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

**BOARD’S ROLE:** Remove structural barriers to entry.

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

**TACTIC:** Fund expansion of college access advisors.

- Analyze data from advisors to inform best practices.
- Collaborate with other access partners on best practices through Regional K-16 Alliances.
MEASURING SUCCESS
Statewide Attainment Goals

System Strategic Plan Goals
Statewide Attainment Goals

System Strategic Plan Goals

Institutional Performance Funding Goals

(annual measurements toward 5-year goal)
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.
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<th>WORKFORCE ALIGNMENT</th>
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# students who complete program within 150% of expected time

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**COMPLETION**
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**WORKFORCE ALIGNMENT**
Increase the completion rate of graduates in high-demand, high-wage programs by 20% in 10 years.

**GOAL**

**MEASUREMENT**

- # Utah students attending postsecondary institution within three years of graduation
- # Utah students in high school graduating class
- # students who complete program within 150% of expected time
- # of students in year cohort
- # students who complete a high-demand, high-wage program
- # students who complete a program
ENSURING EQUITY, DIVERSITY, AND INCLUSION ARE CENTRAL TO THE STRATEGIC PLAN
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
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TACTIC (how)

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

1. Policy
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TIMELINE FOR INPUT & ADOPTION
October 2020
• Board approval

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

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
**ACCESS**
Remove structural barriers to entry

- 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.

- 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
- Simplify institutional admissions processes

**AFFORDABILITY**
Remove structural barriers to affordability

- 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 FAFSA completion
- Expand flexible enrollment opportunities
- Evaluate and prioritize state scholarships
- Eliminate program duplication

**COMPLETION**
Remove structural barriers to graduation

- Increase the timely completion of all students by 3% in 5 years.
- Increase the timely completion of underrepresented students by 4% in 5 years.

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

**WORKFORCE ALIGNMENT**
Increase availability and stackability of high-demand, high-wage programs

- 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.

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