HigherEdUtah2020

2011 Report

Utah Educational Savings Plan

Helping Utah families reach their college savings goals

When Salt Lake City resident Duane Hill and his late wife, Corrine, heard about the just-launched Utah Educational Savings Plan (UESP) in 1996, they opened UESP college savings accounts for their two granddaughters. The accounts turned out to be the first two opened with UESP.

UESP helped Duane and Corrine save for their granddaughters' future higher education expenses through its low fees, flexibility, and family-friendly investment options. Duane and Corrine also enjoyed the federal and Utah state income tax benefits UESP offers plan participants. Eligible account owners today enjoy:

- A 5 percent Utah state income tax credit on qualified contributions up to $1,780 (single filers) or $3,560 (joint filers) *per qualified beneficiary*. (To qualify for the credit, the beneficiary on the account must have been designated as such before age 19.)

- Tax-deferred growth on earnings

- Withdrawals that are exempt from federal and Utah state income taxes when used for qualified higher education expenses of the beneficiary at an eligible educational institution

It's been 15 years since those first accounts were opened. Today, nearly 193,000 UESP accounts owned by both Utah and non-Utah residents hold more than $4 billion in college savings.

Utah families are committed to providing their children the opportunity for post–high school education, as evidenced by the thousands of UESP accounts owned by Utah residents. That commitment is good news for Utah's 2020 Plan, as a child with a college savings account is seven times more likely to pursue a higher education.[1]

Last fall, Duane and Corrine's eldest granddaughter, Marley Rose Hill-Filben, started her first semester of college. Even as a scholarship recipient who works part-time, Marley says she would be struggling to cover the costs of higher education without the savings in her UESP account. "It takes a weight off my shoulders," says Marley. "It's just so smart to start a college savings plan."

Visit uesp.org or call 800.418.2551 to learn how top-rated UESP can benefit you and your family.

[1]William Elliott III and Sondra Beverly, "The Role of Savings and Wealth in Reducing 'Wilt' between Expectations and College Attendance," Washington University in St. Louis, George Warren Brown School of Social Work, Center for Social Development, January 2010, CSD Publication No. 10-04, 2; http://csd.wustl.edu/Publications/Documents/RB10-04.pdf

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THE BIG GOAL

Utah's Goal for Higher Education

Excellence in education is part of the bedrock that underlies Utah's success, well-being, and prosperity. Education lays a foundation for growth, and—specifically—higher education provides opportunities for employment, service, leadership, and personal enrichment. Yet this bedrock is under stress from societal and economic forces, including complex social issues that require informed, creative leadership and the demands of a global economy that necessitate innovation and skill. To succeed and excel under these pressures, higher education in Utah must achieve a new level of excellence. Higher education must be strengthened and empowered to increase the educational attainment of Utahns, supporting the state's quality of life and economic prosperity.

Last year the Board of Regents and Commissioner of Higher Education established a **big goal** for Utah: to have *66%* of Utahns—men and women ages 25-64 —with a postsecondary degree or certificate by the year 2020. This **big goal** was also adopted in 2010 by the Governor's Education Excellence Commission:[1] a panel of educators, elected officials, and business leaders. Central to Utah's **big goal** are strategies to increase higher education participation and completion rates across the state—public and private institutions alike.

Current levels of educational attainment are insufficient to meet projected workforce demands. According to 2010 Census data and estimates on postsecondary certificate

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1   The Governor's Education Excellence Commissioner expanded its 66% goal statement to include the population of Utahns 20-64. The Board of Regents 66% goal targets Utahns 25-64 because national higher education data reporting sources and databases begin tracking and reporting levels of educational attainment at age 25.

Figure 1: Utah's Big Goal: Postsecondary Educational Attainment Levels by 2020 • Ages 25-64

Board-approved postsecondary certificates*
- 2010 Baseline*: 68,148 — 4.3%
- 2020 Goal**: 221,100 — 13%

Associate's degree
- 2010 Baseline*: 143,171 — 9.0%
- 2020 Goal**: 222,200 — 14%

Bachelor's degree
- 2010 Baseline*: 315,627 — 19.9%
- 2020 Goal**: 466,700 — 28%

Graduate or professional degree
- 2010 Baseline*: 149,514 — 9.4%
- 2020 Goal**: 177,700 — 11%

Legend: 2010 Baseline* / 2020 Goal**
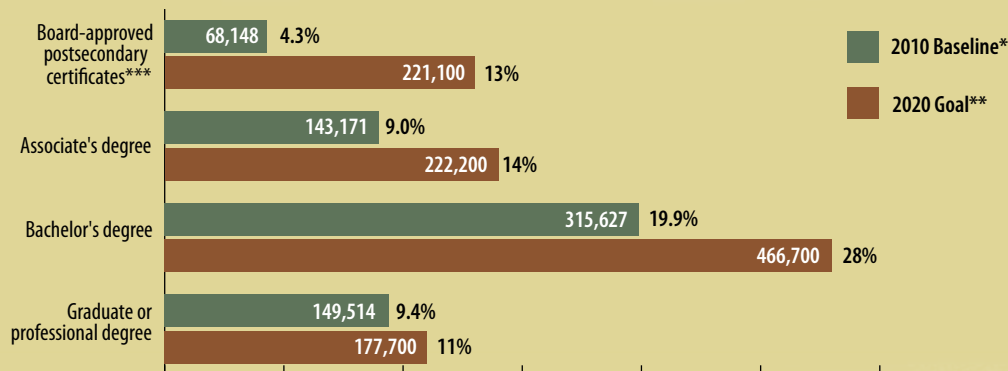
*   2010 Census
** Goal based on 66% completion rate
*** 2010 estimate of 4.3% holding a certificate as highest postsecondary award

attainment, only 43% of Utah's adult population has a postsecondary credential. Yet, a notable report from the Georgetown Center on Education and Workforce and other sources indicate that 66% of jobs in Utah within the next ten years will require some form of postsecondary education.[2] A more educated workforce will be needed to compete in the current knowledge-based and global economy; specifically, to meet real workforce demands, attract strong business, and create new opportunities, as well as to promote a healthy, vital society.

Specific degree attainment goals have been crafted for Utah, based on an analysis of the Georgetown study, a Utah survey by the

Cicero Group, and data from the U.S. Census Bureau. By 2020, Utah aims to have at least the following percentages of degrees held by its workforce population:

- 13% Board-approved Certificates
- 14% Associate's degrees
- 28% Bachelor's degrees
- 11% Graduate or professional degrees.

Figure 1 shows the current level of educational attainment compared to Utah's goals for higher educational attainment by the year 2020. Goals for specific credentials are dynamic and will continue to change along with the economic demands of the state. Notably, growth is needed in all areas of postsecondary attainment. Achieving the **big goal** requires the cooperation of all levels of postsecondary education, both public and private.

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2   The Georgetown University Center on Education and the Workforce, *Help Wanted: Projections of Jobs and Education Requirements through 2018,* June 2010, by Anthony P. Carnevale, Nicole Smith, Jeff Strohl.

The Benefits of Higher Education

Education, particularly well-focused higher education, benefits both the individual and the community through economic stability and a deeper, richer quality of life.

Higher education undeniably has an economic benefit. Research clearly shows that economic prosperity is directly linked to individual and collective educational achievement. As education levels increases, individual earning potential also increases, unemployment decreases, and contribution to the tax base increases (see Figure 2). According to estimates from the Utah Taxpayers Association and the U.S. Census Bureau, 88% of Utah's taxes are paid by people with a postsecondary education (see Figure 3). Much evidence also shows that in a knowledge-based economy, a higher level of education among the population stimulates economic growth as a whole, while educational mediocrity places the state's economy and way of life in serious jeopardy.[3] These factors point to higher education as key to the health of the economy in Utah.

In addition, there are social benefits directly tied to education that have impact on both the economy and other aspects of the quality of life in Utah. The Education Pays 2010 report documents the returns

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3   See *A Nation at Risk: The Report of the National Commission on Excellence in Education*, 1983.

When a Promise is a Promise

First-generation Aggie, next-generation veterinarian

UtahStateUniversity

For as long as she can remember, LaDonya Jackson has held in absolute clarity the dream she is now eagerly pursuing as a beneficiary of the Aggie Promise Endowment at Utah State University. Every elementary school report, every pie–in–the–sky discussion of her future expressed the same dream: her being a veterinarian.

Jackson's natural gifts for math and science led one teacher to encourage her to medical school instead. And while, for a second, the option seemed logical, until Jackson realized that she wanted to wake up every morning and do what she loves.

The fact that Jackson could even recognize such an epiphany, that she could visualize herself as the first-ever college graduate in her family, speaks volumes of the urgent "escape away from everything" her mother was able to orchestrate several years earlier. Jackson's mother moved her family from a gang-ridden, drug-infested neighborhood in Stockton, California, to San Jose, California. The move was not without its challenges, but it eventually facilitated Jackson taking advanced placement classes in high school, working tirelessly at her mother's day care facility, and, more importantly, determining a plan that widened her perspective and became the "beginning of getting everything together."

Jackson first envisioned a future at Utah State University when she heard a speech by former Aggie football player Raymond Farris ('87). During his remarks, Farris mentioned the Aggie Promise Endowment designed by USU President Stan Albrecht to provide a financial vote of confidence to first-generation students who might not otherwise get the chance to chase dreams of a college education.

"I heard him talk about it and I looked USU right up and saw that it had vet science programs," Jackson says. "I was scared at first because I wasn't sure what I was doing, but it seemed like doors were opening, and I felt like I needed to get up and go. So I got up and went." Without knowing how things will play out exactly, Jackson accepted her Aggie Promise on a Thursday and left for Logan the following Wednesday. No pause or wait, just get up and go. "I think that's mostly from watching my mom," she says. "Life isn't always a straight plot. There are many avenues to try, but you have to get up and try."

Figure 2: Median Wages, Taxes & Unemployment by Education Level

Source: U.S. Census Bureau, American Communities Survey 2009
            Utah Taxpayers Association (11.5% tax rate)
            *Utah Dept. of Workforce Services (Food stamp qualification for family of
            four, $26,856)

Figure 3: Utah Population 25 and Over by Education Level and State Tax Contribution

that both individuals and society as a whole receive from investments in higher education.[4] A synopsis of these benefits includes:
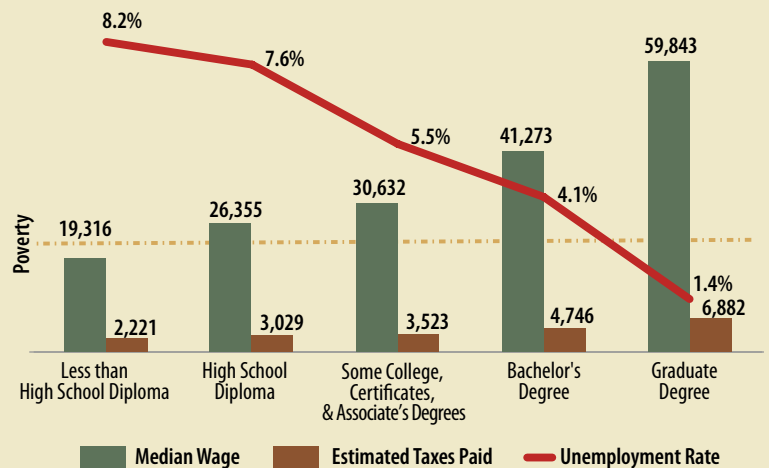
- College education leads to healthier lifestyles, reducing health care costs for individuals, families, and society.

- College-educated parents engage in more educational activities with their children, who are better prepared for school than other children.

- College-educated adults are more likely than others to receive health insurance and pension benefits from their employers and be satisfied with their jobs.

- Adults with higher levels of education are more active citizens than others, including donating their time to organizations, voting, and civic involvement.

These benefits apply equally to educated individuals who are engaged in the workforce and those who are not, for instance, those who direct their time to nurturing children or caring for elderly parents. In other words, stay-at-home parents are better equipped to handle the demands of managing a household having earned a formal college degree or credential.

A well-educated society contributes to a thriving middle class—individuals and families

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4   College Board, *Education Pays: The Benefits of Higher Education for Individuals and Society, 2010.*

Figure 4: USHE Enrollment Projections for 55% of Utahns 25-64 to Achieve an Associate's Degree or Higher

Enrollment Needed   Actual Enrollment
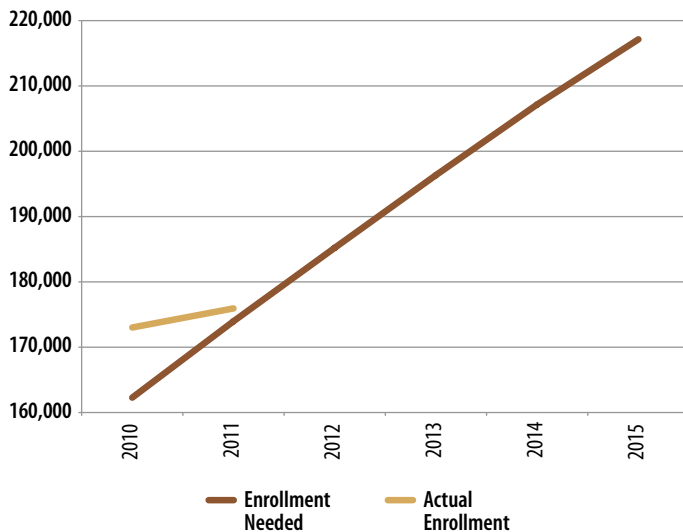
Students should not just "go to college," students should also "finish college."

—Commissioner William A. Sederburg

with a comfortable standard of living and significant economic security. As the middle class is the largest contributor to the tax base, its strength is significant to the future of the state and nation. Unfortunately, Utah has not been immune to the documented erosion of the middle class.[5] The last decade (full business cycle) saw a 6% decline in the median household income. According to research by the Lumina Foundation, a person can no longer expect to enter or remain part of the middle class with only a high school diploma or less. The gap in earnings between those with postsecondary degrees and those without will continue to grow.[6]

Strategic Priorities for Achieving Utah's Big Goal

In order to achieve Utah's **big goal**, the state must address three strategic priorities:

1. Increase the rate of student participation in higher education (postsecondary education programs).

2. Increase the rate of student completion in their chosen field of study or training.

3. Increase the level of economic innovation.

This document serves as an update of the progress that the state is making in these three areas.

1. Participation

To achieve Utah's **big goal**, more students must enroll in postsecondary education. The 2020 Plan projected how the college enrollment rates needs to grow over the next decade (see Figure 4). While the fall 2010 enrollment at USHE significantly exceeded this projection, the fall 2011 enrollment of 175,940 only slightly exceeds the projection. A concerted effort will be needed to sustain the necessary growth. Higher education needs to both increase and broaden participation while expanding capacity through technology, facilities efficiency, and expanded infrastructure.

Utah's **big goal** emphasizes participation in both degrees and certificate programs. It includes educational programs at research universities, regional
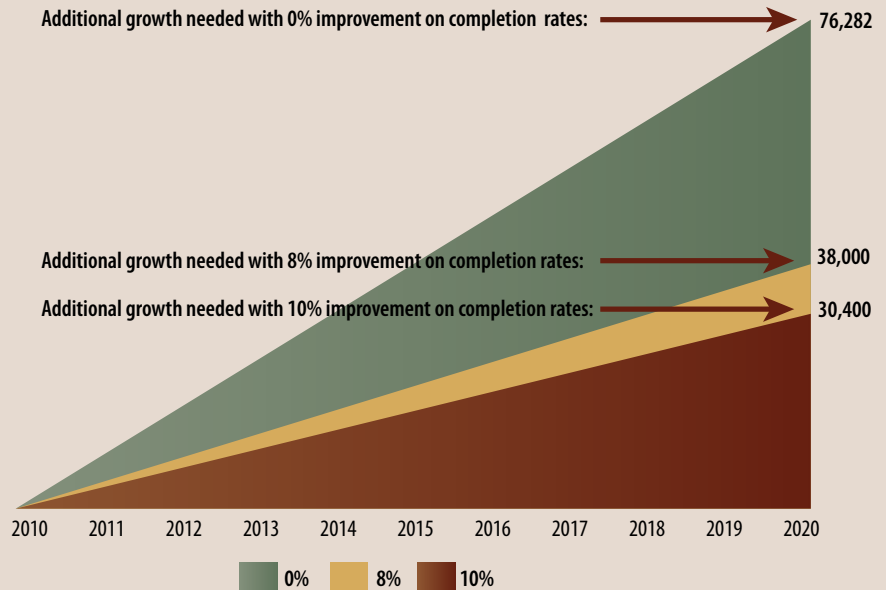
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5   See Don Peck, "Can the Middle Class be Saved?" *The Atlantic Magazine*, September 2011.

6   Lumina Foundation for Education, *A Stronger Nation through Higher Education: How and why Americans must achieve a 'Big Goal' for College Attainment*, September 2010.

Figure 5: Impact of Increased Completion Rates on Need for New Students by 2020 (excluding inflationary growth of 33,000)

Completion rates are based on 150% completion time for a degree, meaning that a 4-year degree is based on 6 years and a 2-year degree is based on 3 years.

—*National Center for Education Statistics*

Additional growth needed with 0% improvement on completion rates: 76,282

Additional growth needed with 8% improvement on completion rates: 38,000

Additional growth needed with 10% improvement on completion rates: 30,400

2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020

0%   8%   10%

universities, community colleges, and technical colleges, with an emphasis on degrees that can produce a livable wage. It includes multiple entry points, so that a student can begin with a certificate or two-year degree, and move on to a higher degree program if desired. This emphasis should broaden the base of participation, extending higher education to those who may not have considered it before, opening doors to those who desire to return, and setting Utahns on the path to consider education a life-long activity.

2. Completion

Utah's institutions of higher education need to retain and graduate more of the students who enroll. Admittedly, not every student who begins college will complete a degree, but many more students could than do. Completion rates among USHE institutions have grown slightly, but not sufficiently, over the past five years.

The majority of Utah students are not completing their degrees within 150% of expected time, which is the national standard for time to degree completion reported through the federal government's Integrated Postsecondary Education Data System (IPEDS). Utah's completion rate for four-year degrees is currently about 40%, which means that 60% of students who have declared a major in a baccalaureate program have not completed that degree within a six-year period, or at all.

Longer time to completion results in increased costs for the student and decreases the likelihood that the student will complete the degree.

In order to reach the **big goal**, postsecondary institutions will need to improve student completion rates. The forecasted number of students needed to enroll is dependent on the completion rate of institutions (see Figure 5). By improving the completion rate, fewer new students will need to enroll since more students will be completing their degree.

By 2020, Utah expects to enroll 33,000 new students. This growth is normal inflationary growth but does not move Utah closer to its **big goal**. With no improvement in completion rates, enrollment at Utah institutions will need to grow to more than 76,000 students above the normal inflationary growth of 33,000 students. This means that 109,000 total new students are needed by 2020 to enroll in order to reach the **big goal**. However, through improving the completion rate at each institution, the growth required above the normal inflationary growth will not be as high since a greater percentage of those enrolled students will be completing their degree. For example, if completion rates are improved by 8%, the number of students needed to achieve the needed growth rate drops by half, to 38,000 (71,000 students including inflationary growth).

Together, completion and enrollment goals will help drive the attainment of the **big goal**. Having more students complete their degrees on time will relieve the pressure at the individual campuses to accommodate extraordinary growth. Figure 5 indicates the additional growth needed if completion rates are not improved or are improved at 8%, or 10%. The improvement of completion rates plays a vital part in achieving the **big goal**.

3. Economic Innovation

Utah's recent economic resurgence has been driven, in part, by the state's innovative colleges and universities. For Utah to keep this trajectory it must reaffirm its commitment to the **big goal** and the role higher education plays in economic innovation and development strategies. Many former manufacturing and industrial-focused states have recently suffered economically despite being home to excellent higher education institutions. The reality is that the fabric of the nation's economy is being rewoven with a knowledge-based focus necessitating the connectedness of higher education with local challenges and opportunities.

As Utah transitions to a knowledge-based economy, its colleges and universities are becoming more attuned to industry trends and opportunities to grow the state's economic clusters and regional economies. With this alignment of resources comes synergistic growth that increases the number of jobs and wages. As higher education continues to leverage its resources to address local challenges, to accelerate existing businesses, and to seed entrepreneurial opportunities, the state's economy will grow and diversify to ensure a prosperous future.

A key variable to this prosperity is the state's talent pipeline—college and university student interns and graduates appropriately skilled and credentialed to be competitive and competent in a global knowledge-based economy. Educational attainment is the single greatest factor in determining wealth disparities between states and countries.[7] As Utah's colleges and universities credential more students in pursuit its **big goal**, Utahns will see a corresponding rise in personal wealth.

The **big goal** is an investment in Utah's human capital. A common strength cited by companies who relocate or expand in Utah is its young, motivated, and educated workforce—its talent pipeline. As the programs and offerings of Utah's colleges and universities better align with workforce needs and opportunities, businesses can better and more quickly overcome obstacles to growth. This alignment results in more Utah jobs by attracting businesses to the state and sustaining a talent pipeline for Utah-based companies to expand and thrive.

Utah's research institutions also create high-paying jobs through spin-off companies. For example, Figure 6 demonstrates the recent emergence of the University of Utah as the national leader for startup companies.[8] According

Utah's economic resurgeance has been driven in part by the colleges and universities.

7   Alliance for Regional Stewardship, American Association of State Colleges and Universities, and National Center for Higher Education Management Systems, *Tools and Insights—For Universities Called to Regional Stewardship: Making Place Matter*, 2006, p. 15.

8   Association of University Technology Managers (AUTM), Annual Survey, 2010, in *U of Utah Repeats as No. 1 University for Startups* at http://unews.utah.edu/news_releases/u-of-utah-repeats-as-no-1-university-for-startups/

to the Utah Economic and Business Review, these companies account for thousands of jobs, millions of wages, and a stronger tax base.[9]

All of Utah's colleges and universities support economic innovation through partnerships and initiatives. Each USHE institution is home to a business resource center that provides resources to small and medium-sized businesses. These centers serve thousands of business every year and are on the front line of the state's economic prosperity movement.

Governor Gary R. Herbert recently set the ambitious goal of accelerating the creation of 100,000 jobs in 1,000 days. This goal will return Utah to pre-recession employment levels and greatly accelerate wealth creation. Utah's higher education community is committed to play an important role in accomplishing this goal. Whether through business creation with technology transfer and entrepreneurial training, business expansion led by local business resource centers, or business attraction through delivering world-class research and workforce support, Utah's colleges and universities are actively responding to the governor's call and doing their part to ensure a prosperous Utah now and in the future.

Utah's college and universities play an instrumental role in supporting a successful economic innovation and development strategy. In addition to meeting the **big goal**, higher education must help ensure that increased education translates into good jobs with family-sustaining wages. Holding higher education accountable to help grow the wealth of Utah will lead to long-term prosperity.

The University of Utah is the national leader for startup companies.

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9   Utah Economic and Business Review Vol. 70, No. 4; 2010.

Figure 6: University of Utah Startup Companies • 1970-2011
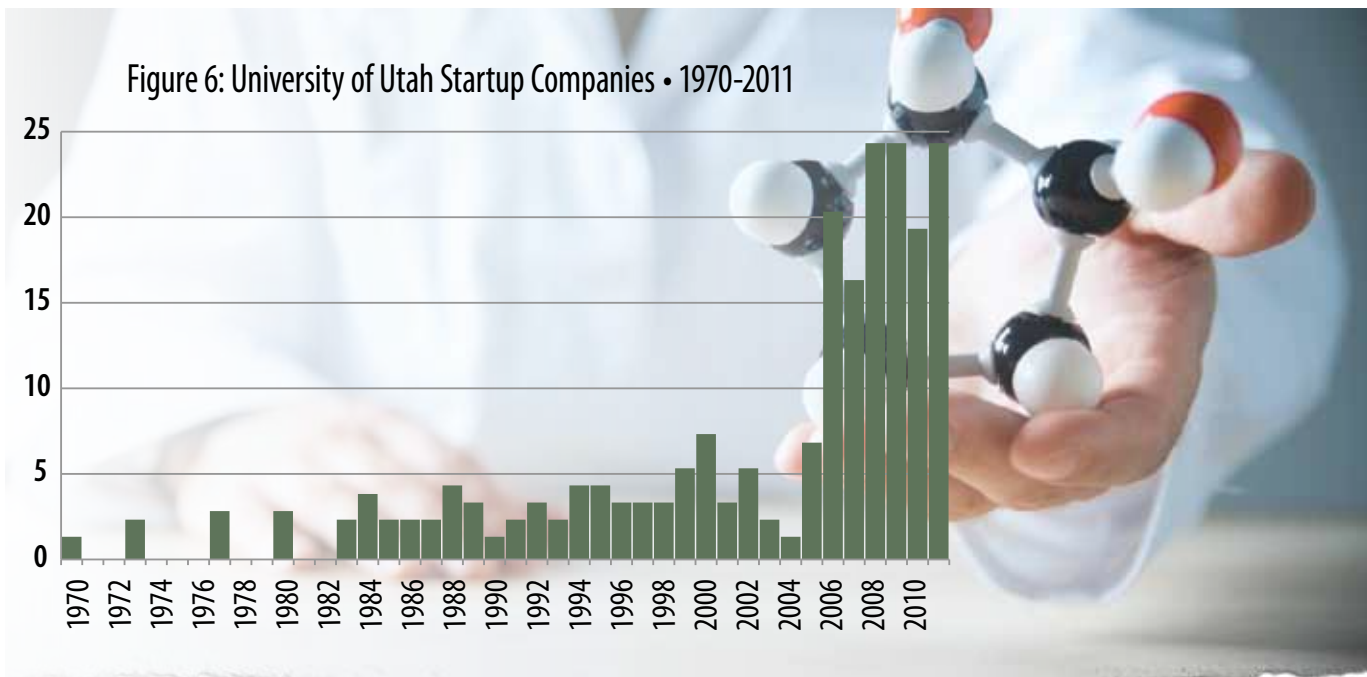
Source: Utah Technology Venture Development, The University of Utah, 2011 Annual Report; available at http://www.techventures.utah.edu/news/publications/

Action Plan

This 2011 Report serves as both a progress report and an action plan for continued work and new initiatives championed by the Board of Regents and the Utah System of Higher Education (USHE) in aim of attaining Utah's **big goal**. Each section of this Action Plan—Participation, Completion, and Economic Innovation—describes both _current initiatives_ and _future initiatives_. Initiatives that have been determined by the Board of Regents to be a _higher priority_ for 2012 are marked with the ⌒⌒ symbol.

This _Action Plan_ melds the 52 recommendations identified in last year's _HigherEdUtah2020_ plan into specific and actionable initiatives (see Appendix A). With limited means, the need to prioritize resources to make the greatest impact is imperative if Utah is to reach its **big goal**. Thus, Appendix B lists the initiatives of highest priority as identified by the State Board of Regents during its January 11, 2012 board meeting.

1. Participation

In order to reach the **big goal**, more students will need to enroll in a postsecondary institution. USHE and UCAT are committed to increasing the participation of

SLCC Student Selected to Design Robotic Rovers

Local Scholar to Participate in Training at NASA Flight Center

Salt Lake Community College

Christopher F. Thompson, a student at Salt Lake Community College, was selected to participate in NASA's National Community College Aerospace Scholars (NCAS) program. He was one of 48 students from 25 states to travel to the Marshall Space Flight Center in Huntsville, Alabama for three-day experience in November 2011.
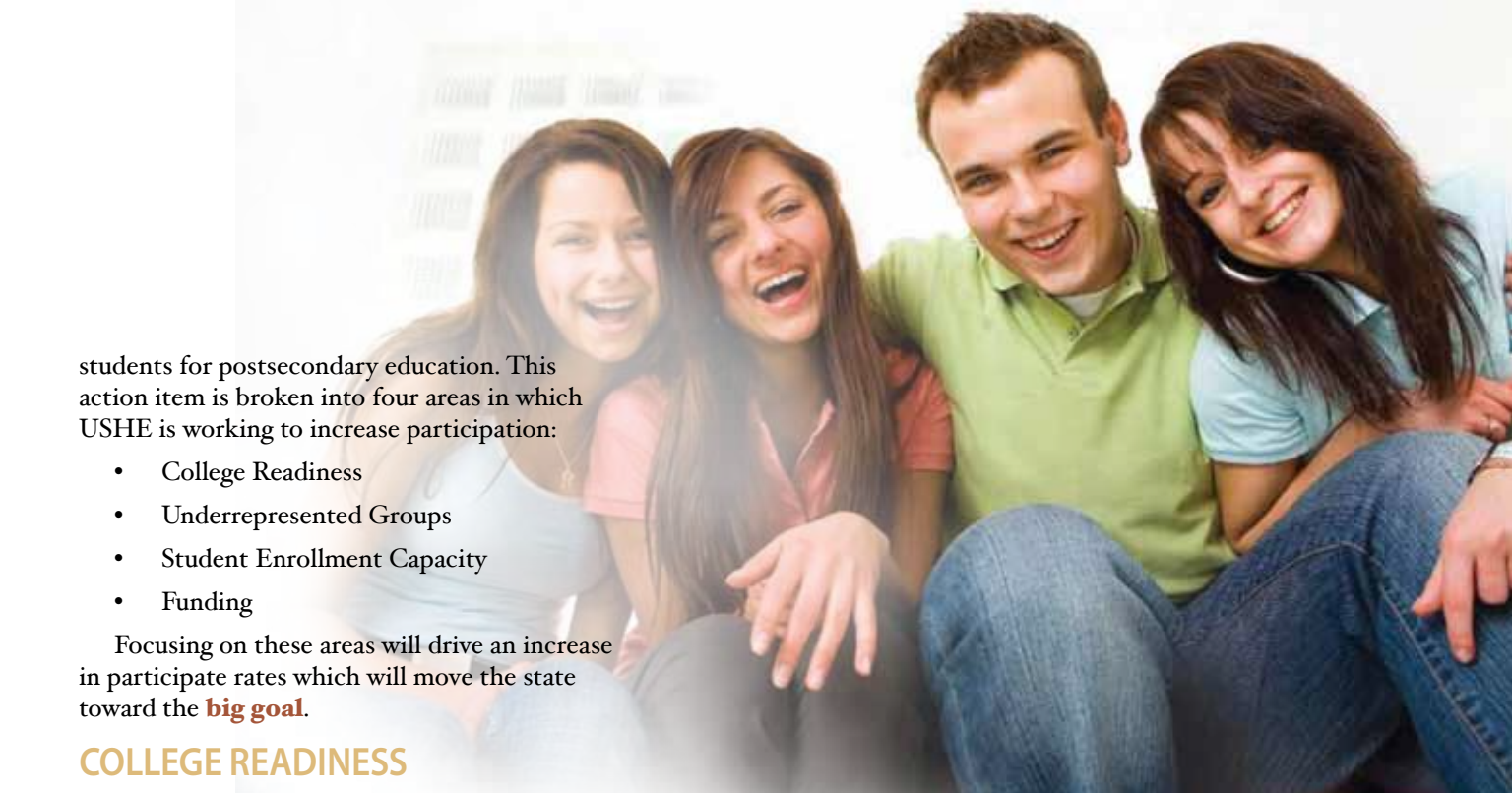
Participants collaborated to design robotic rovers for NASA. Alongside his peers, Thompson established a team and formed a fictitious company pursuing Mars exploration.

The team created a company infrastructure to design and develop a prototype rover. The experience included a tour of NASA facilities and briefings from agency scientists and engineers.

Thompson and other participants were selected based on completion of web-based assignments and activities during the school year centered on science, technology, engineering and mathematics (STEM)

content. NCAS is an interactive online learning opportunity highlighted by a three-day experience at NASA (either the Johnson Space Center, the Marshall Space Flight Center, or the Jet Propulsion Laboratory). Selected students are encouraged to study STEM fields by interacting with engineers at different NASA centers. The program is designed to encourage community and junior college students to enter STEM programs and ultimately join the nation's highly technical workforce.

"Community colleges are a tremendous source of talented problem solvers and will help feed skilled scientists and engineers into the nation's workforce," said Susan White, Director of Education at Johnson Space Center in Houston, where the program is coordinated. "This program helps inspire students to pursue STEM careers in the future." In acknowledging the honor afforded to Thompson, SLCC President Cynthia A. Bioteau wrote: "How great this news and what an affirmation for the teaching and learning that takes place in our classrooms, virtual highways, and among the campuses."

students for postsecondary education. This action item is broken into four areas in which USHE is working to increase participation:

- College Readiness
- Underrepresented Groups
- Student Enrollment Capacity
- Funding

Focusing on these areas will drive an increase in participate rates which will move the state toward the **big goal**.

COLLEGE READINESS

In partnership, the K-12 and higher education communities continue to find ways to improve incoming students' preparedness. Collaboratively, they are finding ways to better align curriculum and learning outcomes as well as enhance academic standards, admissions policies, and advising efforts. USHE has expanded its outreach efforts to public education students in order to encourage a more rigorous course of study in high school while providing information about opportunities to finance college for students who may have thought that the lack of funding precluded them from attending.

Current Initiatives

Utah Scholars (USI)—The Utah Scholars Initiative is a high impact program intended to motivate students to complete a defined course of study in high school. As one of its key goals, the USI helps students, particularly minority and disadvantaged students, understand the academic preparation needed for success in postsecondary education and the workforce. The USI brings volunteer leaders from business, the community, and higher education into middle and junior high school classrooms. They discuss with students the benefits of working hard in school and continuing their educational training beyond high school graduation. Since the program began in 2007, the USI has reached over 55,400 students, with that number growing each year (see Figure 7).

Figure 7: Utah Scholars Initiative— Students Reached, 2007-2011

Year	Students Reached
2007	2,000
2008	10,110
2009	8,519
2010	14,243
2011	20,566
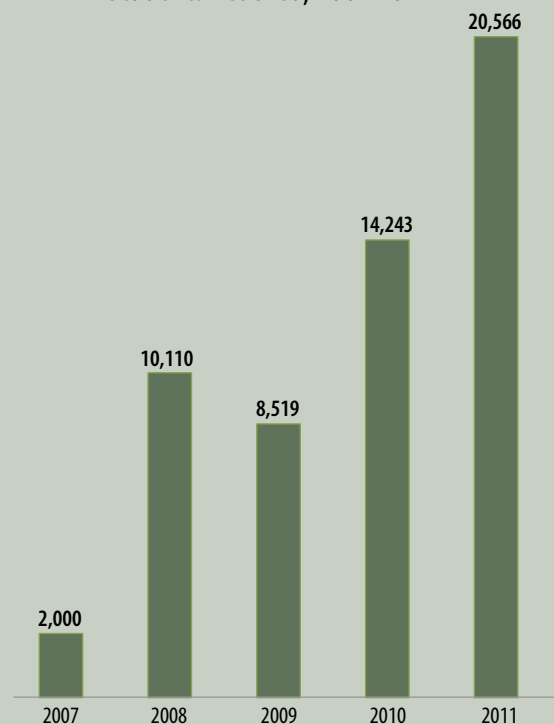
**Regents' Scholarship**—The Regents' Scholarship is designed to incentivize high school students to take a rigorous course of study during high school in order to be better prepared for college-level academics. The Regents' Scholarship is comprised of three awards: the Base award, the Exemplary Academic Achievement (EAA) award, and the Utah Educational Savings Plan (UESP) supplemental award. A student must first meet the requirements for the Base award in order to be considered for either the EAA or the UESP award. Students' qualifications are based on their grades in core courses, GPA, and ACT scores, as well their participation in the UESP program. Figure 8 shows the increase in the number of awards granted from 2008 to 2011.

Admissions Practices and Standards: K-16 Alliance—The Utah State Board of Education (USOE) has adopted the K-12 Common Core State Standards (see Appendix C) advocated by many national business, civic, and educational groups. The Common Core eliminates the dual track approach of vocational versus college-bound education in the K-16 system. The Common Core will enhance the transfer of students between educational systems and provide clear understanding of a student's progression from high school to college and beyond. The

Figure 8: Regents' Scholarship—Awards Granted, 2008-2011
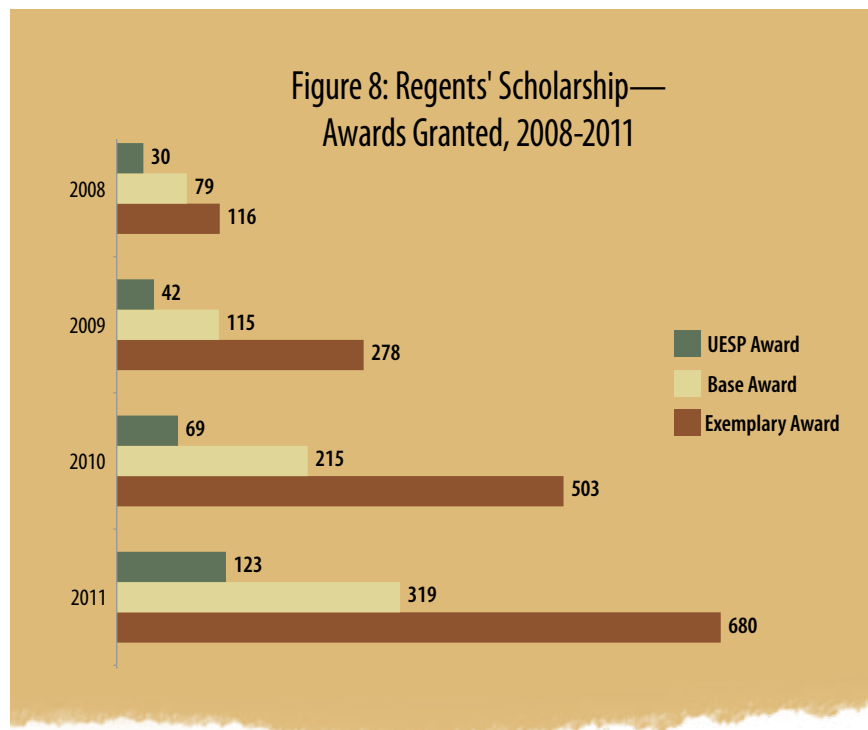
State Board of Regents is strongly supportive of implementation of the Common Core. Higher education's task now is to provide a seamless alignment of the new standards with higher education's first-year mathematics and English composition curricula within General Education.

The K-12 Common Core State Standards lead to changes in expectations. With full implementation of the Common Core, students will enter higher education prepared to succeed in college-level mathematics and English composition. The most significant change is that the standards rely on learning outcomes and competencies and as the basis for assessing student mastery in

new ways, specifically artifacts (examples of student learning) that demonstrate competence. In addition, the SMARTER Balanced Assessment Consortium (of which Utah is a part) has received federal funding to develop new methods of assessment of student achievement under the Common Core.

UtahFutures.org—UtahFutures.org, the state's education and career planning website, celebrated its second birthday this year. Some 400,0000 students and job seekers are using UtahFutures.org as a one-stop shop to organize training, education and

From Trauma and Tragedy

to Solace and Service

Stephen Moore had already gone through a lot. Leukemia, twice—first at age 8 and then again at age 10. Radiation, chemotherapy, and a bone marrow transplant. But then, two years later, his father was killed in a small plane crash just outside of Malad, Idaho. Having endured so much trauma in only a few years, 12-year-old Stephen asked his mother, Carrie Moore, why God hated him.

Years later, when Moore began exploring career options, he decided on social work because it would allow him to serve people who had gone through similar difficulties and losses. "The diversity of social work—the ability to influence people in a variety of different ways—was one thing that made it stand out from the other mental health professions," he said. Moore enrolled in the University of Utah and was accepted into the Bachelor's of Social Work program.

A few months before graduating with his BSW in 2010, his mother approached him with an idea. Carrie Moore wanted to develop a grief support center that combined clinically-sound treatment models with the faith of each client. The benefit of this approach, Stephen explains, is that it can help clients address questions that traditional counseling doesn't answer.

On Saturday, January 15, 2011, Stephen and Carrie Moore announced the opening of the Bradley Center for Grieving Children and Families. Named for Moore's father, the Bradley Center offers low-cost, interfaith peer support groups for children and families dealing with the loss of a loved one. "The Center brings together people in similar situations all struggling with the same thing, allowing them to learn from others and better navigate their journey," said Moore.

Moore graduated from the University of Utah with his MSW in August, 2011. He passed the state's Clinical Licensing Exam the following month and became licensed as a Certified Social Worker. The Bradley Center now has more than 60 individuals enrolled in their support groups, and plans to continue accepting new clientele and expanding services.

Moore has continued to be involved in the Bradley Center, both as a member of their Executive Board and as a facilitator for their teen groups.

career information online. In September alone, the site had more than 4 million page hits, representing more than 91,000 user sessions (see Figure 9). The site's promise to all customers is that the best way to predict the future is to plan it. Utah high school students constitute the majority of users; some 274,000 or more students are using the site regularly (see Figure 10).

UtahFutures.org is a collaboration across K-12 schools and higher education, public and private institutions, and state agencies. Partners include the Utah State Office of Education, Vocational Rehabilitation and Adult Education, the Utah State Board of Regents, Higher Education Assistance Authority, and GEAR UP, a program for disadvantaged high school students. The Utah State Library recently joined the partnership, and the Utah Department of Corrections is preparing to launch a pilot project.

On July 1, 2011, Governor Herbert created the UtahFutures.org Steering Committee to oversee the further development of the UtahFutures.org website (www.utahfutures.org) and related services. The legislature appropriated $550,000 in one time funds for the project. Since the end of the legislative session, a great deal has been accomplished. The Executive

Figure 9: UtahFutures.org—Total Hits, 2011
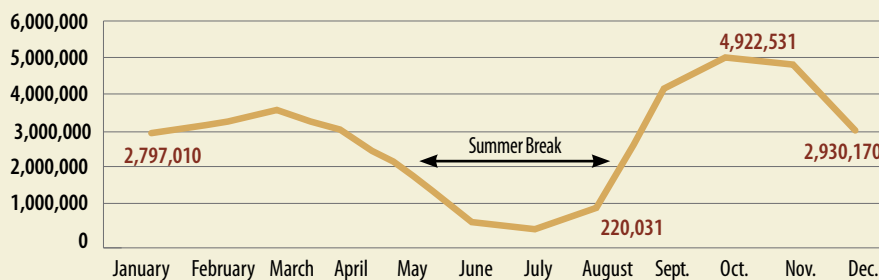
Figure 10: UtahFutures.org—Student Portfolios Accessed 2011
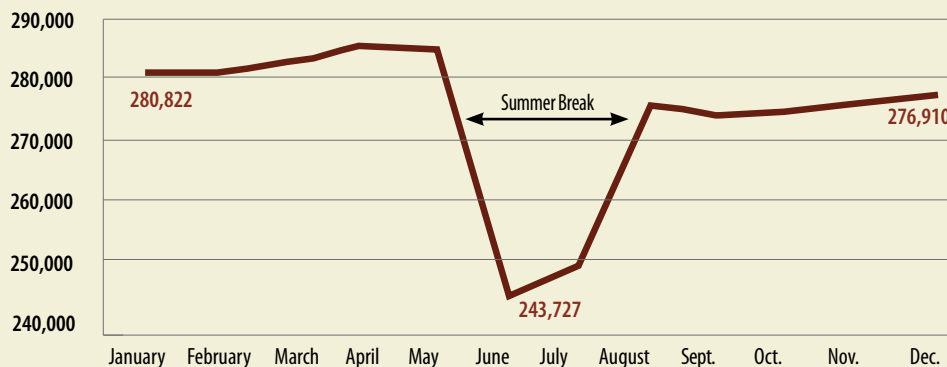
Steering Committee (ECS) has been appointed, staff has been hired, a work plan has been created, research contracts are ready to be signed, enhancements to the present product are being discussed, and constructive relationships have been built.

A request for information (RFI) has been issued for a research firm to analyze what other states, countries, and private firms are doing in this arena. The University of Utah will be conducting an analysis of the website from the perspective of key users. The executive steering committee and working group are collaborating with Salt Lake based market research firm, Cicero Group, to conduct an analysis of current needs and potential enhancements.

The Executive Steering Committee and Work Group share a vision that UtahFutures.org will be recognized—and utilized—by Utah residents as the source for accurate, current, and useful information regarding educational and employment data. The information will continue to be presented in an engaging, convenient, accurate and user-friendly manner, customized to individual users in a way that will help them (and their parents, when appropriate) make educational and employment decisions that will enrich and improve their lives. School counselors and state employees will use UtahFutures.org to assist students and clients in education and career planning and finding employment opportunities.

UtahFutures.org is the source for accurate, current and useful information regarding educational and employment data.

Future Initiatives

Task Force on Advising—Students can be unaware of the expectations or preparedness needed for college. A task force on advising will be created to ease in the transition from high school to college by enhancing advising to outgoing high school students and incoming college freshmen.

Development of Technology-Intensive General Education Courses Connected to High School—USHE will encourage the development of more technology-intensive General Education courses to be offered through concurrent enrollment. This initiative will help high school students make better use of their senior year and, by experiencing college-level courses, be more prepared to succeed in higher education. It will also make concurrent enrollment a more effective tool in helping students complete a college degree in a timely manner, potentially reducing the overall cost of degree attainment.

UNDERREPRESENTED GROUPS

It is incumbent upon the higher education community to better organize itself and align its resources to better support the increasing number of minorities currently enrolled in K-12 education and in need of higher education opportunities. The state is also acting to address the underrepresentation of women among college graduates.

Current Initiatives

Utah Women in Education (UWEP)/Utah Women's College Task Force (UWCTF)—UWEP concluded its two-year study in 2011.[10] Born out of

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10   For UWEP reports, see http://www.womenandeducationproject.blogspot.com/.

the low college graduation rates of Utah women and the resulting statewide concern, UWEP was formed to investigate why Utah women have fallen behind the national average when it comes to college completion, and to identify ways through which women can be motivated to obtain higher educational degrees. In part, UWEP found that this trend in Utah is linked to the attitudes and aspirations of young women in the state. In response, the governor has created the Utah Women's College Task Force to work on this issue. This educational task force, co-chaired by former Gov. Olene Walker and State Board of Regents Vice Chairwoman Bonnie Jean Beesley, aims to raise the educational aspirations of Utah's female population. Other members of the 24-person Utah Women's College Task Force include state business, educational and religious leaders, as well as several elected officials and nonprofit advocates.

College Access Challenge Grant (CACG)—The U.S. Department of Education's College Access Challenge Grant has assisted the Utah State Board of Regents, the Office of the Commissioner of Higher Education, and the Utah System of Higher Education, in moving forward on a number of initiatives aimed at increasing the number of Utah's underserved, low-income, first-generation and historically underrepresented students who are prepared to enter and succeed in postsecondary education. (The CACG Program is a federal formula grant and was extended in 2010 through the Health Care and Education Affordability Reconciliation Act with the purpose of helping low-income students and families learn about, prepare for, and finance postsecondary education. The Office of the Commissioner was designated by the Governor to apply for and administer these funds.) Utah's proposal, which contained many of the

recommendations from the 2010 Participation Task Force, was approved both for fiscal year 2011 and 2012. Utah has been eligible and received $1.5 million dollars of these federal funds each year.

CACG highlights include:

StepUp Utah: StepUp Utah is a new social awareness campaign, designed to reach out to underrepresented students. The campaign promotes higher education options to underrepresented populations throughout Utah, informing them that "college" can include anything from a one-year certificate to a four-year degree. It centers on a comprehensive website (stepuputah.com) that targets three key groups: children under 12, youth 12 and over, and adults (parents, educators, etc.). Other components of this campaign include social media efforts through Facebook, Twitter and Tumblr, television and radio advertising and grassroots outreach initiatives. The campaign targets the following three audiences with specific messages:

- **Encourage the Dream:** This campaign is aimed at children 12 years of age and younger and encourages them to make the things they dream about become a reality through education. The objectives are to build on dreams for a better life and to educate children on the importance of school at an early age.

- **Inspire to Act**: This campaign is aimed at youth 12 and over to inspire them to act on their dreams by taking the right courses, seeking financial assistance, and going to college. The objectives are to illustrate the importance of education and how it impacts their lives, to teach youth about the right classes to take to prepare for college, and to give them access to financial assistance resources.

- **Support the Journey:** This campaign is aimed at parents, families, and educators. It teaches parents the steps and tools necessary to help them encourage their children to continue their education through college. The objectives are to start the conversation early, educate parents and families on the importance of a college education, and provide parents with the tools to assist in the

process. It also inspires educators through professional development and increased resources.

ImPACT Subgrants (Improving Preparation, Access, & Communities Together): Colleges and universities are encouraged to establish, strengthen, or expand access and outreach programs to significantly increase the number of low-income and underrepresented students who are prepared to enter and succeed in postsecondary education. Grants support Utah's 66% attainment goal and CACG objectives. Twelve projects were awarded in January 2011 totaling just under $714,000. A similar process and timeline is currently underway to fund projects for 2012.

Applicants can apply for one of the following:

1. Planning Grant (up to $8,000) to support the planning process for creating a college access program.

2. Expansion Grant (up to $50,000) to support the expansion of an existing college access program.

3. Startup Grant (up to $75,000) to support a new college access program.

Homeless Man with Few Options
Now Thriving as UVU Honors Student

UTAH VALLEY
UVU
UNIVERSITY

Before he discovered his innate knack for writing that opened a world of educational possibilities for him at Utah Valley University, Daniel Parkins' future looked bleak.

His parents divorced when he was 9 years old, and Parkins was raised in a tumultuous domestic environment of custody battles and moves around the state. When his mother's health failed, the young teen was asked to take the role of a family breadwinner. By the time he was 16, Parkins and his brother, Joe, were responsible for the lion's share of the family's income.

Preoccupied with the onus of generating income to support his mother and siblings, Parkins had little time for educational pursuits. Still, he was able to earn a high school diploma at Landmark High School, an alternative secondary school in Spanish Fork, Utah. But due to family circumstances, he soon found himself living out of his car on the street.

After completing a welding class that landed him employment with stable income at a motorcycle dealership, he began to think about long-term goals and obtaining a higher education. At UVU, Parkins found a second chance through the institution's open admission policy that emphasizes access. But it was in Laura Hamblin's creative writing class where he wrote a short story that his talent for creating dynamic, thought-provoking prose manifest itself.

"I was just so moved by the difficulty of his life and the intelligence of this young man," Hamblin said. "He wrote in such intimate detail."

With renewed confidence and determination, Parkins blossomed as a student at UVU, posting a 3.7 GPA his sophomore year, securing a spot in the University's honors program, and winning the competitive Donner-Galbraith Memorial Scholarship. A junior English major, Parkins is working as a teaching assistant for a humanities writing course and also serving as a tutor in UVU's writing center.

"Besides personal resolve, what I've found most effective in terms of pursuing my degree is the support from staff and the programs involved," Parkins said.

In the UVU English Department, he's found a place to call his own.

College Access Network of Utah (CAN U): Over the past year, college and university practitioners and K-12 administrators have come together to build an infrastructure in the state of Utah between the public and higher education community that supports Utah students in preparing for, accessing, and succeeding in college. CAN U believes that working together is essential to Utah's success in reaching and supporting more students. In January 2011 collaborators formalized a working group and joined the National College Access Network (NCAN) as the College Access Network of Utah (CAN U). This membership affords Utah's network the ability to participate in NCANs programs, services, and professional development webinars and conferences.

The College Access Network of Utah's mission is: To support and strengthen programs and services that encourage the access and attainment of higher education for Utah's underserved, low-income, first-generation, and historically underrepresented student populations, supporting the goal of 66% of all Utahns to have a credential beyond high school by 2020.

CAN U's Core Action Strategies are:

1. Advocacy: Promote equitable access and opportunities for all Utah students.

2. Professional Development: Identify, share, and support successful practices and programs that meet the needs of individual students congruent with their educational goals.

3. Partnership Development: Encourage statewide collaboration through bringing together practitioners in settings that allow participants opportunities to dialogue and share.

4. Resource Provider: Leverage and connect federal and state financial and talent force resources to strengthen, support, and grow programs and services.

Utah Centennial Opportunity Program for Education (UCOPE) / Success Stipends—UCOPE was created in 1996 and is designed to provide financially needy Utah residents attending Utah schools with additional grant and work assistance. The 2011 Legislature approved legislation that will transition UCOPE to the Higher Education Success Stipend Program in 2011-2012.

Success Stipends is targeted to help students who would not otherwise be able to afford postsecondary education. In order to reach the **big goal**, this program will be used to increase student participation while reducing the amount of debt these students incur.

Need-based aid is funded by the legislature and the governor and increased sharply from 2006 to 2008. During the recent budget cuts, however, the number of awards and the total amount dispersed has declined (see Figures 11 and 12 respectively). According to NASSGAP research, by all measures of awards and funding granted, Utah consistently ranked in the lowest 10% of states in the U.S. during the 2009-2010 year.[11] For instance, Utah ranked 48th of 52 in grant dollars per estimated state population; Utah ranked 50th of 52 in estimated number of awards per enrollment.

STUDENT ENROLLMENT CAPACITY

With continued efforts to have more students participate in higher education, coupled with demographic changes and improved retention rates, the higher education community must improve its capacity to handle the increase in demand effectively without compromising quality.

Current Initiatives

Enhance Technology-Intensive Classes—As a means of reducing the need for additional buildings, USHE institutions are aggressively seeking to use technology to reduce the load on facilities as well as enhancing learning. Better utilization of technology in education could enhance learning while reducing the need for constructing new buildings to house the students necessary to reach the 66% goal.

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11   NASSGAP (National Association of State Student Grant and Aid Programs), *41st Annual Survey Report on State-Sponsored Student Financial Aid, 2009-2010 Academic Year*, pp. 22 & 24.

Figure 11: Need-Based Aid—Number of Awards by Year
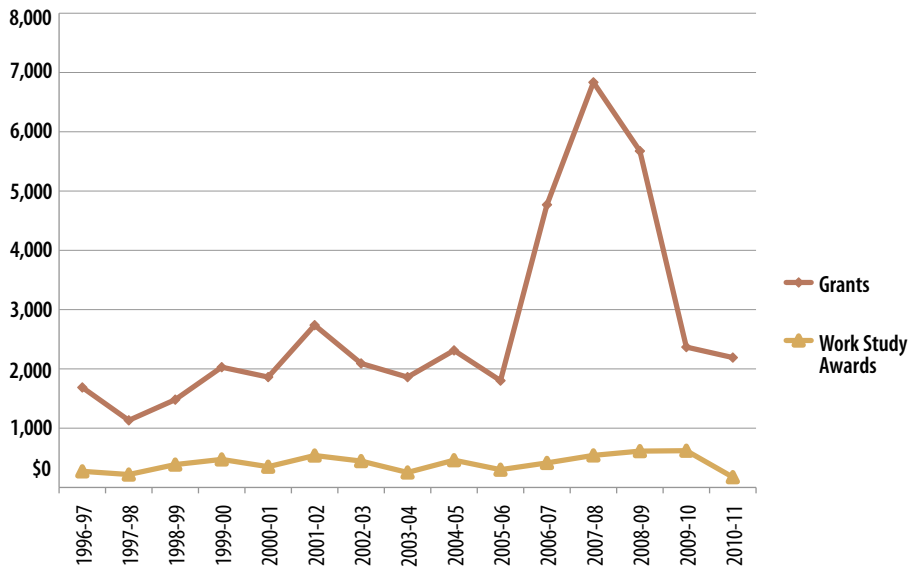
Figure 12: Need-Based Aid—Amount Disbursed by Year
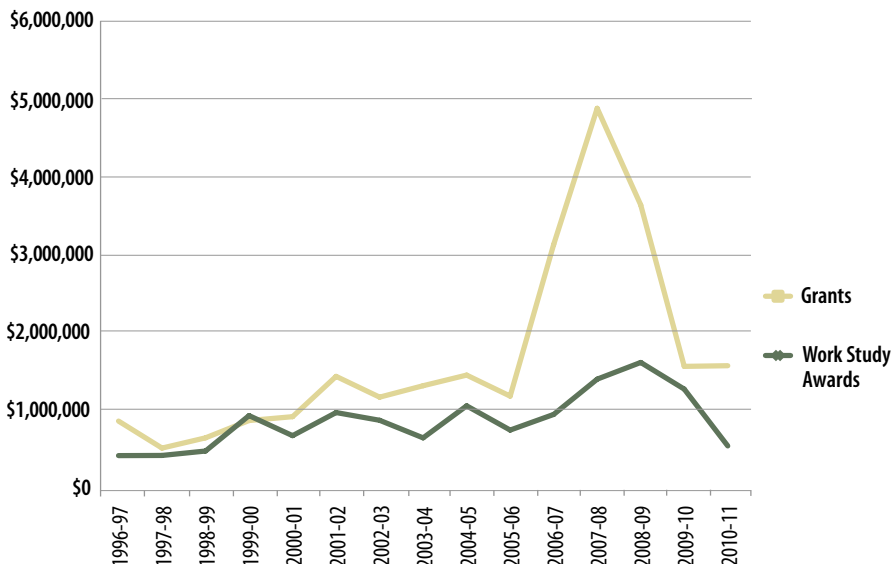
Future Initiatives

Partnership with Non-USHE Institutions—Non-USHE institutions, such as Western Governors University (WGU), play a role in helping Utah achieve its **big goal**. A partnership and an articulation agreement among USHE and non-USUE institutions could allow returning students to finish their education with the least amount of obstacle. This network of institutions will expand the capacity of the higher education to better server an ever increasing number of students.

Promote Accelerated Associate's Degrees—Providing the online tools for students to complete an associate's degree without stepping foot on campus would allow increased access to higher education throughout the state, especially in remote areas and for working adults.

Create Technology-Intensive CTE Courses and Programs—For students wanting to pursue a career in a CTE-related field, online courses would allow quick access to certification and would reduce the need to travel to a CTE institution or take time away from work.

Expand Regional Campuses—Many of the regional campuses have space for enrollment growth. Regional campuses are among the fastest growing areas within USHE. Through additional funding, regional campuses could

provide better services and progress towards completion for students who are not able, or choose not, to attend a main campus.

FUNDING

The State Board of Regents is committed to champion the funding of higher education and thus the state's investment in human capital. Investment today in education will yield high rewards for Utah and its people for years to come.

Current Initiatives

Utah Higher Education Assistance Authority (UHEAA)— UHEAA administers Utah's student financial aid programs (see inside back cover). These programs exist to provide financial and informational assistance to Utah residents and students attending Utah postsecondary institutions in making the best decisions about and obtaining financial access to higher education.

Since FY 1998, $171 million in savings has been realized by financial aid borrowers. UHEAA's outreach programs are informing more people about the ways to pay for college and will assist in encouraging participation in postsecondary education.

Utah Educational Savings Plan (UESP)—UESP is Utah's official, nonprofit, tax-advantaged 529 college savings program (see inside front cover). Dedicated to helping Utah families save for future college expenses, UESP plays a vital role in making it possible for Utah students to benefit from postsecondary education. UESP has been ranked as a top 529 plan by Morningstar, Inc., Money magazine, and CBS MoneyWatch for its low costs, flexibility, and family-friendly savings options.

WEBER STATE UNIVERSITY

Student Researcher Finds Secret to Brine Fly Survival

New findings about the DNA of Great Salt Lake brine flies have taken a Weber State University student to one of the most important molecular genetics research conferences in the world.

In July 2011, senior Amanda Truong was selected to present at the annual meeting of the Society for Molecular Biology & Evolution in Kyoto, Japan. Nominated by her research advisor, zoology professor Jonathan Clark, Truong was one of only 10 undergraduate students selected by the society from universities around the world for the coveted conference scholarships.

She and Clark are investigating how brine flies might have adapted to survive in the harsh environment of the Great Salt Lake with its high salt concentrations. They have discovered that the bacteria *Wolbachi*, which has been shown previously to enhance the survival of brine flies, exists inside the host's cells and are passed along to offspring.

Truong will present a poster with findings gleaned from hundreds of hours of study during the past three years, collecting brine flies from the lake and examining them in the DNA Lab at WSU. "In order to study DNA, I have to make multiple copies of the genes— billions and billions of copies—just so I can see it," Truong said. "Because DNA is microscopic, I can't see the progression until the very end of the process. Even though I have to wait several hours, I like the suspense; it's kind of like a surprise at the end."

The flies and their survival are critical to the ecology of the Great Salt Lake, keeping it clear of growth such as algae that would overtake the lake and deplete it of oxygen. The flies also provide food for millions of migratory birds.

"I have a totally different perspective from my childhood," said Truong. "We used to visit the lake, and when I looked at the water, I asked 'Why are there so many flies? They are annoying.' Now I look at the flies and think 'They are my research; they have an important purpose.' I am excited to share what I have learned about them."

Truong says her experience in the lab and the field will help as she pursues a career as a research physician.

Mission-Based Performance Funding (MBF)—During the 2011 Legislative General Session, Senator Steve Urquhart sponsored SB 97, Higher Education Mission-Based Funding (MBF). The goal of MBF is to tie funding from the state to outcomes. By aligning funding through mission and performance, MBF is evolving to Mission-Based Performance Funding. Historically, higher education has been funded through enrollment. This change would tie higher education funding to outcomes and encourage success at the institutional level.

NCHEMS Study on Equity and Tuition Policy—USHE contracted with the National Center for Higher Education Management Systems (NCHEMS) to develop an equitable funding model for the USHE institutions. This funding model will help ensure that institutions are treated fairly,

Single Mother of Two—Michelle Eaton
More than Her Fair Share of Life's Ups and Downs

SUU SOUTHERN UTAH UNIVERSITY
LEARNING LIVES FOREVER

Michelle Eaton is a student at Southern Utah University who, within the last year, has gained a new determination and focus for her future and the future of her children. In addition to managing the demands of home, family, and school, Eaton must also manage a variety of health challenges, including Lupus and heart problems that make her already difficult situation feel impossible at times.

After receiving her CNA certificate, Eaton married, joined the workforce and left school behind for many years. She had two children and later separated from her husband. These circumstances made a return to school particularly difficult.

The decision to return to school was a difficult one for Easton, whose initial matriculation did not go exactly as planned. After having been accepted to SUU and completed orientation, health problems intervened and delayed her attendance for another several months. Refusing to let those obstacles thwart her educational progress, Easton held firmly to her aspirations and jumped in with both feet the next semester.

Easton found a great support system in her professors and departmental staff at SUU. "My teachers have been spectacular in working with me and accommodating me to make sure I am able to succeed" she said. "They recommended me for the National Society of Leadership and Success as a way to help me along with my personal and school development and provide another support group for me to draw strength and ideas from".

Eaton attributes much of her personal and academic determination to her advisors at SUU, who helped her map out a personalized course for success. "I had gotten to a point where I was just a mom and a girl who didn't have a clue what she wanted out of life" she said. "My academic and career advisors helped me find a general direction to take for my degree and helped me rediscover who I was and what I wanted out of life."

Eaton is now in her second semester at SUU, working toward a bachelor's degree in political science. In the short-term, she hopes to obtain an associate's degree in paralegal studies, enabling her to work and support her family while continuing to pursue her long-term educational goals.

yet distinctively according to their institutional mission, and have equal opportunity to educate students as they enroll at whatever institution.

Efficiency Measures and Report—In July 2011, the Office of the Commissioner released the *Efficiency in Utah Higher Education* report, compiled from NCHEMS and IPEDS data. The report concluded that USHE is one of the most efficient systems of higher education in the country. Utah is the third most efficient state in generating degrees for the dollars spent. Utah higher education institutions receive approximately 74% of the funding that peer institutions receive. Utah's institutions have accommodated larger enrollment increases than peer institutions while dealing with budget reductions and an increasing gap in tuition collections. The economic benefit of college degrees is clearly evident in wage differences. Expenditures for research yield positive results.

The report also concluded that further reductions in higher education funding may actually decrease the efficiency in the higher education system. Because of enrollment caps and the inability to attract high quality teachers, students will experience more difficulty in attending one of Utah's colleges or universities, more difficulty in enrolling in the needed classes for graduation, and teaching at the hands of less-qualified professors.

Future Initiatives

Social Awareness Campaign—USHE will mount a social awareness campaign targeting adults who have not completed the degrees they began. A significant number of Utahns have completed most of the requirements toward a degree, but stopped attending because of family responsibilities, finances, work, relocation, or other reasons. Some former students have credits spread across several institutions.

An example would be to promote the findings of the Utah Women's College Task Force, specifically to target women who are near completion to assist them to return and complete, through online options or campus attendance. Funding would be required for the social awareness campaign and for staff at institutions to advise potential students about the best course of action to finish a degree.

2. Completion

In order to reach the **big goal**, the higher education community needs to retain and graduate more of the students who enroll. USHE and each of its institutions recognize that too many Utah students leave college before completing a degree. In addition to the retention and completion initiatives under way at each institution (see Section C: Institutional Updates), a number of system-wide initiatives have begun or progressed during 2011.

Current Initiatives

Complete College Utah Summit—The USHE is coordinating with each institution to develop the first ever Complete College Utah Summit. The two day summit will, to be held in spring 2012, and will bring together members of each campus to discuss strategies to improve college completion. In preliminary discussions it seems that a significant focus of the summit will

be a discussion surrounding course management systems and streamlining student success data. One anticipated outcome of the Complete College Utah Summit will be adopting specific strategies related data collection, practice, and innovations to improve college completion in Utah.

Technology-Intensive Concurrent Enrollment—Over the past year, USHE has made progress in the development of six general education technology-intensive concurrent enrollment courses. Courses will be designed to achieve the following outcomes:

- Strengthen the Concurrent Enrollment system, which is designed to lower the cost of a college degree for students and their families.

- Allow students in rural areas (who have fewer concurrent-enrollment opportunities) to be better prepared to pursue STEM fields. This would help meet workforce demands for engineers and technology in Utah.

- Effectively bridge K-12 curriculum to entry-level college courses in Utah Common Core (Math and English) and selected other disciplines.

- Leverage technology to increase student success and achievement in college courses.

Teams of USHE faculty, high school teachers, and Utah State Office of Education (USOE) curriculum specialists have been formed to achieve course design and implementation. The six courses that begun development in 2011 and their lead institution for each are:

- ART 1010 (Introduction to Visual Arts) – Dixie State College of Utah

- ENGL 1010 (Introduction to Writing) – Weber State University

- CHEM 1110 (Elementary Chemistry) – University of Utah

- MATH 1010 (Intermediate Algebra) – Dixie State College of Utah

- MATH 1030 (Quantitative Reasoning) – University of Utah

- PSY 1010 (Introduction to Psychology) – Utah State University

Three course demonstration sites will be up and running by January 1, 2012 to show the capacity and progress of the project and to proffer promise for future development. All courses will be available for student enrollment in fall 2012. During the initial development and piloting of courses, the procedures and funding will follow the existing concurrent enrollment processes in place at the Utah State Office of Education (USOE) and Utah System of Higher Education (USHE) institutions.

Certification Increase: Partnership with UCAT—A state-level agreement between USHE and UCAT signed in 2011 opened the door for individual USHE and UCAT institutions to establish articulation agreements for specific courses of study. These agreements will allow students to use their 900 clock-hour postsecondary certificates from UCAT institutions to obtain 30 semester hours at USHE institutions (where agreements exist) towards associate of applied science (AAS) degrees in General Technology. USHE and UCAT anticipate significant student interest in the fulfillment of future articulation agreements.

This new opportunity will allow Utahns to be enrolled in a practical "ladder system" where their initial employability credential is a postsecondary certificate, enabling them to seek employment in their area of technical specialty. If individuals pursue additional postsecondary credentials, the employability and earning power of their postsecondary certificates assist them to better meet the costs of additional higher education.

Mission-Based Performance Funding—As mentioned previously, SB 97, Higher Education Mission-Based Funding (MBF), was introduced to the 2011 Legislative General Session. The goal of MBF is to tie funding from the state to outcomes. In this way, Mission-Based Funding evolves into Mission-Based Performance Funding. One of the areas

Dixie Student Sits at Console for NASA Delta II Launch

Realizes the Sky is the Limit

Dixie State College sophomore Landon Terry is finally realizing a childhood dream, but the journey that ultimately led him down the path to achieving that dream is a true testament to how hard work and perseverance can make any dream a reality. Terry, a 32-year-old St. George native, first enrolled at Dixie State out of high school, but he admits he did not take school too seriously. He then got married and worked at a number of jobs, but eventually came to realize that he wanted to do what was important to him rather than just make money.

Terry returned to Dixie to pursue his dream to go into aerospace engineering. Ever since he was a young boy he has been fascinated with the space program and interested in things that fly. Growing up he took up building gliders, a hobby that he continues to this day. However, it was in first grade when he gathered with classmates to watch the ill-fated launch of the Space Shuttle Challenger in January of 1986 that his interest in space and NASA was launched.

"Engineering for me is real world problem solving, and I've always been a problem solver," Terry says. "[The Challenger launch] was really impactful in my young life. My whole life I have followed NASA and all their missions, what they're doing, what they're learning, and what science is out there. Aerospace engineering is the only type of engineering I've wanted to do."

And now Terry is living his dream. Last month he joined students from the University of Michigan, Auburn University, and Montana State University at California's Vanderberg Air Force Base to sit at the console for an early morning launch of a NASA Delta II rocket, which carried two satellites built by Utah State University students as part of the Dynamic Ionosphere Cubesat Experiment (DICE) into space. For Terry, witnessing a space launch in person was the moment of a lifetime, as well as an opportunity to gain valuable experience, which in turn has instilled in him the confidence of knowing that he truly can do what he's always wanted to do.

"What I learned is that I can be in this industry," Terry said. "It really affirmed the whole reason I'm going to school, that I actually can do what I want to do with my career."

Quite literally, the sky (or beyond) is the limit for Terry and his future. He will complete his Associate's of Science degree in Pre-Engineering in May and plans to pursue his bachelor's degree in Engineering at Utah State beginning next fall.
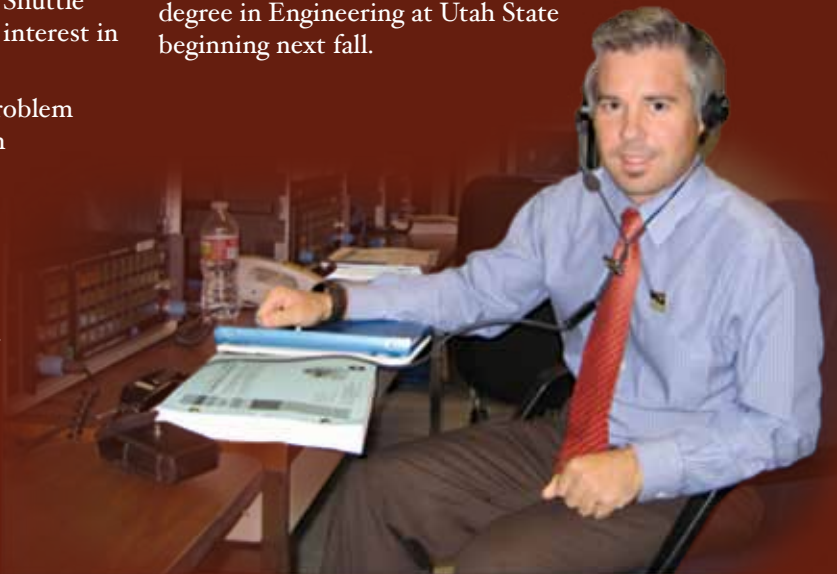
identified is completion. By tying funding to completion rates, institutions are incentivized to retain students and aid them in their progression toward completion of a degree or certificate.

Future Initiatives

Policies on Attendance for "Gateway" Courses—Certain courses within the college curriculum are deemed "gateway" courses or courses that students must pass in order to make significant progress toward completion. Courses such as college algebra and college English are examples of gateway courses. If students do not complete these courses, it can significantly delay their completion. One possible solution is to create a policy regarding attendance in these courses to provide the student every possible opportunity to pass these courses.

Streamlining Degree Programs and Establishing Student Graduation Plans—Some degree programs require more courses than are necessary to meet workforce demands or established academic standards in specific disciplines. USHE will ask its institutions to evaluate degree programs to eliminate unnecessary requirements and streamline the route to completion without cutting academic quality.

In addition, many students graduate with more credits than needed. This can be due to changing majors or personal aspirations. Some classes, however, do not align with a particular degree and, while worthwhile, do not progress a student toward completion of a degree or certificate. USHE will ask institutions to establish policies that encourage students to create and adhere to a graduation plan (that may include purposeful electives).

3. Economic Innovation

Throughout 2011, Utah was a leading economy in the nation. An analysis by Forbes named Utah for the second straight year the "best state for business" stating that "no state can match the consistent performance of Utah."12 While much of the nation stagnated, Utah accelerated.

Utah's competitive advantage comes, in part, from Utah's colleges and universities. Each institution, from our community colleges to research universities, recognizes the vital contribution each makes to Utah's economic recovery and long-term prosperity.

In addition to the many institutional economic development initiatives, the State Board of Regents currently has three key economic development priorities: (1) expand and support the Utah Cluster Acceleration Partnership (UCAP) initiative; (2) expand and support the Utah Science Technology, and Research (USTAR) initiative; and (3) develop a Utah model for job and education projections.

Current Initiatives

Utah Cluster Acceleration Partnership (UCAP)— Utah's economic prosperity directly correlates to the success of its targeted economic clusters, which have a focus along the Wasatch Front. Clusters are groups of related business and companies within an industry whose collective excellence, collaboration, and knowledge provide a sustainable competitive advantage (see Figure 13). The synergy of clusters helps generate wealth and jobs that accelerate the state's economy. For example, Utah's life science cluster generates 2.65 non-life science jobs for every one life science job. This multiplier of wealth is the reason Utah's colleges and universities must act as a catalyst to focus people, ideas and resources on the clusters as the greatest opportunities for success.

Outside of the Wasatch Front, the targeted economic clusters are more dispersed and not as impactful. In

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12   Kurt Badenhausen, "The Best States for Business," *Forbes,* 11 Nov 2011 at forbes.com.

Figure 13:
Utah Cluster Acceleration Partnership Project Tracks

State Clusters	Regional Development
Current Projects	**Current Projects**
1. Aerospace & Defense	1. Entrepreneurial Development (DSC)
2. Energy	2. Transition to New Venture Economy (USU-Eastern)
3. Digital Media	3. Accelerating the Growth of Small Business (SUU)
4. Life Sciences	4. Accelerating Institutional Economic Engagement (Snow)
5. Health Care	

these more regional and rural economies, Utah's colleges and universities are among the only assets that can drive economic growth and regional prosperity. Current efforts in the areas of small business and entrepreneurial development should increase the rate and success of business ventures (see Figure 13).

The UCAP initiative seeks to accelerate growth in both the high-impact economic clusters and regional economies. This two-pronged approach aligns with Governor Herbert's economic development goals to (1) strengthen and grow existing Utah business, both urban and rural, (2) increase innovation, entrepreneurship, and investment, and (3) prioritize education to develop the workforce of the future.[13]

In 2011, the UCAP initiative expanded and matured as an impactful public-private initiative. Expanding from the initial three pilot projects in aerospace, digital media, and energy, UCAP now supports projects at every USHE institution.

2011 cluster projects included life science, health care, and entrepreneurial development. Snow College, Dixie State College, Southern Utah University, and Utah State University – College of Eastern Utah also completed regional stewardship audits to determine how best to leverage the resources of higher education to accelerate economic growth within their service regions.

Through 2012, UCAP will continue to focus the efforts of Utah's colleges and universities towards the areas of greatest opportunity for wealth generation.

Utah Science Technology and Research (USTAR)—
The Utah Science Technology and Research initiative (USTAR) focuses on leveraging the proven success of Utah's research universities in creating and commercializing innovative technologies to generate more technology-based startup firms, higher paying jobs, and an expansion of Utah's tax base.

The March 2006 legislation that created USTAR provides funding to:

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13   Utah Governor's Office of Economic Development, *Utah's Economic Development Plan*, 2010 at www.business.utah.gov/econ-plan.

- Recruit top-level researchers
- Build state-of-the-art interdisciplinary research and development facilities
- Form science, innovation, and commercialization teams across the state.

In five years of operation, USTAR has hit significant milestones in its three program areas—Research Teams, Building Projects, and regional Technology Outreach.

Research Teams—As of June 30, 2011, USTAR had recruited more than 40 top researchers to the University of Utah (U of U) and Utah State University (USU). These innovators have come from Harvard, Massachusetts Institute of Technology, University of California—Los Angeles, Case Western Reserve, and other leading institutions.
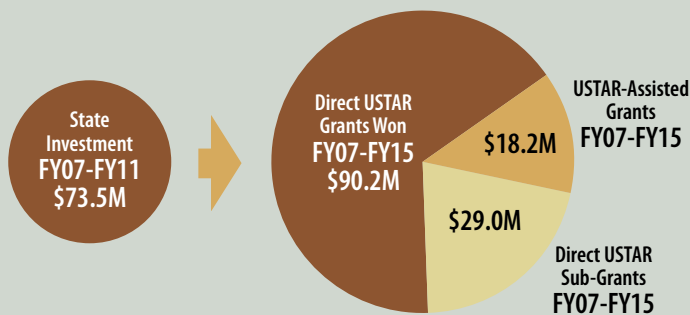
Through June 2011, USTAR researchers have won $90.2 million of direct federal and other funding, with awards to date and through FY2015. Including USTAR-assisted research and direct sub-contract funding committed for future years, USTAR researchers account for $137.4 million in total impact. Given the state's $73.5 million investment in the program to date, Utah has seen a 187% leverage of its research investment so far.

USTAR innovators have generated a portfolio of intellectual property, which will fuel economic impact far into the future. So far, 121 invention disclosures and 46 provisional patents have been filed, a highly productive performance in light of national averages. USTAR researchers have created four companies and have a commercialization pipeline of more than 20 other projects.

Research Facility Construction—USTAR funding supports construction of state-of-the-art interdisciplinary research and innovation facilities at the U of U and USU. Each structure will provide research teams with strategic core facilities to advance innovation and commercialization in their respective focus areas. These facilities are already proving to be "industry magnets" for collaboration.

Research teams began to move into USU's BioInnovations Building in January 2011. The U of U building is progressing toward an early 2012 opening. Both projects significantly expand the state's life science research and commercialization resources.

Figure 14: State's Research Investment Leveraged 187 Percent— $73.5 Million Yields $137.4 Million Impact

State Investment FY07-FY11 $73.5M

Direct USTAR Grants Won FY07-FY15 $90.2M

USTAR-Assisted Grants FY07-FY15 $18.2M

Direct USTAR Sub-Grants FY07-FY15 $29.0M

Technology Outreach—USTAR's Technology Outreach Innovation Program (TOIP) is the engine to drive commercialization activities. The regional program is led by industry-experienced directors deployed across Utah. Each director heads an Outreach Center located at one of the state's higher educational institutions. The directors assist in expanding the transfer of new or improved technologies from state universities to existing companies.

In FY 2011, USTAR Technology Outreach staff conducted more than 200 projects that supported companies, entrepreneurs and researchers in 16 of 29 counties in the state. The team facilitated the Technology Commercialization Grant Program, which links regional institutions of higher education with local innovators to bring unique ideas to commercialization. Through November 2011, the grant program has resulted in 82 product prototypes, 128 invention disclosures and patents filed 37 new sales agreements, 21 new companies launched, and more than $18.9 million in follow-on investment.

The Board of Regents supports the USTAR initiative and encourages the Utah Legislature to restore $6 million of USTAR investment cut over the past three years and increase USTAR's ongoing research allocation by $10 million annually.

Jobs for Utah's Future – Data Coordination—Like any enterprise, higher education must know and project future needs. Workforce and talent development is playing an increasingly larger role in economic development strategies. The Jobs for Utah's Future project is developing a unique approach to projecting workforce and talent needs specifically tailored for Utah.

The difficulty of projections is that the "language and data" used by education officials is different from that used by workforce services and economic development professionals. The State Board of Regents, in partnership with the Utah Department of Workforce Services, the Governor's Office, Utah State Office of Education, and the Utah College of Applied Technology has committed to formulate a Utah solution to the data incompatibility.

Working under the agenda of the Governor's Excellence in Education Commission, this

coalition of workforce and talent development agencies have begun work to produce of a common report to the Governor and Utah Legislature about how state agencies will meet the workforce and talent needs of the state through education. The anticipated release of this document is mid-2012.

Future Initiatives

Jobs Utah—To grow jobs and wages in Utah requires the concerted effort of education, government, and industry. The State Board of Regents supports forming of an interagency coordinating committee to oversee education and workforce economic development initiatives. The proposal to form this committee is currently before the Governor's Education Excellence Commission and will be more fully vetted in 2012.

Workforce Grant Collaboration—Throughout 2011, discussions were conducted regarding the opportunity to develop a proactive workforce and talent-development grant strategy. Having identified Utah's economic strengths and gaps, Utah's colleges and universities should seek grants that align to these strengths and bridge these gaps. Initial meetings to develop a pro-active consortium were held during 2011. The opportunities for collaboration will continue to be identified throughout 2012 to discover the best model for winning grants awards that meet Utah's greatest needs and exploits its greatest opportunities for growth.

> Growing jobs requires the concerted effort of education, government, and industry.

Snow College Student Accepted at Juilliard

SNOW
C O L L E G E

Andrew Wangemann is a drummer. He's also one of the few transfer students accepted at Juiliard—certainly the first from Snow College.

Wangemann started at Snow College in fall of 2007. "Andrew was a serious drummer from the moment he walked in the door," said Vance Larsen, Dean of the Fine Arts Division at Snow College. As another professor put it, Wangemann had the talent to do whatever he wanted, with the right help. In his three years at Snow College, he has met with great success.

Wangemann interrupted his studies with a two-year LDS mission. During that time, his goals changed, and his sights were firmly set on transferring from Snow College to the Juilliard School of Music in New York. With help from Snow College faculty and a personal connection, he was able to meet with Carl Allen, a fellow drummer and a faculty member at Juilliard. Andrew now had a path to his dream.

"Last year, Juilliard accepted one person in his field," said Larsen. "That person was Andrew."

"There is no way I would have ended up at Juilliard if not for my time at Snow College," said Wangemann. "Everyone helped me determine a path to get there."

That path included a lot of practice, honing of skills, and a lot of tips from Juilliard and Snow faculty such as James Burton, the former director of Jazz Studies and a Juilliard graduate. Wangemann said his growth at Snow made the transition smoother.

Snow's Horne School of Music serves about 600 students and 140 student music majors each year, with the goal of helping them reach their educational goals. And as Wangemann the drummer demonstrates, no goal is out of reach.

Building Utah's Higher Education Network

In order to accomplish Utah's **big goal,** USHE recognizes its responsibility to provide the largest share of degree/certificate attainment. However, accomplishing the 66% goal will not be possible without a joint effort of USHE, UCAT, private for-profit, and private not-for-profit schools.

USHE educates approximately 70% of all first time degree/certificate seeking undergraduate students. Accredited private for-profit institutions, such as University of Phoenix and Rocky Mountain University of Health Professions, are educating 14%; private not-for-profit schools, like BYU and Western Governors University, educate 8%; and UCAT is educating the remaining 8% (see Figure 15).

A diverse offering of higher education institutions is a valuable component of any state's higher education system and economy. Currently, the Office of the Commissioner of Higher Education is working to develop a network of schools committed to meeting the state's goal through strengthened transferability between USHE and other institutions of higher education, and through public advocacy for the importance of higher education.

Figure 15: All First-Time Degree/Certificate Seeking Undergraduate Students (Residency at time of admission = UT)

Private for-profit
Private not-for-profit
UCAT
USHE

14%
8%
8%
70%

Network Effectiveness

To continue efficient and effective practices, USHE continues to lead the state in bringing people and groups together to improve efficiency while maintaining access and quality. The following initiatives represent two of the most exciting projects currently underway in Utah.

Utah Data Alliance (UDA)—In June 2010, USOE received an American Recovery and Reinvestment Act (ARRA) grant to construct a statewide longitudinal data system (SLDS). The goal is to make individual student data, from early childhood into the workforce, available for research and analysis.

The Utah Data Alliance seeks to complete two significant capabilities. The first of these capabilities is linking an individual's K-12 data to pre-kindergarten, postsecondary, and workforce records. Such linking enables the analysis of student progress and outcomes over a longer period. The second capability is the exchange and access of this data by using widely recognized data standards.

Through the work proposed in this application, the fulfillment of these two capabilities extends the usefulness, quality and availability of the following required elements.

Element 1 - A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law).

Element 2 - Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.

Element 3 - The capacity to communicate with higher education data systems.

Element 4 - A state data audit system assessing data quality, validity, and reliability.

Element 5 - Student-level college readiness test scores.

Element 6 - Data that provides information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.

Element 7 - Data that provides other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

WICHE Interstate Passport—The WICHE Interstate Passport is funded by the Carnegie Foundation in collaboration with the Western Interstate Commission for Higher Education (WICHE). This initiative focuses on developing learning outcomes within the General Education core to streamline transfer pathways and improve interstate transfer and graduation. Five of the fifteen WICHE states are collaborating to introduce the Essential Learning Outcomes (ELOs) developed by the Association of American Colleges and Universities and already in use in Utah. These ELOs will be integrated into institutional General Education core courses in the other participating states: California, Hawaii, North Dakota and Oregon. Students who complete the core courses and demonstrate competency in the ELOs will receive a Passport that allows these core courses to transfer seamlessly among the participating WICHE states.

UDA Partners Include:

- Utah State Office of Education (USOE)
- Utah System of Higher Education (USHE)
- Utah College of Applied Technology (UCAT)
- Utah Department of Workforce Services (DWS)
- Utah Education Policy Center (UEPC)
- Utah Education Network (UEN)

Quality

A major goal in Utah is to improve college readiness and clearly define learning outcomes. Through collaboration with USOE, UCAT, WICHE, and national associations, Utah continues to align curriculum with the needs of industry and other educational institutions, thereby improving transferability within the system and throughout the WICHE region. Maintaining quality while increasing efficiency continues to be a top priority of the Utah System of Higher Education.

Lumina-Funded Tuning Project in Math, History, Physics and Elementary Education—Utah is leading the nation in its seamless transfer and articulation policy and practices. It is one of a small number of states receiving funding from the Lumina Foundation for its work in *Tuning*. This past summer the USHE received an additional $390,000 to continue the Tuning project, expanding into Physics Education, History and History Education, General Education Math, and Elementary Education. The goal of the Lumina Tuning project is to develop and make transparent discipline learning outcomes and competencies for each degree level – associate's, bachelor's and master's. Faculty members from each institution around the state gather to discuss the knowledge and skills students will need upon completion of their degree. The learning outcomes and competencies are designed to align with employer needs, as determined by employer focus groups, and the Utah Common Core Standards.

Quality Collaborative—New transfer and articulation agreements are being established between Salt Lake Community College and the University of Utah. Not only will the Quality Collaborative improve transfer and articulation, but it will also address assessment strategies and techniques that ultimately improve learning. The Associate's of Science in Business degree, a program with a long-standing statewide articulation that is undergoing modification, is likely to be the starting point for this work.

Future

Technology is dramatically changing students' learning styles, as well as institutions' ability to deliver education differently, while sustaining academic quality and potentially reducing costs. The following initiatives are underway in an effort to respond to disruptive technologies and to utilize technology to improve advising and career placement.

Leveraging Technology—Staff members within the Office of the Commissioner of Higher Education (OCHE) are currently collaborating with the Information Technology offices from institutions around the state to develop responses and strategies to use technology more creatively. While much has already occurred on the *operational* front, the present emphasis within OCHE is to explore opportunities that exist at the core of the academic enterprise— the *instructional* front. On November 3, 2011 the OCHE hosted Henry J. Eyring, author of *The Innovative University: Changing the DNA of Higher Education*, to facilitate a discussion of potential innovation within the Utah System of Higher Education. Pursuant to last year's recommendation (2010), campuses have established an IT master plan

and are now preparing and reporting IT plans to the Board of Regents annually. Finally, a paper addressing the current disruptive technology environment and potential future directions is being drafted.

Technology-Based Advising & DegreeWorks—Several campuses have purchased, or are investigating the possibility of purchasing, comprehensive web-based academic advising and degree audit software. Currently, five USHE institutions are in the beginning stages of implementing academic advising software for students and advisors called *DegreeWorks*. This software provides robust academic planning tools and real-time counseling capabilities to assist academic advisors in providing consistent and meaningful direction to students. It shows students how their courses apply toward their selected degree program without taking unnecessary courses. *DegreeWorks* also provides:

- Real-time advice and counsel to students
- Interactive "what if" scenario planning
- More transparent course and credit transfer
- More personalized advising
- More timely degree certification
- Better retention and improved transfer recruitment
- Semester-by-semester planning

Another advising tool being offered at extension campuses is advising through a video conferencing system. The product, called Movi, allows for a high definition video feed from the extension campus to the advisor located on the main campus. This is important because it allows advisors to require that a student show their picture ID for verification before any personally identifiable information is discussed. Once the connection is established, the advising session resembles a traditional face-to-face advisor-student interaction.

Collaborative Voice (Advocacy)

Working with state and national organizations, USHE is attempting to align its efforts to national best practices. Through collaboration with state business leaders, USHE ensures that all advocates of higher education speak in the same voice. Along with membership in various professional development associations, OCHE staff is working with Complete College America and the National Governors Association to improve college completion.

Prosperity 2020—Utah Business leaders recognize the value and importance of the role education plays in building and sustaining a strong economy. Prosperity 2020 is an organization of Utah business and community leaders that promotes investment and innovation in K12 and higher education. USHE continues to work closely with Prosperity 2020 to advocate for increased state support to ensure that higher education provides the educated workforce businesses need.

Complete College America—Utah continues to work with Complete College America to develop and implement high-impact, large-scale college completion strategies. Utah has embraced new thinking on improving college completion for students in Utah. As one of thirty Alliance States, Utah is committed to setting state and institutional completion goals, developing action plans, and collecting and reporting common measures of progress. As mentioned previously, USHE is currently working with Complete College America to coordinate a Complete College Utah Academy in March 2012.

National Governors Association—In August 2011, the Office of the Commissioner was awarded a $30,000 Complete to Compete grant from the National Governors Association (NGA). The grant outlines that OCHE will develop an action plan for a) increasing the emphasis on performance and outcome metrics in its postsecondary education accountability system; and b) embedding those metrics in a key area of state policy.

In November, Utah sent a team of four delegates representing USHE, DWS, and UCAT to the *Policy Academy: Strengthening Postsecondary Accountability Systems* meeting in Atlanta, Georgia. The academy focused on making efficiency and effectiveness a more significant part of state-level accountability systems. Over the next year, the NGA will be working closely with Utah to provide direction on best practices from around the country in the development of performance indicators and accountability matrices.

THE
UNIVERSITY
OF UTAH

University of Utah

Established: 1850

Fall 2011 Headcount
Enrollment:

31,672

Fall 2011 FTE
Enrollment:

26,441

1. Progress in Achieving 2010 Report Recommendations

Last March, the University of Utah selected the following recommendations from the 2020 Plan as our highest priorities for the coming year:

➤ **Support Mission-Based Funding—Recommendation 20**

➤ **Enhance or Adopt Institutional Retention Policies—Recommendation 26**

➤ **Increase Use of Mixed-Delivery Courses—Recommendations 27 And 41**

➤ **Use Technology to Decrease Costs and Improve Services—Recommendation 44**

➤ **Increase Funding for the USTAR Program—Recommendation 47**

2. Progress in Improving Institutional Retention Rates and Practices

The goal of increasing the rate of student completion begins with admitting a population of students that will be successful in the programs the University of Utah offers.

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

Although enrollment at the Univrsity of Utah has been growing (see Figure 16), we realize that we needed to refocus our recruitment strategy to ensure that we are serving those students who can be most successful and thrive at a research intensive university. In 2010, we partnered with the American Association of Collegiate Registrars and Admissions Officers (AACRAO) to develop a new admission profile designed to better predict student success. This fall we hired a new Associate Vice President for Enrollment Management who is working with all of those involved in recruiting across campus to develop a more integrated and strategic enrollment plan.

The Strategic Enrollment Management Plan systematically focuses resources on strategies that have the strongest impact on the University's primary enrollment goals. These goals will be achieved by following the initiatives below:

- We are more clearly identifying the number and types of students needed to fulfill the institutional mission.

- We are enhancing our communication to include more targeted, personalized messages to high performing high school students to clarify what the core competencies are of a research intensive university and the value of pursuing their postsecondary education in that environment.

- The University is developing a master recruitment calendar that includes the target date for each piece of communication to be sent to prospects, applicants and admits, as well as counselors and parents. The Office of Marketing and Communications is working with admissions and academic units to help integrate and coordinate information about our programs via television, radio, print and billboard advertisements.

- We are determining the institution's capacity to serve students by degree program and types of students (traditional, non-traditional, graduate, veterans, etc.)

- We are currently conducting a systemic analysis of student characteristics to increase our knowledge of who is not persisting and graduating at the University.

- Through our new CRM recruitment software, the University is developing an online interest page that is designed to collect information on prospective students. As students move through the web portal, we are able not only to provide specific information tailored to the interests of the student, such as academic programs, student life, housing, and student aid, but we are also able to capture the data related to the student's information search and begin an individualized communication plan delivered through an automated process.

- We are refining our management of scholarships and financial aid by 1) Developing a campus-wide scholarship search for students that will collect all scholarship resources in one place making it easier for the students to locate; and 2) Targeting scholarships and institutional grant funding for low-income students.

The goal of increasing the rate of student completion continues with providing the environment and tools to retain students so they can successfully graduate. We are working to increase the success of the following initiatives.

Expand Opportunities for High-Engagement Experiences—The number of assistantships awarded to undergraduate researchers working with faculty sponsors by the Undergraduate Research Opportunities Program (UROP) has increased dramatically from 107 during the 2005-2006 academic year to 317 in 2010-2011.

THE
UNIVERSITY
OF UTAH

Figure 16: First-Time, First-Year Freshmen Retention by 2007 Cohort

■ Diversity Scholars

□ FTF U Students
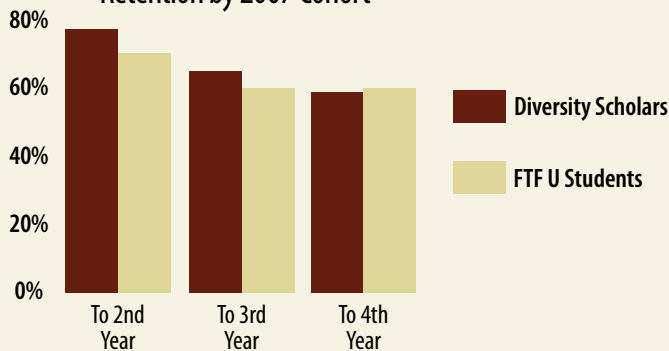
Deploy Student Orientation Leaders Year Round to Proactively Stay in Touch with First-Time Students—The Campus Life Mentor Program is a pilot program that was started in fall of 2011 that employs past orientation leaders to serve as assigned mentors to groups of incoming students during their first year at the University. During this first year, new students have been randomly selected to participate. If successful, we plan to increase the number of mentors and decrease the size of the mentee groups to allow for more personal one-on-one contacts.

Identify Intensive Mentoring and Support Services for Specific Subpopulations (First-Generation Students)—The Diversity Scholars Program is central to the Office for Student Equity and Diversity's retention focus and was created as a way to support students of color during their first year on campus via a campus orientation, regular interactions with faculty and staff of color, regular academic advising, multiple mentoring relationships, and off-campus community engagement opportunities. Most notably, the program is implemented as a cohort model that includes traditional admitted students, sponsored students, and scholarship students. Sponsored students are those students admitted under the University's 5% policy which allows for 5% of any incoming class to be comprised of students who do not meet the initial admission criteria. The Diversity Scholars program seeks

to sponsor such students' admissions and retain them through graduation.

Continue Mandatory Advising for Freshmen and Sophomores and Required Declaration of a Major After 60 Hours—U of U will continue its Mandatory Advising Program (MAP) that requires advising for first- and second-year students. Students who have accumulated 60 credits and not selected a major are required to seek advising for major exploration. Since its introduction to the campus community, the MAP committee has continued to offer training to advisors, initiated an assessment plan, and developed strategies to increase early participation.

Push the Use of the Newly Upgraded Automated Degree Audit System—After a consulting visit with College Source, two initiatives are under way in University College for the Degree Audit Reporting System (DARS): 1) Articulation tables from USHE schools are being adjusted so that the search for courses will work with prerequisite checking; and 2) Ways are being sought to identify repeats within transfer course work. Both of the above initiatives will help students to have a clearer picture of where they are in the progress toward their degrees.

Use of Technology to Decrease Costs and Improve Services—University IT is supporting management in the effort to improve and streamline admissions,

registration and financial aid awarding processes. The University has joined a higher education software development consortium called Kuali that offers a workflow automation tool. This tool will be used to automate the student related processes as they are designed. In addition, the Technology-Assisted Curriculum Center (TACC) is providing faculty grants for curriculum development of hybrid courses which leverage technology to provide an efficient and effective use of online learning and classroom learning.

Reduce the Costs of Textbooks—Expanding book rental opportunities, availability of e-books and e-book rentals will help reduce costs and retain students in school. Through a concerted campus effort, many programs have been implemented at the campus level to help reduce the overall cost of textbooks to students. These programs include guaranteed buyback, e-books, textbook rental, and increased availability of used textbooks.

3. Other Strategic Plans and Initiatives that Support the HigherEdUtah2020 Plan

Economic Innovation—USTAR continues to show the potential for contributing to economic innovation. To date, we have hired 35 USTAR investigators and are planning on recruiting five new investigators within the next year. We are currently five years ahead of the benchmarks from the Bureau of Economic and Business Research study as measured by our disclosures, patents, licenses, startup companies and employment. We will be working with the USTAR Governing Authority board and Legislature to increase our funding as was outlined in the original bill (SB75) that established USTAR. Additional funding will allow us to pursue a health sciences drug research cluster and expand our current successful clusters.

Research at the University of Utah helps drive economic innovation. The Electronic Post Award Management project that is partially funded by mission-based funds is on track to help automate many of the administrative duties related to funded research. The successful completion of this project will allow research faculty, including USTAR faculty, to spend more time actively involved in research.

> Research at the University of Utah helps drive economic innovation.

UtahStateUniversity

Utah State University

Established: 1888

Fall 2011 Headcount
Enrollment:

28,994
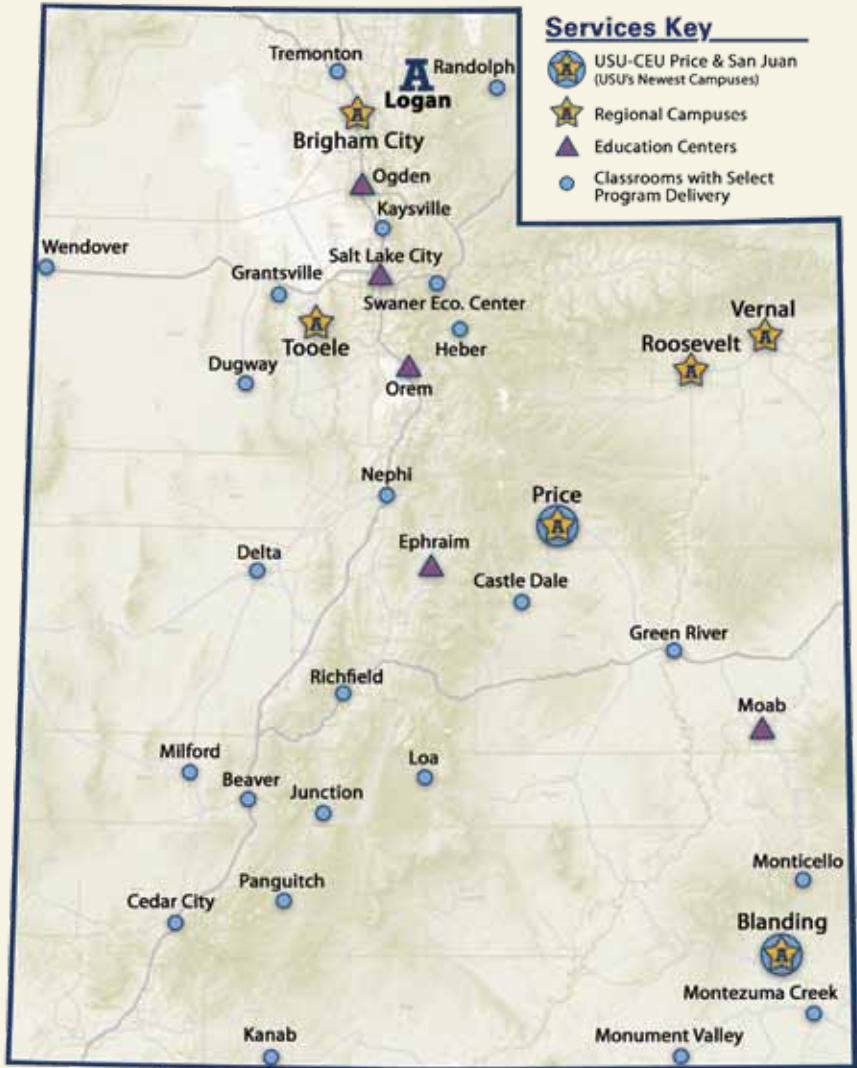
Fall 2011 FTE
Enrollment:

20,880

The following summarizes Utah State University's (USU) continuing progress in addressing the goals of *participation, completion and economic innovation* outlined in the HigherEdUtah2020 plan. Specific recommendations from the 2020 plan, toward which USU has made a focused effort, are addressed within the text.

Strategic Priority 1: Student Participation

The Utah State University system of campuses and education centers spans the state of Utah, offering access to quality higher education for all Utahns

(see map). Utah State University 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 students are enrolled at USU—across all campuses and in all course modalities, representing the largest enrollment in the 123-year history of the institution. In Logan, a total of 16,857 students are enrolled, the largest number at that location in the history of the university. Similarly, enrollment at the regional campuses in Brigham City, Tooele, and the Uintah Basin are at an all-time high. Compared to fall 2000, headcount enrollments at the regional campuses have grown by 87% (from 6,727 to 12,583). In the entire USU system, compared to last year, enrollment increases were experienced in transfer students (+ 7.9%), continuing students (+ 5.0%) and new graduate students (+ 4.7%).

Utah State University continues to become more diverse. Across the entire USU system, enrollment of domestic minority students is up 11.5% compared to last year. Since fall 2005, minority student enrollment in the USU system has almost tripled from 1,079 to 3,064 this year. Utah State University now has more students of Hispanic origin in the USU system (1,439) than it had in 2005 in all categories of ethnic minorities (1,079). Students of Hispanic heritage represent 47% of the minority students in the USU system. The largest concentration of domestic minority students is on the USU-Eastern campuses (26.9%), followed by the regional campuses in Brigham City, Tooele, and the Uintah Basin (10.8%) and the Logan campus (7.9%).

Services Key

- **USU-CEU Price & San Juan** (USU's Newest Campuses)
- **Regional Campuses**
- **Education Centers**
- **Classrooms with Select Program Delivery**

➤ Mixed-Delivery Courses—Recommendation 27 & 41

Utah State University is fully engaged in assisting faculty in the development and implementation of mixed-delivery courses. In fall 2011 more than 800 traditional USU courses used some form of online delivery (i.e. learning management system). Additionally, USU broadcasted nearly 300 courses using video conferencing with faculty taking advantage of online delivery to increase teaching and learning experiences in lieu of physical seat-time. As an example,

in 2010, USU's Nutrition and Food Science (NFS) 1020 course was meeting 3 days-a-week for 50 minute lectures with over 300 students. In 2011 the department worked with professional instructional designers to develop a mixed-delivery format that requires students to meet only one-day a week for a 50 minute lecture while providing smaller group sections that meet online, facilitating discussions, sharing content and promoting greater participation.

Early data shows that student satisfaction is higher in the mixed-

UtahStateUniversity

delivery NFS 1020 course—with, on average, better overall student performance.

➤ Faculty Retention Efforts—Recommendation 34

Limited financial resources continue to provide a challenge for faculty hiring. However, after experiencing a decline in faculty numbers, USU has leveraged resources from faculty retirements into new hires, and the number of tenured and tenure-track faculty has now returned to 2007 levels. The university remains committed to building the faculty in response to increasing enrollments as the necessary resources become available.

Strategic Priority 2: Student Completion

Utah State University is continuing several programs that are anticipated to improve retention and completion rates over time. These include: new student and parent orientation, a first-year experience course, academic support that includes tutoring, supplemental instruction and an early alert program for students who are struggling, weekly e-mails and an Aggie Passport Program to engage students in campus activities, and a leave of absence program that keeps USU in touch with students who have taken a break for a semester or longer to help reintegrate them when they are able to return to the University.

In addition to ongoing programs, several new initiatives are in planning or early stages of development, including: retention scholarships, a degree audit program to assist students in planning their path to graduation, improvements to summer course offerings and summer schedule, best-practice retention workshops for campus constituencies, and a virtual one-stop shop of tools and services to support student success and progress-to-degree (see details below).

➤ Mission-Based Funding—Recommendation 20

Utilizing one-time, mission-based funding from the Board of Regents, the Division of Student Services at Utah State University is partnering with the Provost's Office and Regional Campuses and Distance Education (RCDE) to design and implement 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.

This innovative one-stop shop of virtual tools and services is being designed by two teams working

in tandem: a student team and a project team that includes professional staff and administrators from key areas across the university system. The one-stop shop will be available 24/7 without geographic limitations to all USU students, advisors, and other university personnel via a central web site or portal accessible only by secure password. Faculty and advisors will access the one-stop shop to monitor their advisees' academic progress and involvement, thus allowing them to provide needed support or interventions.

The prototype for the virtual one-stop shop will be delivered by the design teams at the end of fall semester 2011. During spring semester 2012, USU will implement the prototype through an in-house process or by engaging an outside vendor to develop the virtual one-stop shop. The costs for either approach should be similar. The target date for rolling out the new suite of web-based tools is August 2012.

Strategic Priority 3: Economic Innovation

Utah State University has received over $213 million in external research awards for 2011, making it the best year on record for USU-sponsored research, and a 47% increase over the past two years. Approximately 70% of sponsored program funds are spent in the state of Utah, and more than 2,200 jobs are created as a result of sponsored programs at USU. Commercialization of USU research discoveries continues to grow. Currently, USU is pursuing 57 active commercialization projects, 42 early-stage pipeline projects (8 in $1B+ markets), and 70 new invention disclosures; 20 patents have been filed.

➤ **USTAR Enhancements & Entrepreneurial Education—Recommendation 47**

The Utah Science, Technology and Research (USTAR) initiative is designed to build the academy, leverage research opportunities, and create new technologies that will drive economic development and provide new revenue streams to higher education. USU USTAR researchers collectively number 32 (13 USTAR professors and 19 research affiliates). USU USTAR researchers have secured $19 million in external funding and 6 new companies have been formed since January 2011.

Utah State University has established the Center for Entrepreneurial Excellence. The Center is administered in the Jon M. Huntsman School of Business, but is inclusive in serving students across the University, including USU's Regional Campuses and USU Eastern in Price and Blanding. The Center's curriculum, combined with programs and activities, teaches students the skills of entrepreneurial leadership and prepares them for successful careers in (1) creating new ventures, (2) developing existing corporations, and (3) building community organizations. The Center was launched in November 2011, and accomplishments will be noted in future reports.

Utah State University is a public, research university committed to providing access to higher education by fulfilling its land-grant mission in state of Utah. USU is committed to the priorities of participation, completion and economic innovation, evidenced by progress in these areas outlined in this summary report.

USU USTAR researchers have secured $19 million in external funding and 6 new companies have been formed since January 2011.

SNOW COLLEGE

Snow College

Established: 1888

Fall 2011 Headcount Enrollment: **4,465**

Fall 2011 FTE Enrollment: **3,483**

> The *DegreeWorks* academic planning software program will help facilitiate educational plans.

1. Progress in Achieving 2010 Report Recommendations

➤ **Institutional Remedial Education Reports to Public Schools—Recommendation 25**

Each spring Snow College prepares annual high school profile reports that summarize key data elements regarding entering freshmen by high school. The 2012 edition of the report will include data about the number of students in the entering cohort that required developmental math and/or English courses and the number of those students who subsequently succeeded in the regular course (i.e. Math 1010, English 1010).

➤ **Institutional Retention Policies—Recommendation 26**

Snow College is developing a phone and e-mail survey process to enhance the data we collect about student persistence and retention. The Student Success Office and Institutional Research Office are collaborating to conduct surveys from January-February 2012 with non-returning students from fall 2011 to gather specific information about factors that resulted in students interrupting their enrollment. Data collected will be reviewed by the Deans Council and the Student Success Council in March and appropriate follow up action taken, including incorporating the findings into the Start Smart curriculum (new student orientation course) for the fall 2012 cohort.

➤ **Completion—Utilize Online Student Services—Recommendation 43**

Snow College is implementing the *DegreeWorks* academic planning software program for use by students, advisors, faculty members and other academic support staff. The program will enable students to track progress toward degree completion, create an individual education plan, and make advisement conversations more focused on individual student progress toward goal completion. Initial training of our 5-person implementation team was completed in October 2011.

The team is approximately 80% complete in building the databases and files for the program. Follow-up training is scheduled for February 2012. After final entry and cleanup work, the program will be opened to a test group of students in April 2012. Our target for going live with the program is August 2012.

2. Progress in Improving Institutional Retention Rates and Practices

Highlights of ongoing efforts to improve Snow College's retention rates and practices this past semester include:

- Discussions with student focus groups during the fall semester on both campuses to gather feed-back on student satisfaction and concerns. Data collected will be reviewed by Deans Council and Student Success Council.

- Major remodeling project on the Richfield Campus to create a Student Life space that will support and enhance the effort to build a stronger student activity and leadership program there. (Student involvement opportunities have a significant positive impact on persistence and retention.)

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- Strengthening the curriculum in the Start Smart (new student orientation) course by transferring oversight to Academic Affairs.

- 22% more students participating in in the Multicultural Student Center and related programs in fall 2011 than fall 2010. Initiating a campus-wide advisory committee to further strengthen and expand the efforts of the Center to support multicultural students at Snow College.

- Re-modeling a dedicated space for the Counseling and Wellness Center to allow for improved counseling services, better confidentiality, and more opportunities for student programming.

- Ongoing efforts for cooperative coordination between Student Success, Financial Aid, and Business Offices to facilitate timely awarding of financial aid so students have the resources to start and stay enrolled in school.

3. Other Strategic Plans and Initiatives that Support the HigherEdUtah2020 Plan

Snow College recently updated its college strategic plan and submitted it to the Office of the Commissioner under the title, *A Blueprint for the Future*. The document focuses on the college's recently revised mission statement and the three strategic priorities that underlie the **big goal** in the Board of Regents plan outlined in HigherEdUtah2020. Snow's blueprint summarizes the college's direction in connection with and in support of the plan.

The blueprint discusses Snow College's place in the Utah System of Higher Education as a residential junior college that strives to continue its tradition of excellence in preparing students to transfer for further educational training at the university level, preparing students to

Snow College is committed to helping students with the resources they need to stay enrolled.

enter the workforce, and supporting economic development in its six county primary service region of central Utah. The document goes on to address each of the three strategic priorities in the 2020 plan and discusses Snow's preparation to actively support and accomplish each priority. The blueprint concludes by reviewing Snow's five Centers for Opportunities, which are described as clusters of dynamic and strategic focus and initiative. They are not buildings or administrative units; they identify pathways of excellence, innovation and engagement for Snow College and serve as incubators for practices and accomplishments that will empower Snow College to be an ambitious partner in moving the state toward the **big goal**.

Weber State University

Weber State University (WSU) has made strong progress in addressing the three strategic priorities presented in the HigherEdUtah2020 plan, as discussed below. Progress made on specific recommendations from the 2020 plan, toward which WSU has made a focused effort, are addressed within the text.

Strategic Priority 1: Student Participation

➤ **Land Acquisition (Branch Campuses)—Recommendation 31**

Expand WSU-Davis Campus—Groundbreaking for a new classroom building at WSU Davis took place on November 8 and construction is slated for completion in fall of 2013. House Bill 4 and Senate Bill 5, which were passed by the 2011 Legislature, authorized the issuance of general obligation and revenue bonds to fund a new classroom building at WSU-Davis. That facility will provide space for as many as 3,000 students.

➤ **Success Stipends—Recommendation 10**

Expand "Dream Weber" Program—Enrollment in the "Dream Weber" program increased by 9% in fall of 2011, up from 697 in fall of 2010 to 758. This program makes higher education significantly more accessible for

Established: 1889

Fall 2011 Headcount Enrollment:

25,483

Fall 2011 FTE Enrollment:

16,068

minority and first-generation college students who might otherwise have not opted for postsecondary education by providing up to eight semesters of free tuition to resident students who qualify for federal Pell Grant funds and have an annual household income of $25,000 or less.

➤ **College Access Grant & Related Outreach Efforts—Recommendation 14**

Expand Pre-college Outreach Efforts—As a result of WSU outreach initiatives, 303 students from traditionally underserved local populations applied for admission to Weber State in fall of 2011. These outreach programs include federally funded efforts such as Educational Talent Search, Upward Bound and GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) as well as local partnerships like "Student to Student Outreach" and the annual Multicultural Youth Conference. WSU received college access grant funding (two ImPACT subgrants) for its "Connecting to College" and "Creating a Pathway to College" programs. The 2011 statistics represent a 124% increase over the 135 similar students who applied for enrollment in fall of 2010. Beginning in autumn of 2012, WSU will expand outreach efforts by participating in another GEAR UP grant that will include an additional six target schools. WSU will also host additional youth conferences and summer bridge programs for 9th- through 12th-grade students to create an expanded pipeline of college preparation to the university.

Strategic Priority 2: Student Completion

➤ **Time to Graduation—Recommendation 28**

Implement "Fast Track" Program—As of fall 2011, Weber State has fully implemented its "Fast Track" program. Under the guidance of the WSU Student Success Center, students who participate in the "Fast Track" program have the opportunity to complete a General Studies associate's degree in as little as one year. The Goddard School of Business & Economics has also implemented a "Fast Track" program in its Master of Business Administration program to streamline the process of completing the 36 credit hours required for that degree. These programs will benefit students by helping them to achieve their educational goals faster and at less personal expense. More efficient time-to-graduation will also accommodate additional students at the university.

➤ **Innovate Developmental and Remedial Education—Recommendation 23**

Enhance the "TERM" Program—Enrollment in the "Technology Enhanced Remedial Math" program at Weber State increased this fall by 9%

Students who participate in the "Fast Track" program have the opportunity to complete a General Studies associate's degree in as little as one year.

in terms of headcount (from 3,503 to 3,802) and 7% in terms of full-time equivalent students (from 11,926 to 12,775). Continued expansion of this program will assist under-prepared students and accelerate their pace toward graduation.

➤ **Mixed-Delivery courses—Recommendation 27**

Expand Hybrid/Online Offerings—In fall of 2011, the number of WSU courses delivered via online technology was 281. The 456 course sections offered online this fall accommodated 2,285 full-time-equivalent students (an increase of 4% over fall of 2010) who made up 17% of Weber State's total FTE enrollment. Many of WSU's master degree programs are delivered in hybrid course formats. WSU also now offers web-enhanced courses that enrich classroom instruction as well as accelerated hybrid classes that allow undergraduates to complete classes in just seven weeks. WSU offered nearly 1,500 sections of these types of courses in fall of 2011.

➤ **Provide Quality Opportunities for More Students— Action Plan Focus Area 3**

Enhance Engaged Learning Opportunities— Engaged learning opportunities at Weber State include the chance for students to participate in undergraduate research, community-based service learning, capstone projects and internships.

- As part of its ongoing Undergraduate Research Initiative, Weber State has hosted an Undergraduate Research Symposium every year since 2004. More than 800 WSU students have used that event to highlight the results of their research efforts through either oral or poster presentations.

- The university's annual undergraduate research journal, entitled ERGO, has also published 54 feature articles and 105 abstracts highlighting student research efforts since 2007.
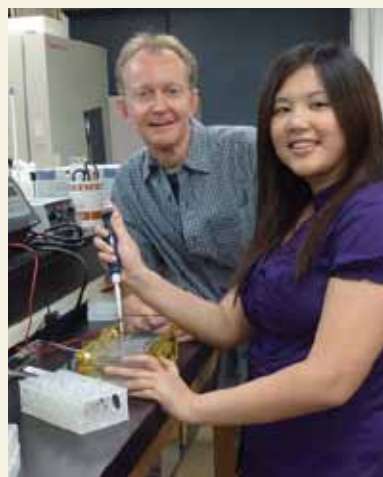
- Some WSU students have earned national recognition for their undergraduate research projects. Those students include Amy Friend, who was one of only 60 students nationwide to participate in the 2011 Posters on the Hill event; zoology major Amanda Truong, one of only ten undergraduates worldwide invited to present their research results at the Society of Molecular Biology and Evolution conference in Kyoto in July; and Michelle Burton and Andrew Chris, whose report on the impact of religiosity on blended families was selected by the National Council on Family Relations as its Outstanding Undergraduate Research Project of 2010-11.

- The annual conference meeting of the National Conference on Undergraduate Research will be held at WSU in March of 2012.

- Through capstone project, students demonstrate their command of academic subject matter as

well as their ability to analyze and utilize that knowledge. During the 2010-11 academic year, nearly one-third of the 4,124 students who received WSU degrees completed capstone projects.

- During the academic year that ended in June, 7,077 WSU students participating in community-based learning initiatives contributed more than 131,000 volunteer hours to worthy causes. Compared to similar efforts in 2009-10, that accomplishment represented a more than 200% increase in student participation and a more than 500% increase in volunteer hours provided.

- Nearly 1,600 WSU students completed course-related internships in surrounding communities during 2010-11. Moreover, 79% of WSU graduate in spring of 2011 reported having completed one or more years of work experience related to their academic majors as either an intern or a volunteer.

Strategic Priority 3: Economic Innovation

➤ **Utah Cluster Acceleration Partnership (UCAP)— Recommendation 48**

Expand Business Cluster Acceleration Efforts— In partnership with the University of Utah, Weber State is continuing its efforts under the Utah Cluster Acceleration Project to study the implications of health care reform on the workforce professions of nursing, imaging technology and medical assistance. That effort

has completed its industry analysis phase and is now moving into the next phase where industry employers, USHE, UCAT and private educators will develop a strategic plan to respond to changing employer needs.

A previous acceleration effort focused on Utah's aerospace industry, a business cluster employing more than 46,000 workers statewide. As a result of that effort, more than 100 WSU students opted to major in electronics engineering and the first graduate of that program received a bachelor's degree in December 2011. Weber State

also established elective areas of emphasis in contract management and aerospace/defense in its master of business administration program.

➤ **Enhance USTAR—Recommendation 47**

Expand technology commercialization capabilities—Since March of 2011, Weber State has expanded its ability to foster technology commercialization and is working more closely with industry partners to support local business development, job creation and entrepreneurship. As the USTAR outreach center for northern Utah, the number of business development projects facilitated by Weber State has increased by more than 25% in the past nine months, up to 89 projects from the previous 70. In the same period, private entrepreneurial funding support for those projects has increased by $500,000 to $5.5 million. Two additional patent applications have also been filed, bringing the total from WSU facilitated projects to 11. Building on its previous success in winning TCG funding for local projects, the university has been equally successful in securing four TCIP grants worth nearly $200,000 in recent months. Weber State has therefore secured a combined total of $686,000 in TCG and TCIP funding for 19 projects.

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Southern Utah University

Established: 1897

Fall 2011 Headcount
Enrollment:

7,750

Fall 2011 FTE
Enrollment:

6,254

1. Priority Recommendations from the 2020 Plan

➤ **Role/Mission-Based Institutional Admission Requirements—Recommendation 2**

The State Board of Regents should define specific admission requirements for each higher education institution based on its role and mission. These admission requirements should be communicated early and often to parents and students about what is expected in college so that time in high school will be used well to prepare adequately for college.

➤ **Mission-Based Funding—Recommendation 20**

Support a mission-based funding mechanism for USHE institutions that focuses new dollars specifically for measurable products. New accountability measures would connect funding to institutions' missions based on growth in course and degree completion, as well as research that contributes to the economy, quality and regional economic development activities, and job placement, rather than on third-week census numbers.

➤ **Institutional Retention and Completion Reporting—Recommendation 22**

Using data from the Utah Data Alliance, USHE should require each institution to report its retention and completion performance and goals to the Regents annually (with particular focus on prioritized degrees aligned with the areas of greatest economic opportunity in Utah). These reports would then be compiled and distributed to the Regents, Governor, and Legislature by the Commissioner's Office.

> **Institutional Retention Policies—Recommendation 26**

Regents should challenge each institution to adopt or enhance policies such as mandatory attendance for freshman-level classes, mid-term grading feedback, and first-year college experience classes, all of which are proven methods of improving traditional college student retention.

> **Faculty Retention Efforts—Recommendation 34**

Increase funding for more faculty positions and faculty salaries in order to retain key faculty and expand the number of sections and students served. This will prevent soft or hard enrollment caps and course bottlenecks, and will help open admissions to programs that supply Utah workforce needs.

Benchmarks of Successful Change at SUU				
ACADEMIC YEAR	2008-09	2009-10	2010-11	2011-12
NUMBER OF PROGRAMS OFFERED				
Undergraduate	104	103	106	105
Graduate	9	9	9	8
DEGREES GRANTED				
Undergraduate (Associate's, Bachelor's, Graduate	323/900	317/924	359/938	–
(Master's)	307	352	420	–
FALL-TO-FALL RETENTION	64.4%	63.9%	65.9%	–
6-YEAR GRADUATION RATE	39.5%	43.5%	41.7%	–
ENROLLMENT IN FOREIGN LANGUAGE (HC/FTE)	764/148.7	812/153.9	887/169.2	–
GEOGRAPHIC ORIGIN OF STUDENT BODY				
Utah Enrollment (Number of Counties)				
Out-of-State Enrollment	29	29	29	28
(Number of States)	43	45	45	45
ENTERING ACT SCORES (FIRST-TIME FRESHMEN)	21.84	21.84	22.71	22.5
HIGH SCHOOL RANK IN TOP 40%	67.6%	66.1%	67.5%	68.7%
TOTAL NON-CAUCASIAN ENROLLMENT	778	874	965	1009
INTERNATIONAL STUDENTS	102	113	165	273
NUMBER OF STUDENTS STUDYING ABROAD	80	37	78	–

"Students are more likely to persist and graduate in settings that expect them to succeed."

–Vincent Tinto

Definition of Measures

- **Program:** Program is defined as Field of Study.
- **Degrees Granted:** Number of degrees awarded between July 1 and June 30.
- **Enrollment for Foreign Language:** Total enrollment for the entire academic year based on end-of-term data. HC is unduplicated HC. FTE is annualized FTE.
- **High School Rank in Top 40%:** The percentage is based on all undergraduate students for whom SUU has received a high school rank. It should be noted that there are a good number of students for whom we do not receive high school ranks.
- **Total Non-Caucasian Enrollment:** This number is reported in HC and is based on fall 3rd week reports.
- **International Students:** This number is reported in HC and is based on fall 3rd week reports.
- **Number of Students Studying Abroad:** This is the total number of students for the entire academic year, reported as unduplicated headcount.

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SUU

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2. Progress in Improving Institutional Retention Rates and Practices

Pre-Enrollment

- ***Drop for Non-Payment***—To make room for students on waiting lists for classes, a deadline was implemented for tuition payment.

- ***At-Risk Students***—Prior to classes starting, students with low math and English sub-scores on the ACT were sent an e-mail detailing resources available to help them should they need assistance.

- ***Four-Year Scholarships***—Starting with the 2012-2013 school year, students will receive four-year scholarships to provide incentive to complete their schooling at SUU.

First-Year Efforts

- ***SANS (Student Assessment Notification System)***— This early alert system was created and is maintained through the mission-based funding received from the state. This funding has allowed for the hiring of one graduate student to oversee submissions and the peer mentors. Additional IT help was also hired to maintain and make improvements to SANS.

- ***First-Year Student Survey***—A survey to first-year students has been completed for a second year, identifying trends associated with these students.

- ***Operation Blind Spot***—Thirty staff were selected to help contact and train 60 faculty members relative to the use of SANS. The specific goal was to identify at-risk students (90-105 index). Faculty participants had 10 or more at-risk students in their classes. The goal is to decrease the number of these students (357

in total) who are on academic probation in the spring semester.

- ***90-95 Range Students***—All students who were admitted with an admission index between 90-95 were assigned a peer mentor to help them find resources and provide a peer contact for help.

- ***On-Campus Housing Requirement for College Connections***—Starting fall semester 2012, all College Connections students will be required to live in on-campus housing.

- ***Learning Communities Enhanced***—Housing has expanded their offerings to seven different learning communities. Several have added required courses associated with the learning community.

Second-Year+ Efforts

- ***E-mail before Thanksgiving***—An e-mail was sent to students approximately one month prior to spring registration encouraging them to prepare for registration and providing them their appropriate date to register for classes.

- ***DegreeWorks***—The Registrar's office invested in new software and has devoted many hours to provide students with this resource that identifies the courses they have completed and the courses still needed for graduation in every degree offered by SUU.

- ***Quality Service Initiatives***—a) Student training was piloted within the Student Services Division to create greater teamwork and a better understanding of quality service and its role on the SUU campus. (b) Training for new faculty and staff was completed in September. Nearly 35 new faculty and staff attended the training focused on getting acclimated to Cedar City, SUU history

and traditions, and our culture of quality service. (c) A new relocation guide is in development to provide new SUU employees with resources prior to starting their job at SUU.

3. Other Strategic Plans and Initiatives that Support the HigherEdUtah2020 Plan

Below are some highlights from a range of measures SUU has taken to ensure retention rates continue to climb.

- Established an experiential education requirement for all students.

- Initiated a communication campaign to encourage earlier spring semester registration.

- Enhanced communication and interventions for students with outstanding balances, students at risk academically, and students concerned about tuition payments.

- Planned significant programming during the first six weeks of fall and spring semesters.

- Enlisted the aid of a national retention consultant.

- Implemented SUU Flight School to enhance the student transition to SUU.

- Increased advising to students taking concurrent courses to facilitate transition to SUU.

- Identified four priority initiatives that aid in retaining students: Quality Service, Learning Communities, Academic Advising, and Early Alert. Teams tasked with developing action plans for each initiative.

- Enhanced the "MySUU" portal to provide students with a dynamic checklist for admissions and to conduct research to identify at risk students.

- Increased on-campus student job offerings.

- Hired four additional academic advisors and 30 new full-time faculty members since 2009.

- Targeted faculty hiring to address bottleneck required courses to reduce time to graduation.

- Increased funding for faculty development and training by 36% since 2009.

- Developing a comprehensive plan for summer course offerings to assist students with progress toward degree completion.

- Implementing an online interactive and dynamic degree audit system allowing students to explore different degree options as well as monitor progress towards graduation.

- Continue to sponsor orientations for special populations: non-traditional, first-generation and international students.

Dixie State College

Dixie State College has seen dramatic growth for eight consecutive semesters. Since 2007, student growth is up 63 percent. In order to align the institution's strategic directions and its role in advancing the *Higher Ed Utah2020 Plan*, Dixie State College selected to focus on two areas of the Action Plan: **Access** (Student Participation) and **Retention** (Student Completion.)

Strategic Priority 1: Student Participation

In order to expand the pipeline of college-bound and career-ready students, Dixie State College is addressing a series of recommendations found in the document. In addition to expanding its core and foundational degree options, Dixie State is specifically addressing:

➤ **Access Inventory Report—Recommendation 4**

"Dixie State College will complete and present to the State Board of Regents an Access Inventory Report by June 2011. The College will participate in the statewide effort to increase and simplify access to higher education opportunities. It will modify services, procedures, and processes where needed to increase participation rates at the institution."

As an Open Admission institution, Dixie State College remains committed to providing simple and straight-forward access to its degree offerings. To further support this goal, the college has recently implemented admissions and advisement "Outreach Days" at many of its feeder schools, where students are able to complete their admissions application and receive initial advisement without leaving the high school and with the assistance of college representatives. To increase access and support to underrepresented populations, Dixie State also recently expanded its multicultural and international student centers, providing them with additional staff and resources. For the current academic year, minority student enrollment increased by 9.8% and the international student population increased by

Established: 1911

Fall 2011 Headcount Enrollment:

9,086

Fall 2011 FTE Enrollment:

6,593

21.3% over prior year enrollments. To add to current retention initiatives and positively impact retention rates, Dixie State is creating a "new student services" office, a "student retention and success" office, and implementing a more comprehensive "Early Alert" program.

➤ Nontraditional Student Courses and Advising— Recommendation 16

"Dixie State College will continue to focus on developing and promoting services that benefit working adults by offering general education courses and full programs during the evenings, on weekends, and with alternative delivery methods. In addition, the institution will continue to develop degree-completion opportunities targeting incumbent workers; programs that build specific skill sets and provide career-ladder pathways."

According to the 2010 census data, Washington County continues to lag behind the rest of the State in the percentage of adults with bachelor's degrees (22% vs. 27%). To address this disparity, Dixie State College continues to seek to provide greater access by building evening degree programs and offering classes

at times more conducive to adult learner schedules. Recent initiatives include an evening cohort-based program to earn a fast-tracked Bachelor's of Science Degree in Communication, with an emphasis in Organization and Leadership. The courses are offered in either two or four week increments (typically one night per week), and students can complete the degree within 20 months. In addition to online, hybrid, block, and evening courses, the college also recently added weekend courses (Friday/Saturday) with the intent that students will be able to complete all of their GE requirements on weekends; this is in addition to the ability to complete all GE coursework in the afternoons or evenings. Dixie State is also in the process of developing a focused "First-Year Experience" section for non-traditional students to supplement its active support group and ongoing seminars for re-entry students.

➤ Community and College Centers— Recommendation 32

"Dixie State College will continue to expand educational opportunities to those in need of traditional community college services. These community college functions include, but are not limited to: Open access, enhanced advising and student support services, flexible scheduling, associate's degree and certificate offerings, developmental, adult and continuing education programs, clearly defined career pathways, and articulation with applied technology programs."

According to the fall 2011 enrollment data, as new students complete their admissions applications, "General Education" continues to be the most popular choice for program of study (25%). This underscores the ongoing community college mission that DSC in preparing students to transfer to complete their coursework. To further support this population, the academic advisement office has increased its general education advisors from four to six advisors. Most recently, an advising position was created to reach out to such state agencies as Vocational Rehabilitation,

DIXIE STATE
COLLEGE OF UTAH

Department of Workforce Services, Southwest High School, etc., with the goal to support local community members with admissions, advisement, financial aid, and course selection. The advisement office also just implemented an "Education after Graduation" program to encourage low-income, underrepresented students to gain some form of postsecondary education. To continue the tradition of working closely with the local Dixie Applied Technology College (DXATC), a joint program was created (AAS in Operations Management) and DSC advisors partner with DXATC advisors in meeting with high school students to promote their certificate, AS/AAS programs. The college also recently expanded its course offerings at the Hurricane Center to include law enforcement training options (POST), and ongoing discussions are taking place with local school districts to better meet student needs through concurrent enrollment opportunities.

Strategic Priority 2: Student Completion

In order to increase student retention and goal attainment, Dixie State College attempts to reduce key barriers to student success. With approximately 66% of its students requiring remediation in some form, it is examining ways to address:

➤ **Innovative Developmental and Remedial Education—Recommendation 23**

"Dixie State College will support innovative and expanded curricular opportunities that individualizes student learning and enhances skill development."

Dixie State College supports innovative and expanded curricular opportunities that are geared to individualization of student learning and enhances skill development. Course redesigns are under consideration that will incorporate more technology, student support, and modularization.

➤ **Mixed-Delivery Courses—Recommendation 27/41**

"Dixie State College will continue to develop and certify instructors to offer mixed-delivery courses that will increase classroom utilization and provide alternative formats that appeal to adult learners and incumbent workers."

DSC requires new instructors who will teach online courses to go through online faculty endorsement training. Technology expertise is now an ongoing requirement of all faculty positions. Best practices of online education are introduced and explored as well as training on the current learning management system. This requirement must be completed prior to

faculty teaching their first online section. As Dixie State completes a full transition to the Canvas LMS system for the 2012-13 school year, its goal is to have every online class taught by faculty who have been endorsed to teach online either by completing the endorsement training or by an evaluation and waiver due to prior online training.

Blended courses combine a mixture of traditional face-to-face instruction with online delivery, and Dixie State has increased its blended course offerings by more than 300% over the past year. Upper division courses count for approximately 25% online courses at Dixie State College. This is anticipated to be a rising trend.

➤ **Completion-Oriented Online Student Services— Recommendation 43**

"Dixie State College will continue to develop and enhance its online student services to help students monitor and plan for goal completion. It will continue to increase and maintain its services (advisement, tutoring, etc.) and coordination of online courses to provide a comprehensive and supported alternative to on-site classes."

Recognizing the need to provide a more user-friendly and robust degree audit system, DSC is migrating from the Banner CAPP system to the *DegreeWorks* system, currently in place at the other Utah Banner schools. In addition to the capital expenditures, the college is further supporting this initiative by funding two new positions dedicated to supporting *DegreeWorks*. Along with the benefits of online degree audits, student self-advising, and the student planner, Dixie State will also take advantage of the ability to better predict future course demand. Also, the processing of graduation degree verifications and checkouts will occur in a more time-efficient manner. In addition to *DegreeWorks*, the Advisement office recently implemented a software program called "Advisor Track," which helps to track appointments and specific advisement provided; this feature helps ensure that students are given consistently accurate information and increases office efficiency. A successful online access program was recently implemented in support of DSC's Nursing Program, which contributed to its ability to receive a ten-year accreditation (a significant accomplishment).

Utah Valley University

1. Progress in Achieving 2010 Report Recommendations

➤ **Role/Mission-Based Institutional Admission Requirements— Recommendation 2**

In March 2011, the President's Cabinet released a white paper outlining nine initiatives to solidify UVU's commitment to its unique educational mission. At the heart of this commitment is the implementation of a "Structured Enrollment" system. UVU is currently preparing for full implementation of this new system for the fall semester of 2012. While remaining open admissions, UVU has implemented university "enrollment standards:"

New students admitted before or at 23 years of age must have a minimum ACT composite score of 19 and a high school GPA of at least 2.5

New students admitted at or after 24 years of age will need to present Accuplacer scores at or above designated minimums.

Transfer students must present college transcripts with the equivalent of UVU Math 1010 and English 1010 and a transfer GPA of 2.0 or higher

➤ **Technology Delivered Instruction—Recommendations 27 & 41**

Hybrid Teaching Initiative—UVU hosted the first faculty Summer Hybrid Course Boot Camp (2-week intensive workshop series) for

Established: 1941

Fall 2011 Headcount Enrollment:

33,395

Fall 2011 FTE Enrollment:
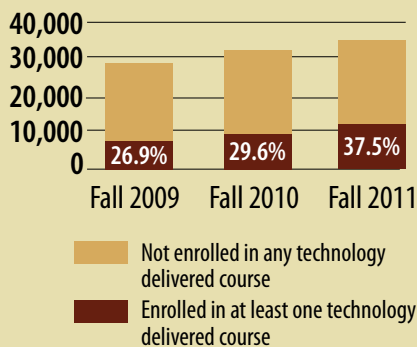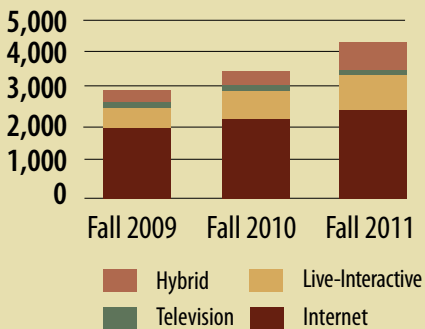
19,704

Figure 17: Technology Delivered Student Headcount

	Fall 2009	Fall 2010	Fall 2011
Enrolled in at least one technology delivered course	26.9%	29.6%	37.5%

Legend:
- Not enrolled in any technology delivered course
- Enrolled in at least one technology delivered course

Figure 18: Technology Delivered Instruction (Student FTE)

Legend:
- Hybrid
- Television
- Live-Interactive
- Internet

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development of new hybrid course offerings, which produced 5 courses for fall 2011. The Hybrid Teaching Seminar during spring and fall 2011 generated 60 hybrid courses.

Target development of high demand general education and majors' courses for delivery—through three of four delivery formats (face-to-face, online/broadcast, live-interactive, hot bunk hybrid). Twenty-five "bottleneck" courses have been targeted for development. Two were developed and offered in fall 2011 and three more for spring 2012. Seven courses are currently in development and 13 are in the queue for development.

Utilize technology delivered instruction to respond to enrollment growth—In 2011, technology delivered instruction at UVU increased by 2,845 unduplicated students (29.4%) over the previous year (see Figure 17). Student FTE delivered technologically increased from 16.5% to 19.6% of total UVU FTE.

Expansion of live-interactive courses—Compared to fall 2010, there has been a 21.2% increase in student FTE in live-interactive sections. UVU has completed on new live-interactive location and inaugurated the offering of two live-interactive courses for weekend sections (see Figure 18).

➤ **Promote More Efficient Time to Graduation— Recommendation 28**

- Courses for 7 associate's degree programs and 9 bachelor's degree program courses are now available in the late afternoon, evening, or on weekends, and via distance education.

- Using mission-based funding, UVU hired new coordinator to identify and develop additional degree programs for delivery at non-traditional times and days.

- UVU is recruiting for new position to direct summer semester with a focus on adding additional courses/sections for juniors/seniors to assist in degree completion.

- In 2011, UVU conducted 6 summer bridge programs for 134 students from groups that are underrepresented in higher education and plans to expand the program.

- UVU is implementing new class scheduling software to to improve the distribution of required courses by time of day and day of week.

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➤ **K-16 Alliance—Recommendation 9**

UVU continues a strong partnership with K-12 public schools and the Mountainland Applied Technology Center through a K-16 alliance. This alliance convenes twice each semester and has made significant progress in a few areas:

- UVU has hosted and institutionalized an annual K-16 counselor conference. This conference brings together K-12 counselors and UVU advisors to discuss seamless transitions from public education to higher education.

- The alliance has collaborated on a series of concrete projects and data analysis to reduce the number of students who need remedial math upon entrance to higher education.

2. Progress in Improving Institutional Retention Rates and Practices

➤ **Institutional Retention Policies—Recommendation 26**

Five years ago, UVU launched a multi-faceted initiative to improve retention. Improved retention will lead to improved graduation. Retention rates for first-time, full-time, bachelor's degree seeking students (IPEDS definition) have improved from 46.3% in 2004 to 64.9% in 2009 (see Figure 19).

In recognition of UVU's role in providing community college programs, an additional retention measure has been established (see Figure 20). This measure is based on all first-time, full-time degree seeking students.

In March 2011, UVU identified three focus areas for improving retention—pre-college efforts, First-Year Experience, and ongoing support. *Pre-College efforts* include the summer bridge programs, JumpStart Orientation, and the GEAR-UP program, for which UVU received a $26 million award in 2011 for seven additional years.

The *First-Year Experience* includes the Stoplight early intervention program launched (28 triggers to identify students at most risk), a restructured parent website, and retention dashboard development. UVU is also conducting an awareness campaign among faculty called *I Choose to Retain*.

Figure 19: Percent of First-time, Full-time, Bachelor's Degree Seeking Students Enrolled at UVU the Following Fall Semester
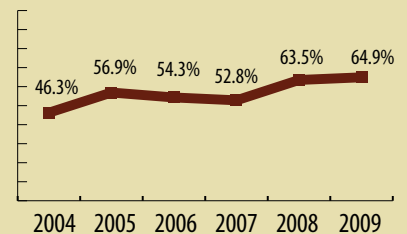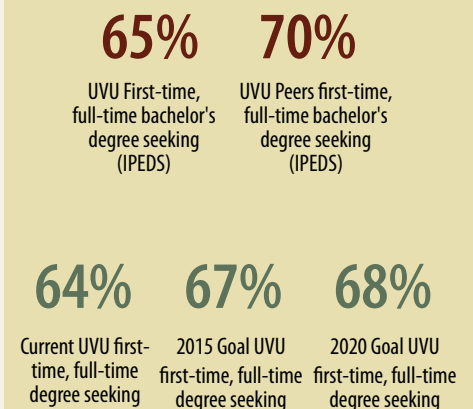

46.3% 56.9% 54.3% 52.8% 63.5% 64.9%

2004 2005 2006 2007 2008 2009

Figure 20: UVU Retention (Fall-to-Fall)

65%
UVU First-time, full-time bachelor's degree seeking (IPEDS)

70%
UVU Peers first-time, full-time bachelor's degree seeking (IPEDS)

64%
Current UVU first-time, full-time degree seeking

67%
2015 Goal UVU first-time, full-time degree seeking

68%
2020 Goal UVU first-time, full-time degree seeking

In its efforts to improve *ongoing support*, UVU has implemented "leave of absence" program for students stopping out to provide greater tracking and facilitate re-entry. Five Learning Communities were also piloted and assessed in 2011. UVU continues to expand and enhance personalized, seamless, intentional academic advising.

3. Other Strategic Plans and Initiatives that Support the HigherEdUtah2020 Plan

Other Unique Educational Mission initiatives include:

1. Strengthen admissions and enrollment administrative processes:
    - Established earlier and firm admissions deadlines of August 1 (fall) and December 1 (spring)
    - Revised registration payment process to require students who have registered for classes to pay for them even if they do not attend
    - Require receipt of transcripts prior to admission.

2. Strategically align administrative structures:
    - Currently, UVU is hiring for a new Assistant Vice President of Community College Programs to focus on maintaining, expanding, marketing, and assessing academic programs related to UVU's community college function.
    - Aligned structures for improved collaboration and consistency in the areas of advising and student success and retention efforts.

3. Launched a series of discussions and initiatives focused on areas of: academic program initiation and review; faculty standards and expectations for rank and tenure; scheduling alignment to maximize flexibility and flow to help students graduate in a timely manner.

Salt Lake
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College

Salt Lake Community College

1. Progress in Achieving 2010 Report Recommendations

➤ **Alignment with Common Core—Recommendation 5**

➤ **Institutional Developmental Education Reports to Public Schools— Recommendation 25**

High School Feeder Report

In November 2011, SLCC Student Services staff convened a group of 20 high school principals from across the Wasatch Front to begin conversations about potential causes of the disconnect between high school curriculum and college readiness. At the meeting two documents were shared:

1. A new High School Feeder Report which shares outcomes information recent graduates and their progress at SLCC.

2. The results of an electronic survey conducted with recent high school graduates at SLCC about how to strengthen the transition between high school and college.

Next Steps: Follow-up conversations between SLCC faculty and high school teachers in the areas of math and English to tune curricular pathways and Common Core are being planned for spring 2012.

➤ **Innovative Developmental Education—Recommendation 23**

➤ **Data-driven Course Management—Recommendation 42**

SLCC Math Pipeline (Dev Ed through Degree Completion)

Developmental Math Emporium—The Developmental Math Emporium is an innovative delivery method for developmental math curriculum that leverages technology and student-focused pedagogy to improve the overall success rates of students needing remediation. The program features faculty-facilitated, competency-based, modularized math curriculum paired with learning enhancement instruction. Students can learn at an accelerated pace and transition more quickly to college-level math courses. The following progress has been made in the past year:

• All twelve instructional modules have been created and built into the online platform. The first six modules have been piloted.

• The physical space for the Redwood Emporium is complete.

Next Steps: Nineteen sections of College Preparatory Math 1, our first-level redesign class, have been scheduled for spring 2012.

Established: 1948

Fall 2011 Headcount Enrollment:

33,167

Fall 2011 FTE Enrollment:

15,856

Intermediate Algebra, Math 1010 "The Next Generation" Pilot—
Math 1010 "The Next Generation" (TNG) is designed to help intermediate
algebra students accelerate when they can and build competency when they
need to. The fundamental question the Math 1010 TNG pilot is designed
to address is, "If a student takes more time to successfully pass a Math 1010
course, could this ultimately result in higher completion rates and reduced
time to degree completion?"

The fall 2011 Math 1010 TNG pilot consisted of 160 students in
6 sections. Delivery combined direct instruction with faculty-guided,
computer-facilitated practice. The Math 1010 TNG curriculum is
modularized and competency based with clear waypoints for reinforcement
or acceleration. Informed by weekly student learning data and two student
feedback surveys, faculty identified the most effective teaching strategies
for different student groups.

Next Steps: For spring 2012, eight sections of Math 1010 TNG are
scheduled. We will also create an acceleration pathway through Pre-Calculus
and provide targeted reinforcement for students through modules in
the Dev Ed Math Emporium. We will address potential financial aid and
transfer concerns for students needing extended time in Math 1010.

➤ **Experiential Credit—Recommendation 17**

➤ **Student Certifications—Recommendation 45**

➤ **UCAT Articulation Agreements—Recommendation 35**

Workforce/ Education Advancement Pathways

SLCC has made significant progress in creating a comprehensive work-
force development portal system for the integration of workforce/education
advancement pathways with three components: 1) prior learning and skill
gap assessment; 2) stackable credentials to meet both employment and
education needs, 3) identifying workforce training needs and employment
opportunities.

Prior Learning Assessment—SLCC implemented WorkKeys career
readiness assessments for employment in the energy and composites sectors,
and customized for industry partners. 242 career readiness certificates were
issued to incumbent, transitioning and underemployed workers in 2011.

CTE Curriculum Development/ Stackable Credentials—Since July
2011, SLCC has created 7 AAS degrees and 13 certificates (approved or

Salt Lake
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in approval process) to support local industry needs. Job-based training curriculum development at SLCC has been supported by state and federal grants in the digital media, health information technology, and energy sectors. SLCC CTE curriculum follows a stackable credential model where students can stack technical certificates, general education, and experiential credit towards an associate's degree. The following progress has been made in SLCC's Energy Career Pathway since January 2011:

- 322 students, many referred by DWS, have completed Energy Core Certification (noncredit).

- 90 students have earned NABCEP certification.

- 30 students graduated from Energy Management Technician (AAS) with 100% job placement.

Career Coach—SLCC has implemented Career Coach, an easy-to-use, web-based portal for students to research employment/education pathways. Career Coach provides information aligning SLCC degrees and certificates with desired career and employment opportunities. Students can access current job openings, plus future employment and earnings projections in the Salt Lake Valley. Since the soft launch in November 2011, users have engaged in over 1300 Career Coach Sessions.

Next Steps: Extend our stackable credential model, including experiential credit for demonstrable competencies, to SLCC's articulation agreements with sister institutions.

2. Progress in Improving Institutional Retention Rates and Practices

➤ **Completion Oriented Online Student Services—Recommendation 43**

➤ **Student Portfolios—Recommendation 45**

Mandatory Orientation—Mandatory Orientation, available in-person and online, was first implemented for summer and fall 2011 semesters (see Figure 21). Students who attended Orientation in 2010-2011 experienced a 22% higher first-term enrollment rate and an 11% higher persistence rate compared to students who did not attend Orientation.

Early Academic Alert—Thirty-eight faculty members made 287 referrals during the Early Alert notification period (September 14- October 26) in fall 2011. The referred students received both an e-mail and a letter from the Academic Standards Advisor.

ePortfolios—Over the past year the number of SLCC student ePortfolios has grown from 1,787 to 22,883. ePortfolios are a required

Figure 21: SLCC Students Attending Orientation

Year	April – August Total	% Increase
2010	6,112	
2011	9,491	36%

component of SLCC's General Education program. ePortfolios promote student engagement, enhance learning, and support intentionality in mapping education pathways. With support from AAC&U, SLCC is incorporating ePortfolios as an integral part of our Developing a Community College Student Roadmap initiative. SLCC is also using ePortfolios as a tool for assessing essential student learning outcomes.

Waitlists—SLCC implemented electronic waitlists beginning summer 2011. Waitlists and revised Add policies help students better manage their initial engagement in classes which is critical for their academic success. Waitlists are especially useful for students in high demand math and English courses. In the fall 2011 Semester, of the 18,725 students who participated on the waitlist, 14,183 students were able to register for the desired class.

➤ **Time to Graduation—Recommendation 28**

Flexible Scheduling and Delivery—Since 2009, to address increased enrollments and our students' needs for flexible class schedules, SLCC has expanded nontraditional scheduling options (summer sessions, 8 week terms and short block classes—see Figure 22). Nontraditional scheduling promotes more efficient time to completion for many community college students. SLCC has also increased its distance education offerings to be 12.6% of student credit hours earned in fall 2011.

GenEd Step Ahead Program—The GenEd Step Ahead (GESA) program at the Highland Center was implemented fall 2011. Through the GESA program, cohorts of students can take full sets of block-scheduled courses to finish their General Education Letter of Completion in two semesters.

Next Steps: Hybrid and Online student cohorts.

3. Other Strategic Plans and Initiatives that Support the HigherEdUtah2020 Plan

Institutional Planning—SLCC's Strategic Priorities and Mission Core Themes guide resource allocations and decision making at the College; they are well aligned with *HigherEdUtah2020* plan recommendations. SLCC Strategic Priorities are:

I. Enhance Quality Higher Education

II. Improve Student Access and Success

III. Advance a Culture of Evidence and Accountability

IV. Strengthen Institutional Support

V. Advance Partnerships with the Community & Business

ePortfolios are a tool for assessing student learning outcomes at SLCC.

Figure 22: Students Participating in Alternate-Term Classes (<15 weeks)

Semester	Unduplicated Headcount
Summer 2010	13,124
Fall 2010	3,040
Spring 2011	2,589
Summer 2011	13,367

Appendix A

**Crosswalk Between
2010 Recommendations and 2011 Initiatives**

The following table lists the 52 Recommendations of the Action Plan from the *HigherEdUtah2020* report and their corresponding initiatives in the 2011 report. Some initiatives combine several recommendations. The initiatives will be referred to by name, as this will be more meaningful to future discussions of the plan of action to achieve Utah's **big goal**.

Table 1: Crosswalk between 2010 Action Plan Recommendations and 2011 Initiatives		
Recommendation Number	2011 Initiatve	Status
1	Adopt College/Career Readiness and Admission Standards	50% complete
2	Define and Communicate Admission Requirements Based on Institutional Role and Mission	30% complete
3	Employ Essential Learning Outcomes	future initiative
4	Complete an Access Inventory Report	50% complete
5	Align General Education (Math And English) with the Common Core State Standards	in process
6	Technology-Intensive Concurrent Enrollment	25% complete
7	Use Common Core State Standards for Assessment	in process
8	Implement the Explore, Plan, and Act Tests	future initiative
9	Strengthen and Expand the Utah K-16 Alliance	50% complete
10	Increase Funding for Success Stipends (UCOPE)	ongoing
11	Expand Outreach and Marketing for UESP	ongoing
12	Establish a Part-Time Student Loan Program	future initiative
13	Expand the Utah Council Senior Tour	100% complete
14	Implement a College Access Challenge Grant Competitive Sub-Grant Process	ongoing
15	Require an Annual Graduation Plan for Adults Through UtahFutures.org	in process
16	Increase Courses and Advising for Nontraditional Students	future initiative
17	Increase Experiential Credit for Adult Students	future initiative
18	Increase Early College High Schools	future initiative
19	Strengthen Articulation Agreements Between Public and Private Colleges	future initiative
20	Support Mission-Based Funding	50% complete
21	Create an Innovation Fund	future initiative

Table 1: Crosswalk between 2010 Action Plan Recommendations and 2011 Initiatives		
Recommendation Number	2011 Initiatve	Status
22	Require Institutional Retention and Completion Reporting	25% complete
23	Innovate Developmental/Remedial Education	25% complete
24	Establish Remedial Education Goals and Reporting	less than 25%
25	Provide Institutional Remedial/Developmental Education Reports to Public Schools	future initiative
26	Adopt Policies that Will Improve Retention	50% complete
27	Increase Use of Mixed-Delivery Courses	ongoing
28	Reduce Time to Graduation	less than 25%
29	Use 12th Grade as First Year of College	future initiative
30	Receive Goal Statements from Institutions to Meet 66% Goal	100% complete
31	Seek State Funding to Acquire Land and Buildings (Branch Campuses)	50% complete
32	Create Community College Centers	less than 25%
33	Seek Enrollment Growth Funding	ongoing
34	Seek Funding to Hire and Retain Faculty	ongoing
35	Strengthen Articulation Agreements (UCAT/USHE)	ongoing
36	Develop UCAT Affiliation Application	future initiative
37	Collaborate in Statewide Technology-Intensive Curriculum Partnership	future initiative
38	Partner With Private, Nonprofit, and For-Profit Institutions	future initiative
39	Develop New Faculty Workload and RPT Policies	future initiative
40	Provide an Online Portal (Especially Concurrent Enrollment)	future initiative
41	Increase Use of Mixed-Delivery Courses	ongoing
42	Adopt Data-Driven/Best-Practice Course Management Strategies	ongoing
43	Utilize Completion-Oriented Online Student Services	ongoing
44	Use Technology to Decrease Costs and Improve Services – Strengthen Strategic Technology Plans	25% complete
45	Utilize Student Portfolios and Certifications	less than 25%
46	Create and Market the Mountain Research Corridor Partnership	future initiative
47	Increase Funding of USTAR and Entrepreneurial Education	future initiative
48	Expand the Utah Cluster Acceleration Partnership (UCAP) and Talent Clusters	future initiative
49	Provide Tuition Assistance in Critical Degree/Career Pathways	less than 25%
50	Seek a Local Voter-Approved Tax for Two-Year Tuition	future initiative
51	Seek Funding from Foundations, Corporations, and State and Federal Grants	future initiative
52	Advocate for Higher Education	future initiative

Appendix B

Top Priorities for 2012

The following table presents Board of Regents priorities for USHE to address in 2012 as identified in the January 11, 2012 board meeting.

Table 2: Top Priorities for USHE to Address in 2012			
	2011 Initiatives	2010 Recommendation Numbers	Status
Participation			
1	Admission Practices and Standards: K-16 Alliance	1, 2, 5, 7	50% complete
2	Mission-Based Performance Funding	20, 24, 33	in process
3	NCHEMS Equity Study on Equity and Tuition Policy	20,33	in process
4	Efficiency Measures and Report	22, 28	ongoing
5	Taskforce on Advising	9, 13, 15, 23, 32	in process
Completion			
1	Technology-Intensive Classes, including Concurrent Enrollment	20, 37, 41,	50% complete
2	Mission-Based Performance Funding	20, 24, 33	in process
Economic Innovation			
1	Utah Cluster Acceleration Partnership (UCAP)	48, 49	in process

Appendix C

Utah STATE OFFICE of Education

Why do we need a Common Core?

Common Core State Standards will help ensure Utah students receive a high quality education in mathematics and English/language arts consistently from school to school and from state to state. They will allow Utah students to be measured against national and state standards to ensure the highest quality education possible. Adoption of the Common Core Standards will help educators develop and provide high quality mathematics and English/language arts curricula. Data shows that students need higher level literacy and numeracy skills that will help them prepare to compete in the emerging global marketplace. This expectation is just as important for young people who enroll in occupational certificate programs after high school; success in these programs and in on-the-job training requires the skills and knowledge embedded in the Utah core standards.

Strengths of the New Core

The Common Core State Standards:

- Are aligned with college and work expectations.

- Are clear, understandable and consistent, and include rigorous content, essential academic skills and application of knowledge through high-order skills.

- Build upon strengths of current state standards.

- Are informed by experts in K-12 and higher education across the country, so that all students are prepared to succeed in our global economy and society.

- Are evidence-based.

- Are voluntary, not federally mandated.

In June of 2009, as a critical part of its *Promises to Keep* efforts, the State Board voted to participate in the development of new Common Core State Standards in Reading/Language Arts and Mathematics. The development of Common Core State Standards was a state-led initiative, not one led by the federal government; thus, the standards are Common Core State Standards, not national standards.
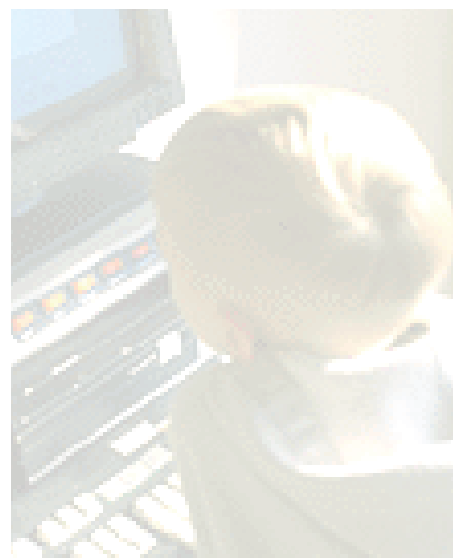
The New Common Core Standards

The Common Core State Standards initiative is a voluntary, state-led effort to establish a shared set of clear educational standards for English/Language Arts and Mathematics. They are not national or federally mandated standards! The development of the standards was coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce. They were developed using research results and the highest state standards across the country and globe.

Acknowledgements

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