

November 7, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Institution Strategic Metrics

Issue

The Board is actively engaged in establishing both system and institution metrics that will measure and assess the Board's and institutions' progress in achieving the overarching higher education goal to "[i]ncrease the educational attainment of Utahns to enhance their overall quality of life, and to meet Utah's current and future workforce needs." The Board is asked to review and discuss the initial submission of USHE institution metrics.

Background

Utah code 53B-1-102, updated in 2017, outlines key roles and responsibilities for the Board of Regents including the responsibility to "establish measurable goals and metrics and delineate the expected contributions of individual institutions of higher education towards these goals." The Board has been actively engaged in this work beginning with the adoption of its 2025 Strategic Plan in January 2016.

In order to facilitate the development of metrics and goals, the Board identified four key performance areas important to the overall success of higher education in the state of Utah including: (1) Affordable Access, (2) Timely Completion, (3) Workforce and Research, and (4) Capacity and Growth.

Over the last year, the Board has engaged in several conversations focused on the need to create meaningful metrics for both the system and the institutions designed to measure the impact and efficiency of the Utah System of Higher Education (USHE). At the July and September 2018 Board meetings, the Board received several possible system metrics for their discussion and consideration. After both of these meetings, the Board asked for additional information and directed the Commissioner to continue to work with the institutions to refine the system metrics to best align with the Board's strategic objectives outlined in its 2025 Strategic Plan to be finalized at its November meeting

In addition to the proposed system metrics, the Board has requested that the Presidents submit five performance metrics that focus on assessing institutional performance towards meeting the Board's programmatic Strategic Objectives (Affordable Access, Timely Completion, and Workforce and Research); encapsulate the top performance priorities for the institution and role within the system; and identify areas for improved institutional performance for the Board's review and consideration as it delineates the expected contribution of the individual institutions of higher education towards achieving the Board's overarching higher education goal.

As of end of October, each institution has submitted possible institution metrics and goals (attached) for the Board's consideration to the Commissioner's Office as directed by the Board Chair and Commissioner. The Commissioner's staff is currently working to review and assess the metrics and goals submitted by each institution on behalf of the Board.

The initial metrics submitted by institutions include the following types of metrics:

- Access: College participation rates of specific populations (SUU, SNOW, UVU, SLCC)
- Affordability: Tuition and fee comparisons to peers (WSU, SUU, DSU)
- Affordability: Tuition and fee comparisons to median income levels (SNOW)
- Affordability: Student aid access and impact (SNOW, DSU)
- Completion: Number of awards granted (USU, WSU, UVU)
- Timely Completion: Student retention rates (UU, USU, WSU)
- Timely Completion: IPEDS 6-year graduation rate (UU, SNOW, UVU, SLCC)
- Timely Completion: IPEDS 8-year out outcomes report (SUU, DSU)
- Timely Completion: Student Engagement in High Impact Practices (HIPs) (WSU, SNOW)
- Timely Completion: Student transfer conversion rates (SLCC)
- Workforce & Research: Total research funding (UU, USU)
- Workforce & Research: Mission focused (UU Health System Quality, USU Extension Engagement)
- Workforce & Research: Degrees in key high demand areas (UU, SUU, SNOW, DSU)
- Workforce & Research: Graduates employed within 1 year (WSU)
- Workforce & Research: Graduate salary compared to cost of attendance (UVU)
- Workforce & Research: Non-credit CTE industry certifications (USU)
- Workforce & Research: CTE graduates salary vs. median income within 1 year (SLCC)

Copies of the institution metric submissions are included in the associated attachments and Presidents are prepared to give a short presentation to the Board highlighting how these metrics best address the Board's request for the institutions five key performance metrics.

Commissioner's Recommendation

The Commissioner recommends that the Board direct the Commissioner to work with institution presidents to refine the proposed metrics to ensure that metrics and goals advanced for final consideration are well-aligned to the programmatic Strategic Objectives, focused on meaningful improvement, and are appropriately benchmarked.

The Commissioner also recommends that the Board require that a final report on institution specific metrics be presented to the Board at the January 2019 meeting for final consideration and action by the Board.

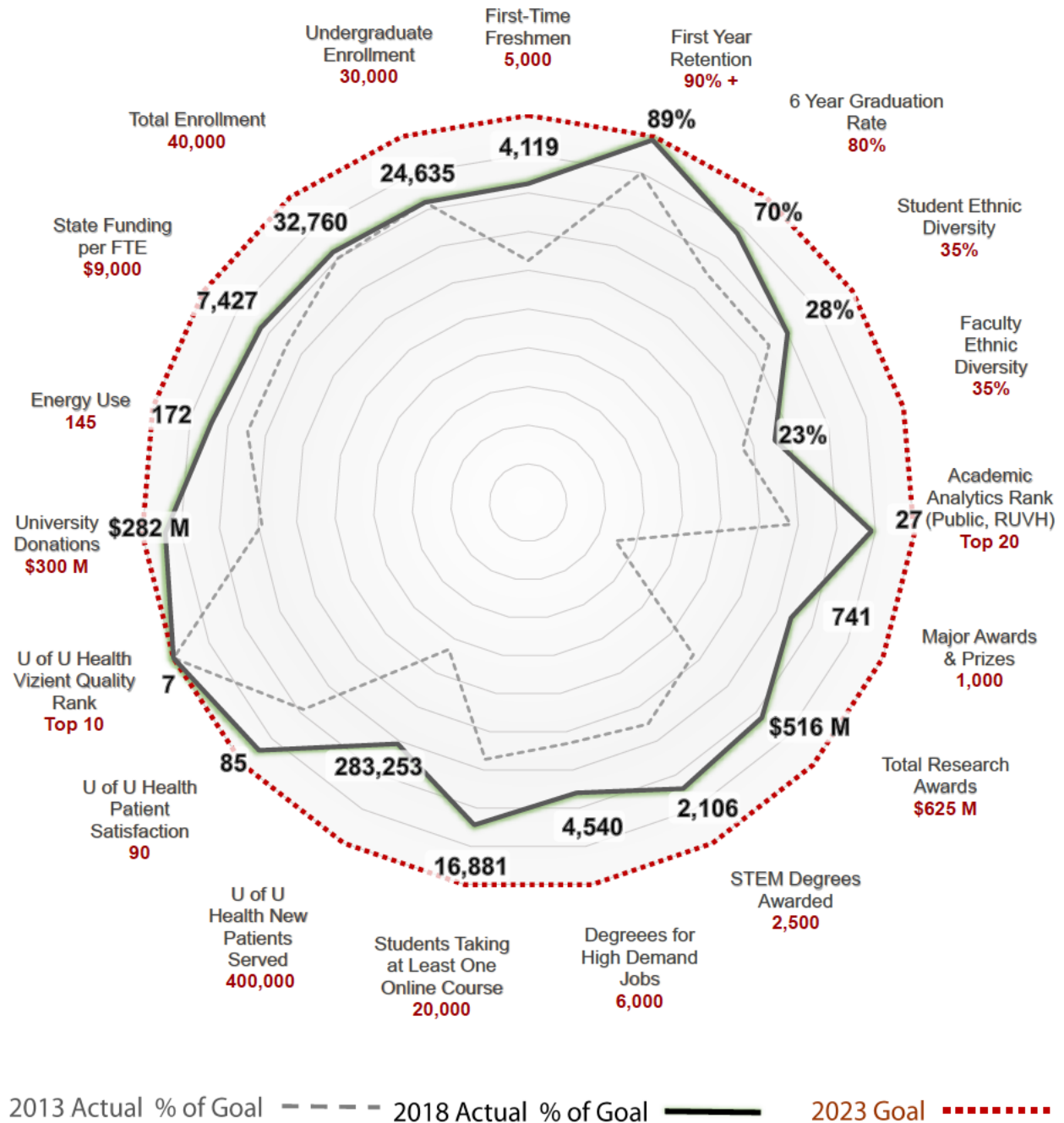
David L. Buhler
Commissioner of Higher Education

DLB/KLH
Attachments

University of Utah Metrics

Enterprise-Wide Dashboard

The University of Utah has developed an enterprise-wide dashboard to measure institutional vitality, including students and education; faculty, research and innovation; patient care; and financial health. The dashboard illustrates institutional progress from 2013 (inside gray dotted line) to 2018 (red line), and identifies five-year targets (outer black line).



Five Key Metrics for USHE (Subset of Enterprise-Wide Dashboard)

To align with our enterprise-wide aims, we have identified five metrics from the enterprise-wide dashboard to highlight as our USHE indicators. These five metrics are selected because: (a) they are all central to performance as Utah's flagship institution, (b) they represent a balanced snapshot of our overall mission, and (c) they are relevant for national benchmarking and how we are viewed by other flagship institutions, and they have standard, easily replicable definitions.

METRIC 1: First-Year Retention				
Definition	Benchmark	Current Baseline	Goal 2023	Data Report
A nationally used benchmark, first-year retention is the percentage of first-year students who return to the same institution for their second year	Fall 2018: 88%	Five-Year Trend: Rising Fall 2014=89% Fall 2015=89% Fall 2016=90% Fall 2017=91% Fall 2018=89%	Consistently at or above 90%	First-year retention is a standard IPEDS metric with a well-established, shared definition. It is also available in UU institutional analysis and our core dashboard. IPEDS lags institutional data by one year.
METRIC 2: Six-Year Graduation Rate				
Definition	Benchmark	Current Baseline	Goal 2023	Data Report
A nationally used benchmark, six-year graduation rate is the percentage of students who complete their baccalaureate degree within 150% time.	Fall 2018: 69.5%	Five-Year Trend: Rising Fall 2014=62.2% Fall 2015=63.8% Fall 2016=65.2% Fall 2017=67.4% Fall 2018=69.5%	At or above 75%	Six-year graduation rate is a standard IPEDS metric with a well-established, shared definition. It is also available in UU institutional analysis and our core dashboard.

				IEPDS lags institutional data by one year.
METRIC 3: Total Research Funding				
Definition	Benchmark	Current Baseline	Goal 2023	Data Report
A nationally used benchmark, total research funding is the total funding awarded in a year in support of research.	FY 2018: \$515M	Five-Year Trend: Rising FY2014=\$388m FY2015=\$417m FY2016=\$438m FY2017=\$459m FY2018=\$515m	FY 2023: \$625M	Total research funding is a nationally reported metric (Common Data Set), and is also available in UU institutional analysis and our core dashboard. A submetric, total federal research funding, is also available in national reports, such as CDS, and is particularly relevant as we seek AAU membership.
METRIC 4: Health System Quality Ranking/Patient Experience				
Definition	Benchmark	Current Baseline	Goal 2023	Data Report
Every year, UU Health receives a quality and patient satisfaction ranking from the Vizient review of academic medical centers. This is a widely utilized, national	Fall 2018: #5 nationally for ambulatory care #7 nationally for inpatient care	Five-Year Trend: UU Health has consistently ranked in the top 10 nationally for quality care and patient satisfaction. Only Mayo Hospitals and Clinics has also	Consistently in Top 10	Vizient rankings are publicly available, standard measures. UUHealth quality indicators are incorporated in UU institutional data and in the core dashboard.

benchmarking study.		achieved this status.		
METRIC 5: Degrees Awarded in High-Demand Areas for Utah's Economy and Workforce				
Definition	Benchmark	Current Baseline	Goal 2023	Data Report
Utah's Division of Workforce Services has identified areas of particular workforce demand and the degrees that align with them. Degrees awarded in high demand areas is the total degrees (UG and G) awarded in these areas by year. Percent of total awarded in Utah is also provided.	2018: 4,469 degrees 55% of total	Five-Year Trend: Increasing Total degrees awarded in high demand areas has increased steadily over the past five years (see data below)	6,000 degrees 60% of total	This metric is reported in UU institutional data and on our core dashboard. In addition, the metric can be obtained for UU and all USHE institutions through USHE annual reports on degrees awarded by area, using the high-demand areas identified by DWS.

DEGREES AWARDED: HIGH DEMAND ALL OTHERS

Fiscal Year					
2013-2014	3,768	3,858	7,626	49.4%	50.6%
2014-2015	4,000	3,961	7,961	50.2%	49.8%
2015-2016	4,092	3,694	7,786	52.6%	47.4%
2016-2017	4,540	3,605	8,145	55.7%	44.3%
2017-2018	4,469	3,705	8,174	54.7%	45.3%

Board of Regents Strategic Plan 2025
Utah State University – Performance Measures

Metric Name: **1-Year Retention Rate**

Metric Description: A measure of the university's success in retaining students after their first year.

Definition: The retention from year 1 to year 2 reported by the University to IPEDS for the first-time, full-time, 4-year degree-seeking cohort

Benchmark: 70.4% (average of the past five reported years: 2012-2016)

Current Baseline:

Fiscal Year	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
5 year rolling average	71.8%	71.4%	71.0%	71.1%	70.4%

Goal: The benchmark for this metric is the annual increase of 1.0% in the 5 year rolling average from the current baseline.

Data report: Utah State University Retention/Graduation Report of full-time, first-time, bachelor's degree-seeking cohorts as reported to IPEDs

Board of Regents Strategic Plan 2025
Utah State University – Performance Measures

Metric Name: **Degrees and Certificates Awarded at USU (Attainment Metric).**

Metric Description: Increase in the total number of degrees and certificates awarded by USU each year.

Definition: The annual percentage increase in the total number of degrees and certificates awarded by USU each academic year when compared to the total number of degrees and certificates awarded in the prior academic year, with both annual and ten-year cumulative goals.

Benchmark: Academic year 2018; the total was 6,468.

Current Baseline:

Fiscal Year	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Degrees & Certificates	5,660	5,944	6,161	6,359	6,468

Goal: In order to achieve a 20% increase in degrees and certificates awarded over ten years, the average annual increase in total degrees and certificates awarded by USU will be 2%.

Data report: Total Degrees and Certificates Awarded as reported to IPEDS (Common Data Set)

Board of Regents Strategic Plan 2025
Utah State University – Performance Measures

Metric Name: **Research Expenditures**

Metric Description: Quantification of research productivity and growth in terms of funding.

Definition: Total dollar amount of sponsored awards

Benchmark: Three-year rolling average of annual funding of sponsored awards.

Current Baseline: \$181,086,000

Fiscal Year	2013	2014	2015	2016	2017
Expenditures (3 year avg)	\$163,291,000	\$161,771,000	\$167,770,000	\$175,183,000	\$181,086,000

Goal: Exceed previous year's reported amount.

Data report: Annual reported amount of sponsored awards from the USU Sponsored Programs Accounting office.

Board of Regents Strategic Plan 2025
Utah State University – Performance Measures

Metric Name: **Extension Engagement -- Statewide Activities**

Metric Description: This measures Direct and Indirect Contacts recorded for the USU Cooperative Extension's statewide engagement activities and programs as reported for federal and state reporting.

Definition: Direct and Indirect contacts for Cooperative Extension's engagement activities.

Benchmark: Rolling 3-year average

Current Baseline:

Fiscal Year	2015	2016	2017	2018
Total Contacts (3-year avg)	4,811,413	4,246,187	4,987,706	4,853,336

Goal: Meet or exceed the 2017-2018 rolling average of 4,853,336 Direct and Indirect Contacts

Data report: NWCCU accreditation metrics scorecard

Board of Regents Strategic Plan 2025
Utah State University – Performance Measures

Metric Name: Career and Technical Education

Metric Description: Students in non-credit programs who passed industry recognized certifications.

Definition: Students in non-credit programs who passed courses or exams that produced certificates or licenses that are recognized by industry or the state. Training certifications required for continuing employment were also included.

Benchmark: We will benchmark off previous year.

Current Baseline:

Fiscal Year	2014	2015	2016	2017	2018
Certifications (3-year avg)	785	910	910	1,034	1,185

Goal: Increase by 5% and continue to look for additional areas where expansion in the future is possible. Identify future training needs by working with state/local groups such as BEAR (Business Expansion and Retention), PAC (Program Advisory Committee), and DWS (Division of Workforce Services).

Data report: COBI (Compendium of Budget Information) report

Weber State University 2018-2019 Metrics

WSU Institutional Metrics Summary

Metric 1: Affordability

Metric 2: Student Engagement

Metric 3: Student Retention

Metric 4: Degree Output

Metric 5: Workforce

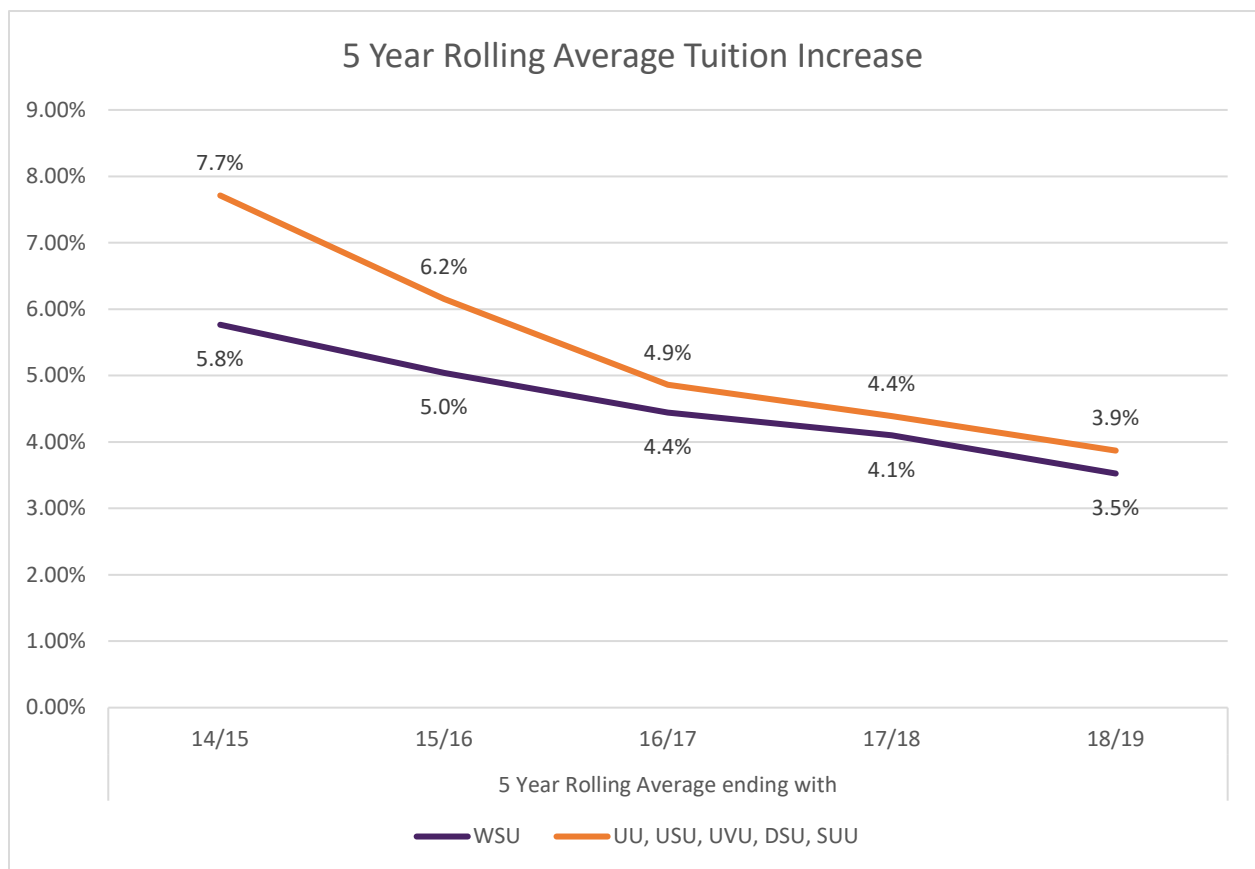
WSU Institutional Metric 1: Affordability

Definition – WSU 5-year tuition rate increase rolling average

Benchmark – Combined 5-year tuition rate increase rolling average for University of Utah, Utah State University, Dixie State University, Utah Valley University, and Southern Utah University

Current Baseline description – Past 5 5-year tuition rate increase rolling average

Goal – WSU tuition increase rolling average will be less than the combined rolling average of the other Utah public universities



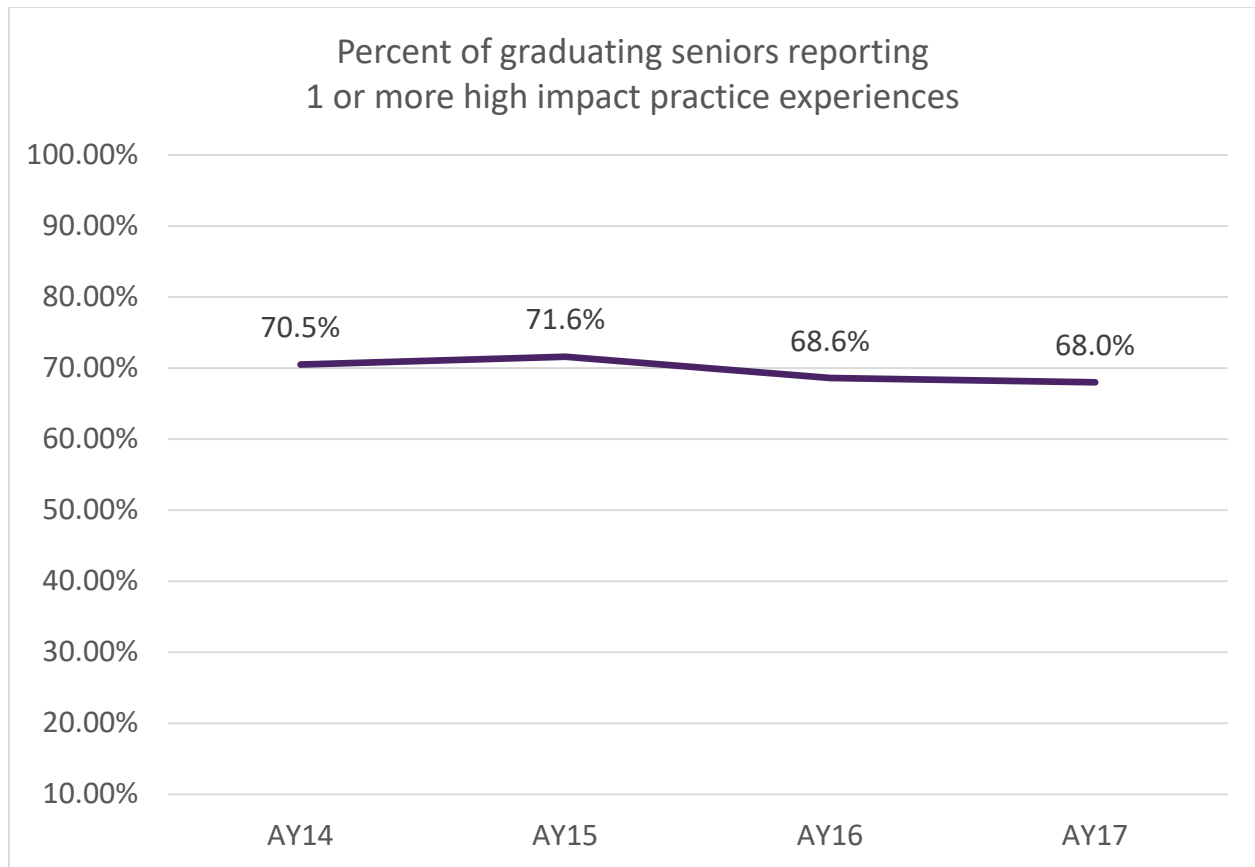
WSU Institutional Metric 2: Student Engagement

Definition - Percentage of students participating in engaged learning experiences. This is derived from a survey of graduating WSU students.

Benchmark – Two thirds of graduating WSU students will report at least 1 high impact experience.

Current Baseline description – Four previous administrations of the Graduate Survey.

Goal – Increase participation in at least one high impact experience to 75% by AY 2022-2023



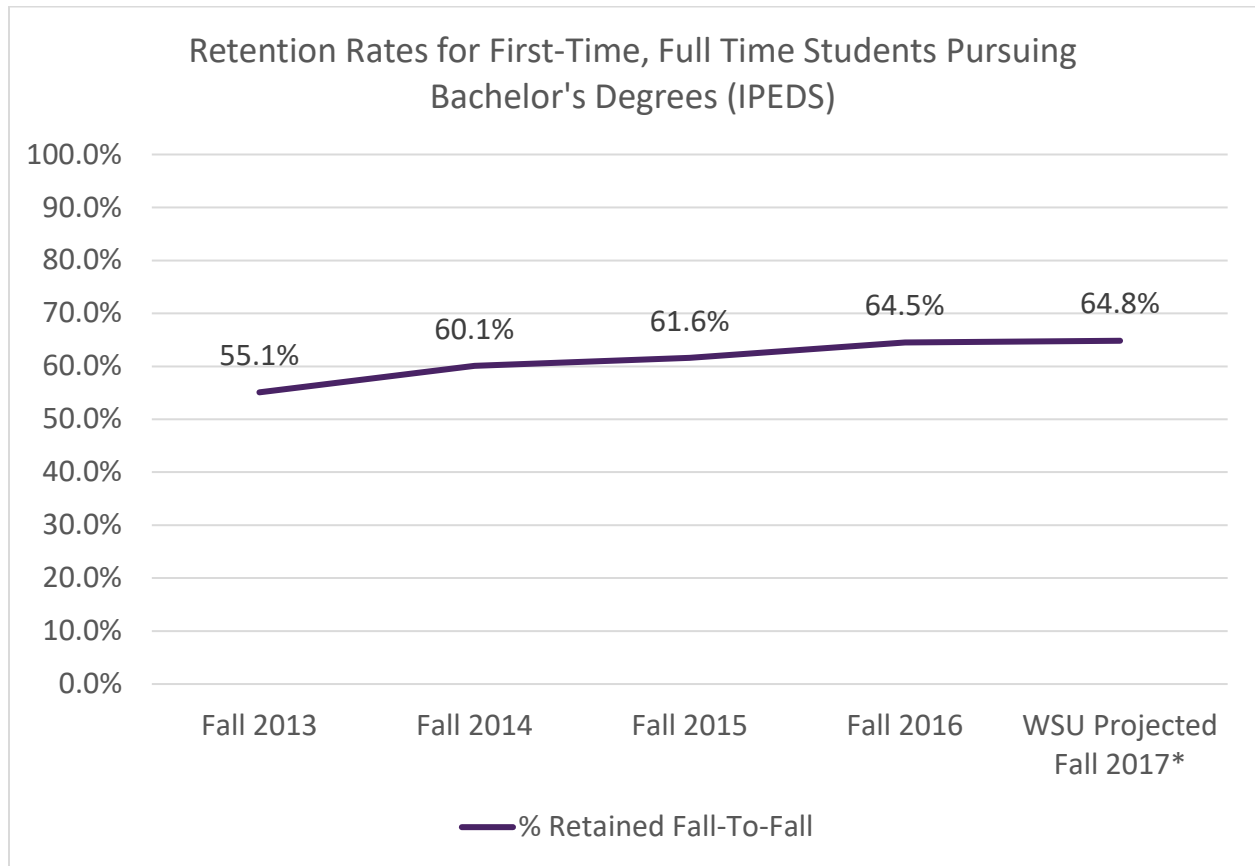
WSU Institutional Metric 3: Student Retention

Definition - Percentage first-time, full-time, bachelor seeking students Fall-to-Fall retention rates as reported to IPEDS.

Benchmark – most recent WSU results versus previous results

Current Baseline description – 5 most recent years of IPEDS submissions

Goal - Increase WSU IPEDS retention rate 1% a year. Last five year average 2.4% rate of change.



* - Projected Fall 2017 is a WSU projected result using a conservative estimate of student exclusions. Final exclusion data for WSU will be available in Feb. 2019. The results will be reported to IPEDS in April 2019.

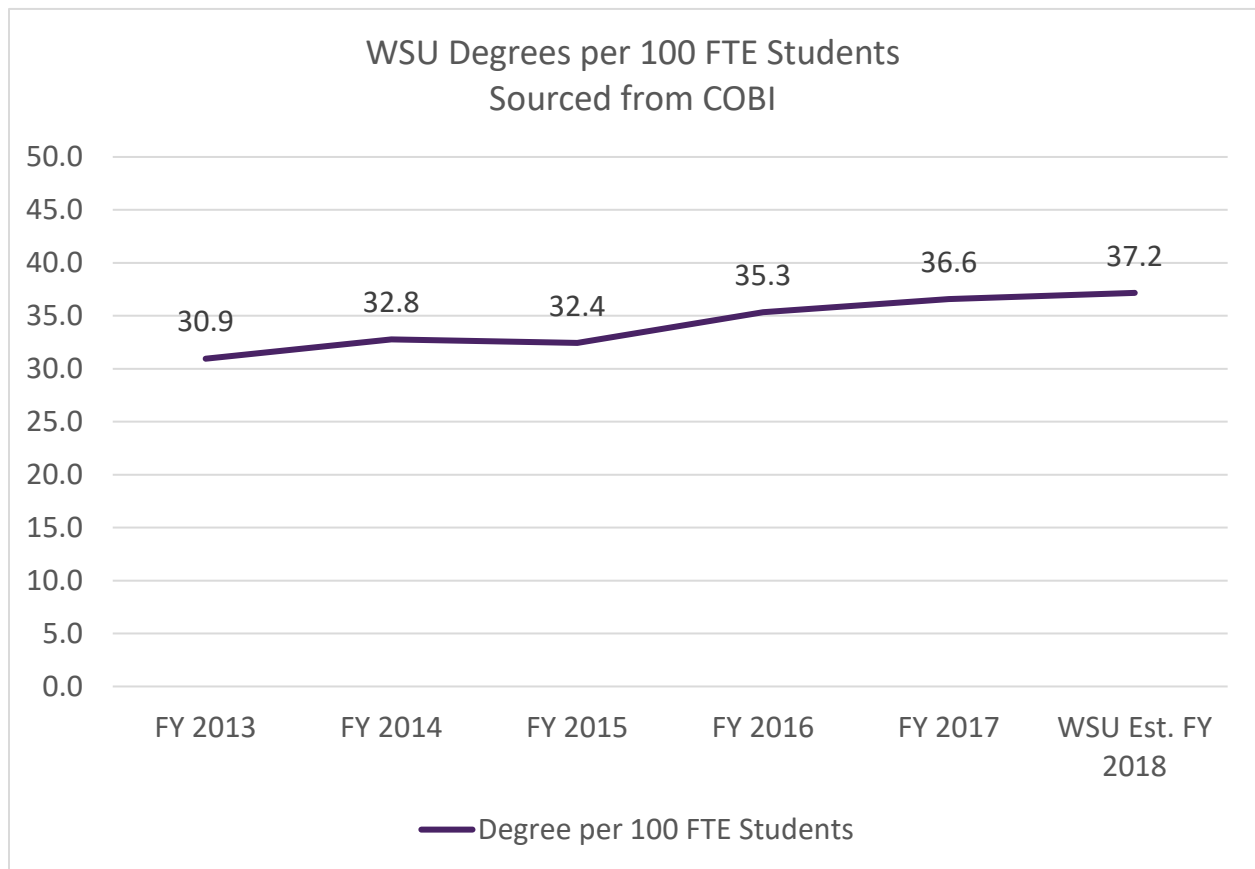
WSU Institutional Metric 4: Degree Output

Definition - Number of degrees awarded at WSU per 100 FTE students. This measure is already reported through [COBI](#) report.

Benchmark – Most recent WSU result versus previous results

Current Baseline description – 5 most recent years

Goal - Increase this figure over time.



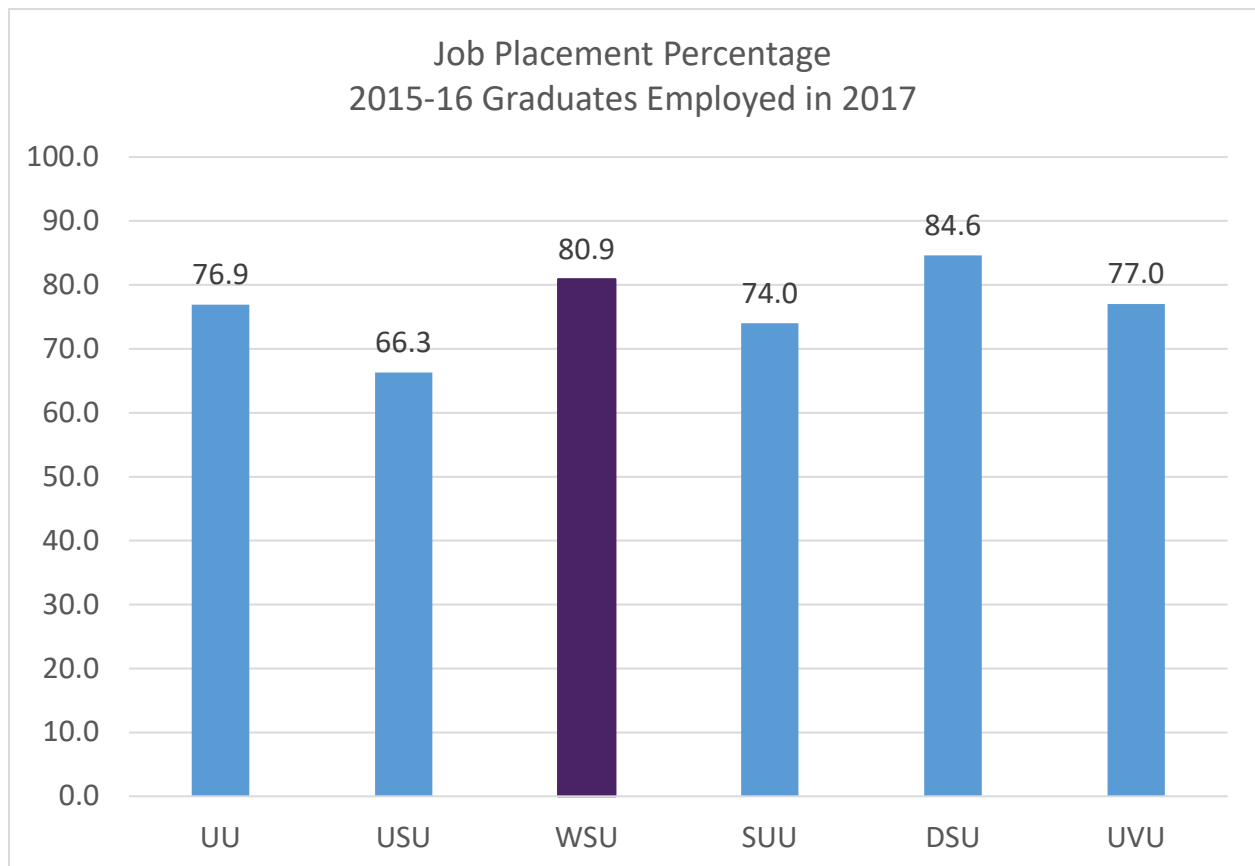
WSU Institutional Metric 5: Workforce

Definition - Percentage of WSU graduates who are employed in Utah one year following graduation. This measure is already reported by USHE.

Benchmark – other USHE universities

Current Baseline description – USHE’s most recently completed [report](#)

Goal - Exceed our sister USHE universities.



Strategic Metrics and Goals Board of Regents Request – October 26, 2018

- 1) **ACCESS / PARTICIPATION METRIC:** The Five-year College Participation Rate of High School Graduates within SUU's Service Region (Iron, Beaver, and Garfield Counties).

This metric includes students enrolled at SUU and Southwest Tech due to SUU's unique dual enrollment program. This metric looks specifically at the college-going rates of SUU/SW Tech students aged 18-23.

- a) **Definition:** The ratio (expressed in %) for SUU's three county service region of SUU new first-time undergraduate students to high school graduates.
- b) **Benchmark:** The metric will be measured against the USHE Year 1 average cohort for all Utah high school graduates from 2007 through 2017.
- c) **Current Baseline:** On average, 49.1% of Utah high school graduates enroll within five years of high school graduation.

	2013-14	2014-15	2015-16	2016-17	2017-18
High School Graduates	756	788	692	759	797
New SUU First-Time Undergraduates	320	291	346	345	384
New SW Tech Students	Trying to acquire data from SW Tech				
Total SUU and SW Tech Students	320	291	346	345	384
Ratio as %	42.3%	36.9%	50.0%	45.5%	48.2%

- d) **Goal:** A ratio of XX% for the year 2020. Unfortunately, due to the short notice for this assignment we are still attempting to gather the relevant data from SW Tech to ensure a comprehensive assessment of the three county region.
- e) **Data report:** Data for this measure originates from the Utah State Office of Education and the Institutional Research Office at SUU and SW Tech.

2) **AFFORDABILITY METRIC:** SUU's Tuition and Fee Increases as Compared to the Other Sixteen (16) 4-Year Public Regional Colleges and Universities in the Intermountain West

a) **Definition:** SUU's annual tuition and fee increases remain below the average of the sixteen 4-year public regional colleges and universities in the Intermountain West. The following institutions have been identified as the comparison group:

- | | |
|---|---|
| i) Adams State University | ix) Eastern N. Mexico Univ. – Main Campus |
| ii) University of Colorado – Colorado Springs | x) New Mexico Highlands University |
| iii) Colorado State University – Pueblo | xi) Dixie State University |
| iv) Boise State University | xii) Utah Valley University |
| v) Lewis-Clark State College | xiii) Weber State University |
| vi) Montana State University – Billings | xiv) The University of Montana – Western |
| vii) Montana Tech of the Univ. of Montana | xv) Western New Mexico University |
| viii) Montana State University – Northern | xvi) Nevada State College |

b) **Benchmark:** IPEDs data outlining tuition and fees for each of the Intermountain Regional Public 4-year Colleges and Universities.

c) **Current Baseline:**

	In-State Tuition & Fees			
Institution Name	2014-15	2015-16	2016-17	2017-18
Public Regional 4 Year Universities % Increase	8.4%	1.5%	4.1%	4.9%
Southern Utah University % Increase	3.6%	2.6%	3.7%	2.2%

	Out-of-State Tuition & Fees			
Institution Name	2014-15	2015-16	2016-17	2017-18
Public Regional 4 Year Universities % Increase	3.9%	3.2%	4.1%	3.9%
Southern Utah University % Increase	3.9%	2.9%	3.5%	2.4%

d) **Goal:** SUU's annual tuition increase will be 90% or less than the average increase of the 16 Intermountain West Regional 4-year Public Colleges and Universities.

e) **Data report:** IPEDs data for tuition and fees by institution.

3) **TIMELY COMPLETION METRIC:** Eight-year outcome rate for SUU students

- a) **Definition:** Percentage of SUU students completing a successful outcome (award, transferred, still enrolled) after eight years.
- b) **Benchmark:** The metric will be calculated using the IPEDS Outcomes data survey and will look at annual institution eight-year outcomes for students.
- c) **Current Baseline:** For 2017-18, the IPEDS Successful Outcomes Rate for SUU students was 80%.

	IPEDS Reporting Year		
	2015-16	2016-17	2017-18
Outcome Measure			
8-Year Award Rate	56%	53%	50%
Still Enrolled at SUU after 8 Years	2%	2%	1%
Did Not Receive an Award and Subsequently Enrolled at Another Institution	29%	34%	29%
Total (Sum for Three Groups)	87%	89%	80%

- d) **Goal:** SUU will increase its IPEDS successful eight-year outcomes rate to 90% by 2025.
- e) **Data Reported:** The information is currently reported to IPEDS through annual survey collection.

- 4) **WORKFORCE METRIC:** Annual number of SUU degrees and certificates awarded in 5-star occupations as defined in the USHE Performance Based Funding model.
- a) **Definition:** Number of SUU degrees and certificates awarded in 5 star occupations, as defined in the USHE Performance Based Funding model, out of total awards granted.
- b) **Benchmark:** This metric will be measured against the annual change in each metric for the corresponding year (Timeframe).
- c) **Current Baseline:**
- i) In 2018, 451 of 959 degrees and certificates awarded by SUU were in 5 star job programs.

	2013-14	2014-15	2015-16	2016-17	2017-18
# of Bachelor's Degrees <i>in 5 Star Majors</i>	505	500	440	491	451
# of Bachelor's Degrees <i>Not in 5 Star Majors</i>	449	428	456	551	508
Total Number of Bachelor's Degrees	954	928	896	1,042	959

- d) **Goal:** SUU will annually increase the number of awards granted in 5-star occupation programs to better align with state workforce needs in 5- star occupation categories.
- e) **Data Reported:** Data is reported in the Performance Based Funding Model prepared by the USHE and the IR office. Workforce CIP code data provided by the Department of Workforce Services.

(SUU degrees leading to 5-Star occupations include the following: Accounting, Administrative License, Agriculture Sci & Industries, Art Composite Education, Art Education, Athletic Training, Biology, Biology Education, Biology/Botany, Biology/Forensic, Biology/Zoology, Business Education, CAD/CAM Technology, Chemistry Education, Civil Engineering, Communication Teaching, Computer Science, Construction Management, Construction Technology, Cyber Security & Info Assur, Dance Education, Design Technology, Early Childhood Educ License, Education, Elementary Education, Engineering, Engineering Technology, English Education, Equine Science, Fam Life Hum Dev Educ, Family and Consumer Sci Educ, Finance, French Education, General Technology-Business, German Education, Graduate Music Education, History Education, Hotel, Resort & Hospitality Mgt, Information Systems, Information Systems Teaching, Information Technology, International Business, IS-User Support Services, Level I Elementary License, Level I Secondary License, Library Media K-12 Endorsement, Livestock Farm Management, Management, Marketing, Master of Accountancy, Master of Business Administration, Mathematical Science, Mathematics Education, Mechanical Engineering, Mild/Moderate License, Music Education, Nursing, Phys Ed Teaching/Coaching, Physical Educ & Human Performance, Physical Science Education, Social Sciences, Spanish Education, Special Education, Technology Education, Theatre Arts Education.)

5) **USE OF RESOURCES METRIC (Capacity and Growth) #1:** Change in Total Cost per Award

- a) **Definition:** Change in the total cost per award as calculated by the total awards granted by SUU divided by the corresponding year's operating budget compared to the previous year.
- b) **Benchmark:** This metric will be measured against the annual percentage change in the Higher Education Price Index (HEPI) for the corresponding year.
- c) **Current Baseline:**
 - i) SUU average annual change in total cost per award granted from FY16 to FY17: -16.5%
 - ii) HEPI annual change from FY16 to FY17: 3.5%

Year	Total Awards	Operating Budget	Cost Per Award	SUU Change in Cost per Award	95% Annual Change in HEPI
2016-17	2,177	\$ 68,668,702	\$ 31,543	-16.5%	3.5%
2015-16	1,736	\$ 65,600,519	\$ 37,788	-4.2%	1.7%
2014-15	1,545	\$ 60,949,807	\$ 39,450	7.1%	2.0%
2013-14	1,611	\$ 59,367,397	\$ 36,851	6.2%	2.8%
2012-13	1,743	\$ 60,477,153	\$ 34,697	-4.7%	1.5%
2011-12	1,606	\$ 58,501,330	\$ 36,427		

- d) **Goal:** Annual percentage change in total cost per award granted by SUU is no more than 95% of the average annual change in HEPI for the corresponding year.
- e) **Data reports:**
 - <https://www.commonfund.org/commonfund-institute/higher-education-price-index-hepi/> - USHE Cost Study Tab B & Tab I
 - SUU Budget Office for operational costs tied to direct and indirect instruction

Snow College Institutional Metrics

Completion: Increase completion rates with an emphasis on two areas: 1) those who typically fall into the achievement gap; and 2) graduation with intended degree or certificate.

Definition: Snow College includes both graduation rates and transfer rates in its completion numbers. Graduates include those who complete the full degree requirements within 150% of time; transfers include those who transfer to another 2-year or 4-year institution within a 150% but do not graduate from Snow College. 150% of time is calculated at 6 years because of the bachelor's degrees. Many of those who do not transfer or graduate are impacted by traditional barriers: race, low income, first generation

Benchmark: The benchmark for this measure is the cumulative number of graduates and transfer students over the last five years and includes disaggregated numbers for traditional barriers.

Current Baseline:

All Students	Cohort	Completers	% Completers	Transfers	% Transfers	Total Success	% Success
Cohort 2005	1227	474	39%	419	34%	893	73%
Cohort 2006	1108	430	39%	260	23%	690	62%
Cohort 2007	1044	495	47%	299	29%	794	76%
Cohort 2008	1107	435	39%	444	40%	879	79%
Cohort 2009	1049	380	36%	435	41%	815	78%
Cohort 2010	1335	624	47%	448	34%	1072	80%
Cohort 2011	1442						
Cohort 2012	1481						
Cohort 2013	1396						
Cohort 2014	1507						
Cohort 2015	1477						
Cohort 2016	1468						
Cohort 2017	1490						
Cohort 2018	1424						

Minority Students	Cohort	Completers	% Completers	Transfers	% Transfers	Total Success	% Success
Cohort 2005	108	11	10%	12	11%	23	21%
Cohort 2006	129	11	9%	25	19%	36	28%
Cohort 2007	139	51	37%	31	22%	82	59%
Cohort 2008	164	49	30%	53	32%	102	62%
Cohort 2009	185	41	22%	74	40%	115	62%
Cohort 2010	183	56	31%	57	31%	113	62%
Cohort 2011	230	68	30%				
Cohort 2012	203	49	24%				
Cohort 2013	229	53	23%				
Cohort 2014	279	67	24%				
Cohort 2015	242	55	23%				
Cohort 2016	257						
Cohort 2017	270						
Cohort 2018	273						

With the two Bachelor's degrees, IPEDS considers Snow College a 4-year institution. As a result, graduation and transfer rates are on a 6 year (150%) to time reporting cycle. Graduation rates for cohorts 2011 to present are only preliminary estimates.

Pell Eligible Students	Cohort	Completers	% Completers	Transfers	% Transfers	Total Success	% Success
Cohort 2005	190	55	29%		0%	55	29%
Cohort 2006	160	50	31%		0%	50	31%
Cohort 2007	155	51	33%		0%	51	33%
Cohort 2008	299	158	53%		0%	158	53%
Cohort 2009	378	170	45%		0%	170	45%
Cohort 2010	547	240	44%		0%	240	44%
Cohort 2011	585	243	42%				
Cohort 2012	615	208	34%				
Cohort 2013	568	244	43%				
Cohort 2014	575	221	38%				
Cohort 2015	550	243	44%				
Cohort 2016							
Cohort 2017							
Cohort 2018							
With the two Bachelor's degrees, IPEDS considers Snow College a 4-year institution. As a result, graduation and transfer rates are on a 6 year (150%) to time reporting cycle. Graduation rates for cohorts 2011 to present are only preliminary estimates.							

Goal: Over next five years, increase completer numbers rate by 5%; increase success rates in achievement gap areas by 5%.

Data Report: IR, IPEDs USHE reports

Access and Participation: Increase number of six-county students enrolling in Snow College post-secondary programs.

Definition: The number of students in each of the six-county area who enroll in Snow College post-secondary education programs within five years of graduation.

Benchmark: The benchmark for this measure is the average of the cumulative number of students from six-county service area entering post-secondary programs over the last five years.

Current Baseline:

	Juab	PY % Growth	Millard	PY % Growth	Piute	PY % Growth	Sanpete	PY % Growth	Sevier	PY % Growth	Wayne	Totals	PY % Growth	Total Headcount	% of Headcount
FY 2008	97		140		13		710		398		26	1,384		2,888	48%
FY 2009	59	-64%	100	-29%	10	-23%	676	-5%	286	-28%	23	1,154	-17%	2,707	43%
FY 2010	68	13%	104	4%	21	110%	635	-6%	410	43%	33	1,271	10%	3,116	41%
FY 2011	93	27%	118	13%	16	-24%	743	17%	437	7%	24	1,431	13%	3,372	42%
FY 2012	106	12%	118	0%	15	-6%	730	-2%	405	-7%	23	1,397	-2%	3,613	39%
FY 2013	109	3%	107	-9%	11	-27%	724	-1%	395	-2%	24	1,370	-2%	3,434	40%
FY 2014	109	0%	116	8%	14	27%	649	-10%	373	-6%	21	1,282	-6%	3,312	39%
FY 2015	112	3%	99	-15%	10	-29%	596	-8%	347	-7%	19	1,183	-8%	3,544	33%
FY 2016	109	-3%	105	6%	21	110%	675	13%	354	2%	25	1,289	9%	3,701	35%
FY 2017	92	-18%	103	-2%	18	-14%	629	-7%	330	-7%	20	1,192	-8%	3,719	32%
FY 2018	101	9%	95	-8%	7	-61%	650	3%	332	1%	17	1,202	1%	3,676	33%
FY 2019	98	-3%	90	-5%	17	143%	648	0%	326	-2%	13	1,192	-1%	3,635	33%

Goals: Increase the number (total headcount) of students from six-county areas enrolling in post-secondary programs by 1% each year.

Data Report: IR

[illegible]

Institutional Aid	Private Scholarships	% of Institutional Aid	# of Students with Private Institutional Aid	% of Students with Institutional Aid receiving Private Aid	Average Private Aid Package	% of Resident Tuition and Fees covered by Private Aid
FY 2008	\$213,050	15%	178	20%	\$1,197	53%
FY 2009	\$176,866	11%	213	21%	\$830	35%
FY 2010	\$165,766	8%	200	17%	\$829	33%
FY 2011	\$175,619	8%	199	16%	\$883	32%
FY 2012	\$166,492	8%	196	16%	\$849	29%
FY 2013	\$277,604	12%	320	23%	\$868	28%
FY 2014	\$479,623	17%	457	34%	\$1,050	33%
FY 2015	\$465,298	14%	501	32%	\$929	27%
FY 2016	\$365,498	11%	442	27%	\$827	24%
FY 2017	\$252,528	7%	369	22%	\$684	19%
FY 2018	\$217,461	5%	274	16%	\$794	21%
FY 2019	\$183,400	8%	357	21%	\$514	14%

Institutional Aid	Non-Private Institutional Aid (Waivers, WUE, etc.)	% of Institutional Aid	# of Students with non-Private Institutional Aid	% of Students with Institutional Aid receiving non-Private Aid	Average Private Aid Package	% of Resident Tuition and Fees covered by non-Private Aid
FY 2008	\$1,190,312	85%	726	80%	\$1,640	72%
FY 2009	\$1,387,571	89%	787	79%	\$1,763	75%
FY 2010	\$1,827,490	92%	967	83%	\$1,890	74%
FY 2011	\$2,005,848	92%	1043	84%	\$1,923	70%
FY 2012	\$2,043,774	92%	1061	84%	\$1,926	66%
FY 2013	\$2,102,505	88%	1050	77%	\$2,002	65%
FY 2014	\$2,291,504	83%	907	66%	\$2,526	78%
FY 2015	\$2,893,442	86%	1049	68%	\$2,758	81%
FY 2016	\$3,115,335	89%	1225	73%	\$2,543	73%
FY 2017	\$3,428,708	93%	1274	78%	\$2,691	75%
FY 2018	\$3,741,135	95%	1419	84%	\$2,636	71%
FY 2019	\$2,196,627	92%	1368	79%	\$1,606	43%

Goals: Increase FAFSA applications by 10% over five years; Increase number of participants in the endowment/scholarship giving campaigns by 25%; Keep net tuition cost average at 3-6% of annual median household income.

Data Point: IR and USHE

Workforce: Increase workforce ready graduates by 5%.

Definition: Number of students who complete certificates and/or graduate.

Benchmark: Numbers of students who completed workforce ready certificates and degrees in the following degree areas: BMCM, Software Engineering, Auto and Diesel, Machine Tools, Manufacturing Technology, Composites, Welding, CIS, Nursing, Business, Cosmetology, Music.

Current Baseline:

Degrees Awarded	Certificates	AAS Degrees	Specialized AS Degrees	Specialized BA degrees	All Degrees	Cumulative Degrees
FY 2008	51	46	18		115	115
FY 2009	54	48	16		118	233
FY 2010	67	53	13		133	366
FY 2011	56	42	14		112	478
FY 2012	59	61	10		130	608
FY 2013	53	48	7		108	716
FY 2014	41	27	35	7	110	826
FY 2015	58	31	38	8	135	961
FY 2016	79	29	33	28	169	1130
FY 2017	78	31	54	17	180	1310
FY 2018	125	20	56	20	221	1531
FY 2019						
FY 2020						

Specialized AS degrees represent Associate of science degrees specific to Nursing (ASN), Business (ASB), and Engineering (APE).

Specialized BA or BS degrees represent the Bachelor of Music with emphasis in Commercial Music and Software Engineering.

The specialized Bachelor's degrees were approved by the Utah State Board of Regents in 2012 (Music) and 2017 (Software Engineering).

Goal: Increase workforce ready graduates by 5%.

Data Point: IR

Completion: Increase percentage of students who show evidence of meeting institutional learning outcomes by creating an innovative educational environment that produces graduates who are critical thinkers, effective communicators, and successful problem solvers.

Definition: Number of students who participate in a high impact practice as defined by the institution using AAC&U definitions; assessment results of institutional outcomes.

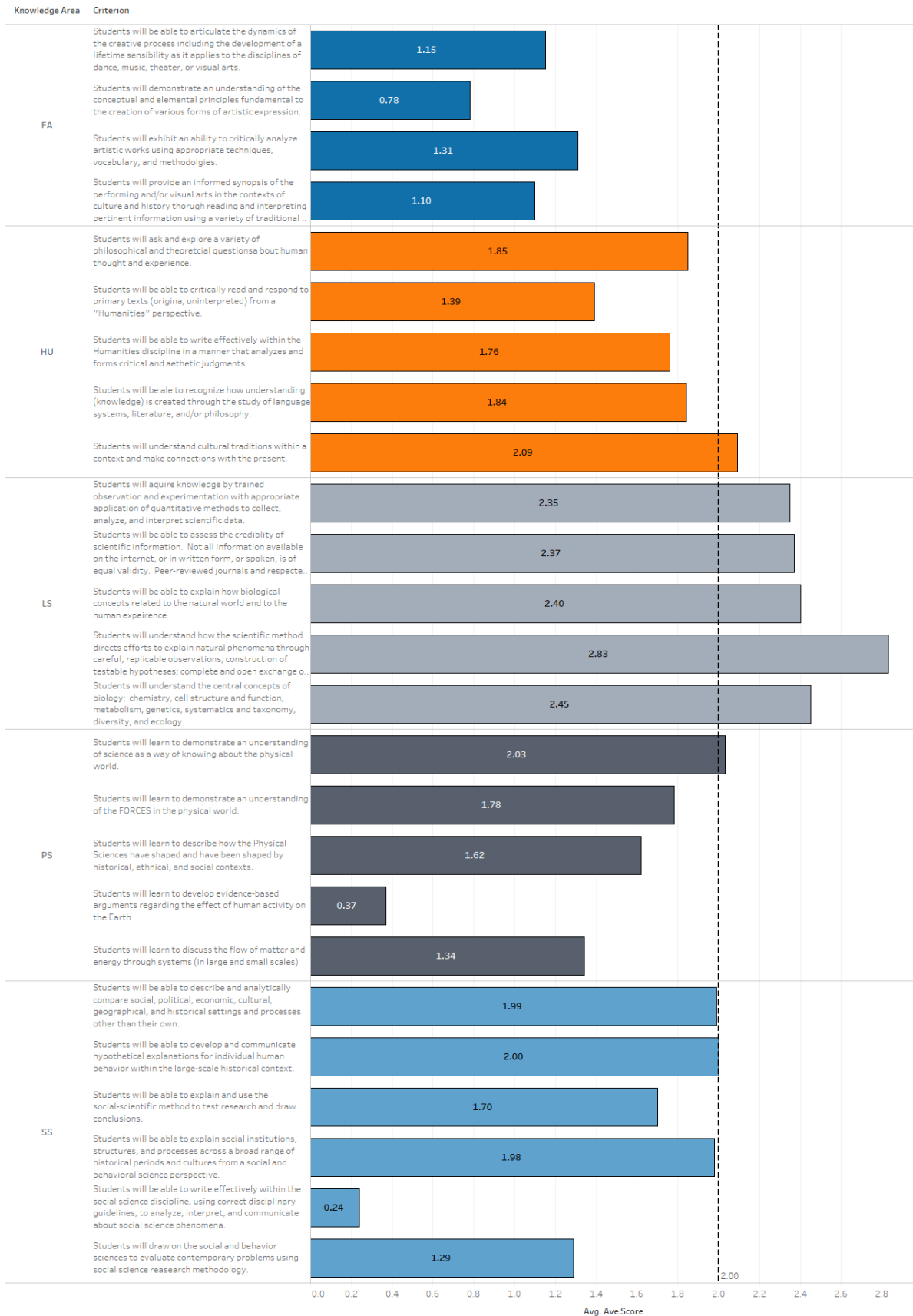
Benchmark: This metric will be tracked annually for each learning outcome, for internal and national satisfaction surveys, and for HIP (high impact practice) participation.

Current Baseline:

CCSSE Benchmarks	Active and Collaborative Learning	Percentile	Academic Challenge	Percentile	Student-Faculty Interaction	Percentile	Support for Learners	Percentile
Spring 2012	65.2	72nd	52.4	54th	53.7	56th	55.2	58th
Spring 2014	60.9	67th	51.7	53rd	52.6	54th	54.7	58th
Spring 2016	59.4	65th	52.3	54th	50.4	51st	49.3	49th
Spring 2018	61.2	67th	53.6	56th	51	52nd	59.5	65th
Student engagement scores from the Community College Survey of Student Engagement with percentiles determined from a population mean of 50 and standard deviation of 25.								
Course Evaluation	Critical Reading	Effective Research	Effective Writing	Effective Communication	Quantitative Reasoning	Artistic Sensitivity	Critical Thinking	Creative Thinking
Fall 2016	62%	63%	58%	48%	42%	47%	79%	67%
Spring 2017	65%	66%	61%	51%	45%	48%	77%	68%
Fall 2017	62%	64%	58%	47%	40%	44%	78%	67%
Spring 2018	67%	66%	63%	49%	43%	47%	79%	70%
Percentages represent students who indicated that their course experience resulted in learning in the specific general education learning outcome. Percentages aggregated for all Snow College courses.								

	Written Communication			Critical Thinking			Quantitative Literacy		
MSC	# of Artifacts	# with scores => 2	% with scores => 2	# of Artifacts	# with scores => 2	% with scores => 2	# of Artifacts	# with scores => 2	% with scores => 2
FY 2015	79	49	62%	NA	NA	NA	86	67	78%
FY 2016	75	47	63%	75	35	47%	75	55	73%
FY 2017	106	68	64%	65	32	49%	39	27	69%
The Multi-State Collaborative sponsored by AAC&U and SHEEO allowed for Snow College artifacts in key learning areas be scored by objectively on a 1 to 4 (4 = mastery) rubrics respective to each learning outcome.									

A sense of vocation/career	2.85	2.97	2.87	2.73	3.08	3.01	3.04	0.22	0.05	0.17
Artistic knowledge and engagement	2.97	2.92	2.91	2.89	3.28	3.22	3.24	0.31	0.30	0.34
Careful Reading	3.20	3.24	3.10	2.96	3.39	3.25	3.41	0.19	0.01	0.31
Creative Thinking	3.41	3.44	3.44	3.26	3.49	3.38	3.34	0.09	-0.06	-0.10
Critical Thinking	3.37	3.47	3.41	3.29	3.67	3.68	3.72	0.30	0.21	0.30
Effective Speaking	2.95	3.01	2.90	2.78	3.15	3.20	3.14	0.20	0.19	0.23
Effective Writing	3.25	3.29	3.16	3.07	3.24	3.25	3.39	-0.01	-0.04	0.23
Ethical reasoning and action	2.88	2.81	2.80	2.66	2.92	2.91	2.96	0.04	0.10	0.16
Global knowledge and engagement	2.34	2.52	2.45	2.33	2.44	2.45	2.43	0.09	-0.08	-0.01
Information literacy and research skills	3.01	3.11	2.99	2.95	3.34	3.39	3.38	0.33	0.28	0.38
Integrative Thinking	2.78	2.93	2.79	3.19	3.47	3.36	3.41	0.69	0.43	0.62
Intellectual curiosity and initiative	3.00	3.10	3.04	2.72	3.26	3.17	3.12	0.26	0.07	0.08
Intercultural knowledge and competence	2.39	2.51	2.46	2.36	2.69	2.65	2.67	0.30	0.14	0.22
Local knowledge and engagement	2.53	2.66	2.57	2.55	2.52	2.55	2.66	-0.01	-0.11	0.09
Problem-Solving	3.48	3.53	3.52	3.33	3.59	3.61	3.60	0.11	0.07	0.08
Teamwork	3.18	3.41	3.44	3.19	3.19	3.24	3.19	0.01	-0.17	-0.24
The ability to apply knowledge to new situations/problems	3.28	3.36	3.29	2.66	3.02	2.93	3.03	-0.26	-0.44	-0.26
The scientific method in problem-solving	2.75	2.76	2.67	2.70	2.83	2.49	3.01	0.08	-0.27	0.34
Understanding and using quantitative information	2.90	2.85	2.86	2.70	3.40	3.36	3.32	0.50	0.51	0.46



Goal: Ensure HIP experience in first 30 hours for every student; 70% of students will achieve a satisfactory score in assessment results for each institutional outcome; 70% of students will report

Data Point: IR; survey questions

October 26, 2018

MEMORANDUM

To: Harris H. Simmons, Chair
David L. Buhler, Commissioner

From: Richard B. Williams, President

Subject: Institutional Metrics

Enclosed please find Dixie State University's response to the request for the top five institutional metrics that align with the Board of Regents' 2025 strategic plan. DSU has numerous metrics measuring ongoing progress with our strategic plan, learning outcomes, core themes, and mission fulfillment. The challenge was aligning DSU's measures with those of the Board in the required timeframe.

The five measures DSU selected are:

- Tuition and fees compared to regional and national peers (Affordable Access)
- Percentage of first-generation students using financial aid (Affordable Access)
- Outcome measures that include both graduates and transfer students (Timely Completion)
- Growth in STEM graduates (Workforce)
- Growth in Student Credit Hours in the College of Health Sciences and the College of Science, Engineering, & Technology (Workforce)

These five measures align with the Board's programmatic Strategic Objectives of Affordable Access, Timely Completion, Workforce and Research as noted above.

I look forward to our conversation on the subject at the November Board meeting.

Affordable Metric: Dixie State University resident tuition and fees compared to regional and national peer institutions

Definition: The annual rate of institutional tuition and fees compared to peer group averages.

Benchmark: The metric will be measured against the average tuition and fee cost at WICHE, Rocky Mountain, and Regent-approved peer institutions.

Current Baseline: DSU tuition and fees for 2017-18 is 68.3% of the WICHE average, 69.8% of the Rocky Mountain average, and 65.5% of the average of Regent-approved peer institutions

	2013-14	2014-15	2015-16	2016-17	2017-18
DSU	\$4,285	\$4,456	\$4,620	\$4,839	\$5,080
WICHE Average	\$6,274	\$6,473	\$6,749	\$6,967	\$7,442
Rocky Mountain Average	\$5,780	\$6,030	\$6,357	\$6,602	\$7,275
Peer Average	\$6,430	\$6,651	\$6,835	\$7,501	\$7,759
DSU % of WICHE Average	68.3%	68.8%	68.5%	69.5%	68.3%
DSU % of Rocky Mountain Average	74.1%	73.9%	72.7%	73.3%	69.8%
DSU % of Peer Average	66.7%	67.0%	67.6%	64.5%	65.5%

Goal: DSU will be at 75% or below the average of Regent-approved peer institutions by 2024-25.

Data Reported: The USHE Tuition and Fees information is reported annually by the Utah State Legislative Fiscal Analyst in an issue brief. The information for the 2018 general session can be found here:

<https://le.utah.gov/interim/2018/pdf/00000144.pdf>.

Access Metric: First-generation students receiving Federal Financial Aid

Using the first-generation question on the application and the Financial Aid data stored in Banner, tracking the number of first generation students receiving Federal Financial Aid each Fall.

Definition: Percentage of first-generation students that receive Federal Financial Aid each Fall.

Benchmark: The metric will be calculated using data from the application for admission to determine those who are first-generation students, and data from Financial Aid Office (Banner) to determine who received Financial Aid each Fall.

Current Baseline: For 2017, the first-generation students receiving Federal Financial Aid was 88%.

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total First-Generation Students	3103	3516	3692	3942	4041
First-Generation Students Receiving Financial Aid	2839	3170	3318	3588	3538
% First-Generation Students Receiving Financial Aid	91.49%	90.16%	89.87%	91.02%	87.55%

Goal: DSU's percentage of first-generation students receiving Federal Financial Aid will be at 90% by 2024.

Data Reported: The information is currently collected and reported internally at DSU.

Timely Completion Metric: Eight-year outcome rate for USHE students

Using the new IPEDS outcomes report, DSU tracks the percentage of students that complete a successful outcome (award, transferred, still enrolled) after eight years.

Definition: Percentage of students that complete a successful outcome (award, transferred, still enrolled) after eight years.

Benchmark: The metric will be calculated using the IPEDS Outcomes data survey and will look at annual system eight-year outcomes for students.

Current Baseline: For 2017, the IPEDS Successful Outcomes Rate for DSU students was approximately 68%.

	Adjusted Cohorts	Awarded 8 yrs.	% Awarded 8 yrs.	Still Enrolled DSU	Still Enroll Other	Sum of Outcomes	Sum of Outcome Rate
2007-2008 (2015-16)	1467	653	44.51%	58	70	781	53.24%
2008-2009 (2016-17)	1532	727	47.45%	59	27	813	53.07%
2009-2010 (2017-18)	2934	1210	41.24%	97	683	1990	67.83%

Goal: DSU will increase its IPEDS successful eight-year sum of outcomes rate to 75% by 2024-25.

Data Reported: The information is currently reported to IPEDS through annual survey collection.

Workforce Metric: Bachelor graduates in STEM related degrees

Using the IPEDS Completion report, DSU tracks the number of students that complete a degree by CIP Code and degree level. STEM will be degrees from the College of Science, Engineering and Technology (SET).

Definition: Number of students that complete a bachelor's degree (degree level 5) from the College of SET.

Benchmark: The metric will be calculated using the IPEDS Completions data survey and will look at degrees awarded.

Current Baseline: For 2017, the IPEDS Completions report indicates 91 graduates at DSU in the College of SET.

Department - Major	CIP Code	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
CIT - CIT	110101	28	32	30	35	34
CIT - CS	110701	7	4	9	8	7
BIOL - BIOL	260101	27	50	23	51	40
BIOL - SBIO	131322	0	0	0	0	1
MATH - MATH	270101	5	9	7	5	6
PS - CHEM	400501	0	0	0	2	2
PS - PS	131399	0	0	0	0	1
Total		67	95	69	101	91

Goal: DSU will increase Completions by 100% by 2024-2025.

Data Reported: The information is currently reported to IPEDS through annual survey collection.

Workforce Metric: Student Credit Hours generated in the College of Health Science (HS) and the College of Science, Engineering and Technology (SET)

Using the end of term student course files required by the state office, DSU tracks the number of student credit hours generated by each. Data will be reported for the College of Health Science and Science, Engineering and Technology.

Definition: Number of student credit hours generated in USHE's academic year (Summer, Fall, Spring).

Benchmark: The metric will be calculated using the end of term student course file required by the state office for a year (Summer, Fall, Spring).

Current Baseline: For 2017-18 academic year, the data indicates nearly 219,000 student credit hours.

	2013-14	2014-15	2015-16	2016-17	2017-18
Health Science	16,326	17,129	18,009	19,464	23,567
Science, Engr, Tech	52,850	51,105	52,449	58,321	64,886
Total DSU SCH	187,458	190,702	191,656	204,185	218,906

Goal: DSU will increase student credit hours in the College of HS and College of SET by 20% by 2024-25 (assumes completion of the Science, Engineering and Technology building).

Data Reported: The information is currently collected and reported internally at DSU.

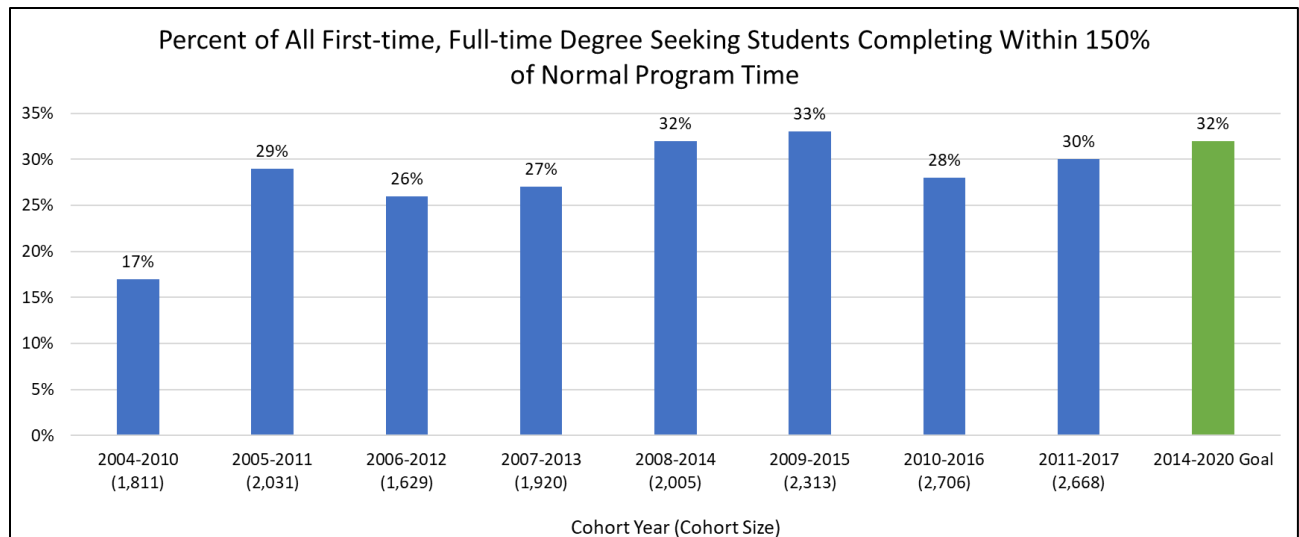
UTAH VALLEY UNIVERSITY

Timely Completion Metric: Achieve IPEDS Graduation Rate of 32 percent for all first-time, full-time degree seeking students

Definition: Increase the percent of entering students who retain, persist, and graduate from UVU.

Benchmark: In 2011, UVU established a 2020 goal of 32 percent for completion within 150 percent of normal time for all first-time, full-time degree seeking students entering UVU in 2014-15 as reported to IPEDS at the conclusion of the 2019-20 academic year.

Current Baseline:



Goal: An increase from 17 percent in 2010 (the 2004 entering cohort) to 32 percent in 2020 (the 2014 entering cohort).

Data Report: IPEDS

Note: This is an institutional indicator; the 32% goal by 2020 was established by UVU in 2011

General Attainment/Workforce Metric: Increase in the total number of certificates and degrees awarded by UVU between 2011 and 2020.

Definition: Increase the number of total certificates and degrees awarded and maintain UVU's portion of total USHE certificates and degrees awarded from 2011 through 2020.

Benchmark: Number of UVU certificates and degrees awarded each year beginning in 2010-11 and UVU's share of total USHE certificates and degrees awarded.

Current Baseline:

Certificates and Degrees Awarded

Academic Year	UVU	USHE	UVU Share of USHE Awards
2010-11	4,188	29,981	14%
2011-12	4,559	31,339	15%
2012-13	4,611	31,741	15%
2013-14	5,242	32,549	16%
2014-15	5,082	32,797	15%
2015-16	5,107	33,822	15%
2016-17	5,024	36,071	14%
2017-18			
2018-19			
2019-20			
% Change since 2010-11	20%		

Goal: A 25 percent increase in UVU certificates and degrees awarded from 2011 to 2020 and provide at least 14 percent of USHE total certificate and degree awards.

Data report: Annual reports from USHE IR as reported in the USHE Data Book

Note: This is an institutional indicator and aligns with a proposed USHE system metric

Affordable Access/Workforce Metric: Ratio of salary after attending UVU to average annual cost of attendance

Definition: Measure the labor market outcomes for UVU students receiving federal need-based financial aid.

Benchmark: Divide the median earnings of UVU students who received federal financial aid at 10 years after entering the school by the average annual net price for federal financial aid recipients (after aid from the school, state, or federal government).

Current baseline:

Ratio of Salary After Attending to Average Annual Cost

Year Reported	UVU	National Average*	Standard Deviation
2017	5.2	NA	NA
2018	5.2	3.3	4.8

*Public four-year institutions

Goal: Maintain ratio above national average by at least 1 standard deviation

Data report: Annual College Scorecard utilizing IPEDS, NSLDS, and Treasury data

Note: This is a proposed new institutional indicator

Use of Resources (Affordable Access, Capacity, and Growth) Metric—Instruction-related Classroom and Laboratory Space Utilization

Definition: UVU's fall instruction-related classroom/laboratory use and seat/station occupancy rates as defined in Regent Policy R751, Institutional Facilities Space Utilization

Benchmark: Board of Regents approved utilization standards for instruction-related classroom/laboratory use and seat/station occupancy each fall.

Current Baseline:

Fall 2016

	UVU	USHE Standard	Difference
Classroom Utilization (hours per week)	44.5	33.75	10.75
Classroom Seat Occupancy	63.0%	66.7%	-3.7%
Laboratory Utilization (hours per week)	39.5	24.75	14.75
Laboratory Station Occupancy	59.9%	80.0%	-20.1%

Goal: Achieve USHE standard for each measure

Data report: Fall space utilization report to USHE

Note: This is a measure established by Regents policy and aligns with a proposed USHE system metric

Affordable Access/Participation Metric: Enrollment of racial/ethnic students representative of Utah County population

Definition: Percent of racial/ethnic students enrolled at UVU compared to Utah County population.

Benchmark: Comparison of racial/ethnic student enrollment to racial/ethnic Utah County population.

Current Baseline:

**Racial/Ethnic Enrollment
Compared to Utah County
Population**

Fall	Student Headcount	Utah County Population
2013	16.6%	16.3%
2014	16.7%	17.6%
2015	17.4%	17.2%
2016	18.7%	16.6%
2017	19.1%	17.6%

Goal: Maintain racial/ethnic enrollments that reflect the demographics of Utah County; UVU racial/ethnic enrollment no less than 1 percentage point lower than Utah County population.

Data report: Fall enrollments reported to IPEDS; US Census Bureau

Note: This is an institutional indicator



Style Definition: Title: Centered

Proposed Institutional Metrics

Metric #1: Community Access Rate

Definition

SLCC enrollment as a percent of the Salt Lake County college-aged population.

Rationale

This metric provides a measure of how SLCC enrollment relates to the overall college-aged population. Ultimately, it provides patterns of student access to SLCC and functions as a barometer for access initiatives.

Benchmark

There is no national benchmark for this figure, so we will rely on the average of the 2004-2016: 10%.

Current baseline: 8.6%

Year	SL County College-Age Population	SLCC Headcount (unduplicated)	Community Access Rate
2004	441,146	44,229	10.0%
2005	443,760	44,800	10.1%
2006	448,957	44,155	9.8%
2007	453,596	45,215	10.0%
2008	457,463	46,644	10.2%
2009	463,018	47,759	10.3%
2010	467,754	52,459	11.2%
2011	473,631	50,643	10.7%
2012	480,499	48,876	10.2%
2013	487,103	47,599	9.8%
2014	491,488	46,857	9.5%
2015	497,500	45,295	9.1%
2016	501,982	43,197	8.6%

Goal: 11%

Data report:

Access and Success Core Theme Report

Metric #2: Minority Access Ratio

Definition

The ratio between the percent of SLCC students who identify as a minority race or ethnicity, compared to the college-aged (15-44) minority population in Salt Lake County.

Benchmark

The SLCC measure is unique because we only consider 15 to 44 year olds. National benchmarking is available through the National Community College Benchmarking Project (NCCBP), but it uses the entire minority population of a region as the comparison group. SLCC is not currently a member of the NCCBP. Should the Board adopt this measure, SLCC would adjust its methodology and subscribe to that service to ensure access to better benchmarking data. When SLCC was last a member, the national average was 1:15. SLCC is rapidly approaching that average.

Current baseline: 0.87

Year	SL County College-Aged Percent Minority	SLCC Percent Minority	Minority Access Ratio
2011	29%	18%	0.62
2012	29%	19%	0.66
2013	29%	21%	0.72
2014	30%	22%	0.73
2015	30%	25%	0.83
2016	31%	27%	0.87

Goal: 1:1

Data report

Can be accessed through the National Community College Benchmarking Project (requires annual membership fee).

Metric #3: Student Completion Rate

Definition

Percent of students who completed a degree or certificate within six years of their first course at SLCC.

Benchmark

Nationally, this figure is 26%.

Current baseline: 24%

Year	Cohort Size	Completers	Completion Rate
2011	6,917	1,487	21%
2012	6,634	1,525	23%
2013	6,315	1,537	24%
2014	6,738	1,703	25%
2015	7,798	1,872	24%
2016	7,446	1,780	24%

Goal: 40%

Data report:

Access and Success Core Theme Report

Metric #4: Transfer Degree Conversion Rate

Note on Transfer Metrics

Despite the fact that the vast majority of community college student express a desire to earn a bachelor's degree, historically the higher education sector has not developed standard metrics for transfer efficiency. While various research studies have shown that transfer students generally have higher GPAs, and that community colleges better serve underrepresented students, there has been little work on developing systematic metrics of transfer efficiency. SLCC has been tackling this issue directly for the past several years and has worked with the Commissioner's Office, the University of Utah, and the National Student Clearinghouse to develop appropriate metrics.

This past year the National Student Clearinghouse Research Center produced its first set of proposed metrics for transfer efficiency. These metrics are a significant step toward a nationwide understanding of transfer efficiency. SLCC, however, feels the proposed measures still lack a critical measure of transfer-degree conversion. The Clearinghouse metrics measure total transfer rates and total bachelor degree attainment but do not track the direct relationship between attaining an associate's degree and attaining a bachelor's degree.¹

Definition

Percent of AA/AS/APE graduates who complete a bachelor's degree within four years of SLCC graduation.

Benchmark

There is no national benchmark

Current baseline: 42%

Rate Year	Graduates	BA/BS within 4 years	Transfer degree conversion rate
2010	2,017	908	45%
2011	2,208	994	45%
2012	2,234	1,027	46%
2013	2,673	1,283	48%
2014	2,747	1,264	45%
2015	2,835	1,247	44%
2016	2,781	1,140	41%
2017	2,982	1,252	42%

Goal: 60%

Data report

Transfer Education Core Theme Report

¹ The lack of such a measure may be due to the fact that national research has been inconclusive on whether it is better for a student to earn an associate's degree prior to transfer. Regardless of the lack of clear findings on this issue, SLCC feels its students need to complete an award prior to transfer and that its awards should transfer smoothly into USHE bachelor degree programs. SLCC faculty and administrators cannot, in good faith, design and ask students to complete "transfer" programs that do not articulate. Alternatively, we cannot cast aside the emphasis on degree completion without losing our core identity as a college.

Metric #5: CTE Graduate Competitive Wage Rate

Definition

Percent of SLCC CTE graduates who earned a wage above the Salt Lake County median wage one year after graduation.

Benchmark: 55%

No national benchmark exists, so we use the average of the past six years.

Current baseline: 59%

Year	Competitive wage rate
2012	54%
2013	56%
2014	53%
2015	54%
2016	57%
2017	59%

Goal: 65%

Data report

Workforce Education Core Theme Report