

January 14, 2015

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Updated Strategic Directions and Goals

Background

A core purpose of the State Board of Regents as provided by statute is "to provide a high quality, efficient, and economical public system of higher education through centralized direction and master planning" (Utah Code Annotated, 53B-1-101). In 2005 the Board of Regents formally adopted three strategic directions for the system: "Preparation, Participation, and Completion." In 2009 the Board modified these directions as: "Participation, Completion, and Economic Development." In 2010 the Board adopted as a statewide goal 66 percent of Utahns with a postsecondary degree or certificate by the year 2020. In 2012 the Board further refined this goal as focusing on the portion of the Utah population ages 25-35 in the year 2020.

Issue

During the past several months the Board has held informal discussions among themselves, the Commissioner, and USHE presidents, to further refine the strategic directions and goals for the Utah System of Higher Education. The result of these discussions is the attached document, "Board of Regents Proposed Strategic Directions and Goals 2015."

It is proposed that the Board formally adopt the following to inform their actions and as guidance to the Utah System of Higher Education:

Our Purpose: Higher Education advances the prosperity and quality of life for all Utahns.

Our Target: 66 percent of adults ages 25-35 will have earned a post-secondary degree or certificate by 2020.

Our Strategic Objectives: Affordable participation, timely completion, and innovative discovery.

Goals and tactics for the strategic objectives are contained in the attached document. This is not meant to be an exhaustive list, but rather a starting point for additional strategic planning by the Board and the Utah System of Higher Education in 2015.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the purpose statement, reaffirm support for the statewide goal of 66by2020, and approve the strategic directions, goals and possible tactics as contained in the attached document. It is also recommended that this document guide the continued work of the Commissioner's Office and institutions as well as guide the Board in making future budget and capital requests, policy considerations and strategic planning. Finally, the Commissioner is directed to bring to the Board during 2015 a proposal for an inclusive process leading to a meaningful new long-range higher education strategic plan.

David L. Buhler
Commissioner of Higher Education

DLB
Attachment

Purpose, Target and Strategic Objectives

<i>Purpose</i>	Higher Education advances prosperity and quality of life for all Utahns.
<i>Target</i>	66% of adults ages 25–35 will have earned a post-secondary degree or certificate by 2020.
<i>Strategic Objectives</i>	Affordable Participation Timely Completion Innovative Discovery

Goals and Tactics for Strategic Objectives

Affordable Participation

Goal: Increase the number of Utahns who decide to access, are prepared for, and succeed in higher education, using 66by2020 enrollment targets.

Tactics:

1. Improve student financial support
 - a. Encourage family responsibility, such as saving for college (UESP)
 - b. The role of need-based aid
 - i. FAFSA participation
 - ii. Federal Pell grants and student loans
 - iii. State financial aid (Success Stipends)
 - iv. Institutional need-based aid (e.g. “Dream Weber,” SLCC “PACE”)
 - c. Statewide scholarships
 - i. Regents’ Scholarship
 - ii. New Century Scholarship
 - d. Institutional financial assistance
 - i. Scholarships and tuition waivers
 - e. Affordability by keeping tuition and fees less than like institutions

- i. State support
 - ii. Tuition rates (first and second tier and differential)
 - iii. Utilization and targeting of various tuition waivers
 - iv. The role of need-based aid (institutional, state & federal)
 - v. Implementation of affordability metric as part of new Performance Funding model
- 2. Advocacy for state support for capacity, and maintaining and improving quality
 - a. Operational budget support (including compensation, student participation, mission based funding, etc.)
 - i. Advantages of public higher education in providing affordable options for students
 - b. Efficient use of operational resources
 - c. Facility budget support
 - i. Sufficient facilities to meet capacity and programmatic needs
 - ii. Efficient utilization of capital facilities including during the summer
 - d. Increase public support for higher education
 - i. USHE efforts
 - ii. Prosperity 2020
 - iii. Education First
 - iv. Envision Utah
- 3. Provide more active outreach to first-generation, economically disadvantaged, and returning adults
 - a. Assisting less-prepared students to succeed through improved developmental course strategies
 - b. Adult College Completion Prior Learning Assessment Pilot (WSU, UVU & DSU) and similar efforts
- 4. Encourage college readiness with a goal that every high school graduate is prepared for college
 - a. Utah Scholars
 - b. StepUp to Higher Education outreach
 - c. Math and possibly other high school graduation recommendations to be college/career ready
 - d. K-16 efforts and partnerships with K-12 institutions
 - i. USHE annual Counselor and Administrator Conference
 - ii. StepUp Ready Grants
 - iii. Secondary counselor training and certification
 - iv. Coordination of recruitment and outreach
 - e. Admission expectations of institutions, including structured enrollment policies

5. Improve ease of access
 - a. Advising
 - b. Academic pathways/majors
 - i. Course availability at needed times
 - c. Outreach to potential first-generation students including StepUp to Higher Education, college guide, College Application Week, College Access Network of Utah, etc.
 - i. Measure success in attracting and retaining first-generation and underserved students
 - d. Delivery modes such as on-line and distance learning
 - e. Application process with focus on removing barriers
 - f. Transfer pipelines and seamless partnerships within USHE
 - i. Majors & transfer guides
 - ii. Transferability of credit, common course names/numbers in general education
 - g. Meaningful concurrent enrollment
 - h. College application process
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Timely Completion

Goal: Increase the percentage of students who persist and graduate, using USHE institution performance relative to 66by2020 graduation targets.

Tactics include:

1. 15 to Finish (15 hours should be considered full-time, not 12).*
 - a. Institutions are to set three- and five-year goals based on current percent taking 15 credits; to be presented to Board in January 2015.
2. Plateau Tuition—continue to inform students and parents about the financial as well as time advantages of taking 15 credits for the same tuition cost as 12 (available at seven institutions).*
3. Semester-by-semester degree maps with recommended courses for each major.*
 - a. Institutions to report in January 2015 the percent of programs which have degree maps and a target date for 100 percent of programs.
4. Encourage students to enroll in an appropriate math class during their first year of college.*
 - a. Institutions to set three- and five-year goals for completion of quantitative literacy requirement in first year (through courses or acceptance of AP credit) as well as decreasing the number of students enrolled in

developmental math (Math 1010 and below); to be presented to Board in January 2015.

5. Increase reverse-transfer (stackable certificates and associate degree on the way to bachelor's degree).*
 - a. Certificate-granting and associate degree-granting institutions to set three- and five-year goals for increasing stackable certificates (to AAS then to BS) and AA/AS degrees; to be presented to Board in January 2015.
6. Encourage strategies to increase engaged learning (high impact practices), such as:
 - a. Peer-to-peer student collaborations
 - b. Service learning
 - c. Internships
 - d. Integrated and well-articulated general education.

Innovative Discovery

Goal: Encourage innovation as a core value at each USHE institution, in keeping with its distinct mission. USHE is a “knowledge enterprise,” engaged in the creation and dissemination of knowledge.

Tactics include:

1. Encourage innovation and best practices in models of teaching and learning at each institution.
 - a. Use best mode for students including in-person, on-line, hybrid and “flipped” classes.
2. Assure that each student meets the Essential Learning Outcomes (including student critical thinking, quantitative literacy, communication, and teamwork skills) in order to foster a culture of innovation, collaboration and life-long learning.
3. Support research universities’ mission of creating new knowledge through cutting-edge research.
 - a. Attract and retain top research faculty
 - i. Support continuation of USTAR
 - b. Successfully compete for research grants and contracts
 - c. Commercialization of research
 - d. Support graduate student assistantships and research
4. Support regional universities’ and community colleges’ roles in applied research and encouraging faculty to stay current in their field.

5. Encourage high-impact learning experiences for undergraduates at all institutions.
 - a. Curriculum must be culturally responsive
6. Encourage partnerships with business community to support academic missions and meet workforce needs.
 - a. Monitor and adjust academic programs to meet critical workforce needs in STEM and other fields.

* Completion strategies adopted by the Board of Regents in July 2013; direction to institutions to set three- and five-year goals by January 2015 adopted by Board of Regents in July 2014. The July 2014 directions adopted by the Board contain more detail than is presented here.