



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB B

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% by 2025; increase college-going rate of underrepresented groups by 4% by 2025

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.

Project plan

Project plan

Project plan

BOARD'S	PRIORITY	ACCESS	AFFORDABILITY	COMPLETION	WORKFORCE ALIGNMENT
	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	<p>Increase the college-going rate of all groups by 3% by 2025.</p> <p>Increase the college-going rate of underrepresented groups by 4% by 2025.</p>	<p>Develop an expanded standard of affordability by the end of 2021.</p> <p>Ensure institutional cost of attendance remains within the standard of affordability year over year.</p> <p>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.</p>	<p>Increase the timely completion of all students by 3% by 2025.</p> <p>Increase the timely completion of underrepresented students by 4% by 2025.</p>	<p>Increase completion rate of graduates in high-demand, high-wage programs by 7% by 2025.</p> <p>Increase completion rate of underrepresented groups in programs aligned with high-wage, high-demand jobs by 8% by 2025.</p>
	STRATEGY	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Increase FAFSA completion Expand shared services Evaluate and prioritize state scholarships Eliminate program duplication 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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



System Strategic Plan Goals



Statewide Attainment Goals



System Strategic Plan Goals



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



PRIORITY

10-YEAR GOALS

ACCESS

COMPLETION

WORKFORCE ALIGNMENT

Increase the college-going rate of all groups by 10% by 2030.

Increase the timely completion of all students by 10% by 2030.

Increase the completion rate of graduates in high-demand, high-wage programs by 20% by 2030.

PRIORITY

10-YEAR GOALS

5-YEAR GOALS

ACCESS

COMPLETION

WORKFORCE ALIGNMENT

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PRIORITY

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MEASUREMENT

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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

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PRIORITY

GOAL

MEASUREMENT

ACCESS

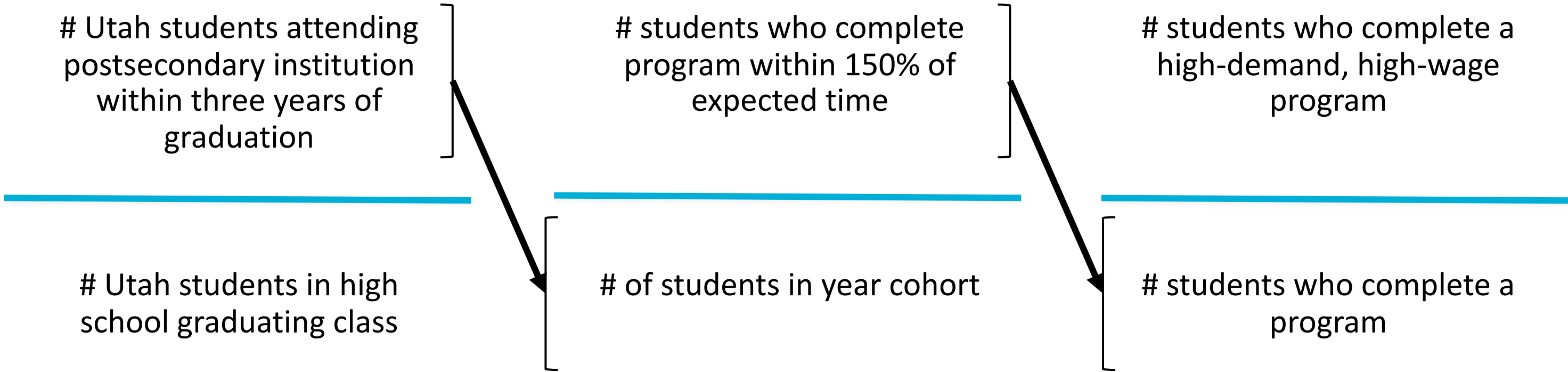
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**ENSURING EQUITY, DIVERSITY,
AND INCLUSION ARE CENTRAL
TO THE STRATEGIC PLAN**

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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

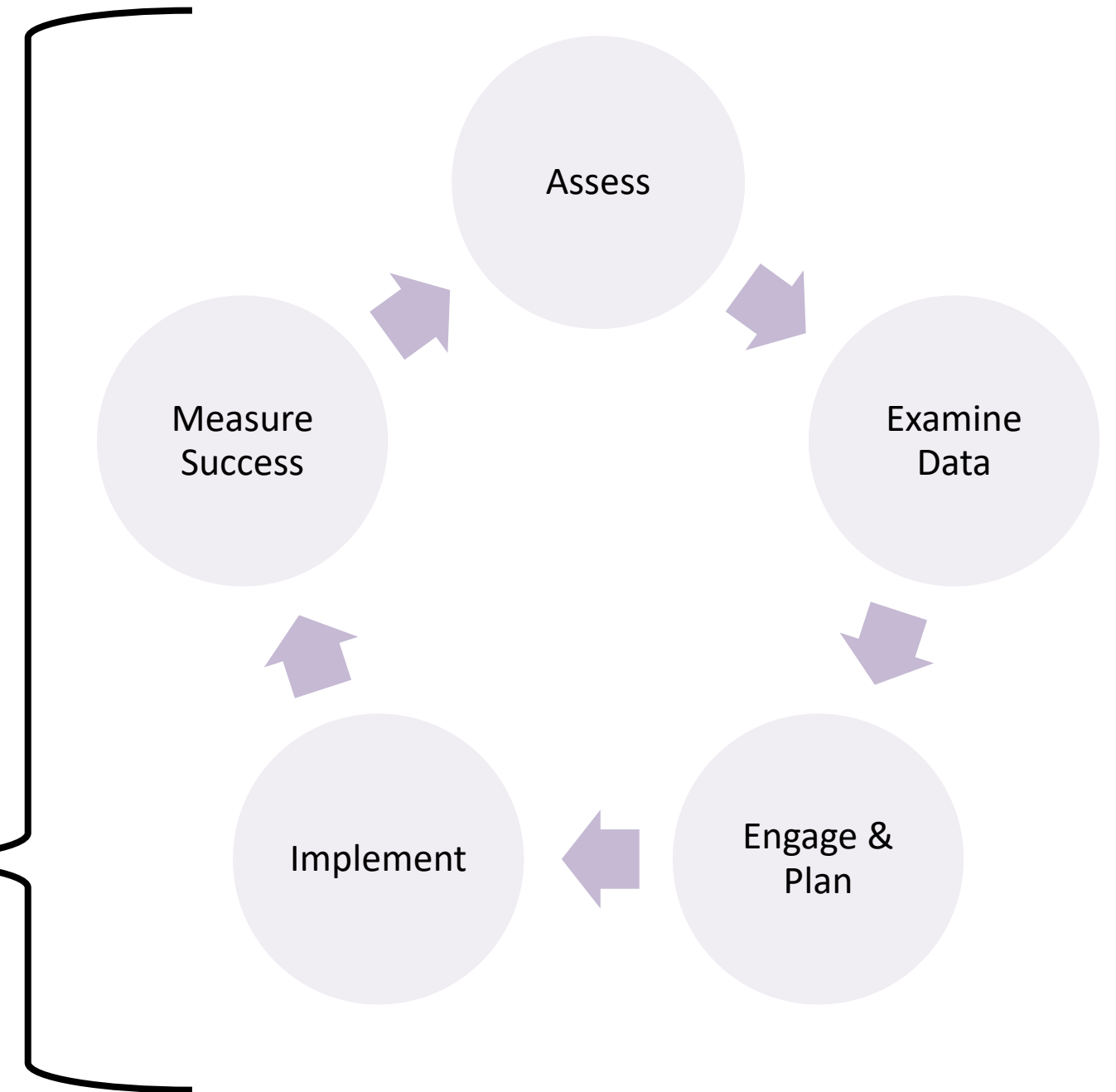
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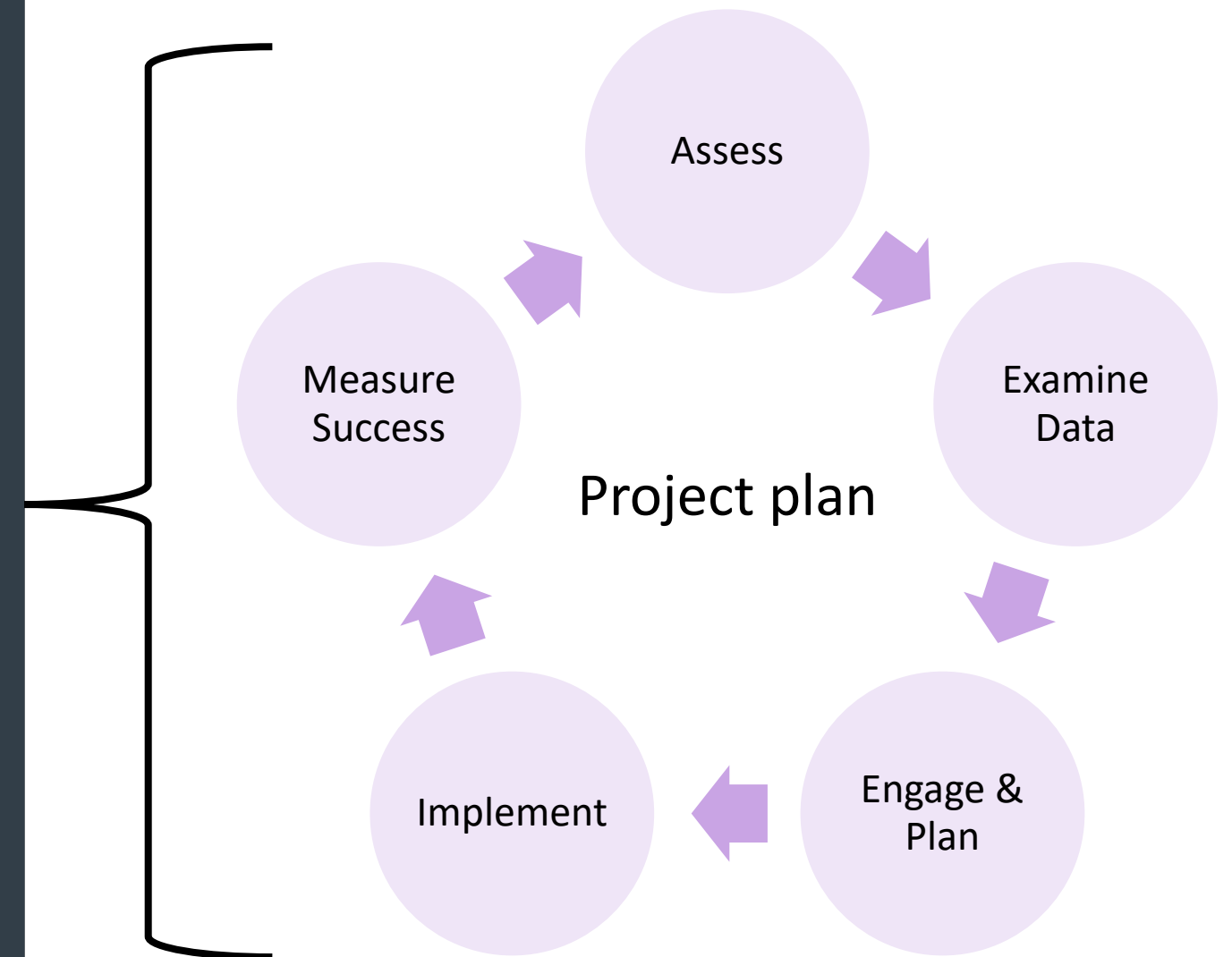


BOARD'S ROLE (way Board of Higher Education can impact goal)

TACTIC (how)

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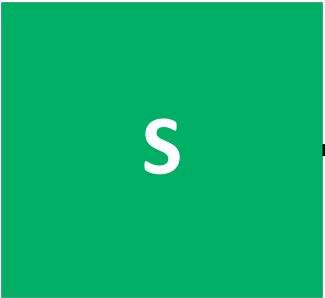


TIMELINE FOR INPUT & ADOPTION



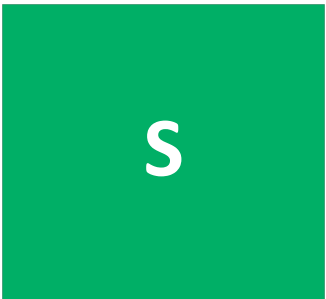
October 2020

- 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

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May 2021

- Board of Higher Education approval

DISCUSSION

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	STRATEGY	<p>Expand supportive entry level education practices</p> <p>Minimize equity gaps in dual enrollment programming</p> <p>Advise high school students on scholarships, dual enrollment programming, financial aid, and higher ed pathways</p> <p>Expand flexible enrollment opportunities</p> <p>Simplify institutional admissions processes</p>	<p>Increase FAFSA completion</p> <p>Expand shared services</p> <p>Evaluate and prioritize state scholarships</p> <p>Eliminate program duplication</p> <p>PHASES</p> <ul style="list-style-type: none"> Implementation Planning Understanding 	<p>Structure programs to facilitate completion and transfer</p> <p>Ensure systemwide institutional supports for undocumented /DACA-mented students</p> <p>Ensure systemwide institutional supports for student mental health</p> <p>Ensure systemwide institutional supports for student basic needs</p> <p>Increase awarding of credit for prior learning</p>	<p>Increase stackability of credentials from technical ed to academic ed</p> <p>Increase student participation in work-based learning</p> <p>Ensure students are meaningfully informed on the value and ROI of higher ed</p> <p>Increase higher ed participation rate of adults with/without a high school diploma</p> <p>Increase participation in short-term training leading to wage and employment progression</p>