



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB E

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

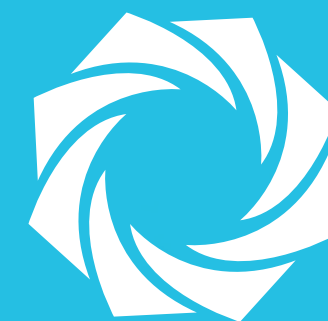
Feedback from the discussion will be integrated into the strategic plan draft, to be reviewed by Board committees in their April 16, 2021, meetings. The Board will consider a final draft of the strategic plan at its May 21, 2021, Board meeting.

**Commissioner’s Recommendation**

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

# DISCUSSION: STRATEGIC PLAN DRAFT

March 2021



UTAH  
SYSTEM OF  
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**PRIORITY (category)**

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

**GOAL (measurement)**

**STRATEGY (what)**

**TACTIC (how)**

Project plan

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

### **TACTIC (how)**

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

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

## Statewide Attainment Goals



## System Strategic Plan Goals



## Institutional Performance Funding Goals

*(annual measurements toward 5-year goal)*



PRIORITY

GOAL

MEASUREMENT

**ACCESS**

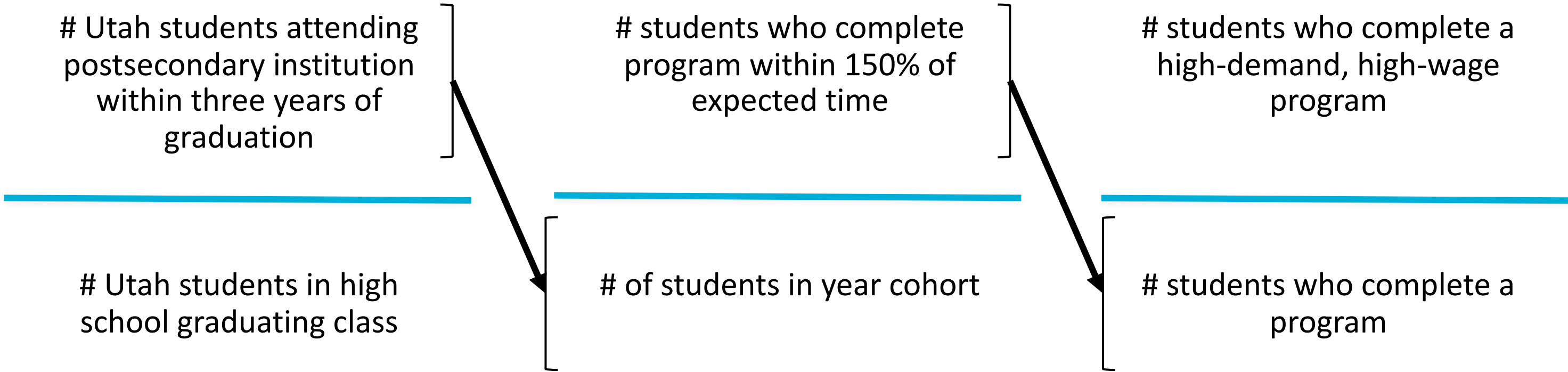
**COMPLETION**

**WORKFORCE ALIGNMENT**

Increase the college-going rate of high school graduates by 10% in 10 years.

Increase the timely completion of degrees and awards by 10% in 10 years.

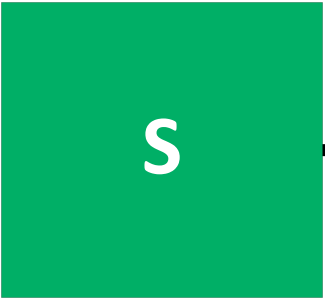
Increase the completion rate of graduates in high-demand, high-wage programs by 20% in 10 years.





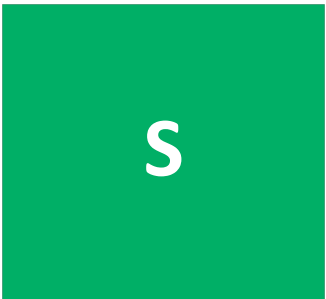
**October 2020**

- Board approval



**February 2021**

- 16 & 17: COP
- 19: Board committees



**March 2021**

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



BOARD'S	PRIORITY	SYSTEM UNIFICATION		ACCESS		AFFORDABILITY		COMPLETION		WORKFORCE ALIGNMENT	
	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	<i>(for discussion)</i>		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	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	Develop an expanded standard of affordability by the end of 2021	Expand shared services	Structure awards to facilitate completion and transfer	Ensure systemwide institutional supports for student mental health and campus safety	Increase higher ed participation rate of adults with/without a high school diploma	Increase student participation in work-based learning
		Increase stackability of credentials from technical colleges to degree-granting institutions	Merge System policies and align data and measures, as appropriate	Simplify institutional admissions processes	Support institutions in diversifying faculty and staff. Expand Utah's pipeline of diverse K-12 educators.	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.	Increase awarding of credit for prior learning	Expand supportive entry-level education practices	Ensure students are meaningfully informed on the value and ROI of higher ed	Increase participation in training leading to wage and employment progression
			Streamline presidential evaluation and (R&R) processes			Evaluate and prioritize state student financial aid	Build and maintain legislative support				

# SYSTEM UNIFICATION

# SYSTEM UNIFICATION

Develop, strengthen, and leverage a seamless and articulated system of higher education

*(For discussion)*

## Align programs with institutional roles

## Increase stackability of credentials from technical colleges to degree-granting institutions

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.
Explore tiered tuition structure tied to institutional roles.	

DEGREE-GRANTING	TECHNICAL
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.
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.

PRIORITY  
BOARD'S ROLE  
GOAL

STRATEGY  
TACTIC

# SYSTEM UNIFICATION

Develop, strengthen, and leverage a seamless and articulated system of higher education

*(For discussion)*

Merge System policies and align data and measures, as appropriate

Train boards of trustees on delegated responsibilities

Streamline presidential evaluation and (R&R) processes.

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

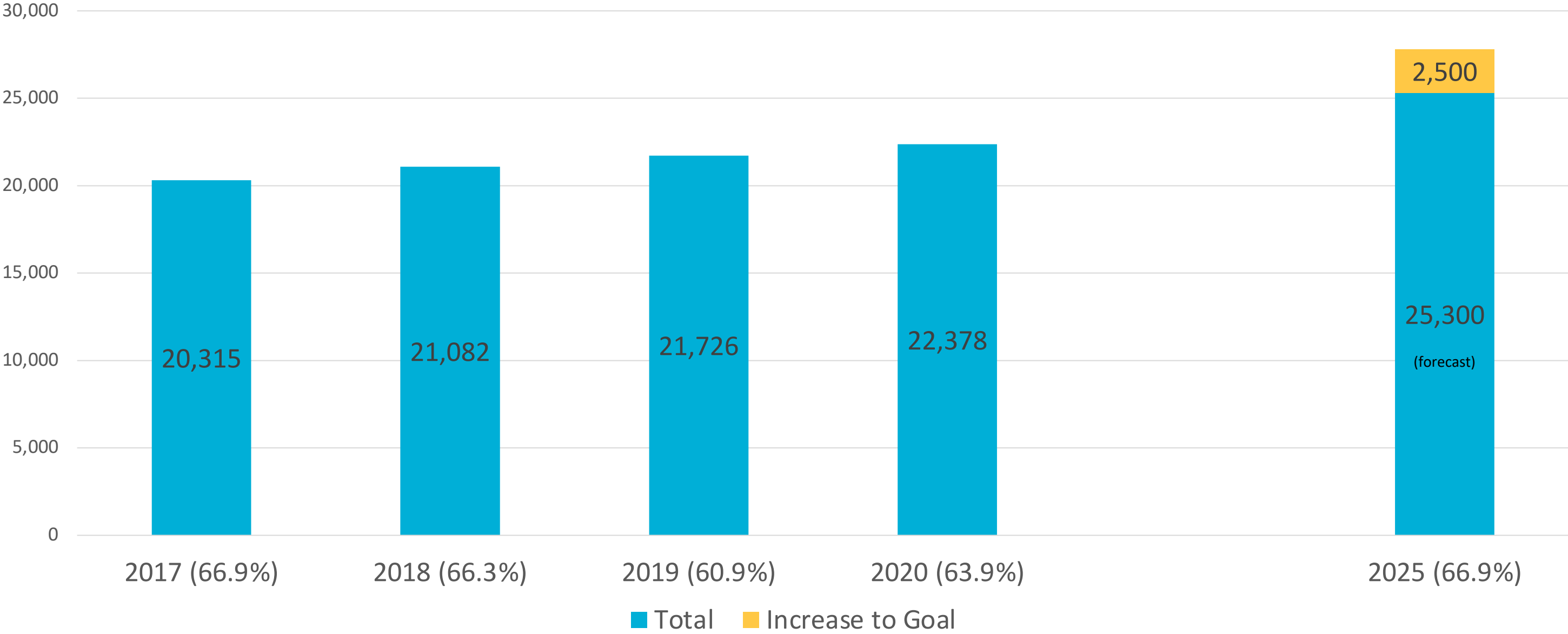
DEGREE-GRANTING	TECHNICAL
Train boards of trustees on program approval process, tuition processes, equity, diversity, and inclusion, etc. Develop ongoing training for trustees.	Train boards of trustees on program approval process, equity, diversity, and inclusion, etc. Develop ongoing training for trustees.

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.

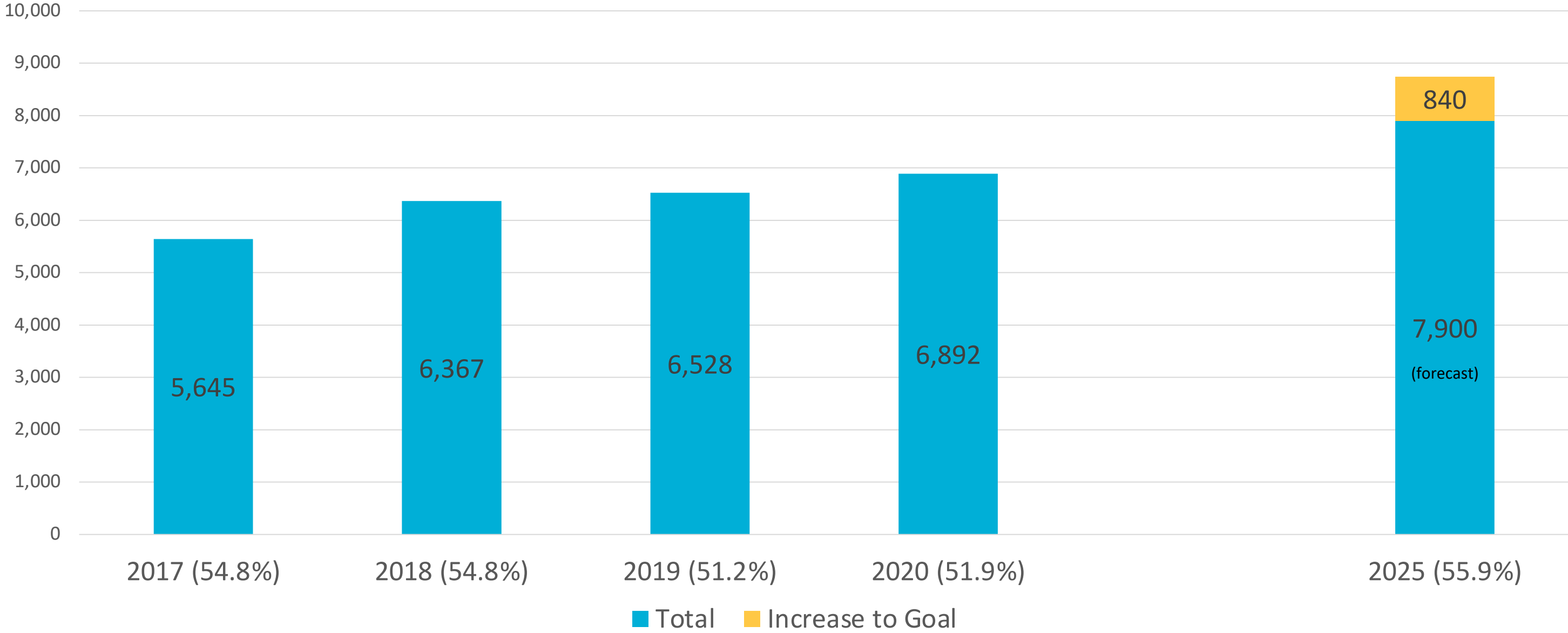
PRIORITY  
BOARD'S ROLE  
GOAL  
STRATEGY  
TACTIC

**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



\*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.

PRIORITY

# ACCESS

BOARD'S

ROLE

Remove structural barriers to entry

GOAL

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.

STRATEGY

Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher ed pathways

Simplify institutional admissions processes

TACTIC

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.
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.
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	

DEGREE-GRANTING	TECHNICAL
Consider a USHE common admissions and scholarship application, and acceptance letter.	Consider a USHE common technical education admissions and scholarship application, and acceptance letter.
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.



PRIORITY

# ACCESS

BOARD'S

ROLE

Remove structural barriers to entry

GOAL

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.

STRATEGY

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

TACTIC

## 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.

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.

## DEGREE-GRANTING

## TECHNICAL

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.

Partner with USBE to support efforts to diversify the K-12 educator workforce through T.H. Bell Scholarship funding and other collaborative efforts.

**AFFORDABILITY**

# AFFORDABILITY

Remove structural barriers to affordability

Increase student ability to pay cost of attendance.

Develop an expanded standard of affordability by the end of 2021.

Increase completion of the Free Application for Federal Student Aid (FAFSA).

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).
Explore FAFSA requirement for state and degree-granting institutional scholarships	Explore FAFSA requirement for state and tech college scholarships
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.

Evaluate and prioritize state student financial aid

DEGREE-GRANTING	TECHNICAL
Review policy, statute, and procedures on waivers. Identify how waivers are being used at each institution. Identify all aid opportunities.	Identify all aid opportunities.
Develop policy and implement of new scholarship programs (Adult Learner Grant Program and Opportunity Scholarship)	Develop policy of new scholarship programs.
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.

Build and maintain legislative support

DEGREE-GRANTING	TECHNICAL
Leverage Concurrent Enrollment for high school students to reduce student cost	Leverage free tech ed tuition for high school students to reduce student cost
Advocate for full legislative funding of compensation	

# 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

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.

## TECHNICAL

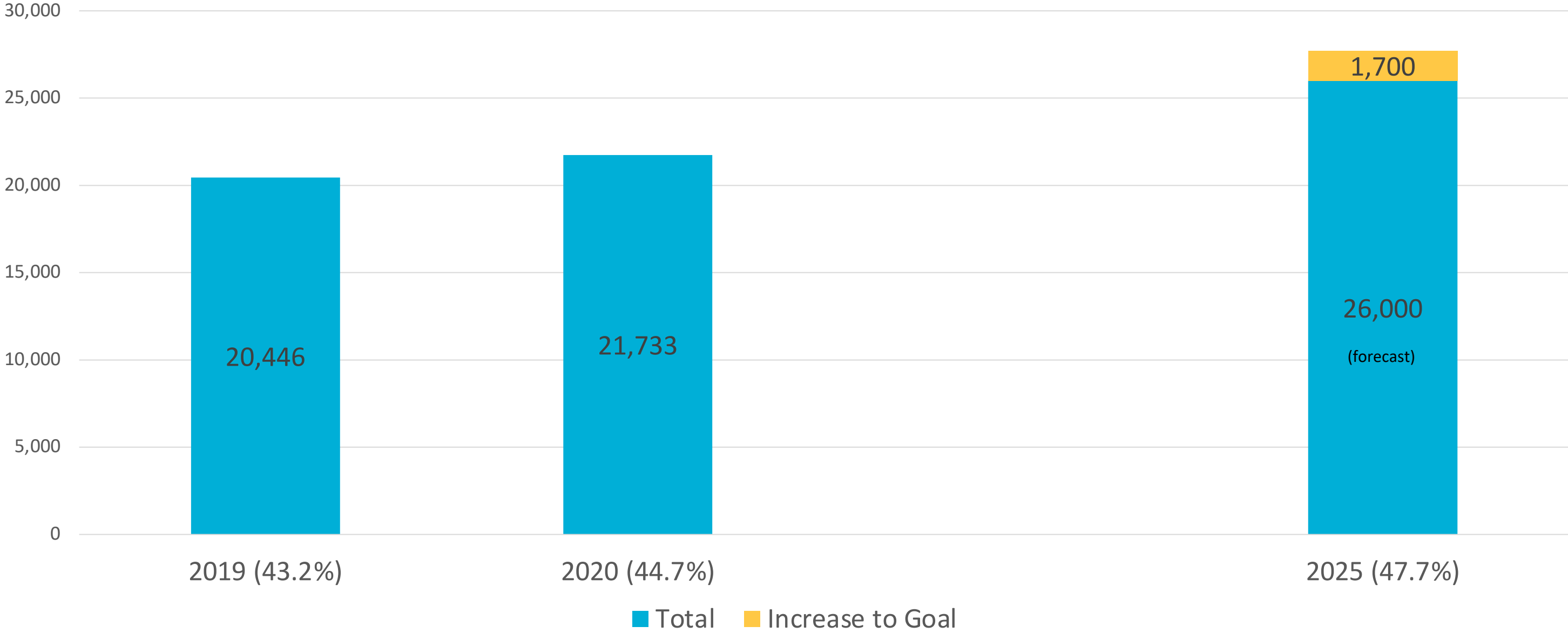
Study shared services in the System. Board reviews recommendations from the study.

Create implementation plan for shared services. Create policy to have cost savings realized from shared services used for student aid.

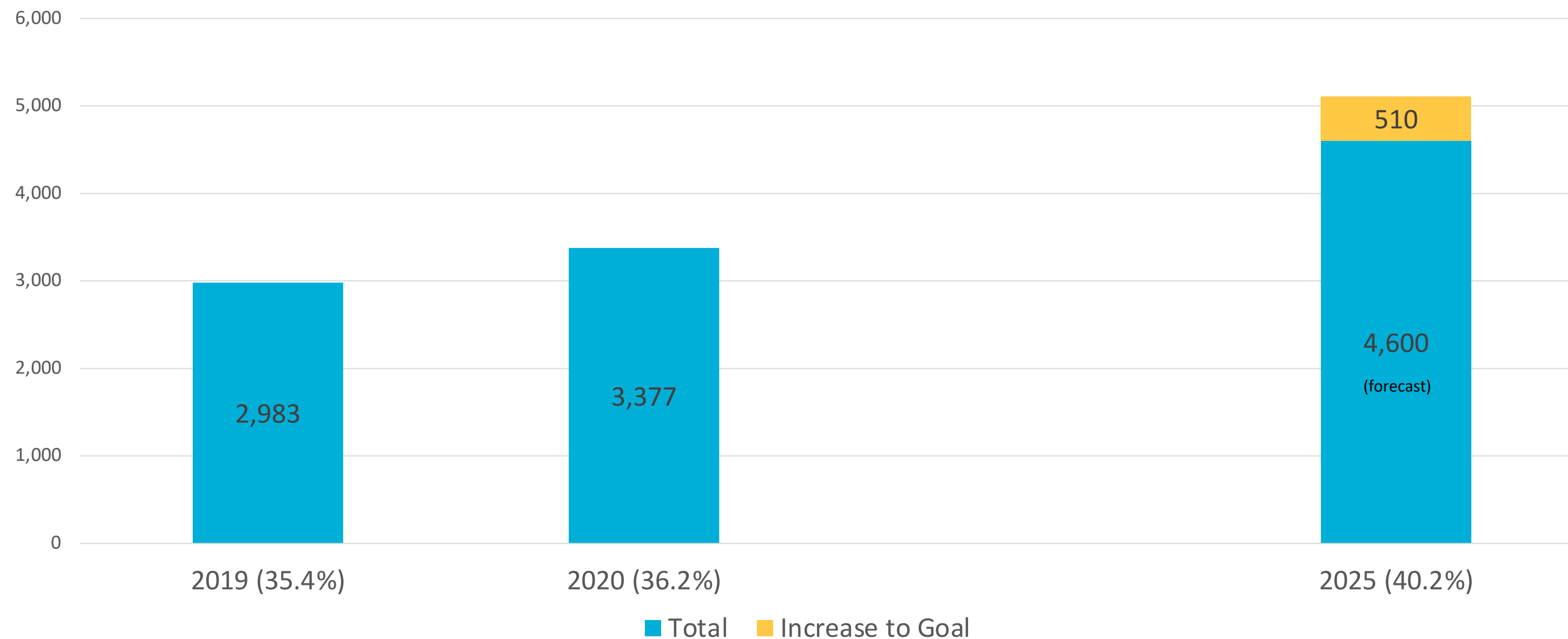
PRIORITY  
BOARD'S ROLE  
GOAL  
STRATEGY  
TACTIC

**COMPLETION**

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



# Timely Completion Goal: Underrepresented\* Student Program Completion at 150% of Expected Time



*\*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

Remove structural barriers to graduation

Increase timely completion of degrees and awards by 3% in 5 years.  
 Increase the timely completion of underrepresented students by 4% in 5 years.

Structure awards to facilitate completion and transfer

Increase awarding of credit for prior learning

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 Policy R470 to embed equity, diversity, and inclusion in General Education essential learning outcomes.	Embed equity, diversity, and inclusion in foundational training requirements.		
		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.

PRIORITY  
 BOARD'S ROLE  
 GOAL  
 STRATEGY  
 TACTIC



# COMPLETION

Remove structural barriers to graduation

Increase timely completion of degrees and awards by 3% in 5 years.  
 Increase the timely completion of underrepresented students by 4% in 5 years.

Ensure systemwide institutional supports for student mental health and campus safety

Expand supportive entry level education practices

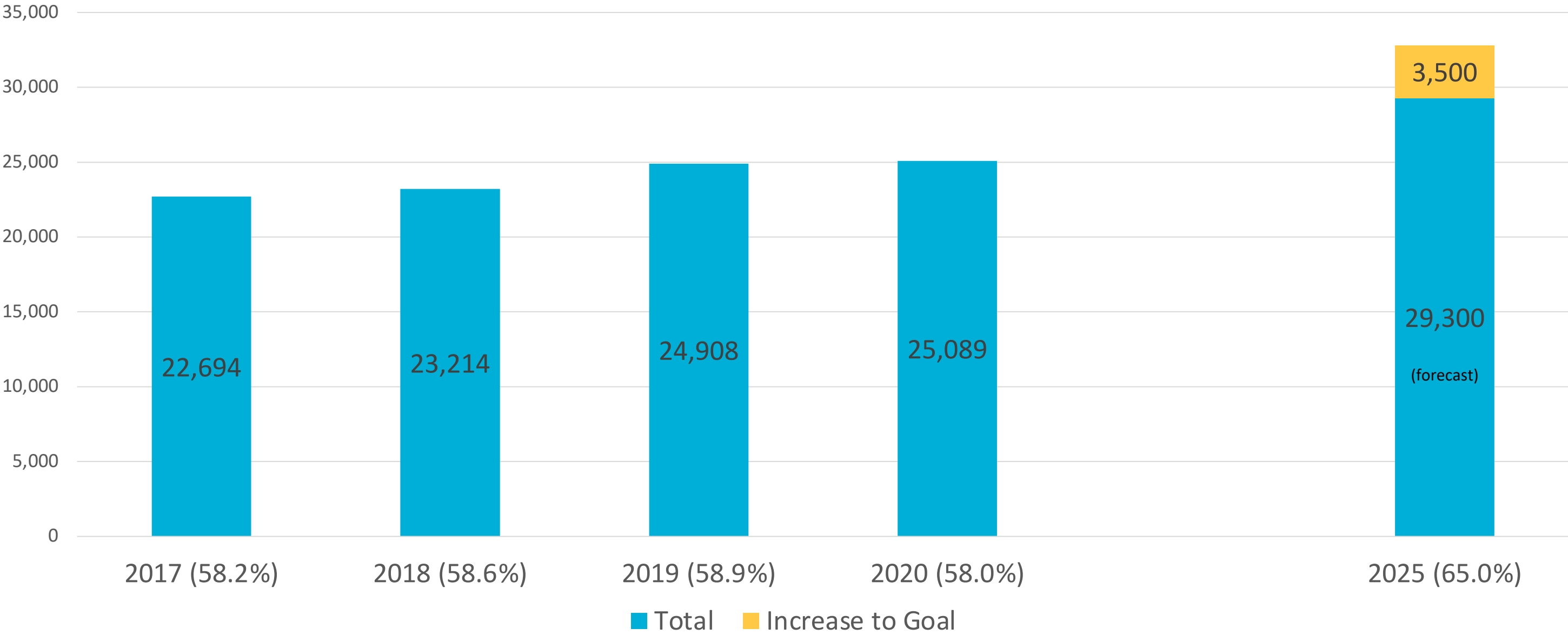
DEGREE-GRANTING	TECHNICAL
Continue partnering with JED Campus at degree-granting institutions. Receive recommendations after completion of institution assessments.	Implement JED Campus at technical colleges. Receive recommendations after completion of institutional assessments.
Analyze Cicero campus 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.

DEGREE-GRANTING	TECHNICAL
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.

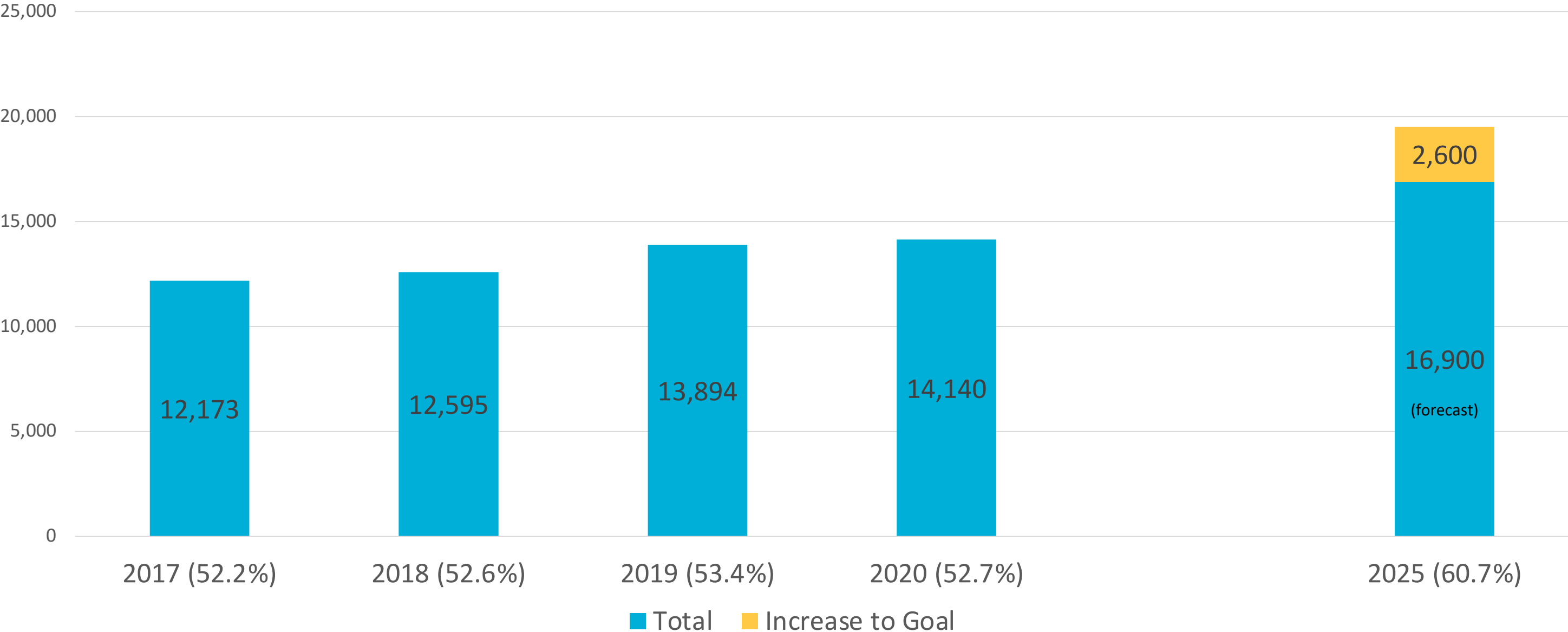
PRIORITY  
 BOARD'S ROLE  
 GOAL  
 STRATEGY  
 TACTIC

# 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



\*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
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.
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.

DEGREE-GRANTING	TECHNICAL
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.
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.).

PRIORITY  
 BOARD'S ROLE  
 GOAL  
 STRATEGY  
 TACTIC

# 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 student participation in work-based learning

Increase participation in training leading to wage and employment progression

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.
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.
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

DEGREE-GRANTING	TECHNICAL
Engage employers to strengthen the connection between degrees and employment options.	Engage employers to strengthen the connection between certificates and employment options.
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.
Refine policy to ensure workforce training is equity-minded, supported by data, and reflect institutional roles.	

PRIORITY  
 BOARD'S ROLE  
 GOAL  
 STRATEGY  
 TACTIC

**NEXT STEPS**

# Next Steps



**April 2021**

- External stakeholders
- 16: Board committees

**May 2021**

- Board of Higher Education for consideration