

July 11, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – 2018-19 Performance Based Funding Initiatives

Issue

The Board has requested that each institution provide a detailed report regarding how it intends on using its share of the \$3,850,000 Performance Based Funding appropriation for FY2019. Institutions were asked to provide the Board with descriptions, rationale, justification, outcomes, assessment, and a budgetary plan for its proposed initiatives. This information will be used to respond to the legislative budget item follow-up reports, and other similar requests.

Background

The 2018 Legislature appropriated \$3,850,000 in on-going funds to the Board of Regents. Allocations by institution were approved during the May 2018 Regents' meeting in the following amounts, with institutional distribution planned for July 2018. Institutions were directed to use these funds to enhance the performance of the institution including the total number of graduates, graduates in high market-demand areas, service to underserved populations, and improving retention and graduation rates.

<u>Institution</u>	<u>Amount</u>
University of Utah	\$1,300,400
Utah State University	\$ 899,500
Weber State University	\$ 482,800
Southern Utah University	\$ 235,700
Snow College	\$ 113,100
Dixie State University	\$ 94,900
Utah Valley University	\$ 314,300
Salt Lake Community College	\$ 409,300
Total	\$3,850,000

This is an informational item only; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS
Attachments

UTAH SYSTEM OF HIGHER EDUCATION 2018-19 OPERATING BUDGET REQUEST

Performance Based

USHE Total \$3,850,000

The following Performance based funding initiatives support Senate Bills 232 (2015) and 117 (2017) as amended. Funding will be used to enhance the total number of graduates, graduates in high demand areas, services to underserved populations, and improving retention and graduation rates. Included are descriptions, rationale and justification, outcomes, assessment, and budgetary plan.

UNIVERSITY OF UTAH

Total \$1,300,400

Regents' Strategic Priorities – The University of Utah will support completion efforts as well as underserved students and research at the graduate student level.

Description – These funds will support a new internship coordinator initiative, several diversity initiatives, graduate student resources and research initiatives.

Rationale and Justification – The University of Utah has established a new internship coordinator in Fine Arts, Humanities and Science with a connection to the central Career Services Office. This office will expand the opportunities for all students to find internships which are critical as they move through their education to career goals. Additional funding will go to hire an Executive Director for Diverse Student Advocacy, a Director in the Undergraduate Studies department and an Equity & Diversity Liaison with the Colleges of Mines and Science. These efforts will affect the underserved and the Market Demand priorities. The Graduate Writing and Career Services center will be supplemented which will directly improve the outcomes for graduate students in completing degrees and employment following graduation. The Career Services center will help with internships and career opportunities. Student achievement and advising is also an area that we invested in to help with retention and completion for undergraduate students.

Outcomes – A greater number of strategically placed faculty and staff will ensure that students have greater access to faculty, to advisors, and to advocates. This will lead to students who will complete more timely and will be available for market demand areas.

Assessment – Comparative number of graduates; comparative evaluation of graduation rates; analysis of post-graduate employment options and other relevant performance metrics will indicate the success.

Budgetary Plan – These funds will cover approximately 15 FTE in several areas of campus and will include regular faculty, adjunct/wage faculty, executives and, staff.

Salaries, Wages & Benefits	\$ 939,900
Operating Expenses	<u>\$ 360,500</u>
Total	\$1,300,400

UTAH STATE UNIVERSITY (USU)

Total \$899,500

Regents' Strategic Priorities – Completion. Funding for instructional capacity across the USU campus system will allow students to complete degree requirements more efficiently.

Description – Instruction remains one of the most significant elements of the University's mission. Ongoing funding received through this initiative will be used for full-time faculty and

academic support positions. It will also address instructional bottlenecks in high demand classes and programs. The funds will also be used to support student internships and enrollment management initiatives.

Rationale and Justification – Additional instruction in high demand classes will enhance student access and pathways to completion. Classes taught by these instructors will be offered through a combination of face-to-face, broadcast and on-line delivery methods, leveraging content expertise across the USU system. Internships provide students real-world experience and strengthen the learning environment.

Outcomes – Programs receiving ongoing funds will gain instructional capacity, providing students with enhanced learning options. Students will have more sections of these classes to choose from and therefore, will be able to complete general education and major requirements at the appropriate point in their degree pathways.

Assessment – Number of faculty, number of student credit hours per semester.

Budgetary Plan –Salary & Benefits (8 FTE)	\$ 560,000
Operating Expense	<u>\$ 499,500</u>
Total	\$ 899,500

WEBER STATE UNIVERSITY (WSU) **Total \$482,800**

Regents' Strategic Priorities – Affordability and Completion: Reduce/Eliminate the differential on upper division undergraduate courses in the School of Business and Economics to make those majors more affordable and help students to complete degrees in a timely manner.

Description –In order to add faculty in the School of Business and Economics to increase the number of sections of bottleneck courses and offer the salaries needed to attract high-caliber business faculty, a tuition differential was proposed and approved for the School of Business and Economics upper division courses, effective with the 13-14 academic year. Feedback from students at the time indicated support for this differential. To better provide affordable education to all students, however, we plan to use this funding to help pay for those business faculty instead and reduce the cost to students.

Rationale and Justification – While the differential addressed a critical need for faculty in high demand business disciplines, given our recruitment and retention strategies going forward and our commitment to providing affordable education, our goal is to discontinue the differential by the 19-20 academic year.

Outcomes – Increased retention from semester to semester and increased graduation rates.

Assessment – Comparative retention and completion rates.

Budgetary Plan – This funding will offset an equal amount in reduced dedicated credits.

Faculty Salaries & Benefits	<u>\$482,800</u>
Total	\$482,800

SOUTHERN UTAH UNIVERSITY (SUU)

Total \$235,700

Regents' Strategic Priorities – Proactive Advising. SUU is dedicated to timely completion by augmenting existing resources toward retention. Compared to the 2016 cohort, our retention rate for the 2017 cohort is on track to increase by about 3% because of the efforts we have made. Additional resources are needed to maintain our current trajectory.

Description - The University has begun to gather data from the Education Advisory Board predictive analytics software to help better focus our limited advising and student success resources on those students who need it most. In addition to analyzing the data, we will continue our efforts to ensure that each of our students thrives in their experience at SUU through a revamped transition and orientation experience, Student Success Advisors, and peer Assistant Coaches for Excellence (ACES). ACES are current experienced SUU students who work as mentors to our newer students and refer them to resources and activities providing them with support and opportunities for success.

Rationale and Justification – Over the past two years, the ACES have been responsible for connecting 110-120 incoming students per ACE, each academic year, to campus. Initial feedback from these relationships, paired with the recent increase in retention leads to a correlation that this peer mentoring is an asset to SUU students. The current group of ACES were able to welcome over 600 students to campus through a customized, unique personalized visit during the summer and met with/made connections with over 70% of the incoming class prior to Fall Break this year.

Outcomes –With over 1900 incoming students and cohort sizes of 110 students per ACE, funding is needed for an additional 11 ACES and 3 Academic Advisors to form deeper and more meaningful connections with each student.

Assessment – Fall-to-Fall retention rates; 6-year graduation rate

Budgetary Plan - Salaries, Wages & Benefits \$235,700

SNOW COLLEGE (SNOW)

Total \$113,100

Regents Strategic Priorities – Completion

Description—One of our most pressing problems has been adding sections early in the semester to accommodate last minute course registrations from students. We would like to reserve this money to add sections to the fall and spring semester when they are needed and to add block courses to relieve bottlenecks that keep students from finishing 15 credits per semester.

Rationale and Justification—We have had to add as many as ten sections the week leading into a semester or as block courses in order to meet the needs of students who register late, or who start courses and for various reasons drop a course and have a need to add an additional course to keep a full course load. These funds in reserve will allow us to add additional sections with overload for existing faculty or to hire adjunct faculty.

Outcomes—Students will have more options for completing 15 credits per semester and advisers will be better able to direct students with special concerns to courses where they are likely to have academic success.

Assessment—We have been tracking student completion rates in relation to high demand courses for the past several years. We are confident that having additional funds to offer additional sections will help address demand for courses needed for degree completion.

Budgetary Plan—Overload salary and benefits for full-time faculty and salary and benefits for adjunct faculty to help reduce bottleneck course demand: \$113,100.

DIXIE STATE UNIVERSITY (DSU)

Total \$94,900

Regents' Strategic Priorities – Student Success and Retention. This initiative supports the Regents' strategic goal of Completion.

Description – The continued development of student success and retention efforts is a key component of Dixie State University's strategic plan. The following priorities have been identified for additional funding:

- Increase a current part-time student success coach position to full-time. Student success coaches meet frequently with at-risk students to help them set goals, connect to campus resources, and learn how to navigate the college environment.
- Solidify ongoing funding for the peer mentor program. Peer mentors are upper level students who work in conjunction with student success coaches to provide leadership and mentoring for at-risk students.
- Provide short-term assistance to students at risk of dropping out due to financial challenges. After solving the immediate crisis, recipients of these funds would then be referred to the financial aid office and other campus resources in order to develop a more stable financial plan for successful degree completion.

Rationale and Justification – DSU remains dedicated to its mission of open access. Recent enrollment growth has increased the strain on student success personnel and resources. Additional funding will help with the expansion and improvement of existing retention programs.

Outcomes – One additional full-time student success coach, continuation of the peer mentor program, and establishment of short-term assistance funds.

Assessment – Total number of students served by student success programs.

Budgetary Plan – One part-time position increased to full-time, multiple part-time student positions (equivalent to approximately 1.0 FTE), and short-term assistance operating funds.

Salaries, Wages & Benefits	\$60,000
Operating Expenses	<u>\$34,900</u>
Total	\$94,900

UTAH VALLEY UNIVERSITY (UVU)

Total \$314,300

Regents' Strategic Priorities – Affordable Access and Timely Completion. Funds will be used to support the Regents Strategic Objectives of Affordable Access and Timely Completion

by facilitating access support through support services, course offerings, and scholarships for nontraditional students.

Description – Funds will be used to provide new support for students entering UVU with non-credit certifications/coursework (such as Pathways) as well as first generation students.

Rationale and Justification – As an open admissions institution, UVU serves a high percentage of nontraditional students including first generation students and students who may not have been college ready after high school. Within Utah County, hundreds of young people are participating in the Pathways program preparing to enter college. UVU will expand outreach, support, and opportunity for scholarships in an effort to increase access to these nontraditional students.

Outcomes – These funds will support UVU’s efforts to increase the number of Utahns who access and succeed in higher education by expanding outreach, academic advising, access to entry-level courses, and scholarships for nontraditional students.

Assessment – Performance will be assessed based on the number of new students entering from the Pathways program and increased retention and completion of first generation students.

Budgetary Plan – Funding will support the addition of an outreach coordinator, an academic advisor, a faculty for high demand courses, and first generation scholarships.

Salaries, Wages & Benefits	\$251,300
Operating Expenses	<u>\$ 63,000</u>
Total	\$314,300

SALT LAKE COMMUNITY COLLEGE (SLCC) Total \$409,300

Regents’ Strategic Priorities – Performance. Faculty in Critical Course Areas.

Description –To fully meet student demand, minimize shortages of qualified faculty, and thereby stabilize our ability to facilitate student completion, the College plans to fund 4 new full-time faculty positions in Criminal Justice (1), Accounting (1), Psychology (1), and Communications (1).

Rationale and Justification – SLCC student demand for General Education courses continually strains the capacity to supply quality full-time and adjunct faculty support. This strain is especially exacerbated when the local economy improves causing shortages of qualified adjunct instructors.

Outcomes – Student demand will be met for key General Education courses, thereby facilitating and accelerating student course completion and eliminating the need to cancel classes due to the inability to staff courses with qualified faculty.

Assessment – Enrollment data, class fill rates, cancellation data, ratio of full-time:adjunct faculty credit hour data, Gen Ed completion and transfer data per faculty FTE, and faculty load data will be used to assess the impact of adding faculty to address student demand.

Budgetary Plan – The funding will support 4 full-time faculty positions.

Salaries, Wages & Benefits	\$331,000
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Regents' Strategic Priorities – Performance. English 1010 Online Plus Writing Fellows/Librarian 1

Description – The Writing Fellows Program is a course-specific peer tutoring program for English 1010 Online Plus. Writing Fellows are part of instructional teams, which include full-time and part-time faculty. As highly trained undergraduate tutors, the Writing Fellows work with current Online Plus students on class-specific writing assignments and drafts. This funding will increase the number of writing fellows from 2 to 6 fellows. The cost is \$5,600 per tutor for a total of \$26,000.

The remaining funding will be for an upgraded Librarian 1 position of \$12,800, as the job is requiring more specialized duties, and additional Library collections of \$15,000. This is a total of \$27,800.

Rationale and Justification – By reading, commenting and explicitly focusing on long-term writing development, the Writing Fellows contribute to the critical thinking and writing abilities of introductory composition students, and provide the support many students need to complete this core requirement. The librarian position's responsibilities require specialized knowledge in library collections.

Outcomes – The writing fellows help tutor and guide students to help pass English 1010. Currently, there are 500 students enrolled in the English 1010 program and these students can be more effectively served with more tutors. The librarian upgrade will allow for greater ability to manage library collections more efficiently.

Assessment – For English 1010, we will be able to assess the number of student served and a measurement of pass rates over time. For the librarian position, the upgraded position will be able to assess better the library's needs including understanding new electronic products and tools and evaluating library collections.

Budgetary Plan – The funding will support 4 part-time English tutors, an upgraded librarian position, and library acquisitions.

Salaries, Wages & Benefits	\$38,800
Operating Expenses	<u>\$15,000</u>
Total	\$53,800

Regents' Strategic Priorities – Performance. Institutional Effectiveness Support Staff

Description – Over the last three years, an increase in projects and personnel in the offices of Institutional Effectiveness and Strategy and Analysis has put the work load of support staff past capacity. Several new positions have been created and filled, and there has been an increase in accreditation demands and support needs for strategic priority councils.

Rationale and Justification – An additional part-time person is needed to help support work in the offices of Institutional Effectiveness, Strategy and Analysis, Institutional Research and Reporting, Data Science and Analytics, and Learning Outcomes Assessment.

Outcomes – The workload and expectations placed on institutional effectiveness would be better managed with additional support staff.

Assessment – The additional support staff will assist the institutional effectiveness area in meeting the increased demands.

Budgetary Plan – The funding will support 1 part-time position.

Salaries, Wages & Benefits	\$24,500
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