Personalized Student Success

Utah School Boards Association

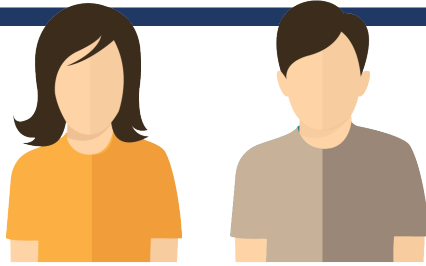Stacee McIff
September 25, 2025

By the Numbers at Snow

STUDENTS WHO START AT SNOW AND TRANSFER TO A UTAH UNIVERSITY GRADUATE AT A

27%

HIGHER RATE THAN THOSE WHO START AT THE UNIVERSITY

THIS DOES NOT COUNT ATTRITION OF SNOW COLLEGE STUDENTS

52% FEMALE **48%** MALE

AVERAGE AGE IS 21

LOWEST TUITION IN UTAH

2026 TUITION & FEES

$2,219 RESIDENT

$7,319 NON-RESIDENT

$5,050 AVERAGE FINANCIAL AID AWARD

$85 PER CREDIT FOR TECHNICAL EDUCATION

$27,396

AVERAGE SAVINGS COMPARED TO FIRST TWO YEARS AT UTAH'S 4-YEAR INSTITUTIONS

LOW **72%** INCOME

FIRST **44%** GENERATION

RURAL **60%** UTAH

SIX **33%** COUNTY

S | SNOW COLLEGE

K12 & Higher Ed Common goal:

Ensure that students have every opportunity to learn, grow, and step into adulthood as prepared citizens, family members, community builders, and leaders for Utah's future

Focus for Personalization

Broaden the Options

Become Friends with AI

Focus on Durable Skills Development

Broaden the Options: Share Both Technical and Traditional Academic Pathways

Postsecondary Enrollment By School District

These tables show the share of Utah high school graduates by school district who enrolled at one of Utah's 16 public colleges or universities (USHE institutions) within one year of graduation. Data is suppressed when graduates are fewer than 10. Hover over the bars to see the distinct count of students.

Enrollment Status After High School
- Enrolled at a USHE Institution
- Not Enrolled at a USHE Institution

HIGH SCHOOL GRADUATES

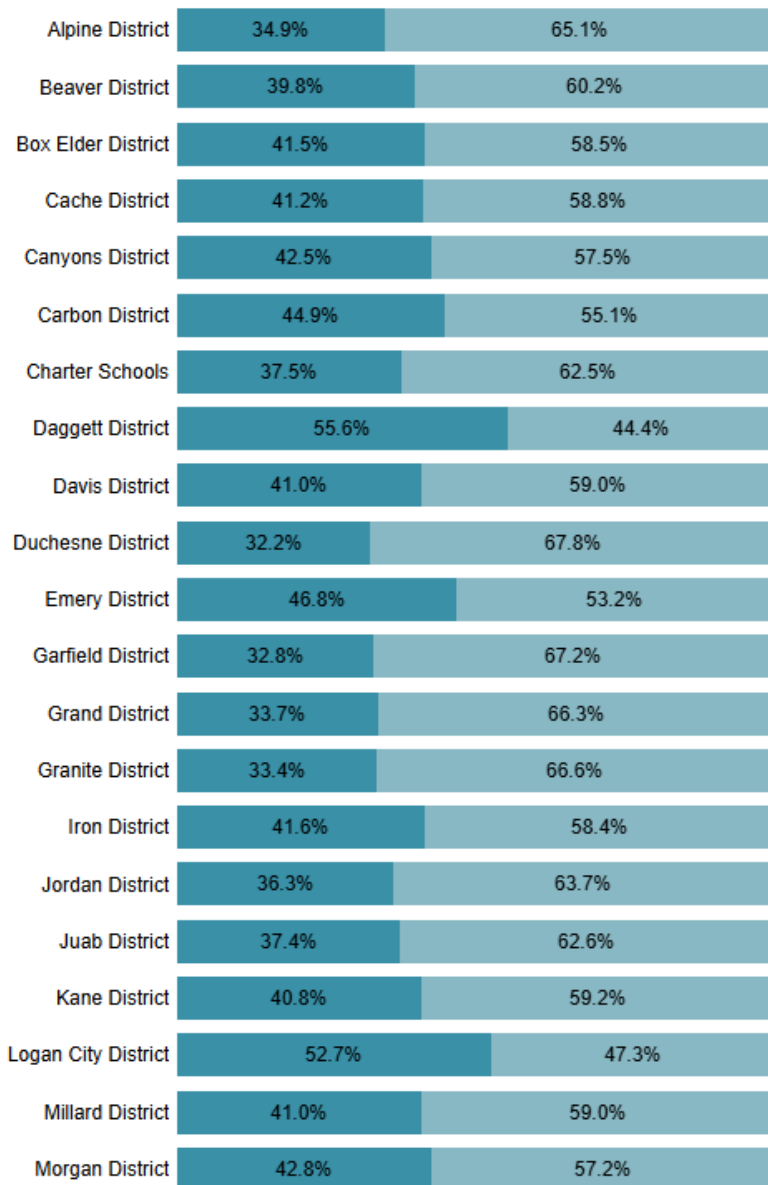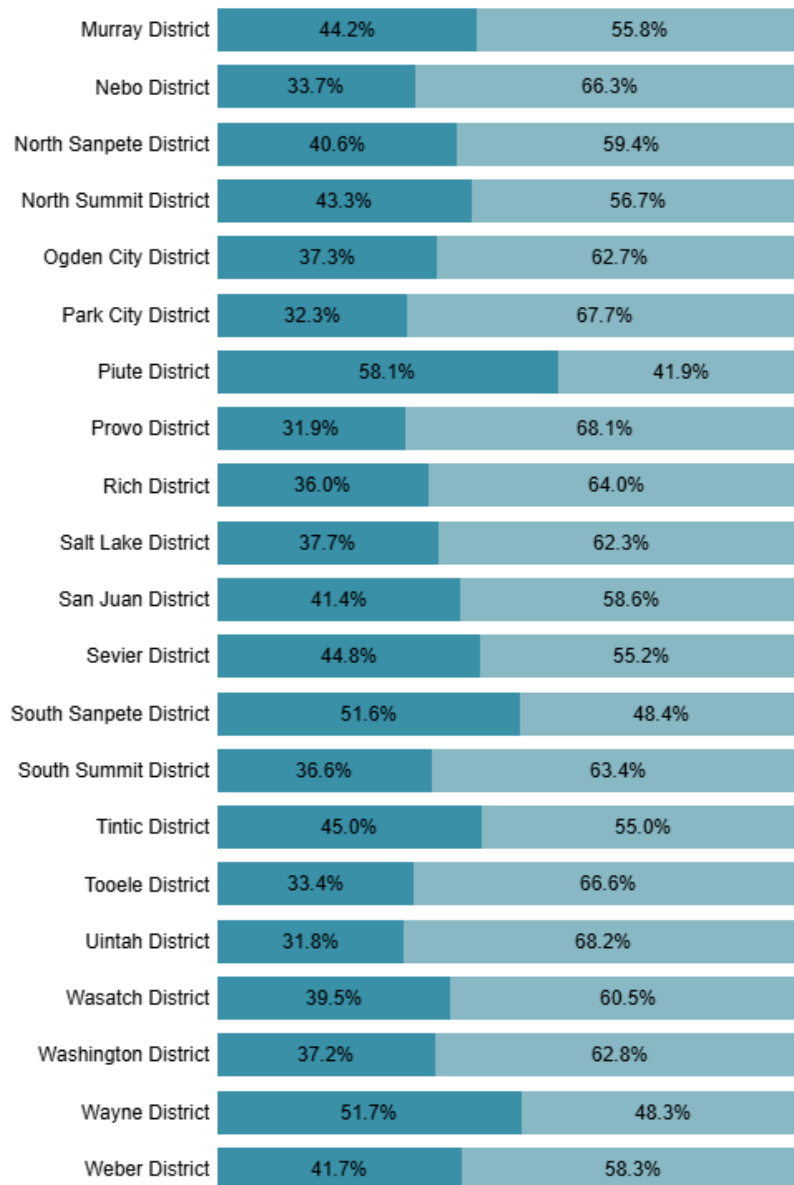## 45,955
Total State Level

ENROLLMENT RATE

41.2%
Utah high school graduates enrolled at a USHE institution within one year of graduation

HIGHLIGHTS

» With 11 high schools, Alpine produced the greatest number of graduates, yet its proportion of first postsecondary enrollments was lower than the state average.

» Davis had the highest number of first-time postsecondary enrollments, while its proportion to graduates matched the state average.

» Tintic, Rich, and Daggett had the fewest graduates and postsecondary enrollments. However, the proportion of enrollments was near or above the state average.

» Piute had the highest proportion of college-going high school graduates followed by Daggett.

https://ushe.edu/enrollment-hs-graduates

District	Enrolled	Not Enrolled
Alpine District	34.9%	65.1%
Beaver District	39.8%	60.2%
Box Elder District	41.5%	58.5%
Cache District	41.2%	58.8%
Canyons District	42.5%	57.5%
Carbon District	44.9%	55.1%
Charter Schools	37.5%	62.5%
Daggett District	55.6%	44.4%
Davis District	41.0%	59.0%
Duchesne District	32.2%	67.8%
Emery District	46.8%	53.2%
Garfield District	32.8%	67.2%
Grand District	33.7%	66.3%
Granite District	33.4%	66.6%
Iron District	41.6%	58.4%
Jordan District	36.3%	63.7%
Juab District	37.4%	62.6%
Kane District	40.8%	59.2%
Logan City District	52.7%	47.3%
Millard District	41.0%	59.0%
Morgan District	42.8%	57.2%

District	Enrolled	Not Enrolled
Murray District	44.2%	55.8%
Nebo District	33.7%	66.3%
North Sanpete District	40.6%	59.4%
North Summit District	43.3%	56.7%
Ogden City District	37.3%	62.7%
Park City District	32.3%	67.7%
Piute District	58.1%	41.9%
Provo District	31.9%	68.1%
Rich District	36.0%	64.0%
Salt Lake District	37.7%	62.3%
San Juan District	41.4%	58.6%
Sevier District	44.8%	55.2%
South Sanpete District	51.6%	48.4%
South Summit District	36.6%	63.4%
Tintic District	45.0%	55.0%
Tooele District	33.4%	66.6%
Uintah District	31.8%	68.2%
Wasatch District	39.5%	60.5%
Washington District	37.2%	62.8%
Wayne District	51.7%	48.3%
Weber District	41.7%	58.3%

We are Defining "College" Too Narrowly

- Myth: College is only useful if I want to be a doctor or a teacher
- Myth: I will have to spend four years or more at college to get a meaningful credential
- Myth: College is really expensive

Stay Connected to State/National Economy

- Student vision for pathways limited

- Gaps between students' aptitudes and interests*
  - 12% gap Architecture and Construction
  - 24% gap Information and Technology
  - 18% gap Advanced Manufacturing

- BROADEN THE EXPOSURE OF OPTIONS

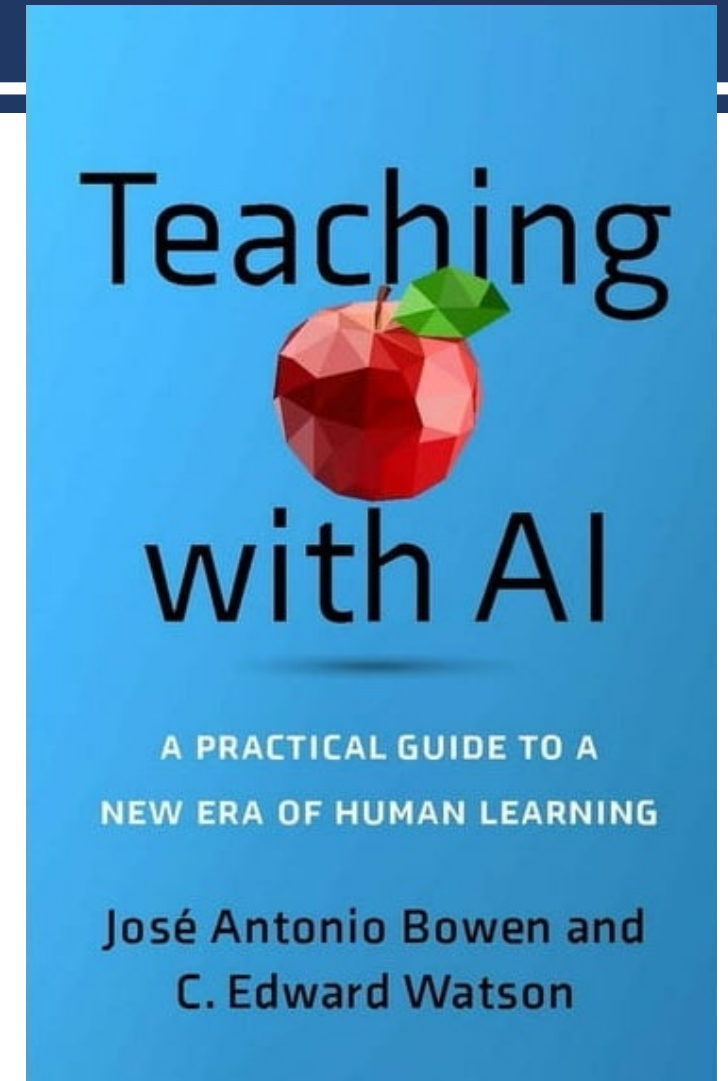*https://resources.youscience.com/2025-state-of-the-future-us-workforce-report.html

SNOW COLLEGE

THIS IS COLLEGE...

SNOW COLLEGE
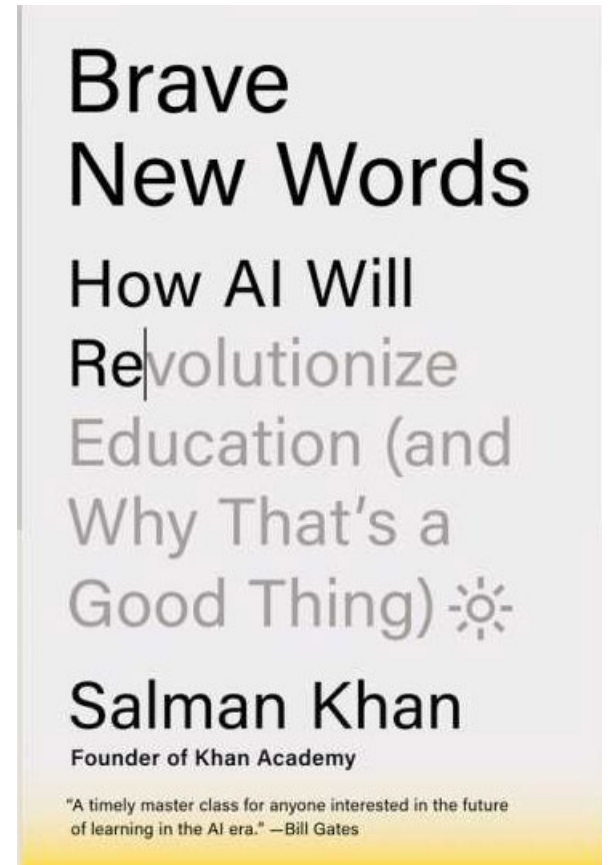
SNOW COLLEGE TECH ED
EST. 1888

Teaching with AI

- AI should serve as a co-pilot for teachers, not a replacement
- Instead of one-size-fits-all instruction, AI can adjust pacing, generate tailored explanations, and give instant feedback based on a student's unique needs
- Levels the playing field
- So many great examples of prompts!

Teaching with AI

A PRACTICAL GUIDE TO A NEW ERA OF HUMAN LEARNING

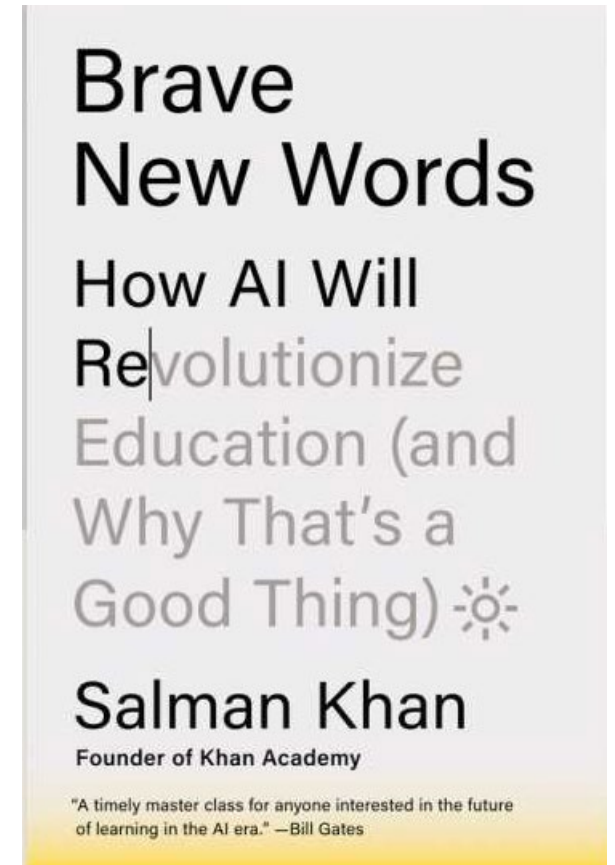José Antonio Bowen and
C. Edward Watson

Brave New Words

- Striking what AI can be trained to do
- Khanmigo doesn't do the thinking *for* the student — it nudges them with Socratic prompts so they reason their way through the idea
- *"The most successful students will be those who use AI to help make conceptual connections… their curiosity muscle will be strengthened"*

Brave
New Words
How AI Will
Revolutionize
Education (and
Why That's a
Good Thing) ☼

Salman Khan
Founder of Khan Academy

"A timely master class for anyone interested in the future
of learning in the AI era." —Bill Gates

SNOW COLLEGE

Brave New Words

- Teachers who learn to leverage AI tools will be more effective

- Districts and schools that integrate AI thoughtfully will be better able to serve students and reduce staff burnout

- Students who learn to use AI ethically and productively will be the ones best positioned in the workforce of the future

Brave
New Words

How AI Will
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Founder of Khan Academy

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How AI Can Transform Your Organization

- Entire issue of AI-related articles

- Business and operational approach

- AI isn't about one-time transformation anymore; enables continuous reinvention — constant adaptation, constant improvement

- Need good data

- Those who wait are finding it harder to catch up

HARVARD BUSINESS REVIEW

How AI Can Transform Your Organization
Streamline operations, spur innovation, and win over skeptical employees.
PAGE 37

January–February 2025

Focus on Durable Skills Development

Employers See Durable Skills as Lacking

- Names durable skills "significant area of opportunity"

- Say graduates are weakest in time management, stress management, and conflict resolution

- Evidence, not just degrees

- Real-world experience

- Partnerships with industry

Cicero®

Cicero Recommendations

1. Build durable skills into graded class projects, presentations, and group work

2. Use advising, mentoring, and workshops to help students reflect on and strengthen their durable skills

3. Partner with employers to create internships, apprenticeships, and real-world projects that emphasize both technical and durable skills

4. Develop micro-credentials or badges that allow students to demonstrate mastery of these skills to future employers

Adapting: Skills-based General Education

- Critical thinking pre-assessment launched this fall; exit assessment for associate grads in two years
- Faculty aligning course outcomes with durable skills
- GE program demonstrates students are developing durable skills
- Urgent amid growing marketplace, demographic, political, and economic pressures

Together we...

Ensure that students have every opportunity to learn, grow, and step into adulthood as prepared citizens, family members, community builders, and leaders for Utah's future

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