

January 16, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – System and Institutional Metrics and Goals: Additions and Revisions

Issue

In November 2018, the Board approved seven performance metrics and directed the Commissioner’s Office to return in January with proposed institution goals that “delineate the expected contributions of individual institutions of higher education toward these goals,” (UCA 53B-1-102). This Board action followed Regent discussion and direction in 2017, and in July and September 2018.

Each of the approved system metrics measure the progress toward meeting the overarching Board’s 2025 Strategic Plan higher education objectives of (1) Affordable Access, (2) Timely Completion, (3) Workforce and Research, and (4) Capacity and Growth. These metrics and goals will assist the Board in its statutory responsibilities to measure progress of the system as a whole and individual institutions in advancing its strategic objectives.

Today’s recommendation builds upon the past work of the Board and system. Where applicable, institutional goals are proposed for the system metrics approved in November. In some instances, modifications are recommended to those metrics and some additional metrics are proposed. In the case of new metrics, once the Board has adopted them, the Commissioner’s Office will work with the institutions to provide related system and institutional goals for approval in March 2019.

Background

At the November 2018 Board meeting, the Board approved the following seven performance metrics, which tied to the key objectives of the Board’s 2025 strategic plan:

Board of Regents 2025 Objective	Performance Metric
General Student Attainment	Increase the total number of degrees and certificates awarded between 2011 and 2020 by 25%.
Affordable Access: Access	Five-year college participation rate of high school graduates
Affordable Access: Affordability	Average published tuition and fees of 4-year institutions as a share of the state’s median household income
Timely Completion	Percentage of students receiving an award within eight years as reported by IPEDS Outcome Survey
Workforce and Research	Annual number of degrees and certificates in DWS 5-star jobs and other high demand occupations

Effective Use of Resources	Change in the five-year average total cost per award compared to change in the five-year rolling average of the Higher Education Price Index (HEPI)
Effective Use of Resources	Instruction-related classroom space utilization

Over the last eight weeks, the Commissioner’s Office, Presidents, and institutional staff have worked to refine these seven performance metrics and identify and delineate institutional goals where applicable. They have also made recommendations regarding additional system metrics for the Board to consider and take action on. Summarized below (and included in the attachment in more detail) are the recommendations for Board consideration.

### Revisions to previously adopted metrics and goals

The Commissioner recommends that the Board consider and adopt the following revisions to previously adopted metrics.

- General Attainment Metric: No Changes
- Access Metric: No Changes
- Affordability Metric: This metric adopted by the Board in November 2018 only applied to the Research and Regional institutions in aggregate only. The proposed revised metric separates out each institution based on their mission, includes community colleges, and sets an affordability goal based on institutional type.

*Original Metric:* The average tuition and fee rate for public four-year universities in each state compared to the state’s median household income.

*New Metric:* Average published tuition and fees rates by institution type (Research, Regional, and Community College) as a share of the state’s median household income.

*Original Goal:* The average tuition and fees for public four-year universities in Utah should not exceed 10% of the state’s median household income for the corresponding year.

*New Goal (including expected institution contributions):*

- **Research Institutions’ (UU, USU):** Published Tuition and Fee rates are no more than 15% of the state’s median household income
  - **Regional Institutions’ (WSU, SUU, DSU, UVU):** Published Tuition and Fee rates are no more than 10% of the state’s median household income.
    - **SUU:** Will recommend reducing its published tuition and fee rate to 10% of the state’s median household income
  - **Community Colleges’ (SLCC, SNOW, USU-Eastern):** Published Tuition and Fee rates are no more than 7% of the state’s median household income
- Timely Completion Metric: No change to metric definition or system goal. The Board is asked to review and approve the institution goals as outlined below for this metric.

*Adopted System Goal:* Increase the percentage of students completing an award within eight years from 41% to 45% by 2025

*New Institution Goals (outlining expected institution contributions):*

<b>Type</b>	<b>Institution</b>	<b>Current Rate</b>	<b>2025 8 –Year Completion Rate Goal</b>
Research	University of Utah	68%	75%
Research	Utah State University	57%	63%
Regional	Weber State University	42%	50%
Regional	Southern Utah University	50%	55%
Regional	Dixie State University	41%	45%
Regional	Utah Valley University	37%	45%
Community College	Snow College	37%	45%
Community College	Salt Lake Community College	21%	23%
System	USHE Average	41%	45%

- Workforce and Research Metric: Adopted in November 2018, the metric was the same as that used for the USHE Performance Based Funding Model related to awards related to High Market Demand areas, including in programs that support DWS 5-star jobs, education, and health-related professions. In preparing the institution metrics, however, it was noted that the 5-star jobs are primarily related to bachelor’s degree programs or higher, and thus not very applicable to community colleges. As a result, the Commissioner is recommending a slight revision to the metric and the system goal.

*Original Metric:* Annual number and percentage of degrees and certificates in DWS 5-star occupation related programs

*New Metric:* Annual number of degrees and certificates awarded in DWS 5-star jobs and key programs as defined in the USHE Performance Funding model Market Demand Metric for Research (UU, USU) and Regional Institutions (WSU, SUU, DSU, UVU).

- The Commissioner’s office will work with the community colleges to develop a separate workforce metric for future Board action.

*Original Goal:*

- The USHE system will work toward increasing the annual number of degrees and certificates granted in 5-Star Occupation programs by at least 3% each year.
- The USHE system will work toward increasing the percentage of degrees and certificates granted in 5-Star Occupation programs to 30 percent of all awards by 2025.

*New System Goal:*

- Increase the annual number of degrees and certificates awarded in DWS and 5-star jobs and other critical market demand programs identified by GOED and DWS to 10,000 by 2025 for Research and Regional Universities.

- Institution goals and contributions: If the Board approves the proposed revisions, the expected institution contribution/goals will be presented at the March 2019 Board meeting.
- Effective use of Resources – Cost per Award Metric: No change to metric definition or the system goal. The Board is asked to review and approve the institution goals as outlined below for this metric.

*Adopted System Goal:* USHE's five-year rolling average change in total cost per award granted is no more than 95% of the five-year rolling average change in the HEPI.

*New Institution Goals* (outlining expected institution contributions): Five of the eight USHE institutions chose to adopt the system metric.

The University of Utah, Utah Valley University, and Dixie State University are asking the Board to consider a specific institution goal to accommodate specific institution circumstances. For example, Dixie State University is still in transition to its roles as a regional university (and transitioning to an appropriate tuition rate for a regional university). As a result, DSU is building the infrastructure to support anticipated growth and the cost per award reflects this effort and exceeds the HEPI rate by approximately four times. The institution's goal is to reduce the cost per award through growth to three times the HEPI rate, until fully transitioned to a University. Similarly, UVU is further along in its transition as a regional university.

Presidents from these institutions are prepared to answer questions from the Board regarding their institutional goals. Expected institution goals and contributions are outlined in the table below.

<b>Type</b>	<b>Institution</b>	<b>Proposed Institution Goal-- Five-year rolling average change in total cost per award granted is no more than:</b>
Research	UU	100% of the five-year rolling average change in the HEPI
Research	USU	95% of the five-year rolling average change in the HEPI
Regional	WSU	95% of the five-year rolling average change in the HEPI
Regional	SUU	95% of the five-year rolling average change in the HEPI
Regional	UVU	100% of the five-year rolling average change in the HEPI
Regional	DSU	300% of the five-year rolling average change in the HEPI.
Community College	SLCC	95% of the five-year rolling average change in the HEPI
Community College	Snow	95% of the five-year rolling average change in the HEPI

- Effective Use of Resources – Instructional-related Space Utilization Metric: No change to metric definition or system goal. The Board is asked to review and approve the institution goals as outlined below for this metric.

*Adopted System Goal:* Average minimum instruction-related classroom utilization system score of 22.5 by 2025

*New Institution Goals* (outlining expected institution contributions): Outlined in the table on the following page.

<b>Type</b>	<b>Institution</b>	<b>Baseline (FY17) Classroom Utilization Score</b>	<b>Goal by 2025</b>
Research	UU-SLC	14.76	Meet or exceed the 22.5 classroom utilization score by 2025
Research	USU- Logan	15.59	Improve classroom utilization score by 2% annually
Regional	WSU-Ogden/Davis	15.97	Meet or exceed the 22.5 classroom utilization score by 2025
Regional	SUU-Cedar	28.40	Improve the classroom utilization score to 32 by 2025 by increasing Classroom Utilization Rate to 40 hours per week and Classroom Station Occupancy Rate to 80%
Regional	UVU-Orem	27.55	Meet or exceed the 22.5 classroom utilization score each year
Regional	DSU-St. George	16.35	Increase classroom utilization score by 1.25 per year through 2025
Community College	SLCC-Taylorsville	20.28	Meet or exceed the 22.5 classroom utilization score by 2025
Community College	Snow-Ephraim	15.90	Meet or exceed the 22.5 classroom utilization score by 2025

**Proposed new system metrics and goals**

Based on Board discussion and feedback at the November meeting, the Commissioner’s Office is recommending that the Board consider and adopt an additional three system metrics and, if approved, direct the Commissioner’s office to work with institutions to identify the expected institution goals and contributions for the metrics for the March 2019 Board Meeting.

**Access/Participation Metric:** College Participation Rates by Gender and Ethnicity

*New Metric:* Participation rates by gender and ethnicity of fall end-of-term, student headcount

*New System Goal:* Increase statewide participation of underrepresented students using IPEDS race and ethnicity categories from 19% to 23% of total student headcount by 2025

**Timely Completion Metric:** First-time, Full-time, Degree-seeking IPEDS Student Retention Rates

*New Metric:* The annual IPEDS first-year to second-year student retention rate for first-time, full-time, degree-seeking students.

*New System Goal:* The system will increase its first-time, full-time, degree-seeking five-year rolling average student retention rate from 65% to 68% by 2025.

**Workforce and Research Metric:** Annual Number of Degrees and Certificates in High Demand Areas (beyond 5-star): Elementary and Secondary Education and Mental Health Professionals (Research and Regional Institutions Only). If the Board approves this metric, the Commissioner's office will work with the community colleges to develop a separate workforce metric appropriate to their missions for future Board action.

*New Metric:* Annual number of degrees and certificates in key high demand areas NOT included in 5-star occupation-related programs: Focus on elementary and secondary education and mental health professionals as identified by the Board.

*New System Goal:* If approved by the Board, the Commissioner's Office will work to develop a system goal and the expected institutional goals and contributions to meet the system goal.

### **Institution mission-specific, focused metrics**

In addition to the broader system metrics and goals, there are four institution, mission-specific, focused metrics the Board is being asked to consider and determine if these are metrics it would like to further develop.

#### **Salt Lake Community College**

**Timely Completion Metric:** Transfer Conversion Rate (Pilot)

*New Metric:* The proposed pilot metric is being developed as a way to track the transfer conversion rate of SLCC graduates that move on to complete a bachelor's degree after receiving an associate's degree.

*Institution Goal:* Increase the SLCC conversion rate from approximately 42% to 60% by 2025.

If approved by the Board, the Commissioner will work with SLCC to further develop and refine this metric by:

- Developing a common definition on how to track and measure the relevant data points associated with this metric
- Developing the appropriate baseline data and three-to-five year historical trend data as appropriate.
- Examining whether the metric can also be appropriately applied to include Snow College and possibly other institutions that award the associate's degree.

#### **Research Institutions: University of Utah and Utah State University**

**Workforce and Research Metric:** Total Research Funding Received

*New Metric:* The two research institutions have asked that the Board consider a metric that focuses specifically on the research component of their respective institutions and consider a metric that looks at total research funding received by each institution.

If approved by the Board, the Commissioner will work with the research institutions to further develop and refine this metric by:

- Developing common definition on how to track and measure the relevant data points associated with this metric
- Developing a consistent baseline data and three-to-five year historical trend data as appropriate.
- Establishing a system metric and aligning institution goals to the system metric

**University of Utah Hospital and Clinics Metric.** This metric is being proposed as a University of Utah-specific metric. The metric will measure performance as it relates to the institution's hospital and clinics mission.

*New Metric:* Quality Care/Patient Satisfaction in UU Academic Medical Center

*Institution Goal:* Consistently rank in the top 10 Vizient National Ranking

If approved by the Board, the Commissioner will work with the university to further develop and refine this metric by:

- Developing a consistent baseline data and three-to-five year historical trend data as appropriate.

**Utah State University Extension Statewide Engagement Metric.** This metric is being proposed as a Utah State University-specific metric. The metric will measure performance as it relates to the institution's land grant mission through the performance of the institution's extension system.

*New Metric:* Direct and indirect contacts recorded for USU Cooperative Extension's statewide engagement activities and programs as reported for federal purposes

*Institution Goal:* Meet or exceed three-year rolling average annually for the total number of direct and indirect contacts recorded.

#### Commissioner's Recommendation

The Commissioner recommends the Board review the attachment regarding proposed system metrics and goals, including institutional goals and contributions to meet system goals and

1. Approve the proposed revisions to the metrics adopted during the November 2018 meeting highlighted in the cover memo;
2. Approve the three new system metrics and direct the Commissioner to work with institutions to finalize the system and institutional goals for these metrics for the March 2019 Board meeting; and
3. Review and approve the institution mission-specific focused proposed metrics and goals.

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David L. Buhler  
Commissioner of Higher Education

DLB/KLH  
Attachment

Board of Regents Strategic Plan 2025  
Metrics Update  
January 2019

**1. General Attainment Metric**  
**The Total Number of Certificates and Degrees Awarded by**  
**USHE Institutions between 2011 and 2020**

Metric	Data Definition	USHE Benchmark	System Goal
The total number of degrees and certificates awarded between 2011-2020	All awards for a given Academic Year including < 1 yr. certificates to Doctoral degrees are counted. The cumulative number of awards are measured as progress towards the 2020 goal	2011 = 30,000 Awards	System Goal: 25% increase (cumulative total amount of 336,950) USHE certificates and degrees awarded from 2011 to 2020

**System metric only.** Adopted by the Board in 2012, this metric measures the cumulative number of USHE awards from 2011 through 2020 compared to the 2020 goal. This goal will sunset in 2020 and be replaced with a new attainment metric at that time.

**Goal Status Update 2018.** Progress towards the goal is monitored annually against a USHE annual progress benchmark.

- Between 2011 and 2018 267,457 awards have been awarded by USHE institutions.
- This represents 79.3% of the 2020 goal.
- A total of 69,493 additional awards are needed to meet the system goal of 336,950 awards.
- The system is on track to meet its general attainment metric by 2020.

**Institution contributions to meeting the system Goal.** Each USHE institution has contributed to the success of the system in being on track with meeting the system goal of 336,950 awards by 2020. Institutions will need to maintain their current efforts over the next two years to ensure success.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Cumulative Total
UU	7,483	7,825	8,155	8,023	8,183	8,169	8,554	8,604			64,996
USU	5,408	5,744	5,720	5,795	6,082	6,231	6,446	6,642			48,068
WSU	4,145	4,505	4,736	4,702	5,086	5,105	5,191	5,380			38,850
SUU	1,737	1,606	1,743	1,611	1,545	1,736	2,177	2,357			14,512
SNOW	1,041	1,088	936	745	856	968	1,020	1,055			7,709
DSU	2,019	2,051	2,028	2,003	1,941	1,919	1,935	2,034			15,930
UVU	4,188	4,559	4,611	5,242	5,082	5,107	5,024	6,084			39,897
SLCC	4,181	4,190	4,049	4,428	4,022	4,587	6,354	5,684			37,495
Total USHE	30,202	31,568	31,978	32,549	32,797	33,822	36,701	37,840			267,457
USHE Goal	30,000	30,800	31,600	32,400	33,200	34,010	34,900	35,790	36,680	37,570	336,950



Board of Regents Strategic Plan 2025  
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**2. Access / Participation Metric**  
The Five-year College Participation Rate of Utah High School Graduates

Metric	Data Definition	USHE Benchmark	System Goal
Five-year college participation rate of Utah high school graduates	Percentage of a Utah high school graduating cohort who enroll in college within five years of graduation from high school	69% (Average of the 2007-2012 cohorts)	75% of the Utah high school graduation class of 2020 will enroll within five years of graduation

**System metric only.** This metric was adopted by the Board in November 2018. This is an access metric that looks specifically at the college-going rates of Utah high school graduates aged 18-24. This population represents approximately 54% of the total USHE student headcount for Fall 2018.

**Goal Status Update 2018.**

- Starting baseline: 69% of Utah high school graduates enroll in college within five years of graduation
- The 2013 high school graduates five-year enrollment rate was 69.5%
- The 2014 high school graduates five-year enrollment rate was 68%
- The system and institutions will need to increase college recruitment, advising, and enrollment efforts in order to meet its goal of 75% of the 2020 graduating high school class enrolled by 2025.

**Institution contributions to meeting the system Goal**

Each of the USHE institutions continually assesses and improves recruitment and outreach efforts, (i.e., TRIO, Upward Bound, early/pre-college programs, camps, etc.) to encourage high school students to attend college. This metric is focused on the broad goal of increasing college participation of Utah high school graduates and thus is more appropriate as a statewide goal rather than institution-specific. In the future, goals for this metric will be tied more directly to performance and assessment of the Board’s College Advising Corps initiative.

Cohort Year	Graduating Cohort	Year Post- H.S. of first post-secondary enrollment											
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2007	29,110	50.1%	55.5%	61.1%	66.1%	68.2%	69.5%	70.3%	70.9%	71.3%	71.7%	71.9%	72.0%
2008	30,151	50.8%	56.7%	61.9%	66.4%	68.2%	69.4%	70.2%	70.7%	71.1%	71.4%	71.5%	
2009	30,560	52.5%	58.0%	63.1%	67.2%	69.0%	70.0%	70.8%	71.3%	71.7%	71.8%		
2010	32,114	53.6%	59.5%	64.4%	68.4%	70.3%	71.5%	72.2%	72.7%	72.8%			
2011	31,640	54.6%	59.7%	64.6%	69.0%	70.8%	71.7%	72.3%	72.5%				
2012	33,283	52.9%	58.4%	63.4%	67.7%	69.3%	70.3%	70.5%					
2013	34,753	45.7%	51.2%	64.2%	68.0%	69.5%	69.8%						
2014	35,661	45.6%	51.0%	63.8%	67.6%	68.0%							
2015	36,933	45.7%	51.5%	63.7%	64.6%								
2016	38,326	46.0%	51.6%	53.8%									
2017	40,099	45.4%	46.9%										

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**NEW METRIC & GOAL**  
**3. Access / Participation Metric**  
College Participation Rates by Gender and Ethnicity

Metric	Data Definition	USHE Benchmark	System Goal
Participation rates by gender and ethnicity of fall end-of-term, students (headcount)	Percentage of fall end-of-term enrolled students classified by IPEDS race, ethnicity and gender compared to total fall end-of-term headcount student enrollment	Fall 2017 End-of-term headcount enrollment reported by gender and ethnicity (Data Book Tab C Table 9)  USHE: 36,042 ethnically diverse students (19.3% of student population)	Increase statewide participation of underrepresented students using IPEDS race and ethnicity categories from 19% to 23% of total student headcount by 2025

**System & Institution Metric.** If the Board approves this metric, it will be both a system and institution metric and have associated goals for both the system and each of the institutions.

**Proposed Metric:** College participation rates by IPEDS gender, race, and ethnicity.

**Proposed System Goal:** Increase statewide participation of underrepresented students (race and ethnicity) from 19% to 23% of the total USHE Fall end-of-term student headcount by 2025.

- Fall 2017: 36,042 students reported as ethnically diverse out of 186,161 total students (19%)

**Institution Goals:** If the Board approves this metric, institution goals will be developed and presented to the Board for approval at the March 2019 Board meeting.

**Institution Baseline Race, Ethnicity and Gender Diversity Data.** The baseline data for institutions follows on the next page and shows by the IPEDS race and ethnicity categories the number of male and female students in each category enrolled at end-of-term Fall 2017.

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**TABLE 9**

**UTAH SYSTEM OF HIGHER EDUCATION**

Fall Semester (End of Term) Total Headcount Enrollment by Race/Ethnicity and Gender  
Fall 2017

	Asian	Pacific Islander	Black, Non-Hispanic	Hispanic	Am. Indian AK. Native	Non-Resident Alien	White, Non-Hispanic	Race/Ethnicity Not Reported	Multiple	Total Student Headcount
<b>University of Utah</b>										
Male	890	71	233	1,594	43	1,484	11,896	704	748	17,663
Female	927	59	201	2,048	73	927	9,952	533	770	15,490
<b>Total</b>	<b>1,817</b>	<b>130</b>	<b>434</b>	<b>3,642</b>	<b>116</b>	<b>2,411</b>	<b>21,848</b>	<b>1,237</b>	<b>1,518</b>	<b>33,153</b>
<b>Utah State University</b>										
Male	156	52	120	669	187	314	11,267	671	267	13,703
Female	198	48	129	999	330	174	12,360	779	306	15,323
<b>Total</b>	<b>354</b>	<b>100</b>	<b>249</b>	<b>1,668</b>	<b>517</b>	<b>488</b>	<b>23,627</b>	<b>1,450</b>	<b>573</b>	<b>29,026</b>
<b>Weber State University</b>										
Male	201	54	221	1,310	51	240	9,709	767	395	12,948
Female	273	77	192	1,835	74	146	11,451	878	505	15,431
<b>Total</b>	<b>474</b>	<b>131</b>	<b>413</b>	<b>3,145</b>	<b>125</b>	<b>386</b>	<b>21,160</b>	<b>1,645</b>	<b>900</b>	<b>28,379</b>
<b>Southern Utah University</b>										
Male	56	68	98	225	49	357	3,080	336		4,269
Female	73	43	79	335	70	208	4,760	408		5,976
<b>Total</b>	<b>129</b>	<b>111</b>	<b>177</b>	<b>560</b>	<b>119</b>	<b>565</b>	<b>7,840</b>	<b>744</b>	<b>0</b>	<b>10,245</b>
<b>Snow College</b>										
Male	20	64	62	135	33	100	2,092	18	5	2,529
Female	26	35	21	171	53	62	2,668	13	11	3,060
<b>Total</b>	<b>46</b>	<b>99</b>	<b>83</b>	<b>306</b>	<b>86</b>	<b>162</b>	<b>4,760</b>	<b>31</b>	<b>16</b>	<b>5,589</b>
<b>Dixie State University</b>										
Male	40	86	130	489	34	79	3,212	61	155	4,286
Female	49	64	92	643	77	92	4,168	58	178	5,421
<b>Total</b>	<b>89</b>	<b>150</b>	<b>222</b>	<b>1,132</b>	<b>111</b>	<b>171</b>	<b>7,380</b>	<b>119</b>	<b>333</b>	<b>9,707</b>
<b>Utah Valley University</b>										
Male	232	184	187	2,087	108	540	15,920	346	612	20,216
Female	235	135	118	2,089	110	250	13,840	186	606	17,569
<b>Total</b>	<b>467</b>	<b>319</b>	<b>305</b>	<b>4,176</b>	<b>218</b>	<b>790</b>	<b>29,760</b>	<b>532</b>	<b>1,218</b>	<b>37,785</b>
<b>Salt Lake Community College</b>										
Male	573	160	350	2,545	113	170	10,385	1,108	435	15,839
Female	629	205	339	3,323	127	135	10,546	669	465	16,438
<b>Total</b>	<b>1,202</b>	<b>365</b>	<b>689</b>	<b>5,868</b>	<b>240</b>	<b>305</b>	<b>20,931</b>	<b>1,777</b>	<b>900</b>	<b>32,277</b>
<b>USHE</b>										
Male	2,168	739	1,401	9,054	618	3,284	67,561	4,011	2,617	91,453
Female	2,410	666	1,171	11,443	914	1,994	69,745	3,524	2,841	94,708
<b>Grand Total</b>	<b>4,578</b>	<b>1,405</b>	<b>2,572</b>	<b>20,497</b>	<b>1,532</b>	<b>5,278</b>	<b>137,306</b>	<b>7,535</b>	<b>5,458</b>	<b>186,161</b>
<b>Minority Headcount</b>	<b>4,578</b>	<b>1,405</b>	<b>2,572</b>	<b>20,497</b>	<b>1,532</b>				<b>5,458</b>	<b>36,042</b>

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**REVISED METRIC & GOAL**

**4. Affordability Metric**

**Published Tuition and Fees as a Share of the State's Median Household Income**

Metric	Data Definition	USHE Benchmark	System Goal
Average published tuition and fees rates by institution type (Research, Regional, and Community College) as a share of the state's median household income.	USHE's published tuition and fee rates by institution compared to the state's median household income as reported by the American Community Survey	FY2018-19 Published Tuition and Fees and State Median Household Income	<p>Research Institutions' (UU, USU) Published Tuition and Fee rates are no more than 15% of the state's median household income</p> <p>Regional Institutions' (WSU, SUU, DSU, UVU) Published Tuition and Fee rates are no more than 10% of the state's median household income</p> <p>Community Colleges' (SLCC, USU-Eastern, SNOW) Published Tuition and Fee rates are no more than 7% of the state's median household income</p>

**Revised System & Institution Metric.** This metric was adopted by the Board in November 2018 and applied only to the Research and Regional institutions. This revised metric and system goal includes the community colleges.

**Proposed Revised System & Institution Goals:** The Commissioner's office recommends further revising the system goal from a one-size fits all goal to a tiered-goal structure based on institution type (Research, Regional, and Community College). This new approach provides the Board a more comprehensive view of affordability for students across the system while recognizing differentiation between institutional missions and tuition and fees environment.

- **Research Institutions' (UU, USU):** Published Tuition and Fee rates are no more than 15% of the state's median household income
- **Regional Institutions' (WSU, SUU, DSU, UVU):** Published Tuition and Fee rates are no more than 10% of the state's median household income.
- **Community Colleges' (SLCC, SNOW, USU-Eastern):** Published Tuition and Fee rates are no more than 7% of the state's median household income

**Goal Status Update:** With the exception of one institution, all USHE institutions' current published tuition and fee rates align with the goals listed above.

- SUU has set a goal to reduce its published tuition and fee rate to 10% of the state's median household income

Type	Institution	Published Tuition & Fees as % of State Median Household Income
Research	UU	14.8%
Research	USU – Main Campus	11.9%
Regional	WSU	9.4%
Regional	SUU	10.8%
Regional	DSU	8.4%
Regional	UVU	9.2%
Community College	USU – Eastern	6.2%
Community College	SNOW	6.0%
Community College	SLCC	6.1%

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**NEW INSTITUTION-SPECIFIC GOALS**  
**5. Timely Completion Metric**  
Awards Granted within Eight Years of Enrollment

Metric	Data Definition	USHE Benchmark	System Goal
Awards granted within 8 years as reported by the Integrated Postsecondary Education Data System (IPEDS) Outcomes Measure Survey	IPEDS Outcome Measures Survey definitions will be used to report the percentage of USHE students who receive an award within eight years of enrolling.	2017: 41% of the cohort received an award within 8 years of enrolling	The system will increase the percentage of the USHE IPEDS cohort receiving an award within eight years to 45% by 2025.

**System & Institution Metric.** This metric was adopted by the Board in November 2018. The system goal to increase the percentage of students completing an award within eight years from 41% to 45% by 2025 was adopted at that time.

**System Goal Status Update:** The baseline data was established using the 2017 graduating class. Institution baseline performance details are shown below.

<i>Types</i>	<i>Institution Name</i>	<i>Adjusted Cohorts</i>	<i>Receiving Award- 8 years</i>	<i>Completion Rate</i>
Research	University of Utah	6,044	4,123	68%
Research	Utah State University	4,460	2,531	57%
Regional	Weber State University	4,812	2,023	42%
Regional	Southern Utah University	1,978	986	50%
Regional	Dixie State University	2,934	1,210	41%
Regional	Utah Valley University	8,380	3,061	37%
Community College	Snow College	1,547	566	37%
Community College	Salt Lake Community College	11,251	2,336	21%
System	USHE	41,406	16,836	41%

**Institution-Specific Goals:** Each institution has a goal to increase the percentage of students completing an award within eight years of enrollment by 2025 to reach the system goal of 45% by 2025.

Type	Institution	2025 8 –Year Completion Rate Goal
Research	University of Utah	75%
Research	Utah State University	63%
Regional	Weber State University	50%
Regional	Southern Utah University	55%
Regional	Dixie State University	45%
Regional	Utah Valley University	45%
Community College	Snow College	45%
Community College	Salt Lake Community College	23%
System	USHE	45%

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**NEW METRIC & GOAL**

**6. Timely Completion Metric**

First-time, Full-time, Degree-seeking IPEDS Student Retention Rates

Metric	Data Definition	USHE Benchmark	System Goal
Annual first-year to second-year student retention rate as reported by IPEDS	Percentage of first-time, full-time, degree-seeking students who return to the same institution for their second year as reported by the institution in the IPEDS Fall Enrollment Survey	Five Year Rolling Average (2017) 65%	The system will increase its first-time, full-time degree-seeking five year rolling average student retention rate to 68% by 2025.

**System & Institution Metric.** If the Board approves this metric, it will be both a system and institution metric and have associated goals for both the system and each of the institutions.

**Proposed Metric:** The annual IPEDS first-year to second-year student retention rate for first-time, full-time, degree-seeking students.

**Proposed System Goal:** The system will increase its first-time, full-time, degree-seeking five year rolling average student retention rate from 65% to 68% by 2025.

**Baseline performance data.** The following chart shows the annual IPEDS student retention rate by institution and averaged by the system for the last five years. This data will be used to set institution specific goals.

Type	Institution	2013	2014	2015	2016	2017	5-yr Avg.
Research	University of Utah	88%	89%	89%	90%	90%	89%
Research	Utah State University	66%	71%	71%	73%	69%	70%
Regional	Weber State University	68%	55%	60%	62%	65%	62%
Regional	Southern Utah University	65%	66%	64%	69%	71%	67%
Regional	Dixie State University	60%	54%	58%	54%	56%	56%
Regional	Utah Valley University	61%	59%	63%	63%	66%	62%
Community College	Snow College	44%	55%	61%	63%	64%	58%
Community College	Salt Lake Community College	52%	56%	52%	57%	59%	55%
<b>System</b>	<b>USHE</b>	<b>63%</b>	<b>63%</b>	<b>65%</b>	<b>66%</b>	<b>68%</b>	<b>65%</b>

**Institution Goals:** If the Board approves this metric and system goal, institution goals will be developed and presented to the Board for approval at the March 2019 Board meeting.

**REVISED METRIC**

**7. Workforce and Research Metric**

Annual Number of Degrees and Certificates in DWS 5-Star Occupation-Related Programs  
(Research and Regional Institutions Only)

Metric	Data Definition	USHE Benchmark	System Goal
Annual number of degrees and certificates awarded in DWS 5-star jobs and key programs as defined in the USHE Performance Funding model Market Demand Metric for Research and Regional Institutions only	USHE Performance Based Funding Formula Market Demand Metric.  High market demand fields include DWS 5-star jobs and other critical market demand programs identified in partnership with DWS and GOED.	2016-17 = 9,799	Increase the annual number of degrees and certificates awarded in DWS and 5-star jobs and other critical market demand programs identified by GOED and DWS to 10,000 by 2025.

**System & Institution Metric.** This metric was adopted in November 2018, based on the metric used for the USHE Performance Based Funding Model related to Market Demand Programs, including education graduates. In preparing the institution metrics, it was noted that the 5-star jobs are primarily related to bachelor's degree programs or higher, leaving the community colleges at a disadvantage in this metric.

**Proposed Metric Revision:** Annual number of degrees and certificates awarded in DWS 5-star jobs and key programs as defined in the USHE Performance Funding model Market Demand Metric for Research (UU, USU) and Regional Institutions (WSU, SUU, DSU, UVU).

A separate community college metric related to workforce will be developed and brought to the Board at a future meeting.

**Proposed Revised System Goal:** By limiting this goal to the Research and Regional universities, the system goal and baseline data are revised as follows:

- **Proposed New Goal:** The system will award at least 10,000 degree in 5-star occupation-related programs by 2025.
- **Updated Baseline Data:** 2016-17 5-star related awards 9,799 system wide (excluding Snow and SLCC). The following chart shows by institution and year how many awards have been granted for DWS and 5-star jobs and other critical market demand programs identified by GOED and DWS since 2013.

Year	UU	USU	WSU	SUU	DSU	UVU	USHE
2013	3,003	1,730	1,349	613	423	1,493	8,611
2014	3,242	1,731	1,305	558	414	1,548	8,798
2015	3,437	1,724	1,435	555	533	1,612	9,296
2016	3,475	1,856	1,529	525	543	1,586	9,514
2017	3,663	1,871	1,534	583	542	1,606	9,799

**Institution-Specific Goals:** If the Board approves the revisions to this metric a system goal and related institution goals will be developed and presented to the Board for approval at the March 2019 Board meeting.

**NEW METRIC**

**8. Workforce and Research Metric**

Annual Number of Degrees and Certificates in High Demand Areas (beyond 5-star): Elementary and Secondary Education and Mental Health Professionals (Research and Regional Institutions Only)

Metric	Data Definition	USHE Benchmark	System Goal
Annual number of degrees and certificates in key high demand areas NOT included in 5-star occupation-related programs: Focus on elementary and secondary education and mental health professionals at this time	Annual count of awards (undergraduate and graduate) in high demand programs of critical importance that are not included in 5-star occupation-related programs due to lower compensation or for other reasons determined by the Board)	TBD	TBD

**System & Institution Metric.** If the Board approves, this metric will be both a system metric and institution metric with associated goals for both the system and each institution (except for community colleges). Similar to the 5-star jobs, most of these require at least a bachelor's degree. A separate community college metric related to workforce will be developed and brought to the Board at a future meeting.

**Proposed Metric:** Annual number of degrees and certificates in key high demand areas NOT included in 5-star occupation-related programs: Focus on elementary and secondary education and mental health professionals as identified by the Board.

**Next steps in goal development:**

- Develop system and institution baseline data for the number of bachelor's degrees and higher in specific CIP codes associated with elementary and secondary education and mental health professions.
- Identify a system goal to expand the number of awards granted by 2025 in these programs.
- Establish institution goals to delineate how they will contribute to meeting the system goal by 2025.
- Bring back to the Board for approval at the March 2019 Board meeting.



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**NEW INSTITUTION-SPECIFIC GOALS**  
**9. Effective Use of Resources Metric**  
Cost per Award

Metric	Data Definition	USHE Benchmark	System Goal
Change in total cost per award compared to change in the five-year rolling average of the Higher Education Price Index (HEPI)	The five-year rolling average change in the total cost per award (total awards by an institution divided by the corresponding year's operating expenses averaged over five years).	95% of the annual change in HEPI's five-year rolling average	USHE's five-year rolling average change in total cost per award granted is no more than 95% of the five-year rolling average change in the HEPI.

**System & Institution Metric.** This metric was adopted by the Board in November 2018. The system goal is that the five-year rolling average change in the total cost per award granted is no more than 95% of the five-year rolling average change in the Higher Education Price Index (HEPI).

**System Goal Status Update:** For 2017, USHE in total met the system goal. Over the past five years, USHE in total met the goal three of five years.

**Baseline performance data.** System baseline data was presented and adopted by the Board at the November 2018 meeting. The following chart shows five-year rolling average change in HEPI and five-year rolling average change in cost per award for USHE and for each institution. This data was used to develop the proposed goal for each institution.

Year	5-year Rolling Average Change in HEPI			5-year Rolling Average Change in Cost per Award (Baseline Data for Institutions)								
	300%	100%	95% Goal	USHE	UU	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
2013	5.21%	1.74%	1.65%	-0.80%	1.12%	-1.05%	-1.80%	-1.66%	-6.23%	-0.97%	-2.29%	0.42%
2014	5.71%	1.90%	1.81%	-0.43%	2.44%	-2.73%	-0.48%	2.13%	-2.12%	3.18%	-4.05%	-0.59%
2015	6.44%	2.15%	2.04%	2.08%	1.41%	0.61%	0.43%	4.78%	-0.90%	9.61%	1.28%	5.39%
2016	6.12%	2.04%	1.94%	2.14%	1.81%	1.72%	-0.64%	3.97%	4.78%	8.85%	2.58%	2.05%
2017	7.35%	2.45%	2.33%	1.72%	1.71%	2.09%	1.61%	-1.83%	5.21%	9.24%	6.92%	-3.35%

**Institution-Specific Goals:** Shown below are the institution specific goals.

Type	Institution	Proposed Institution Goal-- Five-year rolling average change in total cost per award granted is no more than:
Research	UU	100% of the five-year rolling average change in the HEPI
Research	USU	95% of the five-year rolling average change in the HEPI
Regional	WSU	95% of the five-year rolling average change in the HEPI
Regional	SUU	95% of the five-year rolling average change in the HEPI
Regional	UVU	100% of the five-year rolling average change in the HEPI
Regional	DSU	300% of the five-year rolling average change in the HEPI.
Community College	SLCC	95% of the five-year rolling average change in the HEPI
Community College	Snow	95% of the five-year rolling average change in the HEPI

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**NEW INSTITUTION-SPECIFIC GOALS**  
**10. Effective Use of Resources**  
Instruction-related Classroom Space Utilization

Metric	Data Definition	USHE Benchmark	System Goal
Instruction-related classroom space utilization	Classroom utilization rates as measured by (1) room utilization, and (2) station occupancy. Average instruction-related classroom use is calculated by multiplying an institution's fall classroom utilization and station occupancy rate on its main campus as defined in Regent Policy R751, <i>Institutional Facilities Space Utilization</i>	USHE Classroom Utilization Rate Standard: 33.75 hours per week; USHE Classroom Station Occupancy Rate Standard: 66.7% full  2016-17 USHE Average Classroom Utilization Score: 19.4	Average minimum instruction-related classroom utilization system score of 22.5 by 2025

**System & Institution Metric.** This metric was adopted by the Board in November 2018. The system goal is to increase classroom utilization across the system to meet the Board's standard utilization rates of 22.5 by 2025.

**System Goal Status Update:**

- The baseline for the system metric for classroom utilization will be based on the FY 2017 utilization data.
- The 2016-17 average utilization score for the system was 19.4.
- The most recent space utilization report will be presented at the January 2019 Board meeting.

**Institution-Specific Goals:** Shown below are the institution specific goals.

Type	Institution	Baseline (FY17) Classroom Utilization Score	Goal by 2025
Research	U of U-SLC	14.76	Meet or exceed the 22.5 classroom utilization score by 2025
Research	USU- Logan	15.59	Improve classroom utilization score by 2% annually
Regional	WSU-Ogden/Davis	15.97	Meet or exceed the 22.5 classroom utilization score by 2025
Regional	SUU-Cedar	28.40	Improve the classroom utilization score to 32 by 2025 by increasing Classroom Utilization Rate to 40 hours per week and Classroom Station Occupancy Rate to 80%
Regional	UVU-Orem	27.55	Meet or exceed the 22.5 classroom utilization score each year
Regional	DSU-St. George	16.35	Increase classroom utilization score by 1.25 per year through 2025
Community College	SLCC-Taylorsville	20.28	Meet or exceed the 22.5 classroom utilization score by 2025
Community College	Snow-Ephraim	15.90	Meet or exceed the 22.5 classroom utilization score by 2025

*New Metrics under Development*

**11. Timely Completion – Transfer Conversion Rate (SLCC Pilot)**

Metric	Data Definition	Baseline	Institution Goal
Transfer conversion rate from Associate's degrees to Bachelor's degrees.	Number of students receiving an Associate's degree from SLCC who continue on to complete a Bachelor's degree	FY 2017 –18 baseline: 42%	Increase the percent of SLCC graduates who receive a bachelors from 42% to 60% by 2025.

**Institution Metric.** This metric is being proposed as a pilot metric as a way to track the transfer conversion rate of SLCC graduates that move on to complete a bachelor's degree after receiving an associate's degree.

**Next steps in goal development:**

- Work with SLCC to develop a common definition on how to track and measure the relevant data points associated with this metric
- Develop the appropriate baseline data and three-to-five year historical trend data as appropriate.
- Refine and establish the institution goal
- Look at whether the metric can be scaled up to include Snow College and other institutions that award the associate's degree.

**12. Workforce and Research – Total Research Funding Received (UU and USU only)**

Metric	Data Definition	Baseline	Institution Goal
Total research funding received	TBD	TBD	TBD

**Research Institution Metric.** This metric is being proposed as a Research Institutions (UU and USU) specific metric. The metric will measure performance as it relates to the institutions' research mission.

**Next steps in goal development:**

- Work with UU and USU to develop a common definition on how to track and measure the relevant data points associated with this metric
- Develop the appropriate baseline data and three-to-five year historical trend data as appropriate.
- Refine and establish the system and institution goals

Sample data received by UU and USU

University of Utah Baseline	University of Utah Goal	Utah State University Baseline	Utah State University Goal
FY2014 = \$388M FY2015 = \$417M FY2016 = \$438M FY2017 = \$459M FY2018 = \$515M	Total annual research funding at or above \$575M by 2025	Three-year average FY2013 = \$163M FY2014 = \$161.8M FY2015 = \$167.8M FY2016 = \$175.2M FY2017 = \$181.1M	Exceed the rolling three-year average of annual funding of sponsored awards every year

**13. University of Utah Hospitals and Clinics: Quality Care / Patient Satisfaction**

Metric	Data Definition	Baseline	Institution Goal
Quality Care/Patient Satisfaction in UU Academic Medical Center	Defined by the Vizient National Ranking	Consistently in top 10 nationally	Consistently in top 10 nationally

**University of Utah Metric.** This metric is being proposed as a University of Utah specific metric. The metric will measure performance as it relates to the institution’s hospital and clinics mission.

**Next steps in goal development:**

- Work with UU to understand how the metric relates to the Board’s strategic plan and objectives and how the Board can help to influence or improve overall performance
- Work with the UU to develop the baseline data to include three-to-five year historical trend data

**14. Utah State University Extension Statewide Engagement**

Metric	Data Definition	Baseline	Institution Goal
Direct and indirect contacts recorded for USU Cooperative Extension’s statewide engagement activities and programs as reported for federal purposes	Three-year rolling average of NWCCU-reported direct and indirect cooperative extension contacts	3-year average: 2015 - 4,811,413 2016 - 4,246,187 2017 - 4,987,706 2018 - 4,853,336	Meet or exceed three-year rolling average annually

**Utah State University Metric.** This metric is being proposed as a Utah State University specific metric. The metric will measure performance as it relates to the institution’s land grant mission through the performance of the institutions extension system.

**Next steps in goal development:**

- Work with USU to understand how the metric relates to the Board’s strategic plan and objectives and how the Board can help to influence or improve overall performance

*Possible Future Metrics*

- IPEDS 6 year graduation rate for first-time, full-time, degree seeking students
- USHE Transfer and articulation metric
- Job attainment and salary at 10 years out (if Equifax data set becomes available)
- Quality measures such as High Impact Practices and others