UTAH SYSTEM OF HIGHER EDUCATION

Utah Board of Higher Education
Academic Education Committee
Friday, February 19, 2021

Agenda

10:00 AM – 10:05 AM	**Welcome** Committee Chair Pat Jones
10:05 AM – 10:30 AM	**Action Item: Committee Priority—Transfer Recommendations from the Board Transfer Council** TAB A Committee Co-Chairs Nina Barnes and Candyce Damron; Dr. Ann Darling; and Associate Commissioner Dr. Julie Hartley
10:30 AM – 11:10 AM	**Discussion Item: Board Strategic Plan** TAB B Commissioner Dr. David Woolstenhulme; Assistant Commissioner Melanie Heath; and Senior Diversity Officer Lais Martinez
11:10 AM – 11:30 PM	**Discussion Item: Committee Priority—Credit for Prior Learning** TAB C Associate Commissioner Dr. Jess Gilmore
11:30 PM – 11:40 PM	**Information Item: Utah Women's Leadership Exchange** TAB D Dr. Nancy Hauck, Dixie State University; Dr. Jessica C. Hill, Utah Valley University
11:40 PM – 11:50 PM	**Information Item: Engineering and Computer Technology Initiative Annual Report from the Technology Initiative Advisory Board** TAB E Dr. John Sutherland

Projected times for the various meetings are estimates only. The Board Chair retains the right to take action at any time. In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify ADA Coordinator, 60 South 400 West, Salt Lake City, UT 84180 (801-321-7124), at least three working days prior to the meeting. TDD # 801-321-7130.

UTAH SYSTEM OF
HIGHER EDUCATION

February 19, 2021

Recommendations from the Board Transfer Council

The Academic Education Committee has made streamlining transfer one of its top priorities, since transfer can affect several of the important elements in the Board's strategic plan, including affordability, completion, and equity. Efficient transfer can help students avoid accumulating excess credits that do not apply to their degree, eliminate the cost associated with excess credits, provide access to bachelor's degrees for students who started at a community college, and help students complete their degrees, even if life circumstances cause them to leave their original institution. To address the efficiency of transfer with the Utah System of Higher Education, the Board authorized the creation of a Board Transfer Council, tasked it with making recommendations to streamline transfer and required it to report annually to the Board.

The Transfer Council began meeting in February of 2020. It identified the most immediate priority as determining the best ways to guarantee that students who complete an associate degree at a USHE institution can complete a bachelor's degree as efficiently as possible—with only 60-62 additional credits or two years of full-time coursework. (Later conversations will address transfer between technical and degree programs.)

After extensive discussion on specific transfer difficulties within USHE and on structural misalignments between associate and bachelor's degree requirements, the Board Transfer Council is recommending that Associate of Arts (A.A.) and Associate of Science (A.S.) degrees be restructured in Board policy by creating direct transfer associate degree pathways that will stack neatly into specific bachelor's degree majors and by adjusting the requirements of general associate degrees around disciplinary "meta-majors" to improve transfer efficiency while maintaining the flexibility and exploration that have been the hallmarks of general AA and AS degrees. The council recommends that the Board authorize the Commissioner's office and degree-granting institutions to begin piloting direct transfer associate degree pathways and to begin work with institutions and consortia groups like the Chief Academic Officers and the General Education Task Force on updating Board policies (including R470 and R401) to create more transfer-focused associate degree structures.

Commissioner's Recommendation

The Commissioner recommends that the committee approve the Board Transfer Council recommendation to authorize the Commissioner's office and degree-granting institutions to begin piloting direct transfer associate degree pathways and to begin work on updating Board policies to create more transfer-focused associate degree structures.

Recommendations from the Board Transfer Council

February 2021

UTAH SYSTEM OF HIGHER EDUCATION
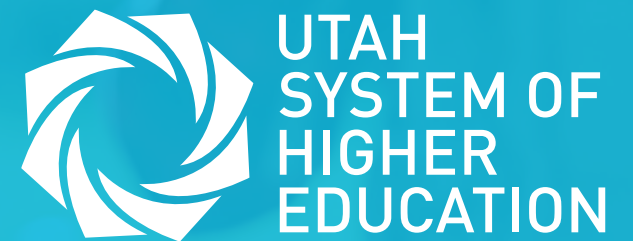
Streamlining transfer to address completion and affordability

When transfer is not efficient, it

- Increases time to completion through repeated courses, accumulation of excess credits that don't count toward a degree;

- Increases cost to students to pay for those extra credits;

- Increases student frustration; pushes some students out.

Streamlining transfer to address equity and inclusion

- Community colleges are cheaper and more accessible than four-year institutions
- Life circumstance cause students to stop out of school or move
- Making transfer efficient = better accessibility, retention, and completion

Two Transfer Initiatives

- Aim 1: Provide students with accurate information on their transfer options:
  - Electronic Utah Transfer Guide

- Aim 2: Address policy gaps, define standards, and facilitate transfer across USHE institutions:
  - Board Transfer Council, Feb 2020

Board Transfer Council Membership

- 2 Board members:
  - Chair: Nina Barnes
  - Student Regent: Candyce Damron
- 3 Presidents:
  - Regional Universities: Scott Wyatt
  - Research Universities: Noelle Cockett
  - 2-Year Colleges: Deneece Huftalin
- 2 Faculty:
  - Utah Council of Faculty Leadership: Jessi Hill, UVU
  - General Education Task Force Chair: Ann Darling, U of U

- 8 Institutional Representatives:
  - USU: Paul Barr
  - Weber: Casey Bullock
  - U of U: Marty Bradley
  - SLCC: Jeff Aird
  - UVU: David Connelly
  - SUU: Jon Anderson
  - Snow: Melanie Jenkins
  - Dixie: Sarah Vandermark

Council Responsibilities from Board Resolution

- 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 Council's activities, priorities, recommendations and institutional progress on implementing recommendations

Work over the last year: Associate to Bachelor's Pathways

- Addressing structural misalignments between associate and bachelor's degrees

- Defining systemwide expectations for major program alignment and lower-division pathways

- Scaling up articulations between technical programs and Applied Associate degrees will come after the Technical Education Committee makes decisions on clock hours vs. credit hours

General Education

- General education (education in addition to the focus within a major) is a critical element of associate and bachelor's degrees
- Policy R470 outlines GE requirements across the System
  - Shared core and breadth requirements
  - Some institutions have additional requirements
- Common course numbering misalignments
- Courses with more than 1 GE designation
- USHE General Education Task Force

BTC recommendations on AA/AS degrees

Direct Transfer AA/AS

- Credits: min 60/max 63
  - Must include all pre-requisites
  - Excess credits must have Board approval
- General Education
  - May be split over 4 years to parallel the bachelor's pathway, with articulation agreement and Board approval
  - Should include specific Gen Ed courses if required by the major
- Only lower division coursework
- Within a major
  - Completes all requirements for the first two years of a bachelor's degree in a specific major
  - Guarantees ability to complete the bachelor's degree in the same major in two additional years of full-time study
  - Must use the same CIP code as the 4-year program to which students transfer

General Transfer AA/AS

- Credits: min 60/ max 63
  - Must include all pre-requisites
  - Excess credits must have Board approval
- General Education
  - Entire Gen Ed package completed
  - Should specify Gen Ed courses appropriate to meta-major (i.e., QL)
- Only lower division coursework
- Within a meta-major
  - Could transfer to certain types of majors (i.e., those without excessive major requirements that would have to be completed in the first two years)
  - General Studies CIP code/meta-major

Motion

- I move that we approve the recommendations from the Board Transfer Council and authorize the Commissioner's office and the institutions to work on piloting direct transfer pathways in selected majors and to redefine the expectations for associate of arts and associate of science degrees in policy.

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February 19, 2021

Strategic Plan Update

Defining terms, specifying the Board's role, ensuring equity, timeline for input and adoption, and discussion

In October 2020, the newly-created Utah Board of Higher Education began embarking on a strategic planning process. At that time, the Board adopted the main priorities of the strategic plan: Access, Affordability, Completion, and Workforce Alignment.

This presentation will provide an update to that process, including:

1. Defining terms used in the strategic plan to ensure common understanding.
2. Examining the four levers of the Board to ensure outcomes of the strategic plan are in areas the Board can best impact. These levers include:
    a. Policy
    b. Data
    c. Funding
    d. Collaboration/Advocacy
3. Demonstrating how the Equity Lens Framework, adopted by the Board in December 2020, will be integrated into the strategic plan, so that all aspects of the plan are utilizing the equity lens.
4. Proposing a draft timeline for input and adoption, with the goal of having the full Board adopt a final draft of the strategic plan by May 2021.
5. Generating a transparent and robust discussion among Board committee members on the strategic plan draft thus far.

Commissioner's Recommendation

This is an information item only; no action required.

Attachment

STRATEGIC PLAN UPDATE

Defining terms and the Board's role, measuring success, ensuring equity, timeline, and discussion

February 2021

UTAH
SYSTEM OF
HIGHER
EDUCATION

Our Mission:

*The Utah Board of Higher Education governs and supports the Utah System of Higher Education to **equitably** provide accessible, valuable, innovative, and affordable higher education for students to expand their economic mobility, enhance their cultural awareness, and improve their overall quality of life.*

DEFINING TERMS AND THE BOARD'S ROLE

PRIORITY (category)

BOARD'S ROLE (way Board of Higher Education can impact goal)

GOAL (measurement)

STRATEGY (what)

TACTIC (how) → Project plan

BOARD'S ROLE (way Board of Higher Education can impact goal)

TACTIC (how)

Should fall under one or more of the four levers of the Board:

1. Policy

2. Data

3. Funding

4. Collaboration/Advocacy

PRIORITY: Access

BOARD'S ROLE: Remove structural barriers to entry.

GOAL: Increase college-going rate by 3% in 5 years ; increase college-going rate of underrepresented groups by 4% in 5 years

STRATEGY: Advise high school students on scholarships, dual enrollment programming, financial aid, & higher ed pathways

TACTIC: Fund expansion of college access advisors. → Project plan

Analyze data from advisors to inform best practices. → Project plan

Collaborate with other access partners on best practices through Regional K-16 Alliances. → Project plan

PRIORITY	ACCESS	AFFORDABILITY	COMPLETION	WORKFORCE ALIGNMENT
BOARD'S ROLE	Remove structural barriers to entry	Remove structural barriers to affordability	Remove structural barriers to graduation	Increase availability and stackability of high-demand, high-wage programs
GOAL	Increase the college-going rate of all groups by 3% in 5 years. Increase the college-going rate of underrepresented groups by 4% in 5 years.	Develop an expanded standard of affordability by the end of 2021. Ensure institutional cost of attendance remains within the standard of affordability year over year. Develop a cost structure model based on custom peer groups to compare the cost of delivering degrees and awards for each USHE institution by the end of 2021.	Increase the timely completion of all students by 3% in 5 years. Increase the timely completion of underrepresented students by 4% in 5 years.	Increase completion rate of graduates in high-demand, high-wage programs by 7% in 5 years. Increase completion rate of underrepresented groups in programs aligned with high-wage, high-demand jobs by 8% in 5 years.
STRATEGY	Expand supportive entry level education practices Minimize equity gaps in dual enrollment programming Advise high school students on scholarships, dual enrollment programming, financial aid, and higher ed pathways Expand flexible enrollment opportunities Simplify institutional admissions processes	Increase FAFSA completion Expand shared services Evaluate and prioritize state scholarships Eliminate program duplication	Structure programs to facilitate completion and transfer Ensure systemwide institutional supports for undocumented/DACA-mented students Ensure systemwide institutional supports for student mental health Ensure systemwide institutional supports for campus safety and policing Ensure systemwide institutional supports for student basic needs Increase awarding of credit for prior learning	Increase stackability of credentials from technical ed to academic ed Increase student participation in work-based learning Ensure students are meaningfully informed on the value and ROI of higher ed Increase higher ed participation rate of adults with/without a high school diploma Increase participation in short-term training leading to wage and employment progression

MEASURING SUCCESS

Statewide Attainment Goals
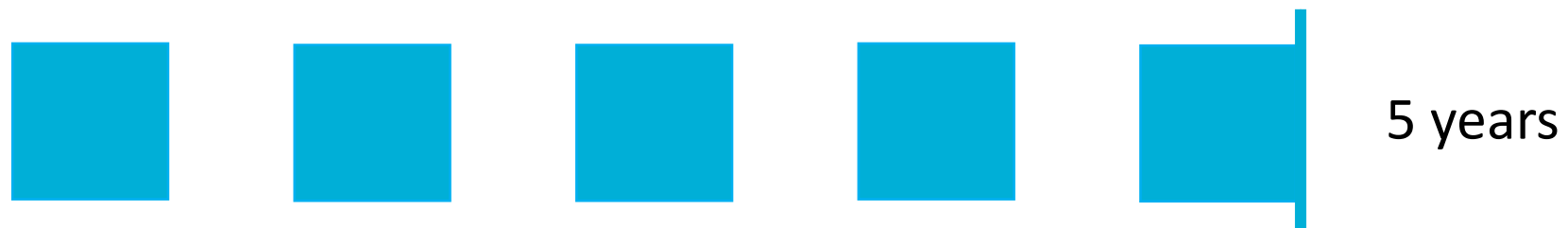
10 years

Statewide Attainment Goals

10 years

System Strategic Plan Goals

5 years

Statewide Attainment Goals

10 years

System Strategic Plan Goals

5 years

Institutional Performance Funding Goals
(annual measurements toward 5-year goal)

5 years

PRIORITY

| ACCESS | COMPLETION | WORKFORCE ALIGNMENT |

10-YEAR GOALS

| Increase the college-going rate of all groups by 10% in 10 years. | Increase the timely completion of all students by 10% in 10 years. | Increase the completion rate of graduates in high-demand, high-wage programs by 20% in 10 years. |

	ACCESS	COMPLETION	WORKFORCE ALIGNMENT
PRIORITY			
10-YEAR GOALS	Increase the college-going rate of all groups by 10% in 10 years.	Increase the timely completion of all students by 10% in 10 years.	Increase the completion rate of graduates in high-demand, high-wage programs by 20% in 10 years.
5-YEAR GOALS	Increase the college-going rate of all groups by 3% in 5 years.	Increase the timely completion of all students by 3% in 5 years.	Increase the completion rate of graduates in high-demand, high-wage programs by 7% in 5 years.

	ACCESS	COMPLETION	WORKFORCE ALIGNMENT
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MEASUREMENT	# Utah students attending postsecondary institution within three years of graduation	# students who complete program within 150% of expected time	# students who complete a high-demand, high-wage program
	# Utah students in high school graduating class	# of students in year cohort	# students who complete a program

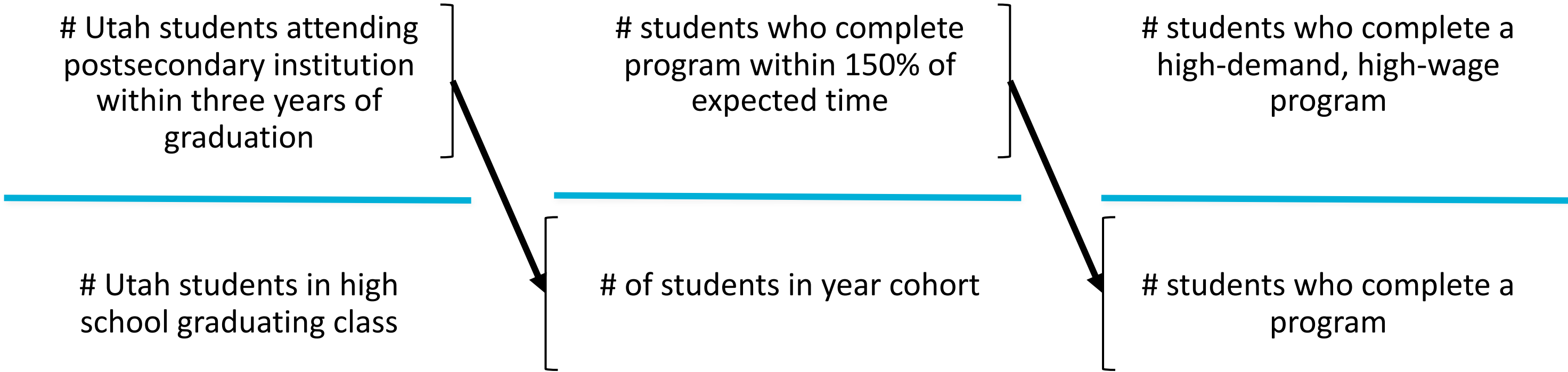| PRIORITY	ACCESS	COMPLETION	WORKFORCE ALIGNMENT
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ENSURING EQUITY, DIVERSITY, AND INCLUSION ARE CENTRAL TO THE STRATEGIC PLAN

	ACCESS	AFFORDABILITY	COMPLETION	WORKFORCE ALIGNMENT
PRIORITY	ACCESS	AFFORDABILITY	COMPLETION	WORKFORCE ALIGNMENT
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STRATEGY

ACCESS
- Expand supportive entry level education practices
- Minimize equity gaps in dual enrollment programming
- Advise high school students on scholarships, dual enrollment programming, financial aid, and higher ed pathways
- Expand flexible enrollment opportunities
- Simplify institutional admissions processes

AFFORDABILITY
- Increase FAFSA completion
- Expand shared services
- Evaluate and prioritize state scholarships
- Eliminate program duplication

COMPLETION
- Structure programs to facilitate completion and transfer
- Ensure systemwide institutional supports for undocumented/DACA-mented students
- Ensure systemwide institutional supports for student mental health
- Ensure systemwide institutional supports for campus safety and policing
- Ensure systemwide institutional supports for student basic needs
- Increase awarding of credit for prior learning

WORKFORCE ALIGNMENT
- Increase stackability of credentials from technical ed to academic ed
- Increase student participation in work-based learning
- Ensure students are meaningfully informed on the value and ROI of higher ed
- Increase higher ed participation rate of adults with/without a high school diploma
- Increase participation in short-term training leading to wage and employment progression

Every student has the ability to learn.

When students aren't given the opportunity to succeed, it is because of a failure of educational structures, not the students themselves.

The best educational outcomes happen when students, faculty, and staff reflect Utah's growing diversity.
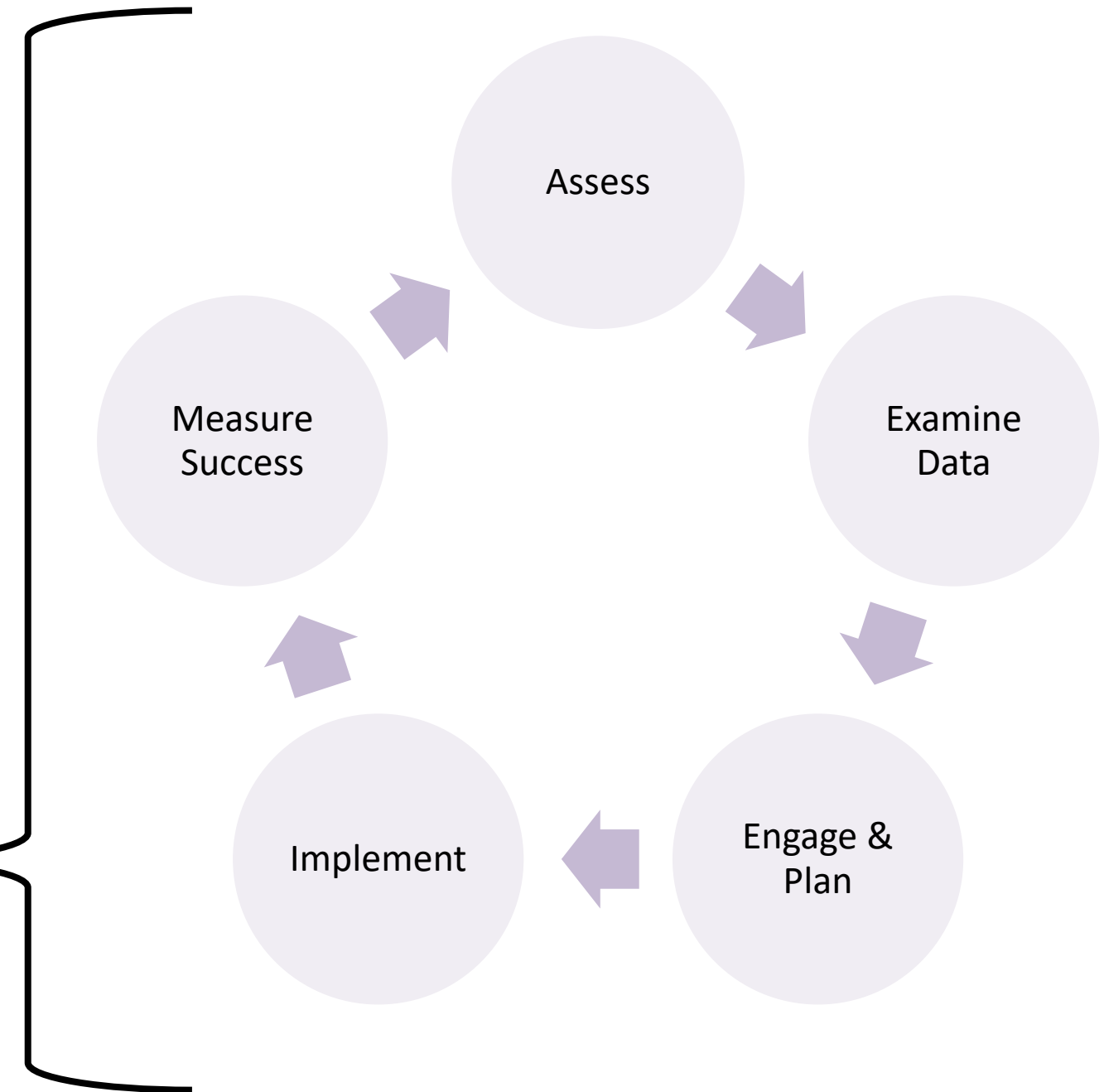
EQUITY LENS FRAMEWORK
(adopted December 2020)

EXPANDED SHARED BELIEFS

COMMON DEFINITIONS

CONTINUAL EXERCISE THAT INCLUDES PRACTICAL ACCOUNTABILITY

EQUITY LENS FRAMEWORK
(adopted December 2020)

EXPANDED SHARED BELIEFS

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CONTINUAL EXERCISE THAT INCLUDES PRACTICAL ACCOUNTABILITY

Assess

Examine Data
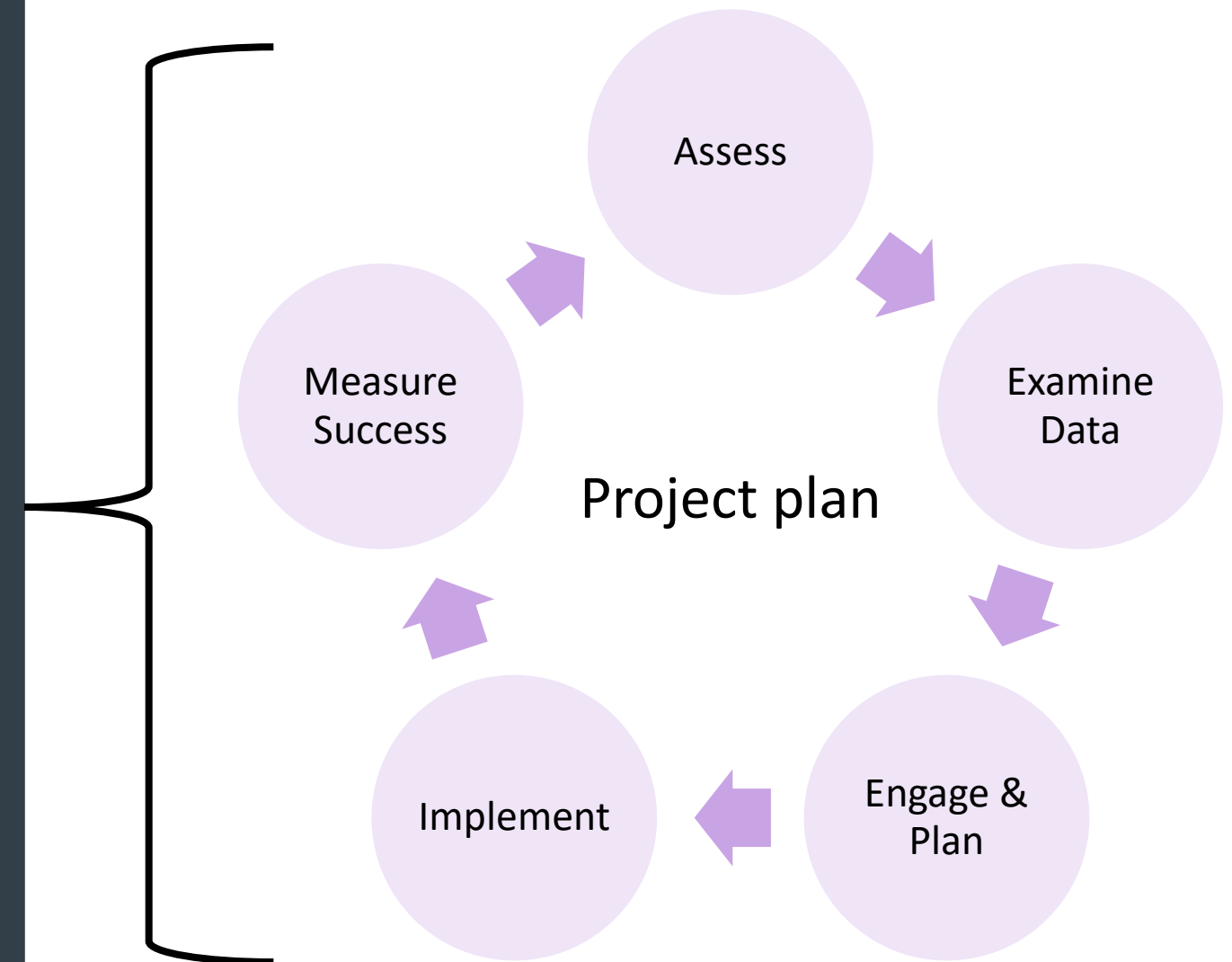
Engage & Plan

Implement

Measure Success

BOARD'S ROLE (way Board of Higher Education can impact goal)

TACTIC   (how)

Should fall under one or more of the four levers of the Board:

1. **Policy**

2. **Data**
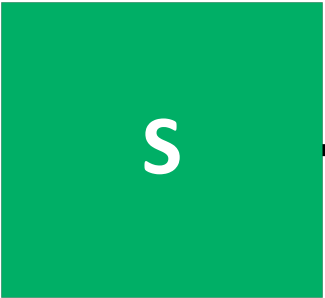
3. **Funding**

4. **Collaboration/Advocacy**

Project plan

- Assess
- Examine Data
- Engage & Plan
- Implement
- Measure Success

TIMELINE FOR INPUT & ADOPTION

P

October 2020
- Board approval

BR **G** **S**

February 2021
- 16 & 17: COP
- 19: Board committees

S **T**
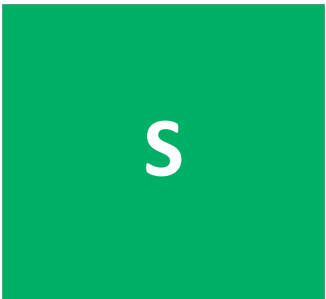
March 2021
- 4 & 5: Consortia groups
- 8: COP
- 26-27: Board Committee of the Whole

April 2021
- External stakeholders
- 16: Board committees

May 2021
- Board of Higher Education approval

DISCUSSION

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AFFORDABILITY
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PHASES
- Implementation
- Planning
- Understanding

COMPLETION
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Credit for Prior Learning as an Access and Equity Tool

In November 2019, the Board approved a new policy, R472, *Credit for Prior Learning*. The policy, updated in January 2021, provided more guidance on institutionally designed portfolio assessments, training for faculty and staff, and communications with students. In the coming year, the Prior Learning Committee, made up of institutional representatives, will be working on implementing the new guidelines.

The purpose of the expanded policy is to make college more accessible and affordable, help students complete degrees as quickly and efficiently as possible, and reduce duplication of learning outcomes achieved in alternate non-academic settings. When properly implemented and widely available, PLA can become a valuable access and completion tool, particularly for underserved populations. Simply put, the ABC's of PLA can transform a student experience:

A = Access	PLA provides an access point that allows individuals to receive academic credit for work completed prior to arriving at the institution. This can be in the form of equivalent academic credit via AP, CE, CLEP or other exams, but it can also be awarded for previous work experience that aligns with program outcomes as demonstrated through a portfolio process.
B = Better Alignment	When programs are aligned with clearly identified outcomes, a student's previous experience can be better aligned with those outcomes through PLA. PLA then allows a student with this previous experience to accelerate through coursework or start at the place in the curriculum where their knowledge gaps align.
C = Completion	According to research conducted by CAEL[1], students who receive PLA credits are 2.5 times more likely to graduate than those without PLA credits. Consider: - Overall, 78% of the non-PLA students failed to earn a degree, compared to 44% of the students with PLA credits 56% of the PLA students earned a degree within seven years, compared to 21% of the non-PLA students

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[1] From "Why is PLA Significant for Improving Graduation Rates" by Scott Campbell (2016)

	• 43% of students with PLA credits earned a bachelor's degree, compared to 15% of those without PLA credits • 13% of the PLA students completed an associate degree, versus 6% for non-PLA students

Commissioner's Recommendation

This is an information item; no action is required.

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February 19, 2021

Utah Women's Leadership Exchange

The Board of Higher Education recognizes that a crucial part of a quality higher education is for students to gain experience rooted in diverse perspectives and experiences and also that students' ability to see their backgrounds reflected in the faculty and staff at colleges and universities is an important part of retention and completion. These aims are reflected in Board Policy R805, *Gender, Race, and Ethnicity Representation at USHE Institutions,* which includes a goal to mirror Utah's population in faculty, staff, and administrative positions at USHE institutions. This goal requires USHE institutions to employ a diverse, representative, and equitably compensated workforce across all levels of faculty, staff, and administration. During the discussion in November 2018 surrounding Policy R805, the Academic and Student Affairs Committee expressed support for a proposal from groups of faculty, higher education professionals, and administrators to create a Utah Women's Leadership Exchange that would create pathways to USHE leadership roles for mid-career women.

UWLE was subsequently organized by co-chairs Dr. Nancy Hauck of Dixie State University and Dr. Jessi Hill of Utah Valley University. It was designed to provide structured mentoring partnerships, training, and support for women faculty and staff at USHE institutions in order to enhance their higher education leadership skills and help prepare them for career advancement. The Commissioner's office and the Chief Academic Officers of the degree-granting institutions provided financial support; high-level leaders from USHE institutions and the Commissioner's office also donated their time to serve as mentors for the women chosen as protégés in the project.

The first cohort of mentors and protégés met during the 2020 academic year for a series of training programs, job shadowing, and one-on-one consultations. Protégées also completed intensive leadership projects. Dr. Hauck and Dr. Hill will report on the outcomes of this first cohort. The Exchange has been put on hold during the COVID-19 pandemic.

Commissioner's Recommendation

This is an information item only; no action is required.

February 19, 2021

Engineering and Computer Technology Initiative Annual Report from the Technology Initiative Advisory Board

In 2001, the Utah Legislature approved S.B.61, *Enhancements to the State Systems of Public and Higher Education*, which established the Engineering and Computer Technology Initiative. The purpose of the initiative was to address a statewide need to increase the number of students graduating from engineering, computer science, and related technology programs. The legislation created the Technology Initiative Advisory Board with membership appointed by the Governor and requires it to report annually to the Board of Higher Education. The initiative has had a significant impact on the growth and health of Utah's economy. Below are key highlights from the TIAB.

Highlights from this year's activities:

- The TIAB set a goal to grow engineering and computer technology graduates by 400. Participating institutions exceeded the goal. Total graduates were up by nearly 100 more than the estimate made in the summer of 2020:
  - Graduates increased by 434, from 3,283 in 2018 to 3,717 in 2020.
  - UVU had a significant growth in graduates with a 144 increase.
  - SUU increased by 49 graduates.
  - Snow College increased 82% in graduates, growing from 34 in 2018 to 62 in 2020.
- The TIAB is predicting continued growth in graduates in the coming two years. COVID-19, caused budget and hiring freezes across institutions. Due to the pandemic response, some of the 2019 appropriated dollars were not fully expended. Therefore, the Technology Initiative Advisory Board is not asking for additional funding in 2021.
- The TIAB plans to work with the Commissioner to include potential appropriation requests for the Engineering Initiative in the 2022 legislative session.

Commissioner's Recommendation

This is an information item only; no action is required.

Appropriated Funds

The following table summarizes funding appropriated to the initiative between FY2002 and FY2020.

Engineering and Computer Technology Initiative Funding History 2002-2020			
Funds Appropriated			
Year	Ongoing	One time	Scholarship*
2001-02	$1,000,000	$2,500,000	$500,000
2002-03	$2,000,000	$1,000,000	$0
2003-04	$500,000	$0	$50,000
2004-05	$500,000	$500,000	$0
2005-06	$1,500,000	$500,000	$0
2006-07	$500,000	$700,000	$0
2007-08	$3,000,000	$2,000,000	$0
2008-09	$0	$250,000	$0
2009-10	$0	$2,000,000	$0
2010-11	$0	$0	$0
2011-12	$0	$0	$0
2012-13	$2,500,000	$0	$0
2013-14	$0	$0	$0
2014-15	$0	$0	$0
2015-16	$3,500,000	$1,000,000	$0
2016-17	$0	$0	$0
2017-18	$4,000,000	$0	$0
2018-19	$0	$0	$0
2019-20	$5,000,000	0	0
Total	$24,000,000	$10,450,000	$550,000

In 2001, SB61 established a loan forgiveness fund to assist students in obtaining degrees in engineering and computer science. In 2009, SB105 changed the loan forgiveness program to a scholarship program for the purpose of recruiting, retaining, and training engineering and computer science and related technology students. At that time scholarship funding was $39,200 annually. In FY13 an additional $300,000 of ongoing scholarship funding was allocated to institutions by the Board of Regents from the FY13 $2,500,000 appropriation. This $300,000 of scholarship funding did not roll into the previously legislated scholarship funding program but went directly to institutions.

Degree Completion Results

The TIAB set a goal to grow Engineering and Computer Technology graduates by 400 in the 2018 – 2020 academic years. Participating institutions exceed this goal. Although the initiative has been underway since 2001, base year comparisons measured graduation counts since FY2018.

	FY2018 (Base Year)			FY2020			Change from FY2018 to FY2020	
	CS	Eng.	Total	CS	Eng.	Total	Change	Percent Change
Total	1553	1730	3283	1758	1959	3717	434	13.22%

<p align="center">Comparison of Degree Completions for the Engineering and Computer Technology Initiative</p>

For reporting purposes, programs that qualify for the initiative are grouped into two categories, namely, engineering and computer science. The 1,959 engineering degrees awarded in FY2020 is more than double the 862 engineering degrees awarded in FY2000, and the 1,758 computer science degrees awarded in FY2020 is more than triple the 513 computer science degrees awarded in FY2000. There has been a consistent increase in total number of degrees awarded in the targeted areas. Since the initiative began, a total of 50,242 computer science and engineering degrees have been awarded. This initiative has resulted in a positive cumulative impact for the state. It is believed that this targeted investment has made a significant difference for Utah.

Completions by Institution

<table>
<tr><th colspan="5">FY2018 – FY2020

Engineering and Computer Science Discipline Graduation Count</th></tr>
<tr><th>Institution</th><th>FY2018</th><th>FY 2020</th><th>Increase</th><th>Percent Increase</th></tr>
<tr><td>University of Utah</td><td>1,353</td><td>1376</td><td>23</td><td>1.70%</td></tr>
<tr><td>Utah State University</td><td>671</td><td>741</td><td>70</td><td>10.43%</td></tr>
<tr><td>Weber State University</td><td>431</td><td>494</td><td>63</td><td>14.62%</td></tr>
<tr><td>Southern Utah University</td><td>61</td><td>110</td><td>49</td><td>80.33%</td></tr>
<tr><td>Snow College</td><td>34</td><td>62</td><td>28</td><td>82.35%</td></tr>
<tr><td>Dixie State University</td><td>41</td><td>56</td><td>15</td><td>36.59%</td></tr>
<tr><td>Utah Valley University</td><td>481</td><td>625</td><td>144</td><td>29.94%</td></tr>
<tr><td>Salt Lake Community College</td><td>211</td><td>253</td><td>42</td><td>19.91%</td></tr>
<tr><td align="right">Total</td><td>3,283</td><td>3,717</td><td>434</td><td>13.22%</td></tr>
</table>

The TIAB will use information provided in this report to determine possible future requests for legislative funding and to recommend allocation of any additional funding received in accordance with legislative intent that specifies funds should be allocated based on graduation increases in targeted areas and in high demand occupations.