2016	Change (Decrease)
Noncontributory System	\$-	\$3,287,616	0.1344429%	0.1400738%	(0.0056309)%
Contributory System	-	12,890	0.1958899%	0.1566075%	0.0392824%
Public Safety System	-	100,309	0.0576864%	0.0551717%	0.0025147%
Tier 2 Public Employees System	-	4,136	0.0469069%	0.0587211%	(0.0118142)%
Total Net Pension Asset/Liability	\$-	\$3,404,951			

The net pension asset and liability were measured as of December 31, 2017 and the total pension liability used to calculate the net pension asset and liability was determined by an actuarial valuation as of January 1, 2017 and rolled forward using generally accepted actuarial procedures. The proportion of the net pension asset and liability is equal to the ratio of the employer's actual contributions to the Systems during the plan year over the total of all employer contribu-

tions to the Systems during the plan year.

For the year ended June 30, 2018, the College recognized a pension expense of \$900,356.

At June 30, 2018, the College's portion of the reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

DEFERRED OUTFLOWS AND INFLOWS OF RESOURCES

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$1,602	\$196,904
Changes in Assumptions	856,059	25,629
Net difference between projected and actual earnings on pension plan investments	590,699	1,487,479
Changes in proportion and differences between contributions and proportionate share of contributions	100,608	131,270
Contributions subsequent to the measurement date	482,978	-
Total	\$2,031,946	\$1,841,282

Of the amount reported as deferred outflows of resources related to pension, \$482,978 resulted from contributions made by the College prior to our fiscal year end, but subsequent to the measurement date of December 31, 2017.

These contributions will be recognized as a reduction of net pension liability in the upcoming fiscal year. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

Year Ended December 31,	Net Deferred Outflows (Inflows) of Resources
2018	\$111,882
2019	169,417
2020	(253,844)
2021	(323,367)
2022	(832)
Thereafter	4,430

Actuarial Assumptions

The total pension liability in the December 31, 2017 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation: 2.50 percent

Salary Increases: 3.25 - 9.75 percent, average, including inflation

Investment Rate of Return: 6.95 percent, net of pension plan investment expense, including inflation

Mortality rates were developed from actual experience and mortality tables, based on gender, occupation, and age, as appropriate, with adjustments for future improvement in mortality based on Scale AA, a model developed by the Society of Actuaries.

The actuarial assumption used in the January 1, 2017, valuation were based on the results of an actuarial experience study for the five year period ending December 31, 2016.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class and is applied consistently to each defined benefit pension plan. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

EXPECTED RETURN ARITHMETIC BASIS

Asset Class	Target Asset Allocation	Real Return Arithmetic Basis	Long-Term Expected Portfolio Real Rate of Return
Equity Securities	40%	6.15%	2.46%
Debt Securities	20%	0.40%	0.08%
Real Assets	15%	5.75%	0.86%
Private Equity	9%	9.95%	0.89%
Absolute Return	16%	2.85%	0.46%
Cash & Cash Equivalents	0%	0.00%	0.00%
Totals	100%		4.75%
	Inflation		2.50%
	Expected Arithmetic Nominal Return		7.25%

The 6.95% assumed investment rate of return is comprised of an inflation rate of 2.50%, a real return of 4.45% that is net of investment expense.

Discount Rate

The discount rate used to measure the total pension liability was 6.95 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current contribution rate and that contributions from all participating employers will be made at contractually required rates that are actuarially determined and certified by the URS Board. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current active and inactive employees. Therefore, the long-term expected rate of return on pension plan investments

was applied to all periods of projected benefit payments to determine the total pension liability. The discount rate does not use the Municipal Bond Index Rate. The discount rate was reduced to 6.95% from 7.20% from the prior measurement period.

Sensitivity of the proportionate share of the net pension asset and liability to changes in the discount rate

The following presents the proportionate share of the net pension liability calculated using the discount rate of 6.95%, as well as what the proportionate share of the net pension liability(asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (5.95%) or 1- percentage-point higher (7.95%) than the current rate:

PROPORTIONATE SHARE OF NET PENSION (ASSET)/LIABILITY

	1% Decrease (5.95%)	Discount Rate (6.95%)	1% Increase (7.95%)
Noncontributory System	\$7,178,256	\$3,287,616	\$35,823
Contributory System	169,880	12,890	(120,764)
Public Safety System	208,440	100,309	11,505
Tier 2 Public Employee System	48,695	4,136	(30,226)
Total Net Pension (asset)/liability	\$7,605,271	\$3,404,951	\$(103,662)

Detailed information about the pension plan's fiduciary net position is available in the separately issued URS financial report.

B. Defined Contribution Savings Plans

Employees who participate in the State and School Noncontributory and Tier 2 State pension plans are also participants in qualified contributory 401(k) and 457 savings plans administered by the System. The College is required to contribute 1.50% and 1.58%,

respectively of the employee's annual salary to a 401(k) plan administered by the Systems. For employees participating in the Tier 2 Public Employee defined contribution plan, the Colleges is required to contribute 20.02% of the employee's annual salary, of which 10.00% is paid into a 401(k) plan while the remainder is contributed to the Tier 1 Systems, as required by law. Employee and employer contributions to the Utah Retirement Defined Contribution Savings Plans for fiscal year ended June 30, 2018 were as follows:

EMPLOYEE AND EMPLOYER CONTRIBUTIONS TO THE UTAH RETIREMENT DEFINED CONTRIBUTION SAVINGS PLANS		2018
401(k) Plan		
Employer Contributions		\$82,018
Employee Contributions		76,517
457 Plan		
Employer Contributions		-
Employee Contributions		8,010
Tier 2 DC Only		
Employer Benefits		20,161

TIAA provides individual retirement fund contracts with each participating employee. Benefits provided to retired employees are generally based on the value of the individual contracts and the estimated life expectancy of the employee at retirement, and are fully vested from the date of employment. Employees are eligible to participate from the date of employment and are not required to contribute to the fund. For the years ending June 30, 2018, the College's contribution to this defined contribution plan was 14.2% of the employee's annual salary or \$1,663,622, Employee contributions totaled \$163,609 for the same year. The College has no further liability once annual contributions are made.

NOTE 10. CONSTRUCTION COMMITMENTS

The State of Utah's Division of Facilities Construction and Management (DFCM) administers most of the construction of facilities for state institutions, maintains records, and furnishes cost information for recording capital assets on the books of the College.

As of June 30, 2018, the College had the following outstanding commitments to DFCM for construction projects:

- The Graham Science Center was transferred to the College from DFCM as of June 30, 2018, but

there were still a few small projects left to complete. The College's remaining commitment towards the Graham Science center is \$143,025.

- A new Student Health & Fitness Building for the College's Ephraim Campus was in the architectural stages at June 30, 2018. The College has committed \$5,000,000 for this project.

These commitments represent the College's cost share of the construction costs.

NOTE 11. CONTRACTED AUXILIARY SERVICES

On September 23, 2009, the College renewed its contract with Follett College Stores Corporation (Follett) of Oak Brook, Illinois, to provide bookstore services for the College's Ephraim Campus. The terms of the initial contract ran from October 1, 2009, to September 30, 2014, with an automatic renewal for successive one-year terms unless either party notifies the other in writing at least 120 days before expiration of the term. In January 2018 the College provided a written request to Follett to terminate this contract effective June 30, 2018.

In April 2018, the College entered into a contract with Akademos of Norwalk, Connecticut, to provide online bookstore services for the College. The terms of the initial contract run from April 18, 2018, to June 30, 2021. This contract allows for two – one year renewal options which must be agreed upon by both parties in writing. The contract requires Akademos to pay the College, on a quarterly basis, 7% of all gross product sales. The contract also requires Akademos to provide

annually \$5,000 in textbook scholarships. In addition, Akademos is to provide internship positions for two College students and commits \$2,000 annually to support marketing and promotional initiatives for the online bookstore service.

The above contract revenues have been recorded as auxiliary enterprises revenues.

NOTE 12. RISK MANAGEMENT

The College maintains insurance coverage for commercial general liability, automobile, errors and omissions, and property (buildings and equipment) through policies administered by the Utah State Risk Management Fund. The College also participates in the Public Employees Health Plan administered by the State of Utah. The College's liabilities for both plans are limited to the premiums paid. Employees of the College and authorized volunteers are covered by workers' compensation and employees' liability through the Workers Compensation Fund of Utah.

NOTE 13. BLENDED COMPONENT UNIT

The Foundation is a component unit of the College and has been consolidated in these financial statements as a blended component unit. The Foundation is a dependent foundation of the College and is reported as part of the College because its primary purpose is to support the mission of the College.

Condensed information for the College's blended component unit for the year ended June 30, 2018 is presented on the following pages.

CONDENSED STATEMENT OF NET POSITION FOR THE YEAR ENDED JUNE 30, 2018		Total
ASSETS		
Current Assets		129,808
Current Investments		126,176
Capital Assets		295,211
Total Assets		551,195
LIABILITIES		
Current Liabilities		6,953
Noncurrent Liabilities		18,741
Total Liabilities		25,694
NET POSITION		
Net Investment in Capital Assets		270,205
Unrestricted		255,566
Total Net Position		525,771

FOUNDATION CONDENSED STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION FOR THE YEAR ENDED JUNE 30, 2018			
	Foundation	Eliminations	Total
OPERATING REVENUES			
Operating Revenues	\$-	\$-	\$-
Total Operating Revenues	-	-	-
OPERATING EXPENSES			
Depreciation	3,076	-	3,076
Operating Expenses	859,488	(829,400)	30,088
Total Operating Expenses	862,564	(829,400)	33,164
Operating Income (Loss)	(862,564)	829,400	(33,164)

continued

continued

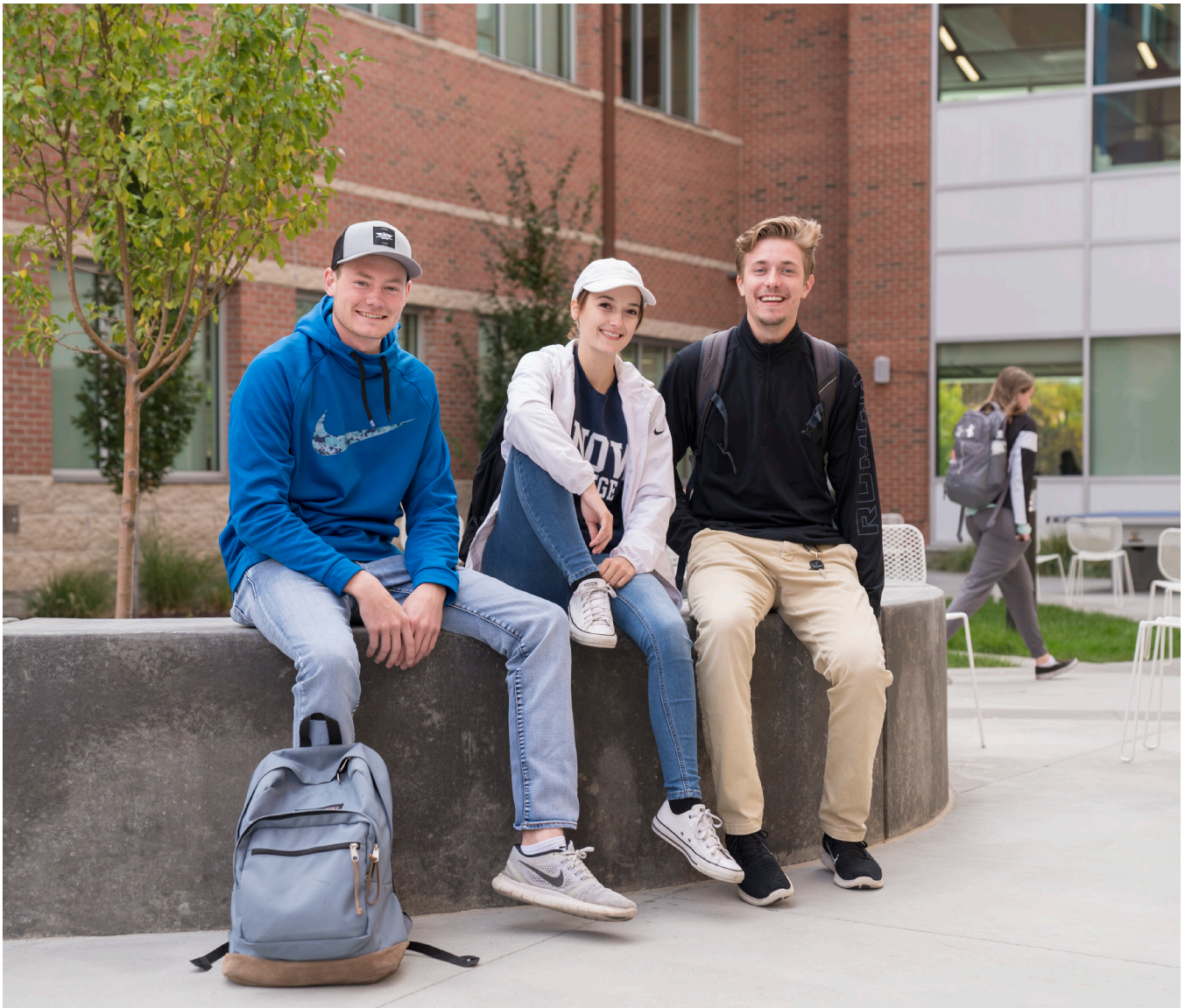
FOUNDATION CONDENSED STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION FOR THE YEAR ENDED JUNE 30, 2018

NONOPERATING REVENUES (EXPENSES)			
Donations	908,469	(829,400)	79,069
Other Nonoperating revenues (expenses)	(66,390)	-	(66,390)
Net Nonoperating Revenues (Expenses)	842,079	(829,400)	12,679
NET POSITION			
Net Position, Beginning of year	532,256	-	532,256
Prior Period Adjustments	14,000	-	14,000
Net Position, End of year	525,771	-	\$525,771

FOUNDATION CONDENSED STATEMENT OF CASH FLOWS FOR THE YEAR ENDED JUNE 30, 2018

Net Cash Provided (Used) by Operating Activities	\$ (34,004)
Net Cash Provided (Used) by Noncapital Financing Activities	41,920
Net Cash Provided (Used) by Capital Financing Activities	(6,217)
Net Cash Provided (Used) by Noncapital Investing Activities	(3,069)
Net Increase (Decrease) in Cash and Cash Equivalents	(1,370)
Cash and Cash Equivalents, beginning of year	126,723
Cash and Cash Equivalents, end of year	\$ 125,353
Noncash Investing Activities	
In kind Donations	37,149
Total Noncash Investing Activities	\$ 37,149

REQUIRED SUPPLEMENTARY INFORMATION



SCHEDULE OF SNOW COLLEGE'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY

Last 10 fiscal years*

Noncontributory, Contributory, Public Safety & Tier 2 Public Employees Systems of the Utah Retirement Systems

	December 31, 2017	December 31, 2016	December 31, 2015	December 31, 2014
NONCONTRIBUTORY SYSTEM				
Proportion of Net Pension Liability (Asset)	0.13444290%	0.14007400%	0.1367422%	0.13337391%
Proportionate Share of Net Pension Liability (Asset)	\$3,287,616	\$4,539,675	\$4,295,464	\$3,360,233
Covered Payroll	\$3,779,024	\$3,892,532	\$3,700,352	\$3,703,384
Proportionate Share of Net Pension Liability (Asset) as a Percentage of Covered Payroll	87.00%	116.63%	116.08%	90.73%
Plan Fiduciary Net Position as a Percentage of Total Pension Liability	89.2%	84.9%	84.5%	87.2%
CONTRIBUTORY SYSTEM				
Proportion of Net Pension Liability (Asset)	0.1958899%	0.1566075%	0.1293011%	0.2022073%
Proportionate Share of Net Pension Liability (Asset)	\$12,890	\$85,814	\$81,027	\$22,172
Covered Payroll	\$44,570	\$41,981	\$40,959	\$74,630
Proportionate Share of Net Pension Liability (Asset) as a Percentage of Covered Payroll	28.92%	204.41%	197.82%	29.71%
Plan Fiduciary Net Position as a Percentage of Total Pension Liability	99.2%	93.4%	92.4%	98.7%
PUBLIC SAFETY EMPLOYEE SYSTEM				
Proportion of Net Pension Liability (Asset)	0.0576864%	0.0551717%	0.0338498%	0.0163291%
Proportionate Share of Net Pension Liability (Asset)	\$100,309	\$117,962	\$72,874	\$30,343
Covered Payroll	\$97,703	\$94,461	\$64,819	\$43,483
Proportionate Share of Net Pension Liability (Asset) as a Percentage of Covered Payroll	102.67%	124.88%	112.43%	69.78%
Plan Fiduciary Net Position as a Percentage of Total Pension Liability	87.4%	83.5%	82.3%	84.3%
TIER 2 PUBLIC EMPLOYEES SYSTEM				
Proportion of Net Pension Liability (Asset)	0.0469069%	0.0587211%	0.0785855%	0.03828340%
Proportionate Share of Net Pension Liability (Asset)	\$4,136	\$6,550	\$(172)	\$(1,160)
Covered Payroll	\$459,108	\$481,557	\$507,818	\$188,347
Proportionate Share of Net Pension Liability (Asset) as a Percentage of Covered Payroll	0.90%	1.36%	-0.03%	-0.62%
Plan Fiduciary Net Position as a Percentage of Total Pension Liability	97.4%	95.1%	100.2%	103.5%

*Note: The College implemented GASB Statement No. 68 in fiscal year 2015. Information on the College's portion of the plans' net pension liabilities (assets) is not available for periods prior to fiscal year 2015.

SCHEDULE OF SNOW COLLEGE'S CONTRIBUTIONS TO THE NONCONTRIBUTORY, CONTRIBUTORY, PUBLIC SAFETY EMPLOYEE, AND TIER 2 PUBLIC EMPLOYEES SYSTEMS

Last 10 fiscal years*

NONCONTRIBUTORY SYSTEM	2018	2017
Contractually Required Contribution	\$809,931	\$857,936
Contributions in Relation to the Contractually Required Contribution	(809,931)	(857,936)
Contribution Deficiency (Excess)	\$-	\$-
Covered Payroll	\$3,704,977	\$3,914,819
Contributions as a Percentage of Covered Payroll	21.86%	21.92%
CONTRIBUTORY SYSTEM ***	2018	2017
Contractually Required Contribution	\$8,274	\$7,504
Contributions in Relation to the Contractually Required Contribution	(8,274)	(7,504)
Contribution Deficiency (Excess)	\$-	\$-
Covered Payroll	\$46,744	\$42,397
Contributions as a Percentage of Employee Payroll	17.70%	17.70%
PUBLIC SAFETY EMPLOYEE SYSTEM	2018	2017
Contractually Required Contribution	\$28,363	\$28,416
Contributions in Relation to the Contractually Required Contribution	(28,363)	(28,416)
Contribution Deficiency (Excess)	\$-	\$-
Covered Payroll	\$96,903	\$96,004
Contributions as a Percentage of Covered Payroll	29.27%	29.60%
TIER 2 CONTRIBUTORY SYSTEM**	2018	2017
Contractually Required Contribution	\$91,227	\$80,703
Contributions in Relation to the Contractually Required Contribution	(91,227)	(80,703)
Contribution Deficiency (Excess)	\$-	\$-
Covered Payroll	\$494,722	\$442,452
Contributions as a Percentage of Covered Payroll	18.44%	18.24%

*The College began participating in the Public Safety Employee System in 2014.

** Contributions in Tier 2 include an amortization rate to help fund the unfunded liability in the Tier 1 systems. The Tier 2 Public Employees System was created in 2011.

***Contractually Required Contributions, Contributions, and Covered Payroll include information for Tier II Employees. The Tier 2 Public Employees System was created in fiscal year 2011. Prior to the implementation of GASB Statement No. 68, Tier 2 information was not separately available.

2016	2015	2014	2013	2012	2011	2010	2009
\$836,423	\$805,884	\$775,865	\$721,092	\$665,236	\$691,667	\$571,835	\$663,394
(836,423)	(805,884)	(775,865)	(721,092)	(665,236)	(691,667)	(571,835)	(663,394)
\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
\$3,796,112	\$3,638,231	\$3,728,658	\$3,867,489	\$3,994,469	\$4,238,154	\$4,021,345	\$4,665,224
22.03%	22.15%	20.81%	18.64%	16.65%	16.32%	14.22%	14.22%

2016	2015	2014	2013	2012	2011	2010	2009
\$7,357	\$7,143	\$17,395	\$21,989	\$18,201	\$38,003	\$35,042	\$40,000
(7,357)	(7,143)	(17,395)	(21,989)	(18,201)	(38,003)	(35,042)	(40,000)
\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
\$41,565	\$40,354	\$108,920	\$154,093	\$147,136	\$213,141	\$222,774	\$254,290
17.70%	17.70%	15.97%	14.27%	12.37%	17.83%	15.73%	15.73%

2016	2015	2014	2013*	2012*	2011*	2010*	2009*
\$22,979	\$8,146	\$6,062	N/A	N/A	N/A	N/A	N/A
(22,979)	(8,146)	(6,062)					
\$-	\$-	\$-					
\$81,885	\$44,126	\$37,011					
28.06%	18.46%	16.38%					

2016	2015	2014	2013	2012	2011***	2010***	2009***
\$103,260	\$61,888	\$10,752	\$8,040	\$2,673	N/A	N/A	N/A
(103,260)	(61,888)	(10,752)	(8,040)	(2,673)			
\$-	\$-	\$-	\$-	\$-			
\$566,120	\$338,740	\$173,902	\$107,256	\$35,211			
18.24%	18.27%	6.18%	7.50%	7.59%			

NOTES TO PENSION SCHEDULES

Changes in Assumption

As a result of an experience study conducted as of December 31, 2016, the Board adopted recommended changes to several economic and demographic assumptions that are used in the actuarial valuation. The assumption changes that had the largest impact on the Total Pension Liability (and actuarial accrued liability) include a decrease in the investment return assumption from 7.20% to 6.95%, a reduction in the price inflation assumption from 2.60% to 2.50% (which also resulted in a corresponding decrease in the cost-of-living adjustment assumption for the funds with a 4.00% annual COLA max), and the adoption of an updated retiree mortality table that was developed using URS's actual retiree mortality experience. There were changes to several other demographic assumptions, but those changes had a minimal impact on the Total Pension Liability (and actuarial accrued liability).

Monthly Investment Performance Report

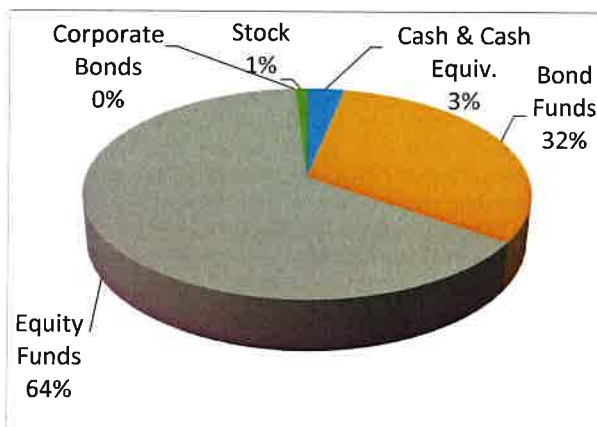
OVERVIEW

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

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

INVESTMENT ALLOCATION

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

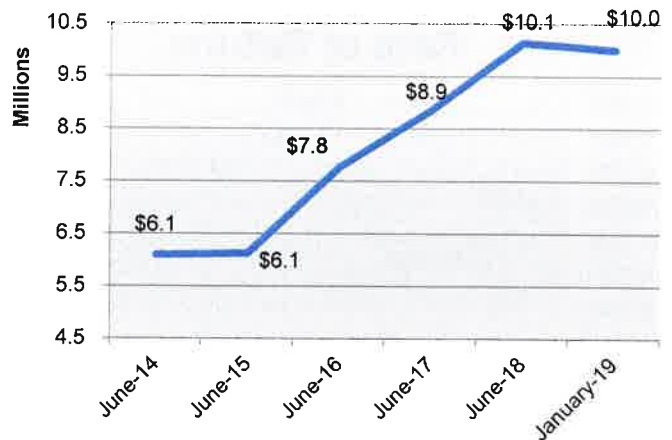


Cash & Cash Equiv.	3.1%	310,560
Bond Funds	31.6%	3,159,989
Equity Funds	64.3%	6,430,437
Corporate Bonds	0.0%	-
Stock	1.1%	106,427
Endowment		7,764,569
Quasi-Endowment		2,242,843
Total Endowment		10,007,412

ACTIVITY

No Activity

RETURNS



Market over Book Value:

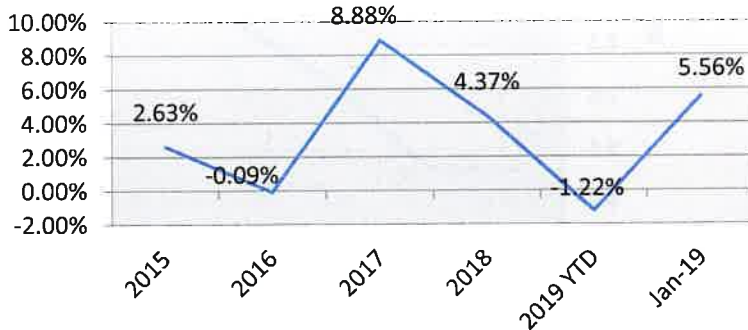
	Jan-19	FY '18	FY '17
Book Value	9,689,841	9,389,770	8,298,381
Market Value	10,017,412	10,141,955	8,851,032
Unrealized Gain/(Loss)	3.4%	8.0%	6.7%

Last year, our Market Outlook theme was "it's getting late," which accurately forecast what happened in 2018: an expansion of the late-stage business cycle and an increasingly bumpy ride for stock markets. We've already seen declining growth rates in 2018, and heading into 2019 there are signs that an economic peak and potential recession may be coming. Rising interest rates, declining liquidity and sluggish global growth—with trade conflicts as an additional headwind—may weigh on economic growth and market performance in 2019. Investors should be prepared for increasing market volatility, and possibly even a bear market, in the coming year. – Charles Schwab

Endowment Returns:

	Period Ending: 1/31/2019		
	Jan-19	FY '19 YTD	FY '18
Income	3,166	298,253	160,616
Unrealized Gain/(Loss)	551,974	(421,696)	226,595
Rate of Return	5.56%	-1.22%	4.37%

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

Monthly Investment Performance Report
RETURNS (continued)
Rate of Return

MARKET OUTLOOK

A few short months ago, the U.S. economy was cruising along with strong growth momentum. But the environment clearly has changed. Financial markets have encountered turbulence and economic growth has slowed. What happened?

Some of the deceleration in economic activity is policy induced. Higher rates, brought about by Fed tightening last year, appear to have weighed on the housing market. Chinese tariffs on American goods, which were levied in retaliation for American tariffs on Chinese products, have caused U.S. exports to China to weaken significantly. In addition, slower global growth, in conjunction with booming petroleum supply in the United States, led to a sharp decline in oil prices in the fourth quarter.

Lower oil prices should help to support real disposable income growth, which should underpin continued solid growth in real personal consumption expenditures. The drop in oil prices will also weigh on investment in the energy sector, similar to how it did in 2015-2016. The impact should be less dramatic, however, reflecting the more modest rebound we have seen in exploration and production. Accordingly, we have pared back our forecast for business fixed investment as well as real GDP growth.

We have also made some changes to our forecast for Federal Reserve policy. We continue to look for the FOMC to hike rates by 50 bps in 2019, but we have pushed back the timing for its first 25 bps rate hike to June (from March). We look for one more 25 bps hike in December, before the Fed reverses course in late 2020 as real GDP growth slows further. – Wells Fargo Advisors

	Month	AVERAGE ANNUAL RETURN			FY 5 Years
		Fiscal YTD	FY '18	FY 3 Years	
Total Endowment	5.56%	-1.22%	4.37%	13.81%	31.79%
S&P 500	7.87%	-0.83%	12.52%	32.17%	69.75%
ACWI Index	8.04%	-2.24%	8.28%	19.28%	41.82%
Dow Jones Industrial A	7.17%	2.85%	13.85%	37.96%	63.03%

UNITS

To be added.

DONATIONS

	January # of Donations	Jan-19	FY '19 YTD	Total Balances
Restricted Donations				
<i>Endowment Donations</i>	8	41,160	85,292	10,007,412
<i>Scholarship Donations</i>	73	30,729	344,160	1,426,023
<i>Other Donations</i>	37	6,746	616,035	*
Unrestricted Donations				
<i>Donations to Foundation</i>	14	1,919	53,268	250,703
Total Restricted & Unrestricted	132	80,554	1,098,755	11,684,138

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

Total Donations			
<i>External Donations</i>	21	78,439	1,080,856
<i>Employee Donations</i>	111	2,115	17,899
Total Donations	132	80,554	1,098,755

IN-KIND DONATIONS

January Donations: \$0

FY '19 YTD: \$23,996

Monthly Investment Performance Report

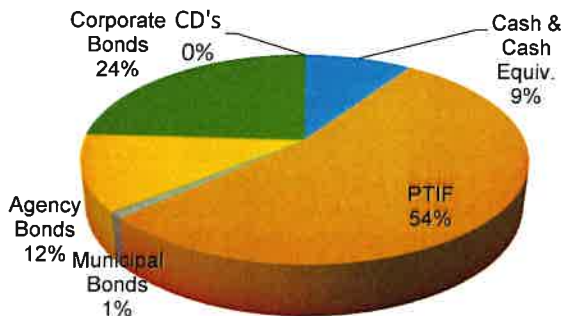
OVERVIEW

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

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

INVESTMENT ALLOCATION

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



Cash & Cash Equiv.	9.3%	1,878,886
PTIF	53.7%	10,887,673
Municipal Bonds	1.0%	197,044
Agency Bonds	11.7%	2,371,273
Corporate Bonds	24.4%	4,949,783
CD's	0.0%	-
Total Investment		20,284,659

ACTIVITY

Reclassified the Liquidity of Investments per GASB 9 guidelines.

RETURNS



Market over Book Value:

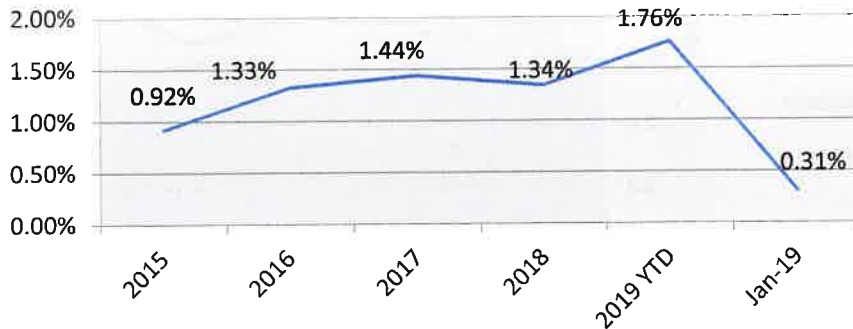
	Jan-19	FY '18	FY '17
Book Value	20,317,545	16,229,393	18,177,608
Market Value	20,284,659	16,391,001	18,211,911
Unrealized Gain/(Loss)	-0.2%	1.0%	0.2%

Last year, our Market Outlook theme was "it's getting late," which accurately forecast what happened in 2018: an expansion of the late-stage business cycle and an increasingly bumpy ride for stock markets. We've already seen declining growth rates in 2018, and heading into 2019 there are signs that an economic peak and potential recession may be coming. Rising interest rates, declining liquidity and sluggish global growth—with trade conflicts as an additional headwind—may weigh on economic growth and market performance in 2019. Investors should be prepared for increasing market volatility, and possibly even a bear market, in the coming year. – Charles Schwab

Investment Returns:

	Period Ending: 1/31/2019		
	Jan-19	FY '19 YTD	FY '18
Income	47,330	274,586	324,970
Unrealized Gain/(Loss)	13,385	13,791	(80,719)
Rate of Return	0.31%	1.76%	1.34%

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

Monthly Investment Performance Report
RETURNS (continued)
Rate of Return

PTIF

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

The current PTIF 360 day rate is 2.87104904

The allocation of PTIF funds as of 12/31/18 is:

- 84.46% Corporates
- 10.26% Commercial Paper
- 3.88% Money Market
- 0.17% CD's
- 1.23% Repos

MARKET OUTLOOK

A few short months ago, the U.S. economy was cruising along with strong growth momentum. But the environment clearly has changed. Financial markets have encountered turbulence and economic growth has slowed. What happened?

Some of the deceleration in economic activity is policy induced. Higher rates, brought about by Fed tightening last year, appear to have weighed on the housing market. Chinese tariffs on American goods, which were levied in retaliation for American tariffs on Chinese products, have caused U.S. exports to China to weaken significantly. In addition, slower global growth, in conjunction with booming petroleum supply in the United States, led to a sharp decline in oil prices in the fourth quarter. Lower oil prices should help to support real disposable income growth, which should underpin continued solid growth in real personal consumption expenditures. The drop in oil prices will also weigh on investment in the energy sector, similar to how it did in 2015-2016. The impact should be less dramatic, however, reflecting the more modest rebound we have seen in exploration and production. Accordingly, we have pared back our forecast for business fixed investment as well as real GDP growth.

We have also made some changes to our forecast for Federal Reserve policy. We continue to look for the FOMC to hike rates by 50 bps in 2019, but we have pushed back the timing for its first 25 bps rate hike to June (from March). We look for one more 25 bps hike in December, before the Fed reverses course in late 2020 as real GDP growth slows further. – Wells Fargo Advisors

AVERAGE ANNUAL RETURN

	Month	Fiscal YTD	FY '18	FY 3 Years	FY 5 Years
Total Investments	0.31%	1.76%	1.34%	3.81%	4.03%
S&P 500	7.87%	-0.83%	12.52%	32.17%	69.75%
ACWI Index	8.04%	-2.24%	8.28%	19.28%	41.82%
Dow Jones Industrial A	7.17%	2.85%	13.85%	37.96%	63.03%

LIQUIDITY OF INVESTMENTS

	0-3 Months	3-12 Months	1-3 Years	3-5 Years
Investment Types				
Cash & Cash Equiv.	1,878,886	-	-	-
PTIF	10,887,673	-	-	-
Municipal Bonds	-	-	-	197,044
Agency Bonds	-	-	247,120	2,124,153
Corporate Bonds	-	537,952	4,411,831	-
CD's	-	-	-	-
	12,766,559	537,952	4,658,951	2,321,197
Percent of Total	62.94%	2.65%	22.97%	11.44%

Scholarship Office
Internal Audit Follow-Up Report



Office of Internal Audit

Follow-Up Report on Audit Findings and Recommendations
F.2017.08.05, Scholarship Office

December 12, 2018

To the Board of Trustees of Snow College

Internal Audit conducted follow-up work on audit report findings contained in report number 2017-08.05, Scholarship Office, issued March 2018. The following letter and report summarizes the status of implementation of findings and recommendations.

In October, 2018 Snow College made some organizational changes to support the strategic enrollment management plans and to further streamline the recruitment and enrollment processes for the students. As part of these organizational changes, the scholarship office now reports to the Director of Financial Aid (Director). Because these changes were made so recently, the Director has not been able to implement the recommendations in the audit report. He has reviewed the audit and will be working with the new Assistant Vice President of Enrollment Management (AVP), once hired, to implement the recommendations.

Since the organizational changes have been made, a purpose statement was developed to help align the role of the scholarship office with the mission of the college. In addition, the scholarship office has initiated implementation of some of the recommendations. Some changes made include:

- A batch process was implemented to award academic waivers which resulted in significant improvement in efficiencies.
- The scholarship office is now using private scholarship funds to award returning academic waivers which may result in increased tuition revenues.
- New criteria for in-state academic waivers was established which may better help the recruiting efforts and provide deserving students with more competitive award amounts.

The majority of the recommendations remain open and are still needing remediation. Probably the highest priority recommendation is that the scholarship policy be revised and updated to make it current and to ensure scholarships are consistently and appropriately awarded.

In addition, there still remains a need for the scholarship office and advancement office to improve coordination for awarding private scholarships. Also there is a need to align awarding of scholarships with the strategic enrollment management plans. Without defined procedures for establishing the budgets and award amounts for private scholarships, the award amounts and recipients may be incorrect and out of compliance with the donor agreements. Aligning scholarship awards with the strategic enrollment management plan may help to increase tuition revenue for the College and provide prospective students with additional funding.

There are also still concerns that the new criteria may not resolve the potential over-awarding of in-state academic tuition waivers. Additional budgeting, monitoring and reporting of in-state academic tuition waivers would help to ensure that award amounts are in compliance with state requirements.

We have discussed this audit report with the Director as part of our follow-up work. Because of the recent organizational changes and the need for additional time for the Director and AVP to address the open recommendations, we will conduct another follow-up of this audit during the 2019 calendar year.

Wayne Bushman

Wayne Bushman, CISA
Internal Audit Director
Snow College

The Institute of Internal Auditors, International Professional Practices Framework section 2500, Monitoring Progress, states: “The chief audit executive must establish and maintain a system to monitor the disposition of results communicated to management.”

The objectives of the follow-up program are to identify and provide status information for each recommendation reviewed. The follow-up methodology included interviewing management and other employees involved in the processes in the scholarship office and obtaining additional evidence to support the reported status of each recommendation.

Summary of Audit Findings

The following charts provides a review of the findings that were documented in the audit report:

Significant Finding of the Scholarship Office	
1	Inconsistent administration in budgeting and awarding private scholarships
2	Inadequate budget controls and monitoring for resident waivers
3	Established award criteria and amounts may result in over-awarding
4	Scholarships awards and tuition waivers recorded using the same fund codes
5	Inefficient and unnecessary manual procedures and paperwork
6	Deferrals not administered in accordance to policy or best practices
7	Scholarship policy outdated and incomplete

Summary and Status of Recommendations

The following chart identifies each recommendation and its status. Status is defined as follows:

- **Open:** There has been no significant work to address the recommendation.
- **In Progress:** Management has implemented the recommendation in part or has made specific plans to begin implementation and intends to fully implement the recommendation.
- **Closed:** The recommendation has been fully implemented, either as described in the report or in a manner that resolved the underlying issue.
- **Disagree:** Management has not implemented the recommendation and indicated that they will not do so.

#	Recommendation	Status
1	Establish standard procedures for budgeting for private scholarships	Open
2	Implement consistent budget controls for tuition waivers	Open
3	Include scholarship and waivers in strategic enrollment management plans	Open
4	Differentiate between waivers and scholarships	Open
5	Review manual procedures and streamline application and scholarship awarding	In Progress
6	Establish and update policies and procedures for approving and following up on deferred scholarships	Open
7	Update the scholarship policy and establish additional policy language for housing awards	Open

Details of Follow-up Work

1) Establish standard procedures for budgeting for private scholarships:

The scholarship office was unable to provide any documented procedures regarding private scholarships. The Director will work with the AVP and the advancement office to make plans and identify ways to further align awarding of private scholarships with the strategic enrollment management plan. Also, there remains to be a need to establish better coordination between the advancement office and the scholarship office to ensure the budget amounts were appropriate and in-line with the donor agreements and strategic enrollment management plans.

2) Implement consistent budget controls for tuition waivers:

Additional forecasting, budgeting, tracking, and reporting procedures still need to be established. New criteria for awarding waivers has been approved and established and will go into effect for the 2019-2020 school year. However, when applying the new criteria to the same data as in the original report, there was no material effect to the potential over award amount. The college administration stated they are aware of this potential for over awarding waivers and that they are committed to finding one time funds to cover the potential over award amount, if at all possible.

3) Include scholarships and waivers in strategic enrollment management plans:

Additional oversight has been provided to the scholarship office in establishing award criteria. The Director will work with the AVP and Scholarship Manager to determine how to best integrate scholarships and waivers in strategic enrollment management plans.

4) Differentiate between waivers and scholarships

The new policies and procedures have not been updated or established yet. The Director has reviewed the current policy and is aware of the need to make changes. The newly hired AVP also needs to be involved. This is a priority for the Director who asked that we follow-up again at the end of February to help ensure additional progress is made with this.

5) Review manual procedures and streamline application and scholarship awarding

The scholarship office has implemented an automated process that was developed by Information Technology for the awarding of tuition waivers. This resulted in a significant improvement in efficiency for the scholarship office. The new process requires very little data entry and utilizes the information already entered in Banner.

6) Establish and update policies and procedures for approving and following up on deferred scholarships

Policy language has not yet been updated and deferrals still need to be aligned with the strategic enrollment management plans. Developing standard procedures for following up on deferrals and aligning them with strategic enrollment management initiatives may help the college in meeting its enrollment goals.

7) Update the scholarship policy and establish additional policy language for housing awards

Procedures are now being followed regarding awarding of housing scholarship funds. However, the policies and procedures regarding awarding housing scholarships should be updated to include policy on housing awards and award limits. In addition, the college should establish a scholarship committee.

Conclusion

Recent organizational changes should help students that need additional financial assistance; more easily identify and obtain the financial resources needed for their education. It is recommended that the Director, in collaboration with the newly hired AVP, review and implement the recommendations from the scholarship audit. More specifically, ensure that policies and procedures are implemented in alignment with the strategic enrollment strategies of the College. Additionally, policies and procedures should be implemented in coordination with the advancement office for the budgeting and awarding of private scholarships.

Alignment of private scholarship awards with the strategic enrollment management plan and in coordination with the advancement office has the potential to increase enrollments and tuition revenue for the College, and provide students with additional funding for tuition.

**Private Scholarship Funds
Available Balances for Award**



Office of the Internal Auditor

Report # C.01.2019.1

Feb 7, 2019

Background and Objectives

Administration requested the Internal Audit work on a consulting engagement regarding private scholarship funds and the awarding process. The objectives of this project were to determine the number, amounts, and award criteria for each scholarship the was funded through private donations and interest earnings on donations (Endowment).

As part of the internal audit activity, Internal Audit may accept consulting engagements based on the engagement's potential to improve management of risks, add value, and improve the organization's operations.

To complete this study, we identified the private scholarship awards by using Banner reports, donor agreements and additional information provided through the Advancement Office and the Scholarship Office.

Available Amounts to Award

To simplify the types of scholarships we categorized them based on the criteria that was established by the donors. The following charts illustrate the types of private scholarships and the cumulative amounts available to award based on the pre-established donor criteria.



Criteria	Available Amount
Adversity	\$16,210.56
Ambassador	\$7,739.37
CUCF Employees	\$4,832.15
Employee Barney Trucking	\$4,000.00
Field of Study	\$610,954.27
General	\$470,789.36
Grant Scholarship	\$850.00
High School Specific	\$20,354.29
Housing	\$9,310.00
International	\$15,295.20
Leadership	\$10,780.57
Need Based	\$65,023.00
Regional	\$75,897.67
Relative	\$25,743.46
Unsure	\$36,421.34
Total Available	\$1,374,201.24

Following is a generalized description for each of the criteria types:

- 1) Adversity – Awarded to students that have overcome some type of adversity in their lives.
- 2) Ambassador – Awarded to student ambassadors.
- 3) Central Utah Correctional Facility (CUCF) Employees – Awarded to employees or family members of employees of CUCF.
- 4) Barney Trucking Employees – Awarded to employees or family members of Barney Trucking.
- 5) Field of Study – Awarded to students that are studying specific areas such as Mathematics, Chemistry, etc. Also includes awards for student athletes.
- 6) General – Awarded to students that are selected by either the donor or by Snow College with no specific criteria established.
- 7) Grant Scholarship – Funds provided through grants for specific award purposes. Typically these awards are restricted to certain students and all funds must be awarded.
- 8) High School Specific – Awarded to students that attend specific designated high schools.
- 9) Housing – Awarded to Resident Assistants in housing. Awards are typically used to pay tuition and fees.
- 10) International – Awarded to international students. Specific nationalities are identified in the donor contracts.
- 11) Leadership – Awarded to students with some leadership experience.
- 12) Need Based – Awarded to students with the greatest needs.
- 13) Regional – Awarded to students that live within a specified geographical region.
- 14) Relative – Awarded to students that are related to specified family lines.
- 15) Unsure – These are most likely general scholarship funds, but could not locate donor agreements or criteria.

Selection Process

The donor contracts typically specify how the selection process should work for each fund. This study did not include researching details on the selection process, but the Scholarship office should work with the Advancement office to ensure the selection process for each award is done in accordance to the donor requirements.

Thank You Letters

For private scholarships that are awarded, students are required to send thank you letters to the donors that provided the scholarship funds. Typically private scholarship funds are not released to the student until the thank you letter is sent.

Fund Numbers

Each private award was set up with a unique fund number. Most of the fund numbers that were set up start with an R followed by four digits and are referred to as "R-funds". If the donations were made through an endowment there is also a corresponding fund set up for each endowment. The endowment fund numbers all start with an E followed by four digits and are referred to as "E-Funds".

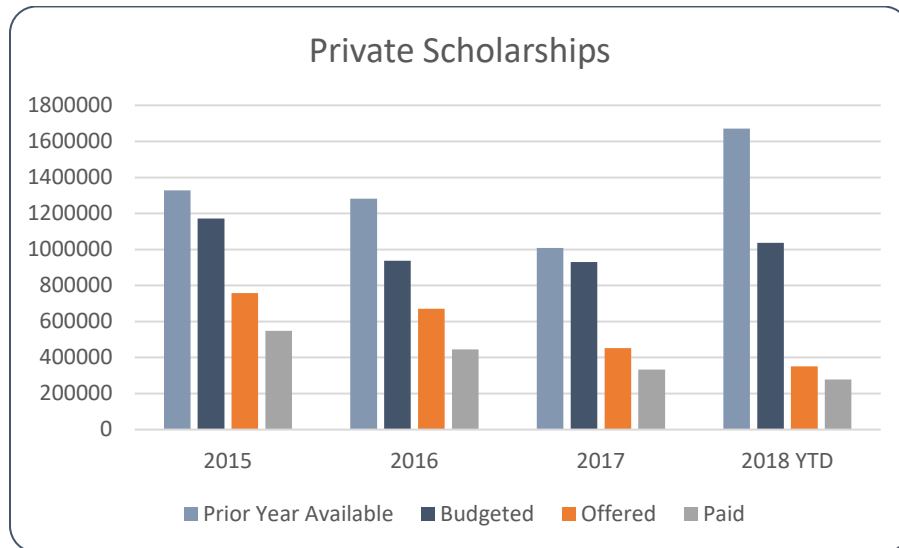
Available Balances

Available scholarship balances were determined by using the R-fund cash balances as of January 31. In some instances, the donors set award limits. For the awards where the award limits were established by donors, the available balance was either the award limit amount or the cash balance in the R-fund, whichever was the lowest. Endowment balances were not used to determine the amount available to award, but additional funds may be available to award from some of the Endowments.

Appendix A – Scholarship Audit Findings

The following was taken from the Scholarship Internal Audit report dated March 28, 2018 and is provided for informational purposes.

The following chart shows the overall trends for private scholarships:



For fiscal year 2018 there was a significant decrease in the budgeted amount for private scholarships when compared to the amount available.

Finding #1 – Inconsistent administration in budgeting and awarding private scholarships

During fiscal year 2018, only sixty-two percent of the available funds were included in the budget amount, yet in prior years, higher percentages of the available funds were allocated in the budgets. The budget amounts were determined by the scholarship manager and the scholarship manager was instructed to make sure they did not award all the funds that were available in the accounts. Although the budget amounts were inconsistent from year to year, there were some individual private scholarships that were still over-awarded.

Funds left over in the scholarship accounts roll forward to the next fiscal year for award. Additionally, interest earnings on investments are deposited into the scholarship accounts. Large amounts that are carried forward may potentially be reinvested to yield higher returns. In addition, some awards should be paid out in full each year as per the donor contracts.

Recommendation #1 – Establish standard procedures for budgeting for private scholarships

To prevent future over-awarding or under-awarding of private scholarships, it is recommended that standard budgeting procedures for private scholarships be established. As part of this process, annual budget amounts for each individual private scholarship should be reviewed and determined in collaboration with administration, advancement and scholarship. As part of this review process, private scholarship budgets, and awards offered and issued should be evaluated to properly align with strategic enrollment management plans and donor expectations as defined in donor contracts.

If it is deemed necessary to carry forward larger balances, with the approval of the advancement office the scholarship office should have the funds transferred back to the investments to potentially yield higher returns.

SUBJECT: ADVANCEMENT AND TENURE POLICY

1.0 PURPOSE

- 1.1 This Policy establishes the criteria and procedures relative to rank advancement and tenure of faculty.
- 1.2 Rank advancement and tenure express the College's commitment to, and faith in, a faculty member's ongoing career and expected life-long contributions to the College community. Rank advancement and tenure are granted based on careful evaluation of what a faculty member will bring to the College through effective teaching, professional activities, and service throughout his or her career. Rank advancement and tenure are not rights, they are conferred by the College in its discretion to the best faculty members.

2.0 DEFINITIONS

- 2.1 Academic Freedom: Snow College operates by the definitions of academic freedom established in Regents Policy R481 which states:
 - 2.1.1 **Academic Freedom: Introduction:** The institutions are operated for the common good and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights. (See section 3.4.) Institutional policies shall indicate how the concept of academic freedom applies to teaching, research and public life.
 - 2.1.2 **Academic Freedom in Teaching:** Faculty members possess the right to full freedom in the classroom to discuss their subjects. They may present any controversial material relevant to their courses of instruction, but they shall be careful not to introduce into their teaching controversial matter which has no relation to the subject being taught.
 - 2.1.3 **Academic Freedom in Research:** A faculty member is entitled to full freedom in research and in the publication of the results. Research for pecuniary return should be conditional upon disclosure to and the consent of the officials of the institution.

- 2.1.4 **Academic Freedom in Public Life:** A college or university faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. When the faculty member speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but the faculty member's special position in the community imposes special obligations. As a person of learning and an education officer, the faculty member should remember that the public may judge his/her profession and institution by his/her utterances. Hence the faculty member should at all times strive to be accurate, should exercise appropriate restraint, should show respect for others, and should make every effort to indicate that he/she is not speaking for the institution.
- 2.2 Rank Advancement: Upon beginning service at Snow College, faculty members are assigned the academic rank of instructor or assistant professor. Faculty members who demonstrate exemplary service in all three areas to the College are eligible to be advanced to higher academic ranks (assistant professor, associate professor, professor) after a complete review. The review procedures are set forth in this document.
- 2.3 Advancement and Tenure Committee (ATC). The ATC is a standing committee of the Faculty Senate. It is comprised of faculty representatives from each academic division and one member of the Faculty Senate. The ATC reviews candidates for rank advancement and tenure, using the procedures set forth in this document and makes recommendations for or against rank advancement and/or tenure to the President of the College.
- 2.4 Candidate: A faculty member being evaluated for tenure or rank advancement.
- 2.5 Faculty Action Plan (FAP): A plan required of faculty members who receive an evaluation of "Needs Improvement" in a review by a department chair, dean, or Faculty Evaluation Team.
- 2.6 Faculty Development Plan: A plan that individual faculty members create that addresses their responsibilities in regards to teaching, service, and professionalism.
- 2.7 Faculty Evaluation Team (FET): A team of faculty colleagues who evaluate individual faculty members in their path towards tenure and rank advancement. The FET recommends for or against rank advancement or tenure of individual faculty members.

- 2.8 Faculty member: A faculty member in this document refers to a faculty member who has been hired and is eligible for rank advancement and tenure at Snow College.
- 2.9 Memo of Understanding (MOU): The MOU is a document agreed to by an individual faculty member and the College and specifies responsibilities, both general and specific, in regards to the faculty member's employment at Snow College. Added responsibilities or a change of responsibilities may require an addendum to the MOU or the creation of a revised MOU.
- 2.10 Non-renewal: A decision that recommends (in the case of the ATC) or concludes (in the case of the President) that a faculty member's contract will not be renewed. Normally, non-renewal occurs during pre-tenure years or at the time of final tenure review.
- 2.11 Professional development (activities): Those activities that a faculty member participates in regarding professional research, improving instructional skills, and engagement in a relevant academic area of training.
- 2.12 Professionalism: The ethical, moral, collegial and professional behavior in which a faculty member is expected to conduct themselves around students, staff and faculty colleagues.
- 2.13 Sabbatical: A professional hiatus sanctioned by the College that allows a faculty member to conduct research or teaching outside the faculty member's normal teaching responsibilities at Snow College. The granting of sabbatical leaves is dependent on the College's financial ability to support sabbaticals.
- 2.14 Service: Service rendered on the part of a faculty member to the College. Only service as described in Section Four of this document is relevant to tenure and rank advancement considerations.
- 2.15 Teaching: Course instruction in classroom, lab, and studio settings, or in locations and conditions agreed upon in a faculty member's MOU that conforms with the College's mission as a teaching institution.
- 2.16 Tenure: Tenure is a declaration made by the Snow College Board of Trustees that removes a faculty member from probationary status. It is granted based on careful evaluation of what a faculty member will bring to the College through effective teaching, professional activities, and service throughout his or her career. Once tenured, a faculty member may be terminated only for cause, except in the case of bona fide program or unit discontinuance or bona fide financial exigency.
- 2.17 Terminal degree: A terminal degree is an academic degree that acknowledges mastery and completion of advanced study in a particular field. Usually a terminal

degree is a doctoral degree (PhD, M.D., D.A., DFA, etc.), but can include other degrees such as the MFA as agreed to by the Snow College Board of Trustees.

2.18 Year. A year is an academic period of two semesters. While teaching is assessed for summer term sessions, a summer term is not counted towards completing an academic year. Completion means successfully teaching for the entire semester with no major absences. If a faculty member misses more than ten class days in a semester, the department chair, dean and VPAA will determine how best to serve the needs of the students and the faculty member. A year typically includes full-time teaching for a consecutive fall and spring semester but, with approval of the ATC, may include two fall semesters, two spring semesters or a mix of fall and spring semesters or other special circumstances to achieve the required years of service to be evaluated for and qualify for tenure. Faculty members who take medical leave or another type of leave only count those years when they are actively teaching at Snow College towards their tenure clock. A year may also include a mix of teaching and serving in administrative positions as provided in the Faculty Workload Document. A faculty member who is in the third or sixth year of service will be evaluated.

3.0 TENURE

- 3.1 The laws of the State of Utah, policies of the Utah Board of Regents and this Policy of Snow College provide for the awarding of tenure.
- 3.2 Once tenured, a faculty member may be terminated only for cause, except in the case of bona fide program or unit discontinuance or bona fide financial exigency. If a program or unit is discontinued, the College shall make reasonable effort to give to each affected faculty member as much notice as possible but no less than six months' notice.
- 3.3 The Tenure consideration process is conducted by the ATC with the valuable input and initial efforts of a department-centered FET that evaluates individual candidates and recommends for or against their tenure. Faculty members in one-person departments will have their tenure consideration reviews conducted at the division level. College administration also has an important role in the tenure process. The ATC recommends candidates for tenure and/or rank advancement to the VPAA and president. The president determines whether or not to forward the recommendations to the Snow College Board of Trustees. The Board of Trustees make the ultimate decisions on tenure.
- 3.4 The tenure process should be clear and fair to faculty members as well as the College. All proceedings connected with the tenure process should be professional and civil, keeping in mind that respect is owed to all parties involved with the process, especially faculty members who are devoting a large portion of their career to seeking tenure. All proceedings shall be kept confidential and not shared with anyone outside the process.
- 3.5 Tenure-track faculty members do not have tenure rights and serve in a probationary

status, usually for a period of six years (twelve semesters) of continuous service as a tenure-track faculty member (the consideration period). Within the consideration period, a tenure-track faculty member must achieve tenure or face dismissal from the College. Any non-tenured faculty member, including those on tenure-track, may not be renewed, with or without cause, effective at the end of an academic year. Although typically the procedures outlined in this Policy will be followed before a non-renewal is decided upon, non-renewal may be decided upon at any time and for any legal reason at the discretion of the administration. If non-renewal is decided upon, notice will be given to the faculty member of non-renewal no later than March 1 of the first academic year of service, if the appointment expires at the end of the academic year; or, if a one-year appointment terminates during an academic year, notice should be given at least three months in advance of termination. Notice of non-reappointment shall be given no later than December 15 of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, notice should be given at least six months in advance of termination. After two or more years of service at the College the minimum period for notice of non-reappointment is six months before the expiration of an appointment.

- 3.6 A MOU will state the terms and conditions of every faculty appointment including whether a position is tenure-track. Any exceptions to the usual six years of service required for tenure consideration will be noted in a new MOU or in an addendum to the MOU.
- 3.7 During the consideration period, tenure-track faculty members enjoy the same rights of academic freedom that all other faculty members enjoy.
- 3.8 Special Considerations Related to Tenure.
- 3.8.1 If a faculty member is hired mid-year (spring semester), he or she will follow the timelines established for faculty who are hired to begin in the fall semester that follows.
- 3.8.2 The tenure consideration period is normally limited to six years (twelve semesters). It may be extended upon written approval of the President of Snow College for appropriate reasons. Such reasons may include approved FMLA leave or as a result of a reasonable accommodation for a disability. In general, the consideration period will not be extended more than one year. Exceptions will be handled case by case and reference the faculty member's MOU and letters of support by appropriate supervisors.
- 3.8.3 Faculty members begin the final tenure review process in their tenth semester of service. The ATC considers the candidates application in the eleventh month of service. If a faculty member is evaluated for tenure and is not recommended for tenure, they will not be considered for tenure again. The denial of tenure will serve as notice of non-renewal.

- 3.8.4 The tenure consideration period may also be shortened to less than six years (twelve months) upon written approval of the Vice President of Academic Affairs, after consultation with the Department Chair, Division Dean and the ATC. Examples of when the consideration period may be shortened are (1) previous exemplary experience as documented as a full-time faculty member at accredited colleges or universities, including Snow College, but credit may not be given for more than three years. Requests may be submitted before a faculty member is hired or at any time until the end of the second year of the consideration period. (2) Exemplary service as an administrator or staff member at Snow College. (3) For clearly meritorious reasons including tenure achieved at another institution. No faculty member may achieve tenure without at least one year of teaching as a faculty member at Snow College. Administrators and staff members being considered for tenure must demonstrate teaching proficiency before being awarded tenure. If the consideration period is reduced, the tenure-track faculty member should be placed on the evaluation schedule at the appropriate year; i.e., if a one-year reduction is given, the faculty member starts at the second year; if a two-year reduction is given, the faculty members starts at the third year, etc., except at least one pre-tenure review shall occur before consideration for tenure.
- 3.8.5 Full-time non-tenure-track faculty members (e.g., professional-track or term faculty) who switch to tenure track may request the ATC to apply up to three years of prior service toward the tenure consideration period if they have undergone annual dean reviews during their professional-track service. Once switched to tenure-track, they must undergo at least one pre-tenure review before applying for final tenure.
- 3.8.6 Full-time administrative staff who have achieved tenure status as a faculty member at an accredited institution of higher education at the time of hire at Snow College are eligible to apply for tenure at Snow College after one year of full-time employment. If tenure is awarded, the employee has the option at the completion of his/her full-time administrative assignment to become a full-time tenured faculty member within the appropriate department if there is a full-time tenure-track position available.

4.0 EVALUATION MATERIALS AND CRITERIA

- 4.1 All faculty members will maintain a professional dossier that includes the following:
- 4.1.1 A complete, updated current curriculum vitae. This curriculum vitae will list faculty members' post-secondary education and certifications, including applicable coursework beyond their most recent degree; courses taught or developed for Snow College; other work responsibilities for which faculty members received Credit Hour Equivalency (CHE) or financial remuneration

from Snow College; service given to Snow College, the profession, or the community without CHE or financial remuneration; professional presentations, publications, and creative works; and professional development that faculty members have completed that is applicable to their assignments. Faculty members will include when they were paid for service, presentations, publications, or professional development.

- 4.1.2 Memo of Understanding (MOU). Faculty members will keep their most recent MOU in their professional dossier. Older MOUs should be kept in the dossier.
- 4.1.3 Annual evaluation and Three-Year evaluation. Annual evaluations are conducted for tenure-track faculty members. The department chair will conduct the annual evaluation for tenure-track faculty members and the division dean will conduct evaluations every three years for tenured faculty. Deans can assist department chairs in annual evaluations when the chair's evaluation load is particularly heavy. If a chair is not tenured, or is being evaluated, the dean may perform the evaluations. Deans will conduct the three-year evaluation once a faculty member is post-tenure. Annual and three-year evaluations include a review of the faculty member's teaching, professional development activities, and service. Deans are evaluated every three years by the VPAA.
- 4.1.4 A Faculty Development Plan. A FDP is a plan that is crafted by a faculty member, with input and approval by the department chair and dean, and signed by their ATC division representative. The FDP states the faculty member's responsibilities and goals as a faculty member of their department and Snow College and how they plan to accomplish those responsibilities. A FDP shall take into account differing responsibilities between departments. (For example, a FDP for teaching in a Fine Arts department may include private lessons, College performances, and community plays or concerts as part of the faculty member's responsibilities. A FDP for Athletics may include competitions as part of the faculty member's responsibilities.)
- 4.1.5 A current self-evaluation: Tenure-track faculty will submit annual self-evaluations to their dossier and tenured faculty will submit self-evaluations every three years. The self-evaluations will describe how well they have met evaluation criteria in teaching, professional development, and service. They will include information about their progress toward meeting their responsibilities and goals from their FDP (and FAP, if applicable). They will assess their strengths and weaknesses, and how they have addressed weaknesses identified by students, peers, and chairs and/or deans. Tenured faculty who receive a rating of "Needs Improvement" in their chair or dean review in any area of performance must submit annual self-evaluations until improvement has been noted by the department chair and division dean.

- 4.1.6 Syllabi as distributed to students for all courses taught during the previous three years. (One syllabus submitted per course, not per section; e.g., a faculty member in the English Department would submit ONE syllabus for ENGL 1010, ONE syllabus for ENGL 2010, and syllabi for any non-composition courses taught during the previous three years.) Courses taught online or as a hybrid must have syllabi submitted for review, even if the candidate is teaching the same course face-to-face.
 - 4.1.7 Sample assignments and assessments (e.g., quizzes, exams, essay assignments, research papers) used for courses taught by the faculty member. Not all assignments need to be submitted, but enough assignments should be submitted to give evaluators a full representation of work required in the candidate's courses. Evaluators may request all assignments be submitted if they feel it is necessary for a complete evaluation.
 - 4.1.8 Any additional materials required by the faculty member's division.
 - 4.1.9 Faculty members will send an up-to-date copy of their professional dossiers to the VPAA's office when they are being reviewed by the ATC (see Section 5 for submission timelines). A faculty member may choose to update any information in his or her dossier as they feel may be useful in the evaluation process. FETs, department chairs, division deans, and the ATC may have access to the professional dossier for purposes of evaluating a faculty member's candidacy for rank advancement and tenure. The VPAA, president, and members of the Board of Trustees may also view the dossier.
- 4.2 While faculty members will be evaluated on their dossier, evaluations may also include a review of the following:
- 4.2.1 All previous self-evaluations, FDPs, FAPs, Chairs' and deans' evaluations, student evaluations, and classroom evaluation reports throughout the candidate's career.
 - 4.2.2 Letters from department chairs, division deans, colleagues, and community members with information relevant in evaluating service to the College or the profession and professionalism as a member of the College community. A maximum of five letters may be submitted each year.
 - 4.2.3 The FET and ATC may or may not choose to interview candidates for interim tenure review, tenure review, or rank advancement.
- 4.3 Each division has a unique place in fulfilling the mission of Snow College. As a result, it is acknowledged that faculty assignments often differ from one division to another. Therefore, each division will submit to the ATC an explanation of additional criteria and

considerations their FDPs include that are taken into account when evaluating their faculty. The ATC will review these criteria and will work with deans to ensure that evaluation criteria are fair and do not diverge drastically from criteria in other divisions but the ATC will have final say on including additional criteria. Divisions will review their criteria and considerations on a regular basis and submit changes for approval as needed.

4.4 Evaluation Criteria

4.4.1 Snow College is a teaching institution. First and foremost, faculty members must be effective teachers and dedicated to fulfilling the mission of the College. Faculty members are also evaluated for professional development and service and collegiality. Faculty are rated as one of the following in each area of performance:

- Exceeds Expectations
- Meets Expectations
- Needs Improvement

4.4.2 Evaluating teaching

4.4.2.1 Teaching is the most important factor in evaluation. Teachers who are effective:

- 4.4.2.1.1 Offer courses that are engaging, relevant and rigorous. Material presented in each course is accurate, up-to-date and revised on a regular basis.
- 4.4.2.1.2 Communicate course standards and learning outcomes clearly. They use appropriate teaching methods and align learning activities, assignments and assessments to help students achieve established outcomes.
- 4.4.2.1.3 Motivate students with their mastery of and enthusiasm for their discipline and their respect and concern for students. They are available to help students outside of classrooms, labs, and studios, and seek to mentor them as appropriate.

4.4.2.2 Snow College recognizes diversity in teaching assignments across disciplines. A faculty member's MOU and the current Snow College Workload Policy should be taken into consideration when evaluating the nature and effectiveness of their teaching.

4.4.3 Evaluating Professional Development

4.4.3.1 All full-time faculty members are expected to pursue activities that contribute to their professional development. Faculty members should consult with their chair and/or division dean to identify appropriate professional development goals and activities to support their teaching and other responsibilities. They should establish a realistic timeline for reaching goals and include this information in their FDP. Faculty members will report their progress to their chairs and deans on a regular basis, not less than once a year for tenure-track faculty members and not less than once every three years for tenured faculty members.

4.4.4 Evaluating Service and Professionalism

4.4.4.1 All full-time faculty are expected to participate in College governance by attending and contributing to department and division meetings. They must exhibit professional, ethical behavior, and cooperate with colleagues in and out of their departments and division to create a work environment where different opinions (about policy, academics) can be discussed without resorting to abusive language or behavior. Faculty members should serve regularly and dutifully on College committees or in other capacities of governance and activities that support the institution, including student recruitment and retention.

4.4.4.2 All full-time faculty are expected to participate in the regular assessment of programs and courses. They should be timely in completing assignments that include—but are not limited to—regular reviews of course syllabi and program outcomes.

4.4.4.3 Snow College values engagement and expects that all full-time faculty will model engagement by seeking opportunities to contribute to their profession and community.

5.0 SCHEDULE AND SEQUENCE OF FACULTY EVALUATIONS

In general, this policy sets forth the schedule and sequence of annual evaluations and rank advancement and tenure evaluations. However, as experience informs this policy, the ATC may set a different schedule and sequence of events in a document titled “ATC Timelines” to be appended to this policy. The ATC timelines may change procedural dates, for example the due dates for when materials must be submitted or when various bodies meet to consider matters within their purview, but the substance of the policy shall not be changed.

5.1 Annual and Three-Year Evaluations

5.1.1 Regular evaluations are an important part of the tenure process but are also an important part of evaluating all faculty—tenured, tenure-track, non-

tenure track and adjuncts. Thus all faculty will be evaluated on a regular basis. Annual evaluations are conducted for tenure-track faculty members. The department chair will conduct the annual evaluation for tenure-track faculty members and the division dean will conduct evaluations every three years for tenured faculty. Deans can assist department chairs in annual evaluations when the chair's evaluation load is particularly heavy or when the chair being evaluated. If a chair is not tenured, the dean may perform the evaluations. Deans will conduct the three-year evaluation once a faculty member is post-tenure.

5.1.2 The annual evaluation of tenure-track faculty will include:

5.1.2.1 a review of the Faculty Development Plan;

5.1.2.2 a self-evaluation;

5.1.2.3 a comprehensive review by the chair or dean of teaching, professional development and service.

5.1.3 For tenured faculty, the three-year evaluation will focus on teaching and a review of the FDP and include:

5.1.3.1 a review of the Faculty Development Plan;

5.1.3.2 a self-evaluation;

5.1.3.3 a comprehensive review by the chair or dean of teaching, professional development and service.

5.1.4 All annual and three-year evaluations will be conducted before April 15 of the spring semester.

5.1.5 If, as a result of the annual evaluation, a tenure-track faculty member is found to not be meeting the minimum standards required of a faculty member of his or her discipline, the department chair or dean shall meet with the VPAA to discuss remediation, discipline or non-renewal. A Faculty Action Plan (FAP) will be completed by the chair, dean, and faculty member to guide performance improvement.

5.1.6 If, as a result of the annual review, a tenured faculty member is found to not be meeting the minimum standards required of a tenured member of his or her discipline, he or she is responsible for remediating the deficiencies, and the College shall assist through the completion of a FAP. A faculty member's failure to successfully remediate deficiencies may result in disciplinary action according to policy.

- 5.1.7** Deans serve at the will of the administration as a deans but also have status as a faculty member. Persons serving as deans will have regular reviews as described above, either annually if tenure-track or three-years if tenured, with regard to their status as a faculty member. The VPAA will conduct this review. The VPAA also conducts an annual evaluation of each dean according to criteria established in the document entitled “Duties and Responsibilities of Deans and Department Chairs.”

5.2 Tenure-Track Evaluations

- 5.2.1** The ATC will evaluate tenure-track faculty members during their third year with regard to their progress towards tenure (“Tenure Progress Evaluation”). The ATC shall also evaluate tenure-track faculty with regard to a recommendation for tenure (“Final Tenure Evaluation”).
- 5.2.2** Deans will organize a Faculty Evaluation Team (FET) for each tenure-track faculty member who will conduct the first step in a Tenure Progress Evaluation. In addition to evaluating the faculty candidate, the FET also recommends for or against tenure. If the FET does not reach a unanimous decision, a dissenting FET member should submit a separate letter stating reasons why they he or she feels the candidate should or should not be recommended. The FET consists of at least two faculty members from the department (preferably) and/or division of the faculty candidate under review, and at least one faculty member outside the division. For small departments, it may be necessary to have all FET members comprised of evaluators from outside the department. The dean will appoint one tenured faculty member to serve as the Lead of the FET. The dean shall consider the input of the department chair, the division representative to the ATC, and the faculty member being reviewed as to membership of the FET but the dean’s decision shall be final. FET members should have the expertise required to adequately and fairly evaluate the candidate's teaching, professional development and service. Members of the ATC may also serve on an FET but may not serve as the lead.
- 5.2.2.1** A candidate may object to a member of the ATC or FET evaluating them based on bias. Prior to an ATC review of a candidate, a written objection should be made to the Chair of the ATC detailing the claim of bias. The Chair will convene a special meeting of the ATC to consider and advise regarding the objection. The ATC will review the objection, hear from the candidate and the objected to member, and then advise the Chair. The Chair shall then rule whether the objected to member will be recused and replaced on a temporary basis. If the Chair of the ATC is objected to, the Faculty Senate representative will receive the objection, convene the special meeting, and rule. The chair of the ATC will

work with the division dean and/or chair if a member of the FET is objected to by a candidate.

5.3 Third-Year, Interim Tenure Review

- 5.3.1** This evaluation assesses in great depth the faculty member's progress towards tenure.
- 5.3.2** Candidates undergoing the interim evaluation submit their dossiers to the VPAA no later than 5:00 p.m. of the second Friday of their fourth semester. The dossier should include the materials listed in section four of this document.
- 5.3.3** The FET will review the evaluation materials and evaluation criteria and may solicit the input of the department chair and/or dean and conduct further inquiry as it deems appropriate.
- 5.3.4** By 5:00 p.m. on the eighth Friday of the fourth semester, the FET will share their evaluation of the candidate with the candidate, department chair, and dean. The dean or chair should write a note of agreement or disagreement with the outcome reached by the FET. If it chooses to do so, the FET may recommend dismissal if they believe adequate progress is not being made towards tenure. The candidate, chair and dean may submit additional information, including additional documentation and/or a rebuttal if they disagree with the evaluation. These responses must be submitted by 5:00 p.m. of the tenth Friday of the semester. The FET, at the members' discretion, may revise the evaluation.
- 5.3.5** End of fourth semester: The FET completes the evaluation and submits it to the ATC, including the candidate's dossier and any additional documentation and rebuttal that was submitted by the candidate, the department chair and division dean. If the FET does not reach a unanimous decision, a dissenting FET member should submit a separate letter stating reasons why they he or she feels the candidate should or should not be recommended. The FET's evaluation is submitted to the ATC no later than 30 days after the end of the semester.
- 5.3.6** Fifth semester: FET evaluations shall be reviewed by the ATC as part of their evaluation. The ATC may conduct further investigation, ask for additional materials, interview persons including the candidate, chair or dean and otherwise act to fully inform itself of the candidate's qualifications and progress. After consideration and review by the ATC, the members shall vote and may:

5.3.6.1 Recommend the candidate's continued status as tenure-track.

5.3.6.2 Direct that further review and/or information gathering occur and set a due date for a follow-up report;

5.3.6.3 Issue a letter of progress or concern.

5.3.6.3.1 A letter of progress may note any goals or areas for a candidate to improve in.

5.3.6.3.2 A letter of concern should be specific as to deficiencies or concerns about the candidate's progress and include goals and remediation measures.

5.3.6.4 The ATC may also recommend dismissal of the faculty member to the VPAA and President of the College.

5.3.6.5 The candidate is notified of the results of the ATC's evaluation and provided the letter of progress or concern.

5.4 Final tenure evaluation

5.4.1 The awarding of tenure is based on a record of effective teaching, professional development, service and the long-term needs of Snow College. There must be a compelling case to award tenure to a candidate. The tenure evaluation is done with utmost care and goes into greater depth than any previous evaluation.

5.4.2 In the tenth semester (or in the year the candidate is applying for tenure), candidates submit their dossier to the FET no later than 5:00 p.m. on the second Friday of the semester. The dossier should include the materials listed in evaluation materials.

5.4.3 The FET will review the evaluation materials and evaluation criteria and may solicit the input of the department chair and/or dean and conduct further inquiry as it deems appropriate.

5.4.4 By 5:00 p.m. on the eighth Friday of the tenth semester, the FET will share their evaluation of the candidate with the candidate, department chair, and dean. The FET makes a recommendation for or against tenure. The dean and chair should also submit a letter of support if they agree with the FET's recommendation. If the FET does not reach a unanimous decision, a dissenting FET member should submit a separate letter stating reasons why she or he feels the candidate should or should not be recommended. The candidate, chair, and dean may submit additional

information, including additional documentation and/or a rebuttal if they disagree with the evaluation. These responses must be submitted by 5:00 p.m. of the tenth Friday of the semester. The FET may revise its evaluation if it feels a change is warranted.

- 5.4.5** End of tenth semester: The FET completes the evaluation and submits it to the ATC, including the candidate's dossier and any additional documentation and rebuttal that was submitted by the candidate, the department chair and division dean. The FET's evaluation is submitted to the ATC no later than 30 days after the end of the semester.
- 5.4.6** In the eleventh semester (or such earlier semester the candidate is applying for tenure): FET evaluations shall be reviewed by the ATC as part of their evaluation. The ATC may conduct further investigation, ask for additional materials, interview persons including the candidate, chair or dean, and otherwise act to fully inform themselves of the candidate's qualifications and progress. After consideration and review by the ATC, the members shall vote and may:
- 5.4.6.1** direct that further review and/or information gathering occur and set a due date for a follow-up report;
 - 5.4.6.2** issue a recommendation for granting tenure;
 - 5.4.6.3** issue a recommendation against tenure.
- 5.4.7** The ATC will forward its recommendation and the FET's evaluation to the VPAA.
- 5.4.8** The eleventh semester, or earlier semester when applicable: The VPAA shall send the FET's evaluation, the ATC's recommendation, and his/her separate recommendation for or against tenure, to the president of the College. After evaluation and consideration of the recommendations and any other information deemed pertinent, the president may decline tenure or submit a recommendation for tenure to the Board of Trustees. The Board makes the final decision on all awards of tenure. The president shall report in writing his or her decision or the decision of the Board of Trustees to the ATC and to each candidate as soon as possible and prior to the expiration of the current contract.
- 5.4.9** In making its decision, the Board of Trustees shall carefully consider the recommendations of the FET, the ATC, the VPAA, and the president; may interview the faculty member proposed for tenure; may interview other interested persons; and may seek and evaluate other pertinent information.

6.0 RANK ADVANCEMENT

6.1 Instructor and Assistant Professor Ranks

- 6.1.1** Faculty members who hold a terminal degree at the time of employment will be awarded the rank of assistant professor when hired. Faculty members who are hired with degrees and certificates other than terminal degrees will be hired at the instructor level.
- 6.1.2** A faculty member who holds the rank of instructor may be advanced to the rank of assistant professor at the time of their interim review. The criteria for advancement are the same criteria as the interim year review. The candidate should request rank advancement at that time in connection with the review. The FET and then the ATC shall include in its review a recommendation for or against rank advancement and the recommendations shall be forwarded to the VPAA. If the FET does not reach a unanimous decision, a dissenting FET member should submit a separate letter stating reasons why she or he feels the candidate should or should not be recommended. The VPAA will review the recommendations and submit them together with his or her own recommendation to the president who will make a final recommendation to the Board of Trustees. If a faculty member is not advanced to the rank of assistant professor at the time of their interim review, he/she may apply for rank advancement in subsequent years, but must undergo another review by the FET and ATC and submit his/her dossier and address concerns that resulted in denial of the previous request for rank advancement. The dossier for a subsequent evaluation for assistant professor must be submitted to the VPAA's office no later than 5:00 p.m. on the second Friday of the fall semester. The criteria for rank advancement are the same as the criteria for tenure. Under normal circumstances, the rank of assistant professor should be achieved by the time tenure is awarded.

6.2 Advancement to Associate Professor

- 6.2.1** Faculty members who are at the rank of assistant professor for more than ten semesters may apply for advancement to the rank of associate professor. If desired by the candidate, a request for rank advancement may be made as part of final tenure review or a request for rank advancement may be made separately. If the request is made at a time other than during the tenure review, the candidate's dossier must be submitted to the VPAA's office no later than 5:00 p.m. on the second Friday of the fall semester. If a member of the ATC, including the Chair, is a candidate under consideration for advancement, his or her dean will designate another tenured faculty member to review the candidate's

dossier and attend the deliberation and vote in the regular member's place. If the Faculty Senate representative is under consideration for advancement, the Faculty Senate president will designate a substitute.

6.2.2 The procedure follows the final tenure review process.

6.3 Rank advancement to Professor

6.3.1 Faculty members who have consistently given quality service to the College as an effective teacher and who have demonstrated a sustained record of professional development and service to the College may apply to be advanced to the rank of professor according to the following schedule:

6.3.1.1 A faculty member with a terminal degree may apply to be advanced to the rank of professor after completing 16 semesters as an associate professor.

6.3.1.2 A faculty member without a terminal degree may apply to be advanced to the rank of professor after a period of 20 semesters as an associate professor.

6.3.2 The procedure follows the final tenure review process. Candidates' dossiers must be submitted to the VPAA's office by the second Friday of the fall semester.

6.3.3 If the FET or ATC recommend against rank advancement, the ATC will appoint a person to meet with the candidate and discuss the reasons why rank advancement is not being recommended, to be confirmed in writing. At any time, including after a recommendation against rank advancement, a candidate may withdraw his or her application. If the FET does not reach a unanimous decision, a dissenting FET member should submit a separate letter stating reasons why she or he feels the candidate should or should not be recommended. A candidate may apply for rank advancement once during any year in which he or she is eligible and may apply multiple times but not more than twice in any four-year calendar period.

7.0 APPEALS

7.1 A faculty member who is denied rank advancement or tenure may appeal the decision by notifying the College President in writing within 30 calendar days of the decision and specify the grounds for the appeal. The College President will review the appeal

and if it is untimely shall notify the faculty member that the appeal will not be considered.

7.2 If the appeal is timely it shall be forwarded to the Senate President who will appoint an Appeals Committee of five tenured faculty members: one from each academic division. Normally, the members of this committee should be members of the Faculty Senate, but the Senate President may, under rare circumstances, appoint faculty members outside the Senate to serve on the Appeals Committee. The candidate may object to any Appeals Committee member on the grounds of bias and must articulate the reasons why he or she thinks there is bias. The Faculty Senate President, in consultation with the College legal counsel, may investigate and shall determine if bias has been shown and if so replace that member.

7.3 The purpose of the Appeals Committee is to determine if the candidate has received the process dictated by this Policy. If the Appeals Committee determines the process has been followed, it will notify the candidate of the decision in writing and the appeals process is completed. If the Appeals Committee determines that the process has not been followed correctly, it will notify the ATC, the VPAA, and the President, who will meet with the Appeals Committee to determine what steps should be taken to readdress the candidate's application and rectify mistakes made in the evaluation process, returning it to the point where a mistake was made. Any appeal must be filed with the president of the Faculty Senate in writing within 30 days after the candidate is notified of a decision. The process will then proceed in as timely a manner as possible.

7.4 In its discretion, the Appeals Committee may review an appeal and consider if reconsideration is appropriate because of mistake, misperception or other clear error. If the Appeals Committee determines reconsideration is appropriate it shall return the evaluation or rank advancement request to the level where error is perceived with a request to reconsider the matter and the reasons why reconsideration is requested. The evaluation or rank advancement request shall then be reconsidered and if the decision is changed proceed through the process from that point onward. Further appeals shall not be allowed.

8.0 ADDITIONAL PROVISIONS.

8.1 If at any point in the rank advancement and tenure process a person or group fails to act in a timely manner, the candidate may file a request with the VPAA directing the person or group to act as soon as possible. If the person or group continues to fail to act, the VPAA may appoint a substitute to perform the duties required. If no action is taken it is considered a denial.

8.2 If a candidate for promotion, interim tenure, or tenure does not meet deadlines for submitting materials for evaluation as laid out in this document, the candidate will forfeit his or her opportunity for evaluation and interim candidates and candidates for

tenure will be terminated. The ATC may consider evaluating a candidate who misses a deadline if it feels there are mitigating circumstances.

8.3 If needed, the ATC, in consultation with the Faculty Senate and Deans Council may make procedural changes to this document. Policy changes are substantive changes to evaluation criteria and eligibility and can only be changed with the approval of the Board of Trustees after consultation with the faculty and state attorney.

8.4 The timelines set forth in this Policy may be extended by the VPAA for good cause shown.

Degree	Major	Honors Distinction	Hometown
Associate of Applied Science			
Gerrit G. Bates	Agricultural Science		Salt Lake City
Braiden L. Bradshaw	Ag Technology / Mechanics	Cum Laude	Beaver
Jordan L. Brough	Cosmetology/Barbering	Cum Laude	Logan
Jared G. Butler	Diesel & Heavy Duty Mech Tech		Magna
Mark . Christiansen	Teach/English as a Second Lang	Summa Cum Laude	Mount Pleasant
Kamren R. Fowles	Industrial Mechanics		Sterling
Chaden C. Hales	Cosmetology/Barbering		Richfield
Kache S. Labrum	Agribusiness		Vernal
Bryson D. Mackey	Natural Resources		Wales
Chase L. Morrison	Computer Info. Systems-Network		Glenwood
Mikel T. Palmer	Diesel & Heavy Duty Mech Tech		Blanding
Tierra J. Peterson	Welding		Richfield
Tanner J. Pollaehne	Automotive		Huntington
Noah B. Porter	Machine Tool Technology		Redmond
Kaytlyn . Pratt	Teach/English as a Second Lang		Richmond
Anthony . Rector	Welding	Cum Laude	Draper
David J. Rosequist	Computer Info. Systems-Network		Salina
Austin B. Sampson	Diesel & Heavy Duty Mech Tech	Cum Laude	Salt Lake City
Sadie L. Searle	Construction Management		Mount Pleasant
Zane H. Taylor	Welding		Loa
Andrew . Webb	Computer Info. Systems-Network	Cum Laude	West Point
Colton J. Welch	Computer Info. Systems-Network		Ephraim

Associate of Arts

Kerven . Agajanov	General Education	Summa Cum Laude	Turkmenistan
Phillip M. Allred	Computer Info. Systems-Network		Ephraim
Logan B. Andrus	Computer Science		Lehi
Osa . Atiifale	General Education		Ephraim
Abdullah F. Badawi	Accounting		Ephraim
Corban S. Barbuto	General Education		West Valley City
Carmen . Barragan	International Relations		Mt Pleasant
Shauntel N. Barton	Art	Summa Cum Laude	South Jordan
Easton R. Batt	Business	Magna Cum Laude	Moroni
Marilyn E. Black	English	Summa Cum Laude	Orem
Ann L. Braden	Special Education		Nephi
Leif A. Brazell	Art		FRESNO, CA
Nelsen J. Campbell	Music		Rochester, NY
Corben G. Cantrell	General Education		Spanish Fork
Yu Jun . Chen	Art		China
Aubrey K. Christensen	Foods & Nutrition	Magna Cum Laude	Plain City
Breanne P. Davis	General Education	Summa Cum Laude	Cedar City
Angus A. Douglas	Elementary Education	Cum Laude	Richfield
Dillon J. Douglas	Secondary Education	Cum Laude	Nephi
Rachael M. Douglas	General Education		Henefer
Zachary A. Duvall	Social Work	Magna Cum Laude	Tooele
Kim M. Eubanks	General Education		Salt Lake City
Daniel . Fillmore	Political Science	Cum Laude	Logan
Hannah J. Frey	General Education	Summa Cum Laude	Kimberly, ID
Manuel . Garcia	Art	Cum Laude	Fillmore
Brittany N. Grover	General Education		Lehi

Kallie A. Gwilliam	General Education	Summa Cum Laude	Springville
Daniel . Hagopian	Psychology		Germany
Kellie R. Harrison	Journalism	Cum Laude	Yakima, WA
Logan . Hatch	General Education		Salt Lake City
Jacob G. Hatfield	Psychology		DRAPER
America . Huerta	General Education		Park City
Meg . Hulme	English		Ogden
Christiana M. Hunsaker	Social Work General		Heber City
Kaitlyn M. Isbell	Art		Ephraim
Megan . Isbell	Elementary Education	Summa Cum Laude	Eagle Mountain
Sierra N. Johns	Theater	Cum Laude	Las Vegas, NV
Mikayla Y. Judd	General Education		Santaquin
Cindy L. Keele	General Education	Summa Cum Laude	Spanish Fork
Zachary N. Kendall	General Education	Cum Laude	Stansbury Pk
Shania B. Kitchen	General Education		San Diego, CA
Timothy J. Krzymowski	Psychology	Summa Cum Laude	Ephraim
Jessica . Lagunas	General Education		Heber City
Braydon L. Lake	General Education		Orangeville
Savanna L. Landvatter	General Education		Saratoga Springs
Meagan . Lee	General Education		South Jordan
Kennede . Lenhart	General Education	Cum Laude	Nephi
Hoi Kei . Leong	Art		Macau
Cherokie . Limb	Nursing		Garland
XinYu . Liu	Business		China
Katelynn E. Lower	English		Preston, ID
Taylor D. Maylett	General Education	Cum Laude	Mapleton
Alexis E. Messer	Theater	Summa Cum Laude	Salem
Morgan . Mickel	General Education		Spring City
Abbie M. Mitchell	Art	Magna Cum Laude	Garland
Kendra D. Morrison	Home and Family Studies	Summa Cum Laude	Sigurd
Kaytlin T. Numbers	General Education	Summa Cum Laude	Centerville
Jun . Ogawa	General Education	Summa Cum Laude	Japan
Jillane E. Olsen	General Education	Summa Cum Laude	Manti
Nanako . Omae	General Education		Japan
Jacob R. Palmer	Music		Ephraim
Anina . Peacock	General Education		Vernal
Abigail . Porter	Elementary Education	Summa Cum Laude	Syracuse
Wyatt C. Rasmusson	General Education		Haworth, OK
Annaliese C. Resendes	General Education	Summa Cum Laude	Richfield
Kylee C. Reynolds	General Education	Cum Laude	Salem
Tyson S. Roberts	Physical Therapy	Summa Cum Laude	Manti
Halle M. Rolfe	Art		Syracuse
Naomi L. Schultz	General Education		Cathlamet, WA
Hannah . Shipley	General Education	Summa Cum Laude	Herriman
Weston . Sims	Music	Summa Cum Laude	Riverton
Amberlee . Smith	General Education	Magna Cum Laude	Randolph
Alexander J. Sorensen	Chemical Engineering	Magna Cum Laude	Elwood
Meagan M. Sorensen	Modern Languages	Summa Cum Laude	Tremonton
Josef M. Stovall	History		Kanab
Makala . Swalberg	Art		Elk Ridge
Leslie M. Torres	General Education	Magna Cum Laude	Bountiful
Phung . Tran	Business	Summa Cum Laude	Vietnam
Whitney A. Vance	General Education		Sandy
Stetson G. Voorhees	Psychology		Nephi
Bailee M. Wadman	Social Work	Cum Laude	Layton
Jacob M. Walker	General Education		Centerville
Parker L. Wallentine	Business		Layton

Danielle I. Whitaker	Art	Magna Cum Laude	Kanosh
Katie M. Wickel	General Education	Summa Cum Laude	Nephi
Abygale A. Wilkinson	English	Magna Cum Laude	Price
Chong . Wong	Communications		Hong Kong
Lusi . Xia	General Education	Cum Laude	China
Mayuki . Yamauchi	General Education		Japan

Associate of Pre-Engineering

Kyler L. Daybell	Software Engineering		Fountain Green
Vanessa . Lemus Aguilar	Pre-Engineering	Summa Cum Laude	El Salvador
Tyson D. Roper	Pre-Engineering	Magna Cum Laude	Ferron
Krystal D. Taylor	Pre-Engineering		Pleasant Grove

Associate of Science

Harlee D. Aagard	General Education		Scipio
Jeffrey S. Adams	General Education	Summa Cum Laude	Herriman
Sadie C. Adams	General Education	Cum Laude	Spanish Fork
Taylor A. Adams	General Education		South ogden
Zachary G. Adams	Music	Cum Laude	Woodland Hills
Taryn E. Aime	General Education	Cum Laude	Moroni
Sheila H. Aina-Manrique	General Education		Lahaina, HI
Janiyen . Al-Abdullah	General Education		Hyde Park
Charles T. Alder	General Education	Magna Cum Laude	Ephraim
Rebekah M. Alfaro	General Education		Sandy
Makayla . Alkire	General Education		Cheyenne, WY
Chaylee . Allan	Nursing		Nephi
Abigail J. Allen	General Education		Kaysville
Ammon H. Allen	General Education		Spring City
Carly M. Allen	General Education		Magna
Michael M. Allen	General Education		Mapleton
Staci L. Allen	Theater		Salt Lake City
Wyatt D. Allen	General Education		Levan
Connor J. Allred	Pre-Engineering		Heber City
Cassie . Andersen	General Education		Lindon
Addie L. Anderson	General Education	Summa Cum Laude	Spring City
Ashlyn E. Anderson	Music	Summa Cum Laude	Centerville
Bailey S. Anderson	General Education	Cum Laude	Lehi
Brooke . Anderson	General Education		Moroni
Christian C. Anderson	General Education		Layton
Jessica L. Anderson	General Education	Cum Laude	Nephi
Jordan G. Anderson	General Education		Ephraim
Kenyon . Anderson	Computer Info. Systems-Network		Spring City
Molly L. Anderson	General Education	Summa Cum Laude	Monticello
Ronda J. Anderson	Pre-Engineering	Magna Cum Laude	Annabella
Colson C. Argyle	Business		Payson
Sadie C. Asbridge	General Education	Summa Cum Laude	Mona
Nina . Aston	General Education		West Valley City
Hunter J. Atkinson	Social Work General	Cum Laude	Mount Pleasant
Katherine S. Atkinson	General Education		Orem
Cassi J. Babb	Nursing		Leamington
Kaitlyn A. Bachman	General Education	Cum Laude	Sandy
Haley M. Bailey	General Education	Magna Cum Laude	Mount Pleasant
Mark U. Bailey	General Education	Cum Laude	South Jordan
Cody L. Bair	General Education		Spanish Fork

James D. Baird	Spanish Language	Magna Cum Laude	Mapleton
Jennifer G. Balch	General Education	Summa Cum Laude	Vernal
Joshua R. Barney	Computer Science	Summa Cum Laude	Herriman
Kadee J. Barney	General Education		Ogden
Kassidy . Barragan	General Education		Salt Lake City
Brianna K. Bartholomew	General Education	Cum Laude	Tooele
Celeste . Bates	General Education	Magna Cum Laude	Bluffdale
Gerrit G. Bates	Agribusiness		Salt Lake City
William . Baugh	General Education		West Jordan
Diana L. Bautista Araujo	General Education	Magna Cum Laude	Salina
Macady G. Baxter	General Education	Cum Laude	Payson
McKuhla J. Beal	General Education		Ephraim
Kordale J. Bean	General Education		Richfield
Lillian B. Bean	General Education	Summa Cum Laude	Ephraim
Dante . Beck	General Education		Gunnison
Blake A. Bedier	Business		Lehi
Hunter J. Behling	Business		Orem
Chelsea M. Bell	General Education		Saratoga Springs
Dallis A. Bell	General Education	Cum Laude	Fairview
Shantae B. Bennett	Elementary Education	Summa Cum Laude	Logan
James J. Bennion	General Education		Bountiful
Taylor K. Benson	Geology		Orem
Cutter J. Bergman	General Education		Brigham City
Megan H. Bergman	General Education	Summa Cum Laude	Ephraim
Sabrina M. Bethers	General Education	Magna Cum Laude	Mapleton
Alisha P. Bigelow	General Education		Monroe
Nateasha K. Bingham	Home and Family Studies		Corinne
Ashlyn E. Birchell	Early Childhood Education	Summa Cum Laude	Vernal
Emily . Bird	Elementary Education	Magna Cum Laude	Springville
Rachel A. Biskey	General Education	Magna Cum Laude	Perry
Dylan C. Bistline	General Education	Magna Cum Laude	Kanab
Bryan J. Bjerregaard	General Education		South Weber
Sheldon K. Black	General Education		Monticello
Shyanne N. Blackburn	General Education	Magna Cum Laude	Redmond
Alison N. Blackham	General Education	Summa Cum Laude	Ephraim
Megan M. Blackham	General Education	Cum Laude	Lehi
Carleigh M. Blanton	Criminal Justice/Corrections		Nephi
Hali I. Boss	General Education	Cum Laude	Salt Lake City
Victoria J. Bowers	Music	Cum Laude	Magna
Caleb B. Bowles	General Education		Rocky Ridge
Justin M. Bowles	General Education		Mount Pleasant
Amber D. Boyter	General Education		Richfield
Leyland K. Brazell	General Education		Fresno, CA
David B. Brinkerhoff	Wild Life Resources		Fairview
Emily L. Brinkerhoff	General Education		Herriman
Izaac . Brinton	General Education		South Jordan
Brooklyn S. Brown	General Education	Cum Laude	North Salt Lake
Brytan . Brown	General Education	Summa Cum Laude	Wellsville
Emily A. Brown	Art	Magna Cum Laude	Ogden
Morgan A. Brown	General Education	Cum Laude	Manti
Nathaniel J. Brown	General Education	Cum Laude	Ephraim
Sariah R. Brown	Nursing	Cum Laude	South Ogden
Sierra M. Bryson	Music		Layton
James H. Buchanan	General Education	Summa Cum Laude	Sandy
Casey C. Buckner	General Education		Hurricane
Theo P. Burdette	Construction Management		Eagle Mountain
Erin M. Burrows	Business		Richfield

Callie N. Burt	General Education	Summa Cum Laude	Highland
Benjamin P. Butler	Psychology		Riverton
Madison . Butte	General Education		Logan
Sylvie . Butterfield	General Education		Holden
Markell . Caldwell	General Education	Cum Laude	Gunnison
Spencer E. Call	General Education	Magna Cum Laude	Ephraim
Charles C. Cannon	General Education	Cum Laude	Salt Lake City
Nichele . Cannon	General Education		Nephi
Chance T. Canty	Animal Science	Summa Cum Laude	Sanford, CO
Alejandra . Cardenas	General Education		Ephraim
Jeremy T. Carlson	Construction Management		Mendon
Megan E. Carr	General Education	Summa Cum Laude	Centerville
Jared L. Carson	General Education		Mount Pleasant
Shaylee . Carter	General Education		Payson
Alexander A. Case	General Education		Spanish Fork
Camilo . Castelblanco	General Education	Summa Cum Laude	Colombia
Morgan C. Chamberlain	General Education		Ephraim
Timothy T. Chamberlain	General Education	Magna Cum Laude	Ephraim
Chad H. Chambers	General Education	Cum Laude	Ogden
Brennen . Chappell	General Education		Richfield
Alejandra E. Chatelain	General Education		Alpine
Kason N. Chavez	General Education		Kanab
Angelica . Chavira	Nursing	Magna Cum Laude	Ephraim
Linqian . Chen	General Education		China
Alex W. Christensen	Computer Science	Summa Cum Laude	Payson
Chase J. Christensen	General Education		West Jordan
Jade . Christensen	Physical Education	Magna Cum Laude	Sandy
Janey . Christensen	Marketing	Cum Laude	Moroni
Jenifer . Christensen	General Education		Moroni
Jessica A. Christensen	Art	Cum Laude	Manti
Kisti . Christensen	Theater		Junction
Kristen J. Christensen	General Education		Delta
Nicole M. Christensen	General Education	Magna Cum Laude	Bountiful
Travis W. Christensen	Agribusiness	Cum Laude	Moroni
Zachary G. Christensen	General Education		Mayfield
Kamee . Christiansen	Special Education		Sterling
Kemree A. Christiansen	General Education		Centerfield
Kierstyn . Christiansen	General Education		Garland
Ashley L. Chugg	General Education	Summa Cum Laude	Ogden
Lexi N. Chynoweth	General Education		Orangeville
Tyree G. Cieslak	General Education	Summa Cum Laude	Mona
Danielle C. Clark	General Education	Cum Laude	Manti
Sadie M. Clark	General Education	Summa Cum Laude	Springville
Emma B. Clegg	Nursing	Summa Cum Laude	Manila
Delene W. Coates	Foods & Nutrition		Gunnison
Madison M. Cole	General Education		Lindon
Jessica O. Coleman	Music		Copperas Cove, TX
Breanna R. Conrad	General Education		Garrison
Samual L. Cook	General Education		Salt Lake City
Justin M. Coombs	General Education		Salina
Abigail A. Cooper	General Education	Cum Laude	Tooele
Charity A. Cooper	Music	Cum Laude	Layton
Kaitlyn C. Corgiat	General Education		West Point
Jaylynn R. Cowley	General Education		Huntington
McKenna J. Cox	General Education	Summa Cum Laude	Ephraim
Ryan O. Cox	General Education	Cum Laude	Orangeville
Kayelene B. Craw	General Education	Cum Laude	Trenton

Riley N. Crawford	Pre-Dental		Riverton
Saige . Crittenden	General Education		Coalville
Luz Z. Cuara	General Education		Salt Lake City
Caron L. Curfew	Music	Magna Cum Laude	Tooele
Jerica K. Curtis	General Education	Magna Cum Laude	Jensen
Kole J. Dallam	Art		Richfield
Briana . Daniels	Early Childhood Education		Ephraim
Kahley N. Darragh	General Education		Gilbert, AZ
Abigail . Davis	General Education	Cum Laude	West Bountiful
Dallin R. Davis	Pre-Medicine	Cum Laude	Phoenix, AZ
Keri L. Davis	General Education	Summa Cum Laude	West Jordan
Rylie E. Dawson	General Education		Coalville
Katelin A. Day	Pre-Pharmacy	Summa Cum Laude	Fairview
Madisen L. Day	General Education		Rexburg, ID
Madison . Daybell	General Education		Springville
Leslie . De Leon	General Education		Fillmore
Jason G. Dean	General Education		Fillmore
Kenzie . Dearden	General Education		Fillmore
Taylor K. Dearden	General Education		Layton
Andrew W. Dearing	Construction Management		West Jordan
Christopher W. Dedman	Sociology		Farmington
Ishbel . Del Rosario	Biology		Ecuador
Sidney L. Despain	General Education	Magna Cum Laude	Fillmore
Jakelyne D. Devey	Agribusiness		Eagle Mountain
Jared W. Devey	General Education		Wanship
Michael L. Dickinson	General Education	Cum Laude	Manti
Savannah . Domgaard	General Education	Summa Cum Laude	Eagle Mountain
Katie L. Donaldson	General Education	Magna Cum Laude	Brigham City
Megan K. Dotson	General Education	Cum Laude	Riverton
Carissa . Dowsett	General Education		Richfield
Kylee M. Draper	General Education		Fountain Green
Payton B. Duke	Agribusiness	Cum Laude	South Jordan
Jackson D. Dunleap	Social Work		White Bear Lake, MN
Jade T. Dunn	General Education		Fairview
Mikkel . Dunn	General Education		Annabella
Dakota . Durfee	Agribusiness		Aurora
MacKenzie A. Durfee	General Education		Tooele
Brackston K. Dutson	General Education		Delta
Portia S. Dye	General Education	Magna Cum Laude	Tendoy, ID
Autumn L. Dzierzon	General Education	Summa Cum Laude	Grantsville
Breanna M. Dzierzon	General Education	Summa Cum Laude	Grantsville
Tanner S. Eardley	General Education		Monticello
Taylon W. Earl	General Education		Mount Pleasant
Hannah E. Eddy	General Education	Summa Cum Laude	Manti
Emilee . Edman	General Education		Salt Lake City
Jessie B. Ekins	Mathematics	Cum Laude	Genola
Jodie . Ellefsen	Agribusiness		Kaysville
Jessica . Ellis	General Education	Summa Cum Laude	Layton
McKayla E. Elwood	General Education	Summa Cum Laude	Bountiful
Emma . Ence	Nursing	Summa Cum Laude	Mount Pleasant
Annika J. Erekson	General Education		Orem
Jessie A. Erickson	Nursing	Summa Cum Laude	Willard
Savanah . Erickson	Dental Hygiene	Cum Laude	Willard
Tatum C. Evans	General Education		Ramah, NM
Joseph A. Everitt	Pre-Medicine	Summa Cum Laude	Spring City
Marinda L. Everitt	Practical Nursing	Magna Cum Laude	Nephi
Cara C. Ezell	General Education		Lehi

Jessica M. Faasavalu	Elementary Education	Magna Cum Laude	Kaysville
Elizabeth J. Failner	General Education		Taylorsville
Patricia . Falslev	General Education	Summa Cum Laude	Benson
Joshua T. Farish	General Education		Saint George
Paige . Farnsworth	General Education	Magna Cum Laude	American Fork
Gary . Farr	Pre-Engineering	Cum Laude	Mona
Rosa I. Fernandez-Serrano	Nursing		Ephraim
Kaden . Ficklin	General Education	Summa Cum Laude	Ogden
Elenoa P. Filikitonga	General Education		West Valley
Daniel . Fillmore	Political Science	Cum Laude	Logan
Jessica . Finlinson	Physical Therapy		Richfield
Kameron J. Finlinson	Pre-Medicine	Summa Cum Laude	Richfield
Ky . Fisher	General Education	Summa Cum Laude	Grantsville
Andrew M. Fitch	General Education		Sterling
Jericka A. Fletcher	General Education	Cum Laude	Nephi
Isaac D. Fotu	General Education		Highland
Hunter C. Fowles	Pre-Engineering		Delta
Kandice . Fowles	General Education	Cum Laude	Sterling
Sierra P. Francis	Education	Cum Laude	Riverton
Tyler B. Francis	General Education		Centerfield
Zaylon Q. Freeman	General Education		Palmetto, FL
Abbey . Freestone	Music	Cum Laude	Lehi
Shawntel M. Freestone	General Education		Idaho Falls, ID
Guillermo S. Frutos	General Education		Ephraim
Colton B. Fullmer	General Education	Magna Cum Laude	Ephraim
Travis M. Gadd	General Education		Richfield
Cassidy . Gage	Music		Springville
Tatiana . Gaibor	General Education		Ecuador
Tavy L. Gale	General Education	Summa Cum Laude	Beaver
Katelyn R. Gardner	General Education	Magna Cum Laude	Highland
Melanee . Gardner	General Education		Delta
Shalece S. Garff	General Education	Cum Laude	Axtell
Macie S. Garfield	General Education	Cum Laude	Mona
Pedro . Gaspar	General Education		Milford
Dakota R. Gee	General Education	Cum Laude	Nephi
Logan . Gibb	Pre-Engineering	Cum Laude	Bountiful
Marissa N. Gibson	General Education	Cum Laude	Santa Clara
Whitney . Gillman	General Education	Magna Cum Laude	Riverton
Tarren W. Glick	General Education		Riverton
Aubrey E. Glines	General Education	Cum Laude	Woodland Hills
Cole D. Godfrey	General Education	Summa Cum Laude	Hooper
Jeni E. Goff	General Education		Tooele
Tristyn C. Goff	General Education		Tooele
Lourdes . Gonzalez	General Education	Magna Cum Laude	Mexico
Yesenia . Gonzalez	Pre-Medicine		West Jordan
Tristen M. Goodwin	Music		Sterling
Olivia J. Gowans	General Education		Grantsville
Gary M. Graham	General Education		Mayfield
Riley J. Grant	Criminal Justice/Corrections	Cum Laude	Heber City
Kimberly P. Greenland	General Education	Summa Cum Laude	Kaysville
Nathan R. Gricius	General Education		Highland
Madisyn R. Griffiths	General Education	Cum Laude	Parowan
Madison . Grose	General Education		Fillmore
Jaydn . Gunnell	Social Work	Cum Laude	Manti
Parker . Gunnell	General Education	Cum Laude	Lehi
Cody P. Guymon	General Education	Cum Laude	Lehi
Dallas J. Guymon	General Education	Summa Cum Laude	West Bountiful

Noel V. Hadfield	General Education		Grantsville
Mary . Hailstone	Psychology		West Valley City
Nicole M. Hair	General Education		Richfield
Ashlyn . Halling	Social Science	Cum Laude	Saratoga Springs
Jessica . Hamblin	Agribusiness		Mountain View, WY
Joseph O. Hamilton	General Education	Magna Cum Laude	West Valley City
Rachel . Hancock	Elementary Education		Spanish Fork
Christine . Hanks	General Education	Summa Cum Laude	Ephraim
Alicia D. Hansen	General Education	Cum Laude	Mona
Anika J. Hansen	General Education	Cum Laude	West Point
Bailey L. Hansen	General Education	Cum Laude	Plymouth
Britnee L. Hansen	General Education	Cum Laude	Lehi
Daniel B. Hansen	Psychology	Cum Laude	Sandy
Erin . Hansen	General Education		Grantsville
Michael B. Hansen	General Education		Centerfield
Tanner J. Hansen	General Education	Magna Cum Laude	South Jordan
Olivia . Hanson	General Education	Magna Cum Laude	Fountain Green
Jackson C. Harden	General Education		Salem
Anthony T. Hardman	General Education		Kooshareem
Sydney D. Hardy	General Education		Erda
Christopher J. Harper	Computer Info. Systems-Network	Cum Laude	Manti
Shandyn . Harris	Elementary Education	Magna Cum Laude	Richfield
Toni L. Harris	General Education		Fountain Green
Trevor K. Harrop	Nursing	Magna Cum Laude	Layton
MaLyssa A. Hart	General Education		Richfield
Aubree . Hartle	General Education	Summa Cum Laude	Payson
Natasha L. Hartvigsen	General Education	Summa Cum Laude	Syracuse
Brittany A. Harvey	Natural Resources		Tridell
Everett C. Hatch	General Education	Magna Cum Laude	Monticello
Taylee F. Hathaway	General Education		Nephi
Brytni A. Haueter	General Education		Ephraim
Ryan B. Haueter	General Education		Ephraim
Sydney S. Hawes	General Education		Herriman
Alexis R. Haycock	General Education	Summa Cum Laude	Kanab
Megan . Heap	General Education		Cedar City
Shaelyn . Heaps	General Education	Magna Cum Laude	North Salt Lake
Katelyn M. Hebdon	Theater		Bountiful
Nathan J. Hebert	Computer Science		Kaysville
Kaitlyn M. Hemond	General Education	Magna Cum Laude	Beaver
Trent A. Hendrickson	General Education		Orem
Paxton M. Henrie	General Education		Milford
Sydney A. Henrie	Elementary Education		Manti
Kami L. Hepworth	General Education		Sunnyside
Chase E. Hess	General Education	Cum Laude	Salt Lake City
Shayla B. Heward	General Education	Summa Cum Laude	Tooele
Eric J. Heywood	General Education	Cum Laude	Ephraim
Courtney S. Hiatt	General Education	Summa Cum Laude	Elk Ridge
Emiline E. Hill	General Education	Summa Cum Laude	Fredonia, AZ
Amy L. Hodson	General Education	Cum Laude	Greenwood, MO
Robert B. Holker	General Education	Magna Cum Laude	Saratoga Springs
Alicia . Holmstead	General Education	Summa Cum Laude	Lehi
Michael C. Holroyd	Business		Richfield
Jordan L. Homer	General Education		Sandy
Samantha D. Homer	General Education	Summa Cum Laude	Midvale
Matthew L. Hone	Pre-Medicine	Cum Laude	Lehi
Alisa L. Hoop	General Education		Santaquin
Christoffer . Hotvedt	Accounting		Draper

Collin R. Howard	General Education		Fairview
Elizabeth A. Howard	General Education	Summa Cum Laude	Saratoga Springs
Kayla . Howard	General Education		Logan
Haoqin . Huang	General Education	Magna Cum Laude	China
Ashley M. Hunsaker	General Education	Magna Cum Laude	Hyde Park
Shaelyn R. Hunt	General Education	Cum Laude	Spanish Fork
Alison S. Hunter	General Education		Cedar City
Kennedy P. Hunter	Music		South Ogden
Shelby A. Huntington	Accounting	Summa Cum Laude	Heber City
Nicholas R. Huston	General Education	Summa Cum Laude	Rigby, ID
Elizabeth S. Hutchings	Home and Family Studies		Salt Lake City
London A. Imlay	Music	Summa Cum Laude	Blanding
Chiho . Inokuchi	General Education	Magna Cum Laude	Mount Pleasant
Annee C. Izatt	General Education		Nephi
Adrielle L. Jackson	General Education		Springville
Joshua . Jackson	Music		Mendon
Breanna S. Jacobs	Pre-Medicine	Cum Laude	Herriman
Hailey J. Jacobsen	General Education	Summa Cum Laude	Ogden
Sarah A. Jacobson	General Education	Cum Laude	Bountiful
Trinity A. Jacobson	Agribusiness		Pleasant Grove
Safia . Jalali	Business		Ephraim
Brandon S. Jameson	General Education		Sandy
Camille . Jefferson	Communications	Summa Cum Laude	Sandy
Anthony G. Jensen	General Education		Sandy
Autumn D. Jensen	General Education		West Haven
Talesha T. Jensen	General Education		West Jordan
Kayza . Jephson	General Education	Cum Laude	Rigby, ID
Ashlee . Jeppsen	General Education	Summa Cum Laude	Mantua
Rosa L. Jimenez	General Education		Ephraim
Allison K. Johnson	General Education	Summa Cum Laude	Heber City
Andrew P. Johnson	General Education		Ephraim
Austin R. Johnson	General Education	Cum Laude	Brigham City
Brittney M. Johnson	General Education	Magna Cum Laude	Midway
Carson D. Johnson	General Education	Cum Laude	Ephraim
Hana M. Johnson	Music	Cum Laude	Santaquin
Hannah M. Johnson	General Education		Sandy
Jessi J. Johnson	Art		Payson
Meisha L. Johnson	Accounting	Magna Cum Laude	Salina
Shiann . Johnson	General Education		Fairview
Brandon P. Jones	Economics	Magna Cum Laude	Taylorsville
Kaden A. Jones	General Education	Summa Cum Laude	Taylorsville
Malorie . Jones	General Education		Riverton
Samuel B. Jones	General Education		Mona
Taya M. Jones	General Education	Cum Laude	Nephi
Bradyn T. Jorgensen	General Education	Cum Laude	Mount Pleasant
Meagan N. Kaminsky	General Education	Cum Laude	Brigham City
Shaylee L. Kearl	Elementary Education	Magna Cum Laude	Bloomington, ID
Nathan D. Keele	General Education	Summa Cum Laude	Spanish Fork
Kaitlyn A. Keisel	General Education	Cum Laude	Manti
Ashley N. Keller	General Education		Salt Lake City
Alexandria S. Kelly	General Education		Saint George
Jessika B. Kent	General Education	Magna Cum Laude	South Jordan
Colton S. Kimball	General Education		Coalville
Ellery J. Kingston	General Education		Taylorsville
Porter L. Kitchen	General Education		Beaver
Addileigh M. Klueber	General Education		Moses Lake, WA
Kaden T. Kolb	General Education		Tooele

Justin T. Koltermann	General Education	Cum Laude	Shelton, WA
Athina V. Kremidas	General Education	Magna Cum Laude	Panguitch
Edward T. Krzymowski	General Education	Magna Cum Laude	Ephraim
Andrew K. Lamb	General Education	Magna Cum Laude	Moroni
Devin P. Landon	General Education	Cum Laude	Manti
Meghane J. Langlois	Biology		North Logan
Tallan G. Langston	General Education		Minersville
Esther . Lao	General Education		Magna
Brooke N. Larisch	General Education	Magna Cum Laude	Riverton
Kaden . Larsen	Pre-Dental	Cum Laude	West Bountiful
Sadie . Larsen	General Education		Ephraim
Hannah . Larson	General Education		Manti
Beth Nanjiang M. Laver	General Education	Summa Cum Laude	Murray
Madison . Lawrence	General Education	Cum Laude	Grantsville
Abby . Layton	General Education	Summa Cum Laude	Centerville
Clavon . Leonard	General Education		Long Branch , NJ
Allison M. Lever	General Education		Salina
Isabella L. Lewis	General Education	Summa Cum Laude	Spanish Fork
Kaden D. Lewis	Mechanical Engineering	Cum Laude	Rocky Ridge
Kirk W. Lewis	General Education		Partoun
Taylor J. Lewis	General Education		Spanish Fork
Jacob R. Liddell	General Education		Mountain Home
Cherokie . Limb	Nursing		Garland
Ana V. Linares	Biology		Herriman
Karlee . Lindhardt	General Education	Magna Cum Laude	Manti
Annalyse N. Lindholm	General Education		Spanish Fork
Noah . Linford	General Education	Summa Cum Laude	Evanston, WY
Chloe N. Little	General Education		Cedar City
Jacob A. Livingston	General Education	Magna Cum Laude	South Jordan
Katelyn J. Lloyd	General Education		Layton
McKinnin D. Lloyd	Computer Science		Mesquite, NV
Dina M. Lopez	General Education	Magna Cum Laude	Guatemala
Julyssa . Lopez	Medical Technician		Ephraim
Vanessa . Lott	General Education		Herriman
Savannah P. Lucero	General Education	Cum Laude	Thayne, WY
Dawn . Ludvigson	Nursing	Cum Laude	Mayfield
Christian C. Lund	Natural Resources	Cum Laude	Ephraim
Alex . Luster	General Education		Midway
Kylee . Lynn	General Education	Summa Cum Laude	Mona
Aubrey M. Madsen	Agribusiness		Fountain Green
Ana Y. Magana	Dental Hygiene		Moroni
Jeffrey C. Magnusson	Criminal Justice/Corrections	Summa Cum Laude	Lehi
Kudzaishe . Makota	Business		South Africa
Misael . Maldonado	General Education		Malta, ID
Leorah A. Malone	Art	Summa Cum Laude	Manti
Madison F. Markworth	General Education	Cum Laude	North Logan
Aubrie M. Marsh	General Education	Magna Cum Laude	Eagle Mountain
Averi . Marshall	General Education		Spanish Fork
Jonah S. Martushev	General Education		Vernal
Leah M. Mason	General Education		Santaquin
Alisha C. Maughan	General Education		Sandy
Carlie . Maughan	General Education		Springville
Kirstin A. Maw	Natural Resources	Cum Laude	Taylorsville
Braxton K. Maxwell	Natural Resources		Salina
Theresa M. Maybee	General Education		Elsinore
Gage J. Mayer	General Education		Syracuse
Marissa R. Mayer	General Education	Summa Cum Laude	Clinton

Dylan J. Maylett	Agribusiness		Manti
Zakary R. McArthur	Nursing	Magna Cum Laude	Kamas
Bridget . McBride	Music		Collinston
Kiley R. McCall	General Education	Magna Cum Laude	Henderson, NV
Kylee M. McClure	Business	Cum Laude	Monroe
Katherine G. McCullough	Social Work	Cum Laude	Kaysville
Marci . McDougall	General Education	Summa Cum Laude	Monticello
Ethan A. Mcbraun Keiki	Construction Management		Keaau, HI
Keashawn V. Mccoy	General Education	Cum Laude	Fort Myers, FL
Joshua L. Mecham	Pre-Engineering	Summa Cum Laude	American Fork
Steven M. Melville	General Education		Delta
Dakota C. Merchant	General Education		Salina
Tristan R. Michie	Nursing		Grantsville
Heather . Mickel	General Education		Spring City
Jazlyn . Miles	General Education	Summa Cum Laude	Mountain Home
Alan J. Miller	Business	Cum Laude	North Salt Lake
Sandra L. Miller	General Education	Summa Cum Laude	Salt Lake City
Ashley . Mills	General Education	Cum Laude	Monroe
Denise E. Milne	Psychology	Summa Cum Laude	Fairview
Logan B. Miner	General Education		Springville
Maci J. Mitchell	Veterinary Medicine		Magna
Melissa A. Mollard	Agribusiness		Tooele
Aspen R. Moller	General Education		Tooele
Sydney A. Money	General Education	Summa Cum Laude	Spanish Fork
Hannah J. Monson	General Education	Magna Cum Laude	North Logan
Samuel R. Monson	General Education	Cum Laude	Alpine
Brayden J. Montalvo	Physical Therapy		West Bountiful
Samantha K. Moos	Physical Therapy		Spanish Fork
Emmaline H. Morris	Theater	Cum Laude	Centerville
Evan M. Mortensen	General Education		Richmond
Gunnar D. Mortensen	General Education		Santaquin
Jessica N. Mortensen	General Education		Richmond
Megan . Mortensen	General Education	Magna Cum Laude	Kaysville
Nathan G. Mortensen	General Education		Kaysville
Quillon H. Mortenson	General Education		Vernal
Kate L. Mudrow	Sociology	Summa Cum Laude	Mount Pleasant
Ty S. Murphy	General Education	Cum Laude	Colorado Springs, CO
Olivia . Murray	General Education	Summa Cum Laude	Ephraim
Samantha M. Murray	General Education		Midvale
Sarah A. Musacchia	General Education	Magna Cum Laude	Hyrum
Gabriel B. Naylor	Teach/English as a Second Lang		Eagle Mountain
Megan J. Neal	General Education		Saratoga Springs
Alexandra . Neff	Music	Cum Laude	West Jordan
EmmaLee A. Neff	General Education		Monroe
Bruce S. Neibaur	General Education	Summa Cum Laude	Pleasant Grove
Kade M. Neilsen	General Education		Leamington
Andrew M. Nelson	General Education		Wales
James R. Nelson	General Education	Cum Laude	Ephraim
Karson G. Nelson	English	Cum Laude	Green River
Lakan M. Nelson	General Education		Ephraim
Madeline J. Nelson	General Education	Summa Cum Laude	Lehi
Raygen M. Newton	General Education	Summa Cum Laude	Mona
Jaycee L. Nez	General Education		Escalante
Ladonna E. Nichols	General Education		Salt Lake City
Kyler D. Nielsen	General Education		Nephi
McKenna P. Nielsen	Nursing	Cum Laude	Mt Pleasant
Tanner . Nielson	Business	Cum Laude	Leamington

Nathan C. Nipko	General Education	Magna Cum Laude	Ephraim
Tess A. Nipko	Elementary Education	Summa Cum Laude	Payson
Delanie E. Nixon	History		Sandy
Miranda S. Noble	General Education	Summa Cum Laude	Heber City
Savannah R. Noorlander	General Education		Moab
DARman F. Notoa	General Education		Orem
Carrie J. Nowers	General Education	Cum Laude	Richfield
Brayden N. Nuffer	General Education		Taylorsville
Preston J. Olschewski	General Education		West Jordan
Alison . Olsen	Nursing	Magna Cum Laude	Vernal
Annie J. Olsen	Elementary Education	Summa Cum Laude	Kaysville
Katie E. Olsen	General Education		South Jordan
Loren . Olsen	General Education		Richfield
Dylan G. Olson	General Education		Mount Pleasant
Alexia M. Orme	General Education	Cum Laude	West Point
Courtney . Orton	General Education		Iona, ID
Payden L. Osborn	General Education		Genola
Daniel A. Osborne	Psychology	Magna Cum Laude	Hyde Park
Hunter I. Osmun	General Education	Magna Cum Laude	Pleasant Grove
Saige R. Osmun	Early Childhood Education		Pleasant Grove
Ethan C. Ostler	General Education	Magna Cum Laude	Ephraim
Sharlene . Otten	Communications	Summa Cum Laude	Centerfield
Baylee M. Pace	General Education		Teasdale
Bryant M. Pace	General Education	Magna Cum Laude	Loa
Jorge L. Pacheco	General Education		Salt Lake City
Kirsten S. Page	General Education	Cum Laude	Spanish Fork
Joseph J. Paine	Physical Therapy		Enterprise
Jessica . Papenfuss	General Education	Summa Cum Laude	South Jordan
Kirstie M. Park	General Education		Gunnison
River A. Park	General Education	Magna Cum Laude	Manti
Kieryn J. Parkin	General Education		Syracuse
Kathryn E. Parslow	General Education		Providence
Clarissa . Peckham	General Education		Fountain Green
Heather . Pecora	General Education	Summa Cum Laude	Wales
Payton B. Pehrson	General Education	Magna Cum Laude	Mount Pleasant
James . Pena	General Education		Orem
Rhea . Penrod	Outdoor Leadership/Entrepren.		Springville
Shaylee R. Perkins	General Education		Stockton
Brooke T. Petersen	General Education	Summa Cum Laude	Riverton
James E. Petersen	Wild Life Resources	Cum Laude	Spring City
Taylor . Petersen	Dental Hygiene		delta
Alli J. Peterson	General Education		Washington
Brynn O. Peterson	General Education	Cum Laude	Manti
Kristlyn L. Peterson	Business	Summa Cum Laude	Manti
Rachel E. Peterson	General Education		Vernal
Sarah K. Peterson	General Education		Genola
Savanna K. Peterson	General Education		Mayfield
Pristine M. Phelps	General Education	Cum Laude	Heber City
Sadee G. Pierson	General Education	Magna Cum Laude	Fielding
Matalyn M. Pike	Physical Therapy	Summa Cum Laude	Tooele
Broderick R. Pollmann	General Education		Minersville
Rochelle . Porter	General Education	Summa Cum Laude	Ogden
Daphnee I. Poulsen	Nursing		La Verkin
Jalen C. Powell	General Education		Los Angeles, CA
Emily M. Pozernick	General Education	Cum Laude	Elk Ridge
Paris S. Pray	General Education		Salem
Isaiah O. Prescott	General Education		West Jordan

Maddison G. Price	General Education		Eureka
Melanie L. Price	General Education	Magna Cum Laude	Eagle Mountain
Kendra L. Provstgaard	General Education		Payson
Maurisa . Pulsipher	General Education	Summa Cum Laude	West Bountiful
Alani . Pututau	General Education		Monroe
Emily B. Quayle	General Education	Summa Cum Laude	Sterling
Sabrina A. Radford	General Education	Cum Laude	Nampa, ID
Jessica D. Ralphs	General Education	Summa Cum Laude	Bluffdale
Kinzie . Randall	General Education	Summa Cum Laude	Hyde Park
Kjell I. Rasmussen	General Education	Summa Cum Laude	Fillmore
Ryley S. Rasmussen	General Education		Springville
Margaret E. Ray	General Education		Ephraim
Haley A. Renegar	General Education	Cum Laude	Circleville
Zeidew G. Reyes	General Education		Chester
Avery . Reynolds	General Education	Magna Cum Laude	Spanish Fork
Tayah J. Reynolds	General Education		Ogden
Braden S. Richards	Agribusiness		Brigham City
Brittney . Richards	General Education	Cum Laude	Cleveland
Charity L. Richardson	General Education		Layton
James G. Richardson	General Education	Summa Cum Laude	South Jordan
Kylee . Richardson	Music	Magna Cum Laude	Ephraim
Alexa R. Richins	General Education		Heber City
Megan R. Richins	General Education		Henefer
Kylee L. Rigby	General Education	Magna Cum Laude	Newton
Chaz E. Roberts	General Education	Magna Cum Laude	Richfield
Courtney . Roberts	General Education		West Jordan
Eric C. Roberts	General Education	Magna Cum Laude	South Jordan
Justice T. Roberts	General Education		Ephraim
Oran P. Roberts	General Education		Ephraim
Camiah M. Robinson	Theater	Magna Cum Laude	Harrisville
Jennifer L. Robinson	General Education		Saint George
Kelsha G. Robinson	General Education	Cum Laude	Mapleton
Parker C. Robinson	General Education		Farr West
Kyle R. Robison	General Education	Summa Cum Laude	Ephraim
Manuel . Rodriguez	General Education		Ogden
Raul E. Rodriguez	General Education		Salt Lake City
Amanda E. Rogers	General Education		Chandler, AZ
Matthew D. Rosenthal	General Education		Ephraim
Jaden D. Ross	General Education		Sigurd
Kayla R. Ross	General Education	Summa Cum Laude	Vernal
McKenna J. Rowell	General Education	Cum Laude	Fillmore
Nathan B. Rowley	General Education	Summa Cum Laude	Santaquin
Taylor S. Rowley	General Education		Payson
Daniel S. Russon	General Education	Magna Cum Laude	Spanish Fork
Reagan . Ryder	General Education		Ephraim
Kalab D. Safley	Pre-Engineering		Roosevelt
Kodi . Salisbury	General Education		Saint George
Christian J. Sanchez	General Education	Cum Laude	Mount Pleasant
Sarah M. Sandberg	General Education		Grantsville
Demitrius . Sanders	General Education	Cum Laude	Ogden
Leah R. Sandstrom	Automotive		Richfield
Leah R. Sandstrom	General Education		Richfield
Brynnlee . Savage	General Education	Cum Laude	Panguitch
Madison C. Scamahorn	General Education	Cum Laude	Kasaan, AK
Taris W. Schramm	Physical Education		Payson
Abigail K. Scott	General Education	Magna Cum Laude	Stansbury Park
Cory R. Secrest	General Education		Roosevelt

Bradly D. Sego	Business	Cum Laude	Ephraim
Maribel . Serrano	General Education	Cum Laude	Moroni
Makayla . Sharpe	General Education	Cum Laude	Ephraim
Rachel A. Shaw	General Education		Ogden
Colton R. Shelley	General Education		Mount Pleasant
Mattie M. Sherwood	Animal Science	Magna Cum Laude	Nephi
Avery E. Shields	General Education		Eagle Mountain
KarLee L. Smedshammer	General Education		Sandy
Bart . Smith	General Education	Summa Cum Laude	Lehi
Conner G. Smith	General Education		Alpine, WY
Hailee C. Smith	Elementary Education	Cum Laude	Spanish Fork
Isabella A. Smith	Natural Resources		South Jordan
Katelyn L. Smith	General Education	Summa Cum Laude	Centerville
Mariah C. Smith	General Education		Orem
Riley D. Smith	General Education	Magna Cum Laude	Highland
Samantha P. Smith	General Education		Lehi
Teya M. Smith	General Education	Cum Laude	Fountain Green
Koby J. Smothers	Business		Mesquite, NV
Devin . Snider	General Education		Spanish Fork
Lexielee L. Snow	General Education		Mesa, AZ
Addilyn . Sorensen	General Education	Cum Laude	Payson
Bellamy . Sorensen	General Education	Magna Cum Laude	Centerfield
Garrett . Sorensen	Mechanical Engineering	Summa Cum Laude	Gunnison
Hailey . Sorensen	General Education		Santaquin
Jordan R. Sorensen	General Education		Gunnison
BrookLin . Sorenson	Elementary Education	Cum Laude	Midway
Janika . Sorenson	Agribusiness		Bluffdale
Alysse G. Spencer	General Education	Magna Cum Laude	Orem
Kenneth K. Spencer	General Education		Kahuku, HI
Paul B. Spencer	General Education		Bountiful
Jacey A. Spendlove	General Education	Magna Cum Laude	Monroe
Aurionna C. Squire	General Education	Magna Cum Laude	Ephraim
Michelle A. Squire	General Education	Magna Cum Laude	Springville
Sadie A. Squire	General Education		Lehi
Emily A. Staley	Art	Summa Cum Laude	Syracuse
Madison A. Stanworth	Agriculture Education	Magna Cum Laude	Salt Lake City
Allesha H. Stapel	General Education		Salina
Piper . Staples	General Education	Summa Cum Laude	Bountiful
Callee . Steele	General Education	Cum Laude	South Jordan
Heidi . Steeneck	Accounting	Magna Cum Laude	Ephraim
Katelynn n. Steinbrenner	Natural Resources		American Fork
Makenzie . Stephan	General Education	Cum Laude	Orem
Jaden T. Sterner	General Education	Summa Cum Laude	Manti
Megan . Stevens	General Education		Las Vegas, NV
Alyssa . Stevenson	Elementary Education	Summa Cum Laude	Santaquin
ChaNieca J. Stevenson	Nursing	Magna Cum Laude	Payson
Amanda L. Stewart	General Education		Fountain Green
Sophie M. Stewart	General Education	Summa Cum Laude	American Fork
Londyn E. Stockwell	Music	Magna Cum Laude	Riverton
Braden B. Stoddard	General Education		Syracuse
Cari A. Stoddard	General Education		Ogden
Kaelee M. Stringham	General Education		Tooele
Taylor B. Strong	General Education		Salt Lake City
Hannah A. Stubbs	Music		Ephraim
Talya J. Stubbs	General Education	Magna Cum Laude	Flagstaff, AZ
Russell T. Styler	General Education	Cum Laude	Delta
Ace C. Surca	General Education	Cum Laude	Mount Pleasant

Jason E. Swanson	General Education	Magna Cum Laude	West Jordan
Shelbee L. Syddall	General Education	Cum Laude	Richfield
McKinlee L. Sylvester	General Education	Cum Laude	Mayfield
Amanda . Syphus	Art		Washington
Zantana . Tallman	General Education		Hurricane
Junyu . Tan	General Education		China
Austin C. Tanner	General Education		Ephraim
Morgan . Tate	General Education		Woods Cross
Darryn B. Taylor	General Education	Summa Cum Laude	Washington
Krystal D. Taylor	Pre-Engineering		Pleasant Grove
Taneisa A. Taylor	General Education	Magna Cum Laude	Fayette
Nicole . Tew	Physical Therapy		Farmington
RaShea H. Thacker	Nursing	Magna Cum Laude	Bluebell
Audrey A. Thalman	General Education	Cum Laude	Richfield
Josie L. Thalman	General Education	Summa Cum Laude	Richfield
Alexi N. Thatcher	General Education	Magna Cum Laude	Parowan
Alexa . Thayn	Pre-Engineering	Summa Cum Laude	Highland
Amber . Thomas	General Education		Richfield
Celeste J. Thomas	Early Childhood Education		Spanish Fork
Keston L. Thompson	General Education		Manti
Amanda L. Thorne	Home and Family Studies	Summa Cum Laude	Syracuse
Jennifer N. Thornton	Home and Family Studies	Summa Cum Laude	Brigham City
Brittany J. Thorson	Theater	Magna Cum Laude	Saratoga Springs
Jace R. Tilley	General Education	Cum Laude	Brigham City
Rose M. Tirado	General Education		Bountiful
Kaitlyn L. Tischner	General Education	Summa Cum Laude	Mapleton
Carlee L. Toone	General Education	Summa Cum Laude	Croydon
Courtney A. Topham	General Education		American Fork
Tiana . Torres	General Education	Magna Cum Laude	Santaquin
David . Trujillo	Construction Management		Ogden
Nicholas . Tucker	Political Science	Summa Cum Laude	sandy
Tessa N. Turley	General Education		Riverton
Samantha . Tyler	General Education		Lehi
Brytnee L. Uffens	General Education		Fillmore
Audrey N. Ungerman	General Education		Evanston, WY
Tori M. Ure	General Education		Kamas
Hannah E. Valentine	General Education		Ephraim
Kenzi D. Van Leeuwen	General Education	Cum Laude	Sandy
Mikalyn T. VanderToolen	General Education		Salt Lake City
Sarah . Vanhook	Art	Magna Cum Laude	Midvale
Katherine . Vazquez	General Education		West Valley City
Ayline . Vega	General Education	Cum Laude	Minersville
Abraham J. Vidinhar	General Education	Summa Cum Laude	Hooper
Brooke . Vogrinec	Business	Magna Cum Laude	Centerville
Christina L. Vogt	General Education		Ephraim
Stetson G. Voorhees	Psychology		Nephi
Jessica R. Wainwright	General Education		Sandy
Braxton L. Waite	Natural Resources		Ephraim
Brooklyn S. Walbeck	General Education		Sandy
Natalee J. Walker	General Education		Spring City
Zachery . Wall	General Education		Murray
Wenli . Wang	General Education		China
Kristofer J. Warden	Music		Fruit Heights
Taryn F. Warner	General Education	Magna Cum Laude	North Las Vegas, NV
Derrell J. Warren	General Education		Salt Lake City
Charlee . Wathen	General Education		Ephraim
Katelynne M. Watts	Nursing	Magna Cum Laude	Fairview

Kevin J. Wayman	General Education	Summa Cum Laude	Minersville
Zim R. Weakley	General Education		Salem
Noah L. Weatherford	General Education	Summa Cum Laude	Spanish Fork
Andrew . Webb	General Education	Cum Laude	West Point
Emily . Webster	General Education		Ogden
Kylee . Welling	General Education	Cum Laude	Evanston, WY
Kimberly A. Whitaker	General Education	Cum Laude	Woods Cross
Katie M. Wickel	General Education	Summa Cum Laude	Nephi
Sophie E. Wilcox	General Education	Magna Cum Laude	Springville
Chantelle E. Wilkinson	General Education		Payson
Sierra . Wilkinson	General Education	Magna Cum Laude	Morgan
Aaron . Williams	General Education		Payson
Emily D. Williams	General Education		Eagle Mountain
Janessa . Williams	General Education	Cum Laude	Payson
Rachel J. Williams	General Education	Summa Cum Laude	Cedar City
Raina S. Williams	General Education	Summa Cum Laude	Monroe
Wanda L. Williams	General Education	Summa Cum Laude	Manti
Emma . Williamson	General Education	Cum Laude	American Fork
Shamon . Willis	Business	Cum Laude	Eagle Mountain
Bailey . Wilson	General Education	Summa Cum Laude	Spanish Fork
Morgan L. Wilson	General Education		Salt Lake City
Sierra M. Wilson	General Education		Hanksville
Sabrina R. Winkel	Business		Sterling
Kycen W. Winn	Elementary Education		Annabella
Elena M. Wolfley	General Education		Orem
Carolee M. Woolley	Dance		American Fork
Alyvia . Woolsey	General Education		Springville
Tyler D. Woolstenhulme	General Education		Cedar Hills
Celeste J. Woolston	General Education		Roy
Alexis J. World	Agribusiness	Cum Laude	Heber City
Baily L. Wright	Agribusiness		Santaquin
Derek K. Wright	General Education		Sterling
Tanner J. Wright	General Education	Summa Cum Laude	Nephi
Janessa Y. Yardley	General Education	Cum Laude	Beaver
Reese C. Youd	General Education	Cum Laude	Spanish Fork
Caitlyn M. Young	Elementary Education	Summa Cum Laude	West Valley
Sierra M. Young	Psychology	Cum Laude	Spanish Fork
Zackary E. Young	General Education		Provo
Sophia E. Zobell	General Education		Richfield
LaKeisha J. Zufelt	General Education	Cum Laude	Centerfield
Alexie E. Zwerdling	Agribusiness		Layton

Associate of Science--Business

Tayten . Babb	Business		Leamington
Easton R. Batt	Business	Magna Cum Laude	Moroni
Cesar M. Calvillo	Business		Farmington
Elizabeth A. Campbell	Business	Summa Cum Laude	Riverton
Kason S. Eggers	Business	Summa Cum Laude	South Jordan
Emily S. Hamson	Business		Tremonton
Daren . Harmon	Business		Manti
Kasen R. Hatch	Business		Richfield
Karlie G. Koster	Business	Summa Cum Laude	Farmington
Morgan J. Larrow	Business	Magna Cum Laude	Mayfield
Maxwell A. Leger	Business	Magna Cum Laude	Tooele
Eric . Lopez	Business		Salt Lake City
Shilee T. Martinez	Business	Cum Laude	Draper

Kylee M. McClure	Business	Cum Laude	Monroe
Alexis . McIff	Business	Magna Cum Laude	Richfield
Chance T. Merritt	Business		Saint George
Shaylee M. Michaelis	Business	Magna Cum Laude	Perry
Gabrielle . MÃrz	Business	Summa Cum Laude	Sandy
Nguyen T. Pham	Business	Summa Cum Laude	Vietnam
Jessica . Sharp	Business	Cum Laude	Smithfield
Benjamin D. Simmons	Business	Summa Cum Laude	Taylorsville
Taylor M. Slack	Business Administration	Summa Cum Laude	Santa Clara
Hallie D. Sparks	Business	Summa Cum Laude	Heber
Tiffany . Thacker	General Studies	Summa Cum Laude	Cedar City

Associate of Science--Nursing

Aysha . Abbott	Nursing	Magna Cum Laude	Payson
Erica J. Almanza	Nursing	Cum Laude	Moroni
Kailee C. Bailey	Nursing	Magna Cum Laude	Fountain Green
Janice . Beckstead	Nursing	Cum Laude	Richfield
Madisen . Bender	Nursing	Magna Cum Laude	Tooele
Megan . Black	Nursing	Cum Laude	Ephraim
Jerrika M. Blake	Nursing	Cum Laude	Glenwood
Raquel J. Bunker	Nursing	Magna Cum Laude	Salem
Jaqueline . Chavez	Nursing		Ephraim
Dan J. Chidester	Nursing		Ephraim
Chandler . Christensen	Nursing	Summa Cum Laude	Bluffdale
Bethany A. Clark	Nursing	Summa Cum Laude	Manti
Kodi . Curtis	Nursing	Summa Cum Laude	Aurora
Ashlee D. Dastrup	Nursing		Salina
Elise B. Davis	Nursing	Cum Laude	Elsinore
Mallory A. Fox	Nursing	Summa Cum Laude	Ephraim
Trista M. Jordan	Nursing	Summa Cum Laude	Manti
Cherokie . Limb	Nursing		Garland
Derek W. McCutcheon	Nursing		Redmond
Tristan R. Michie	Nursing		Grantsville
MaCalin V. Mitchell	Nursing	Summa Cum Laude	Monroe
Cherie S. Nielson	Nursing	Cum Laude	Fillmore
Kassidy . Parsons	Nursing		Monroe
Maija-Liisa . Phipps	Nursing	Cum Laude	Provo
Tonya J. Rainey	Nursing	Magna Cum Laude	Mount Pleasant
Valene . Roberts	Nursing	Cum Laude	Richfield
ChaNieca J. Stevenson	Nursing	Magna Cum Laude	Payson
Tierra P. Thompson	Nursing		Gunnison
Shalise N. Watkins	Nursing	Summa Cum Laude	Ephraim

Associate of Fine Arts

Morgan M. Alleman	Fine Arts		Orem
Bailie T. Peacock	Fine Arts	Magna Cum Laude	Spanish Fork
Calli . Schmitz	Art		Herriman
Kauri C. Smith	Fine Arts		Hurricane
Lorie S. Weikel	Fine Arts		Jackson, MS

Bachelor of Arts in Commercial Music

Zachary G. Adams	Music	Cum Laude	Woodland Hills
Ryan B. Bell	Music		Ephraim

Rose M. Bond	Music		Pleasant Grove
Ryan N. Bond	Music	Magna Cum Laude	Orem
Ross R. Christensen	Music		Spring City
Charity A. Cooper	Music	Cum Laude	Layton
Riley M. Davis	Music	Cum Laude	West Jordan
Annalisa . DeGraffenried	Music		Aurora
Kyle T. Felkins	Music	Magna Cum Laude	Roosevelt
Shawntel M. Freestone	Music		Idaho Falls, ID
Cassidy . Gage	Music		Springville
Melanie E. Gunderson	Music		Salem
Jackson C. Harden	Music		Salem
McKenzie . Howell	Music		Manti
Joshua . Jackson	Music		Mendon
Alexandria K. Leonard	Music		West Jordan
Joseph . Lo Forte	Music		Price
Nathan T. Minert	Music	Cum Laude	Ephraim
Megan J. Neal	Music		Saratoga Springs
Alexandra . Neff	Music	Cum Laude	West Jordan
Bruce S. Neibaur	Music	Summa Cum Laude	Pleasant Grove
Megan . Newbold	Music		Riverton
Jacob R. Palmer	Music		Ephraim
Colton R. Purcell	Music		Ephraim
Jennifer . Richards	Music	Magna Cum Laude	Payson
Kylee . Richardson	Music	Magna Cum Laude	Ephraim
Jorge . Salas Quesada	Music		Costa Rica
Weston . Sims	Music	Summa Cum Laude	Riverton
Jessica L. Snow	Music	Magna Cum Laude	Orem
Joseph A. St. John	Music		Clearfield
Taylor A. Stewart	Music		Sandy
Bryant . Wilson	Music		Grantsville

Bachelor of Science

Joseph L. Johnson	Software Engineering	Cum Laude	Huntington
Michael J. Lewellen	Software Engineering	Summa Cum Laude	Ephraim
Katelyn M. Peterson	Software Engineering	Magna Cum Laude	Saratoga Springs
Jackson T. Porter	Software Engineering		West Jordan
Alexa . Thayn	Software Engineering	Summa Cum Laude	Highland

Certificate of Completion

Talia L. Ashworth	Practical Nursing		Beaver
Jeremy P. Bailey	General Education	Cum Laude	West Jordan
Bryan J. Bjerregaard	General Education		South Weber
Jennifer . Brethack	Marketing	Magna Cum Laude	Sweden
Jordan L. Brough	Salon Business	Cum Laude	Logan
Jared G. Butler	Diesel Drivetrain & Clim Cont		Magna
Jared G. Butler	Diesel Engines & Hydraulics		Magna
Jared G. Butler	Diesel Chassis & Elec Systems		Magna
Jared G. Butler	Diesel Engine Performance		Magna
Colton K. Christensen	Practical Nursing		Spanish Fork
Haley D. Christensen	Practical Nursing	Cum Laude	Salina
Kylee M. Draper	Practical Nursing		Fountain Green
Payton M. Elmont	Practical Nursing		Springville
Kamren R. Fowles	Industrial Mechanics		Sterling
JoDee L. Hartley	Practical Nursing		Axtell

Jacob T. Jenkins	General Education		West Jordan
Davin A. Johnson	General Education		Wendover
Kache S. Labrum	Agribusiness		Vernal
Kache S. Labrum	Equine Management		Vernal
Mathew . Madariaga	Practical Nursing	Cum Laude	Annabella
Chase L. Morrison	Server Administration		Glenwood
Chase L. Morrison	Networking Technologies		Glenwood
Angela M. Murie	Marketing	Summa Cum Laude	Cedar City
Angela M. Murie	Entrepreneurship	Summa Cum Laude	Cedar City
Angela M. Murie	Business	Summa Cum Laude	Cedar City
Mikel T. Palmer	Engine Performance		Blanding
Mikel T. Palmer	Diesel Chassis & Elec Systems		Blanding
Mikel T. Palmer	Diesel Drivetrain & Clim Cont		Blanding
Mikel T. Palmer	Diesel Engines & Hydraulics		Blanding
Taleigh H. Petersen	Practical Nursing	Magna Cum Laude	Fayette
Tanner J. Pollaehne	Engines & Drivetrains		Huntington
Tanner J. Pollaehne	Elec Sys & Auto Transmissions		Huntington
Tanner J. Pollaehne	Engine Performance		Huntington
Tanner J. Pollaehne	Chassis & Climate Control		Huntington
Abraham O. Sessions	General Education		Salt Lake City
Kristen K. Snow	Practical Nursing		Moroni
Mikelle S. Sommers	General Education	Cum Laude	Salt Lake City
Rulon W. Stowell	General Education		North Salt Lake
Kal B. Swapp	General Education		Ephraim
Bradley J. Taggart	Practical Nursing		Ephraim
Myrissa L. Thomas	Practical Nursing	Magna Cum Laude	Gunnison
Timothy E. Thomas	General Education	Cum Laude	West Valley
G'Nette N. TiaTia	Practical Nursing		Manti
Andrew . Webb	Server Administration	Cum Laude	West Point
Andrew . Webb	Networking Technologies	Cum Laude	West Point
Colton J. Welch	Server Administration		Ephraim
Colton J. Welch	Networking Technologies		Ephraim
Dorothy O. White	General Education	Summa Cum Laude	West Jordan
Cody T. Williams	Practical Nursing		Nephi
Erin M. Williams	Practical Nursing	Cum Laude	Vineyard
Rulon E. Williams	General Education	Magna Cum Laude	Salt Lake City
Rick K. Wirsch	Practical Nursing		Centerfield

SNOW COLLEGE

ASSOCIATE OF ARTS GENERAL EDUCATION REQUIREMENTS

COURSE	CREDITS
Foundations	3
American Institutions	3-6
English 1 and English 2	6
Quantitative Literacy	3-4
Fine Arts	3
Social Science	3
Humanities	3
Natural Sciences*	
Life Science	3
Physical Science	3
Lab	1
	7
Foreign Language (1020 or higher)	5
TOTAL	36-40

Required Core Required Knowledge Areas

* 3 credits Physical Science and 3 credits Life Science, plus lab or additional class/credits to complete a minimum of 7 credits.

SNOW COLLEGE

ASSOCIATE OF SCIENCE GENERAL EDUCATION REQUIREMENTS

COURSE	CREDITS
Foundations	3
American Institutions	3-6
English 1 and English 2	6
Quantitative Literacy	3-4
Fine Arts	3
Social Science	3
Humanities	3
Natural Sciences*	
Life Science	3
Physical Science	3
Lab	1
	7
Integrated Exploration**	3
TOTAL	34-39

Required Core Required Knowledge Areas

* 3 credits Physical Science and 3 credits Life Science, plus lab or additional class/credits to complete a minimum of 7 credits.

** An additional GE course from any knowledge area OR any approved Integrated Exploration course.

Appendix G: Abbreviated Template

Instructions:

- The Abbreviated Template should be used for those items identified as needing the Abbreviated Template in R401-4 and R401-5 and listed as possible items to check on the Cover/Signature Page below.
- **An Abbreviated Template consists of a Cover/Signature Page – Abbreviated Template and Program Request – Abbreviated Template.**
 - **Cover/Signature Page – Abbreviated Template:** Complete the items requested at the top of the page, INCLUDING SELECTING A CIP CODE. Check which type(s) of item(s) apply.
 - **Program Request – Abbreviated Template:** Complete the sections requested, removing the descriptive italics and replacing them with the content of the proposal.
- Prepare the Abbreviated Template per R401-6 instructions **as a Word document** (no PDF formats). Begin each of the two sections (Cover/Signature Page and Program Request) at the top of a new page. When *descriptions of the content required for each section appear in this font color*, **the descriptive italics are to be removed and replaced with the institutional content before the institution submits the proposal to the OCHE.**
- The CAO or his/her designated representatives should e-mail the completed Abbreviated Template (including electronic signature) to academicaffairs@utahsbr.edu.
- The institution is responsible for maintaining a record of the submission as the OCHE Academic Affairs office is not responsible for storing electronic copies of submitted proposals.

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: Snow College

Proposed Title: AAS degree in Computer Networking
 Certificate of Proficiency in Networking
 Certificate of Proficiency in Advanced Networking
 Certificate of Proficiency in Server Administration
 Certificate of Proficiency in Advanced Server Administration

Currently Approved Title: N/A

School or Division or Location: Business and Applied Technologies Division

Department(s) or Area(s) Location: Information Technology, Computer Information Systems (CIS)

Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs):

15-1244 Network and Computer Systems Administration

Current Classification of Instructional Programs (CIP) Code (for existing programs):

Proposed Beginning Date (for new programs): Fall 2019

Institutional Board of Trustees' Approval Date:

Proposal Type (check all that apply):

Regents' General Consent Calendar Items	
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>	
SECTION NO.	ITEM
5.1.1	<input type="checkbox"/> Minor*
5.1.2	<input type="checkbox"/> Emphasis*
5.2.1	<input type="checkbox"/> Certificate of Proficiency*
5.2.3	<input type="checkbox"/> Graduate Certificate*
5.4.1	<input type="checkbox"/> New Administrative Unit
	<input type="checkbox"/> Administrative Unit Transfer
	<input type="checkbox"/> Administrative Unit Restructure
	<input type="checkbox"/> Administrative Unit Consolidation
5.4.2	<input type="checkbox"/> New Center
	<input type="checkbox"/> New Institute
	<input type="checkbox"/> New Bureau
5.5.1	<input type="checkbox"/> Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/> Program Transfer
	<input checked="" type="checkbox"/> Program Restructure
	<input type="checkbox"/> Program Consolidation
5.5.3	<input type="checkbox"/> Name Change of Existing Programs
5.5.4	<input type="checkbox"/> Program Discontinuation
	<input type="checkbox"/> Program Suspension
5.5.5	<input type="checkbox"/> Reinstatement of Previously Suspended Program
	<input type="checkbox"/> Reinstatement of Previously Suspended Administrative Unit

*Requires "Section V: Program Curriculum" of Abbreviated Template

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date:

Printed Name:

Program Request - Abbreviated Template

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/data/cipcodes/Default.aspx?y=55>.

Snow College

Modify:

- AAS degree in Computer Networking
- Certificate of Proficiency in Networking
- Certificate of Proficiency in Advanced Networking

Discontinue:

- Certificate of Proficiency in Server Administration
- Certificate of Proficiency in Advanced Server Administration

Section I: Request

Modification of AAS degree and Networking Certificates – Discontinue Server Certificates

We propose to discontinue both server certificates and a handful of courses, outlined below, adding back into the pathway first year courses in computer networking that were pushed out when the server certificates were created. We also propose some curricular changes to the AAS degree and proficiency certificates in networking. In addition to domain specific changes, we are discovering that our graduates are lacking needed business acumen and soft skills that would improve their hireability and/or advancement in the workplace, we would like to add more of this type of training in the pathway. We are making room for some elective space and will be encouraging our students to take business courses related to the Business Department's certification pathways.

Section II: Need

Based on discussions with our advisory committee and reviewing the direction of the industry, we would like to make some changes to the program pathway, certificates, and related courses. We made the shift to a dual-pathway program to include a computer networking pathway and a server administration pathway.

Upon consultation with our advisory committee, it was determined that we are spread too thin and trying to cover two separate areas of computing and should concentrate on a single pathway. We would like to move forward with a discontinuation of the server administration pathway, a much smaller job market than computer networking, and concentrate on improving the computer networking pathway with a cleaner path and more in-depth coursework on computer networking specifically.

The proposed changes will allow the department to focus more effort in a single computing area that will better prepare students for employment in the computer networking field. As it is now, we are spending too much time on theoretical discussions of networking and servers and do not have enough time for practical hands-on exercises that will prepare students for employment. This change will allow us to introduce networking in a more gradual format while maximizing our time with relevant hands-on training.

With the growth of cloud computing solutions which are largely server farms, it is more likely that our students will be seeking employment in the desktop and networking fields and utilizing more cloud services in the future. Additionally, the following information on the computer networking markets indicate that significant growth network administration continues to grow.

The Bureau of Labor Statistics has multiple occupational codes related to computing and networking computer. However, the specific SOC that most closely aligns with our program is SOC 15-1244 Network and Computer Systems Administrators with the following description:

“15-1244 Network and Computer Systems Administrators

Install, configure, and maintain an organization's local area network (LAN), wide area network (WAN), data communications network, operating systems, and physical and virtual servers. Perform system monitoring and verify the integrity and availability of hardware, network, and server resources and systems. Review system and application logs and verify completion of scheduled jobs, including system backups. Analyze network and server resource consumption and control user access. Install and upgrade software and maintain software licenses. May assist in network modeling, analysis, planning, and coordination between network and data communications hardware and software. Excludes "Information Security Analysts" (15-1212), "Computer Network Support Specialists" (15-1231), and "Computer User Support Specialists" (15-1232).

Illustrative examples: Network Analyst, Network Coordinator, Wide Area Network Administrator”

Many of our graduates end up working for companies in the IT department covering desktop support, wireless support, networking, VoIP, and many other related areas.

The occupational areas that most represent the larger market are the following areas:

Occupation Title	SOC Code	Employment 2016 (thousands)	Employment 2026 (thousands)	Employment change, 2016-2026 (thousands)	Employment change, 2016-2026 (percent)	Occupational openings, 2016-2026 annual	2017 median wage
Network architects	15-1143	162.7	173.2	10.5	6.5	11.7	104,650
Network support specialists	15-1152	198.8	215.2	16.4	8.3	16.5	62,340
Information security analysts	15-1122	100.0	128.5	28.5	28.5	10.4	95,510
Network systems	15-1142	391.3	415.3	24.0	6.1	27.0	81,100

In addition, the Department of Workforce Services indicates the following workforce outlooks for related jobs in the State of Utah, where we would fall under "Computer and Mathematical."

Occupational Projections 2016-2026

Quick Facts State of Utah



Select Area
State of Utah

Total Annual Openings

228,380

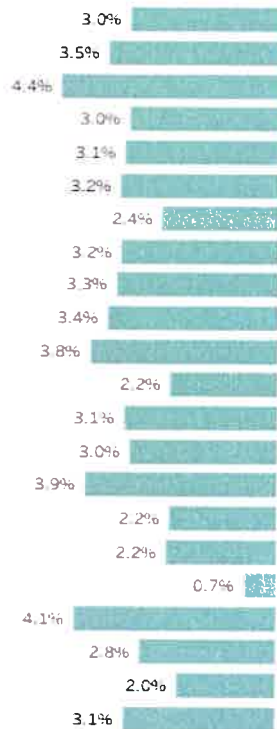
Annual Growth Rate

2.9% ↑



Major Occupational Groups

Annual Growth Rate



Annual Openings

Management	11,610
Business and Financial Operations	10,690
Computer and Mathematical	5,780
Architecture and Engineering	2,960
Life, Physical, and Social Science	1,530
Community and Social Service	3,330
Legal	880
Education, Training, and Library	10,880
Arts, Design, Entertainment, Sports, and Media	3,810
Healthcare Practitioners and Technical	6,730
Healthcare Support	5,870
Protective Service	3,410
Food Preparation and Serving Related	25,810
Building and Grounds Cleaning and Maintenance	8,910
Personal Care and Service	10,790
Sales and Related	25,300
Office and Administrative Support	37,440
Farming, Fishing, and Forestry	1,260
Construction and Extraction	15,080
Installation, Maintenance, and Repair	7,850
Production	13,530
Transportation and Material Moving	14,950

Source: Utah Department of Workforce Services, July 2018

Section III: Institutional Impact

This proposal is not expected to change administrative, faculty, or staff in any way. There is no need for any additional administrative personnel. There is no need for any additional faculty or staff. The physical facilities currently available to the program are sufficient to accommodate these changes.

Section IV: Finances

No additional funds are needed due to these changes. We are moving away from the use of some server equipment but have no need to purchase additional computer networking equipment. Much of these changes will be made with the use of virtual systems or existing networking equipment.

Continued...

Section V: Program Curriculum

*****THIS SECTION OF THE TEMPLATE REQUIRED FOR EMPHASES, MINORS, AND CERTIFICATES ONLY*****

All Program Courses (with New Courses in Bold)

AAS Degree in Computer Networking

Following is the new course pathway for the AAS degree with the addition, modification, or deletion of courses.

Course Prefix and Number	Title	Credit Hours
CIS 1140	Network Essentials	3
CIS 1310	Security Essentials	3
CIS 1125	IT Essentials	3
CIS 1620	Linux Fundamentals	3
CIS 2205	WAN Fundamentals	3
CIS 1200	Intro to Networks	3
CIS 1205	Routing and Switching Essentials	3
CIS 2200	Scaling Networks	3
CIS 2215	Cisco Switch	3
CIS 2210	Cisco Route	3
CIS 2220	Cisco TShoot	3
CIS 1060	IT Project Management	3
CIS 2300	Cisco Wireless Fundamentals	3
CIS 2250	Cisco VoIP	3
GE Course	Computation (MATH 1050 College Algebra or AT 1715 Applied Technical Math)	3
GE Course	Communication (BUS 2200 Bus. Communication or BUS 2450 Presentations for Bus.)	3
GE Course	Human Relations (GNST 1200 GE Foundations or BUS 1170 Human Relations in Org.)	3
CIS 1150	BICSI Copper Structured Cabling Systems	3
CIS 1155	BICSI Optical Fiber Cabling Systems	3
CIS 1120	PC Hardware and Software	3
CIS 2310	Cisco Networking Security Fundamentals	3
CIS 1930	Leadership and Prof. Development I	1
CIS 2930	Leadership and Prof. Development II	1
CIS 2500	Enterprise Storage Fundamentals	3
CIS 1405	Installing and Configuring Windows Servers	3
CIS 1410	Administering Windows Servers	3
CIS 2400	Advanced Windows Server Configuration	3
Sub-Total		51
Elective Courses		
BUS 1270	Strategic Selling	3
BUS 1020	Computer Technology & Applications	3
BUS 1300	Social Media Marketing	3
BUS 1060	QuickBooks for Small Business	3
BUS 1600	Entrepreneurship Seminar	1
BUS 2650	Management Principles for Entrepreneurs	3
BUS 2222	Entrepreneurship	3
Sub-Total		12
Track/Options (if applicable)		0
Sub-Total		0
Total Number of Credits		63

Program Schedule

This is a two-year degree with courses taught in 9-week blocks each semester. The entire curriculum is covered each year to accommodate 1st and 2nd year student schedules. (We have excluded the courses we are discontinuing for a cleaner view of the schedule)

Course	Fall		Spring	
	Block 1	Block 2	Block 1	Block 2
CIS 1140 Network+	3			
CIS 1310 Security+		3		
CIS 1125 IT Essentials			3	
CIS 1620 Linux Fundamentals				3
CIS 2205 WAN Fundamentals	3			
CIS 1200 Introduction to Networks		3		
CIS 1205 Routing & Switching			3	
CIS 2200 Scaling Networks				3
CIS 2215 Cisco Switch	3			
CIS 2210 Cisco Route		3		
CIS 2220 Cisco TShoot			3	
CIS 1060 IT Project Management				3
CIS 2300 Cisco Wireless Fundamentals	3			
CIS 2250 Cisco VoIP Fundamentals			3	
GE Courses (computation, communication, human relations)	3		6	
Electives (Business Electives)	6		6	
Semester Hours Totals	600		600	
Degree Hours Total	63			

Continued...

Certificate of Proficiency in Networking

Following are the changes to this certificate that will help prepare students better for entry-level employment and/or advanced computer networking courses.

Course Prefix and Number	Title	Credit Hours
CIS 1140	Network Essentials	3
CIS 1310	Security Essentials	3
CIS 1125	IT Essentials	3
CIS 1620	Linux Fundamentals	3
CIS 1200	Intro to Networks	3
CIS 1205	Routing and Switching Essentials	3
CIS 1120	PC Hardware and Software	3
CIS 2310	Cisco Networking Security Fundamentals	3
CIS 1930	Leadership and Prof. Development I	1
CIS 1150	BICSI Copper Structured Cabling	3
Sub-Total		18
Elective Courses		0
Sub-Total		0
Track/Options (if applicable)		0
Sub-Total		0
Total Number of Credits		18

Program Schedule

This is a one semester certificate. The student will need to take the following courses for one semester including semester hours. (We have excluded the courses we are discontinuing for a cleaner view of the schedule):

Certificate of Proficiency in Networking

CIS 1140	Network Essentials	60 hrs
CIS 1310	Security Essentials	60 hrs
CIS 1125	IT Essentials	60 hrs
CIS 1620	Linux Fundamentals	60 hrs
CIS 1200	Intro to Networks	60 hrs
<u>CIS 1205</u>	Routing and Switching Essentials	<u>60 hrs</u>
Total		360 hrs*

*Each class is 2 lecture and 2 lab

Continued...

Certificate of Proficiency in Advanced Networking

Following are the changes to this certificate that will help prepare students better for entry-level employment and/or advanced computer networking courses.

Course Prefix and Number	Title	Credit Hours
CIS 2200	Scaling Networks in the Enterprise	3
CIS 2205	Wide Area Networking	3
CIS 2300	Cisco Wireless Networking	3
CIS 2210	Cisco Route	3
CIS 2215	Cisco Switch	3
CIS 2220	Cisco TShoot	3
CIS 1930	Leadership and Professional Development	1
BUS 2600	Project Management	3
CIS 1205	Routing and Switching Essentials	3
CIS 1155	BICSI Optical Fiber Cabling Systems	3
BUS 1750	Strategic Innovation	3
	Sub-Total	18
Elective Courses		0
Sub-Total		0
Track/Options (if applicable)		0
	Sub-Total	0
Total Number of Credits		18

Program Schedule

This is a one semester certificate. The student will need to take the following courses for one semester including semester hours. (We have excluded the courses we are discontinuing for a cleaner view of the schedule):

Certificate of Proficiency in Advanced Networking

CIS 2200	Scaling Networks in the Enterprise	60 hrs
CIS 2205	Wide Area Networking	60 hrs
CIS 2300	Cisco Wireless Networking	60 hrs
CIS 2210	Cisco Route	60 hrs
CIS 2215	Cisco Switch	60 hrs
<u>CIS 2220</u>	Cisco TShoot	<u>60 hrs</u>
Total		360 hrs*

*Each class is 2 lecture and 2 lab

SUBJECT: EMPLOYEE GRIEVANCE POLICY

1.0 PURPOSE

- 1.1. This Policy is intended to provide eligible employees a fair and expeditious process to resolve work related grievances concerning interpretation, application or claimed violations of personnel policies or practices, working conditions, disciplinary sanctions Level Two and Three Corrective Actions including Dismissal), or non-retention.

While encouraging employees to seek resolution to their Grievances, the College retains all of its rights to manage its operation, determine its organizational structure and mission and the means, equipment, machinery, technology, personnel, and the ability to assign employee duties and classifications necessary to fulfill such mission, and to supervise its operation to the fullest extent allowable under the law.

2.0 DEFINITIONS

- 2.1. Calendar Days or Days. Calendar Days are used for Grievance submission deadlines. If a deadline falls on a weekend, College holiday, College break, or College closure, the deadline moves to the next College business day.
- 2.2. Conflict. A personal relationship with a party, by bias concerning the circumstances giving rise to a Grievance, or by any other material influence which would appear to inhibit a committee member's ability to render an unbiased judgment.
- 2.3. Date of Concern. The date of the event that has led to an employee's decision to initiate the Grievance process. Example: Date of Written Warning Letter; Date of Final Decision Letter.
- 2.4. Eligible Employee: An Employee who is eligible to use a particular level of the Employee Grievance Procedure.
- 2.5. Employee. A Staff Employee, Faculty or Adjunct Faculty of Snow College.
- 2.6. Employee Grievance Hearing: A hearing before a panel of the Personnel Relations Committee.
- 2.7. Employee Grievance Procedure: the process followed in resolving an Employee Grievance brought before the institution by an Eligible Employee who has the right to make a Grievance.
- 2.8. Final and Binding Decision: a final administrative decision. The complainant cannot take the matter any further administratively.
- 2.9. Final and Binding Decision-Maker: the decision maker empowered to render the final decision of the College. The College President is typically the Final and Binding Decision-Maker for Grievances involving a Level Three

Corrective Action. Where a Conflict exists or for less than Level Three Corrective Action Grievances the President may designate a Vice President as the Final and Binding Decision-Maker.

- 2.10. Grievance. Concerns over interpretation, application or claimed violations of personnel policies or practices, working conditions, disciplinary sanctions (Level Two and Three Corrective Actions including Dismissal), or non-retention. A Grievance may not be made for other employment issues including position descriptions, classification of positions, and establishment of salaries commensurate with classification. Grievances are considered private and confidential to the extent feasible.
- 2.11. Grievance Hearing Committee. The committee appointed by the Director of Human Resources or designee from the Personnel Relations Committee that is charged with determining the merits of a Grievance and to make initial determinations within the guidelines of this policy.
- 2.12. Grievance Termination. The Grievance procedure stops and no further action may be taken.
- 2.13. Grievant. An Eligible Employee of the College who has a Grievance.
- 2.14. Hearing Officer. The Grievance Hearing Committee Hearing Officer, who may or may not be one of the members of the Grievance Hearing Committee and if not a member may come from outside the College. If the Hearing Officer is not a member of the Grievance Hearing Committee he/she will not vote on the decision. The Hearing Officer shall preside over the Grievance Hearing, assure that procedures are complied with, consider procedural requests including requests for extensions of time limits, and generally conduct the Grievance Hearing in consultation with the Grievance Hearing Committee.
- 2.15. Human Resources or HR. The office in the College charged with the administration and record maintenance of personnel matters or such other person as may be specially designated by the President to act in regard to this Policy.
- 2.16. Informal Procedure. A good faith effort by an Employee to resolve a Grievance through informal discussions with their immediate supervisor and second level supervisor when necessary. The Human Resources Office shall be available to assist both parties in the informal resolution of Grievances.
- 2.17. Immediate Supervisor: the lowest level of salaried supervision of an Employee. The Immediate Supervisor may designate a Line Supervisor or higher level as the Immediate Supervisor for a Grievance.
- 2.18. Line Supervisor. The lowest level of non-salaried supervision of an Employee.
- 2.19. Mediation. The process that provides a Grievant and Respondent the opportunity to identify issues, consider options, and arrive at a mutual

- agreement under the supervision of a trained mediator. Both the Grievant and Respondent must agree to participate in Mediation before proceeding.
- 2.20. Non-retention. A Dismissal of an Employee who has no right to continued employment. This includes the Dismissal of non-tenured Faculty at the end of any contract year or the dismissal of an At-will Employment Employee.
 - 2.21. Personnel Relations Committee (“PRC”): The committee consisting of faculty and staff appointed and trained for the purpose of hearing Grievances. PRC members shall be appointed by the College President with input from the Faculty Senate President, for faculty members, and the Staff Association President, for staff members. Faculty members may be tenured, tenure track or professional track. Members are to be selected for their objectivity and fairness in personnel matters. Appointments are generally for a two-year term. Members should be appointed by August 1 of every year to open spots. If a member resigns or is unable to serve a replacement will be appointed as soon as possible. At least 4 tenured or tenure-track faculty, 2 Professional Track employees, and 6 Regular Staff employees should be appointed and currently serving. The College’s Legal Counsel shall provide periodic in-service training for the PRC. Administration Employees may not serve on the PRC.
 - 2.22. Respondent. An employee of the College who is designated by HR as the appropriate person to respond to a Grievant’s Grievance, typically the Immediate Supervisor.
 - 2.23. Additional definitions may be found in the Staff Employee, Administration Employee, and Adjunct Faculty Corrective Action Policy.

3.0 POLICY

- 3.1. It is the Policy of Snow College that Eligible Employees shall be provided a fair and expeditious process to resolve work related grievances concerning interpretation or application of personnel policies or practices, working conditions, disciplinary sanctions, termination, or non-retention.

4.0 PROCEDURES

4.1. General Information

- 4.1.1. The College recognizes the right of Eligible Employees to use the Employee Grievance Procedure without fear or concern of retaliation. No Grievant, witness or member of the Grievance Hearing Committee shall be subject to harassment, intimidation, reprisal, or retaliation for utilizing or participating in the Grievance process.
- 4.1.2. The following are Eligible Employees for the indicated level of the Employee Grievance Procedures:

- 4.1.2.1.1. Full-time Regular Staff Employees may use the full Grievance Procedure.
- 4.1.2.1.2. Full-time Professional Track Faculty may use the full Grievance Procedures except Non-retention decisions are limited to the Informal Procedure and the Professional Track policy.
- 4.1.2.1.3. At Will Employment Employees (including Adjuncts, Administration Employees, Part-time, Temporary, and Probationary Regular Staff Employees) are limited to the Informal Procedures except they may not grieve any Corrective Action or Termination.
- 4.1.3. Reasonable time off with pay during scheduled working hours shall be provided to the Grievant, the Grievant's representative if a College employee, or any employee witnesses called to testify, for reasonable time spent participating in proceedings leading to resolution of the Grievance. Time spent by the Grievant or representative in such activities outside scheduled working hours is non-compensable. Neither time-off with pay nor compensation is provided for time or money spent in preparation for such proceedings.
- 4.1.4. Complaints regarding discrimination or harassment shall follow the College Policy regarding Discrimination and Harassment.
- 4.1.5. As the Grievance moves through the formal process, the Grievant may not add new issues or claims to the original Grievance but an Amended Grievance may be considered by the Grievance Hearing Committee if a new issue or claim has arisen since the original Grievance was filed and the Hearing Officer allows amendment. An employee may not institute more than one Grievance procedure based on the same facts, claims, circumstances or events. All records, findings, and decisions shall be maintained in the Human Resources Office in a separate file from the Employee's personnel file.
- 4.1.6. Alternative Procedures. If any steps in this procedure are impractical for any reason, Human Resources, normally after consultation with the Grievant, may prescribe an alternative procedure which, to the maximum practicable degree, assures to the Grievant the fair and adequate consideration of the problem or complaint; provided, however, that a Grievant's right to a hearing before the Grievance Hearing Committee cannot be denied nor abridged, if eligible.
- 4.1.7. Failure of the Grievant to meet Grievance deadlines as outlined in this Policy will result in Grievance Termination.

- 4.1.8. Time limits may be extended by the HR Director or Hearing Officer in writing for good cause shown.
- 4.2. Informal Procedure. An Eligible Employee who has a Grievance shall first attempt to resolve the Grievance through a good faith informal discussion(s) with their Immediate Supervisor. An Eligible Employee or the Immediate Supervisor may request that the Line Supervisor or any supervisor in the chain of supervision participate in this informal discussion(s) but participation shall be at the discretion of the other supervisor. Human Resources shall be available to assist both parties in the Informal Procedure. A resolution by the Informal Procedure may be put in writing by Human Resources and either party may request that HR do so. A resolution by the Informal Procedure is not binding on the College unless in writing and approved by the President or his designee.
 - 4.2.1. An Eligible Employee must within fourteen (14) Calendar Days of the Date of Concern request an informal discussion and within seven (7) Calendar Days of the request meet and discuss with the Immediate Supervisor. Failure by the employee to timely request and meet with the Immediate Supervisor will result in Grievance Termination. Except if the supervisor fails to meet after a request the employee may timely proceed to the Grievance Hearing Procedures.
 - 4.2.2. A Grievance regarding a Level Two or Three Corrective Action is considered to have complied with this Informal Procedure and shall proceed immediately to the Grievance Hearing Procedures.
 - 4.2.3. The following issues are limited to the Informal Procedure under the Employee Grievance Procedure: 1) job descriptions, re-assignment of job duties and responsibilities, 2) classification of positions, 3) wages and salaries, 4) non-retention of At-will Employment Employees, 5) extension of the new employee probationary period, 5) reorganization that does not result in loss of pay, 6) soft-funded appointments which are terminated for loss of funding or that are time specific, 7) general working conditions, 8) Level One Corrective Actions (Performance Improvement Plan), 9) Pre-Corrective Actions, 10) Annual Evaluations, 11) other issues as stated in this Policy.
- 4.3. Mediation
 - 4.3.1. If the Grievance is not successfully resolved by the Informal Procedure, or at any other time in the process after Informal Procedure, the parties may agree to a Mediation. Both parties must agree in writing to mediate prior to entering the Mediation process. The Human Resources Office will coordinate a request for Mediation and a mediator will be appointed. If the concerns are unresolved with

Mediation, the Grievance will resume at the point Mediation was requested. Mediation must be requested while a Grievance is active and timely. An unagreed to request will not stay the process.

- 4.4. Grievance Hearing Procedures
 - 4.4.1. An Eligible Employee must complete a Grievance Hearing Request Form available from Human Resources or online and submit the form to Human Resources within the following time frames:
 - 4.4.1.1. Level Two or Three Corrective Actions: Within seven (7) Calendar Days from the date of the Final Decision Letter.
 - 4.4.1.2. Other concerns: Within seven (7) Calendar Days from the meeting in accord with the Informal Procedure. Except if the supervisor fails to meet within fourteen (14) Calendar Days of a timely request to meet.
 - 4.4.1.3. An untimely request shall result in Grievance Termination.
 - 4.4.2. The completed Grievance Request Form must state the nature of the Grievance including any policies and procedures that are alleged to have been violated, attempts at resolution, dates of the request to meet and meeting pursuant to the Informal Procedures, and the remedy the Grievant is seeking.
 - 4.4.3. Human Resources will designate a person to coordinate the formal Grievance procedure with the Grievant and supervisor(s), monitor time lines, and answer questions regarding the process.
 - 4.4.4. Upon receipt of a request for a Grievance Hearing Committee, Human Resources will establish a committee from the Personnel Relations Committee members. The selection shall be made by HR and take into account availability, exclude persons with obvious Conflicts, and be done without an attempt to create an unfair Grievance Hearing Committee. The Grievance Hearing Committee shall be created within 7 Calendar Days of the request. The Grievance Hearing Committee for all Grievances excluding Grievances regarding Level 3 Corrective Actions will be comprised as follows:
 - 4.4.4.1. 3 persons from the Personnel Relations Committee at least 1 of whom shall be of a different classification from the other 2 (i.e. 2 Regular Staff Members and 1 Faculty or 1 Regular Staff Member and 2 Faculty).
 - 4.4.4.1.1. At the discretion of the College, instead of a Grievance Hearing Committee, the College may appoint a Grievance Hearing Administrator who shall act in place of the Grievance Hearing Committee and the

Hearing Officer. The Grievance Hearing Administrator shall be subject to challenge as set forth in subsection 3.4.6 and 3.4.8.1.1. HR shall prepare procedures for when appointment of a Grievance Hearing Administrator is appropriate and how he/she shall be selected.

- 4.4.4.2. When a Level Three Corrective Action may be grieved by an Eligible Employee, the Grievance Hearing Committee will be comprised of 3 persons from the Personnel Relations Committee 2 of whom will be from the same classification as the Grievant and 1 from a different classification.
- 4.4.5. The College President will designate a Grievance Hearing Committee Hearing Officer, who may or may not be one of the members of the Grievance Hearing Committee. If the Hearing Officer is not a member of the Grievance Hearing Committee they may come from outside the College and will not be a non-voting member of the Grievance Hearing Committee. The Hearing Officer shall preside over the Grievance Hearing, assure that procedures are complied with, consider procedural requests including requests for an extension of time limits, and generally conduct the Grievance Hearing in consultation with the Grievance Hearing Committee.
- 4.4.6. A Grievance Hearing Committee member shall not be considered for any Grievance Hearing Committee where he/she may be influenced by personal relationships with the parties, by bias concerning the circumstances giving rise to the Grievance, or by any other material influence which would appear to inhibit the member's ability to render an unbiased judgment (collectively "a Conflict"). A member with a Conflict shall recuse him or herself from selection or membership if appointed. A member may be challenged by either party for a Conflict, which shall be decided by the Grievance Hearing Committee Hearing Officer or, if the Hearing Officer is challenged, by the Director of Human Resources. The Grievance Hearing Committee is to act as an impartial fact finding body representing neither side in the cases brought before it. It does not take any corrective actions nor make any binding decision, but exists solely to hear the facts of each case, make findings based upon those facts, and recommend a course of action to the final decision-maker.
- 4.4.7. The Grievance Hearing Committee will begin the process upon selection of its members and notification of the Grievance. The Grievance Hearing Committee will meet initially to read the Formal

Grievance (they may meet electronically). The Grievance Hearing Committee may determine that it is unnecessary to proceed with a hearing because: the Grievance as stated is clearly unwarranted; the Grievance is untimely; or the Grievant is not an Eligible Employee. If the Grievance Hearing Committee determines that a hearing should not occur it will issue a written decision citing the reasons therefore. Either party may appeal the decision to deny a hearing within seven (7) Calendar Days to the Final And Binding Decision-Maker.

- 4.4.8. If the Grievance Hearing Committee determines that a Hearing is appropriate the Hearing should be held within 28 Calendar Days of the request but the time may be extended for good cause. The following procedures apply:
 - 4.4.8.1. Prior to the hearing the parties will be notified of the identity of the Grievance Hearing Committee members. The parties will then meet with the Hearing Officer (who may include one or more Grievance Hearing Committee members) in a Pre-Hearing Conference. The Pre-Hearing Conference will:
 - 4.4.8.1.1. Consider claims of a Conflict by a Grievance Hearing Committee Member or Hearing Officer. Claims of a Conflict must be brought at the first Pre-Hearing Conference or they are waived. If a Conflict is found that member shall be recused and another member will be appointed.
 - 4.4.8.1.2. Define the issues for the hearing.
 - 4.4.8.1.3. Set deadlines for the parties to produce to the Grievance Hearing Committee and each other: 1) copies of the documents and other real evidence they intend to submit at the hearing; 2) a list of witnesses they would like to call at the hearing; 3) other deadlines as needed.
 - 4.4.8.1.4. Discuss the format of the hearing.
 - 4.4.8.1.5. Set a date and time for the hearing.
 - 4.4.8.1.6. Additional Pre-Hearing Conferences may be held if necessary to refine these matters or consider other issues prior to the hearing.
 - 4.4.8.2. The College will attempt to compel witnesses within its jurisdiction to attend the hearing but Parties may have to arrange for other witnesses to attend. The Hearing Officer may limit the number of witnesses and exclude cumulative witnesses and evidence.

- 4.4.8.3. A hearing is not to be an overly contentious process and the highest level of civility is expected. The Parties shall have the right to be accompanied at the hearing by one support person or advisor of their choice who may, but need not be, an attorney. If an attorney will serve as an advisor, the Grievance Hearing Committee and other party shall be notified at least 7 Calendar Days in advance of the hearing by the Party. The support person/advisor shall be allowed to advise their Party throughout the hearing.
- 4.4.8.4. At the hearing each party has the right to be heard and to hear the presentation of the other party. The format of the hearing shall be:
 - 4.4.8.4.1. Give an opening statement;
 - 4.4.8.4.2. Present witnesses and evidence (all testimony shall be given under oath);
 - 4.4.8.4.3. Question the other party's witnesses as allowed by the hearing officer. At the minimum an advisor shall be allowed to submit their questions to the hearing officer who, in his or her judgment, may then ask the witness the question, rephrase the question while preserving the substance and ask it, ask the advisor to rephrase the question, disallow the question or ask the advisor to move on to another question or area of questioning. In their discretion the Hearing Officer may allow a party or its advisor to ask questions directly. During questioning, the parties, advisor, and Grievance Hearing Committee shall treat all persons with respect.
 - 4.4.8.4.4. Address objections to the Hearing Officer (although this right may be limited or terminated if in the Hearing Officer's discretion objections become burdensome to the progress of the hearing);
 - 4.4.8.5. Present a closing statement.
 - 4.4.8.6. Typically the Respondent will present their position first but the Hearing Officer may modify this.
- 4.4.9. The Hearing Officer and Grievance Hearing Committee may question witnesses directly.
- 4.4.10. Formal rules of evidence do not necessarily apply, but the Grievance Hearing Committee will consider whether evidence and testimony should be admitted considering relevance, probity, reliability, cumulativeness, and other factors. Witness statements or affidavits,

made under oath, may be allowed but the Grievance Hearing Committee may consider why the witness is absent.

- 4.4.11. The Hearing Officer is charged with controlling the Hearing and may impose reasonable time limits on the Parties and may exclude cumulative, repetitive, irrelevant, or marginally relevant evidence. The Hearing Officer may direct the Parties and their Advisors as how to proceed in order to control the hearing and achieve a fair and just result. In extreme cases of misbehavior a party or their advisor may be prohibited from further participation.
- 4.4.12. There shall be a record, such as a digital recording, of all hearings and it shall be kept in a confidential file, and shall be available for review by the Final and Binding Decision Maker, any Party, or by the college administration for a period of at least four years. The record shall be the property of the college and shall be classified as a protected record pursuant to GRAMA, Utah Code 63G-2-305 and/or a private record pursuant to 63G-2-302.8.
- 4.4.13. The hearing shall be closed to the public, but College officials and others allowed by the Grievance Hearing Committee may attend the entire hearing.
- 4.4.14. At the conclusion of the hearing, the Grievance Hearing Committee shall commence deliberations in private. The Grievance Hearing Committee may meet further as necessary to finalize its decision.
 - 4.4.14.1. In a Grievance proceeding challenging a Corrective Action, the Grievance Hearing Committee shall determine whether a Corrective Action is supported by substantial evidence. The College shall have the burden of showing this.
 - 4.4.14.2. In a Grievance proceeding regarding concerns over interpretation, application or claimed violations of personnel policies or practices, working conditions, or non-retention it shall be the Grievant's burden to prove that there is not substantial evidence supporting the action.
- 4.4.15. Within 7 Calendar Days of the hearing the Grievance Hearing Committee shall prepare a written report including findings and recommendations for the Final and Binding Decision Maker.
- 4.4.16. Upon receipt of the written report, the Final And Binding Decisionmaker shall review the report and such other materials from the Hearing, such as the recording and exhibits, as deemed necessary. Based upon such review and without conducting further hearings or attempting to gather additional evidence, the Final and Binding Decisionmaker, shall take one of the following actions:

- 4.4.16.1. Ratify the findings and adopt the recommendations.
- 4.4.16.2. Return the report to the Grievance Hearing Committee for reconsideration or clarification.
- 4.4.16.3. Reject all or parts of the findings and recommendations and make a final decision as to the disposition of the Grievance. Findings and recommendations may be rejected and a different disposition made for reasons that may include that the recommendations are not supported by the record, or the recommendations are based on a misinterpretation of applicable law or policy.
- 4.4.17. Written notification of the final and binding decision shall be communicated by the Final and Binding Decision-Maker to all parties concerned within 7 Calendar Days of the receipt of the Grievance Hearing Committee's written report.
- 4.5. Human Resources may create procedures to supplement or replace the procedures set forth in section 3.4 as experience suggests changes are needed. Such procedures must be consistent with the spirit of this Policy—to provide eligible employees a fair and expeditious process to resolve work related grievances concerning interpretation or application of personnel policies or practices, working conditions, disciplinary sanctions, termination, or non-retention.
- 5.0 Utah Code 67-21-3.7 requires that the College establish an Independent Personnel Board to hear and take action on a complaint alleging an adverse action as defined and explained in Chapter 21 of Title 67 (hereafter "67-21 Adverse Action"). A Grievance Hearing Committee assembled from the Personnel Relations Committee members pursuant to the procedures above shall be that Independent Personnel Board.
 - 5.1. This process is available to any Employee of the College who suffers a 67-21 Adverse Action.
 - 5.2. The procedures for filing a complaint alleging a 67-21 Adverse Action shall be: an Employee shall complete a Grievance Hearing Request Form noting that the Employee is alleging a 67-21 Adverse Action pursuant to Chapter 21 of Title 67 and providing information in the Form as to the other required elements of that Chapter. This shall constitute the "Complaint" called for in Chapter 21 of Title 67.
 - 5.3. The Complaint shall proceed according to the process for a Level Three Corrective Action as described above and pursuant to the same timelines except the Grievance Hearing Committee shall hear the matter and forward its written report, findings and recommendations to the Final and Binding Decision-Maker no longer than within 30 Calendar Days after the day on

which the Employee files the Form or within such longer period of time, not to exceed 30 additional Calendar Days, if the Employee and the Grievance Hearing Committee mutually agree on a longer time period. The Final and Binding Decision-Maker shall render a decision and enter an order within 7 Calendar Days after the day on which they receive the written report, findings and recommendations.

- 5.4. With regard to a Complaint under this section, the burden is on the College to establish by substantial evidence that its action was justified by reasons unrelated to the Employee's good faith actions under Utah Code 67-21-3.
- 5.5. If the Grievance Hearing Committee finds that a 67-21 Adverse Action was taken in violation of the policy described in Chapter 21, Title 67 it may recommend, and the Final and Binding Decision-Maker may order, reinstatement of the employee at the same level as before the adverse action; payment of back wages; full reinstatement of fringe benefits; full reinstatement of seniority rights (if any) or a pay raise that results in the Employee receiving the pay that the employee would have received if the person had been promoted.
- 5.6. Members of the Grievance Hearing Committee may be excluded the same as for any other Conflict with the addition that a Conflict will also exist where a member of the Grievance Hearing Committee is in the same department as the Grievant, is a supervisor of the Grievant or has a conflict of interest in relation to the Grievant or an allegation made in the complaint.

SUBJECT: PROBATIONARY PERIOD (STAFF ONLY POLICY)

1.0 PURPOSE

- 1.1. To require a probation period before full-time Staff Members obtain Regular Staff Member status to ensure to the extent possible that only those employees suited for long-term employment remain with the College

2.0 POLICY

- 2.1. All full-time Staff Members shall complete a satisfactory period, at least one year long, before obtaining Regular Staff Member status.

3.0 PROCEDURES

- 3.1. Prior to the conclusion of the probationary period, each probationary full-time Staff Member will receive a performance review by their supervisor with the participation of the second level supervisor or other person designated by the area's Vice President. The written performance review shall indicate whether the probationary full-time Staff Member is recommended for termination, Regular Staff Member status, or an extension of the probationary period.
 - 3.1.1. If the probationary full-time Staff Member reports directly to the President or a Vice President, a second-level reviewer need not participate but the President or Vice-President may designate another person, including Human Resources, to participate in the performance review or provide input.
- 3.2. The area's Vice President shall review the recommendation and make a final decision which shall be communicated in writing to the probationary full-time Staff Member and their supervisor.
 - 3.2.1. For direct reports, the decision of the Vice President or President shall be final and need not be reviewed but shall still be communicated in writing to the probationary full-time Staff Member.
- 3.3. Probation may be extended up to six (6) months. This shall be communicated in writing to the probationary full-time Staff Member and their supervisor. At the conclusion of any extension of probation another performance review shall be done and a recommendation and/or decision made as specified above. Probation may not be extended a second time.
- 3.4. All documents shall be copied to Human Resources to be kept in the Staff Member's file.
- 3.5. A probationary full-time Staff Member may be moved to another position. If moved to a position within the same Vice President's area probationary period will not change. If moved to a position within a different Vice President's area

the probationary period will start over and extend for another full year from the date of reassignment.

SUBJECT: CORRECTIVE ACTION POLICY (STAFF, ADMINISTRATIVE EMPLOYEE, ADJUNCT FACULTY)

1.0 PURPOSE

- 1.1. This Policy is intended to set forth the Policy of the College with regard to Corrective Action of Staff Members, Administration Employees, And Adjunct Faculty employees. This Policy strives to be fair to the Employee and the College by setting forth reasonable expectations and procedures regarding the continuing employment relationship and Corrective Action when necessary. This Policy is intended to comply with Board of Regents Policy R841.

2.0 DEFINITIONS

- 2.1. Adjunct Faculty: A person who is not Faculty but who is employed to teach classes. All Adjunct Faculty are considered At-will Employment Employees.
- 2.2. Administration Employee: Officers of the administration whose primary responsibilities are management and general business operations including the President, Vice-Presidents, Associate Vice Presidents, Assistant Vice Presidents, and other administrative employees as designated by the employee's MOU. All Administration Employees are considered At-will Employment Employees.
- 2.3. At-will Employment: Employment that can be Terminated with or without cause. This includes Part-time and Temporary Staff Employees, Administration Employees, Probationary Regular Staff Employees and Adjunct Faculty.
- 2.4. At-will Employment Employees: Those Employees who may be Terminated with or without cause. This includes Part-time and Temporary Staff Employees, Administration Employees, Probationary Regular Staff Employees and Adjunct Faculty.
- 2.5. Concern: Employee performance or conduct that is considered below the College's expectations.
- 2.6. Corrective Action: Employment action taken by a Supervisor with the goal of correcting unacceptable employee performance or conduct when appropriate but may include Sanctions up to and including Dismissal.
- 2.7. Delivery or Delivered: Personal delivery to the individual of a written statement regarding the Corrective Action process except if the individual cannot be personally located at the usual place of College employment during assigned working hours, a Notice may be sent by regular mail to the employee's last known address or email to the employee's College email address or other known email address.

- 2.8. Demotion: Moving an employee involuntarily to a lower position and with a lower wage.
- 2.9. Disciplinary Probation: A Level Three Corrective Action where an employee is placed on a probationary period for a set period of time with written conditions governing their employment. A violation of any of the conditions may result in immediate Dismissal.
- 2.10. Discipline: Employment related action (including imposition of Sanctions) undertaken to correct or modify unacceptable job performance or behavior to acceptable standards. Consists of Level 2 and 3 Corrective Actions.
- 2.11. Dismissal or Dismissed: A Disciplinary action where an employee's employment with the College is ended.
- 2.12. Faculty: A person who is a member of the College's full-time Faculty as defined in Policy. A person may be a Faculty member and in a Staff position in which case this Policy applies to employment in the Staff position. Rights as a Faculty member are addressed in the College's Academic and Tenure Policy.
- 2.13. Final Decision Letter: A letter issued to an employee notifying him or her of the College's decision regarding a Discipline matter.
- 2.14. Final Written Warning: A letter issued to an employee which addresses a Concern that is reoccurring or significantly disruptive in nature.
- 2.15. Human Resources or HR. The office in the College charged with the administration and record maintenance of personnel matters or such other person as may be specially designated by the President to act in regard to this Policy.
- 2.16. Immediate Supervisor: the lowest level of salaried supervision of an Employee. The Immediate Supervisor may designate a Line Supervisor or higher level as the Immediate Supervisor for purposes of this Policy.
- 2.17. Ineligible for Re-employment Designation: Employment status designated by Human Resources for employees who have engaged in behavior that is egregious in nature.
- 2.18. Job Abandonment: Termination of employment due to the failure of an employee to show for work for three consecutive work days/shifts and failing to appropriately notify his/her Line or Immediate Supervisor.
- 2.19. Level One Corrective Action: Performance Improvement Plan. Performance improvement plans primarily addresses performance related concerns. Behavioral concerns within the workplace should be addressed through Pre-Corrective Action, Level Two Corrective Action, and Level Three Corrective Action
- 2.20. Level Two Corrective Action: Action that addresses employee Concerns that are recurring, disruptive and/or significant. Level Two Corrective Action may

be taken without prior warning depending on the nature and severity of the Concerns. Level Two Corrective Action options include: Written Warning Letter and Final Written Warning Letter. A Final Written Warning Letter may be issued without first issuing a Written Warning Letter.

- 2.21. Level Three Corrective Action: Action that addresses Concerns that are severe and/or pervasive and that have had or may have a significant negative impact on the College. Concerns may be considered severe due to a lack of progress by the employee in meeting expectations despite previous attempts of Corrective Action or due to a higher level of impact/potential impact created by the employee Concern. Level Three Corrective Action may be taken without prior warning, depending on the nature and severity of the Concerns. Level Three Corrective Action options include: Demotion, Reduction In Pay, Suspension Without Pay, Disciplinary Probation, and Dismissal.
- 2.22. Line Supervisor. The lowest level of non-salaried supervision of an Employee.
- 2.23. Notice: Notification to an employee of a matter related to the Corrective Action process. Notice is an explanation of the perceived Concern and may include an explanation of proposed Sanctions. Notice may occur through a conversation in person, by phone or electronically; by Delivery of a written statement including a Notice of Intent; or in another way calculated to apprise an employee of a Corrective Action matter. [Note "Notice" as used in R841 is defined as "Delivery" in this Policy.]
- 2.24. Notice of Intent: A written statement setting forth a Concern(s), circumstances surrounding the Concern, the impact on the College, any previous attempts to address the Concern or similar Concerns, and may include a proposed Sanction.
- 2.25. Paid Administrative Leave: Paid time equal to an employee's regularly scheduled hours of work. Employees on Paid Administrative Leave are subject to recall at any time and must remain available to return to work. Paid Administrative Leave is considered a non-punitive action with no loss of employment status.
- 2.26. Part-time or Temporary Staff Member: a Staff Member assigned to work less than full-time, or in a position considered temporary or expected to be of short duration. Normally, a Part-Time Staff Member is one assigned to work less than 75%. A Temporary Staff Member is an Employee in a position that is not expected to last more than 9 months. All Part-time and Temporary Staff Employees are considered At-will Employment Employees.

- 2.27. Performance Improvement Plan: A constructive way to address Concerns and give an employee the opportunity to succeed. It may be used to address performance deficiencies or to ameliorate behavior-related concerns.
- 2.28. Pre-Corrective Action: Action that addresses minor employee Concerns in an attempt to correct the behavior before it becomes more problematic. Includes but is not limited to the following options: training, coaching, verbal reprimands and verbal warnings. Pre-Corrective Action should clearly outline where performance is lacking and offer training and support as needed.
- 2.29. Probationary Regular Staff Employees: Regular Staff Members during their initial period in which they are considered in At-will Employment status and under evaluation. At the sole discretion of the College, the probationary period for Probationary Regular Staff Employees may be extended with approval from Human Resources with or without prior Corrective Action or Discipline in accordance with Policy 323 - Probationary Period
- 2.30. Reduction In Pay: A decrease in salary or hourly wages (within FLSA regulations) which replaces the employee's current salary or hourly wage amount.
- 2.31. Regular Staff Member: a staff member whose employment is of a continuous nature, initially funded for a non-temporary period, who has successfully completed the probationary period. This includes exempt and non-exempt employees not covered by a similar faculty procedure, but excludes Probationary Regular Staff Employees, At-will Employment Employees, Administration Employees, Part-time Staff Employees, Temporary Employees and Adjunct Faculty. Normally, a Regular Staff Member is one assigned to work 75% or more in a position expected to last more than 6 months that is a full-time benefits eligible position and defined as a Regular Staff Member in an employment MOU. May also be referred to as Regular Staff Employee.
- 2.32. Response or Respond: A communication from an employee regarding a Corrective Action matter. This is an employee's opportunity to be heard.
- 2.33. Sanctions: Disciplinary measures authorized to be imposed upon employees including a Written Warning, Reduction In Pay, Disciplinary Probation, Suspension Without Pay, Demotion, or Dismissal from employment. Sanctions do not include verbal warnings, reprimands or Performance Improvement Plans.
- 2.34. Staff Member or Staff Employee: a classified or professional employee in a non-faculty position who receives compensation for work or services from funds controlled by the institution, regardless of the source of the funds, the

duties of the position, the amount of compensation paid, or the percent of time worked. May also be referred to as Employee.

- 2.35. Supervisor: The Immediate or Line Supervisor or other person in the line of supervision including Administration Employees.
- 2.36. Suspension Without Pay: A temporary interruption of an employee's wages and work requirement.
- 2.37. Termination or Terminated: The end of an employee's employment at the College. Includes Dismissal, reduction in force, and end of temporary employment.
- 2.38. Written Warning: A letter issued to an employee which addresses unacceptable performance and/or conduct.

3.0 POLICY

- 3.1. Snow College recognizes that productive and valued employees are essential to achieve the College's mission. It is the policy of Snow College to provide a fair and supportive environment for its Employees by setting forth reasonable expectations and procedures regarding the continuing employment relationship. However, in the course of the employment relationship the College recognizes that Corrective Action is sometimes necessary. Corrective Action shall be handled in a manner to achieve the least adverse effect upon Employees and the College and in accord therewith shall be Delivered by the College with the goal of correcting unacceptable employee performance or conduct when appropriate but may include Sanctions up to and including Dismissal when in the discretion of the College such action is necessary.

4.0 PROCEDURES

- 4.1. Employees are subject to Corrective Action for Concerns contrary to the College's mission, operations or policy. The following are examples of Concerns that may trigger Corrective Action:
 - 4.1.1. Unsatisfactory Performance—failure to satisfactorily perform job duties or meet job requirements including lack of productivity, efficiency and quality of work or unsuitability to job requirements. Unsatisfactory performance is defined by reference to College or any sub-unit expectations, including any verbal or written expectations communicated by a Supervisor; College Policies and Procedures; and federal and state laws. Unsatisfactory Performance may occur through a Staff Member's negligence, intentional acts, incompetence or inability to meet job requirements or perform job duties.

- 4.1.2. Unsatisfactory Conduct—failure of an Employee to properly conduct his or herself including disorderly conduct. It includes any conduct or behavior of a nature that no reasonable person should expect to receive prior warning. It also includes conduct or behavior off-duty or away from the College if that conduct impacts the College, violates College or department policy, or violates the law.
- 4.1.3. Insubordination—refusal to follow (or following only after complaining or resisting) a reasonable written or verbal instruction from a manager or other College employee with apparent authority, including Department of Public Safety officers in the discharge of their duties or fail to cooperate with an apparently legitimate college investigation conducted by, among others, Human Resources, Title IX, Risk Management, Public Safety, or Internal Audit. (Employees who believe they have been instructed to violate College policy or the law should contact Human Resources immediately.)
- 4.1.4. Harm—conduct that poses a serious threat or actual harm to people or College property.
- 4.1.5. Conflict of interest—as defined by College policy or state law or regulations.
- 4.1.6. Crime—conviction of a crime by a court of competent jurisdiction.
- 4.1.7. Poor Attendance—unauthorized or unapproved absences; excessive absence; failure to follow departmental procedures regarding notification of or requests for leave; habitual tardiness; chronic absence; patterns indicating abuse of leave policy; falsification of timekeeping records; failure to return from approved leaves; job abandonment.
- 4.1.8. Misuse of College property or funds—damage or misuse of College property or funds.
- 4.1.9. Dishonesty—providing false, fraudulent or inaccurate information in the course of employment (such as on resumes or applications or payroll documents), while conducting College business, on College documents or during College investigations, audits or complaint processes; making bad faith allegations of wrongdoing, including allegations that are knowingly false, capricious, maliciously motivated or made with reckless disregard for facts.
- 4.1.10. Discrimination, harassment or retaliation— the unjust or prejudicial treatment of different categories of people including harassment based upon prejudice and retaliating against a person for reporting discrimination or harassment or participating in a process that seeks to correct or prevent discrimination or harassment.

- 4.1.11. Misappropriation— unauthorized use or possession of College assets which results or could have resulted in financial loss to the College (for example, theft; embezzlement; fraud; conflict of interest; failing to report known or suspected misappropriations).
 - 4.1.12. Interference with work—unjustified interference with the work of others.
 - 4.1.13. Confidentiality—breaching confidentiality through unauthorized access, use, release or retention of confidential or proprietary information concerning the College and any affiliated entities, operations or personnel (for example, information and/or records related to payroll, personnel, student, alumni, donor, patient, financial, business, research or teaching), regardless of intent.
 - 4.1.14. Safety—failure to follow safe work practices, failure to report unsafe work practices, failure to immediately file accident reports, failure to immediately report safety hazards to a manager or Risk Management.
 - 4.1.15. Alcohol and drugs—use of alcohol or illegal drugs, or being under the influence thereof, while working.
 - 4.1.16. Law—failure to follow or violations of federal law, state law and College regulations, policies and procedures including those prohibiting discrimination or harassment because of race, color, ethnic origin, religion, sex, age, disability, or other legally impermissible behavior or retaliation.
 - 4.1.17. Electronic resources—use of College computing and/or electronic resources improperly including violations of the College’s [electronic use policy].
 - 4.1.18. Violence—acts of violence or the threat of violence.
 - 4.1.19. Violation of student rights—engaging in misconduct involving students such as discrimination, harassment or Title IX violations or enabling such misconduct by others including failing to report as required by law or College policy or rules.
 - 4.1.20. Other generally accepted standards—violation of other generally accepted standards of conduct, where such violation creates substantial inefficiency and/or an unacceptable work atmosphere at the College.
- 4.2. To determine the appropriate level of Corrective Action, the College may consider the following:
- 4.2.1. The severity of the Concern.
 - 4.2.2. The repeated nature of the Concern.
 - 4.2.3. Prior Discipline/Corrective Actions.
 - 4.2.4. Previous verbal warnings and performance discussions.

- 4.2.5. The employee's past work record.
 - 4.2.6. The impact on College operations and/or reputation.
 - 4.2.7. The potential of the violations for causing damage to persons or property.
 - 4.2.8. Any other relevant information.
 - 4.2.9. While progressive discipline is allowed, the College may not institute disciplinary proceedings against an Employee more than once based on the same facts, circumstances, or events.
 - 4.3. Immediate Supervisors generally initiate Corrective Action. Thus, these procedures speak generally about an Immediate Supervisor taking an action but action may be taken by a Line Supervisor, others in the supervision chain, HR or any appropriate College Administration Employee. If action is taken by someone other than a Line or Immediate Supervisor the Immediate Supervisor of the employee must be informed of the need for action and involved in the action when possible.
 - 4.4. HR provides oversight of the Corrective Action process to ensure that policy and procedures are followed and that actions are consistent and fair. HR acts as a resource to Supervisors and administration. HR also facilitates communication with employees.
- 5.0 CORRECTIVE ACTION FOR REGULAR STAFF EMPLOYEES
- 5.1. These procedures must be used for Regular Staff Employees.
 - 5.1.1. These procedures may be used for At-will Employment Employees including Adjunct Faculty, Part-time or Temporary Staff Employees, Administration Employees and Probationary Regular Staff Employees. However, applying Corrective Action to At-will Employment Employees does not create an expectation of employment or an expectation of Discipline instead of Termination and does not change the nature of their At-will Employment status.
 - 5.1.2. Where a specific Corrective Action is determined to be appropriate but it is not listed in this Policy or Procedure, HR will determine which level it fits within best and the procedures for that level will be followed as nearly as is practicable.
 - 5.1.3. In connection with these procedures, the College may suspend an employee with pay at any point in the process, require that the employee not be on College property without specific permission, or impose other conditions.
 - 5.2. Pre-Corrective Action Procedures:
 - 5.2.1. It is incumbent on Supervisors to manage employees who report to them. They should convey clear expectations of performance, train employees, and manage performance issues in a timely manner. The

expectation is that Supervisors will discuss performance Concerns and workplace conduct Concerns with employees and attempt to correct Concerns through means less than Corrective Action when feasible, but in a Supervisor's or the College's sole discretion Corrective Action may be pursued at any time. Pre-Corrective Actions include discussions of expectations, training, coaching, verbal warnings and verbal reprimands. Confirmation in writing may be done and should generally be noted in Performance Evaluations. Pre-Corrective Actions are not considered Discipline.

- 5.2.2. HR may be consulted as necessary and will provide assistance to Supervisors.
- 5.2.3. HR also serves as a resource for employees. Employees may consult HR with questions and Concerns and may seek HR assistance in facilitating communication with co-workers, Supervisors and others. In providing such assistance, HR primarily plays a consulting and training role.
- 5.3. Level One Corrective Action: It may be determined that a Performance Improvement Plan ("PIP") is necessary to address Concerns. A PIP is generally not considered Discipline, it is a constructive way to address Concerns and give an employee the opportunity to succeed.
 - 5.3.1. Level One Corrective Action Procedures:
 - 5.3.1.1. A Concern is noted.
 - 5.3.1.2. The Immediate Supervisor and HR discuss the Concern, determine whether a Performance Improvement Plan may be appropriate to address the Concern, and if so HR provides the template for a Performance Improvement Plan.
 - 5.3.1.3. A PIP is created to address the Concern and set forth in writing expectations for the employee.
 - 5.3.1.4. The PIP must be approved by Human Resources before it is issued.
 - 5.3.1.5. The employee is given Notice of and an opportunity to respond to the Concern that led to the PIP.
 - 5.3.1.6. The approved PIP is Delivered to the employee. The PIP is discussed including how it will be implemented. The employee may give feedback. Generally, the next level Supervisor should witness this meeting. The PIP may be modified at this point. The final PIP is then implemented.
 - 5.3.1.7. The Line and/or Immediate Supervisor will meet regularly throughout the term of the Performance

Improvement Plan to coach the employee and to assess and document progress.

- 5.3.1.8. At the conclusion of the Performance Improvement Plan, the Immediate Supervisor, in consultation with HR, will recommend: Level 2 or 3 Corrective Action, which may include Dismissal; ending the PIP and allowing the employee to continue his or her normal duties; extending the term of the PIP.
- 5.4. Level Two Corrective Action: Some Concerns require stronger action. These Concerns will invoke the Discipline process.
 - 5.4.1. Level Two Corrective Action Procedures:
 - 5.4.1.1. A Concern is noted that is significant and requires more than Pre-Corrective Action or a PIP.
 - 5.4.1.2. The Immediate Supervisor shall contact Human Resources to discuss the Concern, or if initiated by another person the Immediate Supervisor is contacted and involved in the discussion with HR when possible. Generally an investigation should be conducted to confirm that there is a valid Concern and document it if possible. The employee who is the subject of the Concern should generally be contacted as part of the investigation. HR, in consultation with the Immediate Supervisor and an Administration Employee if necessary will determine who should investigate the Concern.
 - 5.4.1.3. Upon validating the Concern HR provides the Immediate Supervisor a template for a Notice of Intent typically a Notice of Intent to Issue a Written Warning or Notice of Intent to Issue a Final Written Warning.
 - 5.4.1.4. The Notice of Intent is created to address the Concern. The Notice of Intent must be approved by Human Resources before it is issued. HR should consider whether a significant adverse employment action is possible and potential severity and consider consulting legal counsel or State Risk Management before approving.
 - 5.4.1.5. The employee will be given Notice of the Concern by Delivery of the Notice of Intent and then given an opportunity to Respond. The opportunity should usually be a face-to-face conversation with the Immediate Supervisor or other Administration Employee after allowing the employee to read the Notice of Intent. Depending on the Response, the Notice of Intent may be revised and then re-Delivered, or the Notice of

Intent may be withdrawn. If withdrawn, the Immediate Supervisor may issue a new Notice of Intent, impose a lesser Corrective Action, or choose to take no further action.

- 5.4.1.6. If a Level Two Corrective Action Notice of Intent is Delivered, the employee will be given an opportunity to further respond in writing within five calendar days.
 - 5.4.1.7. The Immediate Supervisor will discuss the Response(s), if any, and the situation with HR. In cooperation with HR a Final Decision Letter will be created setting forth the College's decision and Sanction, if any. The Final Decision Letter may incorporate the original Notice of Intent, may modify that or may withdraw it. HR must approve the final decision letter. HR should consider whether the Sanction, if any, rises to the level of a significant adverse employment action and if so should consult legal counsel or State Risk Management before approving and document that guidance has been sought and adhered to.
 - 5.4.1.8. The final decision letter will be Delivered to the employee with notification of the grievance procedure. The employee may then grieve the decision, pursuant to the Employee Grievance Policy, but the Sanction will generally be effective immediately.
 - 5.4.1.9. The Final Decision letter will be added to the employee's personnel file.
- 5.5. Level Three Corrective Action: Some Concerns raise the issue of whether the employment relationship should be continued. These Concerns will invoke the Discipline process at the highest level.
- 5.5.1. Level Three Corrective Action Procedures:
 - 5.5.1.1. A Concern is noted that is severe.
 - 5.5.1.2. The Immediate Supervisor shall contact Human Resources to discuss the Concern, or if initiated by another person the Immediate Supervisor is contacted and involved in the discussion with HR when possible. Generally an investigation should be conducted to confirm that there is a valid Concern and document it if possible. The employee who is the subject of the Concern may be contacted as part of the investigation. HR, in consultation with the Immediate Supervisor and an Administration Employee if necessary will determine who should investigate the Concern.

- 5.5.1.3. Upon validating the Concern HR provides the Immediate Supervisor a template for a Notice of Intent typically a Notice of Intent for Demotion, Reduction In Pay, Suspension Without Pay, Disciplinary Probation, or Dismissal.
- 5.5.1.4. The Notice of Intent is created to address the Concern. The Notice of Intent must be approved by Human Resources before it is issued. HR must consult legal counsel or State Risk Management before approving and document that guidance has been sought and adhered to.
- 5.5.1.5. The employee will be given Notice of the Concern by Delivery of the Notice of Intent and then given an opportunity to Respond. The opportunity should usually be a face-to-face conversation with the Immediate Supervisor or other administration employee after allowing the employee to read the Notice of Intent. Depending on the Response, the Notice of Intent may be revised and then re-Delivered, or the Notice of Intent may be withdrawn. If withdrawn, the Immediate Supervisor may issue a new Notice of Intent, impose a lesser Corrective Action, or choose to take no further action.
- 5.5.1.6. If a Level Two or Three Corrective Action Notice of Intent is Delivered, the employee will be given an opportunity to further respond to the Notice of Intent in writing within five calendar days. The Notice of Intent may notify the employee that they are suspended with or without pay during the Response period.
- 5.5.1.7. The Immediate Supervisor will discuss the Response(s), if any, and the situation with HR. In cooperation with HR a Final Decision Letter will be created setting forth the College's decision and Sanction, if any. The Final Decision Letter may incorporate the original Notice of Intent, may modify that or may withdraw it. HR must approve the final decision letter. HR must consult legal counsel or State Risk Management before approving and document that guidance has been sought and adhered to.
- 5.5.1.8. The Final Decision Letter will be Delivered to the employee with notification of the grievance procedure. The employee may then grieve the decision but the Sanction will generally be effective immediately.
- 5.5.1.9. The Final Decision letter will be added to the employee's personnel file.

6.0 PROGRESSIVE DISCIPLINE

6.1. When feasible Progressive Discipline should be considered by the College. However, Progressive Discipline is not considered feasible where the College determines in its sole discretion that Progressive Discipline is not warranted in a particular situation.

7.0 CORRECTIVE ACTION AND TERMINATION FOR AT-WILL EMPLOYEES

7.1. At-will Employment Employees may be Terminated from their positions with or without cause for any lawful reason deemed adequate by the College, including but not limited to, unsuitability to job requirements, unsatisfactory performance or unacceptable behavior. Prior Notice or lesser Corrective Actions need not be given. Termination of At-will Employment Employees may be initiated by a Supervisor, College Administration Employee or HR but Termination will only occur after a discussion between the Immediate Supervisor and HR, and the supervising VP when deemed warranted, and written approval by HR which includes the reasons for the Termination.

8.0 JOB ABANDONMENT

8.1. An employee who fails to show for his/her shift for three consecutive shifts and fails to notify his/her Line or Immediate supervisor will be terminated due to Job Abandonment.

8.2. Before Termination, the Immediate Supervisor will make at least one attempt to contact the employee in person, by phone or by email.

8.3. The Employee will be notified of the decision in writing.

8.4. The Employee may use the grievance procedures but Job Abandonment is generally not excusable.

9.0 INELEGIBLE FOR RE-EMPLOYMENT

9.1. In addition to any Discipline, in the event of Job Abandonment or an Employee Resignation, Human Resources may designate Employees who have engaged in behavior that is considered egregious as Ineligible for Re-employment ("IR"). This decision to designate IR will be made in order to protect the interests of the College and community.

9.2. Designation will apply for at least 5 years from the date of Termination.

9.3. Five years after Termination, employees who have been designated as IR may send a written request for removal of the IR status to the Director of Human Resources. Upon receipt of the request, the Director of Human Resources will make a determination to sustain or repeal IR status. Such a decision is not grievable.

10.0 REMOVAL PROCESS

10.1. After three (3) years of satisfactory performance, the recipient of a Level Two Corrective Action or five (5) years of satisfactory performance for a Level Three Corrective Action other than Dismissal, an employee may make a

formal written request to the Director of Human Resources to have the Final Decision Letter removed from their personnel file. The Director of HR will normally consult with Immediate Supervisors and must consult with the VP of the Employee's department, before making a determination. The determination by the Director of Human Resources is final and is not eligible for the employee grievance procedure. If a Final Decision Letter is removed from the personnel file through this process, a record may be retained by Human Resources for document retention requirements.

11.0 CORRECTIVE ACTION AGAINST HR EMPLOYEES

11.1. Where in this Policy and Procedure it is directed that Human Resources shall discuss or provide templates, documents, approvals, etc., if a Corrective Action is being considered against an employee in Human Resources or there is another potential conflict, the Attorney for the College shall be consulted. If the Attorney determines there may be a conflict, they shall act as an intermediary in communication with Human Resources, taking care to consult with an employee of the Human Resources Department who is independent of the considered action. The Attorney may provide the required templates, documents, approvals, etc., and facilitate discussion. Any HR employee consulted shall keep the matter confidential from the other persons in Human Resources.

12.0 The Procedures are intended as guidelines only, and they may be modified, supplemented, or revoked at any time at the College's discretion. In particular, these policies do not constitute a contract (nor should they be construed as a contract) guaranteeing employment for any specified duration. Except as set forth in writing in collective bargaining agreements, individual employment contracts, or other College policies, either the employee or the College may Terminate the employment relationship at any time, for any reason. No Supervisor, manager, or representative of the College has the authority to make any promises, commitments, or changes that conflict with the policies in this manual unless approved in writing by the chief human resources officer.

13.0 These Policies and Procedures supersede any handbook or policy statements, whether written or oral, issued prior to their effective date. Any subsequent revisions will substitute and replace prior policy or procedure statements. The College will provide as much Notice as possible of any changes in these policies. The most recent versions of all policies are available here, and policy updates will be posted directly to the Web site.

Integrated General Education Guidelines

To help support a continuous, integrated, interdisciplinary approach to General Education, all new and revised GE syllabi will need to include the appropriate Integrated GE outcome/s (in addition to knowledge area outcomes and GE outcomes):

- General Education courses that fulfill a primary **GE Knowledge Area** will include either Integrated GE outcome A or B.
- General Education courses that fulfill solely the **Integrated Learning** requirement (no other GE area) will include at least two Integrated GE outcomes: A or B **and** C or D.

Integrated GE Outcomes

- A. Students will be able to solve a problem using information and methodologies from more than one discipline. Students will complete a project that illustrates their ability to problem solve from multiple perspectives (GE outcome #5).

Assignment Idea: Ask the student to answer a question, discuss a topic, or propose a solution using an interdisciplinary approach.

- B. Students will be able to identify the College's general education outcomes and explain ways in which they have achieved those outcomes. Students will use reflection to provide and explain specific examples of instances in signature work where they have met GE outcomes (FYE value outcome).

Assignment Idea: Ask the student to identify the use of information or skills learned while completing GE coursework and explain how the same coursework or skill set used to complete the coursework can help them to be a lifelong learner.

- C. Students will be able to work effectively as a member of a team. They will demonstrate effective teamwork skills by participating in a term project and by assessing the group's effectiveness (GE outcome #3).

Assignment Idea: Ask students to demonstrate effective teamwork in a multifaceted, active learning environment.

- D. Students will practice writing and/or speaking respectfully and effectively. They will demonstrate communication ability through writing and/or presentation opportunities (GE outcome #3).

Assignment Idea: Provide students an opportunity to demonstrate effective oral communication and/or presentation skills.



Natalie Gochnour serves as an associate dean in the David Eccles School of Business at the University of Utah and director of the Kem C. Gardner Policy Institute. A professional economist, Gochnour advised three Utah governors and served as a political appointee in the George W. Bush administration. She served as an associate administrator at the U.S. Environmental Protection Agency and a counselor to the secretary at the U.S. Department of Health and Human Services. A native Utahn, her professional focus and passion are public policies that promote balance, civility and prosperity. She shares her views in regular columns in both *Utah Business* magazine and the *Deseret News* and also co-hosts *Both Sides of the Aisle*, an award-winning, weekly public radio program on public affairs.

Craig Mathie

Since 2008 R. Craig Mathie has been serving as Snow College's Vice President of Student Success. Prior to being appointed Vice President he served as the Richfield Campus' Dean of Student Services and Academic Affairs and previously served as the Assistant Vice President for Student Services of the Central Applied Technology College. His professional experience before higher education includes a combination of classroom instruction, counseling/guidance and administration in secondary schools. A professional educator, he has dedicated his career to serving students and encouraging their achievement. Besides his commitment to his professional work, Craig has always found ways to serve in his community. His passion for civic engagement has lead him to serve on the Monroe City Council, as Mayor and has actively participated in a number of civic groups and committees.



Truth in Tuition Hearing

March 13, 2019 – 4:30 p.m.

Proposed Tuition Increase for the 2019-2020 Academic Year

- First Tier: 0 - 3%

Proposed Fee Adjustments

- \$5 graduation processing fee to be added to student fees

Tuition at a Glance (Per Semester Rates)

Proposed Full-time Resident Tuition Per Semester at a Glance				
	FY18-19 current	% Increase	FY19-20 proposed	Difference
Resident tuition	\$1,663	0 - 3%	\$1,663 - \$1,713	\$0 - \$50
General fees	\$208	2.4%	\$213	\$5
Total	\$1,871		\$1,876 - \$1,926	\$5 - \$50

Proposed Full-time Non-Resident Tuition Per Semester at a Glance				
	FY18-19 current	% Increase	FY19-20 proposed	Difference
Non-resident tuition	\$6,073	0 - 3%	\$6,073 - \$6,255	\$0 - \$182
General fees	\$208	2.4%	\$213	\$5
Total	\$6,281		\$6,286 - \$6,468	\$5 - \$187

Proposed Bachelor's Tuition Per Semester (3000 & 4000 Level) at a Glance				
	FY18-19 current	% Increase	FY19-20 proposed	Difference
Resident tuition	+\$36/credit	0 - 3%	+\$36 - \$37	\$0 - \$1
Non-resident tuition	+\$129/credit	0 - 3%	+\$129 - \$133	\$0 - \$4

Proposed Full-time WUE Tuition Per Semester at a Glance (New Rate)				
	FY18-19 current	% Increase	FY19-20 proposed	Difference
Resident tuition	N/A	N/A	\$2,495 - \$2,570	N/A
General fees	\$208	2.4%	\$213	\$5
Total	N/A	N/A	\$2,708 - \$2,783	N/A

- 0.22% increase would be used to generate \$26,200 for increases in Internal Service Fund (risk insurance, motor pool, etc.)
- 0.38% increase would be used to generate \$45,000 to cover advancement and tenure increases
- The remaining 0-2.4% potential increase would be used to cover College's portion of compensation and benefits and departmental scholarships
- All tuition paying students will be impacted by tuition changes and rate become effective Summer 2019
- Presently Snow College is, and our goal is to continue to be, the lowest combined tuition and fees in the state
- Current Budget is funded at 70% Appropriations / 30% Tuition
- Budget includes Salaries/Wages at 50%, Benefits 24%, Other Expenses 26%
- Utah is the 3rd lowest In-State Tuition and Fees nationally*

*SOURCE: The College Board, Annual Survey of Colleges

Snow College Tuition Proposal 2019-2020

Snow College is dedicated to fulfilling its mission of excellence, innovation, and engagement for all. Celebrating our status as an open-enrollment institution, keeping tuition and fees low, and continuing a promise of success to all students are essential elements of mission fulfillment.

Tuition Proposal Timeline

Assess Needs and Establish Priorities	Jan-March 2019
Meetings with Stakeholders	March 2019
Advertise Truth in Tuition Hearings	March 2019
Truth in Tuition Hearing	March 13, 2019
Board of Trustee Approval	March 15, 2019
Board of Regents Approval	March 29, 2019

Proposed Priorities and Increase (based upon a state appropriation of a 2.5% increase in compensation and a 4.5% increase in benefits)

Proposed Use of Tuition	Total Amount	Snow's Portion	Rationale
Compensation (2.5%) and Benefits (4.5%)	\$783,980	\$195,995 (1.65% increase)	The state appropriation funds 75% of salary and benefit increases. The primary funding for the other 25% is tuition.
Internal Service Fund Increases	\$89,900	25,200 (0.22% increase)	The state appropriation funds 75% of ISF rate. The primary funding for the other 25% is tuition.
Advancement & Tenure	\$45,000	\$45,000 (0.38% increase)	Funding to increase FT salaries for those who advance or receive degrees/certificates that enhance their ability to perform in their employment. The college is wholly responsible; tuition is the primary funding for these increases.
Departmental Scholarships	\$30,000	\$30,000 (0.25% increase)	As tuition increases, scholarship funds need to increase to retain their value. Tuition is the primary source of funding.
Total		\$296,795 2.5% increase	



SNOW COLLEGE

OFFICE OF STUDENT LIFE

January 30, 2019

Dear President Carlston,

I am writing on behalf of the Snow College Student Body Advocate team, in support for the creation of an esports team. The Snow College Mission Statement states that Snow College “encourages a culture of innovation and cultivates an atmosphere of engagement to advance students in their achievements of their educational goals.” We believe that creating an esports team on campus will provide students with a new and innovative way to become involved on campus—something we know that you advocate for every Badger.

It is the mission of the Student Body Advocates to help all students get involved on campus. We feel that an esports team will further our mission and promote SEM efforts through recruitment, involvement, retention, and new leadership opportunities. Only the University of Utah and Salt Lake Community College currently have esports programs. Utah Valley University is currently investigating the development of a team and program. Proceeding in creating an esports program will provide a great recruitment tool because Snow College will be able to offer something that most other state schools currently are not.

Esports will help engage and involve students who do not commonly participate in on campus activities, allowing students to create a community in which to experience the Spirit of Snow. We want all students on campus to feel involved and have a sense of belonging on campus.

Finally, an esports program at Snow would create new student leadership roles. We know that our student athletes, club presidents, and intramural teams all have leadership opportunities. The esports program could encompass leadership at all three levels, creating additional avenues in which student can learn and grow.

The Student Body Advocates and I would like to thank you for looking into an Esports program at Snow. We know that student involvement and leadership help students to become better versions of themselves.

Sincerely,

Jared Devey
Student Body President 2018-19
Student Body Advocates 2018-19



SNOW COLLEGE
BADGERS

esports
team

PROPOSAL

EXECUTIVE SUMMARY



Snow College has a long tradition of being an institution with a record of academic excellence, with high success rates, affordability and access for students. As the landscape of higher education is changing in significant and challenging ways, Snow College needs to position itself as a leader in student friendly initiatives to assist in recruiting and retaining students. Providing a Snow College varsity esports team will significantly contribute to the Strategic Enrollment Management (SEM) plan and support campus recruitment and retention efforts.

Esports Defined:

Esports, defined broadly, is playing intercollegiate competitive video games. Students would compete in their chosen game against a team from another institution over the internet. These video games are extremely technical experiences, with players taking on nuanced roles to contribute to the team's progress and success.

In 2018, the gaming industry exceeded \$180 billion in revenues, which is more than the movie and music industries combined. Esports have become very popular over the past five years, with viewership for major esports events eclipsing viewership for other major sporting events, such as the NBA finals. Esports viewership statistics also indicate that professional esports fans are willing to support their local collegiate esports team by attending live events on campus. Organizing a team will be used as a tool for recruiting and retaining students.

Recruitment:

Organizing an esports team on campus gives Snow College a new, student centered tool to recruit a student population that is continuing to grow, and harness an activity (playing video games) that is already happening on campus to be a net positive for Snow. With 32 official team roster positions (10 League of Legends, 12 Overwatch, 6 Rocket League, and 4 Hearthstone), organization of intramural leagues for these and other games, and a new gaming lounge for students, Snow College could position itself as one Utah's leaders in esports. This new initiative will be helpful in recruiting a population of students that might choose another institution but are interested in Snow's smaller, residential environment.

Retention:

Retention is a huge priority for Snow as the SEM plan is implemented, and esports can play a key part in retaining students. Snow College students interested in video games or esports will have a new community sponsored by the college, and involvement with this community



will lead to better retention. Not only are there official roster positions, but there will be opportunities for students to assist with producing live events, commentate during games, operate equipment, manage social media, and other helpful skills students are interested in learning. With these learning opportunities and intramural leagues, there will be many chances for students to be involved and develop transferrable, professional skills.

Curricular Connections:

While most of our competitors will never make a living at gaming, there are many professional opportunities for employment within the industry. Our vision is to build partnerships with academic departments to offer a certificate in "Esports Management". This will prepare students for transfer and career opportunities within this booming industry.

Monetization:

Every time Snow's esports team competes with another school, Snow will be generating video content that can be monetized to assist in paying for the team/program, and hopefully in the future, provide scholarships for esports team members. Several potential revenue streams, such as Twitch, sponsorships, ad revenue, etc. will be developed in the near future when the esports proposal is approved.

Budget:

The initial investment to begin Snow College's esports team will be approximately \$10,000-15,000 depending on space allocation. Much of the initial investment will be allocated for 6-12 high-end gaming PCs and peripherals to run the games at the correct level to remain competitive. The remainder of the budget will be utilized to retrofit the assigned physical space to transform it into a gaming lounge/team practice space. An ongoing budget of \$10,000 per year is also requested to maintain PCs, National Alliance of Collegiate Esports (NACE) membership dues, and travel to events. Much, if not all, of ongoing costs should be covered through increased student enrollment and monetization of the electronic content created by our teams.



Snow College Esports Proposal – Spring 2019

Drafted by Landon Peterson & Jason Springer with Cooperation from Rob Nielson

Summary:

Snow College Student Success and Snow College Athletics requests funding for a varsity esports team, gaming club, esports intramural leagues and a gaming lounge on Ephraim campus. An initial investment of \$10,000-12,000 will be necessary to purchase 6-12 high-end gaming PCs and fund renovation costs for the proposed space. An ongoing \$10,000 per year budget will be necessary to cover the National Alliance of Collegiate Esports (NACE) membership dues, PC upgrades, and possible travel to tournaments (once per year, per team). Ongoing expenses should be offset by revenue generating activities.

Environment:

Increased competition from four-year institutions and out-of-state schools has caused two-year colleges across the nation to experience declining enrollments. With many two-year college enrollments trending downwardⁱ, recruiting and retaining students is more important than ever.

Snow College's on-campus student enrollments are much better than the national average, staying flat and not seeing huge enrollment drops over the previous three years. To increase our enrollment, Snow College must provide innovative programs that students are interested in to both recruit and retain them. Esports is a student-centered way to increase both recruitment and retention at Snow College.

Esports, defined broadly, is playing video games competitively. However, this activity is probably not what many people envision. According to Morris (2017):

*"Video games have evolved into nuanced, technical activities' Says Kurt Melcher, executive director of e-sports [sic] at Robert Morris University. 'That's no different than if you have a basketball team of super skilled point guards. It's relatable in any way—minus the physical exertion.'"*ⁱⁱ

Esports has exploded in popularity over the course of the past five years, and is expected to continue this rapid growth in both the collegiate and professional sectors. There is already a massive worldwide audience for professional and collegiate esports, and the growth is only set to continue on that trajectory.

*"Since its establishment in the early 2000's, professional and club esports has seen rapid growth in both participation and viewership. According to ESPN The Magazine's June 22, 2015 esports issue, the 2014 League of Legends championship drew an online viewership of 27 million people, which is more than the NBA Finals (15.5 million), Major League Baseball's World Series (13.8 million) and the National Hockey League's Stanley Cup Finals (5 million). DOTA 2 – another popular sport – drew 20 million that same year according to the article."*ⁱⁱⁱ

"While it remains to be seen whether competitive gaming will ever be bigger than the NFL in revenue, the two are running neck-and-neck on a potentially even more important metric: popularity among younger fans. The Post poll found that 38 percent of young Americans

identified as fans of esports or competitive gaming, similar to the 40 percent who said they were fans of the NFL.”^{iv}

Professional athletes and other popular figures (Michael Jordan^v and Drake^{vi} are recent examples) have also been investing in esports, further boosting their popularity and exposure in the United States. Teams from the United States have been featured in major global tournaments for both Overwatch and League of Legends in the past month.

The NJCAA has partnered with the National Alliance for Collegiate Esports (NACE) to provide standardized rules and compliance, as well as other resources for partner institutions, such as student-athlete recruitment.^{vii} NACE already has 109 partner institutions^{viii} listed on its website, and that number is up from about 85 earlier this year. This involvement by the NJCAA is a signal that esports are here to stay at the collegiate level, and Snow College could benefit by starting a team as soon as possible.

Due to the growth in esports and the integration with their video game design program, the University of Utah began offering varsity esports in 2017. In the future, Snow College can integrate esports into academic programs like the University of Utah. Partnering esports with innovative departments to create pipelines for students would allow students stay at Snow College longer and increase enrollments in these programs. The software engineering program would be a natural fit, since many students interested in esports want to pursue this type of program. Meetings with the software engineering department to begin building these partnerships have already begun.

The University of Utah is the only school in Utah that has a varsity esports team. University of Utah awards scholarships to their esports students in four games: League of Legends, Hearthstone, Rocket League and Overwatch. Other institutions in Utah have club esports, but they are not supported at the institutional level like the University of Utah’s team. University of Utah has recruited some premier players in several games because of their program, and has gained notoriety for their esports program. Similar to the University of Utah, Snow could capitalize on an underutilized, growing student market. Snow has the potential to recruit students away from other schools that offer club teams in favor of a team sponsored by Snow College Athletics.

Recruitment:

With Snow’s strategic enrollment management plan and current enrollment data in mind, it is important to consider new populations of students to recruit and retain at Snow. Snow can utilize esports as a powerful tool to recruit and retain a segment of students that it is currently not being provided specific attention by the institution. These students are generally very good students (University of Utah’s average team GPA is approximately 3.6), and would be interested in finding another intercollegiate program to play esports if they are not accepted on the University of Utah’s teams. Snow College can fill that gap, and generate tuition dollars by doing so.

Starting an esports team on campus gives Snow College a new tool to recruit a student population that is going to continue to grow. Snow can then harness an activity (playing video games) that is already happening on campus to be an effective tool for recruitment and retention. There is also data to support the transition of fans of professional esports to collegiate esports.

“A new study by Interpret sheds more light on collegiate eSports, showing its broad appeal among those who already watch eSports. The data indicate that over two-thirds of eSports

viewers are interested in watching collegiate eSports. Additionally, 59% report that they would support their local collegiate eSports team in person. The number of viewers who have competed in collegiate eSports remains low (at 17%), but 60% of college-aged viewers are interested in competing. This is good news for schools looking to expand their athletics programs into the digital frontier.”^{ix}

Varsity esports matches will be organized as events that are open to the public, as well as streamed live on Twitch.tv (Twitch). These events will draw crowds from worldwide streams, the community and on-campus. As referenced above, nearly 60% of people polled stated they would support their local collegiate esports team at a live event. These events will give Snow College amazing exposure in the digital space, as well as bring people to campus that may not ordinarily be willing to come to a Snow College event. This exposure will be key in supplementing the Strategic Enrollment Management plan’s focus on recruitment and retention.

If students and community members are interested in attending on-campus esports events, this opens up potential revenue streams for funding the esports teams, and for the institution. For more information on this, see the monetization section.

In the two months since the esports exploration phase began at Snow College, there have been many student comments about how they could recruit a friend to come to Snow to be a part of the esports effort. Several students have volunteered their time to help with organization, marketing, planning and so forth. These students are very passionate about esports, and just the possibility of having esports on our campus has brought them out to help lead the esports effort. Students are passionate about the games they play, and the communities surrounding them. These examples are anecdotal, but student feedback has been very positive on Snow’s campus thus far.

Other small institutions, like Maryville University in Missouri (Undergrad enrollment in 2015-2016: 2703), have used esports as a recruiting pipeline as well.

“Originally, esports there was built up as a pipeline for potential students, a move that paid off for Maryville, he said, though he did not specify how many students the program has recruited.”^x

If Snow could recruit and retain only 100 additional students that are interested in esports, this would be a significant contribution to the Strategic Enrollment Management plan. Snow’s admissions department could begin speaking with prospective students for fall 2019 about the new esports team, intramurals leagues and gaming lounge as soon as esports is approved. Admissions can especially utilize intramural leagues and the gaming lounge to help attract prospective students. Snow College could easily supplement current recruiting materials with esports team, intramural league, and gaming lounge information and begin a push to recruit interested students starting late fall 2018 and spring 2019 for the 2019-2020 year.

Retention:

Snow College’s retention and completion rates have traditionally been good, and this will need to become an important point of focus for the college with the increased competition for students in the state. Snow must keep the students that it recruits, and one of the well-researched ways to do so is through student involvement:

“Astin (1977, 1993) frames persistence of students in terms of involvement rather than integration. The involvement can manifest itself in interaction with peers or faculty. Interaction with peers or faculty aids in the student remaining in college. This interaction can be in the classroom or involve other activities related to completing assignments, working on class projects, or participating in school activities.”^{xi}

This involvement spoken about by Astin will be at three distinct levels suited for how interested each student is in esports/games:

1. **Varsity Team:** For the most competitive and most skilled students, the varsity esports team will be their goal. With 32 official team roster positions (10 League of Legends, 12 Overwatch, 6 Rocket League, and 4 Hearthstone), the varsity team will give the best players on campus the opportunity to showcase their skill against other colleges and universities. The varsity team will also organize workshops for interested students on how to become better in their chosen game.
2. **Intramural Esports Leagues:** Intramural esports leagues and teams will be organized to accommodate the middle group of students. These students are still building their skills and getting used to the competitive environment, so this is a natural fit for them. Students interested in being on the varsity esports team can hone their skills in the intramural leagues to help them attain their goals. These leagues will strengthen the campus community and student retention within this student group.
3. **Student Gaming Lounge:** The least competitive students that just want to have fun will be able to benefit from the practice space/gaming lounge in the GSC. This space will continue to build community between students that are interested in games, and will give the entire student population a recreational space in the GSC. This space will be utilized for casual gameplay, organized casual events (such as playing Call of Duty or Mario Kart as a group), and a place to hold workshops to help students improve their skill in a game. This space will help grow the community of people that play games on campus and help them feel included.

The introduction of the esports teams, intramural leagues and gaming lounge space will build a community for the students that indicate interest in esports or video games. This student community will assist in improving campus retention and save Snow College money by keeping students on our campus, rather than having to recruit new ones.

Monetization/Revenue:

Esports will require an initial investment from the college, but will be able to generate several revenue streams to help support the effort, with the possibility to self-fund the program in the future. Each time the varsity esports team plays a match, Snow has the ability to monetize those matches through online gameplay streaming. Many gameplay streamers, such as Ninja^{xii} are able to support themselves wholly through streaming on Twitch using their monetization tools. According to Kaylee Fagan from Business Insider,

“While esports and video game streaming are still only emerging — and clearly experiencing growing pains — as a mainstream entertainment source, overnight celebrities like Ninja suggest that live-streaming on Twitch, a relatively new entertainment style, may soon be in competition with established but revolutionary online media epicenters like YouTube and Netflix.”

Snow College's esports channel likely will not achieve this level of notoriety or revenue, but can utilize these tools to support the program. Revenue will primarily come through the esports team's Twitch.tv channel. Twitch.tv has several ways for viewers to support your channel:

- Subscriptions
- Advertisements
- Bits
- Donations
- Sponsorships

Subscriptions are monthly, five-dollar donations to a Twitch channel. Subscriptions come with small benefits for the subscriber, but they are mostly meant to be a show of support for the content creator. Subscriptions can be set up to auto-renew, or can be managed on a month-to-month basis. People who subscribe to Amazon Prime receive one free subscription to use on Twitch per month (Twitch Prime Subscription). Snow can leverage these free memberships from students, faculty, staff and community members because they often go unused each month. Half of the five dollars would go to Snow's channel, the other half goes to Twitch. Between Twitch Prime subscriptions and regular subscriptions, it would be the goal for Snow esports' Twitch channel to receive 250-500 dollars per month within the first 18 months with additional growth in years two and three.

Advertisements are built into channels that achieve a certain amount of followers and notoriety. When Snow College met with AJ Dimick, Director of University of Utah Esports, he indicated it would not be difficult for Snow College to get a Twitch partnership; he said it would only take a phone call. With this in mind, Snow esports could run advertisements with the content we generate when we hold varsity matches, or even intramural league gameplay. Twitch's partnership agreements limit partners from discussing ad revenue breakdown, so there is little data to utilize here. Some people on reddit^{xiii} claim that ad revenue accounts for approximately 10-20% of their total revenue from Twitch. If this were the case, Snow's ad revenue would likely be small, but would help keep the team's PCs up-to-date when they need upgrades.

Bits are small dollar donations that viewers give to the stream when they see something interesting or exciting happen. Twitch users purchase bits for approximately \$1.40 for 100 bits through the Twitch website. Bits are used at the user's discretion on whatever stream they elect to support.

Streamers of all sizes set up donation buttons on their Twitch pages to give viewers the option to donate an amount of money to the stream. These donations are made outside of Twitch, so the streamer likely keeps more of this money than the methods inside Twitch. This is optional, and Snow could elect to utilize a donation button to increase stream donations to help fund the team, intramural leagues and the gaming lounge.

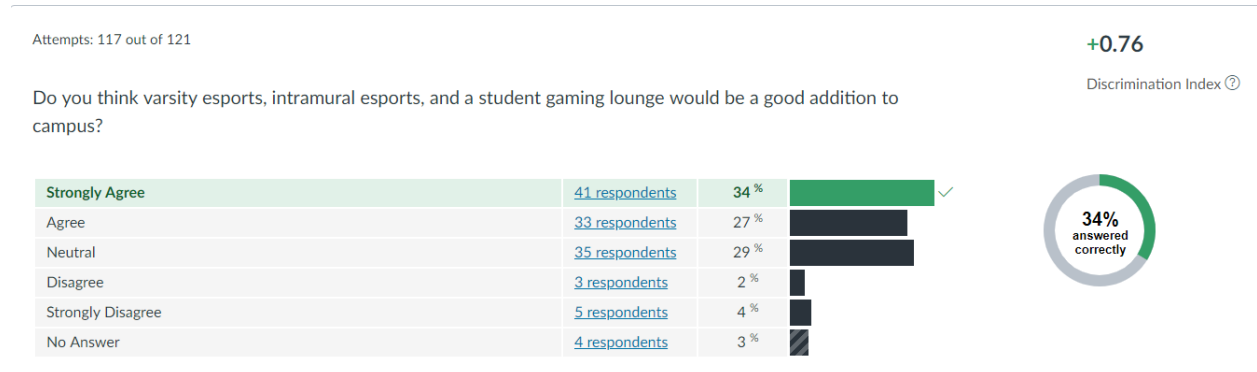
Sponsorships for Snow College's esports team would be a possibility, but would likely be something that happens during year two or three. The team could find a hardware sponsor to provide PCs, peripherals, chairs, etc.

These and other possible revenue streams, including gaming summer camps, will be explored with the intent to self-fund the program and provide scholarships for the varsity esports student-athletes. If that goal is achieved, the additional funds will go to improving intramural leagues and the gaming lounge.

Student Support Survey Data:

Two surveys were conducted on campus: one given to the entire first-year class, and the other to other students. This survey data was largely positive or neutral to the idea of establishing an esports team and intramural leagues on campus. The surveys were very similar, asking students if they supported the proposal, asking if they would support a student fee increase to help fund the proposal, and asking for additional comments from the students.

The first survey was given to first-year students in canvas via the GNST 990 canvas course. The first-year student data is as follows:

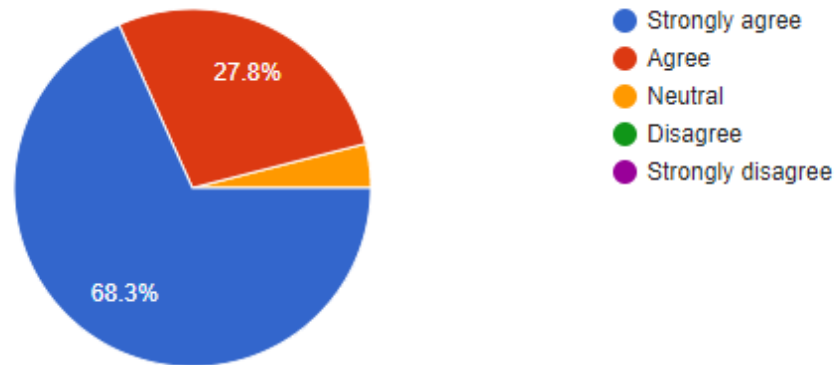


This survey reached approximately 8.2% of Snow College’s first year class. Of the students surveyed, over 60% of students said they strongly agreed or agreed with the idea of a varsity esports team, intramural leagues, and a student gaming lounge. Very few students responded with disagree/strongly disagree. Over 60% of respondents also agreed that they would be willing to pay an additional amount to student fees to support the effort.

The second survey was given to any student that was willing to take the survey. The survey was taken 126 times. Students were solicited to take the survey by the belltower, from student interest meetings, by word of mouth, etc. These data are as follows:

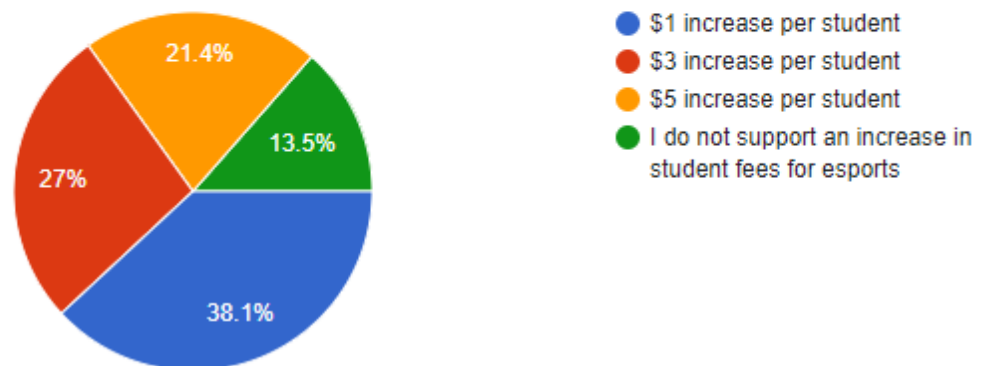
Do you think varsity and intramural esports would be a good addition to campus?

126 responses



Would you be willing to support a student fee increase to support the esports team and esports intramural leagues?

126 responses



These results are much more positive, with more than 96% of respondents saying they either strongly agree or agree with bringing esports to campus. The results are similar for a student fee increase, with 86.5% agreeing with a possible fee increase. While this survey likely injects a measure of selection bias, it is useful to compare it against the canvas survey. The most interesting conclusion here is that those students that are interested in esports and gaming in general are very passionate about it, and desire a community for gamers on campus.

Conclusion:

Establishing a varsity esports team, gaming club, intramural leagues and a gaming lounge for students will create a positive and healthy competitive campus community for students at Snow College. This effort will contribute to increased recruitment and retention, as well as generate buzz for the college. In a time where two-year college enrollments are declining, Snow College can take decisive action to create an initiative that will be a factor in turning enrollment around. Snow College can also retain students that would otherwise leave because they have a stronger connection to campus.

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