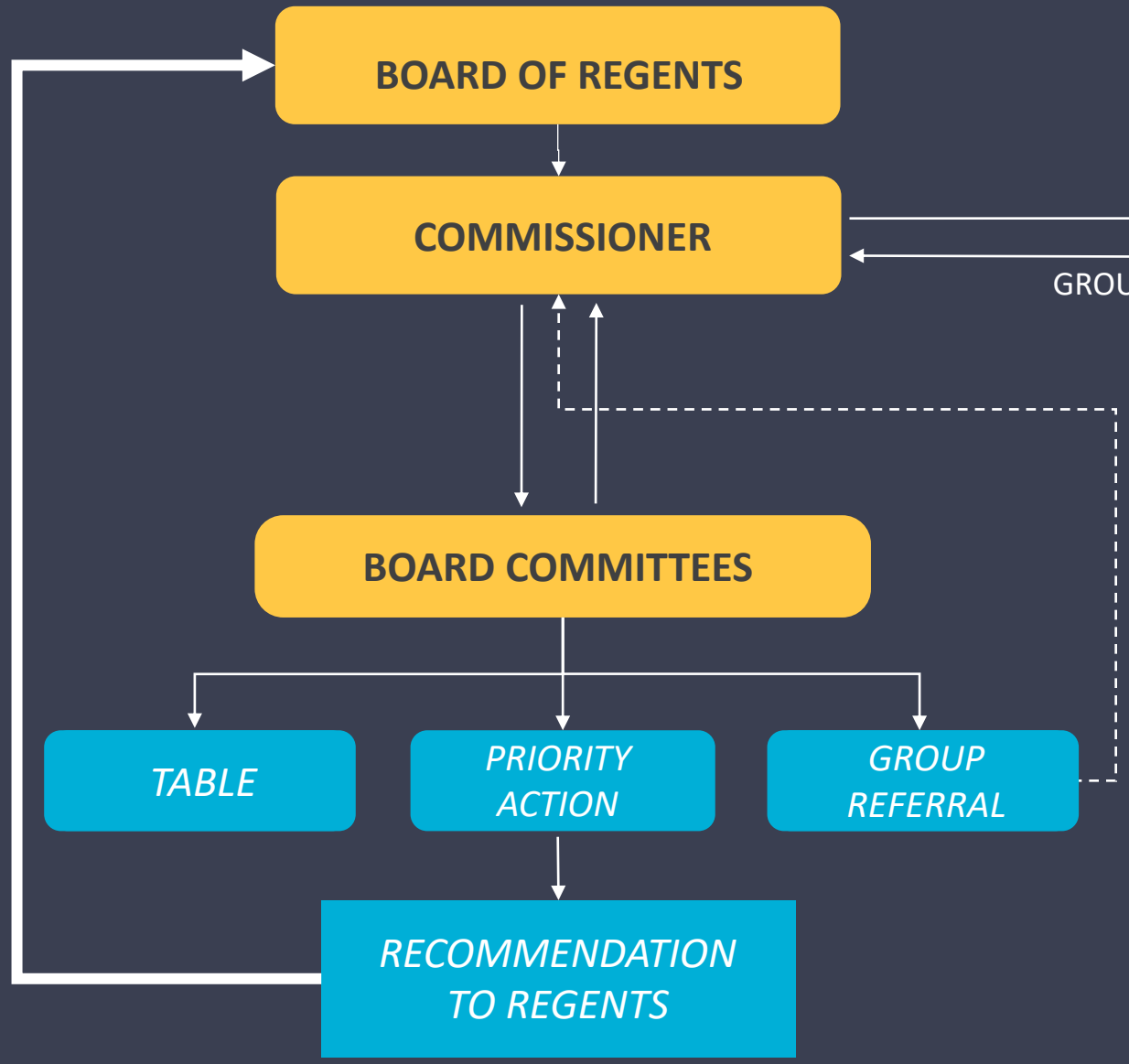
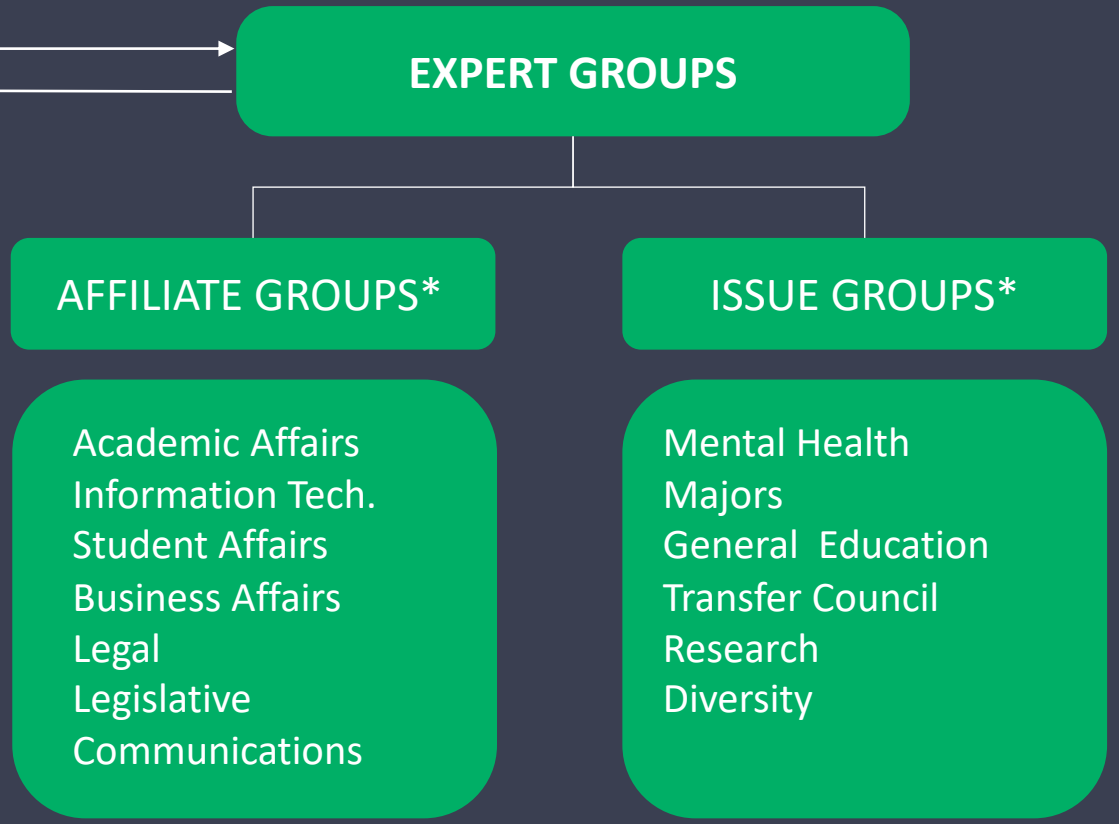
BOARD OF REGENTS
Workflow and Committee Priorities

September 13, 2019

UTAH SYSTEM OF HIGHER EDUCATION

BOARD WORKFLOW





*Each group to develop a purpose statement including who participates, the objectives for meeting and how regularly the groups is expected to meet.

Academic and Student Affairs

- **State Scholarship Redesign**
  - Sept. 13 Task Force Recommendations to Board
  - Jan-Feb 2020 Work with legislature to make recommended changes
  - March 2020 Update policy to reflect legislative changes
- **Transfer and Articulation**
  - Regents Transfer Council in place by October 2019
  - Articulation data for top 50 majors by December 2019
  - Upgraded Transfer Guide available in January 2020
  - Committees for top majors begin addressing areas of misalignment
- **Prior Learning Assessment**
  - New policy in place November 2019
  - Align AP, IB, and CLEP in majors
  - December 2019 institutional PLA communication plans in place
  - Spring 2020 statewide efforts to develop additional PLA underway

Workforce, Access and Advocacy

- Expand college access advising program
  - Set success benchmarks for each partner high school
  - Identify community champions
  - Develop local strategy for concurrent enrollment outreach
  - Plan phase II expansion
- Increase partnerships with state education boards and other entities
  - K-20 Summit (Nov. 14)
  - Regular meetings with external partners
  - Collaborate with K-12 on college and career awareness curriculum
- Coordinated communications and advocacy
  - Benchmarking survey
  - Collaborative USHE editorial calendar & social platform

Workforce, Access and Advocacy

- State/regional opportunity gap data projection
  - Additional analysis of data around enrollment and completion
  - Measuring impact of ongoing gap
  - Evaluate education deserts
- Technical education/certificate realignment
  - Present existing CTE and workforce analysis, COP Task Force
  - Recode & validate data with institutions, other CTE partners
  - Map current CTE programs
  - Issue recommendations

Finance, Facilities and Planning

- Revise performance funding model
  - Sept-Dec 2019 work with legislators and institutions on plan to revise statute
  - Sept-Dec 2019 access how data and weights can be improved within current statute
  - Jan 2020 Committee of the Whole presentation and discussion
  - March 2020 Regent Policy for Performance Funding
- Tuition strategy development
  - October 2019 Finance and Facilities Committee discussion topic
  - November 2019 SBR Committee of the Whole presentation and discussion
- State funding model for student growth
  - Sept 12, 2019 Task Force meeting to discuss proposed model
  - October 2019 Finance and Facilities Committee discussion topic
  - November 2019 SBR final model approval
  - Dec-Jan 2019 find and work with legislative sponsor on changes
  - Jan-Mar 2019 Legislature passes legislation
- System enterprise services plan
  - Sept-Nov 2019 USHE CIO prepares strategic plan for System IT infrastructure
  - Nov-Dec 2019 Commissioner's Office reviews and updates plan
  - Jan or March 2020 Committee of the Whole presentation and discussion

System Transfer and Articulation

September 2019

UTAH SYSTEM OF HIGHER EDUCATION

The opportunity:

Students

- Need better information to help them navigate transfer.
- To address:
  - Extra cost;
  - Repeated courses/excess credits;
  - Delayed completion;
  - Frustration/dropping out.

Utah System of Higher Ed

- Need better data on where transfer difficulties are occurring so we can address them;
- Need a process for maximizing transfer efficiencies across the system.

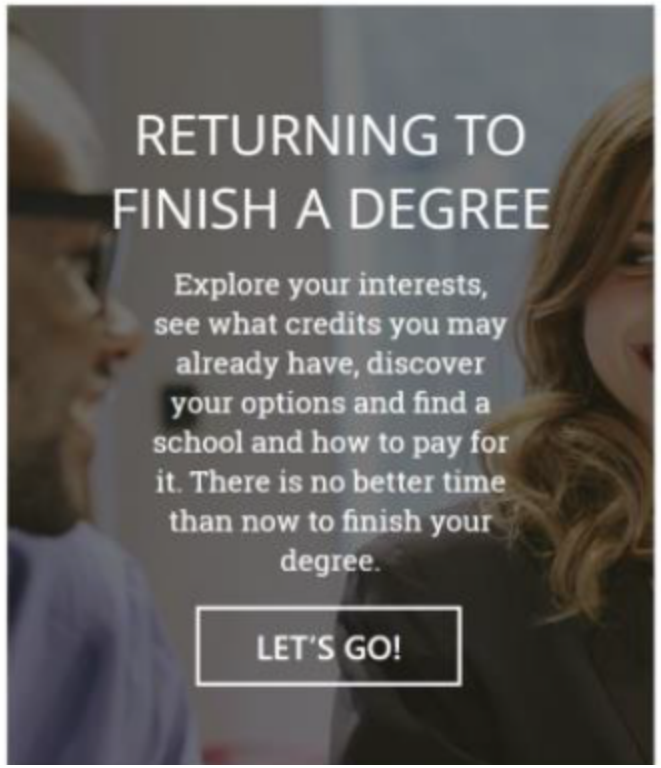
	What we have:	What we need:
Policy:	• Transfer & articulation policies addressing lower division and General Education articulation and common course numbering.	• Process for addressing transfer obstacles, body to determine transfer principles
Course articulation (transfer equivalency) & common course numbers:	• In key lower division courses.	• In additional lower division courses; • In upper division courses
General Education:	• Common “core” and “breadth” areas.	• Improved common course numbering; • Detailed data on where General Education categories are not aligning after transfer.
Program alignment:	• Regular Majors Committee meetings;	• An accurate idea of where transfer is not working within majors; • Mapping of differences within major pathways across institutions; • Centralized documentation of core learning outcomes and ongoing verification of articulation during Majors Meetings.
Current, accurate information for students:	• UtahMajors.org = majors database to help students find programs; • Simple version of the Transfer Guide with course-level information; • Partial institutional participation in the Transfer Guide.	• Program and degree pathway information in the Transfer Guide; • Full institutional participation in the Transfer Guide.

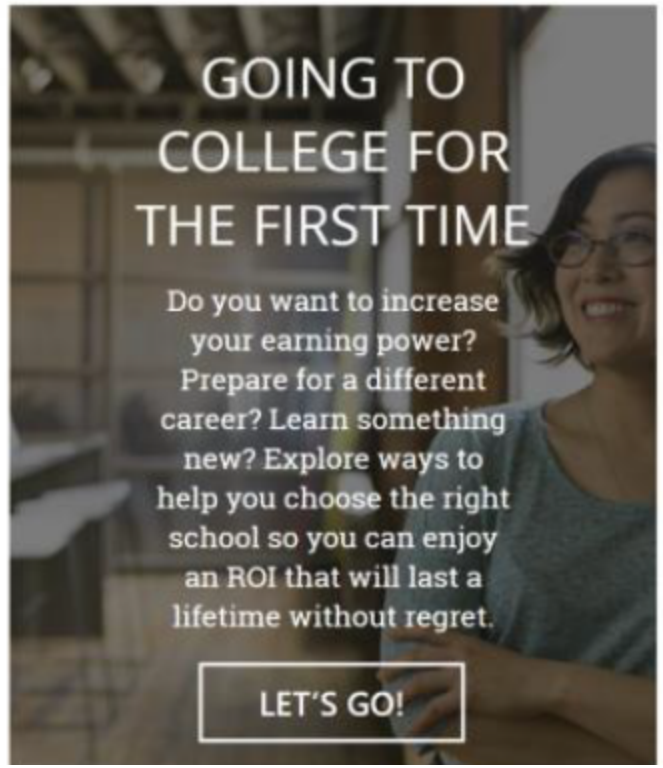
2 Parallel Aims

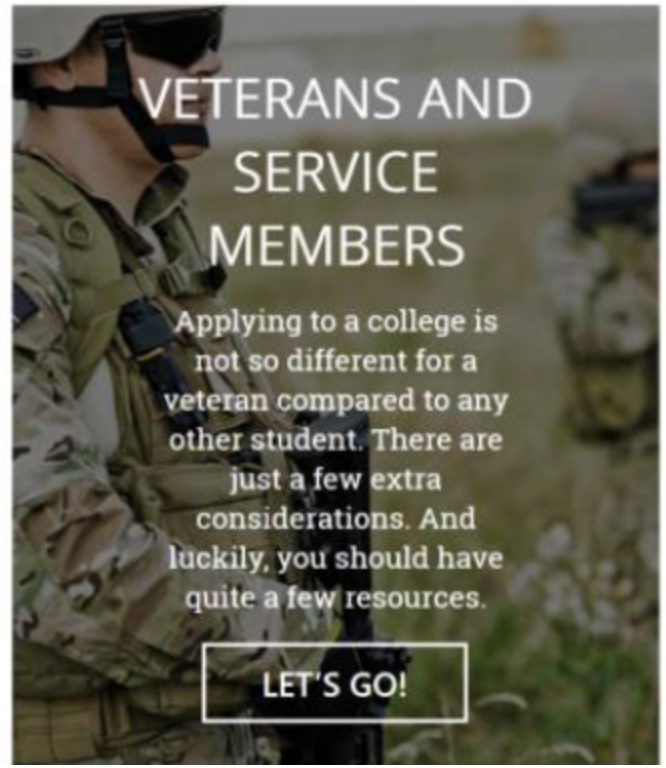
- Aim 1: Accurate information for students:
  - USHE Transfer Guide
- Aim 2: Identify articulation within majors, address policy gaps, and facilitate transfer across USHE institutions:
  - Articulation verification
  - Transfer Guide reports
  - Regents Transfer Council

Student information

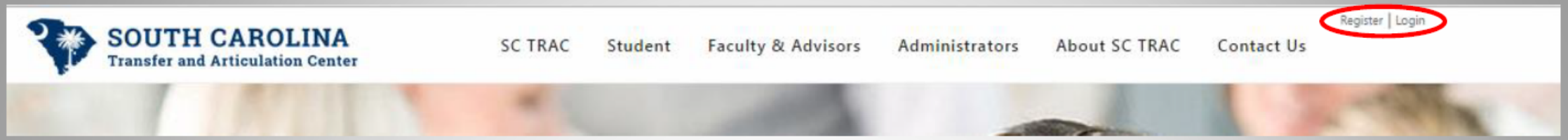
USHE Transfer Guide

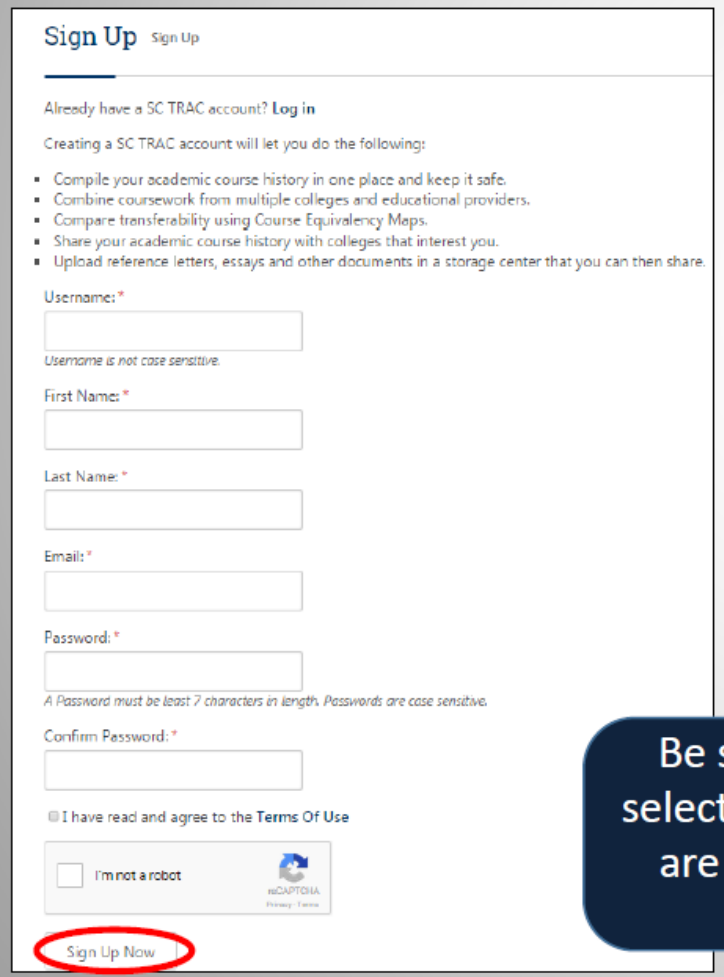

RETURNING TO FINISH A DEGREE
Explore your interests, see what credits you may already have, discover your options and find a school and how to pay for it. There is no better time than now to finish your degree.
LET'S GO!


GOING TO COLLEGE FOR THE FIRST TIME
Do you want to increase your earning power? Prepare for a different career? Learn something new? Explore ways to help you choose the right school so you can enjoy an ROI that will last a lifetime without regret.
LET'S GO!


VETERANS AND SERVICE MEMBERS
Applying to a college is not so different for a veteran compared to any other student. There are just a few extra considerations. And luckily, you should have quite a few resources.
LET'S GO!

Logging in to SCTRAC.org



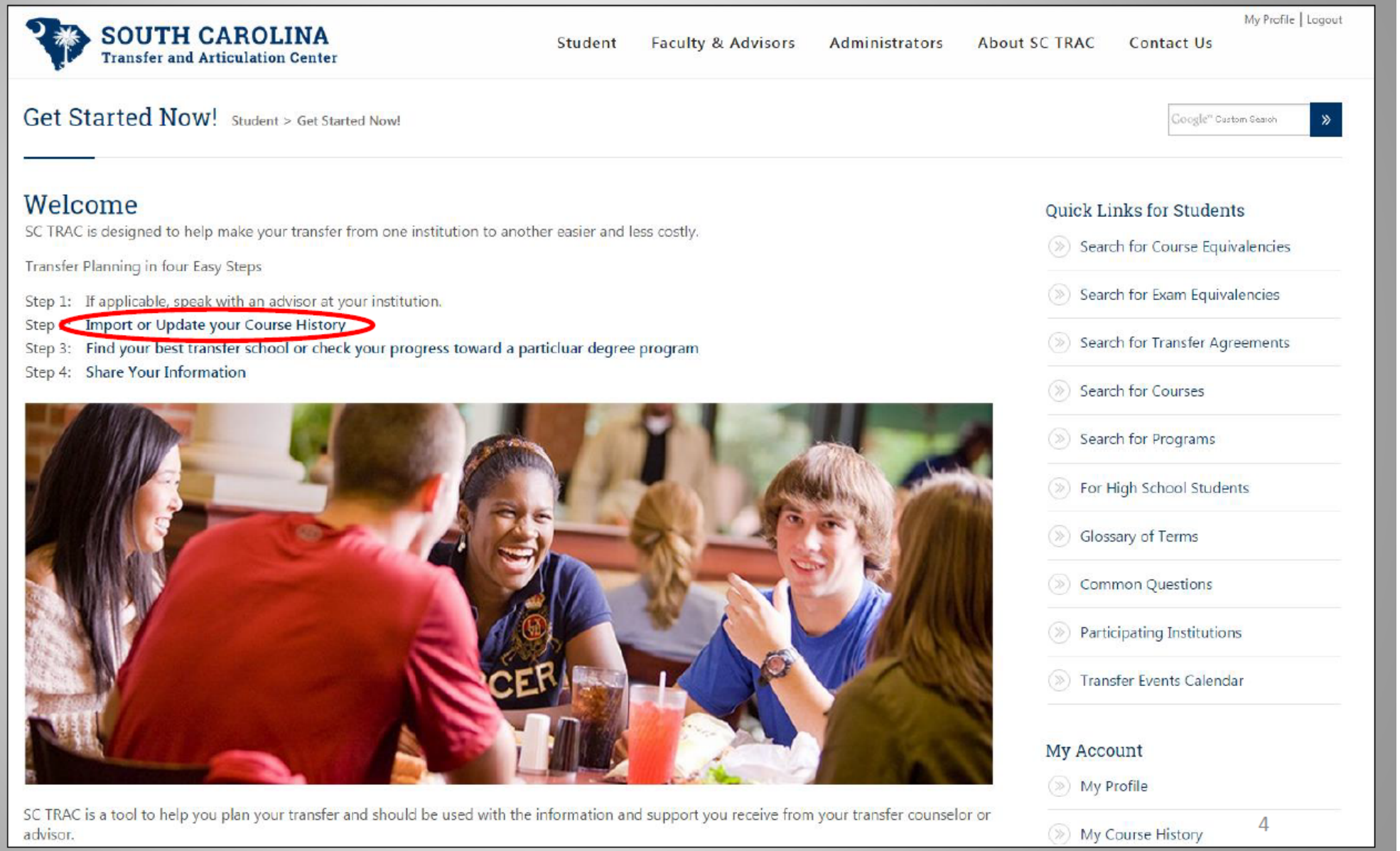


Login if you have an existing account for SCTRAC.org.
If you do not have an account, click ***Register*** to sign up for one.

Be sure to read the Terms of Use and select the checkbox. Also prove that you are not a robot using the reCAPTCHA before submitting.

Creating a Course History

To use Transfer Check, you will first need to populate your course history. After logging in, find and click the ***Import or Update your Course History*** link in the **Get Started Now!** page.



Completed Course History

You can use My Course History function to build a list of your courses. You can either add courses manually or use the import function below if your institution is a member.

Add | Import your courses | Find Transfer Institutions

Greenville Technical College

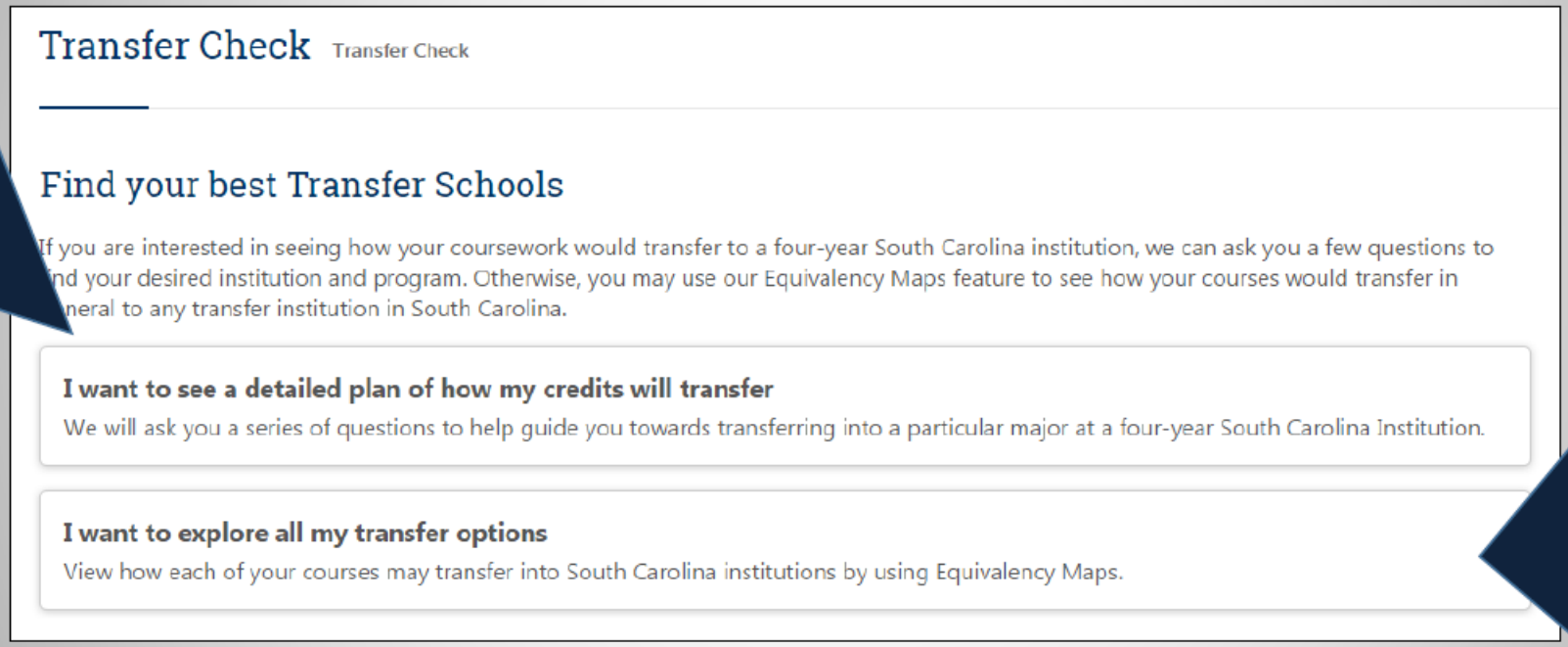
	Date	Course	Credits	Grade
	2013 Spring	CHM 110 - College Chemistry I	4.00	A
	2013 Spring	BIO 105 - Principles of Biology	4.00	A
	2013 Spring	GEO 102 - World Geography	3.00	A
	2013 Spring	SPA 105 - Conversational Spanish	3.00	B
	2013 Spring	MUS 105 - Music Appreciation	3.00	B
	2013 Fall	ACC 101 - Accounting Principles I	3.00	B
	2013 Fall	ENG 102 - English Composition II	3.00	B
	2013 Fall	MAT 110 - College Algebra	3.00	A
	2013 Fall	ECO 210 - Macroeconomics	3.00	A
	2013 Fall	PHI 105 - Introduction to Logic	3.00	A
Totals:		**10 Courses**	**32.00**	
Overall Totals:		**10 Courses/Exams**	**32.00**	

Organize by Institution | Organize by Date

Once you have entered all of the courses you have taken in your course history, click ***Find Transfer Institutions***.

Finding your best Transfer Schools

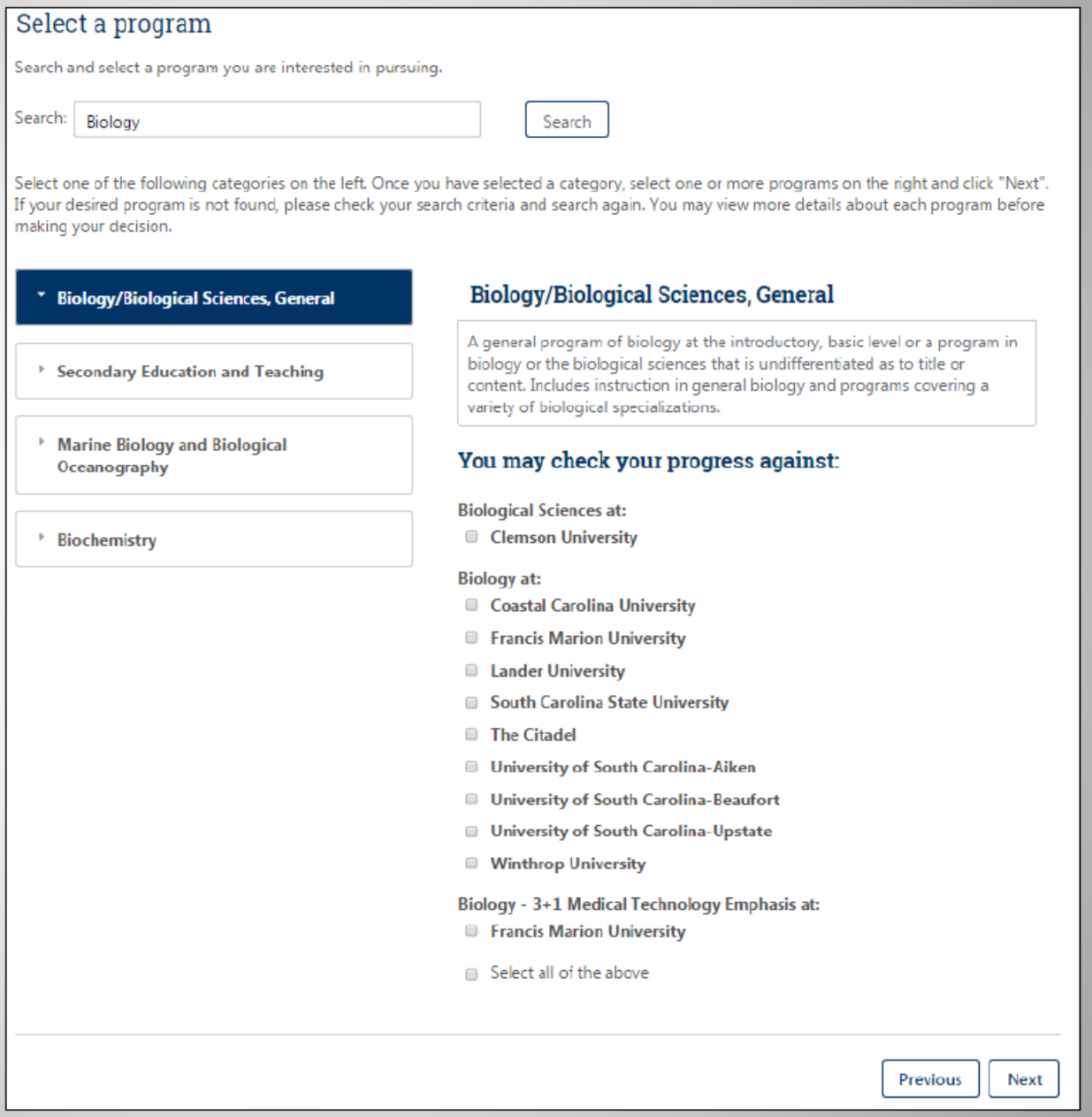
Click the top button to view a detailed plan of how your credits will transfer to a particular major at a four-year institution.



Click the bottom button to see how your courses might transfer in general to any South Carolina institution. Note: Selecting this option leads to the Equivalency Maps. Please see the guide on Equivalency Maps for more information about this feature.

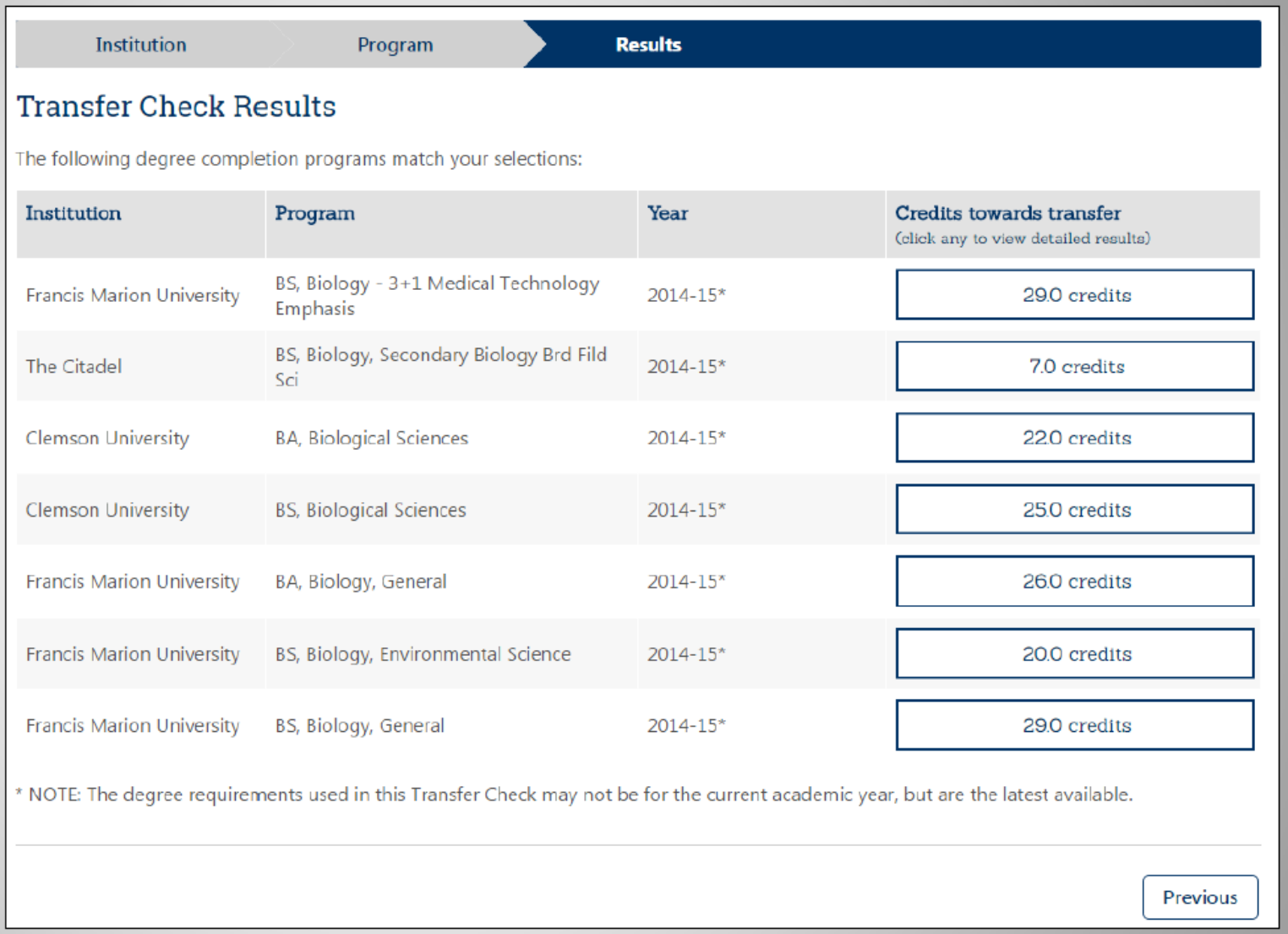
Selecting a Program

Next, search for the program you are interested in from the **Search** box. If multiple programs are shown, select the appropriate category on the left. You may then select one or more institutions for which you would like to check your progress. When finished, click ***Next***.



Selecting an Institution

The results of the Transfer Check will be displayed for the program you selected. If the program at the institution has concentrations, you will see how your credits would transfer into those specific concentrations. For a detailed view of how your courses transfer into a specific program, click on the credits link. ***Refer to page 12 of this guide for Transfer Check Details***.



Institution | Program | **Results**

Transfer Check Results

The following degree completion programs match your selections:

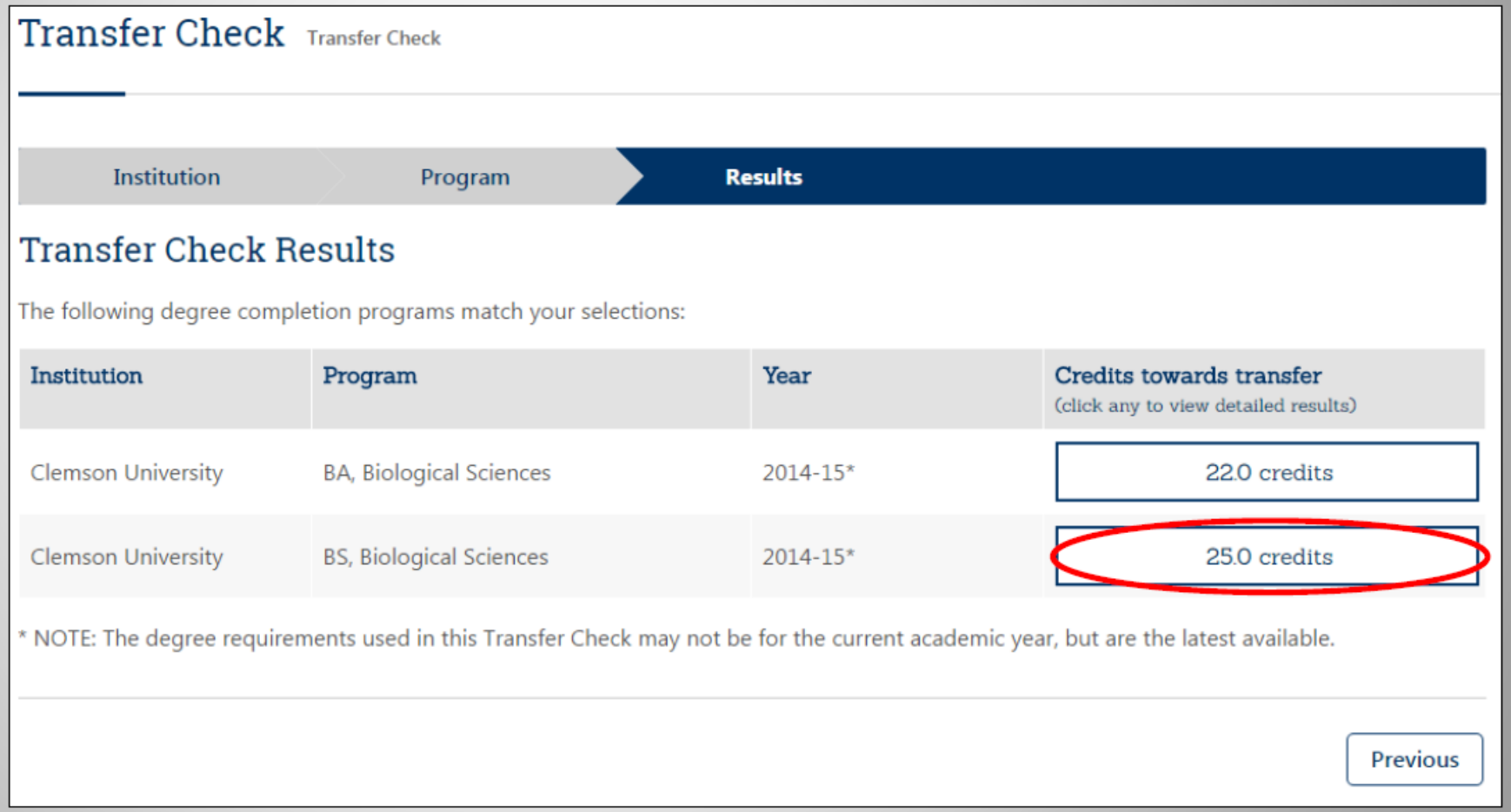
Institution	Program	Year	Credits towards transfer (click any to view detailed results)
Francis Marion University	BS, Biology - 3+1 Medical Technology Emphasis	2014-15*	29.0 credits
The Citadel	BS, Biology, Secondary Biology Brd Fild Sci	2014-15*	7.0 credits
Clemson University	BA, Biological Sciences	2014-15*	22.0 credits
Clemson University	BS, Biological Sciences	2014-15*	25.0 credits
Francis Marion University	BA, Biology, General	2014-15*	26.0 credits
Francis Marion University	BS, Biology, Environmental Science	2014-15*	20.0 credits
Francis Marion University	BS, Biology, General	2014-15*	29.0 credits

* NOTE: The degree requirements used in this Transfer Check may not be for the current academic year, but are the latest available.

Previous

Transfer Check Results

The results of the **Transfer Check** will be displayed for the program you selected. If the program at the institution has concentrations, you will see how your credits transfer into those specific concentrations. For a detailed view of how your courses transfer into a specific program, click on the credits link.



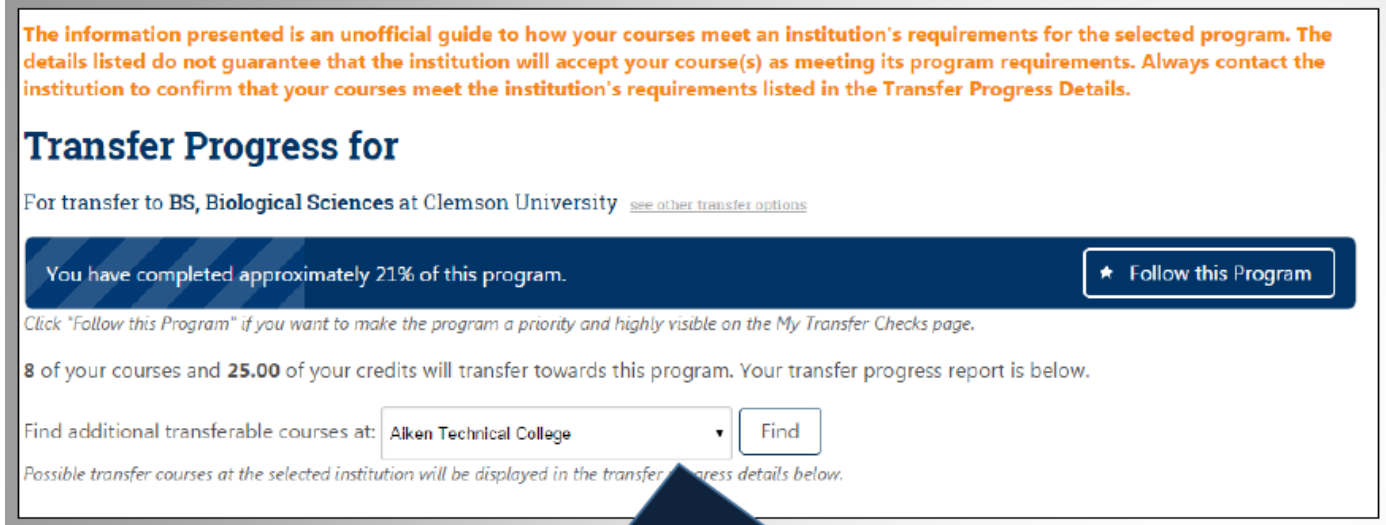
✓ View Selected Institutions

The following suggestions are based on the course history (26 courses / 79.00 credits) that you have provided and information provided by member institutions. You can select up to three institutions for comparison to see which institution is the best fit for you. Select the institution's name to see its Profile.

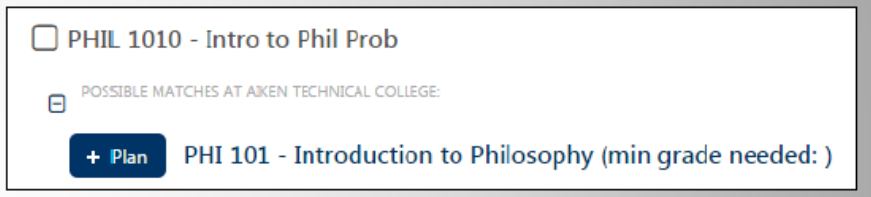
Select	Institution Name	Last Viewed ▼	Courses
☑	University of South Carolina-Columbia	3/22/2019	19 of 26
☐	Clemson University	3/21/2019	18 of 26
☐	Francis Marion University	3/21/2019	16 of 26
☐	Coastal Carolina University	3/13/2019	19 of 26
☐	College of Charleston	3/13/2019	17 of 26
☐	Lander University	2/28/2019	16 of 26

Your Course(s)	University of South Carolina-Columbia
⊟ Matches for courses taken at AP - Advanced Placement	
AP 4300 - Computer Science Principles (5)	✔ CSCE 101
AP 0300 - Calculus AB (4)	✔ MATH 141
Totals: 2 courses 0.00 credits	2 courses 7.00 credits
⊟ Matches for courses taken at Central Carolina Technical College	
ENG 102 - English Composition II (B)	✔ ENGL 102
CPT 176 - Microcomputer Operating Sys. (A)	✔ UNEL 001T
MAT 140 - Analytical Geometry & Calc I (A)	✔ MATH 141
ENG 101 - English Composition I (A)	✔ ENGL 101
HIS 101 - Western Civilization to 1689 (B)	✔ HIST 101
PSY 201 - General Psychology (F)	✘ PSYC 101
SPA 101 - Elementary	SPAN 109

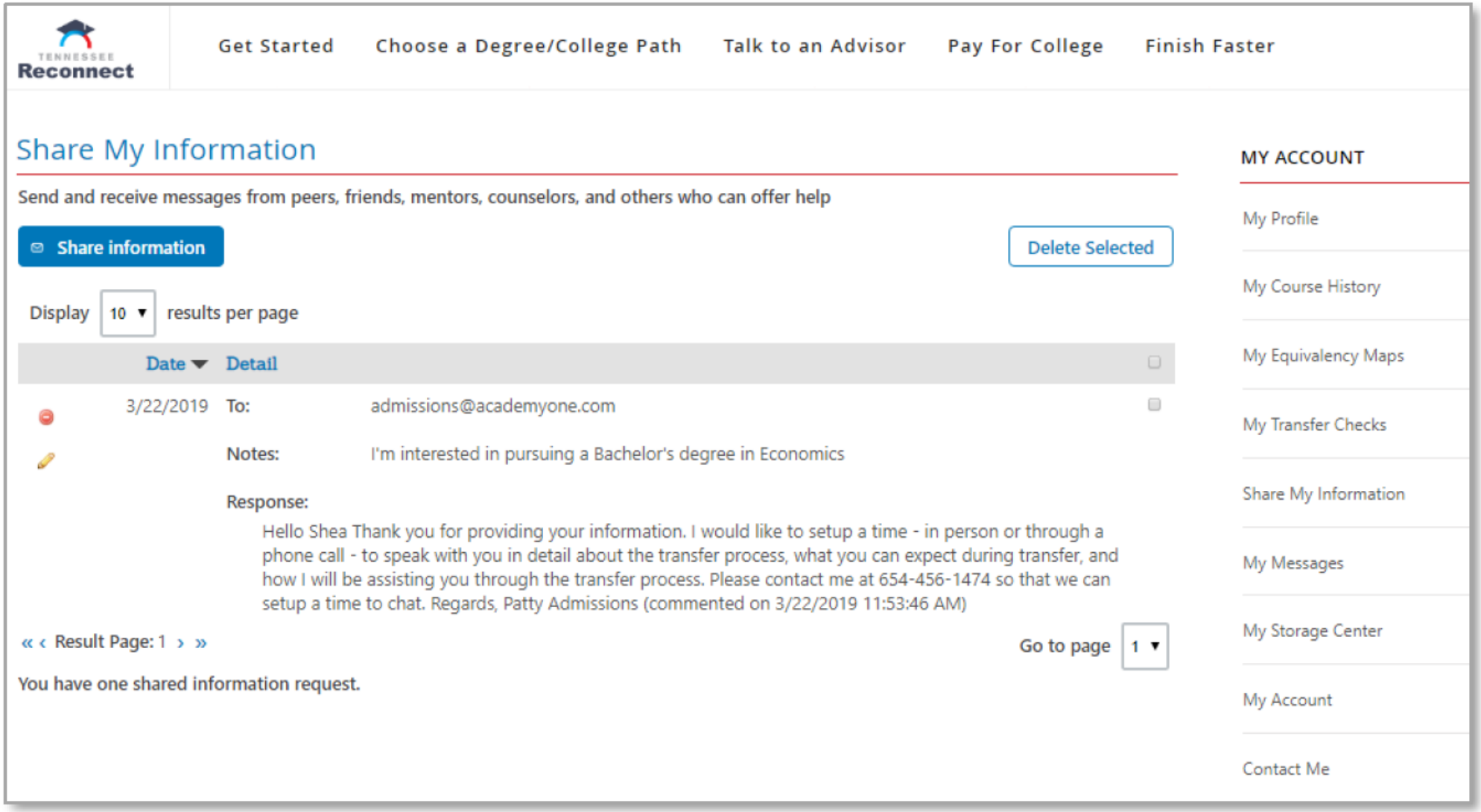
Additional Transferable Courses



To find additional courses that would fulfill the program requirements, use the **Find additional transferable courses at** feature and select the institution]you would like to take the transferrable course from. After selecting the institution, click **Find**.



Under a course that has not yet been fulfilled, you will see a course from the selected institution that you can take to meet the program requirement. Click the **+Plan** button and the course will be added to your Course History.


TENNESSEE
Reconnect
Get Started
Choose a Degree/College Path
Talk to an Advisor
Pay For College
Finish Faster
Share My Information
Send and receive messages from peers, friends, mentors, counselors, and others who can offer help
Share information
Delete Selected
Display 10 results per page
Date
Detail
3/22/2019
To:
admissions@academyone.com
Notes:
I'm interested in pursuing a Bachelor's degree in Economics
Response:
Hello Shea Thank you for providing your information. I would like to setup a time - in person or through a phone call - to speak with you in detail about the transfer process, what you can expect during transfer, and how I will be assisting you through the transfer process. Please contact me at 654-456-1474 so that we can setup a time to chat. Regards, Patty Admissions (commented on 3/22/2019 11:53:46 AM)
« ‹ Result Page: 1 › »
Go to page 1
You have one shared information request.
MY ACCOUNT
My Profile
My Course History
My Equivalency Maps
My Transfer Checks
Share My Information
My Messages
My Storage Center
My Account
Contact Me

Goal: complete articulation data for the top 50 majors:

- Top 6 majors = 25% of USHE graduates
- Top 50 majors $\geq$ 75% of USHE graduates

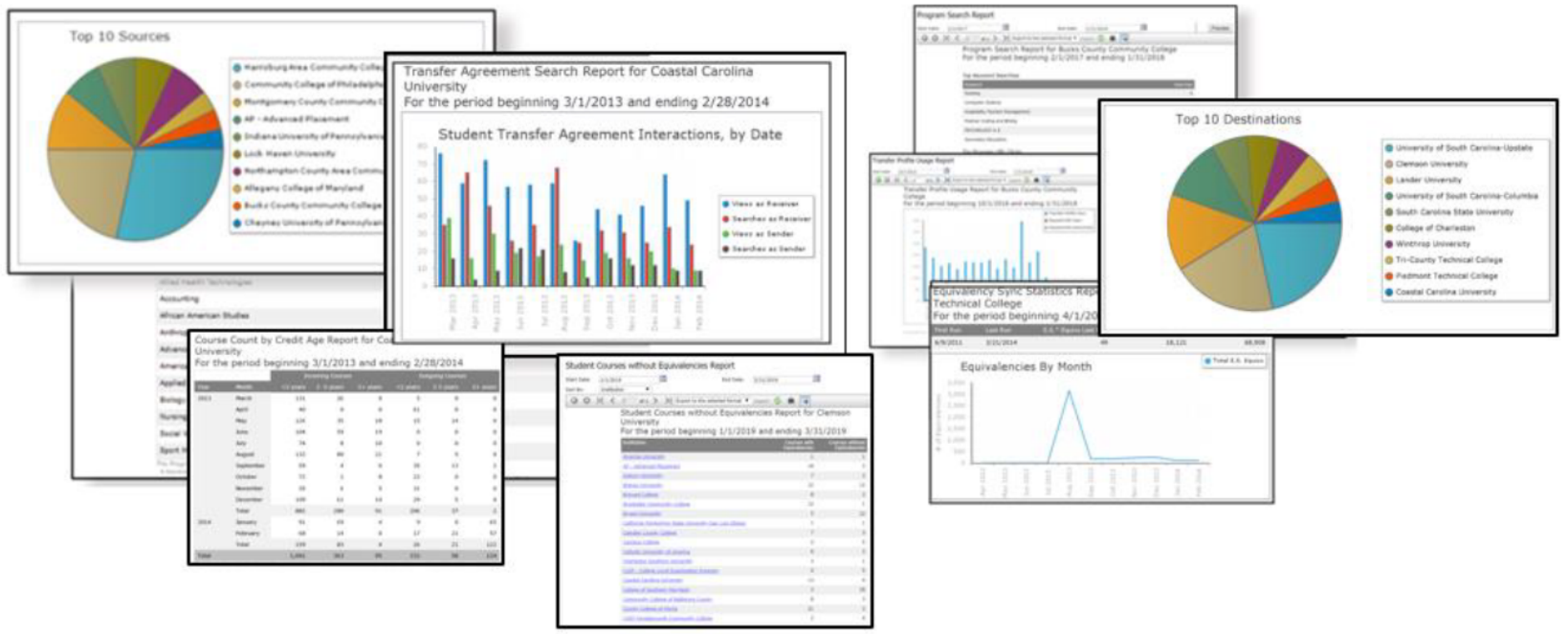
Timeline

- Oct 16: Institutions submit course, articulation and equivalency files. USHE staff and Academy One work with institutional point people to validate that the files are accurate.
- Nov. 20, 2019: Commissioner updates legislature on transfer work in most utilized bachelor's degrees.
- Dec. 15, 2019 system report showing course articulation and alignment.
- Jan. 2020: New Transfer Guide launches.

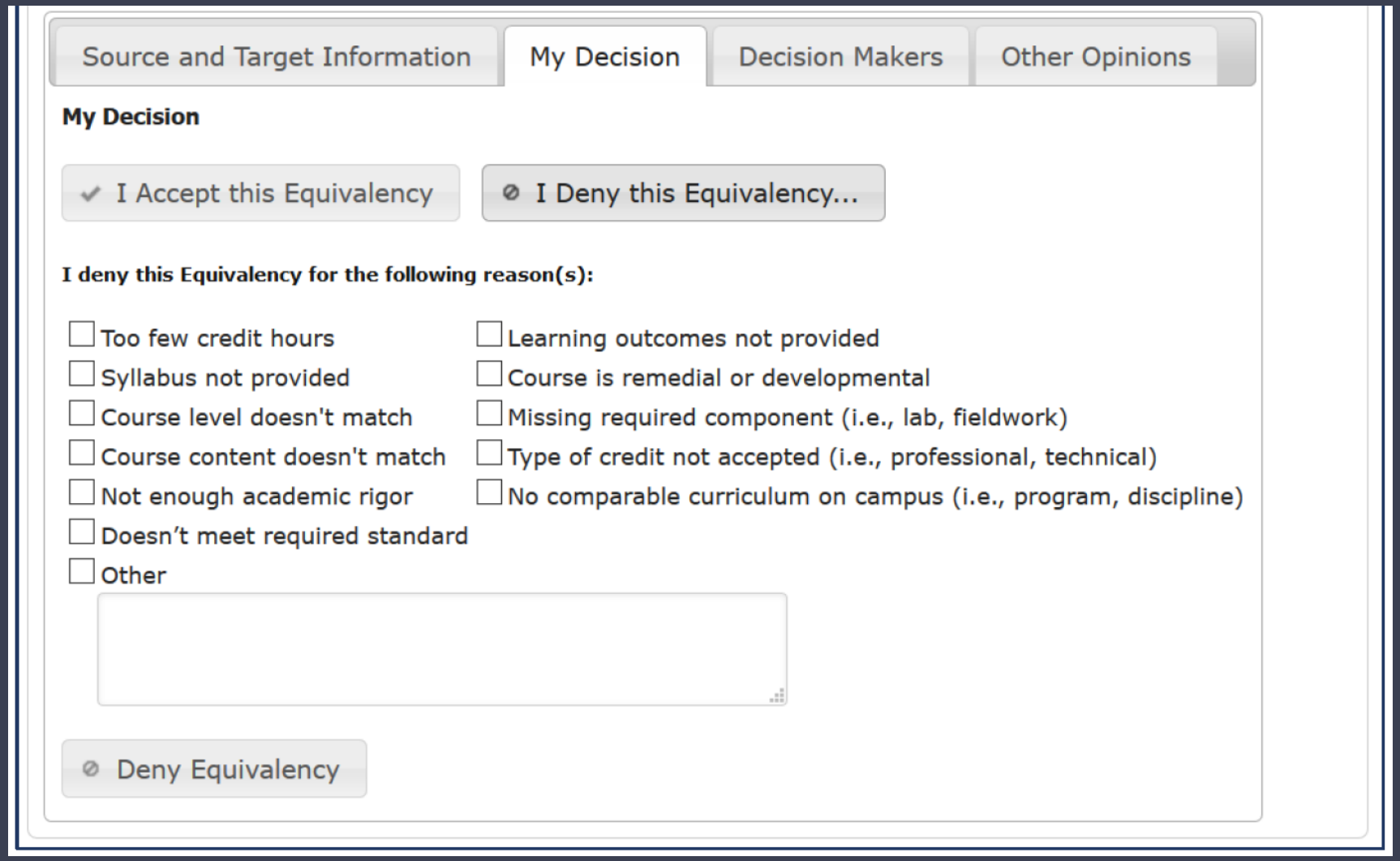
Maximizing transfer efficiencies within the system

Types of reports

- Transfer sources & de
- Courses without equ
- Equivalency sync statistics report
- Changes in transfer a
- Changes in catalog in
- Etc.



Record of equivalencies



Regents Transfer Council

Membership

Appointed by the Board Chair:

- A regent from the Academic and Student Affairs Committee, who serves as the Chair of the RTC
- The student regent
- A transfer expert from each USHE institution, as recommended by institutional presidents
- One president (or designee) from the research universities
- One president (or designee) from the two-year institutions
- One president (or designee) from the regional universities
- One academic faculty senate leader regularly rotated among institutions
- Chair of the General Education Task Force (or designee)

RTC Responsibilities

- review and analyze system transfer data
- identify transfer and articulation obstacles
- develop policies and practices
- require regular follow-up from institutions on implementing transfer/articulation policies;
- establish an appeals process and serve as the final level of appeal from students or institutions;
- annually report to the Board the RTC's activities, priorities, and institutional progress on implementing recommendations.

Timeline

- October 2019: Regent Transfer Council begins meeting to address R471 policy, set system-wide expectations for transfer, and analyze system reports from Academy One.
- Spring 2020: The Major Committees work on transfer design principles outlined by the RTC.
- Spring 2020: work with departments to scrub data, CIP codes, and R401 issues.

ACHA NCHA Mental Health Results – Spring 2019

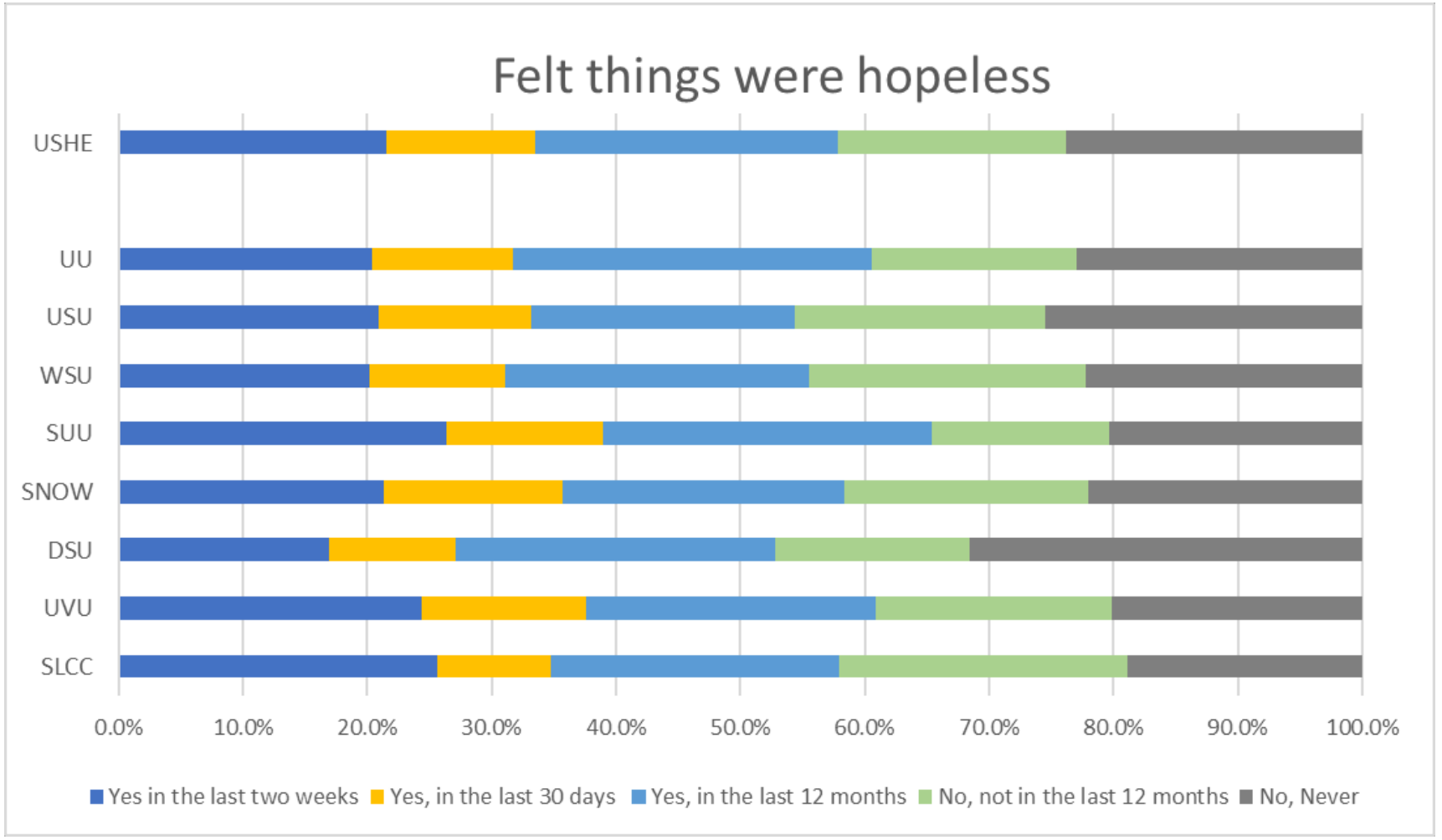
September 3, 2019

UTAH SYSTEM OF HIGHER EDUCATION

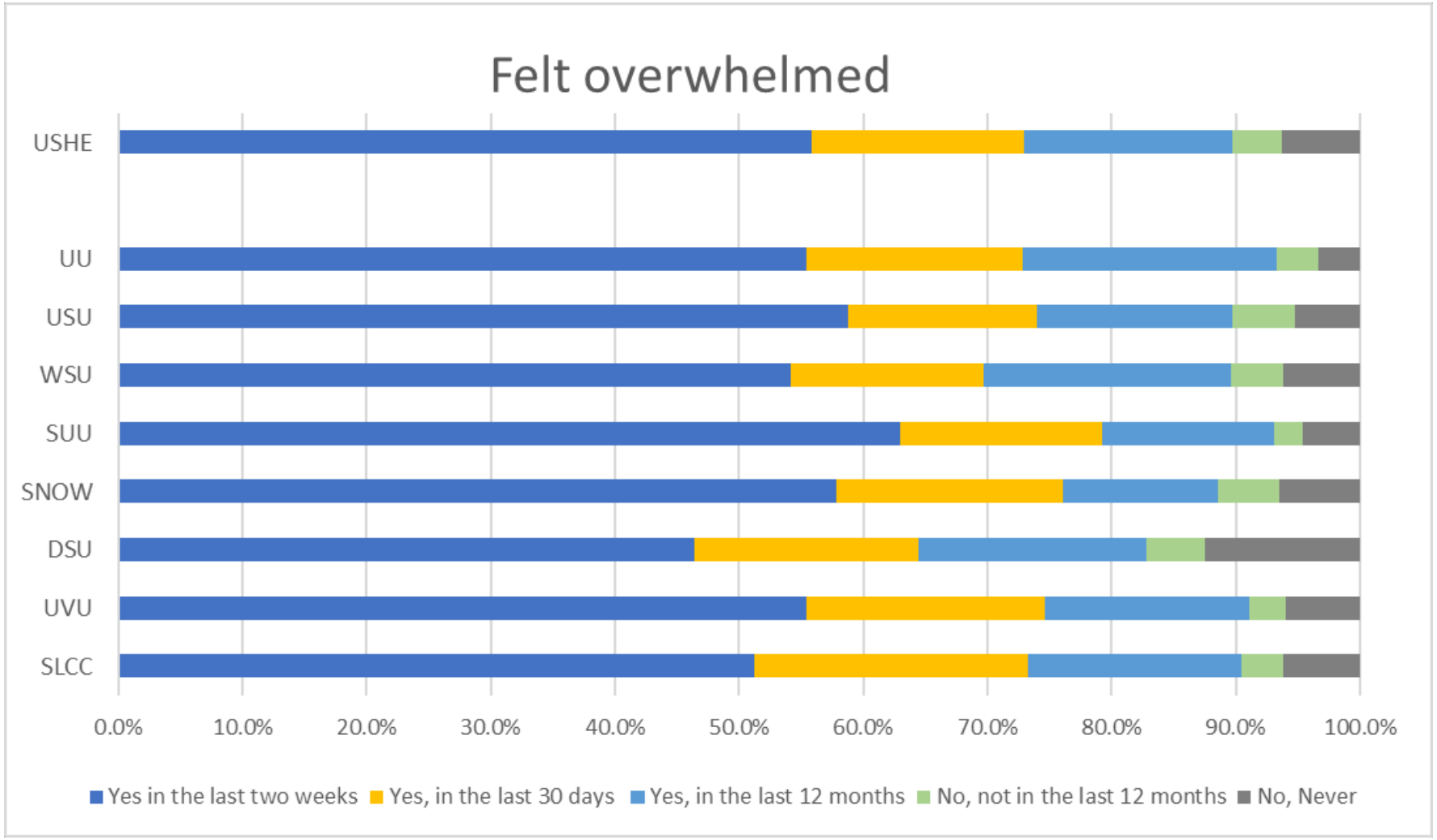
ACHA NCHA Survey Respondents Spring 2019

	Respondents
University of Utah	680
Utah State University	1157
Weber State University	524
Southern Utah University	687
Snow College	534
Dixie State University	824
Utah Valley University	587
Salt Lake Community College	209
Totals	*5202*

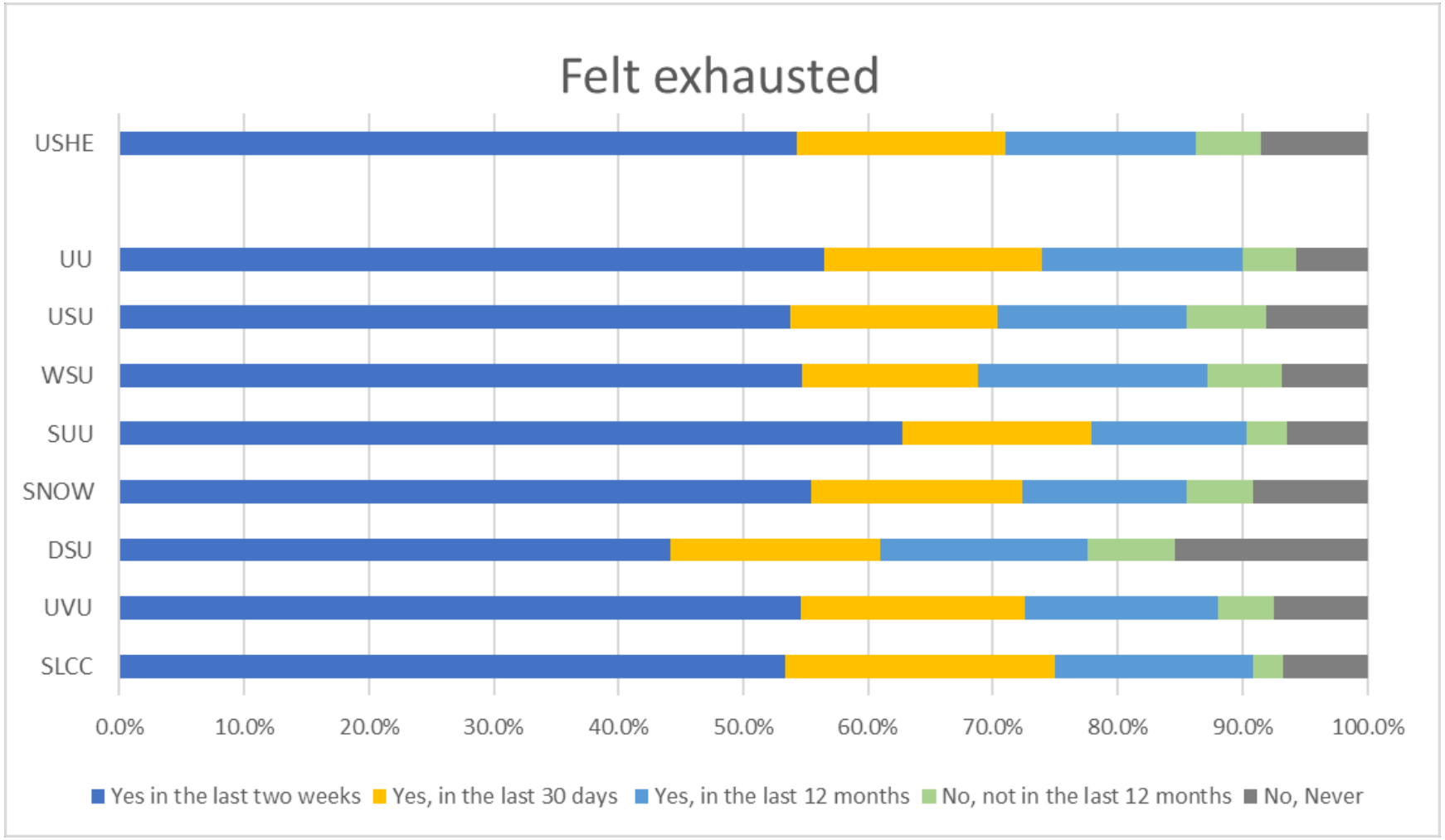
57.8% of respondents “felt things were hopeless” in the last 12 months



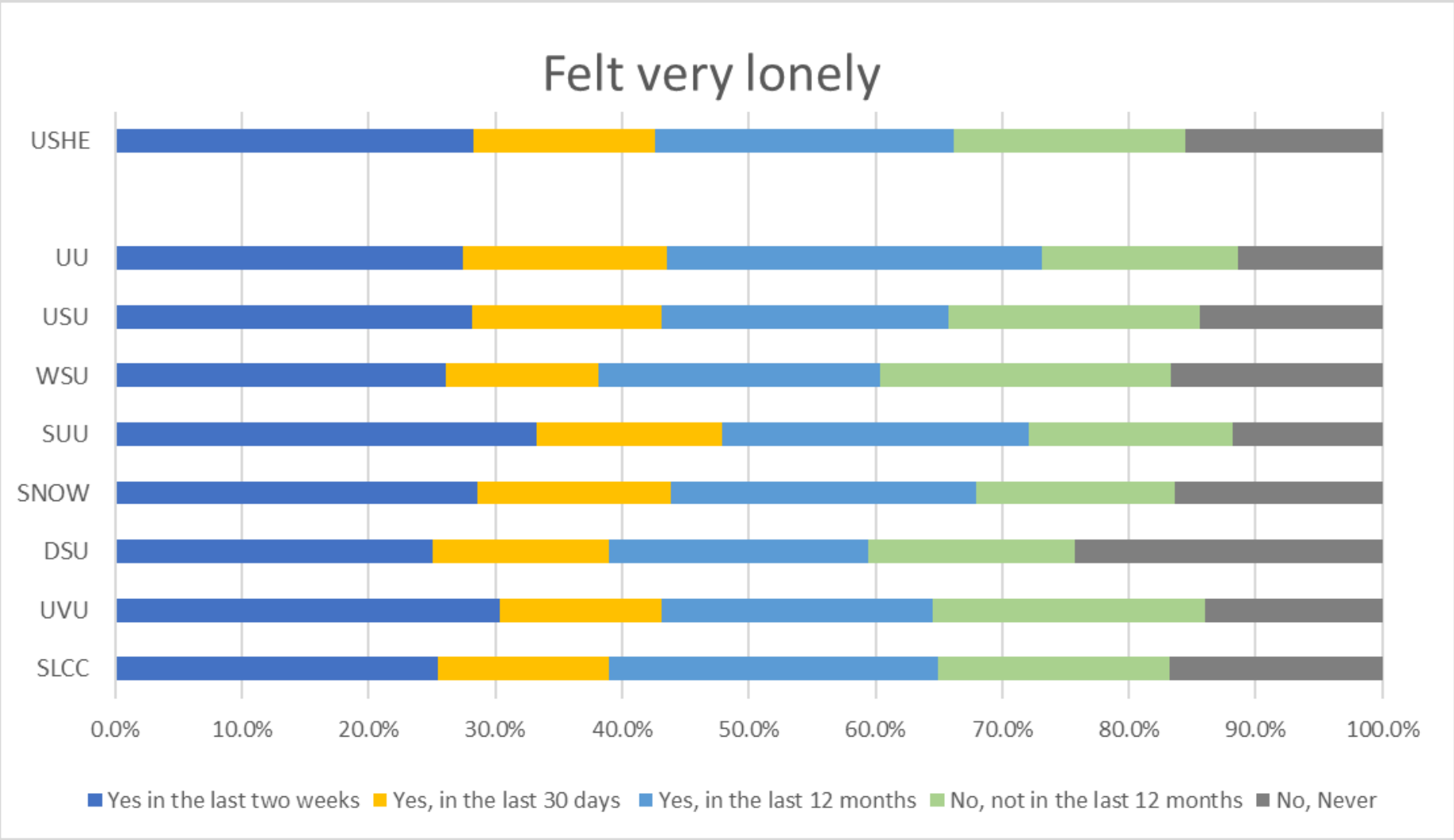
89.7% of respondents “felt overwhelmed by all they had to do” in the last 12 months



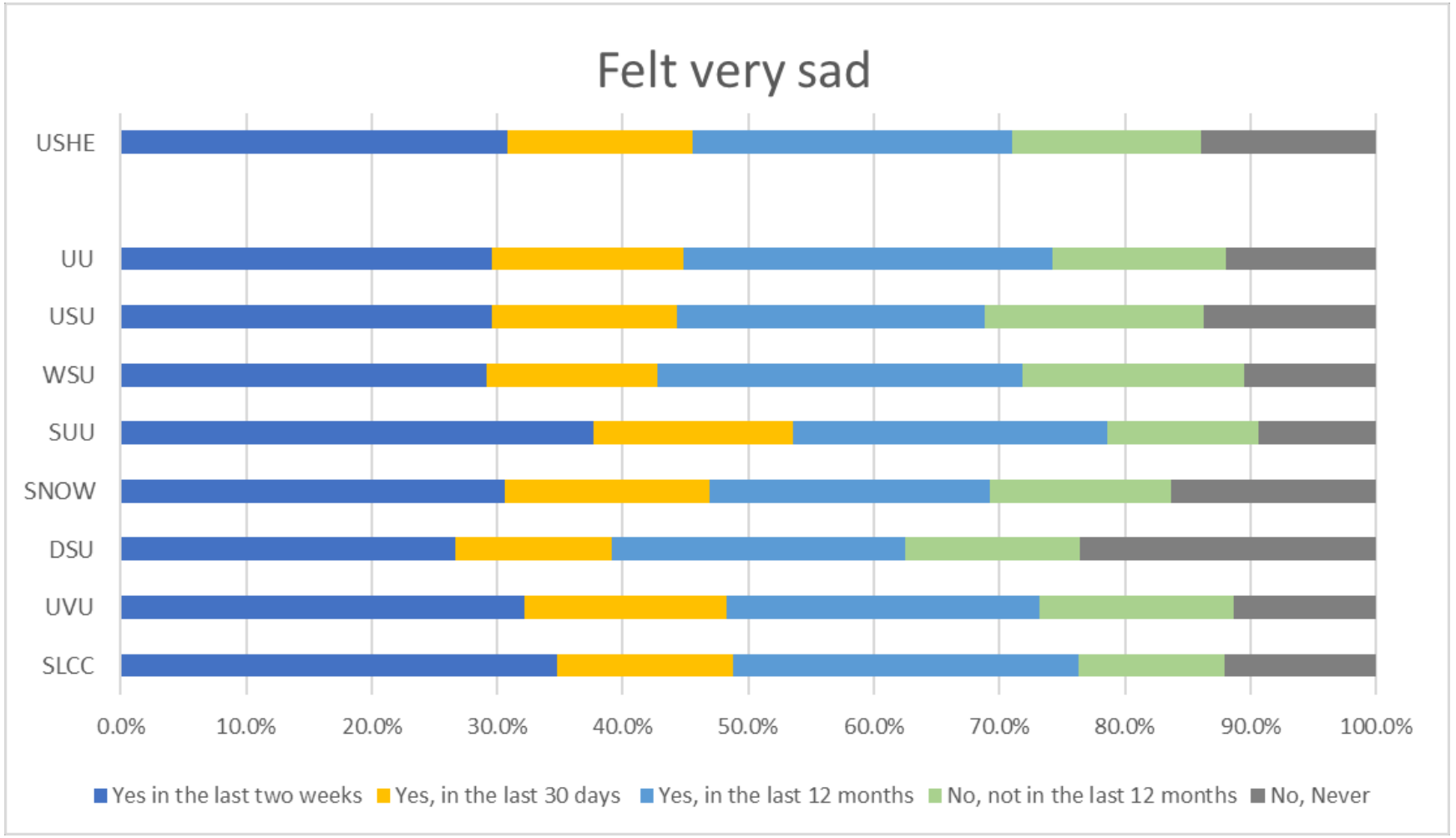
86.3% of respondents “exhausted (not from physical activity)” in the last 12 months



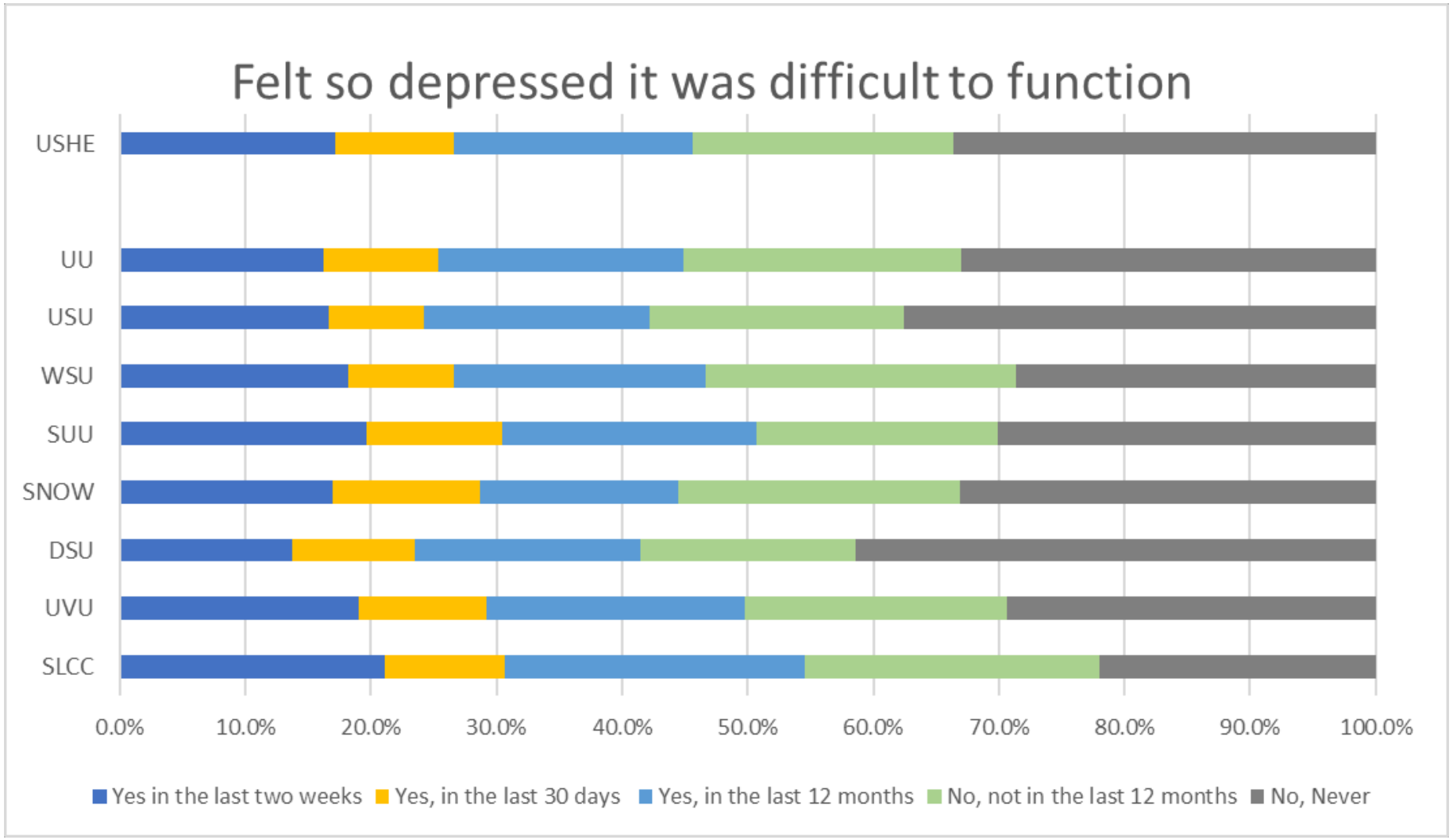
66.1% of respondents “felt very lonely” in the last 12 months



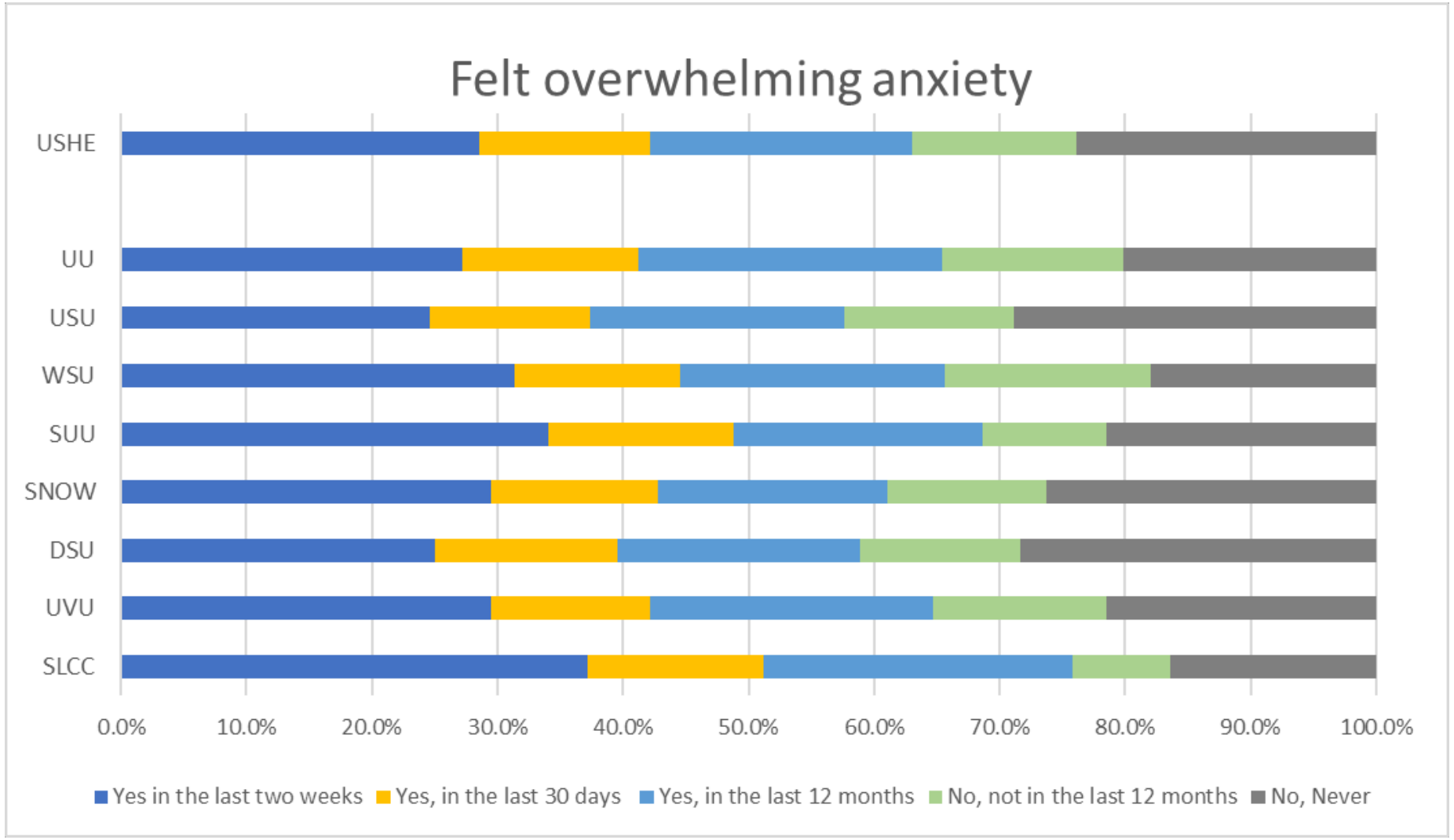
71.1% of respondents “felt very sad” in the last 12 months



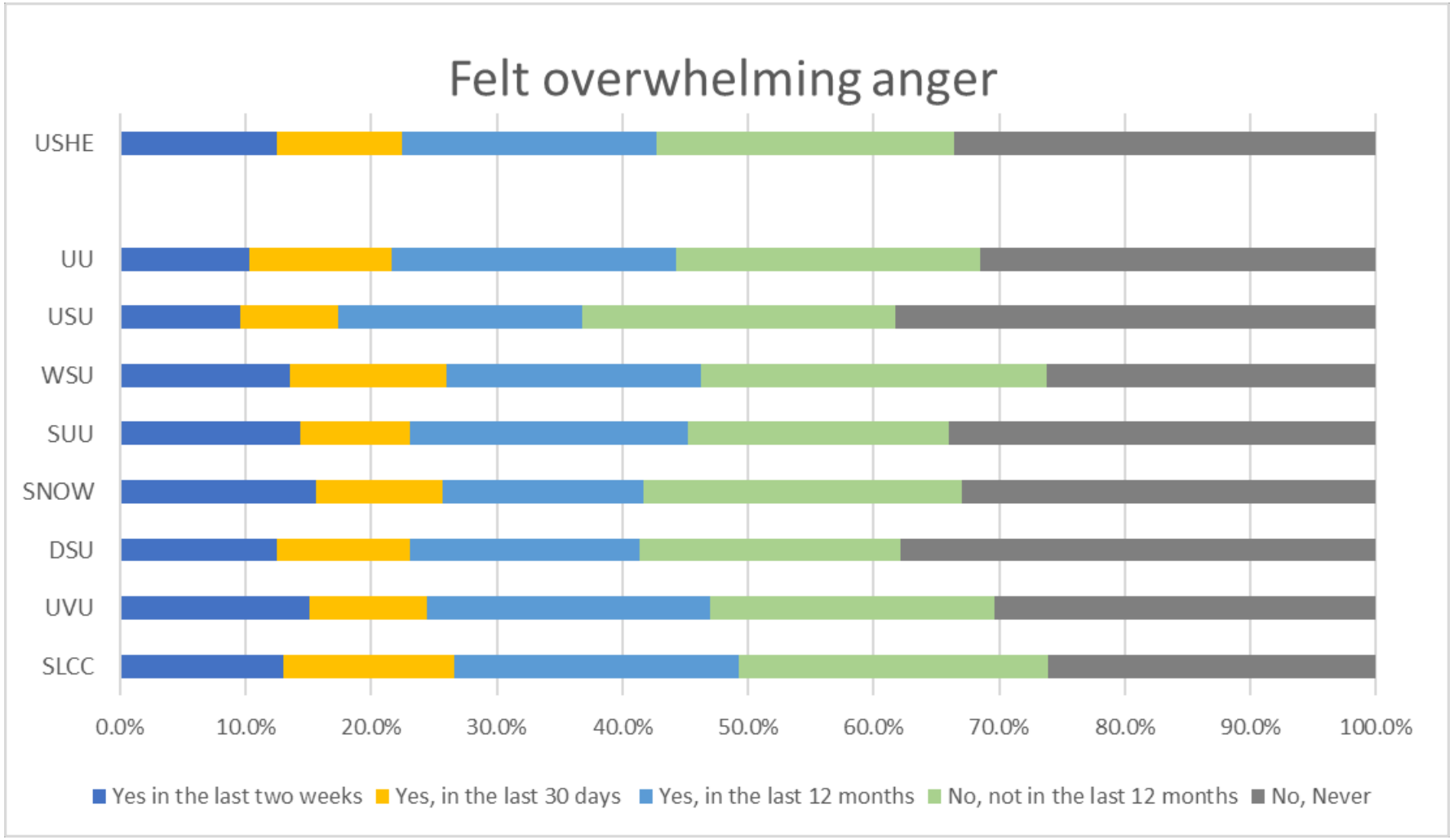
45.6% of respondents “felt so depressed it was difficult to function” in the last 12 months



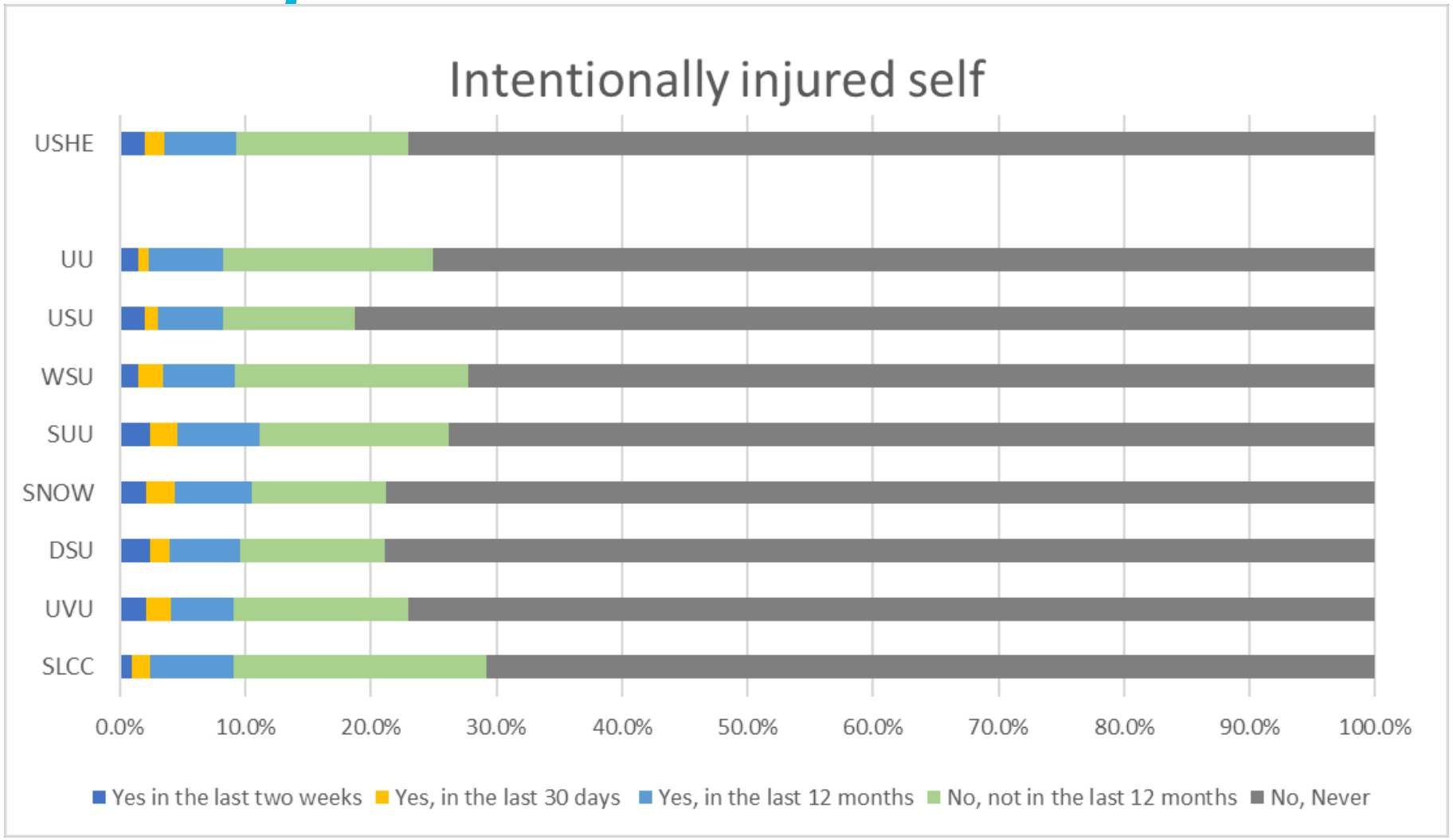
63% of respondents “felt overwhelming anxiety” in the last 12 months



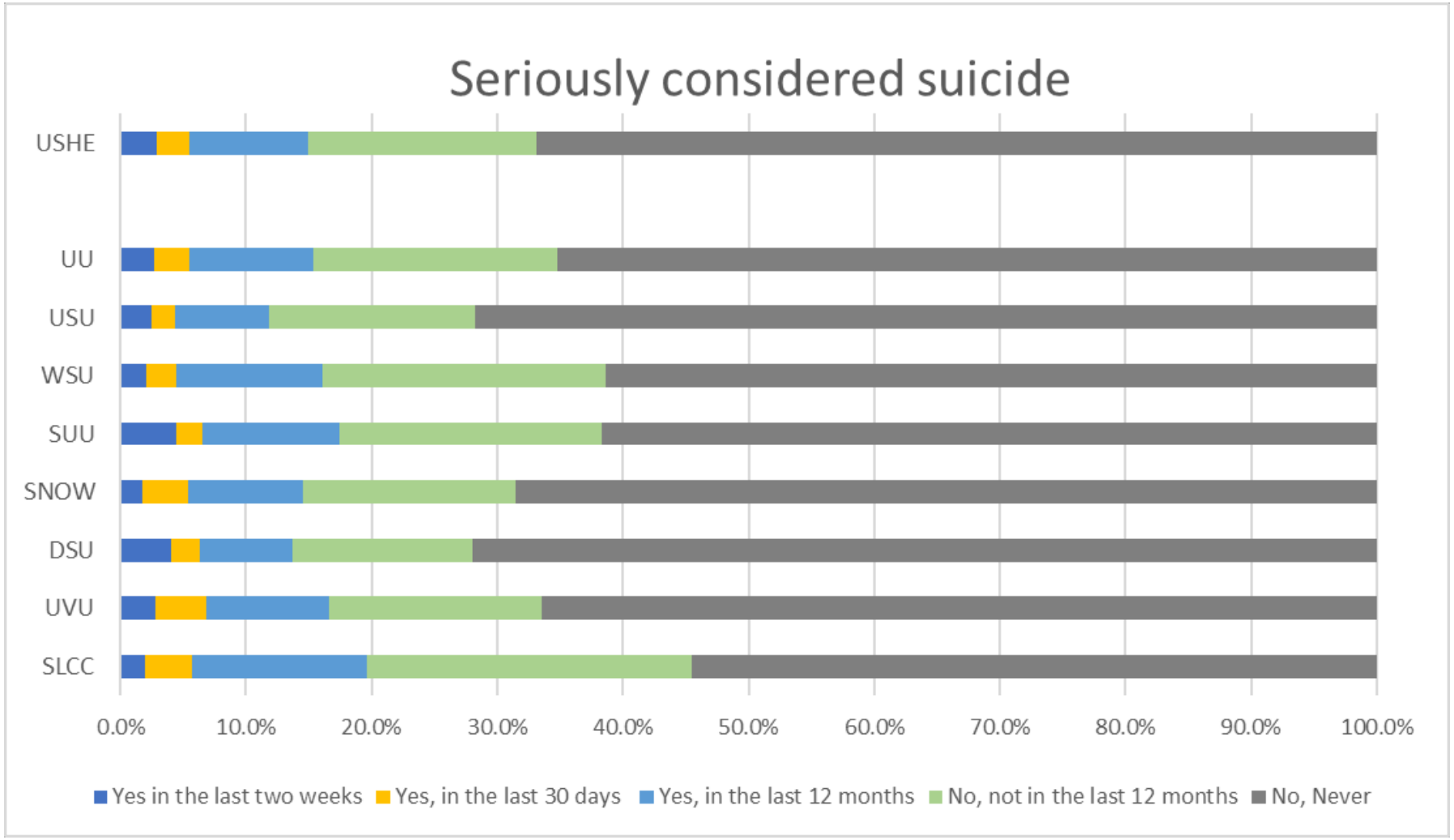
42.7% of respondents “felt overwhelming anger” in the last 12 months



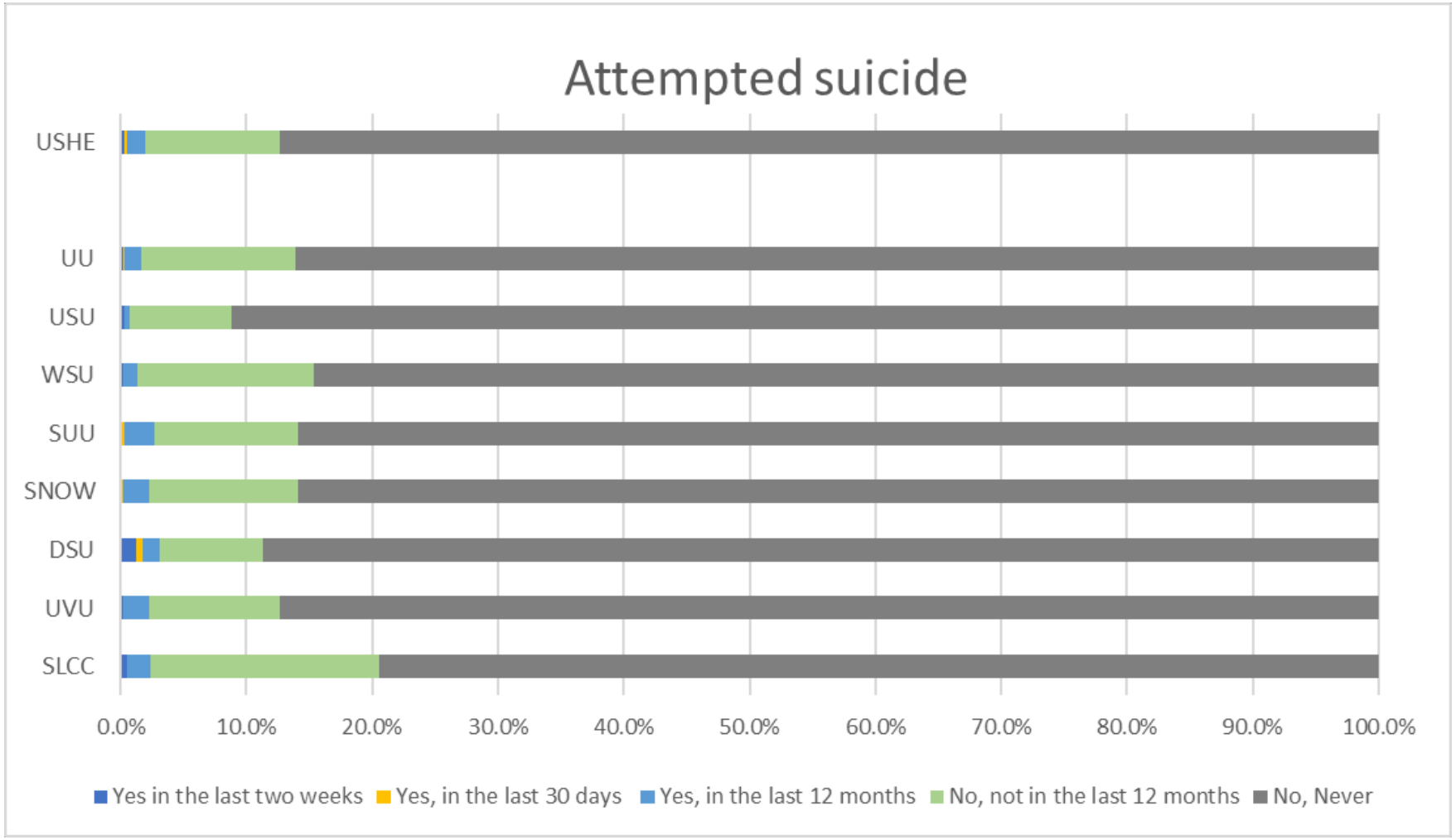
9.3% of respondents “intentionally cut, burned, bruised or otherwise injured themselves ” in the last 12 months



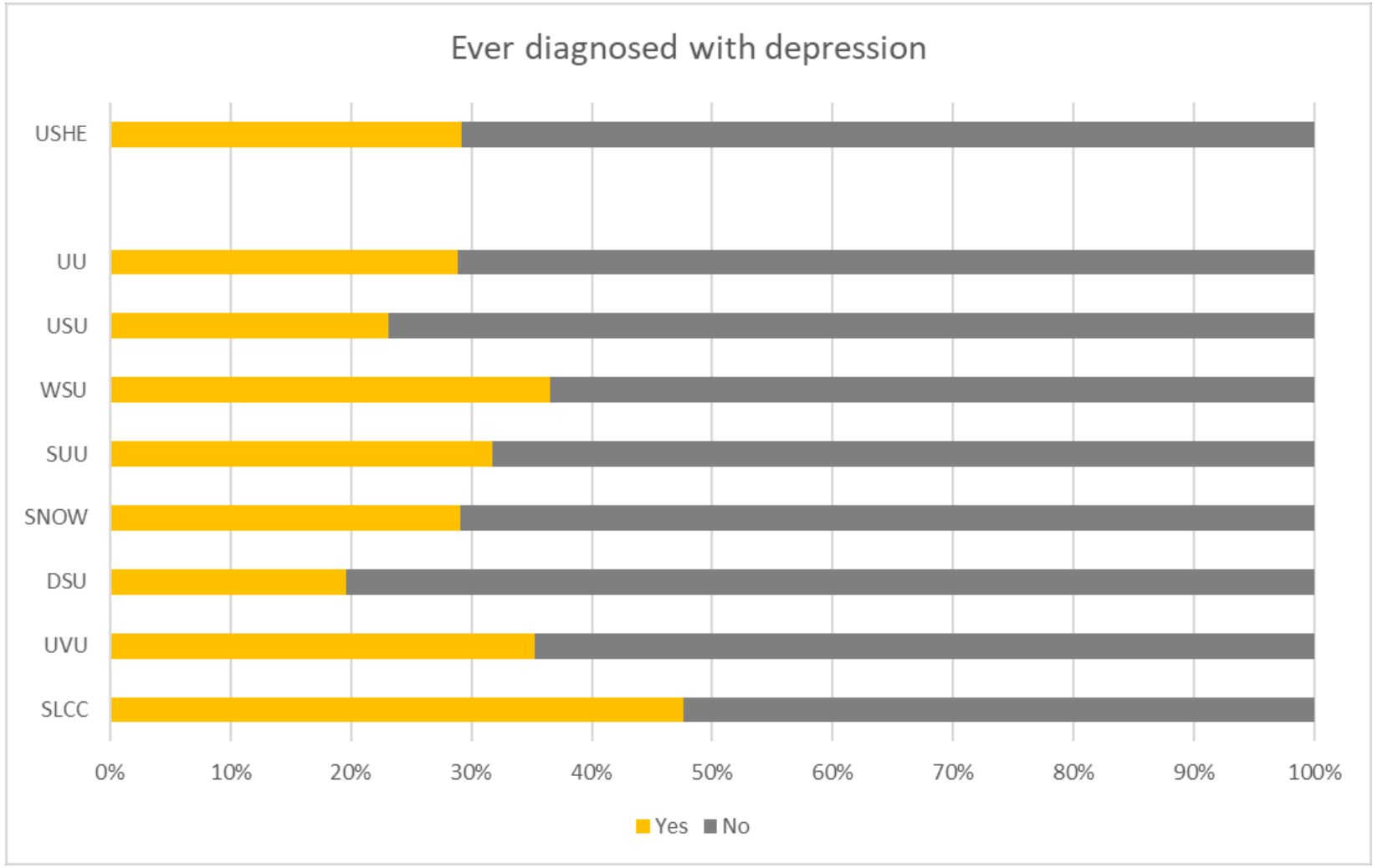
14.9% of respondents “seriously considered suicide” in the last 12 months



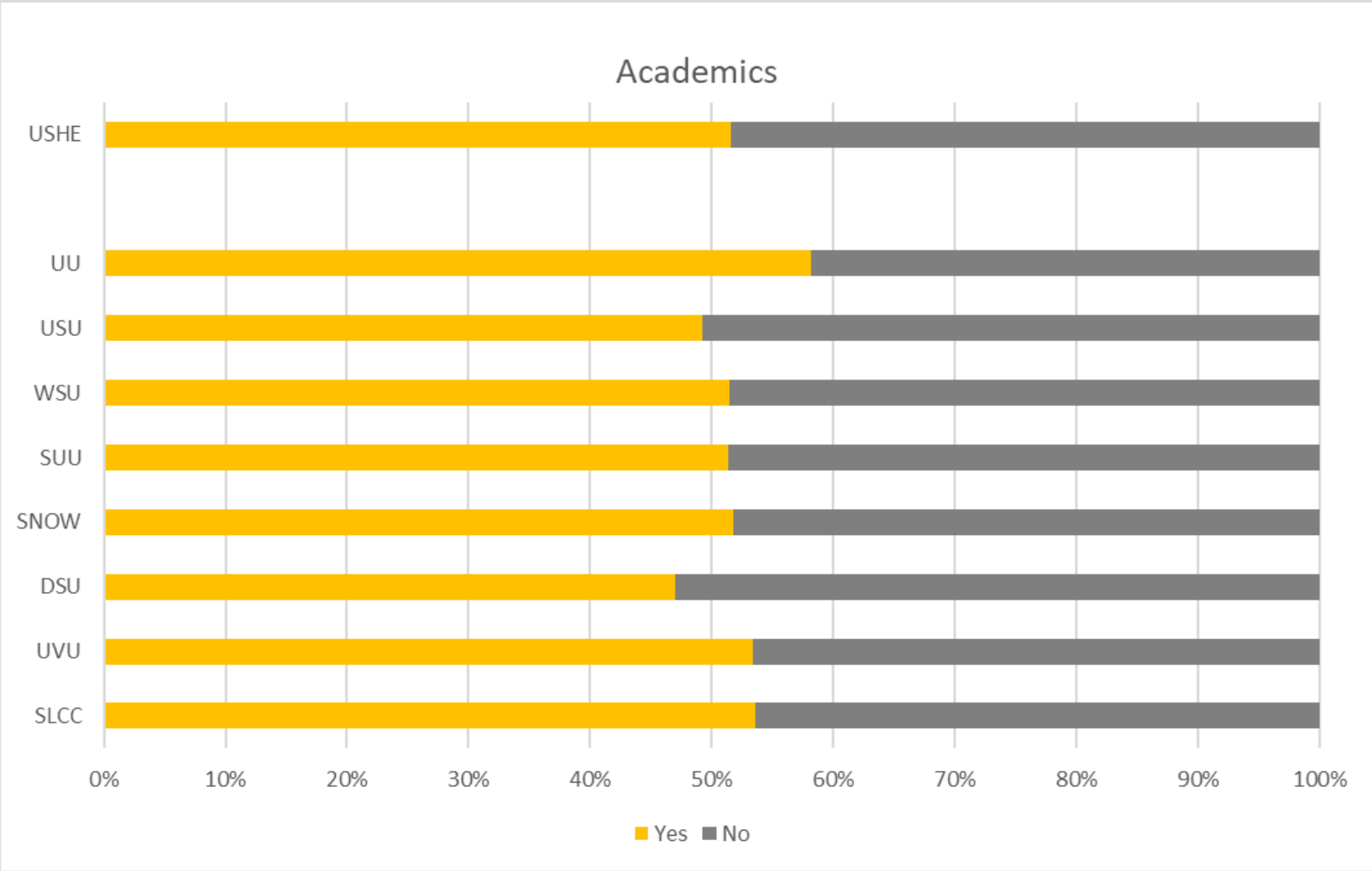
1.9% of respondents “attempted suicide” in the last 12 months



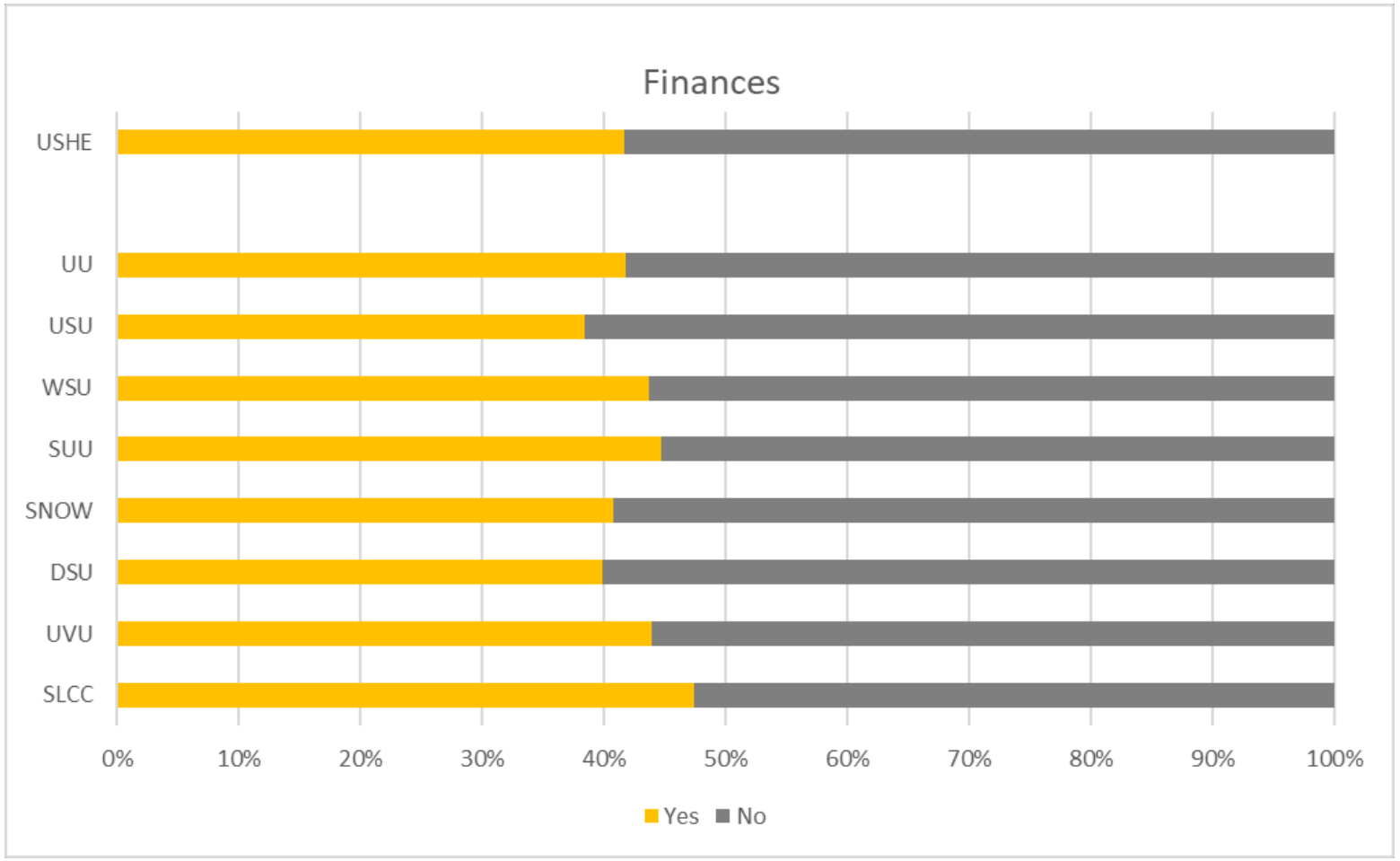
29.1% of respondents have “ever been diagnosed with depression”



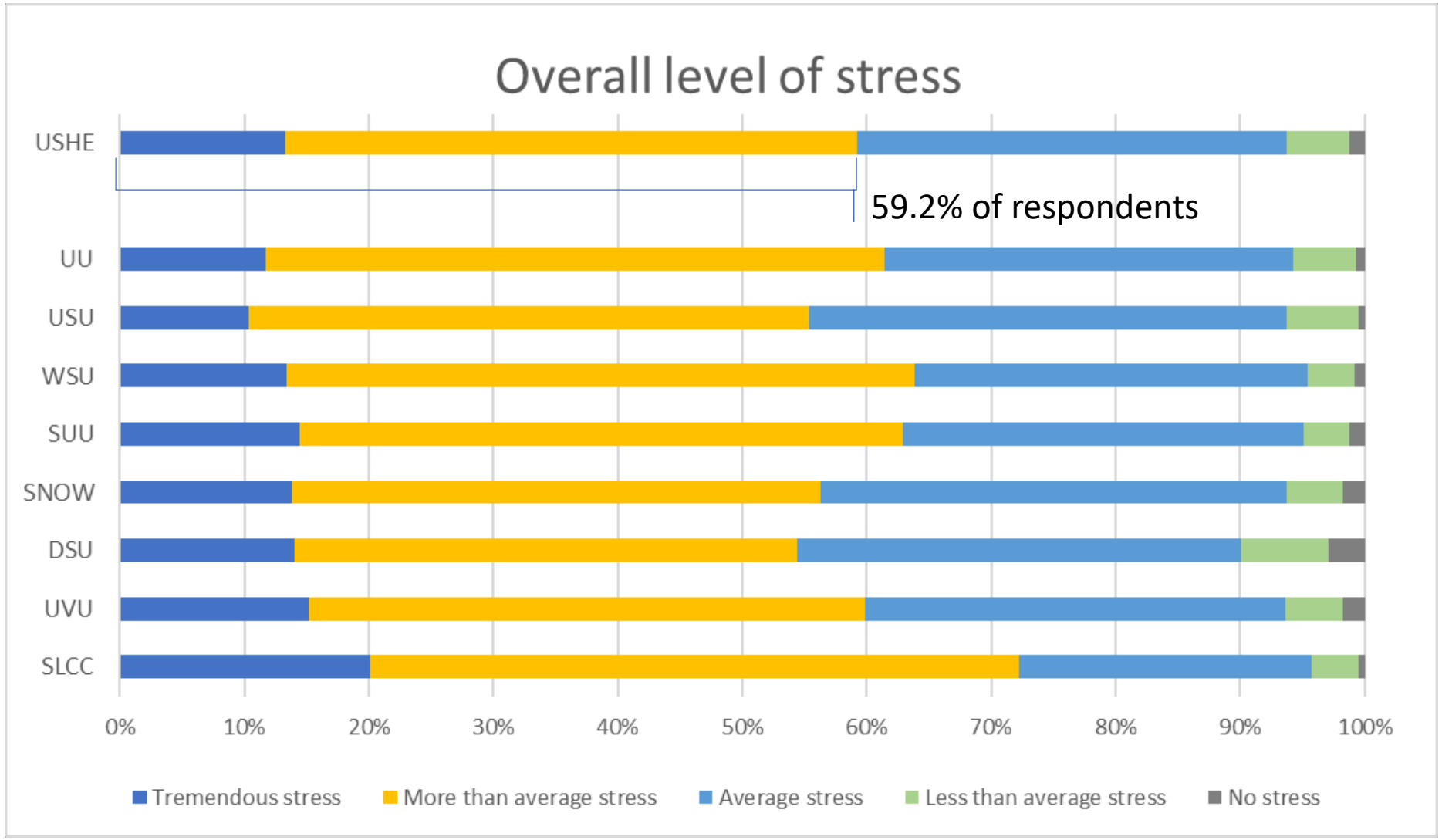
Last 12 months difficult to handle: Academics



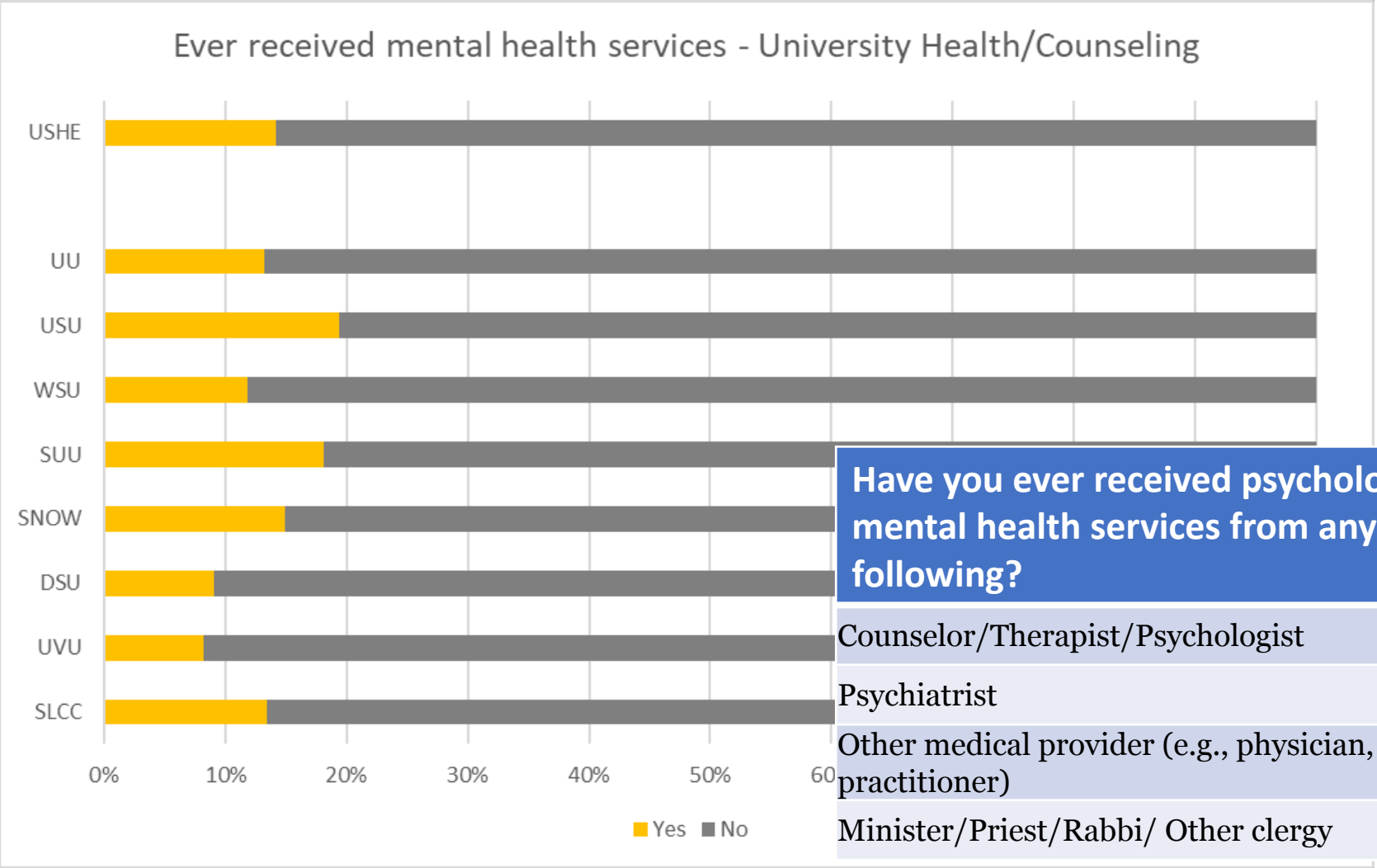
Last 12 months difficult to handle: Finances



Last 12 months how would you rate your overall level of stress?



14.2% of respondents indicated they have ever received psychological or mental services from their current college/university's Counseling or Health services



79.7% of respondents indicated they would consider seeking professional mental health if they were having a personal problem that was really bothering them in the future

Have you ever received psychological or mental health services from any of the following?	Percent
Counselor/Therapist/Psychologist	42.4%
Psychiatrist	14.1%
Other medical provider (e.g., physician, nurse practitioner)	24.1%
Minister/Priest/Rabbi/ Other clergy	16.6%

Timeline

- September 13th: ACHA NCHA results reviewed by Committee of the Whole at the Board of Regents meeting
- November 1st: Institutions final 5-year mental health implementation plans due to the Regents
- November 15th (tentative): the Regents' Mental Health Advisory Committee will present to the Academic and Student Affairs Committee and the Board the summary of the work of the committee and an overview of the 5-year mental health plans
- Spring 2020: Institutions issue the Health Minds Study survey

USHE ADVOCACY STRATEGY UPDATE

September 3, 2019

UTAH SYSTEM OF HIGHER EDUCATION

USHE ADVOCACY STRATEGY UPDATE

USHE joint editorial calendar

Merit Pages

JOINT USHE EDITORIAL CALENDAR

Purpose

1. To amplify key messages at specific times of the year
2. To identify opportunities to collaborate across institutions
3. To better disseminate and message impactful system data

Outcomes to be reported back to Presidents and Regents in July 2020

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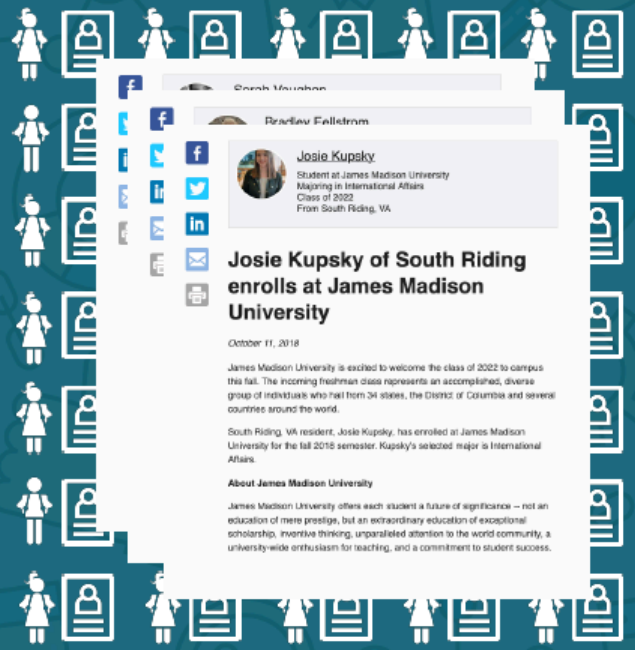

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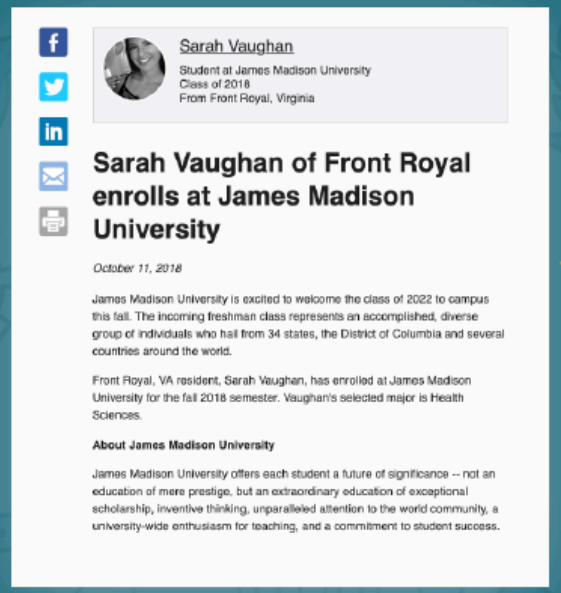

Sarah Vaughan
Student at James Madison University
Class of 2018
From Front Royal, Virginia

Sarah Vaughan of Front Royal enrolls at James Madison University

October 11, 2018

James Madison University is excited to welcome the class of 2022 to campus this fall. The incoming freshman class represents an accomplished, diverse group of individuals who hail from 34 states, the District of Columbia and several countries around the world.

Front Royal, VA resident, Sarah Vaughan, has enrolled at James Madison University for the fall 2018 semester. Vaughan's selected major is Health Sciences.

About James Madison University

James Madison University offers each student a future of significance -- not an education of mere prestige, but an extraordinary education of exceptional scholarship, inventive thinking, unparalleled attention to the world community, a university-wide enthusiasm for teaching, and a commitment to student success.

Students
Enrollment / Retention

Parents & family
Awareness / Retention / Reputation

Local media
Awareness / Reach / Reputation

High schools
Enrollment / Awareness / Reputation

State representatives
Funding / Awareness / Reputation

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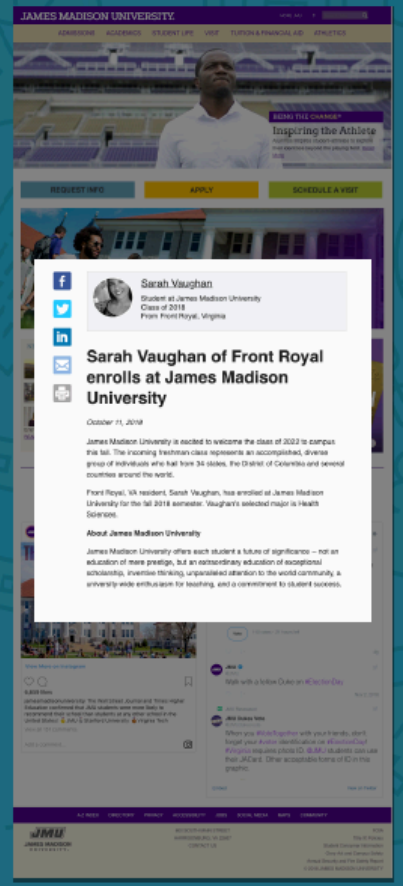

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