July 25, 2019

Academic and Student Affairs Committee Overview

With the addition of a third committee (Workforce, Access, and Advocacy) to the Board of Regents, it is prudent to review and update the description of the Academic and Student Affairs Committee and to respond to Regent questions and direction regarding its responsibilities and functions.

Commissioner's Recommendations

The Commissioner recommends the Board of Regents review and provide input on the draft Academic and Student Affairs Committee Overview and identify a Regent meeting at which the overview will be finalized and affirmed by the Board.

Attachment

Academic and Student Affairs Committee (ASAC)

ASAC Responsibilities/Statutory Requirements:
The ASAC is a standing committee of the Utah System of Higher Education (USHE) Board of Regents. The ASAC assists the Board in meeting statutory requirements around academic program quality, college preparedness, degree pathways, and student progression, equity, and inclusion. It has two approved subcommittees: the Regents' Mental Health Advisory Committee and the Regents' Transfer Council.

Statutory Requirements:
Statutory requirements that affect the work of the ASAC were significantly modified by SB196 (2015), SB238 (2017), SB134 (2019), and HB45 (2019) and are now included in the Utah Code as noted below.

1. Provide oversight of institutional missions and service regions and ensure quality of academic programs within those missions (53B-16-102):
    a. Clarify and monitor institutional mission/roles of institutions;
    b. Review and recommend to the Board action on out-of-mission program requests;
    c. Review and recommend to the Board action on a branch, extension center, or professional school request;
    d. Coordinate initial peer reviews of proposed academic programs to ensure compliance with institutional mission and to avoid duplication of programming to ensure best use of state resources; and
    e. Conduct cyclical quality reviews of existing academic programs; make recommendations to continue, modify or discontinue academic programs.

2. Provide system leadership on statewide college preparedness initiatives/academic pathways to college (53B-1-103):
    a. Partner with USBE on K-20 academic pathways (53E-4-206);
    b. Oversee state merit scholarships aimed at influencing high school course taking patterns to enhance post-secondary award completion (53B-8-2).

3. Ensure quality, efficiency, and transferability of degree pathways:
    a. Oversee Concurrent Enrollment (CE) programs (53E-10-301) with USBE, with particular attention to mathematics competency and General Education course taking that supports students' future college and career goals (53E-4-206);
    b. Coordinate learning opportunities across USHE campuses, including online learning options, and new modes of delivery of content to ensure equity and access across the state (53B-1-103);
    c. Facilitate equivalent credit transfer of General Education courses, lower division courses, and prior learning credit across the USHE and with other

non-USHE institutions. Implement common course requirements and course sequencing within 2- and 4-year degree programs (53B-1-103).

4. Support students' efficient and effective progression to award completion within the system (53B-16-105) and ensure equity and inclusion for all USHE students (Federal Title IX):
    a. "Provide for equal opportunity and diversity, and nondiscrimination in employment and educational programs, services, and activities on the basis of race, color, religion, national or ethnic origin, gender, pregnancy, childbirth, pregnancy-related conditions, age, disability, veteran status, or otherwise as provided by law" (Regent Policy R801-1); and for undocumented students as specified in Utah Code 53B-8-102, 106;
    b. Increase coordination between USHE institutions to
        i. Provide services to ensure student safety (53B-28-401);
        ii. Ensure equitable treatment and inclusion of all students;
        iii. Coordinate evidence-based practices that increase college completion (53B-1-103-3v) and allow students to proceed toward their educational objectives as rapidly as the student's circumstances permit (53B-16-105).
    c. Examine and structure state aid to best support student progression to award completion.

Immediate Priorities
1. Implement the USHE Electronic Transfer and Articulation Guide (53B-16-105).

2. Implement the Regents' Transfer Council (after final approval of proposed Regents' Policy R471: *Transfer and Articulation*).

3. Align program requirements in top transfer majors across USHE institutions through majors committees (53B-16-105).

4. Make Competency-Based (CBE) General Education programs available to all USHE students.

5. Develop Prior Learning Assessment (PLA) Policy to address:
    a. PLA credit award and transferability;
    b. a system-wide plan for advising and communicating about student credit for prior learning including the timeline, policies, and each form of PLA for which institutions provide credit (53B-16-110);
    c. the PLA mandates in the State Promise Scholarship Program (53B-8-303).

6. Implement analytics-driven student success and completion strategies, including development of:
    a. Concurrent Enrollment (CE) data dashboard and associated interventions to increase CE credits earned that most effectively contribute to completion and to encourage underserved student populations to enroll in a CE course;

b. Regent policy on student participation in High Impact Practices (HIPs) (Regents' Action November 2017);
c. Regent policy on co-requisite remediation pathways that are based on valid assessment of students' aptitudes and abilities;
d. Data systems and software that provide predictive analysis that models probabilities of student success (53B-16-110);
e. Tailored strategies to best support students based on predictive analytic data (53B-16-110).

7. Complete planned activities for first cohort of the USHE Women's Leadership Exchange (UWLE) program.

8. Conduct a State Scholarship Study to determine:
   a. how state scholarships could best support state goals for improving college readiness, participation, and completion;
   b. funding needs of state scholarships.

9. Develop formal Regent policy on student mental health based on Regents' Mental Health Recommendations.

Ongoing work of ASAC:
- Academic program reviews.
- Commission and examine data relevant to Regent goals in academic and student affairs and recommend action.
- Work collaboratively with Regent General Counsel/Board Secretary to review and update policies related to academic and student affairs (see Addendum).

New Data Needs
- Annual analysis of mental health system-wide surveys (ACHA NCHA odd year springs and Health Minds Study even year springs);
- Title IX/campus climate survey;
- Utah high school course taking patterns that lead to college readiness and timely completion;
- College participation rates for recent high school graduates and adults
- Completion data for state scholarship recipients, including # of credits students enter higher education with prior to matriculation; # of students served, # retained from Fall to Spring (compared to other students with other scholarships and other students without any scholarships), completion of certificates/associate's degrees within 100%, 150%, and 200% of time;
- Transfer patterns.

Ongoing Data Projects
- Completion Report
- Transfer behaviors research
- High School Feedback Reports
- Concurrent Enrollment mid-year and end-of-year enrollment reports

Addendum: Academic and Student Affairs Policy List

- [R165, Concurrent Enrollment](#)
- [R251, Campus Speakers](#)
- [R253, Campus Discipline](#)
- [R256, Student Disciplinary Processes](#)
- [R257, Maintenance of Class Schedules](#)
- [R261, Parental Notification Regarding Alcohol and Drug Violations](#)
- [R262, Student Safety](#)
- [R310, System-Wide Vision and Mission Statements](#)
- [R312, Utah System of Higher Education and Institutional Missions and Roles](#)
- [R315, Service Area Designations and Coordination of Off-Campus Courses and Programs](#)
- [R350, Master Plan for Educational Telecommunications](#)
- [R353, Telecommunications for Off-Campus Learning](#)
- [R354, Statewide Open Broadcast Courses and Programs](#)
- [R355, Planning, Funding, and Delivery of Courses and Programs via Statewide Telecommunications Networks](#)
- [R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports](#)
- [R411, Cyclical Institutional Program ReviewsR461, Access, Admission, and Articulation](#)
- [R465, Course Materials Affordability](#)
- [R470, General Education, Common Course Numbering, Lower-Division, Pre-Major Requirements, Transfer of Credits, and Credit by Examination](#)
- R471, Transfer and Articulation (Pending)
- [R473, Standards for Granting Academic Credit for CTE Course Work Completed in Non-Credit Instructional Formats](#)
- [R481, Academic Freedom, Professional Responsibility, Tenure, Termination, and Post-Tenure Review](#)
- [R482, Bona Fide Financial Exigency and Personnel Reduction](#)
- [R483, Award of Tenure](#)
- [R485, Faculty Workload Guidelines](#)
- [R491, University Research Parks](#)
- [R492, Honorary Degrees](#)
- [R603, Terrel H. Bell Teaching Incentive Loan Program](#)
- [R604, New Century Scholarship](#)
- [R605, Higher Education Success Stipend Program](#)
- [R608, Utah Engineering and Computer Science Scholarship Program](#)
- [R609A, Regents' Scholarship](#)
- [R609B, Regents' Scholarship](#)
- [R609C, Regents' Scholarship](#)
- [R610, Utah Higher Education Assistance Authority Federal Family Education Loan Program, PLUS, SLS and Loan Consolidation Program](#)
- [R611, Veterans Tuition Gap Program](#)
- [R612, Lender Participation](#)
- [R613, Public Safety Office Career Advancement Reimbursement (PSOCAR)](#)