*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
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.
<table>
<thead>
<tr>
<th>What we have:</th>
<th>What we need:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy:</strong></td>
<td>• Process for addressing transfer obstacles, body to determine transfer principles</td>
</tr>
<tr>
<td>• Transfer &amp; articulation policies addressing lower division and General Education articulation and common course numbering.</td>
<td></td>
</tr>
<tr>
<td><strong>Course articulation (transfer equivalency) &amp; common course numbers:</strong></td>
<td>• In additional lower division courses; • In upper division courses</td>
</tr>
<tr>
<td>• In key lower division courses.</td>
<td></td>
</tr>
<tr>
<td><strong>General Education:</strong></td>
<td>• Improved common course numbering; • Detailed data on where General Education categories are not aligning after transfer.</td>
</tr>
<tr>
<td>• Common “core” and “breadth” areas.</td>
<td></td>
</tr>
<tr>
<td><strong>Program alignment:</strong></td>
<td>• 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.</td>
</tr>
<tr>
<td>• Regular Majors Committee meetings;</td>
<td></td>
</tr>
<tr>
<td><strong>Current, accurate information for students:</strong></td>
<td>• Program and degree pathway information in the Transfer Guide; • Full institutional participation in the Transfer Guide.</td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
</tbody>
</table>
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.

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.

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.
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

Welcome
SC TRAC is designed to help make your transfer from one institution to another easier and less costly.

Transfer Planning in Four Easy Steps
Step 1: If applicable, speak with an advisor at your institution.
Step 2: Import or Update your Course History.
Step 3: Find your best transfer school or check your progress toward a particular degree program.
Step 4: Share Your Information.

SC TRAC is a tool to help you plan your transfer and should be used with the information and support you receive from your transfer counselor or advisor.

Quick Links for Students
- Search for Course Equivalencies
- Search for Exam Equivalencies
- Search for Transfer Agreements
- Search for Courses
- Search for Programs
- For High School Students
- Glossary of Terms
- Common Questions
- Participating Institutions
- Transfer Events Calendar

My Account
- My Profile
- My 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.

#### Greenville Technical College

<table>
<thead>
<tr>
<th>Date</th>
<th>Course</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 Spring</td>
<td>CHM 110 - College Chemistry I</td>
<td>4.00</td>
<td>A</td>
</tr>
<tr>
<td>2013 Spring</td>
<td>BIO 105 - Principles of Biology</td>
<td>4.00</td>
<td>A</td>
</tr>
<tr>
<td>2013 Spring</td>
<td>GEO 102 - World Geography</td>
<td>3.00</td>
<td>A</td>
</tr>
<tr>
<td>2013 Spring</td>
<td>SPA 105 - Conversational Spanish</td>
<td>3.00</td>
<td>B</td>
</tr>
<tr>
<td>2013 Spring</td>
<td>MUS 105 - Music Appreciation</td>
<td>3.00</td>
<td>B</td>
</tr>
<tr>
<td>2013 Fall</td>
<td>ACC 101 - Accounting Principles I</td>
<td>3.00</td>
<td>B</td>
</tr>
<tr>
<td>2013 Fall</td>
<td>ENG 102 - English Composition II</td>
<td>3.00</td>
<td>B</td>
</tr>
<tr>
<td>2013 Fall</td>
<td>MAT 110 - College Algebra</td>
<td>3.00</td>
<td>A</td>
</tr>
<tr>
<td>2013 Fall</td>
<td>ECO 210 - Macroeconomics</td>
<td>3.00</td>
<td>A</td>
</tr>
<tr>
<td>2013 Fall</td>
<td>PHI 105 - Introduction to Logic</td>
<td>3.00</td>
<td>A</td>
</tr>
</tbody>
</table>

Totals:
- **10 Courses**
- **32.00 Credits**

Overall Totals:
- **10 Courses/Exams**
- **32.00 Credits**

---

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

Find your best Transfer Schools

If you are interested in seeing how your coursework would transfer to a four-year South Carolina institution, we can ask you a few questions to find your desired institution and program. Otherwise, you may use our Equivalency Maps feature to see how your courses would transfer in general to any transfer institution in South Carolina.

I want to see a detailed plan of how my credits will transfer
We will ask you a series of questions to help guide you towards transferring into a particular major at a four-year South Carolina Institution.

I want to explore all my transfer options
View how each of your courses may transfer into South Carolina institutions by using Equivalency Maps.
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.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program</th>
<th>Year</th>
<th>Credits towards transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francis Marion University</td>
<td>BS, Biology - 3+1 Medical Technology Emphasis</td>
<td>2014-15</td>
<td>200 credits</td>
</tr>
<tr>
<td>The Citadel</td>
<td>BS, Biology, Secondary Biology Brd Fld Sci</td>
<td>2014-15</td>
<td>70 credits</td>
</tr>
<tr>
<td>Clemson University</td>
<td>BA, Biological Sciences</td>
<td>2014-15</td>
<td>220 credits</td>
</tr>
<tr>
<td>Clemson University</td>
<td>BS, Biological Sciences</td>
<td>2014-15</td>
<td>250 credits</td>
</tr>
<tr>
<td>Francis Marion University</td>
<td>BA, Biology, General</td>
<td>2014-15</td>
<td>260 credits</td>
</tr>
<tr>
<td>Francis Marion University</td>
<td>BS, Biology, Environmental Science</td>
<td>2014-15</td>
<td>200 credits</td>
</tr>
<tr>
<td>Francis Marion University</td>
<td>BS, Biology, General</td>
<td>2014-15</td>
<td>280 credits</td>
</tr>
</tbody>
</table>

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

### Transfer Check Results

The following degree completion programs match your selections:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program</th>
<th>Year</th>
<th>Credits towards transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clemson University</td>
<td>BA, Biological Sciences</td>
<td>2014-15*</td>
<td>22.0 credits</td>
</tr>
<tr>
<td>Clemson University</td>
<td>BS, Biological Sciences</td>
<td>2014-15*</td>
<td>25.0 credits</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Select</th>
<th>Institution Name</th>
<th>Last Viewed</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University of South Carolina-Columbia</td>
<td>3/22/2019</td>
<td>19 of 26</td>
</tr>
<tr>
<td></td>
<td>Clemson University</td>
<td>3/21/2019</td>
<td>18 of 26</td>
</tr>
<tr>
<td></td>
<td>Francis Marion University</td>
<td>3/21/2019</td>
<td>16 of 26</td>
</tr>
<tr>
<td></td>
<td>Coastal Carolina University</td>
<td>3/13/2019</td>
<td>19 of 26</td>
</tr>
<tr>
<td></td>
<td>College of Charleston</td>
<td>3/13/2019</td>
<td>17 of 26</td>
</tr>
<tr>
<td></td>
<td>Lander University</td>
<td>2/28/2019</td>
<td>16 of 26</td>
</tr>
</tbody>
</table>

**Matches for courses taken at University of South Carolina-Columbia**

- AP 4300 - Computer Science Principles (5)
- AP 0300 - Calculus AB (4)

**Total:** 2 courses 0.00 credits

**Matches for courses taken at Central Carolina Technical College**

- ENG 102 - English Composition II (B)
- CPT 175 - Microcomputer Operating Sys. (A)
- MAT 140 - Analytical Geometry & Calc I (A)
- ENG 101 - English Composition I (A)
- HIS 101 - Western Civilization to 1689 (B)
- PSY 201 - General Psychology (F)
- SPA 101 - Elementary SPAN 109

- CSCI 101
- MATH 141
- UNEL 901T
- ENGL 102
- MATH 141
- ENGL 101
- HIST 101
- PSYC 101
- SPAN 109
Additional Transferable Courses

The information presented is an unofficial guide to how your courses meet an institution’s requirements for the selected program. The details listed do not guarantee that the institution will accept your course(s) as meeting its program requirements. Always contact the institution to confirm that your courses meet the institution’s requirements listed in the Transfer Progress Details.

Transfer Progress for
For transfer to BS, Biological Sciences at Clemson University

You have completed approximately 21% of this program.
Follow this Program

Click “Follow this Program” if you want to make the program a priority and highly visible on the My Transfer Check list page.

8 of your courses and 25.00 of your credits will transfer towards this program. Your transfer progress report is below.

Find additional transferable courses at: Aiken Technical College
Find
Possible transfer courses at the selected institution will be displayed in the transfer progress details below.

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.

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.
### Share My Information

Send and receive messages from peers, friends, mentors, counselors, and others who can offer help

<table>
<thead>
<tr>
<th>Date</th>
<th>Detail</th>
<th>Notes</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/22/2019</td>
<td>To: <a href="mailto:admissions@academyone.com">admissions@academyone.com</a></td>
<td>I'm interested in pursuing a Bachelor's degree in Economics</td>
<td>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)</td>
</tr>
</tbody>
</table>

You have one shared information request.
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.

Maximizing transfer efficiencies within the system
Types of reports

• Transfer sources & destinations
• Courses without equivalencies
• Equivalency sync statistics report
• Changes in transfer agreements
• Changes in catalog information
• Etc.
Record of equivalencies

My Decision

- I Accept this Equivalency
- I Deny this Equivalency

I deny this Equivalency for the following reason(s):

- Too few credit hours
- Syllabus not provided
- Course level doesn't match
- Course content doesn't match
- Not enough academic rigor
- Doesn't meet required standard
- Learning outcomes not provided
- Course is remedial or developmental
- Missing required component (i.e., lab, fieldwork)
- Type of credit not accepted (i.e., professional, technical)
- No comparable curriculum on campus (i.e., program, discipline)
- Other

Deny Equivalency
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 Survey Respondents Spring 2019

<table>
<thead>
<tr>
<th>University</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Utah</td>
<td>680</td>
</tr>
<tr>
<td>Utah State University</td>
<td>1157</td>
</tr>
<tr>
<td>Weber State University</td>
<td>524</td>
</tr>
<tr>
<td>Southern Utah University</td>
<td>687</td>
</tr>
<tr>
<td>Snow College</td>
<td>534</td>
</tr>
<tr>
<td>Dixie State University</td>
<td>824</td>
</tr>
<tr>
<td>Utah Valley University</td>
<td>587</td>
</tr>
<tr>
<td>Salt Lake Community College</td>
<td>209</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>5202</strong></td>
</tr>
</tbody>
</table>
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?

59.2% of respondents
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.

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

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
Merit takes your existing content and turns it into dozens, hundreds or even thousands of personalized stories in minutes.
Merit then matches each story to **relevant audiences** using **managed databases** of media, high schools and government representative contacts.

**Sarah Vaughan of Front Royal enrolls at James Madison University**

October 17, 2019

James Madison University is excited to welcome the class of 2023 to campus this fall. The incoming freshman class represents an unprecedented diverse group of individuals from all 50 states, the District of Columbia and several overseas countries.

Front Royal, VA resident, Sarah Vaughan, has enrolled at James Madison University for the fall 2019 semester. Vaughan's extracurricular activities include softball and dance.

**About James Madison University**

James Madison University offers each student a future of significance — an education of rare prestige, but an extraordinary education of exceptional worth. Iterative thinking, cross-disciplinary collaboration, and a commitment to academic rigor are encouraged.

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**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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