

HigherEdUtah2020

2013 Report

66% BY 2020

Statewide Strategy to Reach the 66% by 2020 Goal: The President's Initiative

Utah has set the goal of having 66% of its working age population with a post-secondary degree or certificate by 2020. To achieve this goal, Utah must increase degrees and certificates awarded by an additional 4% each year. This requires a bold, new approach in creating a highly-educated workforce. A central component of the statewide strategy is to increase degree and certificate production in economic areas identified as high-demand and high-wage including in science, engineering, and health professions. Achieving the 66% goal while focusing on high-demand, high wage employment sectors, will meet industry needs, increase wealth, and continue Utah's leadership on a national and global scale.

Achieving the 4% increase needed in certificate and degree production will require a significant investment in core budget areas such as employee compensation, mission based funding, and for capital facilities. The academic programs that prepare individuals for the identified high-demand, high-wage occupations will need to increase both program participation and completion rates. As part of the 2013-14 budget request, and as a first step, the USHE institutional presidents in support of the 66% goal have agreed to match each legislative dollar invested in the initiative through internal reallocations, efficiencies, innovation, or tuition from students in those programs. If fully funded, this influx of \$40 million will extend the opportunity of higher education to thousands more students while accelerating growth in Utah's core in the science, technology and health sectors.

The 66% initiative is focused on increasing both student participation and completion rates. The investment would expand current capacity, allowing for greater participation. Institutions will develop new and bridge current STEM and health programs into an online or technology-intensive model. The initiative would also reduce educational costs

for the students pursuing programs in the identified sectors through targeted scholarships and waivers, providing an incentive to enter the program and minimizing financial barriers to completion.

Utah is positioned to be a national leader in this new era of global competition. A foundational commitment to higher education is part of Utah's heritage, and it can now be built upon for future generations with this new investment.

Institutional Strategies to Reach the 66% by 2020 Goal: Institutional Updates

Each year the eight institutions of the Utah System of Higher Education (USHE) provide an update on their progress towards the 66% by 2020 goal. This 2013 Session Report of the HigherEdUtah 2020 plan is a follow-up to the Board of Regents' 2011 action plan and 2012 progress report of the specific Regents' initiatives that gave direction to the USHE institutions as to how to prioritize resources in order to make the greatest impact in attaining Utah's *big goal*. Each of the USHE institutions approached the *big goal* challenge in creative and unique ways as required by their individualized missions but consistent with the three Regents' initiative categories. The USHE provided guidance to the institutions outlining Regents' expectations and coordinated collaborative institutional efforts across the higher education system, several of which are mentioned below. The following updates are provided, in institutional order of the founding dates of the institutions, and highlight the institutions' accomplishments in meeting the strategic priorities of the Regents:

1. Participation – To achieve Utah's *big goal*, more students will need to enroll in a postsecondary institution. USHE is committed to increasing the participation of students for postsecondary education. One example of working to increase participation at the system level is the Regents' Scholarship that is designed to incent high school students to take a rigorous course of study during

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high school in order to be better prepared for college-level academics.

2. Completion – The higher education community needs to retain and graduate more of the students who enroll in college. USHE and its institutions recognize that too many Utah students leave college before completing a degree. One example at the system level of efforts to improve completion rates was the Complete College Summit that was held in spring 2012, with a follow-up meeting in November. The two day summit brought together members of each campus to discuss strategies to improve college completion. As a result of the summit, specific strategies were adopted related to data collection, practice, and innovations to improve college completion in Utah.
3. Economic innovation – Utah’s comparative positive business and economic climate as ranked by Forbes the last several years can in part be attributed to Utah’s colleges and universities. USHE institutions recognize the vital contribution they make to Utah’s economy and long-term prosperity. Regents’ economic development priorities continue to be: 1) expand and support the Utah Science Technology, and Research (USTAR) initiative, and 2) develop a statewide longitudinal data system that would make student data, from early childhood into the workforce, available for research and analysis (Utah Data Alliance).

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The University of Utah combines its exceptional faculty, cutting-edge curricula, and institutional support to recruit outstanding student scholars. As the flagship institution, the university must remain accessible and affordable while providing the exceptional undergraduate programs that emanate from Utah's only tier-one, public research university.

Participation

Strategic Enrollment Management Plan

The University of Utah is implementing a strategic approach to enrollment that will increase retention, advance academic performance, increase diversity, and raise graduation rates through:

- holistic reviews of freshman applications to enhance student success;
- tailored and individualized messaging to high school students to encourage participation by students less likely to enroll;
- enrollment deposits to solidify enrollment decision (*may be waived for special circumstances*);
- improved scholarship management.

Completion

The Four-Year Plan

The *Four-Year Plan* puts retention strategies into a structural framework for students. The framework includes access to mentorships, internships, community-based learning, and block (cohort-themed) scheduling.

Strategic Student Mentoring and Advising

The university has implemented the following student mentoring and advising programs:

1. The new *BEACON Scholars Program* (Building Educational Achievement by Creating an Outreach Network).
2. The *Diversity Scholars Program* supports students of color during their first year on campus.
3. The *Mandatory Advising Program* (MAP) requires advising for first- and second-year students as well as students who have accumulated 60 credits and not selected a major.

Improving Student Information for Completion

The university's transcript audit system is being enhanced to more comprehensively include transfer work at USHE schools in prerequisite searches and identification of repeats within transfer course work.

Identifying At-risk Students

A University of Utah -specific Student Strength Inventory (SSI) assessment administered to targeted incoming students assists in developing strategies to foster retention.

Undergraduate Research Opportunities Program

The number of assistantships awarded to undergraduate researchers working with faculty sponsors has increased from 107 during the 2005-2006 academic year to 317 in 2010-2011.

Graduate Degree Completion Improvement

The steady increase of applicants to graduate programs over the past five years has allowed the university to become more selective in its admissions thereby also increasing completion rates.

Economic Innovation

USTAR

The university has hired 35 USTAR investigators who have generated over \$80 million in research funding. Directly and indirectly, this has contributed to over 1,700 jobs.

Electronic Post-Award Management Project

The successful implementation of this project frees research faculty, including USTAR faculty, to spend more time actively involved in research.

Utah State University (USU) is a public research university committed to providing access to higher education by fulfilling its land-grant mission. As Utah's landgrant institution, the Utah State University system of campuses and education centers spans the state of Utah. USU is aligned with the HigherEdUtah2020 priorities of participation, completion, and economic innovation.

Participation

Record Growth

USU increases participation in higher education by offering course content through face-to-face, interactive video broadcast, and online delivery modes. In fall 2011:

- A total of 28,994 headcount students were enrolled at USU –representing the largest enrollment in the 123-year history of the institution.
- Since 2000, headcount enrollments at the USU regional campuses have grown by 87% (from 6,727 to 12,583).

Mixed-Delivery Courses

Utah State University assists faculty in the development and implementation of mixed-delivery courses, which can significantly increase student access to courses, faculty, and learning.

- More than 1,000 traditional USU courses use some form of online delivery (i.e., learning management system).
- More than 1,000 USU instructors manage more than 30,000 assignments online per semester.
- Additionally, USU broadcasted nearly 300 courses using video conferencing, with faculty increasing teaching and learning experiences in lieu of physical seat-time.

Completion

Improved Student Retention Process

USU contacts each student who leaves for unknown reasons to assess their plans and provide support. Online courses and effective student services are offered to reengage these students.

Campus-wide Retention Committees

USU administrators, faculty, and staff continue to develop programs that promote engagement and enhanced communication between faculty and students including utilizing social media.

College Completion

USU's Complete College Utah working group developed the three key strategies to improve students' completion success of math and general education gateway courses:

1. Place students directly into higher-level math courses through the provision of well-timed refresher courses,
2. Prompt students to move through math courses more quickly via automatic enrollment in successive courses,
3. Move students in a more prescribed and efficient fashion through their general education requirements.

One-Stop Student Services Shop

USU recently designed and implemented a comprehensive suite of web-based tools (i.e., a virtual one-stop student services shop) to support student success and timely progress toward a degree.

Economic Innovation

Utah State University has captured over \$213 million in external research awards for 2011, making it the best year on record for USU-sponsored research, a 47% increase over the past two years. More than 2,500 jobs are created as a result of sponsored programs at USU. USU is pursuing 70 active commercialization projects, 40 early-stage pipeline projects (10 in \$1B+ markets), and 85 new invention disclosures; 25 patents have been filed.

USTAR

USU USTAR researchers collectively number 87 (15 USTAR professors and 72 research affiliates). They have secured \$43 million in external funding and seven new companies have been formed since January 2011.

Entrepreneurial Education

Utah State University recently established the *Center for Entrepreneurial Excellence*.



Snow College is the state's premier rural, residential two-year college. It provides traditional college-age students with the opportunity for a higher education experience in a small and personalized residential campus setting. Snow is committed to the HigherEdUtah 2020 priorities of participation, completion, and economic innovation.

Participation

Remedial Education Reports

Annual high school profiles have been expanded to include remedial/developmental course data. This additional data can be used by admissions staff, advisement staff, faculty leaders, as well as high schools and school districts to improve the preparation of entering students.

Completion

Strategic Institutional Retention Policies

Recent data suggest that the primary reasons for unintended interruptions in education are lack of financial resources and poor academic performance. Snow is developing specific policies that target these obstacles to completion.

Completion-Oriented Online Services

Snow is implementing web-based academic planning software to better guide students toward completion and transfer.

Institutional Retention Practices

Snow increased attention on areas that impact student progress. The college has developed specific initiatives in four priority areas.

1. **Success in Math.** The college is pursuing a comprehensive math success initiative to require remedial math in first year, better student placement, increase the number of courses, and pilot new delivery models.
2. **Success in English Composition.** Snow is exploring initiatives such as requiring remedial

work be completed in the first year, increasing the number of courses, integrating remedial and English 1010..

3. **Success for At-Risk Students.** Several initiatives target at-risk students such as requiring a college study skills course and increasing student advising.
4. **Success for All Students.** New housing, freshmen orientation, and "reverse transfer" programs are among Snow's important efforts to support and encourage all students to complete their educational goals.
5. **Accelerated Degree Program (ADP)** ADP creates a pathway for high school graduates to complete an associate's degree in one year.

Economic Innovation

Blueprint for the Future

Snow College continues to advance initiatives identified in its Blueprint for the Future – creating new academic programs, enhancing existing offerings, designed for constituencies across the college's service region. Planning is underway for three more new programs of study leading to graduates prepared to enter or advance in careers.

Beyond Snow

Beyond Snow is an informational web portal that lists all the bachelor's degree programs offered in the region by other higher education institutions. With one click, local residents can find out how to get started in those programs. The college is actively working to increase options and choices in degree offerings available for its citizens. The portal can be accessed at www.snow.edu/provost/beyondsnow.html.



As Utah's first comprehensive regional state university that also retains a community college mission, Weber State University (WSU) is a leader in serving as an educational, cultural, and economic center for its region. WSU is committed to the HigherEdUtah2020 priorities of participation, completion, and economic innovation.

Participation

Expand Presence in Davis County

In addition to the new classroom building and central facilities plant at WSU Davis, WSU opened a new Center for Continuing Education to increase professional development programs and to house the law enforcement academy.

Expand "Dream Weber" Program

The "Dream Weber" program has significantly increased participation in higher education by providing free tuition to resident low-income students.

- Dream Weber continues to increase the number of students applying for federal financial aid by an average of 34% (since program inception in 2009).
- The number of applicants eligible for the program continues to increase as well, with a 32% increase from the 2011/12 to the 2012/13 academic year.
- Dream Weber students are graduating: 252 Bachelor degrees and 400 Associate Degrees have been awarded to Dream Weber students.

Expand Pre-College Outreach Efforts

In 2011-12, WSU outreach programs served more than **1,980 students** from 15 high schools and junior high schools in the Ogden, Weber and Davis districts.

Completion

Enhance the Technology Enhanced Remedial Math ("TERM") Program

TERM is a software-based learning platform that guides under-prepared students through remedial math modules. Participation in the TERM program has grown by an average 8% per year (student credit hours).

Expand Hybrid/Online Offerings

WSU continues to pioneer technology-intensive course delivery. Online (semester-based) courses generate roughly 20% of WSU enrollment (2,496 FTE in Fall 2012, a 15% increase over Fall 2011). Accelerated (7 week), hybrid course enrollments are increasing at a rate of approximately 19% per year.

Enhance Engaged Learning Opportunities

Engaged learning is a hallmark of a Weber State education:

- 86% of seniors participate in engaged learning experiences;
- 31% of Weber students provide service to the community, contributing 147,606 service hours, which is equivalent to \$2.6 million dollars in service;
- The number of WSU students participating in community service has more than tripled since 2007-08.

Economic Innovation

Expand Economic Cluster Acceleration Efforts

The state's top nursing executives meet regularly with the WSU academic deans to work on developing a program in nursing care management, much-needed addition to the industry that will help in transforming health care delivery, and to integrate employee focused, intentional orientation programs with educational capstone experiences.

Expand Technology Commercialization

Weber State has secured \$1 million in TCG and TCIP funding and engaged in 41 entrepreneurial projects since 2010. Two new WSU initiatives expand entrepreneurial activity locally:

- Think Tank: a mechanism to offer expert advice, investment opportunities, and to facilitate collaboration between experienced and successful investors, entrepreneurs, industry leaders, and new startups,
- Start-Up Ogden: a joint venture between Ogden City and WSU will serve as a campus community extension, hold classes for would-be entrepreneurs, and provide incubator space for local developing companies.



As the state’s designated liberal arts and sciences university, Southern Utah University (SUU) provides a broad-based, engaged college experience for students of high academic achievement. SUU focused on multiple initiatives supporting the HigherEdUtah 2020 priorities. SUU’s efforts are shaped by its distinctive mission and coordinated under the guidance of the SUU Academic Roadmap 2010–13.

Participation

Role/Mission-Based Admission

SUU distinguished its admission profile by joining the prestigious academic honors societies Phi Kappa Phi and Omicron Delta Kappa, and (2) gaining membership in the Council of Public Liberal Arts Colleges (COPLAC).

Completion

First-Year Student Retention

SUU has targeted first year student success by:

1. Sending *at-risk students* an e-mail detailing resources to improve their math and English skills and tracking student use of those resources.
2. Making all institutional freshmen *scholarship awards* renewable for four years.
3. Improving *access to classes* by identifying and removing registered students who do not intend to attend the institution.

Early Alert Program

The Student Assessment Notification System (SANS) identifies academically struggling students. Faculty can alert a SANS director who can take appropriate action.

DegreeWorks Advising Software

This new software tool allows students and advisors to better monitor progress toward graduation.

Expanded Learning Communities

Over this last year, SUU launched two initiatives:

1. Created eight *residential* learning communities (most have incorporated common course offerings).
2. A pilot program for *non-residential* learning communities—freshman interest groups (FIGs). The pilot developed common course offerings for 14 cohorts.

Summer Term Enhancements

SUU will expand summer enrollment by (1) guaranteeing the availability of core courses, (2) improved marketing the advantages of summer semester, and (3) providing new high school graduates a summer launch program.

Complete College Utah Completion Plan

Student Success: Restructuring the delivery of gateway courses. **Faculty development:** Increasing institutional support for faculty training and mentoring including more online course development. **Completion research:** Restructuring the delivery of assessment tools and instruments. Vetting new tools and instruments for potential use. **Learning communities** in the College of Science and Engineering will be required for new majors.

Economic Innovation

SUU Business Resource Center

A one-stop Main Street location in Cedar City housing a variety of resource providers and partners.

Monthly Innovation/Entrepreneurship Forums

Focused on the technology business sector and provide cutting edge training/networking to spark innovation and job creation.

Entrepreneurship Pathway

SUU has received approval for an Entrepreneurship/Small Business Management certificate program to provide a pathway for small business management.

Innovation and Entrepreneurship Incubator

In the initial stages of developing an innovation incubator, that focuses on developing technology creativity and innovation rather than on incubating specific businesses.



Established 1911

Dixie State College (DSC) is rapidly transitioning from a “state college” to a comprehensive regional state university based on regional demand, academic readiness, and state funding. As a regional institution, Dixie emphasizes workforce development, allied health professions, and economic partnerships. Dixie State College continues to make progress in addressing the three strategic priorities of participation, completion and economic innovation.

Participation

Outreach “ROADS” Program.

The college expanded its “ROADs” (Registration & Orientation at Dixie State) outreach program to more than twenty high schools in northern Utah. This has contributed to its largest ever freshmen class.

Completion

Expanded Degree Offerings.

Washington County lags behind the state average in the percentage of adults with bachelor’s degrees (22% vs. 27%). The college continues to expand its degree offerings. This year, 21 baccalaureate degrees with a total of 38 degree combinations are available to meet local needs.

The growth in the degree offerings has promoted corresponding growth in the actual degrees awarded, with the latest graduating class of 1,700 being the largest in the institution’s history.

Cohort-based Strategies

DSC is expanding its use of cohorts to increase completion rates. It offers a cohort-based, fast-track Bachelor’s of Science degree in Communication, a cohort program for at-risk students with significant math deficiencies, and first-year major cohorts to take the first-year experience course together.

Mainstream Remedial Students

Dixie State has disbanded its developmental education office and mainstreams remedial students directly into the gateway math and English courses. Appropriate co-requisite support and modular training assist students in going through the preparatory coursework at their own pace.

At-Risk Student Support

To better assist at-risk student populations DSC has hired a full-time retention coordinator, implemented “early warning” software called *StarFish*, and created a new “first-year advising” program to target new at-risk students.

Economic Innovation

Working with Business Community

Dixie State College drives innovation and creates new business opportunities, both through SEED (Stimulating Expansion of Entrepreneurial Development) Dixie and through partnerships with the local business community.

- DSC created an “accounting incubator” which provides students with opportunities to analyze and advise local businesses regarding their accounting practices.
- The Dixie Business Alliance continues to partner students with local business startups.

Premiere Digital Film Program and Studio

Dixie State College now houses a state-of-the-art film production facility for use by students and the community. The Center for Media Innovation continues to grow and produces award-winning video productions.



Established 1941

As Utah's newest comprehensive regional university, Utah Valley University (UVU) offers a wide array of bachelor's degrees, a targeted number of master's degrees, and a broad set of associate's degrees and certificates. UVU excels in providing engaged learning opportunities and innovations in preserving a community college function within a quality state university. Committed to helping Utah achieve the 66% goal, UVU strives to increase participation, completion, and economic innovation.

Participation

Structured Enrollment

New system of "structured enrollment" retains open admissions while implementing enrollment standards.

Strengthen Admissions and Enrollment Administrative Processes

UVU has established early and firm admissions deadlines, require students to begin payment plan before the semester begins, and require transcripts prior to admission.

Technology-Delivered Instruction

This past year, 19.6% of total student FTE was delivered technologically. During fall 2011, 37.5% of all UVU students enrolled in one or more technology-delivered courses. Areas of focus include: **Hybrid Teaching Initiative:** UVU's faculty summer Hybrid Course Boot Camp developed new hybrid course offerings; **Expand delivery options for "bottleneck" courses;** **Technology Intensive Concurrent Enrollment (TICE):** UVU has assisted in new TICE courses and offers ART 1010 and MATH 1010.

K-16 Alliance

UVU hosts an annual K-16 counselor conference to improve student transitions from public education to higher education. The alliance is collaborating to reduce the number of high school graduates who need remedial math.

Completion

Institutional Retention Policies

The retention rate for all first-time, full-time degree seeking students has improved from 45.9% in 2004 to 61.1% in 2010. New programs have assisted those efforts:

- *Early Alert* and *Stoplight* identify at-risk students and provide a comprehensive summary of each student's college readiness and at-risk variables.
- Retention mentors assist at-risk students
- The leave of absence program provides greater tracking and facilitates re-entry.
- Relationship Management and Retention and Graduation Dashboard tools provide better data.

UVCommit

Challenges students to focus on completing a degree program and connects them to services and resources designed to help them graduate.

Economic Innovation

Business Engagement Strategy

Guides the university's interface and engagement with the local business community.

Digital Media Pathway

Allows students to transition from secondary through postsecondary education ready to enter the workforce in eight fields within Utah's digital media cluster.

Business Resources

Provides a robust suite of programs to aid the region's economic development.



Established 1948

As Utah's only comprehensive community college, Salt Lake Community College (SLCC) plays an increasingly important role. The institution provides open-access admissions, a comprehensive set of academic programs (associate degrees, certificates, career and technical education, transfer education and workforce development), community-based education programming, and student support services.

Participation

Public Education: K-12 Alignment

SLCC convened 20 Wasatch Front high school principals to discuss how to improve high school curriculum for college readiness. SLCC provided *high school feeder reports* that detail information for recent high school grads and subsequent progress at SLCC. SLCC Math and Concurrent Enrollment staff work with Copper Hills High School math teachers to better *align curriculum*. Similar outreach is planned with Granger High School.

Partnerships for Accessing College Education (PACE)

PACE provides two years of free tuition to SLCC for underrepresented, first-generation students complete the high school PACE program – 90% of the first cohort successfully completed their freshman year.

Completion

SLCC is the third highest producer of associate's degrees in the nation among two-year colleges.

SLCC Math Pipeline

The college piloted two instructional innovations to strengthen the SLCC math pipeline: *Math 1010 – The Next Generation (TNG)*. Student completion and success rates in the Math 1010 TNG pilot sections are higher than those in traditional Math 1010 classes; and *Innovative Developmental Education*. In SLCC's Learning Emporium, 250 students enrolled in an innovative approach to remedial math instruction that integrates research-based student success practices.

Voluntary Framework of Accountability (VFA)

The VFA provides community colleges a set of institutional-type metrics and sets a national standard for meaningful performance benchmarking.

Mandatory Orientation

Persistence rates for SLCC students who participate in orientation is 71% compared to 65% for those who do not.

Early Academic Alert

SLCC leverages technology to provide timely support for at-risk students. Advising interventions for students increased 64%.

Gen Ed Step Ahead (GESA) Program

Cohorts of students take block-scheduled courses to complete the General Education Letter of Completion in two semesters. GESA students completing the first semester of the program had an 80% persistence rate.

Economic Innovation

SLCC is Major Partner in \$15 Million Economic Development Project

Salt Lake Community College is the lead educational partner in a new \$15 million Goldman Sachs National 10,000 Small Businesses partnership.

Workforce Education Pathways and Partnerships

1. *State Energy Sector Partnership (SESP)*. Over 500 participants have completed basic core and advanced certifications associated with energy sector jobs.
2. *Green Enterprise Development*. Trained workers in Green Enterprise Development.
3. *Electronics Assembly Technician Certificates*. SLCC and L-3 Communications launched a public/private partnership in technician training.

Stackable CTE Credentials

SLCC students can "stack" technical certificates (non-credit and credit), general education, and experiential credit towards associate's degrees.

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Based on previous work conducted targeting the 25-35 year old population, USHE’s overall goal was to increase the number of degrees and Certificates by 1,500 in the 2011-12 Academic year over the previous year. The actual increase reported was 1,363 or a 4.5% total increase and only 137 short of our targeted goal for the first year. (Source: USHE 2013 Data Book Tab B: Degrees and awards)

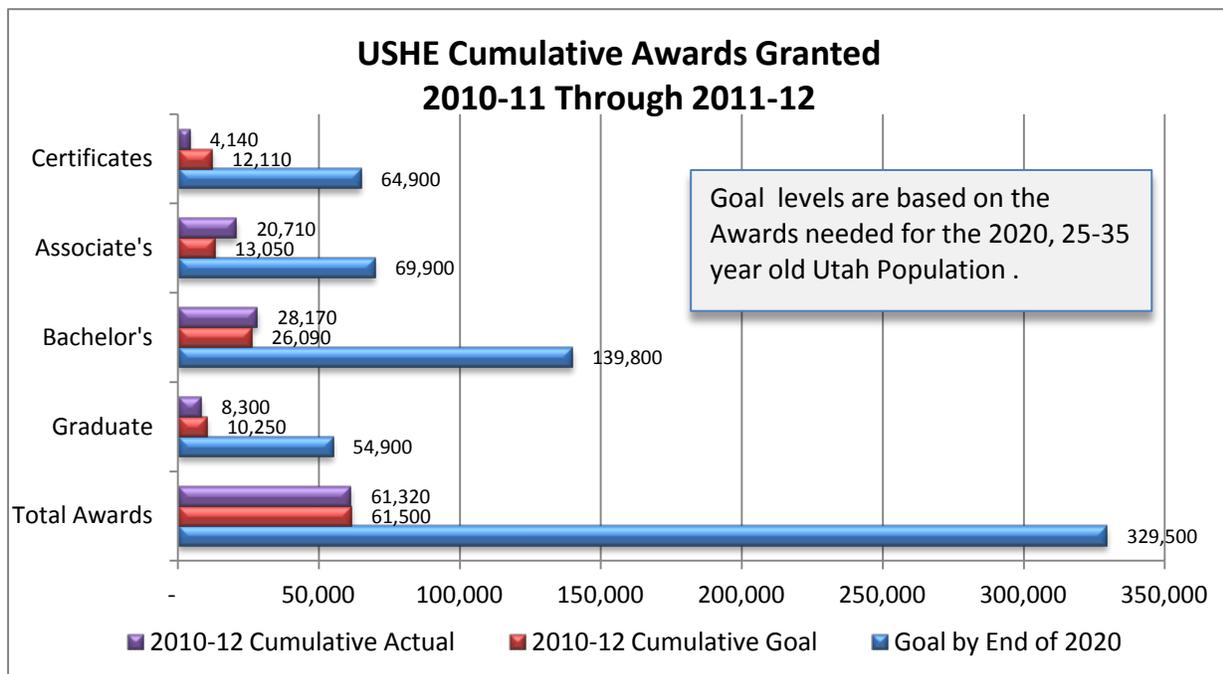
The overall goal of having 66% of Utah’s working age population (25-64) with a post-secondary degree or certificate by 2020 was proposed by Commissioner Bill Sederburg in July 2012. The USHE is focusing its efforts on the 25-35 age group for the 2020 goal as they will have the greatest workforce benefit.

Proposed Growth Need in Certificates and Degrees Awarded to Meet Utah's 66% Goal

Academic Year	Total Utah Base	USHE	UCAT	Private, for Profit	Private Not for Profit**	Total Growth	Total Annual Degrees Awarded
2010-11*	33,600	Targeted Growth					33,600
2011-12	33,600	1,500	100	300		1,900	35,500
2012-13	33,600	3,000	200	500		3,700	37,300
2013-14	33,600	4,600	300	800	100	5,800	39,400
2014-15	33,600	6,300	400	1,100	100	7,900	41,500
2015-16	33,600	8,100	500	1,400	100	10,100	43,700
2016-17	33,600	10,000	600	1,800	100	12,500	46,100
2018-19	33,600	12,000	800	2,100	200	15,100	48,700
2019-20	33,600	14,100	900	2,500	200	17,700	51,300
Total Awards	302,400	59,600	3,800	10,500	800	74,700	377,100[†]
Base + Growth						108,300	

*Base Year

[†]Target = 66% of the estimated 571,000 25-35 Year Olds in 2020 or 377,000 Degrees Awarded



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