



PRIORITIES REPORT

TAB E
January 17, 2020

Academic and Student Affairs

Academic and Student Affairs Priorities Update

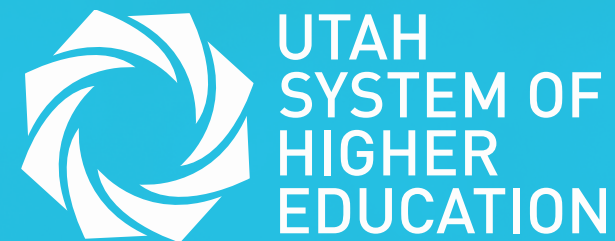
Goal #1: Streamline Transfer and Articulation	Updates: <ul style="list-style-type: none">Utah Transfer Guide: Phase 1 of the Guide is now functional online.Regents' Transfer Council: Chair Simmons approved the membership of the Regents' Transfer Council.
	Next Steps: <ul style="list-style-type: none">The first meeting of the Regents Transfer Council is scheduled for Feb. 14, immediately before the Board of Regents Meeting at the State Capitol Building.The Major Committees will meet on Feb. 28th to discuss the Regents' transfer initiatives and to examine lower division and prior learning assessment alignment.
Goal #2: Strategically address students' options for prior learning assessment and its transferability	Updates: <ul style="list-style-type: none">In response to the statutory mandate to communicate the systems' prior learning options, the Commissioner's Office published an Issue Brief titled "Utah Higher Education Community Embraces Credit for Prior Learning" and the Commissioner provided an update to the legislature.
	Next Steps: <ul style="list-style-type: none">Institutions will be forwarding plans for communicating prior learning options to students and strategies for training faculty to the Prior Learning Committee in early February.
Goal #3: State Scholarship Redesign	Updates: <ul style="list-style-type: none">The Board approved the recommendations of the State Scholarship Task Force for the redesign of three existing state scholarship programs at the November Board meeting.
	Next Steps/Recommendation of Board Action: <ul style="list-style-type: none">The Board will forward its recommendations to the legislature or address them through policy.Updates to current scholarship policies are included in the General Consent Calendar for Board approval during the January

	24 th meeting. The updates will standardize requirements for enrollment and credit completion for all cohorts of New Century and Regents' recipients beginning Fall 2020.
Ongoing Committee Responsibility: Academic Program Approval and Review	Next Steps/Recommendation of Board Action: <ul style="list-style-type: none"> The committee is forwarding 7 year reviews, information items on new programs, notification of new programs, new administrative units, program names changes, program restructures, and program transfers to the General Consent Calendar for approval by the Committee of the Whole.
Ongoing Committee Responsibility: Regents' Mental Health Task Force Recommendations	Updates: <ul style="list-style-type: none"> The institutions submitted their 5-year mental health plans as required in the Regents' Mental Health Working Group Recommendations. A summary of those plans and discussion of system efforts to address mental health needs will be provided as part of the Student Safety Summit during the January Board meetings.

The background of the slide features a close-up, slightly out-of-focus image of a dark blue graduation cap with a gold tassel. The cap is positioned on the left side, and the tassel hangs down. The right side of the slide is covered by a solid blue rectangular overlay.

Transfer, Prior Learning Assessment, and Scholarship Updates

January 2020



Priority 1: Transfer

Take your credits with you. Start planning your college transfer today.

The Utah Transfer Guide is a tool to help you plan your transfer and should be used along with the information you receive from your transfer advisor.

[GET STARTED](#)

Transfer Resources

Keep in mind, the process for transferring out of one college or university and into another varies at each one. Make sure you are working with both an advisor at your current college or university and an advisor at the college or university you are planning to transfer to.



Students



Veterans



Faculty & Advisors

Participating Institutions



UtahStateUniversity.



SUU SOUTHERN
UTAH
UNIVERSITY



DSU
DIKE STATE UNIVERSITY
ST. GEORGE, UTAH



Salt Lake
Community
College

Upgraded Utah Transfer Guide

Phase I soft launch online

Get Started

Whether it's time to get serious about returning to school or you're starting to plan for your undergraduate adventure, we've got you covered.

Create an Account

Keep track of your transfer progress.

Participating Institutions

Where do you want to go?

Talk to a Transfer Advisor

Experts are here to help!

Search for Programs

What do you want to study?

Search for Courses

What classes are available?

Search for Course and Exam Equivalencies

What transfer credit will you receive?

Find transfer institutions

This is an unofficial guide to how your courses will transfer. Other factors that must be taken into consideration are grades received in your original courses and the major that you will be pursuing after you transfer.

[← SELECT DIFFERENT INSTITUTIONS](#)[PRINT](#)

Your Course(s)	Remove Dixie State University	Remove Weber State University	Remove Snow College
Matches for courses taken at Salt Lake Community College			
MATH 1030 - Quantitative Reasoning (QL) (B)	MATH 1030	MATH 1030	MATH 1030
PSY 1010 - General Psychology (SS) (B)	PSYC 1010	PSY 1010	PSY 1010
PSY 1100 - Lifespan Human Growth and Development (SS) (B)	PSY 1100	CHF 1500	HFST 1500

My Account

[My Profile](#)[My Course History](#)[My Equivalency Maps](#)[Share my Information](#)[My Message & Storage Center](#)

Quick Links

[Search for Course Equivalencies](#)[Search for Courses](#)

Transfer Guide Phase II: January 31

Institution

Program

Results

Transfer Check Results

The following degree completion programs including concentrations, if any, match your selections:

Institution	Program	Year	Credits towards transfer (click any to view detailed results)
Winthrop University	BS, Biology, Biomedical Research	2019-20	29.0 credits
Winthrop University	BS, Biology, Medical Technology	2019-20	36.0 credits
Winthrop University	BS, Biology, Teacher Education	2019-20	19.0 credits
Winthrop University	BS, Biology, Conservation Biology	2019-20	36.0 credits
Winthrop University	BS, Biology, General	2019-20	36.0 credits
Francis Marion University	BS, Biology - 3+1 Medical Technology Emphasis	2019-20	12.0 credits
University of South Carolina-Beaufort	BS, Biology, Coastal Ecology & Conservation	2019-20	41.0 credits
Coastal Carolina University	BS, Biology, (IB) Integrative Biology	2019-20	39.0 credits
Coastal Carolina University	BS, Biology, (EEC) Ecol/Evolu /Conservation	2019-20	39.0 credits
Coastal Carolina University	BS, Biology, (CMG) Cell/Molec Bio & Genetic	2019-20	39.0 credits
Francis Marion University	BA, Biology, General	2019-20	24.0 credits
Francis Marion University	BS, Biology, Environmental Science	2019-20	18.0 credits
Francis Marion University	BS, Biology, General	2019-20	33.0 credits
Lander University	BS, Biology, General	2019-20	37.0 credits
Lander University	BS, Biology, Genetics	2019-20	37.0 credits

Regents Transfer Council:

- Creation of RTC approved at Sept. meeting of Board of Regents
- Membership approved by Chair Simmons:
 - Chair: Regent Nina Barnes
 - Student Regent—Sheva Mozafari
 - One president from the research universities—Noelle Cockett
 - One president from the two-year institutions—Deneece Huftalin
 - One president from the regional universities—Scott Wyatt
 - One academic faculty senate leader, regularly rotated among institutions
 - Chair of the General Education Task Force
 - A transfer expert from each USHE institution, as recommended by the president

RTC Charge

- Establish high-level goals and standards for what transfer should look like in Utah.
- Prioritize transfer problems to address, such as deviations from General Education Articulation and lower division program alignment.
- First meeting: Feb. 14

Priority 2: Prior Learning Assessment

Completed

- Approval of new policy R472 on Prior Learning Assessment (November 2019).
- Creation of a Prior Learning Committee (meetings began in Fall 2019).
- Inventory of Prior Learning Assessments currently available at USHE institutions (November 2019).
- Release of Issue Brief: “Utah Higher Education Community Embraces Credit for Prior Learning” (November 2019).

Next Steps: February

- Institutional teams reporting back on student-facing communication on acceptable forms of PLA, with information on how credit will be applied, standards and learning outcomes that must be met, cost of the assessments and credit students will receive, and ensuring this information is easy-to-find on institutional websites.
- Institutions reporting back on plans for training faculty.

Longer term steps

- Creation of best practices guidelines.
- Development of additional options for credit for prior learning in priority classes.

Major Committees



February 28, 2020

- Information and training on Transfer and Prior Learning priorities;
- Review of AP/CLEP/DSST/IB tables showing how credit for prior learning is currently applied within specific majors; begin standardizing how credit for prior learning should be applied across institutions.

Longer term:

- Discuss development of Prior Learning Assessments for priority General Education and gateway courses as identified by the Prior Learning Committee, the Regents Transfer Council, and the General Education Task Force.
- Address lower-division program alignment, per standards established by the Regents' Transfer Council.

Priority 3: State Scholarship Redesign

Completed

- Creation of a Regents State Scholarship Taskforce.
- Meetings throughout the fall of 2019 to explore possible redesigns to three existing state scholarship programs: New Century, Regents', and Promise.
- November: The Board of Regents approved the recommendations presented in the Task Force's Issue Brief: "State Scholarship Redesign Recommendations."

Next steps

- The Board will forward its recommendations to the legislature or address them through policy.
- Today: General Consent Calendar includes policy updates to standardize requirements for enrollment and credit completion for all cohorts of New Century and Regents' recipients beginning Fall 2020.



COMMITTEE REPORT

TAB E
January 17, 2020

Finance and Facilities

Committee Priorities Update

Affordability and Tuition Strategy	<p>Report:</p> <p>Affordable participation has long been one of three strategic priorities for the Board. In November 2018 the Regents commissioned a scope of work with the Kem C. Gardner Policy Institute to research: 1. system-wide tuition and state aid policies, 2. impacts of nonresident students, and 3. how to measure college affordability. The Institute presented a final report to the Finance and Facilities Committee in October 2019 and that report is presented to the Committee of the Whole in today's January 2020 meeting. In conjunction with the report, the Finance and Facilities Committee recommends the establishment of a Task Force to further explore and define a measure of affordability.</p> <p>Next Steps/Recommendation:</p> <p>The Committee recommends the full Board review the tuition and aid report, especially the section on affordability. The Committee further recommends the creation of an Affordability Task Force to study affordability in the USHE system.</p>
Institutional Financial Summaries	<p>Report:</p> <p>Legislative committee chairs and the Legislative Fiscal Analyst's office communicated a desire for a simple, clear, and standardized document to better understand USHE institutional finances. The Finance and Facilities Committee reviewed a proposed template in the December 2019 meeting and reviewed the final documents for each USHE institution in the January 2020 meeting. These documents provide a two-page overview for each USHE institution providing financial information and other key indicators such as enrollments and awards and completions.</p> <p>Next Steps/Recommendation:</p> <p>The Committee recommends the full Board review the institutional financial summaries as found in Tab B in today's meeting. These documents will be communicated to the State Legislature in the 2020 General Session.</p>

Capital Facilities Process	Report: The Finance and Facilities Committee discussed the current USHE capital prioritization process that concluded in September 2019.
	Next Steps/Recommendation: The Capital Facilities Committee will meet in April 2020 to review and discuss the capital prioritization process for the coming year.
Growth Funding	Report: The work of the Committee and the Task Force is complete for this funding cycle. The Board adopted a model for funding growth in USHE institutions and used the model to create a legislative funding request for the FY 2020-21 budget.
	Next Steps/Recommendation: The Board and Commissioner's Office will advocate for the USHE growth funding request in the 2020 Legislative Session. Legislation to codify the USHE growth funding model may be considered in the future.
Revise Performance Funding Model	Report: The work of the Committee and the Task Force is complete for this funding cycle. Additional discussion and work on performance funding will occur based on future legislative conversations.
	Next Steps/Recommendation: Postpone performance funding changes or recommendations until we understand legislative intent for USHE.

Miscellaneous Committee Items (December)

Utah Valley University Investment Policy Revision	Report: The Committee reviewed a request by UVU to revise its investment policy to increase the range of investments in alternative investments, change the threshold for investing in illiquid vehicles, and clarify the target for spending on endowment purposes.
	Recommendation: The Committee approved the UVU investment policy as recently revised and moved to place it on the consent calendar for final approval by the Committee of the Whole.
USHE Revenue Bond Results	Report: The Committee reviewed the results of four recent revenue bond transactions used to refund prior issued debt and construct facilities.

	Each of the transactions had favorable interest rates for the institutions and resulted in savings on prior issued debt.
	Recommendation: This was an informational item; no action was necessary. It is posted online as Tab D of the December 2019 Finance and Facilities Committee for further review by the Board.
USHE Annual Report on Revenue Bond Debt	Report: The Committee reviewed the annual report of institutional revenue bonds outstanding as required by policy. All bonds are retiring on schedule and all institutions with outstanding debt have sufficient revenues to pay principal and interest payments for calendar year 2020.
	Recommendation: This was an informational item; no action was necessary. It is posted online as Tab E of the December 2019 Finance and Facilities Committee for further review by the Board.

Miscellaneous Committee Items (January)

USHE Annual Space Utilization Report	Report: The Committee reviewed the annual report of institutional space utilization as required by policy. As a whole USHE institutional space utilization for classrooms and laboratories is increasing.
	Recommendation: This was an informational item; no action was necessary. It is included as Tab C in today's meeting for further review by the Board.
USHE Annual Auxiliary Enterprise Operations Report	Report: The Committee reviewed the annual report on institutional auxiliary enterprise operations as required by policy. FY 2019 auxiliary fund balances are healthy at the aggregate level.
	Recommendation: This was an informational item; no action was necessary. It is included as Tab D in today's meeting for further review by the Board.



COMMITTEE REPORT

January 17, 2020

Workforce, Access, and Advocacy

Committee Priorities Update

Goal #1: Expand college access advising program	Progress: Phase I expansion of the program expanded into 34 high schools across the state. Identified additional 56 high schools to expand into for fall 2020, pending \$3 million legislative funding, for a total of 90 high schools.
	Next Steps: Collecting data, anecdotes, and other information on impact of Phase I expansion of program thus far. Developing plan for rapid expansion once funding is in place. Working with internal and community partners to align programs across expansion area, to avoid duplication of efforts.
Goal #2: Increase collaboration with state education boards and key partners	Progress: Held successful K-20 Summit on November 14, where state-level leaders heard from experts on educational access and equity. All three education governing boards signed a joint board resolution, directing their respective executives to set goals and make progress toward postsecondary access.
	Next Steps: Utah Partners in Postsecondary Access, a group that includes state education leaders, state agencies and organizations, and access experts, will convene on January 28 to discuss the most pressing issues of postsecondary access in the state. Recommendations will be deliberated for subsequent Board consideration.
Goal #3: Coordinated communications and advocacy	Progress: USHE institutions have adopted a joint editorial calendar, focusing on large-scale advocacy themes throughout the year. Legislative strategy on Regent priorities was discussed in November.
	Next Steps: For the winter/spring timeframe in the joint editorial calendar, USHE institutions are each working to identify an industry leader in their region who is willing to advocate publicly for the value of higher education and an educated workforce. Institutions will work with that leader on a public

	advocacy piece, to be published/disseminated any time in February to March.
Goal #4: Analyze data about the opportunity gap	Progress: Developing full analysis of workforce outcomes for USHE graduates, including placement, earnings, and return on investment for the various majors and degree levels.
	Next Steps: Publish report and disseminate to board for feedback and discussion of workforce outcomes and the correlation to the opportunity gap.
Goal #5: Technical education/certificate realignment	Progress: CTE task force continues work on system alignment. Associate Commissioner of Workforce Development hired to spearhead innovation in higher education to deliver workforce-responsive degrees and certificates. Emphasis on prior learning assessment, competency-based education, and stackable credentials.
	Next Steps: Refocus goal on innovative and collaborative technical education alignment.