UTAH BOARD OF HIGHER EDUCATION
TELECONFERENCE
Friday, March 26, 2021

AGENDA

8:00 AM – 2:25 PM   COMMITTEE OF THE WHOLE

1. Call to Order – 8:00 AM
2. Dixie State Student Recognition – 8:05 – 8:15 AM
3. Student Update – 8:15 – 8:35 AM
   a. Dixie Tech Student
   b. Dixie State Student
4. Institution Presentation – 8:35 – 8:50 AM
   a. Dixie Tech
   b. Dixie State

INFORMATION ITEMS:
1. Committee Updates – 8:50 – 9:20 AM   TAB A
2. Innovation Task Force Update – 9:20 – 9:25 AM   TAB B
3. EDI Committee Update – 9:25 – 9:55 AM   TAB C
   a. Resolution of Support for DACA and Dreamers

Break – 15 min.

5. Strategic Plan - 10:15 – 11:30 AM   TAB E
   a. Board Role
   b. Discussion
6. Utah Foundation – Post-Secondary Success Report – 11:30 – 12:00 PM   TAB F

Lunch – 12:00 PM

7. Board Training R&R – 12:30 – 1:00 PM
   a. Training
   b. Question and Answer
8. Legislative Session Summary – 1:00 – 1:30 PM   TAB G
   a. Overview
   b. Appropriations
   c. Legislation

ACTION ITEMS:
1. Transfer Council Recommendations – 1:30 – 1:40 PM   TAB H
2. American Rescue Plan Act Stimulus Funding Priorities 1:40 -1:55 PM   TAB I
3. General Consent Calendar – 1:55 – 2:00 PM   TAB J
4. 2021-22 Board Meeting Schedule – 2:00 – 2:05 PM   TAB K

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 84101 (801-646-4783), at least three working days prior to the meeting. TDD # 801-321-7130.

UTAH SYSTEM OF HIGHER EDUCATION

March 26, 2021

Academic Education Committee Report

During its meeting on February 19, 2021, meeting, the Academic Education Committee addressed one action item: recommendations from the Board Transfer Council, which council co-chairs Nina Barnes and Candyce Paige presented. The committee voted unanimously to forward these recommendations to the Board's Committee of the Whole for consideration during the meeting on March 26, 2021. The recommendations are:

- 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.

The committee also heard two annual reports. The first was from co-chairs Dr. Nancy Hauck of Dixie State University and Dr. Jessica C. Hill of Utah Valley University on the inaugural cohort of the Utah Women's Leadership Exchange, a mentoring program designed to help mid-career women employed at USHE institutions prepare for their next-level leadership role. The second was from John Sutherland, who provided the committee with an annual report on the Engineering and Computer Technology Initiative Annual Report from the Technology Initiative Advisory Board, which resulted in an increase of 434 additional engineering degrees between 2018 and 2020.

The bulk of the meeting was focused on discussing the Board's strategic plan, including its definitions, timeline, and the Equity Lens Framework.

Commissioner's Recommendation

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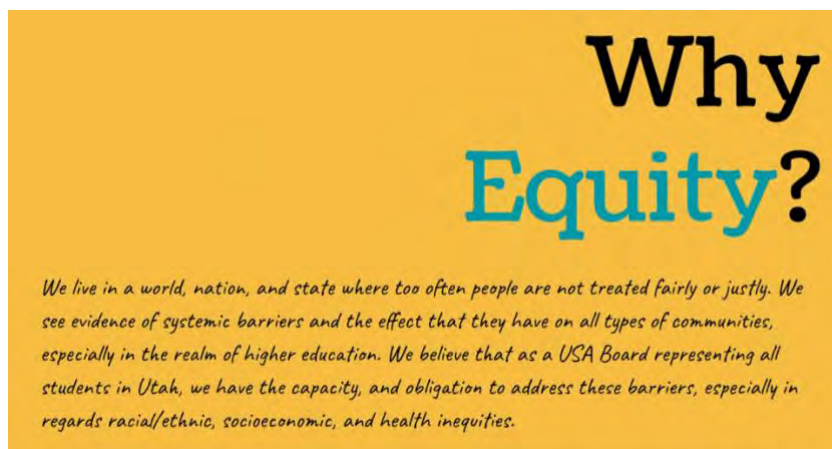
UTAH SYSTEM OF HIGHER EDUCATION

March 26, 2021

Student Affairs Committee Report

During its meeting on February 19, 2021, the Student Affairs Committee held discussions on the following priority topics:

- Marlon Lynch and Stacey Bettridge discussed improving campus safety as the committee considers how to implement recommendations presented in a White Paper drafted by the University Chiefs Work Group of the Utah Chiefs of Police Association. One priority request made by the Chiefs is for minimum agreed-upon annual officer training. Bettridge and Lynch are following up with the Chiefs and will report back to the committee in April.

- Board member Jera Bailey, UVU, and Weber State University presented on the campus mental health initiatives and efforts led by the JED Foundation across Utah. The committee is keeping track of efforts to adapt the initiatives to each Utah campus, including technical colleges.

- A compelling presentation from USHE student leaders on racial and ethnic equity gave the committee important insight on what progress and success could look like from a student perspective.

Why Equity?

We live in a world, nation, and state where too often people are not treated fairly or justly. We see evidence of systemic barriers and the effect that they have on all types of communities, especially in the realm of higher education. We believe that as a USA Board representing all students in Utah, we have the capacity, and obligation to address these barriers, especially in regards racial/ethnic, socioeconomic, and health inequities.

Courtesy: Utah Student Association

- A status update was given on state scholarship program revisions made during the 2021 legislative session.

- Ogden-Weber Technical college and Utah State University presented on the critical need to incorporate a student basic needs component into the Board strategic plan discussion.

The committee concluded with an initial discussion on the tactics the committee is considering to accomplish the Access goal in the Board's draft strategic plan, including its definitions, timeline, and the Equity Lens Framework.

Commissioner's Recommendation

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

UTAH BOARD OF HIGHER EDUCATION
TECHNICAL EDUCATION COMMITTEE
TELECONFERENCE

Friday, February 19, 2021
MINUTES

Present
Shawn Newell, Committee Chair
Crystal Maggelet, Committee Vice-Chair
Alan E. Hall
Dr. Scott L. Theurer
Aaron Osmond, Board Vice-Chair
Glen J. Rivera

Excused
Jera L Bailey

Office of the Commissioner
Dr. Dave R. Woolstenhulme, Commissioner of Higher Education
Geoffrey T. Landward, Deputy Commissioner and General Counsel
Kim Ziebarth, Associate Commissioner of Technical Education
Dr. Jessica Gilmore, Associate Commissioner for Workforce Development
Jared Haines, Senior Advisor of Technical Education
Laís Martinez, Director of Diversity and Equity
Carrie Mayne, Chief Economist
Melanie Heath, Assistant Commissioner for P-20 Partners
Malissa Jones, Office Manager

Chair Newell called the meeting to order at 3:05 pm. He thanked everyone for their attendance and thanked the USHE staff for their work on the Strategic Plan and meeting preparations.

Credit Task Force

Kim Ziebarth provided an update and overview of the work of the Task Force. The Board created the task force to study the possibility of transitioning clock-hour institutions to credit hours to provide a common currency within the system and address barriers impacting access and completion. The group was asked to understand the implications of this change with consideration for rules from the Council on Occupational Education (COE), the agency that accredits technical colleges, and the U.S. Department of Education, which regulates financial aid.

Given this information, the group was asked to verify this change would resolve challenges clock-hour institutions currently face and ensure rules wouldn't further restrict student access or completion by compromising technical education flexibility. The group was also asked to evaluate any other implications, including application processes, timeline, cost, and impact to other college services.

Once complete, the Technical Education Committee will consider the information and a recommendation from the task force to determine whether or not to include a transition from clock-hours to credit hours in the Utah Board of Higher Education Strategic Plan.

In the initial meeting, the task force created two subcommittees:

- Accreditation – Kim Ziebarth, Chair
- Financial Aid – Julie Blake, Vice President and Chief Student Affairs Officer at Davis Technical College, Chair; Caroline Bitter, Assistant Director of Financial Air, Salt Lake Community College, Chair.

Kim thanked task force members and Board Member Scott Theurer for participating in the subcommittees' meetings.

The task force and subcommittees received foundational information, reviewed historic context, discussed challenges and benefits to such a transition, and identified areas that require additional study.

Subcommittees are also considering actions to be taken at the system and campus level, including application, approval, fees, policies, and recommendations that would impact compliance and consistency.

Vice-Chair Osmond asked about alternatives if the task force indicates that it is not in our best interest to move forward? Kim replied that there are operational issues at the institutions, impacted by clock-hour instruction, that present a barrier to students. For example, the U.S. Department of Education has made the award of financial aid in hybrid and distance education programs offering at clock-hour institutions a barrier. If there is a decision not to proceed with the credit initiative, institutions will continue to struggle in this area, attempt to influence federal policy, and possibly find challenging work-arounds.

Vice-Chair Osmond wondered if the Board gave the wrong goal to the task force. He said that the idea was 1) to have consistency in the development and delivery of similar programs offered to the students across the system and 2) to drive an effective credit articulation between the technical colleges and degree-granting institutions.

In his opinion, it wasn't to enable online education. It was the consistency in credit application across the system regardless of where the student is taken the course. Vice-Chair Osmond asked what did we ask the task force to do?

Kim replied that the primary objective is to have a common currency of clock-hours and credit-hours within our single system and reduce or eliminate barriers and limitations currently imposed on clock-hour institutions. She explained that a secondary impact of this change would be a more natural alignment of programs which would also improve coursework transferability.

Vice-Chair Osmond indicated that he sees the currency shift's value but asked what if the task force suggests that the complexity and operations implications do not drive our currency shift. Do we need to come up with a different approach to align programs across technical colleges? Vice-Chair Osmond worries that it will take three to four months to offer core programs that ought to be the same from institution to institution.

Commissioner Woolstenhulme commented that the task force's job is to identify the barriers to move from clock-hours to credit hours. Suppose this transition doesn't create new barriers to access or completion. In that case, we need to establish a timeline to understand the process and hurdles we have to overcome to implement this change.

The Commissioner also indicated that good things are happening while gathering the information; for example, we are learning best practices to keep the transfer of credit happening, as it is already happening at some institutions.

Commissioner Woolstenhulme stated that it is a process and doing it quickly may have a negative impact if we didn't evaluate the potential and negative implications of this change. He also mentioned that we are working on a program review at each institution to identify where those programs should be taught.

Vice-Chair Osmond agreed and appreciated Kim's and Commissioner Woolstenhulme's responses and indicated that he respects the approach. His comments were more if these are concurrent efforts or one before the other.

For example, the idea to move to a common currency with consideration for systemic implications might unnecessarily delay efforts to align coursework. Vice-Chair Osmond continued by saying that he doesn't understand why those two can't go concurrently? Why do we have to wait for one to go with the other one? Should we do both?

Kim indicated the two initiatives are not directly tied together, although one would make the other easier. Moving to credit will mean that most courses will be 1, 2, 3, or 4 credits, as opposed to varying by the hour. This would naturally draw some alignment of courses between institutions as courses would no longer vary by the hour. Studying credit does not prevent alignment. In fact, Presidents Weight and Christensen initiated an effort to align courses between interested institutions. So far, five institutions are involved with this effort. This effort runs parallel to the credit study.

Vice-Chair Osmond recommended including this conversation at the next meeting to identify the programs across the state that should be aligned. He says the Board should be behind this effort and be visible to the committees and Board with clear expectations of what we want to have done and when. He suggested that state-regulated programs should be the first to align.

Strategic Plan Update

Commissioner Woolstenhulme stated that a few months ago, the Board identified the strategic plan priorities: Access, Affordability, Completion, and Workforce Alignment. The work at the Commissioner's Office is to execute the plan.

The goals are aligned 100% with state attainment goals: access, completion, and workforce alignment. We added affordability which is essential for access and completion.

Melanie Heath presented the strategic planning process, the definition of terms and the Board's role, the goals (measurement), the strategy (what), and the tactic (how), and the timeline for input and adoption.

Carrie Mayne presented the goals and metrics aligned with the state attainment goals for *all* sixteen institutions.

Vice-Chair Osmond asked how many students are 20% in ten years?

Carrie replied that her team is currently working to understand the data and methodology.

Laís Martinez stated the importance of ensuring that equity, diversity, and inclusion are central to the strategic plan.

Chair Newell commented that we need to keep in mind that it involves students of every background.

Board Member Hall thanked the Commissioner's team for putting this document together. He commented that historically, we had built a system that fits the customer, in this case, the student. Board member Hall continued by saying that some students don't attend our institutions and only 50%, graduate.

In some ways, board member Hall thinks that we say: "You have to come and meet our criteria," which is difficult for many people.

If we say to the student, "What is it going to take for you to get that job? or to the employer, "What is it that you specifically need?" It is a total flip of how we do things based on the mission and objectives - One hundred eighty degrees different, so the structure is wrong in today's world.

Feedback and Discussion

Commissioner Woolstenhulme stated that the staff had invested many hours trying to encompass (in the strategy) what we think we heard from the Board and other key stakeholders. He asked that if board members want to provide different strategies, please send them to his office.

Board member Hall stated that he is concerned regarding the percentages around goals. He asked what we can do to have higher numbers? Why are we at 3% or 7%?

Commissioner Woolstenhulme stated that the numbers were given by the state planning commission, the Speaker, senate, senator Millner and college presidents using data and trends.

Vice-Chair Osmond stated that it would be more comfortable when the Board sees the data and trends. Vice-Chair Osmond thanked the Commissioner's team for their hard

work to get the Board to this point. He said that he is very impressed with the thinking in building this strategy.

Chair Shawn Newell asked the committee to study the strategic plan. He also said that it will take time and that this will not happen overnight as there are many variables to consider.

Carrie Mayne will send the graphs presented to the Board at a previous meeting for their review.

Board member Hall commented that if we do what we are doing now, we will do well.

Committee Updates

Chair Newell asked Jessica Gilmore, Jared Haines, and Kim Ziebarth to share some of the initiatives they are working on in the office.

Jessica Gilmore
- Innovation Taskforce
- Prior Learn Assessment, PLA (learning gained outside a traditional academic environment)

Jared Haines
- Industry Advisory Council
- Custom Fit
- Perkins Program
- Scholarship Bill

Kim Ziebarth
- The JED Foundation is a non-profit organization that protects emotional health and prevents suicide for teens and young adults. Degree-granting institutions received funding to work with this organization to serve student mental health needs better. It appears legislative funding will come through to support technical colleges joining in this effort.
- Kim and Commissioner Woolstenhulme are working with Lt. Governor Henderson and Superintendent Dickson on the One Utah Roadmap, a strategic plan for the first 500-days of the Cox-Henderson administration. They anticipate alignment with the Utah Board of Higher Education strategic plan.

Chair Shawn Newell thanked everyone for their outstanding work to move the organization forward. He noted that we have a great team that shows the capability and willingness to bring the system together, conducive to growth and the product we want to deliver to the students.

The meeting adjourned at 4:35 pm.

UTAH SYSTEM OF HIGHER EDUCATION

March 26, 2021

Innovation Task Force

The Innovation Task Force, formed by the Board in October, has made significant progress toward its goal of exploring potential innovation which can benefit Utah's higher education system. As a body, the group has met five times to explore and discuss the various educational innovations. Five workgroups were identified, covering the topics of:

- Competency-Based Education;
- On-Ramps for Underprepared & Underrepresented Students;
- Open Educational Resources;
- PLA Outsourcing; and
- P3-Technology Innovations.

Task force members selected topics of interest and have begun meeting to identify the next steps within each workgroup. Workgroup chairs will present their work to date at the May Board meeting.

Competency-Based Education	
Robert Wagner*	Aaron Osmond
Will Pierce	Chris Guymon

On-Ramp for Underprepared & Underrepresented Students	
Robert Wagner	Jim Taggart
Kim Ziebarth	Brad Cook
Jason Pickavance*	Noelle Cockett
Julie Hartley	

Open Education Resources	
Leigh Shaw	Jason Pickavance
Deb Keyek-Franssen*	Kelly Flanagan
Scott Wyatt	

PLA Outsourcing	
Dan Reed	Jess Gilmore*
Noelle Cockett	

P3 – Technology Innovation	
Aaron Osmond	Deb Keyek-Franssen
Brad Cook	Chris Guymon*
Kelly Flanagan	

denotes workgroup chair

Commissioner's Recommendation

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

UTAH SYSTEM OF HIGHER EDUCATION

March 26, 2021

Equity, Diversity, and Inclusion Board Workgroup Summary and Draft Resolution

At the direction of the Board, following the adoption of the [Resolution to Advance Equitable Systemic Change](#) at its August 2020 meeting, the Equity, Diversity, and Inclusion Board Workgroup was formed. The workgroup, co-chaired by Board members Lisa Michele Church and Shawn Newell, alongside Special Assistant to the Commissioner on EDI Laís Martinez, meets quarterly and is charged with fostering collaboration and coordination among the Board and System leadership, as well as with cultivating and integrating equity, diversity, and inclusion awareness, transparency, and progress throughout the Utah System of Higher Education.

Since its charter, the EDI Board Workgroup has fostered partnerships with state agencies such as the Utah Division of Multicultural Affairs to ensure cross-agency alignment in Board equity initiatives. The workgroup has also aligned with the Board's developing strategic plan to increase awareness of underrepresented and marginalized student, staff, and faculty experience. Such presentations and advocacy from institutional administrators have driven the upcoming Board resolution on behalf of Dreamers, undocumented, and DACA-eligible individuals.

The EDI Board workgroup is committed to advancing equitable systemic solutions to the full Board and will continue to explore innovative approaches to ensure all Board members have the opportunity to hear directly from USHE's college and university students, staff, and faculty to more equitably guide and inform their work.

Commissioner's Recommendation

The Commissioner recommends that the attached Resolution to Recognize the Positive Impact of Dreamers in the Utah System of Higher Education be sent to the Student Affairs Committee after Board discussion to fine-tune the resolution with institutional and state partners. The revised resolution will be presented to the Board again in its May meeting for adoption.

Attachment

RESOLUTION TO RECOGNIZE THE POSITIVE IMPACT OF DREAMERS IN
THE UTAH SYSTEM OF HIGHER EDUCATION

WHEREAS, the Utah Board of Higher Education recognizes that underrepresented students face intractable structural barriers as they work to access, persist, and complete higher education and that the Board must take bolder steps to serve underrepresented students in higher education; and

WHEREAS, the Utah Board of Higher Education will soon adopt a strategic plan which sets aggressive goals to improve access, completion, affordability, and workforce alignment in Utah's 16 higher education institutions for all Utahns, with a specific focus on closing the opportunity gap; and

WHEREAS, in 2012, the Deferred Action for Childhood Arrivals (DACA) program was created to allow benefits to certain young undocumented students brought to the United States as children—commonly referred to as Dreamers—and has allowed more than 800,000 young people nationwide to attend school, work lawfully, and plan their lives without the constant threat of deportation; and

WHEREAS, Utah was one of the first of 19 states to pass laws allowing undocumented students to pay in-state tuition if they attended and graduated from the state's primary and secondary schools—10 years before federal policy; and

WHEREAS, Utah institutions of higher education want Dreamers, undocumented, and DACA-eligible individuals to attend college, and these institutions strive to provide the support needed to reach their educational endeavors; and

WHEREAS, nationally, there are 216,000 DACA-eligible students, and 87 percent of those students are enrolled in undergraduate programs, while 13 percent are enrolled in graduate-level programs; and

WHEREAS, in Utah, there are more than 10,000 DACA recipients who have come to live and work legally, yet only a fraction of those college-aged students are accessing higher education; and

WHEREAS, Dreamers informed members of the Board that they urgently need more educational support to ensure they are represented and to help them succeed on campus; and

WHEREAS, the Board is responsible to advocate for Dreamers, undocumented, and DACA-eligible individuals and support their efforts to access higher education in the State of Utah, thereby broadening and enriching the higher education experience of all;

THEREFORE, the Utah Board of Higher Education resolves to advance changes within the Utah System of Higher Education by asserting the following:

1. We welcome Dreamers, undocumented, and DACA-eligible individuals at all colleges and universities in Utah.
2. We embrace and celebrate the diverse cultures, backgrounds, and insights Dreamers, undocumented, and DACA-eligible individuals contribute, which elevate the experiences of all students, faculty, staff, and community. We must harness equity, diversity, and inclusion efforts across the System so that Dreamers, undocumented, and DACA-eligible students can persist and flourish.
3. We will collaborate with our colleges and universities and K-12 partners to expand dedicated resources and streamline processes, including but not limited to admissions and enrollment, that support Dreamers, undocumented, and DACA-eligible individuals.

Dated this 21st day of May 2021.

_____   _____
Harris H. Simmons, Chair   Dave R. Woolstenhulme
Utah Board of Higher Education   Commissioner of Higher Education

UTAH SYSTEM OF HIGHER EDUCATION

March 26, 2021

Draft Strategic Plan Discussion

In October 2020, the newly-created Utah Board of Higher Education embarked on a strategic planning process. At that time, the Board adopted the main priorities of the strategic plan: Access, Affordability, Completion, and Workforce Alignment. In January 2021, the Board discussed progress with the statewide attainment goal measures and how those measures align with the proposed goals within the Board's strategic plan.

At the February 2021 Board committee meetings, Board members discussed draft strategies, along with more details about strategic plan goals and performance funding measures, and how the Equity Lens Framework is central to the strategic plan. The Board also examined the four levers of the Board, which ensure outcomes of the strategic plan are in areas the Board can best impact. These levers include:

1. Policy
2. Research/Analysis
3. Funding
4. Collaboration/Advocacy

On March 4 and 5, 2021, the Commissioner's office held consortia group meetings with USHE institutional staff to solicit institutional feedback on the draft strategic plan.

At the Committee of the Whole on March 26, 2021, the Board will engage in a robust discussion on progress thus far on the Board's draft strategic plan. Committee chairs will present an overview of the strategies and tactics identified in their priority as follows:

1. Student Affairs Committee Chair Lisa Michele Church: Access
2. Finance and Facilities Committee Chair Wilford Clyde: Affordability
3. Degree-Granting Education Committee Chair Pat Jones: Completion
4. Technical Education Committee Chair Shawn Newell: Workforce Alignment

Feedback from the discussion will be integrated into the strategic plan draft, to be reviewed by Board committees in their April 16, 2021, meetings. The Board will consider a final draft of the strategic plan at its May 21, 2021, Board meeting.

Commissioner's Recommendation

This is a discussion item only; no action is required.

UTAH SYSTEM OF HIGHER EDUCATION

March 26, 2021

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Commissioner's Recommendation

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DISCUSSION: STRATEGIC PLAN DRAFT

March 2021

UTAH SYSTEM OF HIGHER EDUCATION

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. **Research/Analysis**

3. **Funding**

4. **Collaboration/Advocacy**

Statewide Attainment Goals

10 years

System Strategic Plan Goals

5 years

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

5 years

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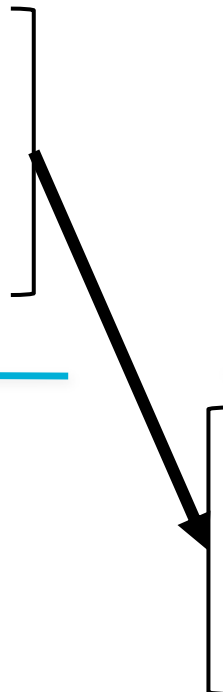
October 2020
- Board approval

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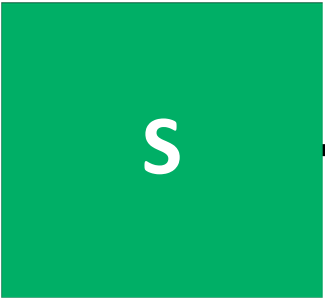
February 2021
- 16 & 17: COP
- 19: Board committees

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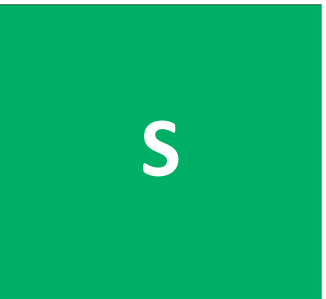
March 2021
- 4 & 5: Consortia groups
- 22: COP
- 26: Board Committee of the Whole

	SYSTEM UNIFICATION	ACCESS	AFFORDABILITY	COMPLETION	WORKFORCE ALIGNMENT
BOARD'S PRIORITY	SYSTEM UNIFICATION	ACCESS	AFFORDABILITY	COMPLETION	WORKFORCE ALIGNMENT
BOARD'S ROLE	Develop, strengthen, and leverage a seamless and articulated system of higher education	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	*(for discussion)*	Increase the college-going rate of high school grads by 3% in 5 years. Increase the college-going rate of underrepresented groups by 4% in 5 years.	Increase student ability to pay cost of attendance. Ensure institutional cost of attendance remains within the standard of affordability year over year.	Increase timely completion of degrees and awards 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	Align programs with institutional roles; Train boards of trustees on delegated responsibilities; Increase stackability of credentials from technical colleges to degree-granting institutions; Merge System policies and align data and measures, as appropriate; Streamline presidential evaluation and (R&R) processes	Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher ed pathways; Strengthen admissions advisors'/tech college staff's capacity for addressing student basic needs; Simplify institutional admissions processes; Support institutions in diversifying faculty and staff. Expand Utah's pipeline of diverse K-12 educators.	Develop an expanded standard of affordability by the end of 2021; Expand shared services; Increase FAFSA completion; Develop a cost structure model to compare the cost of delivering degrees and awards for each USHE institution by the end of 2021.; Evaluate and prioritize state student financial aid; Build and maintain legislative support	Structure awards to facilitate completion and transfer; Ensure systemwide institutional supports for student mental health and campus safety; Increase awarding of credit for prior learning; Expand supportive entry-level education practices	Increase higher ed participation rate of adults with/without a high school diploma; Increase student participation in work-based learning; Ensure students are meaningfully informed on the value and ROI of higher ed; Increase participation in training leading to wage and employment progression

SYSTEM UNIFICATION

SYSTEM UNIFICATION

BOARD'S ROLE
Develop, strengthen, and leverage a seamless and articulated system of higher education

GOAL
(For discussion)

Align programs with institutional roles		Increase stackability of credentials from technical colleges to degree-granting institutions	
DEGREE-GRANTING	**TECHNICAL**	**DEGREE-GRANTING**	**TECHNICAL**
Study current program offerings across degree-granting institutions to ensure fit with institutional roles.	Study current program offerings across tech colleges to ensure fit with institutional role.	Review policy governing award types across degree-granting institutions to ensure policies are equity minded and supported by data and allow for stackability across all institutional types. Review policy R473, R401, R472 for articulation and transfer between technical colleges and degree-granting institutions.	Review policy governing award types across tech colleges to ensure policies are equity minded and supported by data and allow for stackability across all institutional types. Review policy R473, R401, R472 for articulation and transfer between technical and degree-granting institutions.
Explore tiered tuition structure tied to institutional roles.		Develop standardized approach to understand number of students utilizing current articulations between tech colleges and degree-granting institutions. Define goal for student participation and attainment of stackable credentials within and between institutions.	Develop standardized approach to understand number of secondary students receiving credit for course work completed at the high school and define a goal to expand courses included and students participating in secondary articulation agreements.
			Explore potential for transitioning technical education from clock-hours to credit hours.

(Left axis labels, top to bottom: PRIORITY, BOARD'S ROLE, GOAL, STRATEGY, TACTIC)

	SYSTEM UNIFICATION
PRIORITY	

BOARD'S ROLE: Develop, strengthen, and leverage a seamless and articulated system of higher education

GOAL: *(For discussion)*

STRATEGY

Merge System policies and align data and measures, as appropriate	Train boards of trustees on delegated responsibilities	Streamline presidential evaluation and (R&R) processes.

TACTIC

DEGREE-GRANTING	TECHNICAL
Review policies to ensure alignment between tech colleges and degree-granting institutions. Regularly review System policies to ensure they are equity-focused.	Review policies to ensure alignment between tech colleges and degree-granting institutions. Regularly review System policies to ensure they are equity-focused.
Align data and measurements between tech colleges and degree-granting institutions, when appropriate	Align data and measurements between tech colleges and degree-granting institutions, when appropriate

DEGREE-GRANTING	TECHNICAL
Train boards of trustees on program approval process, tuition processes, equity, diversity, and inclusion, etc. Develop ongoing training for trustees.	Train boards of trustees on program approval process, equity, diversity, and inclusion, etc. Develop ongoing training for trustees.

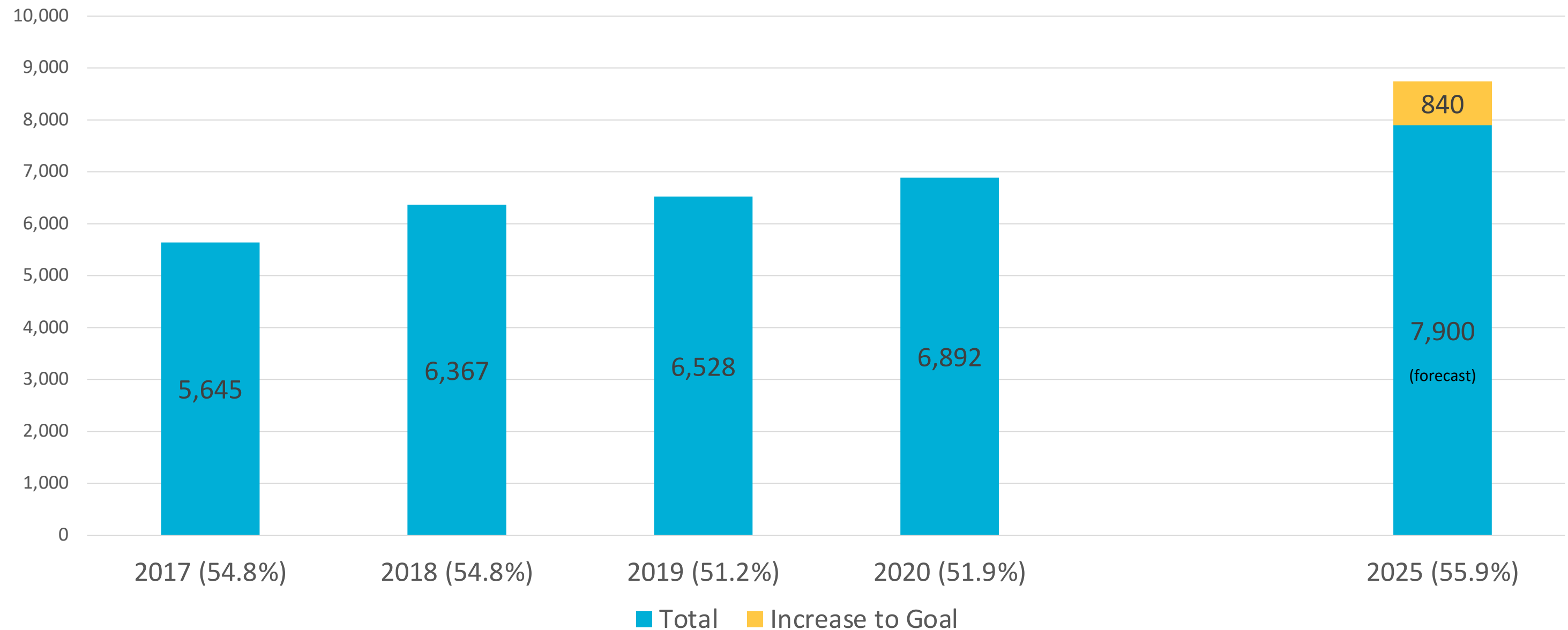| DEGREE-GRANTING	TECHNICAL
Support presidents in meeting expectations of the Board, including incorporating equity, diversity, and inclusion in evaluations and R&R.	Support presidents in meeting expectations of the Board, including incorporating equity, diversity, and inclusion in evaluations and R&R.

ACCESS

Access Goal: All High School Graduates, Three-Year College Going, USHE Institutions
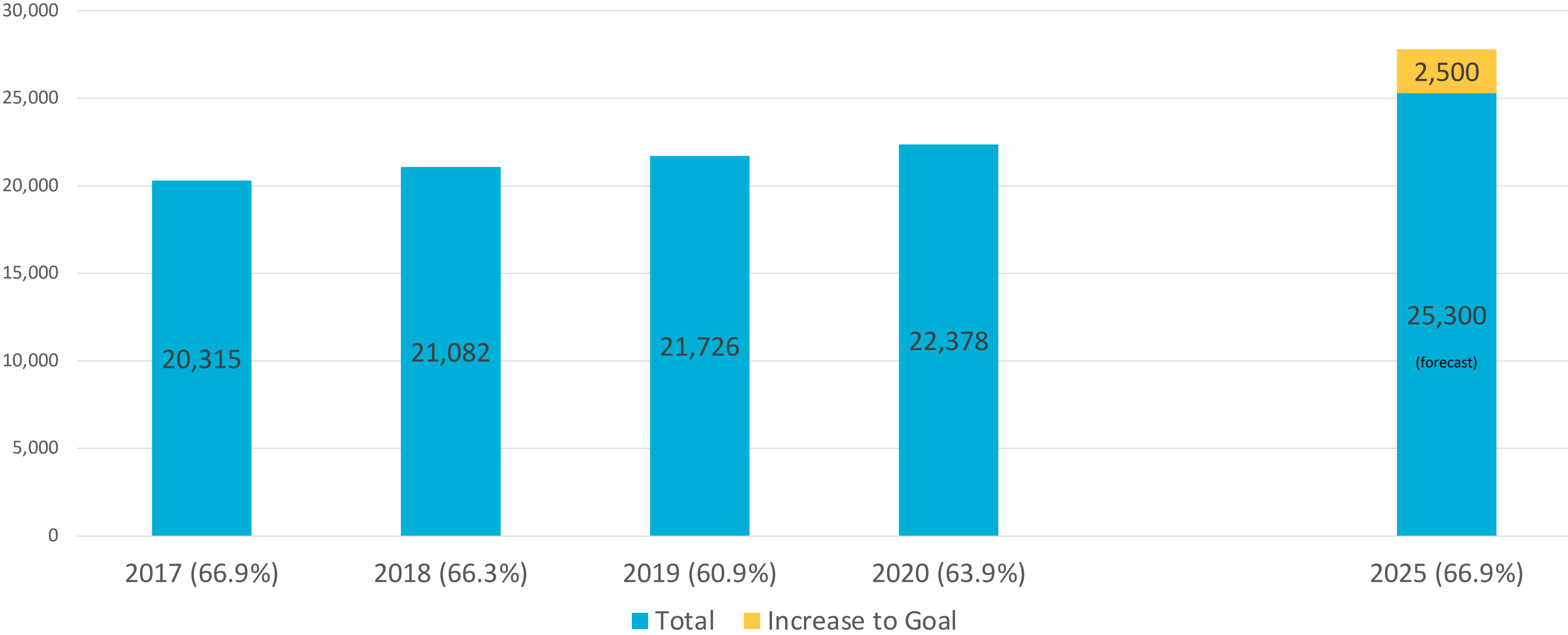
Access Goal: Underrepresented* High School Graduates, Three-Year College Going, USHE Institutions

2017 (54.8%)	2018 (54.8%)	2019 (51.2%)	2020 (51.9%)		2025 (55.9%)
5,645	6,367	6,528	6,892		7,900 (forecast) / 840

■ Total   ■ Increase to Goal

*USHE has a full definition of "underrepresented" in the Equity Lens Framework. For the purposes of data reporting in alignment with available national sources, this goal focuses on low-income students and historically marginalized students of color: Black/African-American, Hispanic/Latinx, Pacific Islander, Native American, and students who identify as multiracial.

ACCESS

Remove structural barriers to entry

Increase the college-going rate of high school graduates by 3% in 5 years.

Increase the college-going rate of underrepresented groups by 4% in 5 years.

Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher ed pathways		Simplify institutional admissions processes	
DEGREE-GRANTING	**TECHNICAL**	**DEGREE-GRANTING**	**TECHNICAL**
Fund statewide expansion of the Utah College Advising Corps (UCAC). Evaluate program data to determine efficacy and best practices.	Fund statewide expansion of the Utah College Advising Corps (UCAC). Ensure advisors are meaningfully trained on technical education opportunities. Evaluate program data to determine efficacy and best practices.	Consider a USHE common admissions and scholarship application, and acceptance letter.	Consider a USHE common technical education admissions and scholarship application, and acceptance letter.
Facilitate collaboration among college access partners such as UCAC, TRIO, GEAR UP, AVID, Latinos in Action, USHE CE Directors, CTE directors, institutions, and advisors.	Facilitate collaboration among college access partners such as UCAC, TRIO, GEAR UP, AVID, Latinos in Action, USHE CE Directors, CTE directors, institutions, and advisors.	Connect institutions to high school student data to improve access, particularly for underrepresented student populations. Analyze available data to determine more inclusive future measures.	Connect institutions to high school student data to improve access, particularly for underrepresented student populations. Analyze available data to determine more inclusive future measures.
Partner with USBE on messaging and advising on advanced coursework options in K-12, including PRIME pilot implementation.	Partner with USBE on messaging and advising on TE/CTE coursework options in K-12, including PRIME pilot implementation.		
Pilot new CE College and Career Readiness course in partnership with access/multicultural student programs			

ACCESS

Remove structural barriers to entry

Increase the college-going rate of high school graduates by 3% in 5 years.

Increase the college-going rate of underrepresented groups by 4% in 5 years.

Strengthen admissions advisors'/tech college staff's capacity for addressing student basic needs		Support institutions in diversifying faculty and staff. Expand Utah's pipeline of diverse K-12 educators	
DEGREE-GRANTING	**TECHNICAL**	**DEGREE-GRANTING**	**TECHNICAL**
Provide additional training and resources for admissions officers to connect new students with health, transportation, housing, food, services for undocumented students, or technology for student success. Evaluate data on referrals and outcomes to determine efficacy.	Provide additional training and resources for technical college staff to connect new students with health, transportation, housing, food, services for undocumented students, or technology for student success. Evaluate data on referrals and outcomes to determine efficacy.	Review policy to support institutions in their efforts to attract and retain diverse faculty and staff. Facilitate collaboration on best equitable hiring and retention practices.	Review policy to support institutions in their efforts to attract and retain diverse faculty and staff. Facilitate collaboration on best equitable hiring and retention practices.
Facilitate collaboration between community partners and on campus services to identify resources for basic student needs; advocate for better community and campus resources supporting degree-granting college students.	Collaborate with community and tech college staff to identify resources for student basic needs; advocate for better community resources supporting tech college students.	Partner with USBE to support efforts to diversify the K-12 educator workforce through T.H. Bell Scholarship funding and other collaborative efforts.	

AFFORDABILITY

PRIORITY	**AFFORDABILITY**					

BOARD'S ROLE	Remove structural barriers to affordability

GOAL	Increase student ability to pay cost of attendance.

STRATEGY		Increase completion of the Free Application for Federal Student Aid (FAFSA).		Evaluate and prioritize state student financial aid		Build and maintain legislative support	

TACTIC	Develop an expanded standard of affordability by the end of 2021.	**DEGREE-GRANTING**	**TECHNICAL**	**DEGREE-GRANTING**	**TECHNICAL**	**DEGREE-GRANTING**	**TECHNICAL**
		Data analysis (demographics data). Study what other states are doing (audit).	Data analysis (demographics data). Study what other states are doing (audit).	Review policy, statute, and procedures on waivers. Identify how waivers are being used at each institution. Identify all aid opportunities.	Identify all aid opportunities.	Leverage Concurrent Enrollment for high school students to reduce student cost	Leverage free tech ed tuition for high school students to reduce student cost
		Explore FAFSA requirement for state and degree-granting institutional scholarships	Explore FAFSA requirement for state and tech college scholarships	Develop policy and implement of new scholarship programs (Adult Learner Grant Program and Opportunity Scholarship)	Develop policy of new scholarship programs.	Advocate for full legislative funding of compen-sation	
		Research creation of a simplified, pre-FAFSA form to indicate if participants may qualify for financial aid before filling out the full FAFSA.	Research creation of a simplified, pre-FAFSA form to indicate if participants may qualify for financial aid before filling out the full FAFSA.	Advocate for state scholarship support for undocumented students. Streamline statewide HB-144 affidavit process. Benchmark student participation in affidavits.	Advocate for state scholarship support for undocumented students.		

AFFORDABILITY

Remove structural barriers to affordability

Ensure institutional cost of attendance remains within the standard of affordability year over year.

Develop a cost structure model to compare the cost of delivering degrees and awards for each USHE institution by the end of 2021.

Expand shared services

DEGREE-GRANTING	TECHNICAL
Study shared services in the System. Board reviews recommendations from the study.	Study shared services in the System. Board reviews recommendations from the study.
Create implementation plan for shared services. Create policy to have cost savings realized from shared services used for student aid.	Create implementation plan for shared services. Create policy to have cost savings realized from shared services used for student aid.

COMPLETION

Timely Completion Goal: Student Program Completion at 150% of Expected Time

- 2019 (43.2%): 20,446
- 2020 (44.7%): 21,733
- 2025 (47.7%): 26,000 (forecast), 1,700 Increase to Goal

Legend: Total, Increase to Goal
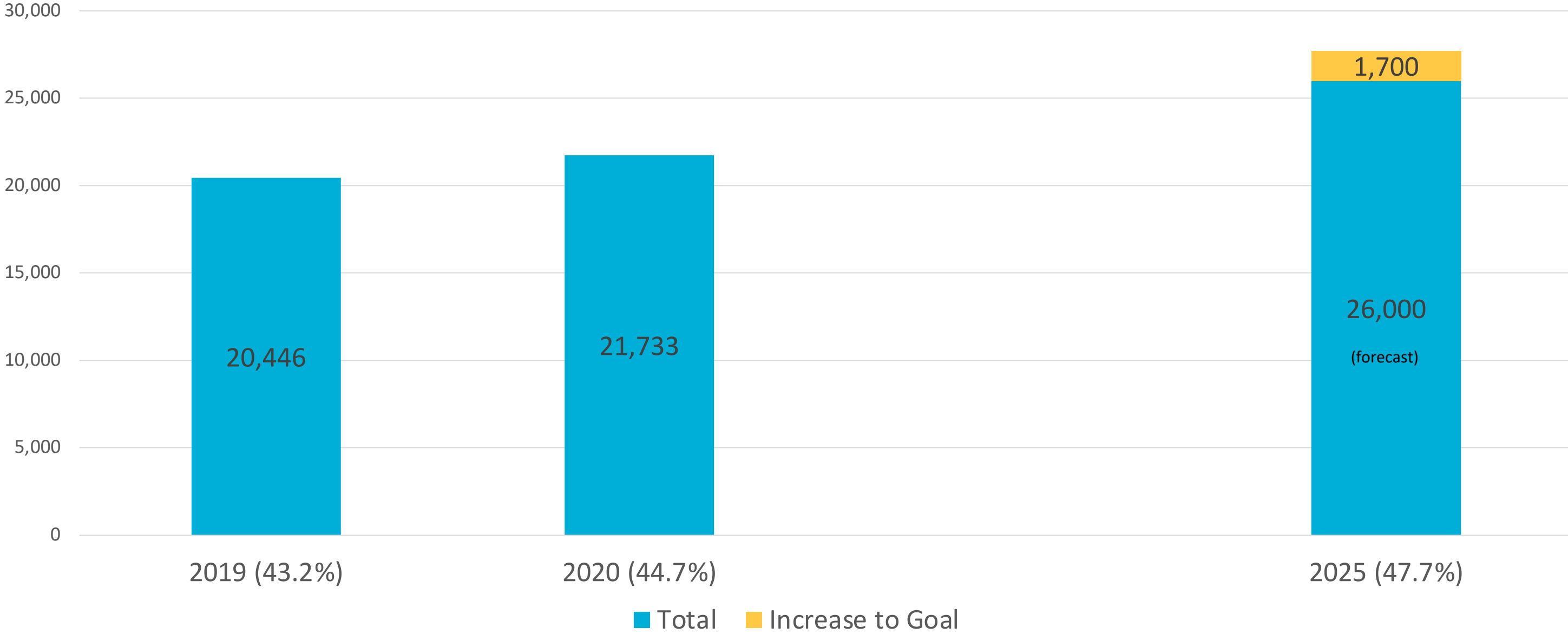
Timely Completion Goal: Underrepresented* Student Program Completion at 150% of Expected Time
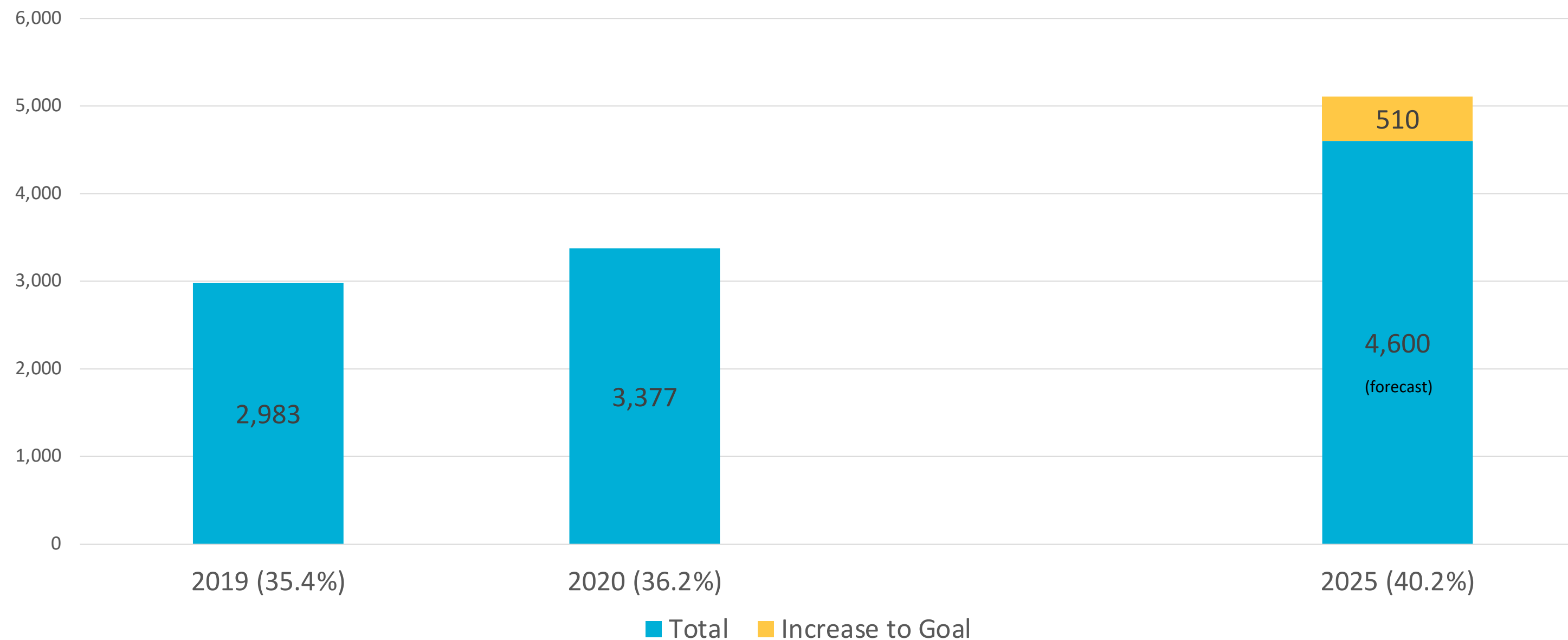
510	(2025)
4,600 (forecast)	

2,983 — 2019 (35.4%)

3,377 — 2020 (36.2%)

4,600 (forecast) / 510 — 2025 (40.2%)

■ Total ■ Increase to Goal

*USHE has a full definition of "underrepresented" in the _Equity Lens Framework_. For the purposes of data reporting in alignment with available national sources, this goal focuses historically marginalized students of color: Black/African-American, Hispanic/Latinx, Pacific Islander, Native American, and students who identify as multiracial.

COMPLETION

PRIORITY

BOARD'S ROLE

Remove structural barriers to graduation

GOAL

Increase timely completion of degrees and awards by 3% in 5 years.

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

STRATEGY

Structure awards to facilitate completion and transfer		Increase awarding of credit for prior learning	
DEGREE-GRANTING	**TECHNICAL**	**DEGREE-GRANTING**	**TECHNICAL**
Update policy to structure certificate to associate to bachelor's pathways, appropriate to discipline.	Identify programs that have the potential for pathway agreements.	Implement Policy R472, including institutional PLA reporting.	Adjust policy to define reporting for credit for prior learning in the documentation of alternate documentation and competency-demonstration. Benchmark and set goals to increase the awarding of credit for prior learning.
Conduct transfer study to determine barriers to transfer.	Conduct transfer study to determine barriers to transfer.		
Facilitate coordination among academic disciplines to align program structure to support transfer and completion, as appropriate.	Facilitate coordination among programs to align program structure to support transfer, as appropriate.	Update the Utah Transfer Guide to include transfer pathways from tech ed to degree-granting, and include statewide standardized credit for examinations (AP, IB, CLEP, DSST) in the Utah Transfer Guide	Update the Utah Transfer Guide to include articulations from high school to technical colleges.
Update Policy R470 to embed equity, diversity, and inclusion in General Education essential learning outcomes.	Embed equity, diversity, and inclusion in foundational training requirements.		

TACTIC

COMPLETION

Remove structural barriers to graduation

GOAL

Increase timely completion of degrees and awards by 3% in 5 years.

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

STRATEGY

Ensure systemwide institutional supports for student mental health and campus safety		Expand supportive entry level education practices	
DEGREE-GRANTING	**TECHNICAL**	**DEGREE-GRANTING**	**TECHNICAL**
Continue partnering with JED Campus at degree-granting institutions. Receive recommendations after completion of institution assessments.	Implement JED Campus at technical colleges. Receive recommendations after completion of institutional assessments.	Refine policy to develop standards for placement, supportive instruction, co-requisite remediation, and other models to support student entry into and success in introductory academic college-level coursework	Refine policy for supportive instruction offerings for students unable to meet minimum admission requirements, and implement corequisite and other models to support student entry in and success into technical programs.
Analyze Cicero campus safety study to determine next steps from a degree-granting institution perspective.	Analyze Cicero campus safety study to determine next steps on campus safety from a technical college perspective.		
Develop baseline expectations for mental health/campus safety for degree-granting institutions. Support institutions in meeting baseline expectations. Facilitate collaboration on best practices.	Develop baseline expectations for mental health/campus safety for technical colleges. Support institutions in meeting baseline expectations. Facilitate collaboration on best practices.		

TACTIC

WORKFORCE ALIGNMENT

High-Yield Award Goal: USHE Student Completions in Fields Aligned with High-Wage, High-Demand Occupations
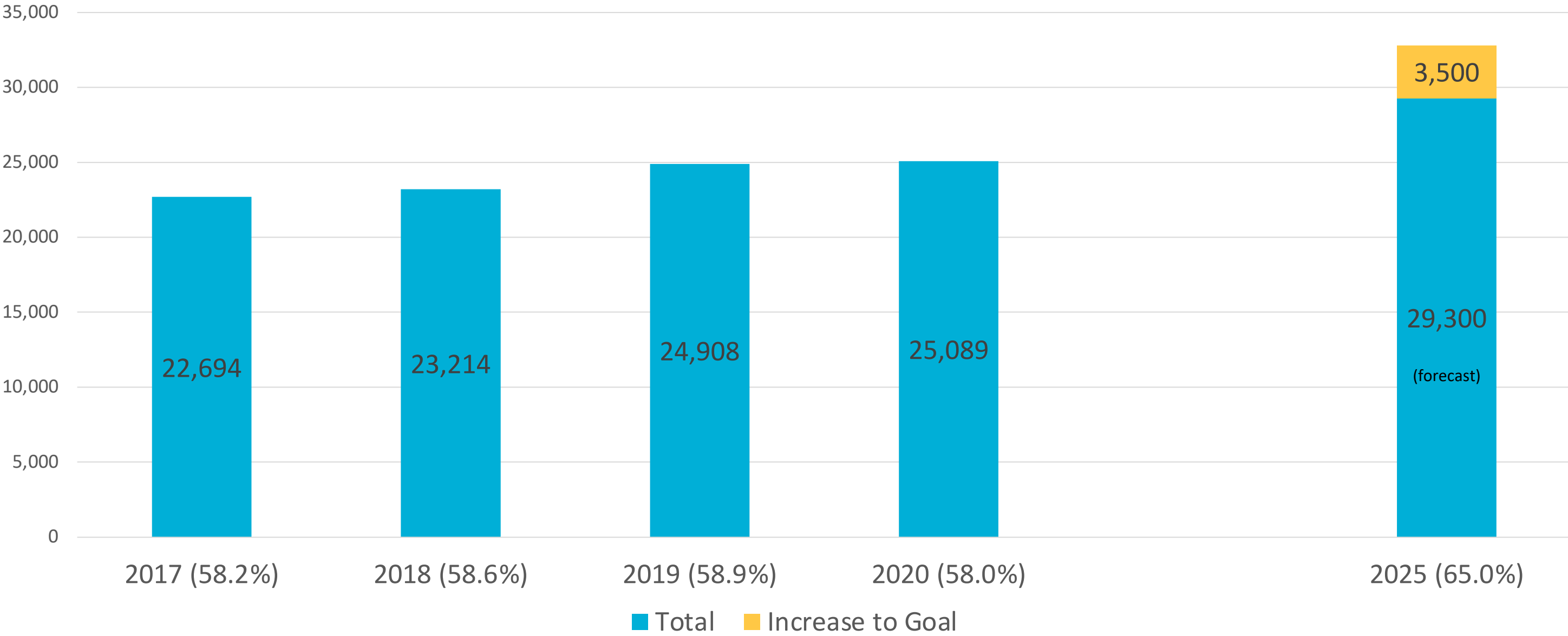
High-Yield Award Goal: USHE Underrepresented* Student Completions in Fields Aligned with High-Wage, High-Demand Occupations
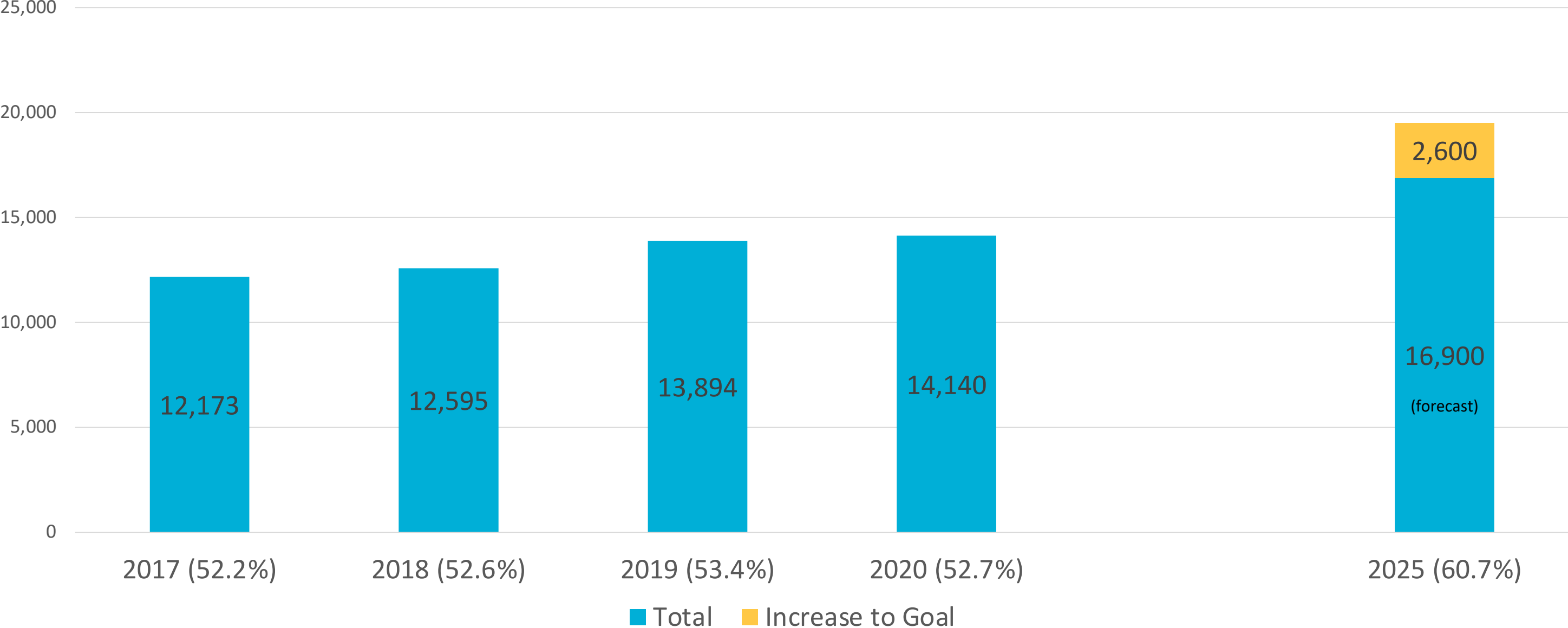
2017 (52.2%)	12,173
2018 (52.6%)	12,595
2019 (53.4%)	13,894
2020 (52.7%)	14,140
2025 (60.7%)	16,900 (forecast) + 2,600

Legend: ■ Total ■ Increase to Goal

USHE has a full definition of "underrepresented" in the Equity Lens Framework. For the purposes of data reporting in alignment with available national sources, this goal focuses on women and the following student populations: Black/African-American, Hispanic/Latinx, Pacific Islander, Native American, Asian, and students who identify as multiracial.

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 higher ed participation rate of adults with/without a high school diploma		Ensure students are meaningfully informed on the value and ROI of higher ed	
DEGREE-GRANTING	**TECHNICAL**	**DEGREE-GRANTING**	**TECHNICAL**
Collaborate with stakeholders (DWS, USBE, UCAC) to support enrollment of adult learners in academic education.	Collaborate with stakeholders (DWS, USBE, UCAC) to support the enrollment of adult learners in technical education.	Align existing resources (Programs & Majors Guide, Transfer Guide, etc.) to Keys to Success. Engage with stakeholders (DWS, UCAC, USBE, institutions) to ensure Keys is a one-stop for all postsecondary resources.	Ensure technical education program information, articulation of secondary course work, and opportunities for educational, career, and wage progression are represented in the Programs and Majors Guide, Transfer Guide, and Keys to Success.
Increase adult learner awareness of scholarships and other aid for degrees via Keys to Success.	Increase adult learner awareness of scholarships and other aid for certificates via Keys to Success.	Advocate for statewide marketing campaign. Focus on the unique needs of adult learners (program flexibility, prior learning, funding, etc.).	Advocate for statewide marketing campaign. Focus on the unique needs of adult learners (program flexibility, prior learning, funding, etc.).

WORKFORCE ALIGNMENT

PRIORITY

BOARD'S ROLE — Increase availability and stackability of high-demand, high-wage programs

GOAL — 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 — Increase student participation in work-based learning | Increase participation in training leading to wage and employment progression

TACTIC

DEGREE-GRANTING	TECHNICAL	DEGREE-GRANTING	TECHNICAL
Refine policy to define the role of work-based learning in academic education.	Refine policy to define the role of work-based learning in technical education.	Engage employers to strengthen the connection between degrees and employment options.	Engage employers to strengthen the connection between certificates and employment options.
Develop systemwide tracking mechanism for reporting progress in participation of work-based learning activities.	Develop systemwide practices for reporting progress in the development of and participation in work-based learning activities.	Refine program approval process to increase transparency of program alignment with verifiable workforce needs.	Review policy governing enrollment and classification of adult students enrolled in training for the purpose of maintaining or advancing their employment.
Collaborate with stakeholders (DWS, GOED, USBE) to connect work-based learning opportunities to high-demand pathways to degrees	Collaborate with stakeholders (DWS and GOED) to connect work-based learning opportunities to high-demand pathways to certificates	Refine policy to ensure workforce training is equity-minded, supported by data, and reflect institutional roles.	

NEXT STEPS

Next Steps

April 2021
- External stakeholders
- 16: Board committees

May 2021
- Board of Higher Education for consideration

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CELEBRATING 75 YEARS

BEATING THE **ODDS**

Post-Secondary Success
for Adult, First-Generation and Lower-Income Students

B E A T I N G   t h e   O d d s

Special thanks to the following for providing project-based support for this report:

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INTRODUCTION

The benefits of receiving a post-secondary education are well-attested. These benefits accrue not only to individuals through improved economic prospects, but also to the children of those individuals and the society at large. Successfully engaging high school graduates and getting them to the finish line on certificates and degrees depends in part to tailoring educational strategies to meet their needs.

This report was sparked in response to expected changes to Utah's population and student demographics, as well as the social and economic importance of boosting post-secondary attainment levels. It explores various means of promoting both student retention and completion of certificates and degrees, focusing on subsets of students who have been less likely to attain higher levels of education. These groups include:

- **First-generation students** (those students whose parents do not have colleges degrees), including an increasing population of Hispanic/Latino students who fi that profile

- **Lower-income students** who might find it more difficul to pay for their education or face other related challenges.

- **Adult students** commencing or participating in education after high school beyond the "traditional" age range who might experience challenges when it comes to retention and completion.

This report looks little at post-secondary enrollment – which will be discussed at length in a subsequent report. Rather, it focuses on retention and completion as intertwined goals that lead to job placement and household wage improvements. Reaching those goals might include stackable credentials, wraparound services, student data analytics and "high-impact practices," as well as myriad other programs and practices discussed hereafter. The purpose is to inform policymakers, the post-secondary education community and citizens on the range of helpful interventions that are in effect or that may be implemented. This report provides a survey of such interventions, not an endorsement of them.

Utah Foundation performed an extensive literature review and held in-depth interviews with 19 staff, leaders and researchers from 11 public and private institutions in the state, as well as representatives from the Utah System of Higher Education and the former Utah System of Technical Colleges.

BACKGROUND

Utah's population is expanding, and part of the state's success will likely depend on an increasing proportion of residents who obtain certificates and degrees after high school. Educational success can provide the workforce with skilled employees sought by employers.[1] Completion opens up families to higher paying jobs, potentially lowers the likelihood of incarceration, and reduces individuals' and families' reliance on the social safety net.[2]

Alongside Utah's expansion comes changing demographics.[3] But with these changes come the need to provide responsive approaches to access and completion in post-secondary education. This is similar to the national picture, where over the past 20 years, the growth in

> **The benefits of receiving a post-secondary education are well-attested. These benefits accrue not only to individuals through improved economic prospects, but also to the children of those individuals and the society at large.**

KEY FINDINGS OF THIS REPORT

- Utah's population is changing. If the state's post-secondary educational institutions do not respond to those changes, tens of thousands of Utahns may miss out on educational advancement in the coming decades.

- Engaging and re-engaging with adult learners requires a specific set of strategies, such as offering robust child-care services, offering a wider range of online opportunities and providing class credit that is based upon pre-existing experience and course competencies.

- First-generation students – those whose parents have not completed college themselves – can struggle with some of the post-secondary familial advantages that many take for granted. UVU's "I am First" and USU's Aggie First Scholars programs are examples of support-programs that provide a useful bridge for this population.

- In Utah, the state's contribution to need-based financial aid had been virtually nonexistent; that changed to a certain extent with the Utah Promise Scholarship in 2019 – though funding is limited. Based on SLCC and Weber State programs, the state scholarship provides lower-income student with the financial supports they might need, with remaining financial gaps being filled with the help of small emergency grants, and the U of U's novel approach of using income-share agreements.

- Utah's open-enrollment institutions have a particular focus on ensuring that students are prepared for college-level courses. This can include new approaches to engaging and assisting students who need to take remedial courses, but doing so in a way that encourages forward progress. Preparation can also take the form of "Higher Ed 101" courses that are designed to help underprepared students succeed. For example, is Dixie State's Trailblazer Connections course is essentially Higher Ed 101 for all new freshman, and the university has a Study Skills and Student Success class that combines Trailblazer support with study skills for students who are enrolled in remedial courses.

- Prior learning assessments that draw on students' experiences and competency-based educational options can make completing education after high school seem more tenable.

- Guidance on particular paths toward post-secondary education completion can help students narrow their focus in a way that keeps them from taking credits that increase the overall cost and lengthen time to completing their degrees.

- Wraparound services ranging from child-care programs to mental health services can be costly, but can often make the difference for continuing and completing education.

- Institutions are working to improve their advising. One newer approach is to more carefully track students, approaching them when institutions believe that the students might need help, instead of expecting the students to reach out with their needs.

- Student data analytics support all of the services described in this report. Examining the return on investment for post-secondary programs can help to ensure that governmental support and tuition is used in the best way possible to meet students' educational goals.

undergraduate students is from the increasing likelihood that students from lower-income families are enrolling.[4]

While the potential for more certificates and degrees is almost certainly a positive thing for individuals, communities and Utah as a whole, there are clear achievement gaps in Utah. For instance, the Utah System of Higher Education (USHE) has estimated that Utah "missed the opportunity for approximately 36,000 additional degrees and awards in its minority population" between 2010 and 2019.[5] If post-secondary educational institutions fail to attract, enroll and graduate a greater pool of lower-income students, students from certain underrepresented racial and ethnic groups, adult learners, and first-generation students, USHE projects that between 2020 and 2065 about 290,000 Utahns will miss out on degrees and awards.[6]

In order to meet educational needs, many states have specific goals set out for their higher education systems. An important metric that over 40 states are tracking is post-secondary educational attainment. Nationally, attainment rates have gone up by about 5.1 percentage points, but it is difficul to tie that increase to state programs or other factors.[7]

There is evidence to suggest that many states will have trouble meeting their goals.[8]

The Utah Legislature's Education Interim Committee chairs have developed statewide goals and metrics for all levels of education in the state, aiming to increase "education achievement and attainment for every learner at each level of the education system."[9] The goals for education after high school are divided between those for individuals and those for the state as a whole. These goals are matched with indicators, metrics and the institution in charge of measuring progress toward each goal.[10] The goals were created in order to serve the mission set forth by the committee, which is: "Utah invests in long-term prosperity for our residents by enriching the life experiences, civic engagement, and career opportunities for all by providing a robust and innovative quality education from early childhood through adulthood."[11]

WHICH STUDENTS ARE THE FOCUS OF THIS REPORT?

Generally, the public may perceive the following profile for post-secondary students: They enroll in college within one year of completing high school; they are not parents; they are attending college full-time; and they are financially dependent on their parents (thus not having to work at all or working very little).[12] Further, it is often assumed that their parents are generally middle-income or above.

This does not match reality for many college students or other post-secondary students, such as those seeking certificates. Approximately 31% of college students are below the federal poverty line, 37% are over 25 years of age, and 64% are also employed.[13] Between 1996 and 2016, the national percentage of dependent students (those who are dependent upon their parents' incomes) in poverty increased from 12% to 20% and the percentage of independent students in poverty increased from 29% to 42%.[14] Further, over the same period, the national percentage of undergraduate students from underrepresented races and ethnicities increased by 19% at community colleges and public four-year colleges, and 10% at private nonprofit fou -year colleges.[15]

Utah is expected to see upwards of 43,000 additional students in the next 10 years, or an increase of about one-third the student population.[16] The median age is expected to continue to rise, and the school-age and college populations will also increase, but become a smaller share of the total population and more ethnically diverse.[17]

UTAH INSTITUTIONS

This report provides an inventory and analysis of programs and practices which focus on the following Utah institutions.

Utah System of Higher Education:

- Community colleges
  - Salt Lake Community College (SLCC)
  - Snow College
- Regional universities
  - Dixie State University
  - Southern Utah University (SUU)
  - Utah Valley University (UVU)
  - Weber State University
- Research universities
  - Utah State University (USU)
  - University of Utah (U of U)
- Technical colleges
  - Bridgerland Technical College
  - Davis Technical College
  - Dixie Technical College
  - Mountainland Technical College
  - Ogden-Weber Technical College
  - Southwest Technical College
  - Tooele Technical College
  - Uintah Basin Technical College

Utah nonprofit institutions:

- Brigham Young University (BYU)
- Ensign College (formerly LDS Business College)
- Western Governors University (WGU)
- Westminster College

ADULT LEARNERS

Adult learners, in the case of post-secondary education, are often classified as being over 24 years of age. This means that they either did not start their post-secondary education directly after high school, or they have taken more than the four-to-six years that most students need to complete their degrees.

RACIAL AND ETHNIC GAPS

There are significant gaps in post-secondary enrollment and completion among Utah's racial and ethnic groups.[18] As a result, thousands of students are forgoing their education each year, and this is expected to increase in number and in the proportion of Utah's students as the population continues to transform.

This gap is due to a variety of challenges that might not be shared by the student population at large. While challenges specific to racial and ethnic students as subgroups exist, this report does not examine the issue directly, but does so more indirectly. For example, there is some correlation between poverty and race and ethnicity. In fact, Utahns of all races and ethnicities, except non-Hispanic white Utahns, are over-represented for those under 200% of the federal poverty line. (See Figure 1.)

There is some research that suggests that poverty has a much stronger role to play in K-12 performance than race and ethnicity, which then carries over past high school.[19] This report focuses more attention to interventions related to poverty directly.

A non-white Utahn is more likely to fall into the lower-income category.

Figure 1: Race and Ethnicity of Population Under and Over 200% of Poverty, Utah

	Under 200%	Over 200%
Race		
White	80%	88%
Black/African American	2%	1%
American Indian	2%	1%
Asian or Pacific Islander	3%	3%
Other	9%	4%
More than one major race	4%	3%
Ethnicity		
Not Hispanic/Latino	78%	89%
Hispanic/Latino	23%	11%

Source: IPUMS USA, University of Minnesota, www.ipums.org.

Many institutions have targeted programs to benefit specific racial or ethnic populations, particularly in that they benefit populations that are more likely to have lower incomes and larger proportions of students who are first generation. For instance, UVU launched an initiative to engage a racially and ethnic diverse set of students and their families – and the results are promising. In 2010, UVU's proportion of Hispanic/Latino students was only about two-thirds' of the counties' proportion, but by 2018, its proportion mirrored the county.

Adult learners often hold other obligations in their lives, such as family. This is particularly the case in Utah, as Utahns enrolled in undergraduate programs are far more likely to be married than their counterparts nationwide. (See Figure 2.) Research has shown that being married can make it harder to adjust to the demands of higher education.[20]

Some adult learners have more than their own education to worry about. Nationally, there are about 5 million people who work double-duty as both students and parents.[21] Utah students are slightly more likely than their national peers to have children.[22] (See Figure 3.) Some colleges are providing support for these students, though it is not necessarily the norm, and nationally the percentage of community colleges providing these services – such as child care – has decreased.[23] In 2019, child-care expenses in Utah were $6,797 per year per child.[24] This is an extra strain on post-secondary students and their families; family finances cause more than half of student-parents to drop out within six years.[25] Post-secondary education would be even more trying for single parents. These parents are also often in poverty – particularly single mothers.[26]

Furthermore, older students are more likely to have jobs. Their work, with the other obligations they may be juggling, often push them to attend school

Utah students are far more likely to be married than are their peers nationwide.

Figure 2: Marital Status of Student Enrolled in Undergraduate Education, 2018

	Utah	US
Married	35%	21%
Widowed	0%	1%
Divorced	3%	4%
Separated	0%	1%
Never married and/or under 15 years old	61%	74%

Source: U.S. Census Bureau, American Community Survey, PUMS. Utah Foundation calculations.

part time, making them more likely to leave college.[27] This is in large part a matter of duration; the longer it takes to work toward a degree, the lower the chance of completion.[28]

Adult Learner Interventions

Institutions can help reduce the barriers to completion faced by adult learners with increased schedule flexibilit , alternative course methods, off-campus resources, child-care assistance, targeted scholarships and resources to meet prerequisite knowledge. [29]

Dixie State, USU and UVU are participating in the Degrees When Due campaign, which aims to "re-engage with adult learners"[30] by targeting students who have some college experience but did not complete their degrees. The U of U and UVU also have programs for students who are not currently attending but have less than a year to finish their bachelor's degrees.[31] In addition, UVU reached out to students with some college but no degree through a peer-to-peer program. With the focus on how to get former students back to school, UVU extends support, including some scholarships. It has re-enrolled more than 2,000 students since 2017, more than 400 of which have completed so far.

One of the ways Salt Lake Community College has been addressing concerns from its adult students is by creating ways to support parents as students. SLCC has implemented child-care programs at its two largest campuses. It provides expanded child-care services from 7 a.m. till 10 p.m. to accommodate class schedules. While it does not have child-care facilities at all 10 campus locations, it offers a voucher program that can provide financial assistance to parents at approved child-care locations. While parents still have to pay some portion of the child-care expenses, SLCC is able to charge child-care rates on a sliding scale based on family size and income.[32] This program does have some strict provisions, such as being eligible for federal support and having the child currently enrolled at a licensed care facility, but it can provide up to $700 a month to ease the cost for student parents.[33] Many other institutions offer child-care services as well. For instance, UVU offers robust child-care services through its Wee Care Center.

Online education can provide the flexibility that many adult learners might need. UVU finds that a mix of face-to-face and online learning is often better for adults than strictly one or the other. However, by expanding online undergraduate programs, the university hopes to increase the number of students completing their degrees.[34] In addition, as part of UVU's Vision 2030 plan, a task force is developing strategies for engaging and serving students over 25.

Davis Tech's average age is 26. The school focuses on removing barriers for this population. One such barrier is the academic one. Davis Tech has employed curricula adjustments meant to retain students; the cyber security and nursing programs have academic pre-requisite requirements to begin, but Davis Tech integrates these into the programs as a way of lowering entry barriers. For instance, math is integrated into the program to help retain students that might otherwise find a typical math class unsurmountable – particularly for students who may not have taken math classes since high school.

In addition, prior learning assessments that draw on adults' experiences and competency-based educational options that can provide any needed flexibility (see the related section later in this report) are important for many groups of students, but may be of particular interest and use to adult learners.

Utah students are more likely to have children than are their peers nationwide.

Figure 3: Parental Status of Student Enrolled in Undergraduate Education, 2018

	Utah	US
With related children under 5 years only	8%	6%
With related children 5 to 17 years only	8%	8%
No related children	84%	86%

Source: U.S. Census Bureau, American Community Survey, PUMS. Utah Foundation calculations.

FIRST-GENERATION STUDENTS

Though the definition of a first-generation student is flexible, it generally signifies students who are the first in their immediate family to attend a higher education institution. Nationally, the student population who could be defined as "first generation" could range from 22% (counted when neither parent has attended any form of higher education) to 77% (counted unless both parents have a bachelor's degree).[35] USHE and numerous Utah institutions defin first-generation as any student whose parents did not complete   four-year degree.

While definitions and family scenarios vary, the effects of being first generation manifest themselves in many ways regardless of which definition is used. First-generation students are 16-20% less likely to take the SAT or ACT, 13-19% less likely apply to college, and 19-24% less likely to enroll in college.[36] In addition, first generation students are 8.5 times more likely to drop out than students with a college-graduate parent.[37] These differences may be due to within-family cultural expectations around post-secondary education, along with other factors.[38]

This could indicate that parental involvement in the college application process is important to lowering barriers. However, parents may not know what questions to ask about schooling or relationships on campus, and may feel like they are unable to support their children.

First-Generation Student Interventions

First-generation students are often in an environment with few resources to help them prepare for their post-secondary education. Solutions orient around encouraging parental involvement, special transition courses or boot-camps, mentor programs, clear informational programs and targeted financial assistance

While "traditional" college students are, categorically, seen as dependent on their families but living on their own, first-generation students often have, and would like to maintain, a strong connection with their family unit. While it may only be the student attending the courses, "it's a family event."[39] One suggestion aims to get students and parents in alignment with students' education plans. They construct a plan together, including moving to campus, setting class schedules, and more, to help both students and parents feel prepared.[40]

Though having parental support is important for students, there is much for which the parents of first-generation students cannot prepare their children. In these cases, neither parents nor students have necessarily had the experience writing a 10-page paper or studying for difficu exams, so it is difficul for students to know what to expect. Further, students may simply not have the exposure to the terminology to make the step toward post-secondary education. The University of Georgia produced a handbook "using simple and clear English" which it mails to incoming first-generation freshmen, which is also available in a variety of languages. This, in addition to a glossary of terms and acronyms, aims to help students and parents to better understand and navigate the college process and financial aid. Once a student is accepted, the Academic Success Program in the Dallas-Fort Worth area runs a week-long boot camp that holds small group discussions and one-on-one meetings to help students navigate their transition to college.[41] They discuss more than just academics, ranging through topics like dealing with homesickness, finding cheap textbooks, and locating resources for when they are struggling. Other colleges, such as Menlo College in Atherton, California, have involved faculty members in the process, having each full-time professor mentor a small group of freshmen.[42]

Much work is being done to help engage first-generation students in Utah. USHE created a pilot program called StepUP Ambassadors which offered $1,000 scholarship to 20 students, 70% of whom are first-generation students.[43] The ambassadors are in Utah County and the Granite, Salt Lake, Nebo and Ogden school districts serving as near-peer mentors in high schools.

UVU has started a robust program for first-generation students called "I Am First." This program offers support services, mentorship, networking opportunities, and more. The program is currently working to get more faculty engagement and normalize first-generation students connecting with faculty outside of the classroom. [44]

USU has developed a program called Aggie First Scholars that has a mentorship component with leadership opportunities for first-generation students.[45] The program aims to

"to foster belonging, give access and create strong communities."[46] It has grown from 22 mentees to 330 mentees, and from 10 mentors to 86, in addition to paid staff.[47] This program does not offer a direct scholarship, but instead provides students with informational support, including helping students find and apply for scholarships.

At Dixie State, nearly half of incoming students are first generation. It and other institutions are working to build cohorts devoted to creating communities that cater to students beyond those who are first generation. The idea is to give them the opportunity to move together through their freshman year and beyond to help provide the collective experience that can foster academic retention.

MIGUEL'S STORY: A FIRST-HAND, FIRST-GEN ACCOUNT

"From the very beginning, my undergraduate experience required me to take a piecemeal approach at acquiring the information that I would ultimately need to make sense of the system of higher education. I was unsure what my next step would be after high school apart from getting a full-time job, since no one in my family had received a college education. For me, going to college was not an eventual next step like it seemed to be for many of my peers. My family and I didn't discuss plans for me to attend, or what was needed to get accepted or be successful in college. The only direction I received from my high school guidance counselor was him asking me if I planned on going to college and him handing me an application to a community college in my town. At the time, I didn't know what I didn't know, and I wasn't sure of the questions to ask. As monolingual Spanish speakers, my parents would get a translation of informational material from me, and we were often left knowing what the words said but not understanding what they meant. We had no context for terminology and the processes of higher education, like admissions, the application process, and financial aid.

By a stroke of luck and timing, my mother met a college student that was working part-time as an interpreter at a rehab clinic she was attending. When my mother told her that I would be graduating high school soon, with no plans of attending college, she mentioned a contact she knew at an educational opportunity center where they could assist me. After meeting the staff at the education center, the staff helped me fill out school applications and FAFSA (The Free Application for Federal Student Aid), but didn't explain how all the pieces fit together, since it was their priority to get me into a school but not necessarily to explain to me the nuts and bolts of it all. Initially, I didn't know how FASFA or the universal scholarship application at the university would impact me, I just knew it was something that I needed to complete. The university orientation I received focused on the college life and what to expect socially and academically, but little information on how FASFA or scholarship funds would be used to directly pay for tuition or books. Initially, my concept of paying for school involved paying for an application to apply, but I was unaware that there were semester tuition bills that would come due. I was also unaware that the books that we would use would have to be bought or rented. My only reference to education was public K-12, so I believed that college would be additional school based on the same system.

There was a degree of isolation I felt because I noticed that no one else was asking questions like the ones I had. My personal network did not have many people that had attended college, which made reaching out to people around me for assistance difficult. There was the intimidation of not knowing basic information, like the way tuition is based off credit hours, the fees associated with attendance, and how parts of the award package could be accepted or declined. The university had offices where these questions could have been asked, but it was difficult for me to establish trust with the college staff. I felt it was difficult to approach staff and explain to them that I didn't know what most people knew about the process, and I might need additional explanation. After the first semester, I was able to pick up a lot of the information that I needed from different friends and reading available resources.

Every so often, I come across students in my community thinking of going to college that have many of the same questions that I had as a first-generation college student. Some are unaware of the options to go out of state, programs of study or financial assistance available. The people I have talked to often share the same reluctance to approach university staff with questions or concerns due to the perception of school administration being impersonal and not being willing to spend the time needed to explain the process at their level, and meet students where they are at. What I would have benefited from greatly would have been someone telling me that I would be dealing with a different system that neither I nor anyone in my family had dealt with before and that there would be a lot for me to digest. It would have been useful to have someone acknowledge that my confusion was normal and part of the process."

- Miguel is a former Utah Foundation intern.

LOWER-INCOME STUDENTS

Nationally, lower-income students are less likely to enroll in college, even if they have the same standardized scores as higher-income students. Moreover, higher-income students with below-average math scores are more likely to complete college degrees than the lower-income students with above-average math scores.[48] This may be true in Utah as well.

While upfront tuition expenses can pose a significant hurdle, lower-income students struggle with other financial barriers such as fees, other charges and housing costs.[49] Many students do not know they are eligible for assistance or do not know how to access it. One study found that while 18% of students meet the eligibility requirements for food assistance (SNAP), only 3% actually make use of these services, leaving many needs unmet.[50] Other students may struggle with time pressures because they cannot afford a college meal plan or a car, forcing them to invest more time in transit, biking or walking. The inability to overcome these obstacles may inhibit their social mobility, promoting intergenerational poverty. Educational attainment tends to correlate closely with income. (See Figure 4.)

Lower-income Utahns are far less likely to have a bachelor's or graduate degree.

Figure 4: Educational Attainment, Age 25 and Over, Utah

	Under 200%	Over 200%
High school graduate or less schooling	52%	34%
Some college or associate degree	27%	27%
Bachelor's degree	16%	25%
Graduate degree	6%	14%

Source: IPUMS USA, University of Minnesota, www.ipums.org.

There are additional obstacles facing many of the 35 million Americans with some college but no degree; Utah nearly tops the states with the proportion of its population with some college but no degree.[51] Many students – and prospective students looking to re-enter post-secondary education – find that they cannot register for classes due to money owed for previous classes, fees or otherwise.

Lower-Income Student Interventions

Interventions for lower-income students are primarily focused on finding ways to ease financial burdens. These interventions primarily focus on improving the federal student aid application process, making loans, grants and scholarships more comparable, creating income share agreements and providing funds to cover gaps outside of tuition. This aid helps lower a significant barrier for some students. Furthermore, financial aid has been shown to decrease the overall working time of students during their college careers, resulting in better educational outcomes.[52]

Federal Aid. Students who are from lower-income households are often in need of funding for their post-secondary education. The federal government helps provide that support in the form of grants, loans and work study jobs. The Free Application for Federal Student Aid (FAFSA), the most ubiquitous financial aid assessment program, is often a gateway to receiving those funds. Lower-income students need to fill out the FAFSA application to be eligible for the Pell Grant, the Federal Supplemental Educational Opportunity Grants, Stafford Loans and other financial aid Yet many students do not complete the application.

Nationally, half of high school seniors do not complete the FAFSA, forgoing approximately $24 billion in potential financial aid in 2018-2019.[53] Utah ranked second-to-last in terms of the percentage of high school graduates that completed the FAFSA.[54] For the 2018-19 academic year, Utah students left more than $55 million unclaimed – with only 36% of Utah's high school seniors completing the FAFSA.[55]

Of those who do apply for federal aid, about one-third are required to undergo a verification process and submit additional documentation before they can receive their aid. If they do not complete these extra steps, they will not receive their financial aid; and failure to complete verification blocks as many as 20% from receiving Pell Grants.[56] This affects lower-income students disproportionately – about half of those who apply. In response, some organizations are working on explaining and promoting the process to students and families.[57] At the state policy level, meanwhile, Texas has decided to mandate that grad-

uating high school seniors apply for the FAFSA.[58] Louisiana and Illinois also require the FAFSA for graduation; states provide some waivers to their mandates, such as for students and their families who are undocumented.

Some find that the FAFSA does not capture an accurate picture of students' financial situations and does not reflect the need for a financial safety net when challenges arise.[59] Bunker Hill Community College in Boston ran a needs analysis on its student population, finding that unmet financial needs totaled roughly $5,000 per student.[60] It suggested tying the Federal Pell Grant award amounts to inflation and also factoring in basic needs [61]

Another issue with grants and loans can be the financial aid letters themselves. There is no standardization in aid letters, so when students are presented with multiple aid letters from multiple universities, it can be difficul to compare options.[62] Further, these letters are often confusing, with jargon and numbers that may not make sense to recipients. Moreover, many schools do not provide a bottom line on how much it will cost to attend the school, only what the student was offered for aid, lumping all of the aid together, including loans, work study and other options.[63] This can make the benefit package appear quite desirable, when really it might be mostly loans or only a fraction of the price of attendance. One study showed that colleges referred to loans in 136 different ways in their financial aid letters. Some colleges did not even use the word "loan," instead referring to loans as "Fed Dir Unsub" or just plain "Unsubsidized."[64] These factors make it almost impossible for many parents and students to understand what they need to pay and what their best options are to pay it.[65]

State Scholarships and Tuition Waivers. Utahns have the lowest student debt in the nation,[66] and enjoy low tuition and fees.[67] However, for lower-income students, tuition and fees may still be too high, and federal aid may not be enough to make post-secondary education affordable. To help cover the gaps, there are state options available.

In Utah, the state's contribution to need-based financial aid used to be nearly nonexistent, at just $11 per student in 2017-18).[68] That changed to some extent with the Utah Promise Scholarship.[69] It is available to recent high school graduates and adult learners at Utah's public colleges and universities, as well as Utah's public technical colleges. The Utah Promise Scholarship can cover tuition and fees for up to two years, though the program has a limited amount of funding. The scholarship is patterned after Dream Weber[70] and SLCC Promise[71] in accordance with HB 260, Access Utah Promise Scholarship, passed in 2019.[72]

The Dream Weber program at Weber State and the SLCC Promise program combine federal aid with state tuition waivers. These programs have supported thousands of students. Since the fall 2016, SLCC has provided $3 million to 2,500 students. The program is

UTAH SCHOLARSHIP PROGRAMS

Utah now offers five scholarship opportunities, two of which are targeted toward students based upon their financial needs and one focuses on first-generation students.

The Utah Promise Scholarship

- Eligible students must meet the following criteria:
    - Have a high school diploma or equivalent.
    - Not have previously earned an associate degree or higher postsecondary degree.
    - Be a resident of the State of Utah .
    - Demonstrate financial need.
    - Maintain academic good standing as defined by the institution at which they attend.
- Scholarship Duration: Which ever condition is met first from the following:
    - Two years after the initial award.
    - A recipient uses the scholarship for four semesters.
    - A recipient meets the academic qualifications for an associate degree; or
    - For USHE institutions that do not offer an associate degree, a recipient earns a cumulative total of 60 credits.
- Institutions are required to have their own methods of processing applications and determining financial eligibility.

Career and Technical Education Scholarship Program*

- Scholarship criteria:
    - An eligible institution may award a scholarship to an individual who is enrolled in, or intends to enroll in, a high demand program.
    - An eligible institution may award a scholarship for an amount of money up to the total cost of tuition, fees, and required textbooks for the high demand program in which the scholarship recipient is enrolled or intends to enroll.
    - An eligible institution may award a scholarship to a scholarship recipient for up to two academic years.
    - An eligible institution may cancel a scholarship if the scholarship recipient does not: maintain enrollment in the eligible institution on at least a half time basis, as determined by the eligible institution; or make satisfactory progress toward the completion of a certificate.

Regent's Scholarship

- Academic Requirements:
    - Take the required classes in grades 9-12 (see pages 4-8).
    - Earn at least a 3.3 cumulative high school GPA.
    - Earn at least a composite score of 22 on the ACT.
    - Graduate from a Utah high school.
    - Meet college enrollment or deferment requirements.
- Non-Academic Requirements:
    - Fill out the FAFSA (Free Application for Federal Student Aid).
    - Meet all deadlines.
    - Be a US citizen or a non-citizen eligible for federal financial aid.
- Scholarship Duration:
    - The Regents' Scholarship can be used at an eligible Utah College or University for up to 4 semesters (or two years at an approved technical college) and must be used within 5 years from the date of high school graduation. Scholarship funds can be used towards tuition and fees.

(CONTINUED ON NEXT PAGE.)

UTAH SCHOLARSHIP PROGRAMS CONTINUED

New Century Scholarship

- Academic Requirements:

    o Graduate from a Utah high school with a minimum 3.5 cumulative GPA.

    o Earn a 3.0 cumulative college grade point average.

    o Home-schooled students and students who complete high school through an online school must take the ACT exam by June 15 of the year their peer group graduates from high school and earn a minimum composite score of 26.

    o Enroll in and successfully complete 12 credit hours the fall semester after high school graduation at an eligible college or university, maintaining a 3.3 semester GPA or obtain an approved deferment.

    o Complete either Associate Degree Track or Math and Science Curriculum Track.

- Non-Academic Requirements:

    o Fill out the FAFSA (Free Application for Federal Student Aid).

    o Be a United States citizen.

- Scholarship Duration:

    o The New Century Scholarship can be used at an eligible Utah College or University for up to 4 semesters. Scholarship funds can be used towards tuition and fees.

T. H. Bell Education Scholarship

- Intended for those seeking a teaching profession in Utah. Aims to recruit first-generation students into teaching.

- Requirements:

    o Undergraduate and graduate students who meet required academic standards, are enrolled in at least six credits, intend to apply to and complete an approved program, and intend to work in a Utah public school are eligible to apply.

    o Scholarship priority: (1) first-generation students who intend to work in any teaching field or licensure area; (2) students who are not first-generation, but intend to work in a teaching field or licensure area where there is high need; (3) other students who meet the requirements of the scholarship.

- Scholarship Duration:

    o T.H. Bell Scholarships may be for up to the cost of resident tuition, fees, and books, and may be received for up to four consecutive year.

* Available at SLCC, USU Eastern and Snow College.

Sources:

- *Dave Buhler, Adoption of Policy R620, Access Utah Promise Scholarship Memorandum, May 8, 2019, https://ushe.edu/wp-content/uploads/pdf/agendas/20190517/TABA_2019-05-17.pdf.*

- *H.B. 260 Access Utah Promise Scholarship Program, https://le.utah.gov/~2019/bills/static/HB0260.html.*

- *Utah System of Higher Education. R622, Career and Technical Education Scholarship Program, https://ushe.edu/ushe-policies/r622-career-and-technical-education-scholarship-program/.*

- *Utah System of Higher Education. Regents' Scholarship Rules and Requirements for 2021 Graduates, https://ushe.edu/state-scholarships-aid/regents-scholarship/regents-future-applicants/.*

- *Utah System of Higher Education, New Century Scholarship 2021 Rules and Requirements, https://ushe.edu/state-scholarships-aid/new-century-scholarship-landing/new-century-future-applicants/.*

- *Utah System of Higher Education, State Aid Programs, https://ushe.edu/initiatives/state-aid-programs/.*

currently available only for full-time students. However, SLCC has gotten feedback that 12 hours is not possible for some students – particularly adult learners. In response, SLCC changed the program beginning the 2020-2021 school year to roll the minimum for eligibility down to 9 hours.

Similarly, UVU is currently reformatting and rebranding its Promise-type program. The new version will not only provide Pell Grant gap support, but also assist students who need preparation support for first-year English and math. Additionally, UVU provides some form of grant/scholarship aid to 46% of its students. The aid often covers more than just tuition, helping with books and housing.

Further, all 16 Utah System of Higher Education institutions, except the U of U, offer the state's Career and Technical Education Scholarship Program awards.[73] The awards range from $500 per semester to full tuition for technical education programs.[74]

However, there is no system-wide approach to assisting lower-income students. For instance, while each institution may waive up to 10% of student tuition, the state does not provide guidance on what proportion of these tuition waivers should be need-based.

BYU provides need-based Alumni Replenishment Grants. To receive the grant, students that demonstrate a financial need apply with an essay – though no FAFSA application is required. Once recipients graduate and are able, they are encouraged to replenish the fund through donations.

Micro and Emergency Grants. Another option to cover school-related expenses is using micro-grants, which allow up to $2,000 for students who are at least three-quarters of the way through their degrees. Congress has permitted students to use micro-grants without jeopardizing their future state or federal aid eligibility.[75]

While Utah has relatively low tuition and many students receive financial aid, Dixie State representatives suggest that financial aid certainly does not cover all college expenses. Students are often only a few hundred dollars short of their needs. Dixie State has a small emergency assistance fund that offers one-time amounts for extraordinary needs, such as fixing a car or paying rent. The fund is currently only large enough to cover about 50 grants averaging $400 per year, but it keeps students in school when they face a pinch.

As part of UVU's Care Initiative, the university administered a survey that showed a large number of students did not have enough to eat and "couch-surfed" because they could not afford rent. In response, UVU now has a food pantry and emergency grants. The grants often amount to between $200 to $500, which the university says can make a real difference for students hitting a rough patch.

Income Share Agreements. Finally, one of the most recent interventions for students who cannot afford tuition and do not want to take out loans is the Income Share Agreement. The basics of the agreement function like a scholarship: Students must uphold a certain academic standard to maintain their coverage. But, unlike a scholarship, Income Share Agreements come with a cost later in life. While this cost is potentially less than loans, it is significant. Students who sign up for this program will pay a certain percentage of their future income back to their university for a set period of time.[76] These payments can be paused for similar reasons that loans can, such as when students pursue graduate degrees or join the Peace Corps. However, unlike loans, Income Share Agreements are paused if students are earning less than a set amount, roughly $20,000, but are still working full-time.[77] In this way, universities are essentially investing in the likelihood that a student will have a fruitful career.

In January of 2019, the University of Utah became the first major university in the West to offer an Income Share Agreement.[78] The program is starting with 18 majors and applies to students who are within 32 credit hours of matriculation. The U of U's program asks students to pay 2.85% of their income after graduation for three to 10 years, depending on the student's major and the amount received – between $3,000 and $10,000.[79]

CROSSOVER INTERVENTIONS

In addition to the interventions for certain student sub-populations, institutions use a variety of supports to engage students generally, or target several of the sub-populations discussed in this report.

For instance, in terms of scholarships, SLCC's PACE program seeks to increase enrollment and graduation rates for students that are at least one of the following:

- First-Generation college student,
- Lower-income, or
- From a population that is underrepresented in higher education.[80]

This section outlines interventions for crossover populations. It includes programs that offer preparation support for students and remediation to get students ready for college-level classes, learning assessments and competency-based education to speed students along. This section also discusses guided pathways for students to navigate their education and stackable credentials to keep students on track. It details myriad support programs from wraparound services to advising and mentoring, and explores what is referred to as "high impact practices" that keep students connected to their education.

Preparation, Remediation and Corequisite Remediation

Preparatory programs and remediation courses can be of particular help to first-generation students and students who are more likely to have not performed as well in their high school courses. However, remediation slows down progress toward graduation. Furthermore, financial aid cannot be used for remedial courses

BYU offers a Summer Visiting Program for high school graduates or students with some college from other institutions who have not been accepted to BYU. It is open to all students, but includes a large percentage of lower-income and first-generation students. The

goal is to help prospective-students get familiar with college through a shortened seven-week term and to encourage students to apply the following year.

The Utah System of Higher Education has implemented a systemwide redesign of mathematics courses that aligns with meta-majors. (See the *Guided Pathways, Meta-Majors and Stackable Credentials* section.) This redesign helps many students tie their math courses to their educational interests, which is particularly helpful for students who need remediation in math.

Weber State is focusing on getting students beyond developmental (dev) classes, with a particular effort toward students who are taking developmental classes for both math and English – considered "dev/dev" – through its Wildcat Scholars program. Students who test into both developmental classes struggle with understanding the deeper meaning of math equations and the meanings behind writings. While Weber has not been targeting any specific demographics, it finds that lower income, Hispanic/Latino and first-generation students are more likely to be dev/dev. Importantly, a Weber State representative suggests that "the dev/dev kids are likely going to fail with regular remedial classes."

UVU gets students ready for college courses with its Assessment and Learning in Knowledge Spaces – ALEKS – programming. Its Placement, Preparation, and Learning math modules help move students beyond remedial classes to jumpstart their education.

The Weber State's Wildcat Scholars program builds relationships among students and provides them with cohorts to progress together. It requires some ALEKS classes in the fall, but then provides spring "co-requisite" classes – meaning that the course has a remedial element combined with college credit component. In these cases, remediation is built into six-hour math and English classes. That way students move beyond remediation more quickly. Weber State received federal money for the program. As a result, retention rates are increasing for these students. In 2018, the pilot program started with 35 students, in 2019 increased to 75, and is ramping up to 300 by 2022. Furthermore, Weber State and Ogden-Weber Tech have a partnership wherein Weber State students take remedial math at the tech college to take advantage of its lower tuition.

With remedial classes, students get no credit toward their degrees, potentially costing them time and money. To ease the burden, California and Texas outlawed remediation that is not corequisite.[81] There are criticisms, including faculty concerns about students feeling unprepared in classes and, perhaps, subsequently dropping out – not to mention the added strain it could put on professors. However, early results show that the policy is working as planned.

When moving beyond remedial courses, Dixie State has revamped it college-math options. It had a high failing rate for its introductory math class, so the university created three optional math classes for those students who do not need algebra for their majors.

Dixie State's "Student Success Program" provides additional resources to so-called "low index" students (calculated by ACT score and high school GPA). There are approximately 400 students (45% of which are racial or ethnic minorities) in this program, which requires a) an academic success class (discussed below), b) study-hall, and c) tutoring. Dixie beefed up the program in 2017 and credits it with increasing retention by 7% from 2018 to 2019 among students with a low index score. Overall, freshmen retention increased 4% during the period.[82]

Dixie State also offers new freshman a program called "Trailblazers Connections," which includes an academic success class. In 2019, 1,300 of 2,300 incoming freshmen enrolled in the class, and starting in fall 2020, students will need to actively choose to opt out of the class. The "Trailblazers Connections" course has been a three-day pre-semester class, but it is moving to a five-day pilot. The "Trailblazer Connections" course is essentially "higher ed 101," where students learn to use the university's college management program, time management skills and engage with mentors. In addition, the university has a Study Skills and Student Success class that combines Trailblazer support with study skills for students who are enrolled in remedial courses. Further, Dixie has created a grant program that provides funding to different departments to implement retention efforts

Prior Learning Assessment and Competency-Based Education

Another strategy to help speed students to completion of their degrees is with prior learning assessments. These assessments look at students' experience to determine if they should advance beyond the coursework in certain areas and receive credit for their previously gained knowledge and skill. For instance, a student might earn language credit if they speak a second language fluently in the home, or a student with military experience in electronics might receive credit for that work. One study indicated that prior learning assessments appear to boost completion rates.[83]

WGU is focused on prior learning assessments. BYU employs them as part of its Foreign Language Achievement Testing Service. Many Utah institutions use them to some degree, though not necessarily on a wide scale. For instance, Weber State and USU each offer PLA for only one course. Snow College uses PLA a part of a mastery-based Associate of Science degree.

USHE is interested in bolstering prior learning assessments – and has introduced a new policy that aligns prior learning within the system – but does not have much sway over the actions of individual institutions on this topic. Still, USHE representatives say that it is encouraging these institutions to deploy the assessments and developing a plan for advising and communicating with students about credit for prior learning. Further, it has helped set a statewide standard for minimum scores and maximum credits on standardized exams, Advanced Placement courses, College-Level Examination Program tests, DSST tests and International Baccalaureate credits; a student who takes an exam would receive the same course credit at any USHE institution.

Another group of interventions is called competency-based education (CBE), which the U.S. Department of Education defines as an approach that focuses less on seat time "in favor of a structure that creates flexibilit , allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning."[84] This form of education costs less for students and can help reduce their time obtaining a degree.[85] Competency-based education is self-directed so it supports students who are self-motivated and want to learn at their own pace. This helps meet the needs of individual learners by providing more flexibilit , but it is not necessarily for those who want a "typical" college experience.

WGU was an early adopter of this approach. Students pay a flat-rate tuition to take as many classes as they can pass within a term, giving them a financial incentive to move through a degree as quickly as their schedules and level of subject mastery allow. Unlike a typical college experience, student can show their competency in one course and move to the next without waiting for a new semester to begin.

The Utah System of Higher Education has been involved with both Salt Lake Community College and Utah State University to implement competency-based general education programs.[86] The two institutions are developing general education components on behalf of the system so that competency-based education will be available to all students, but the institutions will not have to develop their own assessments and curriculum.

SLCC has found that competency-based education works best for the most motivated students, but that they do not always benefit from cost savings – or even time to completion. Instead, students mostly appreciate the flexibility of such programs and end up completing at higher rates. SLCC has found that most of the students who embrace competency-based education are older (their average age is 34) and have other demands on their time that make a more flexible learning schedule critical. More than two-thirds of SLCC's School of Applied Technology certificates are through competency-based education, with hybrid online and in-person classes, though some are more heavily hands-on than others. SLCC

continues to expand these programs while documenting the ways in which they are most effective and developing a handbook to share the institution s work with USHE.

USHE's technical colleges are all competency-based. The tech programs operate in an open-entry/open-exit format, meaning students can start and finish their programs on almost any day of the week. Most technical college students can also progress quickly due to prior learning assessments. The obvious exceptions are for programs wherein there is a state licensure requirement governing how many hours of instruction you have; for example, cosmetology is 1,600 hours regardless of prior learning.

Guided Pathways, Meta-Majors and Stackable Credentials

"Guided pathways" is an approach designed to assist incoming, transfer and returning college students to enroll in and complete the appropriate classes/curriculum for meeting their educational goals.[87] Instead of giving students a course manual to pick and choose classes on their own, institutions provide a map of courses that efficientl move the students through degrees. Students can stray from the map and even choose a new map (or degree path) altogether, but with a certain intentionality to completing their education that they might not have otherwise. Nationally, the guided pathways approach has yielded higher completion rates.[88]

Similarly, "meta-majors" allow students a bit more flexibility early in their degree selection. Meta-majors are areas of study or cluster of disciplines within institutions. Meta-majors can be exploratory for undecided students who are not sure what to do; having over 100 options can be stifling for many students. Meta-majors show students a set of courses that are related to a general field of study. They provide the flexibility of taking a variety of courses within that field, but without the danger of taking credits that are not needed – which would otherwise increase cost and time to completion.

USHE's meta-major working group focused on identifying and aligning meta-majors across the system and developing appropriate math pathways for those meta-majors.[89] SLCC has found that for students who are undecided about a major at enrollment, meta-majors provide a lot of assistance. Dixie State started using meta-majors in the fall of 2020.

USU is focusing exploration through six large meta-major groups. While 70% of incoming students are able to narrow a focus area to one or two possible majors – a USU representative noted that many students arrive undecided. USU has found that students who switch majors actually have a higher retention rate, but at some point institutions have to force students to make decisions toward their degrees. To develop its meta-majors, USU analyzed 10 years of data to understand how students move through the system – finding, for instance, a pathway of many engineering students who move on to USU's landscape architecture program.

Another way to keep students from losing or "wasting" credits as they progress through their education is through what are known as "stackable credentials." Credentials are considered stackable when they are "part of a sequence of credentials that can be accumulated over time and move an individual along a career pathway or up a career ladder."[90] For instance, a student could stack credentials by starting at a tech school for a certificate, then leverage the certificate into an associate's degree at a community college, and later leverage the associate's degree into a four-year degree – and not waste any credits or duplicate prior coursework. Also, if a student started at a four-year school but only wanted a certificate or an associate's degree, credits could be stacked to help accomplish that.

Importantly, stackable credentials provide students with built-in exit points so they can enter the labor force and come back to education later in a very easy manner. If stackable

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credentials are designed correctly, they incorporate natural breaks so that if a student does choose to stop (for economic or any number of other reasons), they can leave with a credential that was designed specifically to get them a job

Dixie now has six "stacks:" engineering, general education, business, computing & design, health sciences and humanities. These guide students from certificates to associates or bachelor's degrees, and one continues on to a master's degree.[91]

These programs are also often found at community colleges, where often the goals of the institution take the needs of the community and local businesses into consideration. Community colleges are in a unique position to deploy a stackable-credentials approach and can respond faster through stackable credentials then many four-year institutions can through full curriculum changes.[92] This is because community colleges typically offer more certification that four-year institutions; these certifications are designed – with the help of industry – to be responsive to industry needs. At Utah's technical colleges, accreditation requires that every program be overseen by an employer advisory committee that inspects curricula, equipment and facilities to ensure students are getting the skills that are responsive to industry needs.

Utah is home to several dual-mission institutions, including UVU, Weber State, Dixie State and Snow College. These four colleges all offer certifications, associates degrees and bachelor's degrees, overlapping to become a one-stop shop for students.[93] These schools will often attract students with certificates, and then continue to reach out to students in order to put them on a structured pathway to a degree. For many students whose families have not obtained degrees after high school, or who cannot afford tuition, seeking a college degree can seem daunting if not impossible.[94] The stackable certifications and degree pathways that these dual-mission schools offer can make education after high school appear more feasible. Like community colleges, these institutions work with the needs of local businesses, helping students target certifications and degrees that lead to jobs.

In 2017, UVU reached out beyond its dual mission to work with Mountainland Technical College "to create common-sense, articulated education pathways to foster continuity between institutions. Continuity enables students to progress more easily through articulated degree programs such as information technology, nursing, digital media, and others."[95] Legislation passed in 2020 combined Utah's higher ed and tech systems.[96] This could be beneficial in developing these articulated education pathways throughout the USHE system – for a more seamless transition between even more tech schools, community colleges, dual-mission institutions and four-year universities.

WGU, meanwhile, is looking at working more closely with community colleges. As part of the "WGU Academy," WGU has developed a stackable credentials approach where the institution provides a "bridge" program to college, charging students $400 for a coach to help bring students up to college level on math, reading and writing. In addition, WGU has implemented a micro-credentials approach. For instance, a student can receive a certificate after four months of work, and then stack numerous certificates on top of that all the way until completing a bachelor's degree. This is a particularly good model for adult learners who may not be able to envision spending four years in college, but little by little take the steps they need to complete a degree. Through these measures, WGU is focusing on increasing completion rates instead of focusing on enrollment, improving the ROI for students and expanding educational attainment for a broader range of citizens.

Finally, headquartered in Salt Lake City is another online post-secondary option. BYU-Pathway Worldwide offers certificate and degrees through BYU-Idaho and in 2021 will begin offering them through Ensign College (formerly LDS Business College). Its PathwayConnect

program allows students to take courses in a manner where they stack up certifications en route to an associate degree and finally a bachelo 's degree, all at very affordable pe -credit costs.

Wraparound Services

Other institutions have worked to create a system of "wraparound services" – often paid for through tuition or student fees – to try to support students. These might include instructional help, but also transportation, child-care services, food programs and other non-instructional services.[97]

Davis Tech, for instance, focuses on a range of wraparound services, including:

- Child care.

- Providing food packs at the pantry on campus for those who need it, and connecting students to the pantry in Bountiful.

- Bus passes for all students and car repairs at a reduced rate through Davis Tech's automotive certificate program

- Employment services.

- Veteran services.

- Free mental health care for students.

Dixie State also provides free mental health services at its Health and Wellness Center to address anxiety and depression among students.

At the higher education level, transit programs help institutions meet their parking needs. The U of U provides UTA passes and UVU and BYU provide UVX bus passes, giving students greater mobility and reducing their cost burdens.

One university representative told Utah Foundation that post-secondary institutions must strike a balance between investing in support services and providing financial assistance. He suggested that one of the reasons for the increasing tuition costs are these wraparound services, and it is critical to ensure a good return on investment in terms of student performance and attainment.

Advising, Mentoring and Coaching

Student advising is a time-tested means of getting students on the right track and keeping them there. As one U of U representative told Utah Foundation "the gift of an advisor is to help change a person's life in 30 minutes."

The approaches to advising vary. More recently, institutions have been using "intrusive" advising, where advisors dive into students' previous grades and current activities to better understand them. For instance, if a student drops a course, case managers contact them to intervene; if a student is taking a class that they do not need for their degree or has not yet paid their tuition, the student gets a text message about it. Institutional systems monitor students to alert advisors when a student raises red flags [98]

Utah's technical colleges are well equipped for interventions since they tend to be smaller than higher education institutions. Some of the Utah's tech colleges have set behavioral

intervention teams that meet weekly to discuss specific students and develop game plans to provide assistance.

The U of U uses its Academic Advising not only to help students find appropriate courses, but to help uncover students' strengths and interests to better align students' goals and their majors. The U of U's Student Success Advocates is another tier of support. This group of educational experts help students identify their educational and career goals, provide students with strategies for success, and help them engage supportive practices. Some suggest that this program is at least partly responsible for the U of U's improvements in graduation rates.[99] Dixie has also "decentralized" its advisory model for 2019-2020 and now has a separate coordinator for each college.

Dixie State is also employing several unique advising approaches. One is through its Peer Coach Program, an initiative that identifies several dozen high-performing students to act as mentors. These mentors reach out to all new freshman by communicating before the school year starts and meeting with them at orientation, focusing on their "index score" to determine who needs the most help. They use texting, messaging apps and face-to-face contact to engage students. Educational coaches are embedded in students' success classes and meet with their charges three to four times per semester. The trained/certified mentors use intake forms to help understand the students and use a strong social component, emphasizing that "you belong here" and "I'm a student just like you."

Some institutions are moving beyond intrusive advising to proactive and "appreciative advising." This method is also focused on working with students' own assets and "translating" confusing post-secondary education information for students. The U of U is using this type of advising, moving from intrusive to proactive in an effort to "help students get answers to questions they don't know they should be asking." This is a six-step approach:

Disarm: Make a positive first impression with the student, build rapport, and create a safe, welcoming space.

Discover: Ask positive, open-ended questions that help advisors learn about students' strengths, skills and abilities.

Dream: Inquire about students' hopes and dreams for their futures.

Design: Co-create a plan for making their dreams a reality (semester by semester map: degree works program, internship, meet with career coach, resume-building).

Deliver: The student delivers on the plan created in the Design phase and the advisor is available to encourage and support students.

Don't Settle: Advisors and students alike need to set their own internal bars of expectation high.[100]

Some institutions target their advising to groups of students that often need the most assistance. SLCC's Bruin Scholars program provides one-on-one attention from staff members and personalized administrative assistance to "first-generation, undocumented, transitioning-out-of-foster care, nontraditional students, and students who just need help figuring out college."[101] Dixie State has about 200 students – lower income, first generation, and student with disabilities – who receive one-on-one advising and tutoring. The size of the program does not cover the need because funding is always a concern in expanding advisory programs.

USU is improving its existing advisors' work through rigorous annual assessments. As a result, USU is graduating students more quickly and retaining more students.

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Student Data Analytics

Tied tightly with advising, mentoring and coaching is analytics.

WGU is looking to use machine learning AI to tailor students' online experiences. By learning how students work best, the university's interactions are modified to best engage with each student individually. In addition, WGU is seeking to analyze how students are doing by demographic features and locations across the country to improve the university experience.

USU uses student data analytics to improve practices, optimize programs, target outreach to academically vulnerable students and improve engagement. As one USU officia said, programs "need to be intentionally designed to create better students, counselors, teachers and school."

These analytics are for the first time revealing the "staircase effect," with the most vulnerable often getting the least help, and the least vulnerable getting the most. USU is focused on flipping the staircase and targeting opportunities to get the most vulnerable populations through the door. Data analysis shows that services for vulnerable students have eight-times the impact than similar services for other students. As the USU officia put it, "Analytics are telling us stories about students that we never knew."

Dixie State is now implementing data analytics and predictive modeling. This includes a centralized source of data, including comments from tutors, mentors and faculty. If a student raises a red flag in one area, Dixie State mobilizes all the relevant staff for the needed student support, from its Student Affairs personnel to Financial Aid.

The U of U's approach is also data-driven. This has helped administrators understand students and direct support toward advisors. The U of U's Institutional Research in conjunction with 10 colleges have hired people to gather and communicate information; this is their "analytics team" or "data ambassadors." They use "predictive analytics" with which they run models and produce intuitive dashboards for advisors. Models show with "70-80% accuracy which student will be retained" for the following semester. The largest benefit of these is to alert advisors as to who might not stay with their college plans, and why, due to either internal or external factors. This helps advisors provide "strategic nudges" that are personal for their students. "Running analytics isn't that complex," said one observer. "Deploying action plans is the tough part. What you do with the data is hard."

By using analytics, institutions can clearly see that financial aid, living on campus, and employment on campus are important. Institutions can then turn their findings into a focus on the practices that yield the most significant return

High-Impact Practices

Not all interventions work. A study of nearly 1,000 higher-education retention and completion initiatives at more than 55 colleges and universities found that "Academic advising meetings, Greek life, supplemental instruction, scholarships and tutoring are the programs that correlate most with improved student retention rates."[102]

In addition, part of what creates a successful college experience is having just that – a college experience that exceeds just classwork. Students who commute, have families, are older or are lower-income may be less likely to participate in extracurricular activities or networking events.[103] Having academic advising meetings, supplemental instruction, tutoring and a supportive network of peers through cohorts have been found to have a

> By using analytics, institutions can clearly see that financial aid, living on campus, and employment on campus are important. Institutions can then turn their findings into a focus on the practices that yield the most significant return.

strong correlation with improved retention rates.[104] But support networks work differently for students with different identities. In addition, the timing of these supports is important; extracurricular college life is important for all students in the first four or five terms, but later on academic support shows more effects [105]

Institutions around the state have long used various means to enhance student engagement, but in the 2000s, research emerged suggesting that these practices improved student retention. There are four categories of high-impact practices:

1. Service learning or community engagement learning such as internships and study abroad programs.

2. A "first-year experience," which includes both curricular activities and those extra-curricular activities which enhance the curricular ones.

3. Supplemental instruction.

4. Undergraduate research projects, such as senior capstones and research with faculty.

In November of 2017, the Utah Board of Regents prioritized the Association of American Colleges & Universities' high-impact practices and set a goal that institutions ensure 100% of their students participate in at least two HIPs, one in the first 30 credits and the second within their major.[106] The HIPs are: 1) first-year seminars and experiences; 2) common intellectual experiences; 3) learning communities; 4) writing-intensive courses; 5) collaborative assignments and projects; 6) undergraduate research; 7) diversity/global learning; 8) ePortfolios; 9) service learning, community-based learning; 10) internships; and 11) capstone courses and projects.[107]

USHE institutions have developed a variety of programs along these lines. For instance, SLCC's Campus Internship Program looks to put students to work on campus. Eight-in-10 SLCC students work and may not have flexible schedules. Working on campus provides the flexibility they might need. Further, SLCC seeks to connect the jobs to students' educational focus. The program allows student to work up to 20 hours per week at a minimum of $12 per hour. More importantly, it keeps them on campus and provides further opportunities to engage in campus activities.

The U of U incorporates experiential learning specific to each college. For instance, the College of Natural Resources takes trips to local forests. This way, students form connections with faculty and see firsthand the career options their majors might yield.

These high-impact practices are required by all of the USHE higher-education institutions. Looking ahead, all Utah post-secondary institutions may benefit from analyzing which programs are the most helpful, with the greatest return on investment, particularly for those students who face the greatest obstacles for retention and completion.

CONCLUSION

All students experience obstacles to retention and completion during their post-secondary education. Institutions provide assistance to help them overcome these obstacles in an effort to provide them with a better chance at success.

Some groups are more likely to face greater challenges to their post-secondary success. This report focuses on three such groups: adult learners, first-generation students and lower-income students. Utah institutions would benefit from providing extra support to these and other students in the face of its changing population. Failure to help these students reach their potential would have negative impacts on the students themselves as well as the state as a whole.

This report finds that there are a host of options for engaging and re-engaging with adult learners. This includes offering robust child-care services, providing a wider availability of online opportunities and providing credit based upon students' experiences and their pre-existing competencies in a subject. First-generation students would benefit from targeted strategies. These include programs that help bridge their background to post-secondary

education. Lower-income students are aided by federal grants, loans and work-study programs. But this does not always go far enough. The Utah Promise Scholarship and other state assistance provides the help that some student need, along with micro-grants and even income-share agreements.

Each of the groups at the focus of this report would also benefit from programs that cross over among the groups. Preparation assistance is important, as is remedial assistance that is integrated into college level classes. Prior learning assessments and competency-based programs are helping students speed up their time to completion. Guided pathways and meta-majors help provide some students with the structure they need so that they do not get lost in too many course options. Wraparound services are there to support students along the way. Also, advising has come a long way from just suggesting classes to include a connection to wraparound services. This advising is informed by student data analytics. But more than that, analytics can help reveal new high-impact practices that provide the greatest return on investment in helping student retention and completion.

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Beating the Odds

March 25, 2021

2021 Legislative Session Report

The Commissioner's staff submits the following summary of legislative outcomes from the 2021 General Session for the Utah Board of Higher Education to review. The report highlights funding for operating and capital facility budgets and key legislation impacting the Utah System of Higher Education.

Operating Budget

Beginning July 1, 2021, the Legislature approved a $115,021,900 increase (9.5%) for the System. Board budget priority items that received funding include:

- $41.2 million to support a 3% salary and wage increase and a 4.3% increase for health insurance
- $20.5 million for performance funding
- $6.1 million for technical education growth and capacity
- $5.8 million for growth funding for degree-granting student enrollment
- $2.5 million for technical education equipment
- $2.5 million for college access advisors
- $1.9 million for technical education tuition
- $1.0 million for shared services consulting

Capital Development

The Legislature authorized the five revenue bond projects approved by the Board in November 2020 and appropriated 1.3% ($154.2 million) to the Capital Improvement Fund for alterations, repairs, and improvements to state facilities. The Legislature also funded the seven USHE priorities that were funded last year, but subsequently defunded:

- Bridgerland Technical College — Health Science and Technology Building ($38,059,600)
- Southern Utah University — Academic Classroom Building ($43,013,700)
- University of Utah — Applied Sciences Building ($60,000,000)
- Utah State University — Heravi Global Teaching and Learning Center ($14,500,000)
- Salt Lake Community College — Herriman Campus ($32,674,800)
- Dixie State University — Land Bank ($15,000,000)
- Davis Technical College — Land Purchase ($1,000,000)

The Legislature also included intent language that will provide USHE with $120 million of ongoing funding for capital projects in fiscal year 2023, if revenue projections come in as expected or higher. This ongoing funding will complete the capital model created in 2019 through S.B. 102 by providing USHE institutions a portion of ongoing funding, allocated by formula, to plan and prioritize capital projects.

Summary of Legislation

The following is a summary of bills with the greatest impact on USHE:

S.B. 45, *Higher Education Classes for Veterans* by Rep. Todd Weiler — allows veterans who are Utah residents to audit classes at a USHE institution tuition-free.

H.B. 159, *Higher Education Student Speech Rights* by Rep. Jordan Teuscher — establishes a specific threshold that determines when student-on-student speech becomes harassment, as opposed to protected speech. Staff worked with the legislative sponsor on compromise statute that reduced the legal liability to institutions.

H.B. 233, *Education immunization Modifications* by Rep. Mark Strong — prohibits USHE institutions from requiring proof of vaccination as a condition to enroll. It also prohibits institutions from requiring a vaccine-exempt student to participate remotely rather than in-person. The bill was amended to allow exceptions for students training in clinical health settings.

H.B. 278, *Name Change Process for Dixie State University* by Rep. Kelly Miles — establishes a process for the Dixie State University Board of Trustees and Utah Board of Higher Education to select and recommend a new name for the institution to the Legislature.

H.B. 279, *Higher Education for Incarcerated Youth* by Rep. Lowry Snow — establishes a virtually-delivered Concurrent Enrollment program and accompanying advisory program at Dixie State University for students in certain youth custody situations.

*H.B. 318 (1st Sub.), *Higher Education Amendments* by Rep. Melissa Ballard — clarifies and makes technical changes as required by S.B. 111 from the 2020 Legislative Session. It clarifies the roles of institutions and those of the Board of Higher Education; it revises the Board's priorities. The bill was substituted from its original, removing the proposed modifications to the process for presidential searches.

H.B. 327, *School for Civics and Economic Thought and Leadership* by Rep. Jefferson Burton — establishes the School for Civics and Economic Thought and Leadership at Utah Valley University, seeking an ongoing appropriation of $2 million.

H.B. 328, *Adult Learners Grant Program* by Rep. Lowry Snow — establishes a scholarship program for students over 26 years old, who demonstrate financial need and are enrolled in an entirely online certificate program in a field with industry need.

S.B. 107 (8th Sub.), *In-Person Instruction Prioritization* by Sen. Todd Weiler — requires institutions to provide at least 75% of the number of in-person courses that were offered at the beginning of the spring semesters that began on or immediately after January 1, 2020, during corresponding semesters of the 2021-2022 academic year. Exceptions are allowed for nontraditional students who participate in online courses.

*S.B. 136, Higher Education Scholarship Amendments by Sen. Derrin Owens — replaces the Regents' Scholarship Program with the Opportunity Scholarship. It also extends opportunities for scholarships within technical education and forecloses new applications for the New Century Scholarship after this academic year. This legislation is in conjunction with the Board's action in December 2020 to rename and simplify the state's achievement-based scholarships.

S.B. 141 (1st Sub.), *Taskforce on Food Security* by Sen. Luz Escamilla — creates the Task Force on Food Security to develop a plan for establishing food security in the state. Its membership includes a member from the Utah Board of Higher Education.

S.B. 163 (3rd Sub.), *Campus Safety Amendments* by Sen. Jani Iwamoto — The bill clarifies reporting requirements of institution annual safety reports, along with additional requirements on how those reports are publicized. The adopted version omits the proposed student-led Safety and Equity Commission originally included in the bill.

S.B. 244 (1st Sub.), Student Religious Liberties Accommodations Amendments by Sen. Michael Kennedy — requires institutions of higher education to reasonably accommodate student absences from scheduled examinations or academic requirements if they create an undue hardship due to the student's sincerely held religious beliefs. USHE institutions already have established policies allowing for such accommodations. This also requires the Board Secretary to annually publish information about the general procedure to request an accommodation.

*S.B. 193, Higher Education Performance Funding by Sen. Ann Millner — updates the current performance funding model to incorporate the Board's three systemwide attainment goals of 1. Access, 2. Timely Completion, and 3. Workforce Alignment. The bill requires the System and all sixteen institutions to set 5-year and 1-year performance goals that will be evaluated and funded annually.

 * Denotes that the Utah Board of Higher Education took an official position in support

Attachments

Utah System of Higher Education
2021 General Session Legislative Action on Capital Facilities (2021-22)

State-Funded Capital Improvements	General Fund	Education Fund	Total
State-Funded Capital Improvements (H.B. 6 and S.B. 2)*†	$ 66,990,100	$ 87,179,200	$ 154,169,300
Total - State-Funded Capital Improvements			**$ 154,169,300**

*Capital Improvement Funds are appropriated to the State Building Board to allocate for requested projects. USHE typically receives 55-60 percent.
† Statute requires the legislature fund capital improvements at 1.1 percent of replacement value; the legislature appropriated 1.3 percent ongoing.

State-Funded Capital Projects				
Bill	**Project**	**Cash**	**GO Bond**	**State O&M**
S.B. 2*	SUU - Academic Classroom Building	$ 43,013,700	$ -	$ 806,400
S.B. 2*	BTech - Health Science and Technology Building	38,059,600		$ 624,000
S.B. 2*	UofU - Applied Sciences Building	60,000,000		646,500
S.B. 2*	USU - Heravi Global Teaching and Learning Center	14,500,000		332,100
S.B. 2*	SLCC - Herriman Campus	32,674,800		1,026,500
S.B. 2	DSU - Land Bank	15,000,000		-
S.B. 3	DTech - Land Purchase	1,000,000		-
Total - State-Funded Capital Development Projects		**$ 203,248,100**	**$ -**	**$ 3,435,500**

* Intent language allows DFCM to pay up to 104% for each project to cover potential construction cost escalations.

Senate Bill 3 included language fully funding the USHE Capital Model known as S.B. 102 with $120 million beginning in FY 2023: "if FY 2022 ongoing Education Fund revenue estimates adopted by the Executive Appropriations Committee in December 2021 remain at or above the target adopted by the Executive Appropriations Committee in May 2021, when preparing the Infrastructure and General Government base budget for FY 2023, the Legislative Fiscal Analyst shall include $100 million ongoing from the Education Fund for the Higher Education Capital Projects Fund and $20 million ongoing from the Education Fund for the Technical Colleges Capital Projects Fund"

Other Funds Projects				
Bill	**Project**	**Funding Source**	**Amount**	**State O&M**
S.B. 143	UU - West Village Graduate and Family Student Housing	Rev. Bond: Rental Revenue	$ 125,800,000	$ -
S.B. 143	UU - Impact -Epicenter Building	Rev. Bond: Rental Revenue	85,700,000	-
S.B. 143	USU - Electric Vehicle and Roadway Building	Rev. Bond: Research Revenue	9,200,000	-
S.B. 143	WSU - Stewart Stadium East Bleachers	Rev. Bond: Student Fees	4,000,000	-
S.B. 143	WSU - Noorda Engineering and Applied Sciences Building	Rev. Bond: Rental Revenue	8,500,000	-
Total - Other Funds Projects			**$ 233,200,000**	**$ -**

2021-22 Operating Budget Comparison (Tax Funds Only)
Utah Board of Higher Education request as compared to Governor and Legislature

Budget Priorities	USHE Amount	Governor Amount	Governor Above/(Below) USHE	Legislature Amount	Legislature Above/(Below) Gov	Legislature Above/(Below) USHE
On-going Adjustments						
Compensation[1]	52,640,100	6,701,300	(45,938,800)	41,221,000	34,519,700	(11,419,100)
3% Labor Market Salary	44,212,200	-	(44,212,200)	34,590,300	34,590,300	(9,621,900)
4.3% Health Premium	8,427,900	6,701,300	(1,726,600)	6,630,700	(70,600)	(1,797,200)
Technical Education Priorities	10,416,000	10,416,000	-	10,416,000	-	-
Growth and Capacity	6,055,000	6,055,000	-	6,055,000	-	-
Equipment	2,500,000	2,500,000	-	2,500,000	-	-
Tuition Parity	1,861,000	1,861,000	-	1,861,000	-	-
Degree-granting Priorities	32,381,900	685,600	(31,696,300)	27,899,600	27,214,000	(4,482,300)
Performance	22,000,000	-	(22,000,000)	20,550,000	20,550,000	(1,450,000)
Growth	5,789,000	-	(5,789,000)	5,789,000	5,789,000	-
Faculty Promotion and Tenure	3,300,000	-	(3,300,000)	-	-	(3,300,000)
Operation and Maintenance[2]	1,292,900	685,600	(607,300)	1,560,600	875,000	267,700
Systemwide	180,000	180,000	-	225,000	45,000	45,000
Title IX Attorney General	180,000	180,000	-	225,000	45,000	45,000
Other	2,744,300	37,110,000	34,365,700	17,427,500	(19,682,500)	14,683,200
Flexible Increase for Institutional Priorities[3]	-	34,910,500	34,910,500	-	(34,910,500)	-
Internal Service Fund (fleet, risk management)[1]	2,744,300	1,190,000	(1,554,300)	2,136,200	946,200	(608,100)
Social Work Program Expansion	-	458,000	458,000	458,000	-	458,000
San Rafael Energy Research Center	-	245,500	245,500	-	(245,500)	-
Utah Women and Leadership Project	-	190,000	190,000	190,000	-	190,000
Utah Rural Leadership Academy	-	116,000	116,000	-	(116,000)	-
Emerging Technology Talent Initiative	-	-	-	5,101,600	5,101,600	5,101,600
Strategic Workforce	-	-	-	3,174,900	3,174,900	3,174,900
Higher Education Financial Aid Amendments	-	-	-	2,000,000	2,000,000	2,000,000
Adult Learners Grant Program	-	-	-	1,000,000	1,000,000	1,000,000
Utah Area Health Education Centers	-	-	-	800,000	800,000	800,000
Systems Engineering Program	-	-	-	600,000	600,000	600,000
Concurrent Enrollment Obligation	-	-	-	500,000	500,000	500,000
Innovation District at the Point	-	-	-	500,000	500,000	500,000
Driving Out Diabetes Initiative	-	-	-	500,000	500,000	500,000
Center for School of the Future	-	-	-	475,000	475,000	475,000
Governmental Operations Program	-	-	-	350,000	350,000	350,000
Utah Fire Training Academy Restoration	-	-	-	300,000	300,000	300,000
Higher Education for Incarcerated Youth	-	-	-	300,000	300,000	300,000
Marriage Commission Amendments	-	-	-	250,000	250,000	250,000
Kem C Gardner Economic Forecasting Support	-	-	-	200,000	200,000	200,000
Utah Agriculture in the Classroom	-	-	-	150,000	150,000	150,000
Utah Consumer Confidence Index	-	-	-	105,000	105,000	105,000
STEM Center for Teaching and Learning	-	-	-	75,000	75,000	75,000
Pollinator Amendments	-	-	-	60,000	60,000	60,000
Utah Commission on Aging Amendments	-	-	-	1,800	1,800	1,800
988 Mental Health Crisis (FY21)	-	-	-	(600,000)	(600,000)	(600,000)
Utah Industry Resource Alliance	-	-	-	(1,200,000)	(1,200,000)	(1,200,000)
Subtotal - USHE Priority On-going Adjustments	**98,362,300**	**55,092,900**	**(43,269,400)**	**97,189,100**	**42,096,200**	**(1,173,200)**
USHE Budget Priorities Percent Adjustment	8.2%	4.6%	-3.6%	8.1%	3.5%	-0.1%

2021-22 Operating Budget Comparison (Tax Funds Only)

Utah Board of Higher Education request as compared to Governor and Legislature

Budget Priorities	USHE	Governor		Legislature		
	Amount	Amount	Above/ (Below) USHE	Amount	Above/ (Below) Gov	Above/ (Below) USHE
One-time Adjustments						
Higher Education Innovation	-	40,000,000	40,000,000	-	(40,000,000)	-
Upskilling Initiative - Advising and Scholarships for Adult Learners	-	20,000,000	20,000,000	-	(20,000,000)	-
Shared Services Consultant	2,500,000	500,000	(2,000,000)	1,000,000	500,000	(1,500,000)
Utah Women and Leadership Project	-	210,000	210,000	210,000	-	210,000
Statewide Molecular Imaging Resource	-	-	-	9,000,000	9,000,000	9,000,000
College Access Advisors	-	-	-	2,500,000	2,500,000	2,500,000
Civic Thought and Leadership Initiative	-	-	-	1,000,000	1,000,000	1,000,000
First Responder/Criminal Justice Mental Health Project	-	-	-	550,000	550,000	550,000
Enhanced Articulation Partnership Pilot for Dual Enrollment	-	-	-	500,000	500,000	500,000
Expansion of Research Studying the Brain Effects of Cannabinoids	-	-	-	500,000	500,000	500,000
Innovation District at the Point	-	-	-	500,000	500,000	500,000
Name Change Process for Dixie State University	-	-	-	500,000	500,000	500,000
Mental Health Services for Technical Colleges	-	-	-	400,000	400,000	400,000
Parkspass	-	-	-	300,000	300,000	300,000
Center for School of the Future	-	-	-	250,000	250,000	250,000
Utah Rural Leadership Academy	-	-	-	232,000	232,000	232,000
Natural History Markers of Utah	-	-	-	200,000	200,000	200,000
Reading Clinic	-	-	-	118,800	118,800	118,800
UVU Light the Bridge	-	-	-	50,000	50,000	50,000
Systems Engineering Program	-	-	-	22,000	22,000	22,000
Subtotal - One-time Adjustments	**2,500,000**	**60,710,000**	**58,210,000**	**17,832,800**	**(42,877,200)**	**15,332,800**
USHE Budget Priorities Percent Adjustment	0.2%	5.0%	4.8%	1.5%	-3.6%	1.3%
Total Appropriation (On-going and one-time)	**100,862,300**	**115,802,900**	**$14,940,600**	**$115,021,900**	**($781,000)**	**$14,159,600**
USHE Budget Priorities Percent Adjustment	8.4%	9.6%	1.2%	9.5%	-0.1%	1.2%

[1] USHE represents 100% tax funding, whereas Governor and Legislature is 75% tax 25% tuition

[2] USU $70,500 Biological and Natural Science Renovation; UVU $1,222,400 Business building; WSU Sparrowhawk Building $267,700

[3] Can be used for compensation increases

2021-22 Operating Budget (New Tax Funds Only)

Legislative Appropriations

Budget Priorities	Amount
On-going Adjustments	
Compensation	13,456,200
3% Labor Market Salary	11,741,700
4.3% Health Premium	1,714,500
Degree-granting Priorities	6,388,300
Performance	5,967,300
Growth	421,000
Other	2,222,200
Internal Service Fund (fleet, risk management)	1,565,400
Innovation District at the Point	500,000
Driving Out Diabetes Initiative	500,000
Governmental Operations Program	350,000
Utah Area Health Education Centers	200,000
Kem C Gardner Economic Forecasting Support	200,000
Utah Consumer Confidence Index	105,000
Utah Commission on Aging Amendments	1,800
988 Mental Health Crisis (FY21)	(600,000)
Utah Industry Resource Alliance	(600,000)
Subtotal - USHE Priority On-going Adjustments	**22,066,700**
USHE Budget Priorities Percent Adjustment	6.2%
One-time Adjustments	
Statewide Molecular Imaging Resource	9,000,000
Expansion of Research Studying the Brain Effects of Cannabinoids	500,000
Innovation District at the Point	500,000
Natural History Markers of Utah	200,000
Reading Clinic	118,800
Subtotal - One-time Adjustments	**10,318,800**
USHE Budget Priorities Percent Adjustment	2.9%
Total Appropriation (On-going and one-time)	**$32,385,500**
USHE Budget Priorities Percent Adjustment	9.2%

2021-22 Operating Budget (New Tax Funds Only)

Legislative Appropriations

Budget Priorities	Amount
On-going Adjustments	
Compensation	7,863,800
3% Labor Market Salary	6,449,400
4.3% Health Premium	1,414,400
Technical Education Priorities	440,300
Growth and Capacity	269,000
Equipment	171,300
Degree-granting Priorities	4,115,400
Performance	4,044,900
Operation and Maintenance	70,500
Other	1,636,900
Strategic Workforce	667,500
Center for School of the Future	475,000
Social Work Program Expansion	458,000
Marriage Commission Amendments	250,000
Utah Women and Leadership Project	190,000
Utah Agriculture in the Classroom	150,000
Internal Service Fund (fleet, risk management)	46,400
Utah Industry Resource Alliance	(600,000)
Subtotal - USHE Priority On-going Adjustments	**14,056,400**
USHE Budget Priorities Percent Adjustment	6.0%
One-time Adjustments	
First Responder/Criminal Justice Mental Health Project	550,000
Center for School of the Future	250,000
Utah Women and Leadership Project	210,000
Subtotal - One-time Adjustments	**1,010,000**
USHE Budget Priorities Percent Adjustment	0.4%
Total Appropriation (On-going and one-time)	**$15,066,400**
USHE Budget Priorities Percent Adjustment	6.5%

2021-22 Operating Budget (New Tax Funds Only)

Legislative Appropriations

Budget Priorities	Amount
On-going Adjustments	
Compensation	3,262,900
3% Labor Market Salary	2,697,000
4.3% Health Premium	565,900
Degree-granting Priorities	2,805,900
Performance	2,167,200
Growth	371,000
Operation and Maintenance	267,700
Other	923,100
Strategic Workforce	623,000
Utah Area Health Education Centers	200,000
Internal Service Fund (fleet, risk management)	100,100
Subtotal - USHE Priority On-going Adjustments	**6,991,900**
USHE Budget Priorities Percent Adjustment	7.1%
One-time Adjustments	
Enhanced Articulation Partnership Pilot for Dual Enrollment	220,000
Subtotal - One-time Adjustments	**220,000**
USHE Budget Priorities Percent Adjustment	0.2%
Total Appropriation (On-going and one-time)	**$7,211,900**
USHE Budget Priorities Percent Adjustment	7.3%

2021-22 Operating Budget (New Tax Funds Only)

Legislative Appropriations

Budget Priorities	Amount
On-going Adjustments	
Compensation	1,897,100
3% Labor Market Salary	1,588,500
4.3% Health Premium	308,600
Degree-granting Priorities	2,095,900
Performance	1,171,900
Growth	924,000
Other	860,000
Strategic Workforce	499,100
Utah Area Health Education Centers	200,000
STEM Center for Teaching and Learning	75,000
Pollinator Amendments	60,000
Internal Service Fund (fleet, risk management)	25,900
Subtotal - USHE Priority On-going Adjustments	**4,853,000**
USHE Budget Priorities Percent Adjustment	9.8%
One-time Adjustments	
Utah Rural Leadership Academy	232,000
Subtotal - One-time Adjustments	**232,000**
USHE Budget Priorities Percent Adjustment	0.5%
Total Appropriation (On-going and one-time)	**$5,085,000**
USHE Budget Priorities Percent Adjustment	10.3%

2021-22 Operating Budget (New Tax Funds Only)

Legislative Appropriations

Budget Priorities	Amount
On-going Adjustments	
Compensation	817,500
3% Labor Market Salary	648,900
4.3% Health Premium	168,600
Technical Education Priorities	1,031,800
Growth and Capacity	270,000
Equipment	235,800
Tuition Parity	526,000
Degree-granting Priorities	582,300
Performance	582,300
Other	531,900
Concurrent Enrollment Obligation	500,000
Internal Service Fund (fleet, risk management)	31,900
Subtotal - USHE Priority On-going Adjustments	**2,963,500**
USHE Budget Priorities Percent Adjustment	9.9%
Subtotal - One-time Adjustments	**-**
USHE Budget Priorities Percent Adjustment	0.0%
Total Appropriation (On-going and one-time)	**$2,963,500**
USHE Budget Priorities Percent Adjustment	9.9%

2021-22 Operating Budget (New Tax Funds Only)

Legislative Appropriations

Budget Priorities	Amount
On-going Adjustments	
Compensation	1,549,400
3% Labor Market Salary	1,236,900
4.3% Health Premium	312,500
Degree-granting Priorities	2,887,500
Performance	1,039,500
Growth	1,848,000
Other	672,500
Higher Education for Incarcerated Youth	300,000
Strategic Workforce	249,600
Internal Service Fund (fleet, risk management)	122,900
Subtotal - USHE Priority On-going Adjustments	**5,109,400**
USHE Budget Priorities Percent Adjustment	11.1%
One-time Adjustments	
Name Change Process for Dixie State University	500,000
Parkspass	300,000
Subtotal - One-time Adjustments	**800,000**
USHE Budget Priorities Percent Adjustment	1.7%
Total Appropriation (On-going and one-time)	**$5,909,400**
USHE Budget Priorities Percent Adjustment	12.8%

2021-22 Operating Budget (New Tax Funds Only)

Legislative Appropriations

Budget Priorities	Amount
On-going Adjustments	
Compensation	5,330,300
3% Labor Market Salary	4,284,900
4.3% Health Premium	1,045,400
Degree-granting Priorities	6,778,200
Performance	3,330,800
Growth	2,225,000
Operation and Maintenance	1,222,400
Other	358,100
Utah Fire Training Academy Restoration	300,000
Internal Service Fund (fleet, risk management)	58,100
Subtotal - USHE Priority On-going Adjustments	**12,466,600**
USHE Budget Priorities Percent Adjustment	9.3%
One-time Adjustments	
Civic Thought and Leadership Initiative	1,000,000
UVU Light the Bridge	50,000
Subtotal - One-time Adjustments	**1,050,000**
USHE Budget Priorities Percent Adjustment	0.8%
Total Appropriation (On-going and one-time)	**$13,516,600**
USHE Budget Priorities Percent Adjustment	10.1%

2021-22 Operating Budget (New Tax Funds Only)

Legislative Appropriations

Budget Priorities	Amount
On-going Adjustments	
Compensation	4,116,300
3% Labor Market Salary	3,597,000
4.3% Health Premium	519,300
Technical Education Priorities	1,873,700
Growth and Capacity	400,000
Equipment	138,700
Tuition Parity	1,335,000
Degree-granting Priorities	2,246,100
Performance	2,246,100
Other	271,200
Utah Area Health Education Centers	200,000
Internal Service Fund (fleet, risk management)	71,200
Subtotal - USHE Priority On-going Adjustments	**8,507,300**
USHE Budget Priorities Percent Adjustment	7.9%
Subtotal - One-time Adjustments	**-**
USHE Budget Priorities Percent Adjustment	0.0%
Total Appropriation (On-going and one-time)	**$8,507,300**
USHE Budget Priorities Percent Adjustment	7.9%

2021-22 Operating Budget (New Tax Funds Only)

Legislative Appropriations

Budget Priorities	Amount
On-going Adjustments	
Compensation	463,000
3% Labor Market Salary	359,100
4.3% Health Premium	103,900
Technical Education Priorities	776,500
Growth and Capacity	475,000
Equipment	301,500
Other	344,800
Strategic Workforce	325,000
Internal Service Fund (fleet, risk management)	19,800
Subtotal - USHE Priority On-going Adjustments	**1,584,300**
USHE Budget Priorities Percent Adjustment	10.1%
Subtotal - One-time Adjustments	**-**
USHE Budget Priorities Percent Adjustment	0.0%
Total Appropriation (On-going and one-time)	**$1,584,300**
USHE Budget Priorities Percent Adjustment	10.1%

2021-22 Operating Budget (New Tax Funds Only)

Legislative Appropriations

Budget Priorities	Amount
On-going Adjustments	
Compensation	549,200
3% Labor Market Salary	440,700
4.3% Health Premium	108,500
Technical Education Priorities	984,000
Growth and Capacity	623,000
Equipment	361,000
Other	53,800
Strategic Workforce	50,000
Internal Service Fund (fleet, risk management)	3,800
Subtotal - USHE Priority On-going Adjustments	**1,587,000**
USHE Budget Priorities Percent Adjustment	8.2%
One-time Adjustments	
Enhanced Articulation Partnership Pilot for Dual Enrollment	140,000
Subtotal - One-time Adjustments	**140,000**
USHE Budget Priorities Percent Adjustment	0.7%
Total Appropriation (On-going and one-time)	**$1,727,000**
USHE Budget Priorities Percent Adjustment	9.0%

2021-22 Operating Budget (New Tax Funds Only)

Legislative Appropriations

Budget Priorities	Amount
On-going Adjustments	
Compensation	253,200
3% Labor Market Salary	201,300
4.3% Health Premium	51,900
Technical Education Priorities	692,300
Growth and Capacity	520,000
Equipment	172,300
Other	14,100
Internal Service Fund (fleet, risk management)	14,100
Subtotal - USHE Priority On-going Adjustments	**959,600**
USHE Budget Priorities Percent Adjustment	11.0%
Subtotal - One-time Adjustments	**-**
USHE Budget Priorities Percent Adjustment	0.0%
Total Appropriation (On-going and one-time)	**$959,600**
USHE Budget Priorities Percent Adjustment	11.0%

2021-22 Operating Budget (New Tax Funds Only)

Legislative Appropriations

Budget Priorities	Amount
On-going Adjustments	
Compensation	439,200
3% Labor Market Salary	338,100
4.3% Health Premium	101,100
Technical Education Priorities	2,327,100
Growth and Capacity	2,005,500
Equipment	321,600
Other	316,800
Strategic Workforce	300,000
Internal Service Fund (fleet, risk management)	16,800
Subtotal - USHE Priority On-going Adjustments	**3,083,100**
USHE Budget Priorities Percent Adjustment	20.5%
Subtotal - One-time Adjustments	**-**
USHE Budget Priorities Percent Adjustment	0.0%
Total Appropriation (On-going and one-time)	**$3,083,100**
USHE Budget Priorities Percent Adjustment	20.5%

2021-22 Operating Budget (New Tax Funds Only)

Legislative Appropriations

Budget Priorities	Amount
On-going Adjustments	
Compensation	441,600
3% Labor Market Salary	370,500
4.3% Health Premium	71,100
Technical Education Priorities	786,300
Growth and Capacity	480,000
Equipment	306,300
Other	242,100
Strategic Workforce	255,900
Internal Service Fund (fleet, risk management)	(13,800)
Subtotal - USHE Priority On-going Adjustments	**1,470,000**
USHE Budget Priorities Percent Adjustment	8.5%
One-time Adjustments	
Enhanced Articulation Partnership Pilot for Dual Enrollment	140,000
Subtotal - One-time Adjustments	**140,000**
USHE Budget Priorities Percent Adjustment	0.8%
Total Appropriation (On-going and one-time)	**$1,610,000**
USHE Budget Priorities Percent Adjustment	9.3%

2021-22 Operating Budget (New Tax Funds Only)

Legislative Appropriations

Budget Priorities	Amount
On-going Adjustments	
Compensation	152,400
3% Labor Market Salary	126,300
4.3% Health Premium	26,100
Technical Education Priorities	467,600
Growth and Capacity	309,500
Equipment	158,100
Other	7,500
Internal Service Fund (fleet, risk management)	7,500
Subtotal - USHE Priority On-going Adjustments	**627,500**
USHE Budget Priorities Percent Adjustment	10.2%
Subtotal - One-time Adjustments	**-**
USHE Budget Priorities Percent Adjustment	0.0%
Total Appropriation (On-going and one-time)	**$627,500**
USHE Budget Priorities Percent Adjustment	10.2%

2021-22 Operating Budget (New Tax Funds Only)

Legislative Appropriations

Budget Priorities	Amount
On-going Adjustments	
Compensation	155,700
3% Labor Market Salary	124,200
4.3% Health Premium	31,500
Technical Education Priorities	553,200
Growth and Capacity	403,000
Equipment	150,200
Other	5,700
Internal Service Fund (fleet, risk management)	5,700
Subtotal - USHE Priority On-going Adjustments	**714,600**
USHE Budget Priorities Percent Adjustment	14.5%
Subtotal - One-time Adjustments	**-**
USHE Budget Priorities Percent Adjustment	0.0%
Total Appropriation (On-going and one-time)	**$714,600**
USHE Budget Priorities Percent Adjustment	14.5%

2021-22 Operating Budget (New Tax Funds Only)

Legislative Appropriations

Budget Priorities	Amount
On-going Adjustments	
Compensation	257,600
3% Labor Market Salary	198,900
4.3% Health Premium	58,700
Technical Education Priorities	483,200
Growth and Capacity	300,000
Equipment	183,200
Other	233,200
Strategic Workforce	204,800
Internal Service Fund (fleet, risk management)	28,400
Subtotal - USHE Priority On-going Adjustments	**974,000**
USHE Budget Priorities Percent Adjustment	10.2%
Subtotal - One-time Adjustments	**-**
USHE Budget Priorities Percent Adjustment	0.0%
Total Appropriation (On-going and one-time)	**$974,000**
USHE Budget Priorities Percent Adjustment	10.2%

2021-22 Operating Budget (New Tax Funds Only)

Legislative Appropriations

Budget Priorities	Amount
On-going Adjustments	
Compensation	215,600
3% Labor Market Salary	186,900
4.3% Health Premium	28,700
Systemwide	225,000
Title IX Attorney General	225,000
Other	8,731,300
Emerging Technology Talent Initiative	5,101,600
Higher Education Financial Aid Amendments	2,000,000
Adult Learners Grant Program	1,000,000
Systems Engineering Program	600,000
Internal Service Fund (fleet, risk management)	29,700
Subtotal - USHE Priority On-going Adjustments	**9,171,900**
USHE Budget Priorities Percent Adjustment	16.2%
One-time Adjustments	
College Access Advisors	2,500,000
Shared Services Consultant	1,000,000
Mental Health Services for Technical Colleges	400,000
Systems Engineering Program	22,000
Subtotal - One-time Adjustments	**3,922,000**
USHE Budget Priorities Percent Adjustment	6.9%
Total Appropriation (On-going and one-time)	**$13,093,900**
USHE Budget Priorities Percent Adjustment	23.2%

UTAH SYSTEM OF HIGHER EDUCATION

March 26, 2021

Board Transfer Council Recommendations

Streamlining transfer is one of the Academic Education Committee's 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 within 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 A.A. and A.S. 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 and the Academic Education Committee recommend that the Board 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
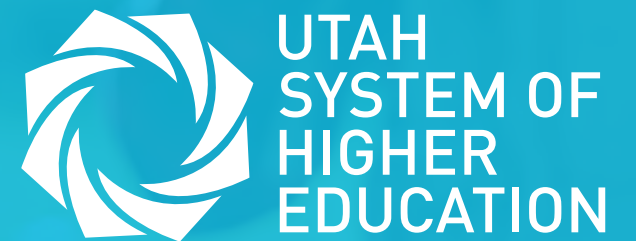
Streamlining transfer to address completion and affordability

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

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

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
  - Entire Gen Ed package completed (except in only a few specialized programs that would be allowed to parallel the bachelor's pathway, with 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

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)

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.

UTAH SYSTEM OF HIGHER EDUCATION

March 26, 2021

Board of Higher Education American Rescue Plan Act of 2021 Stimulus Funding Priorities

The United States Congress recently passed the American Rescue Plan Act of 2021, a $1.9 trillion stimulus package. While the federal funding will expand the Higher Education Emergency Relief Fund, which includes direct benefits for students and funding for institutions, the act also appropriates over $350 billion in aid for state and local governments, from which Utah is estimated to receive over $2.7 billion.

When Utah receives the state and local federal stimulus funding, the Legislature may seek funding opportunities in higher education. Although legislative leadership and the Governor are in the early stages of determining how much money Utah will receive—what purposes it can be used for, and where it will be appropriated—the Board should be prepared to present prioritized funding needs for the System.

Commissioner's Recommendation

The Commissioner recommends the Board adopt the following funding priorities for American Rescue Plan Act appropriation opportunities:

- Expanding the Utah college access advising program
- Funding an advocacy campaign for the value of higher education and expanding awareness of higher education opportunities
- Funding capital projects
- Funding the Keys to Success program
- Investing in systemwide IT infrastructure
- Funding the study and implementation of shared services
- Technical education tuition assistance

March General Consent Calendar

A. **MINUTES**
1. Minutes of the Board Meeting—January 15, 2021, Board of Higher Education Office, Salt Lake City, Utah (Attachment)

B. **FINANCE AND FACILITIES**
1. Revision of Policy R705, Leased Space (Attachment)
2. Revision of Policy R706, Capital Facilities Master Planning (Attachment)
3. Utah State University – Nontraditional Arrangement (Attachment)

C. **TECHNICAL EDUCATION**
1. Designation of Additional Eligible Salt Lake Community College Program for CTE Scholarships: Salt Lake Community College requests the addition of the School of Applied Technology's Clinical Medical Assistant program as a designated high-demand program for Career and Technical Education Scholarship eligibility, in accordance with R622.9.1.

D. **ACADEMIC EDUCATION PROGRAM NOTIFICATIONS**

ACTION ITEMS

3-year Report

1. Dixie State University – Bachelor of Science in Digital Film

2. Dixie State University – Bachelor of Science in Bioinformatics

5-year Report

1. Weber State University – Bachelor of Science in Athletic Therapy

2. Weber State University – Bachelor of Arts/Bachelor of Science in Communication

3. Weber State University – Department of Earth and Environmental Sciences

4. Weber State University – Department of Foreign Languages

5. Weber State University – Master of Public Communication

6. Weber State University – Master of Arts in English

7. Weber State University – Department of Medical Lab Sciences

8. Weber State University – Bachelor of Arts in Technical Theatre

9. Weber State University – Bachelor of Arts in Musical Theatre

10. Weber State University – Bachelor of Arts in Theatre Arts

11. Weber State University – Bachelor of Arts in Theatre Arts Teaching

7-year Report

1. University of Utah – School of Accounting
2. University of Utah – Department of Medicinal Chemistry
3. University of Utah – Department of Operations and Information Systems
4. University of Utah – Department of Pharmacology and Toxicology
5. Dixie State University – Bachelor of Arts/Bachelor of Science in Art
6. University of Utah – Department of Entrepreneurship & Strategy
7. University of Utah – Department of Finance
8. University of Utah – Department of Management
9. University of Utah – Department of Marketing
10. Dixie State University – Bachelor of Arts/Bachelor of Science in Integrated Studies
11. Dixie State University – Bachelor of Science in Biology
12. Dixie State University – Bachelor of Science in Biology: Integrated Sciences
13. Dixie State University – Bachelor of Science in Elementary Education
14. Dixie State University – Bachelor of Arts/Bachelor of Science in History
15. Dixie State University – Bachelor of Arts in Spanish
16. Dixie State University – Bachelor of Arts/Bachelor of Science in Theatre
17. Dixie State University – Bachelor of Arts/Bachelor of Science in Theater Education
18. Dixie State University – Associate of Pre-Engineering
19. Dixie State University – Associate of Science in Criminal Justice
20. Dixie State University – Bachelor of Arts/Bachelor of Science in Criminal Justice
21. Dixie State University – Bachelor of Arts/Bachelor of Science in English
22. Dixie State University – Bachelor of Arts/Bachelor of Science in Mathematics Education
23. Dixie State University – Bachelor of Arts/Bachelor of Science in Mathematics
24. Dixie State University – Bachelor of Science in Computer Science
25. Dixie State University – Bachelor of Science in Chemistry
26. Dixie State University – Associate of Arts/Associate of Science in Early Childhood Education
27. Dixie State University – Associate of Applied Science in Early Childhood Education

INFORMATION:

New Program

1. University of Utah – Master of Education in Health Professions Education
2. Utah State University – Master of Sports Management

3. Utah State University – Doctorate in Career and Technical Education

4. Utah State University – Bachelor of Science in Aviation Technology - Aviation Management - Unmanned Aerial Systems Emphasis

5. Utah State University – Bachelor of Science in Aviation Technology - Aviation Management - Aviation Operations Emphasis

6. Dixie State University – Associate of Science in Pharmacy Preparation

7. Dixie State University – Bachelor of Applied Science in Professional Studies

8. Dixie State University – Associate of Science in Information Technology

9. Utah Valley University – Associate of Applied Science in Healthcare Services

10. Utah Valley University – Bachelor of Applied Science in Software Development

11. Utah Valley University – Bachelor of Arts/Bachelor of Science in Public Relations and Strategic Communication

12. Utah Valley University – Bachelor of Science in Bioinformatics

13. Utah Valley University – Bachelor of Science in Computational Data Science

14. Utah Valley University – Bachelor of Science in Healthcare Administration

15. Utah Valley University – Bachelor of Science in Microbiology

16. Utah Valley University – Bachelor of Science in Operations and Supply Chain Management

17. Utah Valley University – Master of Science in Mathematics Education

18. Utah Valley University – Master of Science in Engineering and Technology Management

19. Utah Valley University – Bachelor of Science in Healthcare Administration

NOTICE:

New Program

1. University of Utah – Post-Baccalaureate Graduate Certificate in Rural, Tribal and Underserved Medicine

2. Utah State University – Certificate of Proficiency in Inclusive Leadership

3. Utah State University – Minor in Consulting

4. Utah State University – Certificate of Proficiency in Digital Writing and Publication

5. Utah State University – Certificate of Completion in Education Paraprofessional

6. Utah State University – Minor in Sexuality Studies

7. Utah State University – Minor in Intersectional Gender Studies

8. Utah State University – Certificate of Proficiency in Philosophy, Politics and Economics

9. Utah State University – Certificate of Proficiency in Social Analytics

10. Utah State University – Certificate of Proficiency in Teaching English to Speakers of Other Languages

11. Utah State University – Certificate of Completion in Accounting Practices

12. Southern Utah University – Certificate of Proficiency in Fundamentals of Data Science

13. Southern Utah University – Minor in Academic English

14. Dixie State University – Certificate of Proficiency in Music Technology
15. Weber State University – Post-Baccalaureate Graduate Certificate in Business Analytics
16. Weber State University – Post-Baccalaureate Graduate Certificate in Business Development
17. Weber State University – Post-Baccalaureate Graduate Certificate in Cyber Security
18. Weber State University – Post-Baccalaureate Graduate Certificate in Systems Engineering and Sustainable Engineering
19. Utah Valley University – Certificate of Proficiency in Product Management
20. Utah Valley University – Certificate of Proficiency in Theatre Technology
21. Utah Valley University – Certificate of Proficiency in Digital Marketing
22. Utah Valley University – Certificate of Proficiency in Woodworking Education
23. Dixie State University – Certificate of Proficiency in Wellness Coaching
24. Dixie State University – Minor in Biomedical Science

New Emphasis
1. University of Utah – Bachelor of Science in Mining Engineering – Operations Management Emphasis
2. University of Utah – Bachelor of Science in Mining Engineering – Sustainable Resource Development Emphasis
3. University of Utah – Bachelor of Science in Mining Engineering – Health and Safety Emphasis
4. University of Utah – Bachelor of Science in Mining Engineering – Geomechanics and Spatial Analytics Emphasis
5. University of Utah – Bachelor of Science in Mining Engineering – Aggregates and Mineral Processing Emphasis
6. University of Utah – Bachelor of Arts in German – Advanced Language, Literature, and Culture Emphasis
7. University of Utah – Bachelor of Arts in German – Society and Culture Emphasis
8. University of Utah – Minor in Integrated Health
9. University of Utah – Minor in Human Rights and Resources
10. Utah State University – Bachelor of Arts/Bachelor of Science in Information Systems - Cybersecurity Emphasis
11. Utah State University – Bachelor of Arts/Bachelor of Science in Information Systems - Data Engineering Emphasis
12. Utah State University – Bachelor of Arts/Bachelor of Science in Geology – GeoWorkforce Emphasis
13. Utah State University – Bachelor of Arts/Bachelor of Science in Information Systems - Web Development Emphasis
14. Southern Utah University – Master of Business Administration in Business Administration - Finance Emphasis
15. Southern Utah University – Master of Business Administration in Business Administration - Leadership Emphasis

16. Southern Utah University – Master of Business Administration in Business Administration - Marketing Emphasis

Name Change
1. Utah State University – Bachelor of Arts/Bachelor of Science in Ecology/Biodiversity to Ecology and Evolutionary Biology
2. Utah State University – Bachelor of Arts/Bachelor of Science in Police Officer Standards and Training to Peace Officer Standards and Training
3. Utah State University – Bachelor of Arts/Bachelor of Science in Applied Economics - Small Firm Management to Small Firm Management
4. Southern Utah University – Bachelor of Arts/Bachelor of Science in Social Science Composite to Social Science Teaching Composite
5. Southern Utah University – Bachelor of Science in Chemistry - Forensic Science Emphasis to Chemistry - Laboratory Science Emphasis
6. Southern Utah University – Minor in Geology Teacher Education to Geology
7. Utah Valley University – Bachelor of Arts in Secondary French Education to French Education
8. Utah Valley University – Associate of Arts/Associate of Applied Science in Electrical Automation and Robotics Technology to Automation and Electrical Technology
9. Utah Valley University – Bachelor of Science in Special Education to Special Education: Mild/Moderate/Severe and Autism Studies

Program Restructure
1. Utah State University wishes to restructure its Master of Computer Science program to a professional, coursework only degree with 33 credits.
2. Utah State University wishes to rename the Certificate of Proficiency in Rehabilitation Counseling to Rehabilitation and Disability to differentiate it from the master's degree with the same name, and to change the credit requirement from 18 to 16-23.
3. Utah State University wishes to change the name of their Bachelor of Arts/Bachelor of Science in Management Information Systems to Information Systems and redesign the program with required emphases.
4. Southern Utah University wishes to restructure its Master of Education to provide pathways for its Nevada educators.
5. Southern Utah University wishes to discontinue the following emphases within the Associate of Applied Science in Information Technology:
   a. Emphasis in Computer and Information Systems Security
   b. Emphasis in Information Technology
   c. Emphasis in Networking/Telecommunications
   d. The Associate of Applied Science in Information Technology restructured to consolidate its emphases into one generalist information technology program. Change made to better align the Associate of Applied Science in Information Technology with a new Bachelor of Science in Cybersecurity

6. Utah Valley University wishes to rename its Bachelor of Science in Public Health renaming the program to Public Health and restructure it to accommodate the new Bachelor of Science in Healthcare Administration

7. Utah Valley University wishes to rename the Bachelor of Arts/Bachelor of Science in Communication to Applied Communication and create a new minor in Applied Communication.

8. Utah Valley University wishes to restructure its Bachelor of Arts/Bachelor of Science/Minor in Marketing program

9. Utah Valley University wishes to restructure its Bachelor of Science in Digital Marketing program

10. Utah Valley University wishes to restructure their Bachelor of Science in Technology Management program by removing the emphases which reflected what associate degree was previously obtained

Administrative Unit Name Change

1. Utah State University – Center for Women and Gender to Center of Intersectional Gender Studies and Research

2. Utah State University – Center of Persons with Disabilities to Institute for Disability Research, Policy and Practice

3. Utah Valley University – Department of Secondary Education to Department of Secondary and Special Education

4. Dixie State University – Department of Theatre and Dance to Department of Theatre, Dance, and Digital Film

Administrative Unit Restructure

1. Utah State University – Utah State University wishes to split the current Department of Sociology, Social Work, and Anthropology into the Department of Social Work and the Department of Sociology and Anthropology.

2. Dixie State University – Dixie State University wishes to split the current Department of Physical Science into the Department of Chemistry and Biochemistry and the Department of Earth and Environmental Sciences.

New Administrative Unit

1. University of Utah – Utah Clinical and Translational Science Institute

New Center

1. Weber State University – Noorda Interdisciplinary Center for Engineering, Science and Society

Discontinuance

1. Utah State University – Bachelor of Science in Biology: Environmental

2. Utah State University – Minor in Women and Gender Studies

3. Southern Utah University – Bachelor of Arts in Engineering Technology along with its three emphases:
   a. CAD-Architectural/Civil Design

b. CAD-CAM
    c. Electronics
    d. Note: Bachelor of Science in Engineering Technology along with its three emphases are not discontinued
4. Southern Utah University – Bachelor of Fine Arts in Theatre along with its three emphases:
    a. Classical Acting
    b. Musical Theatre
    c. Theatre Design & Technology
5. Southern Utah University – Bachelor of Science in Information Systems along with its three emphases:
    a. Cybersecurity
    b. Management Information Systems
    c. Network Administration
6. Dixie State University - Bachelor of Science in Computer and Information Technology along with its two emphases:
    a. Web Design and Development
    b. Software Development
7. Dixie State University – Minor in Chemistry Education
8. Salt Lake Community College – Associate of Applied Science in Hospitality Management
9. Utah Valley University – Associate of Arts/Associate of Science in Communication
10. Utah Valley University – Associate of Arts/Associate of Science in Integrated Studies
11. Utah Valley University – Bachelor of Science in Accounting – Internal Auditing Emphasis
12. Utah Valley University – Minor in Internal Auditing
13. Utah Valley University – Associate of Arts/Associate of Science in History and Political Science
14. Utah Valley University – Master of Business Administration – Accounting Emphasis

E. **GRANT PROPOSALS**
    1. University of Utah – Air Force Office of Scientific Research; "M2TF – 2020 MURI"; $7,484,415. Principal Investigator, Berardi Sensale Rodriguez.
    2. University of Utah – Duke University; "Duke U24 Flexible Electrodes"; $1,364,120. Principal Investigator, Florian Solzbacher.
    3. University of Utah – National Science Foundation; "FEMSHOP"; $1,306,195. Principal Investigator, Hari Sundar.
    4. University of Utah – DOD Defense Advances Research Projects Agency; "DARPA YFA"; $1,034,610. Principal Investigator, Heayoung Yoon.
    5. University of Utah – DHHS National Institutes of Health; "R01REN-DK107397 Lipids"; $2,806,534. Principal Investigator, Katsuhiko Funai.
    6. University of Utah – NIH National Institute on Aging; "Towsley MMW R01 Nov 2020" $3,611,617. Principal Investigator, Gail Louise Towsley.

7. University of Utah – NIH National Inst Allergy & Infectious Disease; "NIH-NIAID PA-20-185"; $3,214,625, Principal Investigator, Jaclyn M Winter.

8. University of Utah – National Science Foundation; "Utah Teaching Collaborative"; $1,449,648. Principal Investigator, Holly Suzanne Godsey.

9. University of Utah – NIH National Cancer Institute; "NIH_U01_Colocare_Renewal"; $9,354,838. Principal Investigator, Cornelia Ulrich.

10. University of Utah – NIH National Cancer Institute; "8.10.20_HASHIBE_R01"; $3,990,803. Principal Investigator, Mia Hashibe.

11. University of Utah – DHHS National Institutes of Health; "SCHLECHTER_10.15.2020_R01"; $3,848,285. Principal Investigator, Chelsey Rae Schlechter.

12. University of Utah – NIH National Cancer Institute; "CAMP_R01_11.15.2020"; 3,808,563. Principal Investigator, Nicola J Camp.

13. University of Utah – NIH National Human Genome Research Inst; "KAPHINGST_10.28.2020_R01"; $2,893,985. Principal Investigator, Kimberly A Kaphingst.

14. University of Utah – NIH National Cancer Institute; "KIRCHHOFF_R01_10.01.2020"; $2,848,999. Principal Investigator, Anne C Kirchhoff.

15. University of Utah – DHHS National Institute of Health; "R01REN-WNK Signal"; $2,646,991. Principal Investigator, Aylin Rodan.

16. University of Utah – NIH National Heart Lung & Blood Inst; "DOSDALL R01 Renewal Nov2020"; $2,453,512. Principal Investigator, Derek James Dosdall.

17. University of Utah – NIH National Cancer Institute; "Arginine Deprivation"; $2,319,460. Principal Investigator, Trudy Oliver.

18. University of Utah – NIH Office of the Director; "MAHESH_09.30.20_R01_DIRECTORS"; $2,083,123. Principal Investigator, Mahesh Chandrasekharan.

19. University of Utah – NIH National Cancer Institute; "EVASON_R01_10.05.2020"; $1,906,250. Principal Investigator, Kimberly Evason.

20. University of Utah – DHHS National Institutes of Health; "R01RENRESUB-UVEAL"; $1,906,250. Principal Investigator, Shannon J Odelberg.

21. University of Utah – DHHS National Institutes of Health; "TANTIN_R01_10.05.2020"; $1,732,362. Principal Investigator, Dean R Tantin.

22. University of Utah – NIH National Cancer Institute; "VARLEY_UH3_10.08.2020"; $1,142,859. Principal Investigator, Katherine Elena Varley.

23. University of Utah- Sarcoma Alliance for Research; "SARC-SPORE 09.14.2020"; $1,025,765. Principal Investigator, Joshua David Schiffman.

24. University of Utah – NIH National Cancer Institute; "CDKN2A Variants_Melanoma"; $3,838,940. Principal Investigator, Douglas Grossman.

25. University of Utah – NIH National Cancer Institute; "PLAYDON_11.17.20_R01"; $3,767,403. Principal Investigator, Mary C Playdon.

26. University of Utah – NIH National Cancer Institute; "COLETTA_R01_10.05.2020"; $3,393,717. Principal Investigator, Adriana M Coletta.

27. University of Utah – NIH National Institute on Aging; "Age-Related Multimorbidity_R01"; $3,063,595. Principal Investigator, Mary C Playdon.

28. University of Utah – NIH National Cancer Institute; "WILLIAMS_R01_11.05.2020"; $2,668,255. Principal Investigator, Matthew A Williams.

29. University of Utah – NIH National Cancer Institute; "VANKAYALAPATI_R01_10.05.20"; $2,553,618. Principal Investigator, Hariprasad Vankayalapati.

30. University of Utah – NIH National Cancer Institute; "JUDSON-TORRES_11.03.2020"; $1,906,250. Principal Investigator, Robert L Judson-Torres.

31. University of Utah – NIH National Cancer Institute; "THIOCARBAMATE/METAL Complexes"; $1,906,250. Principal Investigator, Paul J Shami.

32. University of Utah – NIH National Cancer Institute; "SOX2 ACTS in 3D Genome"; $1,906,250. Principal Investigator, Xiaoyang Zhang.

33. University of Utah – NIH National Institute of Mental Health; "LANGENECKER WELSH R01 2020"; $7,623,763. Principal Investigator, Scott Aaron Langenecker.

34. University of Utah – NIH Natl Ctr for Advancing Translt Scnces; "Scale-Up COVID-19"; $5,000,000. Principal Investigator, Rachel Hess.

35. University of Utah – DHHS National Institutes of Health; "ZIELINSKI R01 Oct 2020"; $3,813,507. Principal Investigator, Brandon Anthony Zielinskiu.

36. University of Utah – NIG National Human Genome Research Institute; "MOS Genetic Counseling; "$2,904,969. Principal Investigator, Erin Witter Rothwell.

37. University of Utah – DHHS National Institutes of Health; "Hindfoot Shape and Mechanics"; $2,694,658. Principal Investigator, Andrew Edward Anderson.

38. University of Utah – DHHS National Institutes of Health; "R01REUB-FOXN3"; $2,664,090. Principal Investigator, Amnon Schlegel.

39. University of Utah – NIH National Center for Advancing Translt Scnces; "I-CONSENT U01"; $2,480,247. Principal Investigator, Erin Witter Rothwell.

40. University of Utah – Northwestern University; "GO MOMS"; $2,436,147. Principal Investigator, Torri Derback Metz.

41. University of Utah – DHHS National Institutes of Health; "CAO Renewal"; $1,906,250. Principal Investigator, Erhu Cao.

42. University of Utah – DHHS National institutes of Health; "CHOW R01 Resub 11 2020"; $1,906,250. Principal Investigator, Clement Chow.

43. University of Utah – DHHS National Institutes of Health; "NIH, R01: Midozolam for SEPI"; $1,905,077. Principal Investigator, Jay Spampanato.

44. University of Utah – University of Colorado at Boulder; "NIH R01 Pre-Injury Stress PTE"; $1,777,973. Principal Investigator, Francis Edward Dudek.

45. University of Utah – DHHS National Institutes of Health; "PA-20-185 SUB UCSF CAO"; $1,649,875. Principal Investigator, Erhu Cao.

46. University of Utah – Stanford University; "Hypertension after AKI"; $1,574,239. Principal Investigator, Srinivasan Beddhu.

47. University of Utah – NIH National Institute Environl Hlth Sci;"BIOSTET"; $1,325,841. Principal Investigator, Darrah Kaye Howe.

48. University of Utah - US Department of Defense; "CDMRP, IRA: Electrodes & Pain"; $1,294,962. Principal Investigator, John David Rolston.

49. University of Utah – Brigham Young University; "ADR01 SUB BYU"; $1,288,137. Principal Investigator, Lisa Anne Cannon-Albright.

50. University of Utah – National Science Foundation; "NSF CPS Frontier Proposal"; $4,029,750. Principal Investigator, Kam K Leang.

51. University of Utah – DHHS National Institutes of Health; "Heather Holmes NIH R01 2020"; $3,253,677. Principal Investigator,

52. University of Utah – DHHS National Institutes of Health; "COVID-19: AROMA"; $2,000,222. Principal Investigator.

53. University of Utah – Duke University; "DUKENIH U24"; $1,653,194. Principal Investigator, Florian Solzbacher.

54. University of Utah – US Department of Energy; "DOE PVSK"; $1,191,750. Principal Investigator, Heayoung Yoon.

55. University of Utah – DHHS National Institutes of Health; "R01REN-MYELOD CELL DYS"; $3,261,868. Principal Investigator, Micah J Drummond.

56. University of Utah – DHHS National Institutes of Health; "R01MPI-LOOH-A0"; $2,901,700. Principal Investigator.

57. University of Utah – National Science Foundation; "DISES: Socioenvironmental Intr"; $1,587,988. Principal Investigator.

58. University of Utah – NIH National Institute on Mnrt Hlth & Hlth Dispar; "GERTZ_11.05.20_R01 Resub"; $2,819,362. Principal Investigator, Jason Gertz.

59. University of Utah – NIH National Heart Lung & Blood Institute; "SHAW HONG R01 PI Dec 2020"; $2,801,463. Principal Investigator, Robin Mark Shaw.

60. University of Utah – NIH National Cancer Institute; "OLIVER_R01_10.05.2020"; $2,690,339. Principal Investigator, Trudy Oliver.

61. University of Utah – NIH National Heart Lung & Blood Institute; "JWARREN DRAKOS NIH Perm1 4/20"; $2,481,290. Principal Investigator, Junko Warren Shibayama.

62. University of Utah – DHHS National Institutes of Health; "R01RESUBREN-AA019526 ACTIN"; $1,906,250. Principal Investigator, Adrian Rothenfluh.

63. University of Utah – Nora Eccles Treadwell Foundation; "Service Core NETF 2021 2YR"; $1,655,600. Principal Investigator, Robin Mark Shaw.

64. University of Utah – NIH National Institute of Neurology Disorders Stroke;" Diffision and Stroke"; $3,823,158. Principal Investigator, Edward Victor Rebok Di Bella.

65. University of Utah – NIH National Institute Arthritis Muscoskel Skin Dis; "Genetics of OA Susceptibility"; $3,430,695. Principal Investigator, David Grunwald.

66. University of Utah – DHHS Health Resources & Services Admin; "Scholarship"; $3,200,000. Principal Investigator, Darin Takahiro Ryujin.

67. University of Utah – University of Wisconsin-Madison; "Neurodevelopment in Autism"; $3,049,830. Principal Investigator, Brandon Anthony Zielinski.

68. University of Utah – DHHS National Institutes of Health; "Mansour R01 Resub 10 2020"; $2,504,431. Principal Investigator, Suzanne L Mansour.

69. University of Utah – AMER Foundation for Suicide Prevention; "DOCHERTY AFSP GWMSSD 2021"; $1,500,000. Principal Investigator, Anna Rose Docherty.

70. University of Utah – NIH National Cancer Institute; "U01 Multi-Tensor Decomposition"; $3,075,880. Principal Investigator, Orly Alter.

71. University of Utah – National Science Foundation; "EFRI DCHEM PREPROP"; $1,999,730. Principal Investigator, Michael Nigra.

72. University of Utah – National Science Foundation; "NSF CRCNS"; $1,845,137. Principal Investigator, Cynthia M Furse.

73. University of Utah – National Science Foundation; "DMREF Organic THZ"; $1,500,000. Principal Investigator, Taylor David Sparks.

74. University of Utah – National Science Foundation; "Hardware-Software 4 Grid"; $1,500,000. Principal Investigator, Mostafa Sahrae-Ardakani.

75. University of Utah – National Science Foundation; "Engineering A Innovative BCI"; $1,499,674. Principal Investigator, Yantao Fan.

76. University of Utah – US Environmental Protection Agency; "EPA Biosolids"; $1,494,639. Principal Investigator, Jennifer Lee Weidhaas.

77. University of Utah – National Science Foundation; "NSF MRI Track 2 Vera 620"; $1,479,553. Principal Investigator, Jacob Dean Hochhalter.

78. University of Utah – National Science Foundation; "Ascent: Nanolight"; $1,299,910. Principal Investigator, Weilu Gao.

79. University of Utah – Army Corps of Engineers; "GPR+RAD Scan"; $1,099,658. Principal Investigator, Edward Cazalas.

80. University of Utah – DHHS National Institutes of Health; "K99-Silk-Elastinlike Protein"; $1,038,750. Principal Investigator, Hamidrezas Ghandehari.

81. University of Utah – DHHS National Institutes of Health; "SUM/HOLL MPI-BETA Cell"; $3,345,825. Principal Investigator, Scott Summers.

82. University of Utah – DHHS National Institutes of Health; "R01 (TX): TRF Age-Related DECLI"; $1,509,907. Principal Investigator, Amandine Chaix.

83. University of Utah – National Science Foundation; "NSF 20-611 SRSRN-RENEWEST"; $15,000,000. Principal Investigator, Diane E Pataki.
University of Utah – Brown University; "Mid-Scale R1-1(MN1:LP)"; $2,402,992. Principal Investigator, Christoph Boehme.

84. University of Utah – DHHS National Institutes of Health; "Cardiovascular Function"; $1,525,000. Principal Investigator Bert N Uchino.

85. University of Utah – Georgia State University – Racism and Health Disparities";
$1,086,275. Principal Investigator, Elisabeth Conradt.

86. University of Utah – Washington University in St Louis; "Amygdala-Related Memory";
$1,010,938. Principal Investigator, Cory Shields Inman.

87. University of Utah – State of Idaho; "Idaho Medicaid Sud"; $1,525,450. Principal
Investigator, Rodney Wayne Hopkins.

88. University of Utah – Utah Department of Health; "Medicaid Adult Expansion"; $1,500,000.
Principal Investigator, Rodney Wayne Hopkins.

89. University of Utah – NIH National Heart Lung & Blood Inst; "Cardiovascular T32";
$3,163,495. Principal Investigator, Stabros George Drakos.

90. University of Utah – NIH National Inst Child Hlth & Human Dev; "Watt/Cook Metz P50
Nov 2020"; $6,466,330. Principal Investigator, Kevin Michael Watt.

91. University of Utah – Baylor College of Medicine; "Holubkov PCORI BCM SUB Jan 21";
$4,992,733. Principal Investigator, Richard Holubkov.

92. University of Utah – DHHS National Institutes of Health; "Covid-19 Immune Disruption";
$3,733,163. Principal Investigator, Theodore G Liou.

93. University of Utah – DHHS National Institutes of Health; "RFA-MIH 20-701 Planelles
1.8.21"; $3,465,260. Principal Investigator, Vicente Planelles.

94. University of Utah – Utah Department of Health; "Covid19 PPHEA Contact Tracing";
$3,100,000. Principal Investigator, Sharon Louise Talboys.

95. University of Utah – Massachusetts Eye and Ear Infirmary; "JBK P50 Su"; $3,074,037.
Principal Investigator, Juentlie M Barkmeier-Kraemer.

96. University of Utah – Pennsylvania State University; "PCORI Placer Sub"; $1,970,352.
Principal Investigator, David Ware Branch.

97. University of Utah – Seattle Children's Research Institute; "Casper SCRI PCORI Sub Jan
21"; $1,915,535. Principal Investigator, Theron Charles Casper.

98. University of Utah – DHHS National Institutes of Health; "ESI R01 Par021-038 G. Ducker";
$1,906,250. Principal Investigator, Gregory Stuart Ducker.

99. University of Utah – DHHS National Institutes of Health; "{R01 ESI Par-21-038 1.26.21";
$1,906,250. Principal Investigator, Jim Heys.

100. University of Utah – University of California Los Angeles; "Keeshin UCLE Sub Dec 2020";
$1,615,245. Principal Investigator,

101. University of Utah – DHHS National Institutes of Health; "Cardiorenal Interactions IN H";
$1,538,507. Principal Investigator, James Chentson Fang MD.

102. University of Utah – University of Pennsylvania; "Adam Bress R01"; $1,500,032. Principal
Investigator, Adam Bress.

103. University of Utah – University of California Davis; "Cochran UC Davis Sub"; $1,244,955.
Principal Investigator, Gerald Thomas Cochran.

104. University of Utah – Patient Centered Outcomes Resh Inst; "PCORI Cycle 3 1.12.21";
$1,048,404. Principal Investigator, Benjamin Haaland.

105. Utah State University – NASA – General: "Lunar Vertical Solar Array based on the Miura Fold"; $8,114,174. Principal Investigator, Richard Blomquist.

106. Utah State University – Atmospheric & Space Technology Research Associates, LLC; "SDL

107. Response to Atmospheric and Space Technology Research Associates Request for Quote for Rapid Revisit Optical Cloud Imager Payload Calibration"; $1,023,112. Principal Investigator, Deron Scott.

108. Utah State University – Misc Federal Sponsors; "Blurr"; $6,067,820. Principal Investigator, Matt Cupal.

109. Utah State University – Pacificorp; "Western Smart EV Adoption and Infrastructure at Scale - WestSMartEV@Scale"; $3,285,419. Principal Investigator, Regan Zane.

110. Utah State University – US National Science Foundation; "GRIT: Girl Scouts Researching and Inventing Animal-Centered Technologies"; $1,828,780. Principal Investigator, Kristin Anne Searle.

111. Utah State University – US National Science Foundation; "Ingenieros (Ingenious Engineers): Connecting LatinxYouths' Workplace Practices with Engineering via Informal Education"; $1,786,397. Principal Investigator, Amy Alexandra Wilson Lopez.

112. Utah State University – SERDP; "Quantifying pathways of bioaccumulation, demographic consequences, and spatial risk of PFAS in Golden Eagles"; $2,752,641. Principal Investigator, Clark Sawyer Rushing.

113. Utah State University – National Institute of Food and Agriculture; "Influence of cattle breed on measures of economic and environmental sustainability in organic, pasture-based dairy heifer development programs"; $1,114,429. Principal Investigator, Stephen Clay Isom.

114. Utah State University – US National Science Foundation; "EFRI E3P Preproposal: VALORIZATION OF WASTE PLATICS FOR CICULAR CARBON ECONOMY"; $2,000,000. Principal Investigator, Foster Aryi Agblevor.

115. Utah State University – University of Illinois; WF2425 Title: HDR Institute: Geospatial Understanding through an Integrative Discovery Environment"; $1,266,966. Principal Investigator, David G Tarboton.

116. Utah State University – Oregon State University; "WESTFORS: The Western Forest Survival Institute"; $1,553,898. Principal Investigator, James A Lutz.

117. Utah State University – MRI: Development of a Time-synchronized Multiphysic Measurement (TM2) Instrument for Research in Electrified Transportation Charging Infrastructure"; $2,145,398. Principal Investigator, Honje Wang.

118. Utah State University – University of California-Los Angeles; "Luna Fields Sensor Suite for MASER"; $6,826,623. Principal Investigator, Charles M Swenson.

119. Utah State University – University of Utah; "URLEND: The Utah Regional Leadership Education in Neurodevelopmental Disabilities program"; $2,637,769. Principal Investigator, Gretchen Gimpel Peacock.

120. Utah State University – The University of Arizona; "Farside Experimental Lunar Interiors eXplorer (FLEIX)"; $2,659,539. Principal Investigator, Bennett Keller.

121. Utah State University – NASA Jet Propulsion Laboratory; "Near Earth Object (NEO) Surveyor Phase B Part 1"; $2,553,326. Principal Investigator, Brent Carlsen.

122. Utah State University – Atmospheric & Space Technology Research associates, LLC; "Space Dynamics laboratory Quote for Atmospheric and Space Technology Research Associate's Rapid Revisit Optical Cloud Imager Payload Calibration"; $1,023,112. Principal Investigator, Deron Scott.

123. Utah State University – Lockheed Martin Space Systems; "Tadpole Near Field of View Camera"; $13,995,993. Principal Investigator, Amy Secrist.

124. Utah State University – University of California at Santa Cruz; "Metal and Mobility for Reiner Gamma Soil Instrument"; $1,991,347. Principal Investigator, Curtis Bingham.

125. Utah State University – Lockheed Martin Space System; "Tadpole Near Field of View Camera"; $13,995,993. Principal Investigator, Amy Secrist.

126. Utah State University – University of California at Santa Cruz; "Metal and Mobility for Rener Gamma Soil Instrument"; $1,845,161. Principal Investigator, Curtis Bingham.

127. Utah State University- Lockheed Martin Space Systems; "TADPOLE Wide Field of View"; $11,434,796. Principal Investigator, Amy Secrist.

128. Utah State University – Kiss Institute for Practical Robotics; "Lunar Exploration Science Payloads and Research Investigations on the Surface of the Moon Program Element"; $3,195,317. Principal Investigator, Curtis Bingham.

129. Utah State University – Ball Aerospace and Tech; "Change Proposal to Ball Aerospace for Overrun Request 2 in Support of Subcontract 18RKB000947"; $1,940,292. Principal Investigator, Alan Thurgood.

130. Utah State University – NASA Goddard Space Flight Center; "Delta Mod 6 for Ocean Color Instrument Short Wave Infra-Red Detection Assembly"; $1,777,853. Principal Investigator, Gabe Loftus.

F. **AWARDS**

1. University of Utah – DOC Natl Inst of Standards and Tech; "NIST MEP Center"; $1,352,198. Principal Investigator, Steven Alan Black.

2. University of Utah – NIH National Cancer Institute; "Racial/Ethnic Disparities; "$1,371,105. Principal Investigator, Jennifer Anne Doherty.

3. University of Utah – Agios Pharmaceutic ALS, Inc; "Agios AG881-C-004"; $1,115,624. Principal Investigator, Joe Sammy Mendez.

4. University of Utah – NIH National Center for Advancing Translt Scnces; "Scale-UP COVID-19"; $3,762,086. Principal Investigator, Rachel Herss.

5. University of Utah – NIH Office of the Director; "Engaging All of Us"; $2,014,800. Principal Investigator, Louisa A Stark.

6. University of Utah – ABT Associates Inc; "CDC Covid"; $1,021,694. Principal Investigator, Michael W Vaner.

7. University of Utah – Steinbeis Transfer GMBH; "Velodrome Study"; $1,417,868. Principal Investigator, Marc Steffen Schmitz-Valkenberg.

8. University of Utah – Sebela Pharmaceuticals Development LLC; "Levocept Phase III"; $1,044,802. Principal Investigator, Lori M Gawron.

9. University of Utah – Air Force Office of Scientific Research; "AFOSR GA203 Muri Years 4-6"; $2,999,999. Principal Investigator, Michael A Scarpulla.

10. University of Utah – Utah Department of Health; "Covid19 PPPHEA Contact Tracing"; $2,099,835. Principal Investigator, Sharon Louise Talboys.

11. Utah State University – NASA Godard Space Flight Center; "Atmospheric Waves Experiment"; $1,252,281. Principle Investigator, Burt Lamborn.

12. Utah State University – Lockheed Martin Space Systems; "Iris Radio for Janus Mission – Lockheed Martin"; $1,173,900. Principal Investigator, Tim Neilsen.

13. Utah State University – Misc. Federal Sponsors; "Yellowstone"; $9,071,803. Principal Investigator, Jim Perry.

14. Utah State University – PacifiCorp; "Western Smart Regional EV Adoption and Infrastructure at Scale – WestSartEV@Scale"; $3,338,903. Principal Investigator, Regan Zane.

15. Utah State University – Misc Federal Sponsors; "Blurr"; $1,584,282. Principal Investigator, Matt Cupal.

16. Utah State University – Desert Research Institute; "Estimating Community Exposure from Unconventional Oil and Gas Development in Uinta Basin and Upper Green River Basin"; $1,338,546. Principal Investigator, Seth Lyman; Co-Investigator, Colleen Patricia Jones, Marc L Mansfield, Huy NQ Tran.

17. Utah State University – National Institutes of Health; "Molecular sensors for metabolic programming of the germ epigenome and offspring physiology"; $1,796,285. Principal Investigator, Mirella L Meyer-Ficca.

18. Utah State University – NASA Jet Propulsion Laboratory; "Near Earth Object Surveyor"; $1,021,330. Principal Investigator, Brent Carlsen.

19. Utah State University – Air Force; "Steelhead"; $1,262,181. Principal Investigator, Don Thompson.

20. Utah State University – Ball Aerospace and Tech; "Roman Relative Calibration System"; $1,327,282. Principal Investigators, Jeff Coleman, Alan Thurgood.

UTAH SYSTEM OF HIGHER EDUCATION
SYSTEM OFFICE, TWO GATEWAY, SALT LAKE CITY, UTAH
VIRTUAL MEETING, ZOOM
Friday, January 15, 2021

COMMITTEE OF THE WHOLE
MINUTES

Board Members Present	**Board Members Absent**
Harris H. Simmons, Chair	Mike Angus
Aaron Osmond, Vice Chair	
Nina R. Barnes, Vice Chair	
Wilford W. Clyde	
Jesselie B. Anderson	
Jera L. Bailey	
Stacey K. Bettridge	
Arthur E. Newell	
Patricia Jones	
Lisa Michele Church	
Scott Theurer	
Crystal Maggelet	
Shawn Newell	
Candyce Paige	
Glen Rivera	
Alan E. Hall	
Sanchaita Datta	

Office of the Commissioner

Dave R. Woolstenhulme, Commissioner of Higher Education
Rich Amon, Chief Financial Officer
Geoffrey Landward, Deputy Commissioner and General Counsel
Julie Hartley, Associate Commissioner of Academic Education
Jessica Gilmore, Associate Commissioner of Workforce Development
Spencer Jenkins, Chief Student Affairs Officer
Malissa Jones, Office Manager

Institutional Presidents Present

Chad Campbell, Bridgerland Technical College	Darin Brush, Davis Technical College
Richard B. Williams, Dixie State University	Kelle Stephens, Dixie Technical College
Clay Christensen, Mountainland Technical College	Jim Taggart, Ogden-Weber Technical College
Deneece G. Huftalin, Salt Lake Community College	Brad J. Cook, Snow College
Scott L. Wyatt, Southern Utah University	Brennan Wood, Southwest Technical College
Paul Hacking, Tooele Technical College	Aaron Weight, Uintah Basin Technical College
Ruth V. Watkins, University of Utah	Noelle Cockett, Utah State University
Astrid S. Tuminez, Utah Valley University	Brad L. Mortensen, Weber State University

Committee of the Whole

Chair Simmons called the meeting to order at 9:00 a.m.

Closed Session

Board member Bettridge motioned to move into closed session for the purposes of discussing the character, professional competence, or physical or mental health of an individual and to discuss pending or reasonably imminent litigation. The motion was seconded by Board member Datta and the motion carried.

Student Update

Student updates were provided by Joshua Gardner from Ogden-Weber Technical College, Marcela Rodriquez from Weber State University and Kamryn Price from Davis Technical College. This was an information item only; no action was taken.

J. Willard and Alice S. Marriott Foundation Resolution (TAB A)

Chair Simmons read a resolution of appreciation to the J. Willard and Alice S. Marriott Foundation. **On a motion by Board member Shawn Newell and seconded by Board member Damron resolution was adopted by the Board**.

Prior Learning Assessment Policy (TAB B)

Julie Hartley discussed the updates to the Prior Learning Assessment Policy, R472. **Board member Arthur Newell made a motion for the Board to approve the proposed updates to Policy R472, *Credit for Prior Learning* in Tab B; Board member Jones seconded the motion and the motion passed.**

Legislative Summary

A short update on the upcoming legislative session was provided by Spencer Jenkins. Rich Amon provided information on the financial information. This was an information item only; no action was taken.

General Consent Calendar (TAB D)

Board member Clyde made a motion to approve the consent calendar with one modification – that Policy R705, *Leased Space in the Capital and Property Policy Revisions* item be excluded. The motion was seconded by Board member Bettridge and the motion passed.
- Minutes - Minutes of the Board meeting August 21, 2020
- Finance and Facilities Items
- Academic Education Items
- Grant Proposals
- Awards

System Strategic Plan (TAB E)

Due to time limits during the meeting, the strategic plan discussion item was moved to the March meeting agenda. This was an information item only; no action was taken.

Search Firm Authorization

Rich Amon provided a summary of the tuition and fee setting process to the board. **Board member Arthur Newell made a motion to approve the processes described in Tab C for institutional Board of Trustee involvement in setting tuition and general student fees; Board member Osmond seconded the motion and the motion passed.**

Innovation Task Force (TAB F)

Jessica Gilmore gave a brief updated for Board members on the progress of the Innovation Task Force. This was an information item only; no action was taken.

COVID-19 Update

Spencer Jenkins provided an update on the testing on campus and the COVID-19 relieve package. This was an information item only; no action was taken.

Motion from Closed Session

Chair Harris introduced the **Board member Clyde made a motion that the Board adopt the following statement:**

We understand the seriousness of the concerns raised by USU student athletes, and we are grateful for the thorough joint investigation conducted by Stoel Rives and Ray Quinney & Nebeker. After reviewing this report, we also understand that both President Cockett and the student athletes started the meeting on December 8, 2020, intent on discussing two different topics. As the report states, "Because the athletes were focused on expressing their support for Coach Maile, we conclude that it is likely they understandably interpreted Pres. Cockett's comments as a criticism of or commentary on Coach Maile, which triggered a number of athletes to defend Coach Maile as being inclusive and supportive of athletes regardless of their religious background." Whereas, President Cockett wanted to discuss the "athletes' well-being. Top of mind...was her genuine concern that USU meet its goal of being an inclusive environment for all."

Though some remarks made were interpreted as potential religious or cultural bias, they were not intended as such. President Cockett has long demonstrated her commitment to make USU a welcoming, nurturing environment for people from all backgrounds. Following the findings in this report, the Utah Board of Higher Education, the president's resource and review team, and the Board of Trustees will continue to work with President Noelle Cockett to foster an inclusive, safe campus community with open pathways of communication and support. Based on this report and the input of the Utah State University Board of Trustees, the Board expresses its unanimous support for President Cockett.

Board member Osmond amended the motion to include providing the report to the public. Board member Arthur Newell seconded the amendment and the amendment passed.

Board member Maggelet seconded the motions and the motion passed.

The meeting adjourned at 12:30 p.m.

_____
Geoffrey Landward, Secretary

Date Approved:

MEMORANDUM |

UTAH SYSTEM OF
HIGHER EDUCATION

March 25, 2021

Revision to Policy R705, *Leased Space*

In the January meeting, the Finance and Facilities Committee reviewed policy thresholds to delegate the review and approval of capital and property requests to institutional boards of trustees. The committee adopted the recommended changes with the exception of Board Policy R705, *Leased Space*, which would have delegated all leasing responsibilities to institutional boards of trustees. Instead, the committee recommended further review of Board Policy R705, including a revised threshold for delegating lease approval to institutional boards of trustees. The proposed changes to Board Policy R705 include:

- Revising the threshold for delegating lease approval to the University of Utah Board of Trustees from $250,000 to $500,000
- Revising the threshold for delegating lease approval to all other boards of trustees from $100,000 to $250,000
- Eliminating the requirement that leases extending more than 10 years need Board approval
- Eliminating the requirement that leases leading to the establishment of regular state-supported daytime programs of instruction that need Board approval
- Eliminating the requirement that leases to outside entities that extend more than 10 years need Board approval

Commissioner's Recommendation

The Commissioner recommends the Board adopt changes to Policy R705, *Leased Space,* as outlined above, effective immediately.

R705, Leased Space[1]

R705-1. Purpose: To comply with statute requiring the Board of Higher Education to establish written policies governing leasing for higher education institutions and to provide procedures for the approval of new leased space and for the annual reporting of leased space to the Board of Higher Education.

R705-2. References

    2.1. Utah Code §53B-20-101 (Property Rights - Title and Control)

    2.2. Utah Code 63A-5b-805 (Leasing by Higher Education Institutions)

    2.3. Policy and Procedures R220, Delegation of Responsibilities to the President and Board of Trustees

    2.4. Policy and Procedures R315, Service Area Designations and Coordination of Off-Campus Courses and Programs

    2.5. Policy and Procedures R587, Contract or Lease-Purchase Financing

    2.6. Policy and Procedures R712, Nontraditional Arrangements for Development of Facilities on Campuses

R705-3 Board Approval of Certain Leases: The Board of Higher Education shall review lease terms and institutional requests to enter into new leases of capital facilities space for programs of instruction, research, or service when contracts for leasing such facilities exceed $500,000 per year regardless of funding source for the University of Utah or exceed $250,000 per year regardless of the funding source for all other USHE institutions; or will include instructional space located outside of the service area designated by Board Policy R315, *Service Area Designations and Coordination of Off-Campus Courses and Programs.*

R705-4. Leasing State-Owned Property to Outside Entities: The Board of Higher Education shall review and approve institutional requests to lease state-owned institutional property to non-institutional entities if the annual lease cost will exceed $250,000 for the University of Utah or exceed $100,000 per year for all other USHE institutions other than the University of Utah.

    4.1. Approval of nontraditional arrangements for the use of institutional-owned facilities is subject to the provisions of Board Policy R712, *Nontraditional Arrangements for Development of Facilities on Campuses.*

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[1] Adopted January 20, 2017, amended March 26, 2021.

R705-5. Delegation of Authority to Boards of Trustees: The Board of Higher Education delegates authority to the institutional Board of Trustees to approve institutional property leases that do not exceed the requirements in sections 3 and 4.

R705-6. Delegation of Authority to the University of Utah Board of Trustees for University Health Care System Leases: In accordance with Board Policy R220*, Delegation of Responsibilities to the President and Board of Trustees*, the University of Utah Board of Trustees may review and approve all property leases for the University of Utah Health Care System.

R705-7. Annual Report to the Board of Higher Education: The Commissioner shall report annually to the Board of Higher Education all space leased by the institutions in the System of Higher Education, including space leased for off-campus continuing education programs and space leased in research parks.

> **7.1. Institution Lease Information:** In accordance with procedures and forms developed by the Commissioner's Office, institutions shall annually submit information for all space leased by the institution.

> **7.2. Submission to the State Building Board:** After review by the Board of Higher Education, the Commissioner shall forward the report to the State Building Board for possible inclusion its comprehensive 5-year building plan.

R705, Leased Space[1]

R705-1. Purpose: To establish guidelines for the approval of new leased space and to require annual reporting of leased space to the Utah Board of Higher Education.

R705-2. References

    2.1. Utah Code §53B-20-101 (Property Rights — Title and Control)

    2.2. Utah Code 63A-5b-805 (Leasing by Higher Education Institutions)

    2.3. Board Policy R220, Delegation of Responsibilities to the President and Board of Trustees

    2.4. Board Policy R315, Service Area Designations and Coordination of Off-Campus Courses and Programs

    2.5. Board Policy R587, Contract or Lease-Purchase Financing

    2.6. Board Policy R712, Nontraditional Arrangements for Development of Facilities on Campuses

R705-3. Board Approval of Certain Leases: Institutions must obtain approval from the Board of Higher Education to enter into new leases of capital facilities space for programs of instruction, research, or service when contracts for leasing such facilities exceed $500,000 per year regardless of funding source for the University of Utah or exceed $250,000 per year regardless of the funding source for all other USHE institutions; or will include instructional space located outside of the service area designated by Board Policy R315, *Service Area Designations and Coordination of Off-Campus Courses and Programs.*

R705-4. Leasing State-Owned Property to Outside Entities: The Board of Higher Education shall review and approve institutional requests to lease state-owned institutional property to non-institutional entities if the annual lease cost will exceed $250,000 for the University of Utah or exceed $100,000 per year for all other USHE institutions other than the University of Utah.

    4.1. Approval of nontraditional arrangements for the use of institutional-owned facilities is subject to the provisions of Board Policy R712, *Nontraditional Arrangements for Development of Facilities on Campuses.*

R705-5. Delegation of Authority to Boards of Trustees: The Board of Higher Education delegates authority to the boards of trustees to approve institutional property leases that do not exceed the requirements in sections 3 and 4.

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[1] Adopted January 20, 2017, amended March 26, 2021.

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> **7.1. Institution Lease Information:** In accordance with procedures and forms developed by the Commissioner's office, institutions shall annually submit information for all space leased by the institution.

> **7.2. Submission to the State Building Board:** After review by the Board of Higher Education, the Commissioner shall forward the report to the State Building Board for possible inclusion in its comprehensive 5-year building plan.

MEMORANDUM | TAB B

March 25, 2021

Revision of Board Policy R706, *Capital Facilities Master Planning*

Board Policy R706, *Capital Facilities Planning,* requires the Board to biennially approve institutional master plans and describes the requirements for submitting those plans to the Board. The proposed amendment to Board Policy R706 includes the delegation of annual master plan approval to institutional boards of trustees and requires institutions to submit a five-year capital plan to the Board of Higher Education. The proposal also changes the title of Board Policy R706 to *Capital Facilities Planning*.

Commissioner's Recommendation

The Commissioner recommends the Board adopt changes to Board Policy R706 and re-title the policy *Capital Facilities Planning*, effective immediately.

R706, Capital Facilities Planning

R706-1 Purpose: To provide institutions guidelines for capital facilities master planning and developing comprehensive five-year institutional capital plans.

R706-2 References

2.1. Utah Code 53B-6-101 (Master Planning – Board Establishes Criteria to Meet Capital Budgetary Needs)

2.2. Utah Code 53B-20-101 (Property of Institutions to Vest in State Board)

2.3. Utah Code Title 63A, Chapter 5 (State Building Board – Division of Facilities Construction and Management)

2.4. Policy and Procedures R701, Capital Facilities

R706-3 Prioritizing Utilization and Efficiency: The Utah Board of Higher Education seeks to maximize the effective and efficient use of state resources. Institutions' capital facilities plans shall emphasize the effective use of existing space, prioritize replacement and refurbishment over expansion, and focus on increased utilization of campuses.

R706-4 Master Planning: Institutions shall complete and maintain a comprehensive capital facilities master plan based on programmatic planning for new and existing facilities. Master plans should be realistic, achievable, and flexible.

> **4.1** Master plans shall emphasize renovation, replacement, and improvements to existing capital facilities before additions for new space unless otherwise justified.

> **4.2** Institutions shall be thorough and innovative in allocating and reallocating space within their existing physical assets, rather than relying on the addition of new space.

> **4.3** The master planning process is continuous and the higher education environment is dynamic; therefore, institutions should review and update their master plans regularly to reflect changes in strategic direction, planning, and environment.

> **4.4** Boards of Trustees shall review and approve institutional campus facilities master plans annually and submit them to the Commissioner's Office.

R706-5 Five-Year Plan: Institutions shall annually submit a five-year capital plan to the Board for review. The plans shall consider institutional master plans and shall include:

> **5.1.** A review and explanation of current and future institutional capital needs including projected needs over a five-year future period based on enrollment projections, program growth, functional obsolescence, and facility condition;

5.2. Space utilization information for all state-owned and leased facilities and an explanation of how the five-year capital plan will improve the institution's use of space;

5.3. A discussion of how the five-year capital plan will affect institutional attainment goals; and

5.4. A calculation of deferred facility maintenance needs by campus, and a strategic plan for how the institution will use capital improvements and other capital projects to eliminate those needs.

Adopted January 20, 2017, amended March 26, 2021.

R706, Capital Facilities Planning[1]

R706-1. Purpose: To provide guidance for institutional capital facilities master planning and comprehensive five-year institutional capital plans.

R706-2. References

> **2.1.** Utah Code §53B-6-101 (Master Planning - Board Establishes Criteria to Meet Capital Budgetary Needs)

> **2.2.** Utah Code §53B-20-101 (Property of Institutions to Vest in State Board)

> **2.3.** Utah Code Title 63A, Chapter 5 (State Building Board - Division of Facilities Construction and Management)

> **2.4.** Board Policy R701, Capital Facilities

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> **4.1.** Master plans shall emphasize renovation, replacement, and improvements to existing capital facilities before additions for new space unless otherwise justified.

> **4.2.** Institutions shall be thorough and innovative in allocating and reallocating space within their existing physical assets, rather than relying on the addition of new space.

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[1] Adopted January 20, 2019; amended March 26, 2021.

4.3. The master planning process is continuous and the higher education environment is dynamic; therefore, institutions should review and update their master plans regularly to reflect changes in strategic direction, planning, and environment.

4.4. Boards of Trustees shall review and approve institutional campus facilities master plans annually and submit them to the Commissioner's office

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5.1. A review and explanation of current and future institutional capital needs including projected needs over a five-year future period based on enrollment projections, program growth, functional obsolescence, and facility condition;

5.2. Space utilization information for all state-owned and leased facilities and an explanation of how the five-year capital plan will improve the institution's use of space;

5.3. A discussion of how the five-year capital plan will affect institutional attainment goals; and

5.4. A calculation of deferred facility maintenance needs by campus, and a strategic plan for how the institution will use capital improvements and other capital projects to eliminate those needs.

March 25, 2021

Utah State University – Nontraditional Arrangement Brigham City Campus

Board Policy R712, *Nontraditional Arrangements for Development of Facilities on Campuses*, requires the Board to approve institutional requests to use nontraditional financing arrangements. Utah State University requests authorization to enter into a long-term ground lease for the Northwestern Band of the Shoshone Nation headquarters on an unoccupied site on USU property in Brigham City. It will consist of a building, parking lot, and large green space on the northwest corner of the USU Brigham City campus. The estimated cost for the project is $2,500,000, and NBSN will cover all costs associated with construction, development, and operation and maintenance. Ownership of the improvements will revert to USU at the end of the ground lease. The use and development of the property is consistent with the master plan for the USU Brigham City campus.

All contracts and agreements associated with this arrangement will be reviewed by the Office of the Attorney General to ensure compliance with state law and Board policy. The USU Board of Trustees reviewed and approved this request in their March 5 meeting. Additional information on this financing arrangement is included in the attached letter and map from the institution.

Commissioner's Recommendation

The Commissioner recommends the Board authorize Utah State University to enter into a nontraditional arrangement with the Northwestern Band of the Shoshone Nation as reviewed by the Office of the Attorney General.

Attachment:

March 1, 2021

Commissioner Dave Woolstenhulme
Utah System of Higher Education
Board of Regents Building The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Subject: Request for Nontraditional Arrangement for Development of Facilities on Campus

Dear Commissioner Woolstenhulme:

Utah State University desires approval to offer a long-term ground lease for the development of the NBSN headquarters on an unoccupied site on USU property. It will consist of a building, parking lot, and large green space on the northwest corner of USU Brigham City campus as illustrated in the attached Exhibit A.

The building will be approximately 12,000 square feet and will include cultural and language centers which will be open to visitors to learn more about the tribe. It will also house education, healthcare, housing, and childcare administrative offices. The green space will be used for tribal powwows and meetings.

USU has obtained an independent appraisal to establish fair market value of the property to determine the lease rate. Leasing this property will provide NBSN with space to educate the public about tribal history, heritage, and culture, and to expand the administrative offices.

All construction, development, and ongoing costs associated with the facility will be paid by NBSN. Ownership of the improvements will revert to USU at the end of the ground lease.

The proposed uses of this facility are consistent and appropriate for the image and environment of the USU Brigham City campus. In addition, the ground lease agreement will be written to protect the interests of the University including institutional rights to control facility appearance and parking space, approve external graphics and signage, and access to utility systems and roads. Prior to entering into the ground lease agreement, the Attorney General's Office will approve the contract documents as to form and legal authority, per section 5.6 of Policy R712.

Utah State University Board of Trustees approved the nontraditional arrangement for development of facilities on campus on March 5, 2021.

We appreciate your support and request that this item be submitted to the Utah Board of Higher Education during the March 25-26, 2021 Board meetings.

Sincerely,

David T. Cowley
Vice President for
    Business and Finance

C: Rich Amon, Associate Commissioner for Finance & Facilities
       Noelle Cockett, President

EXHIBIT A

UTAH SYSTEM OF HIGHER EDUCATION

UTAH BOARD OF HIGHER EDUCATION
2021-2022 MEETING SCHEDULE

Friday, **May 21,** 2021	7:30 AM Meeting with Trustees 9:00 AM Committee of Whole	Board Meeting @ **Tooele Technical College**
Thursday, **July 15**, 2021 Thursday, **July 15**, 2021	2:00 PM – 5:00 PM 6:00 PM	Finance and Facilities Committee **Zoom** Trustee Dinner at **Bridgerland Technical College**
Friday, **July 16**, 2021	7:30 AM Meeting with Trustees 9:00 AM Committee of Whole	Board Meeting @ **Utah State University**
Friday, **August 20**, 2021	8:00 AM – 1:00 PM 8:00 AM: Academic Education 10:00 AM: Technical Education 1:00 PM: Student Affairs	Committee Meeting **Zoom**
Thursday, **September 16**, 2021 Thursday, **September 16**, 2021	2:00 PM – 5:00 PM 6:00 PM	Finance and Facilities Committee **Zoom** Trustee Dinner at **Southern Utah University**
Friday, **September 17**, 2021	7:30 AM Meeting with Trustees 9:00 AM Committee of Whole	Board Meeting @ **Southwest Technical College**
Friday, **October 29**, 2021	8:00 AM – 1:00 PM 8:00 AM: Academic Education 10:00 AM: Technical Education 1:00 PM: Student Affairs	Committee Meeting **Zoom**
Thursday, **November 18,** 2021 Thursday, **November 18,** 2021	2:00 PM – 5:00 PM 6:00 PM	Finance and Facilities Committee **Zoom** Trustee Dinner at **Weber State University**

Friday, **November 19**, 2021	7:30 AM Meeting with Trustees 9:00 AM Committee of Whole	Board Meeting at **Davis Technical College**
Friday, **December 17**, 2021	8:00 AM – 1:00 PM 8:00 AM: Academic Education 10:00 AM: Technical Education 1:00 PM: Student Affairs	Committee Meeting **Zoom**
Thursday, **January 13**, 2022	2:00 PM – 5:00 PM	Finance and Facilities Committee **Zoom**
Thursday, **January 13**, 2022	6:00 PM	Trustee Dinner at **University of Utah**
Friday, **January 14**, 2022	7:30 AM Meeting with Trustees 9:00 AM Committee of Whole	Board Meeting/ Student Safety Summit at **Salt Lake Community College**
Friday, **February 18**, 2022	8:00 AM – 1:00 PM 8:00 AM: Academic Education 10:00 AM: Technical Education 1:00 PM: Student Affairs	Committee Meetings **Zoom**
Thursday, **March 24**, 2022	2:00 PM – 5:00 PM	Finance and Facilities Committee **Zoom**
Thursday, **March 24**, 2022	6:00 PM	Trustee Dinner at **Utah Valley University**
Thursday, **March 24**, 2022 Friday, **March 25**, 2022	7:30 AM Meeting with Trustees 9:00 AM Committee of Whole	Board Meeting at **Mountainland Technical College**
Friday, **April 15**, 2022	8:00 AM – 1:00 PM 8:00 AM: Academic Education 10:00 AM: Technical Education 1:00 PM: Student Affairs	Committee Meetings **Zoom**
Thursday, **May 19**, 2021	2:00 PM – 5:00 PM	Finance and Facilities Committee **Zoom**
Friday, **May 20**, 2022	7:30 AM Meeting with Trustees 9:00 AM Committee of Whole	Board Meeting at **Snow College**
Friday, **June 17**, 2022	8:00 AM – 1:00 PM 8:00 AM: Academic Education 10:00 AM: Technical Education 1:00 PM: Student Affairs	Committee Meetings **Zoom**
Institutions to host in upcoming year: Ogden Weber Technical College, Dixie State University, Dixie Technical College, Uintah Basin Technical College		