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 HIGHER EDUCATION
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
**Priorities and Goals**

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

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

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

**Measurement**

- **Access**:
  - # Utah students attending postsecondary institution within three years of graduation
  - # Utah students in high school graduating class

- **Completion**:
  - # students who complete program within 150% of expected time
  - # of students in year cohort

- **Workforce Alignment**:
  - # students who complete a high-demand, high-wage program
  - # students who complete a program
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
<table>
<thead>
<tr>
<th>BOARD'S ROLE</th>
<th>GOAL</th>
<th>STRATEGY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SYSTEM UNIFICATION</strong></td>
<td>Remove structural barriers to entry</td>
<td>Align programs with institutional roles</td>
</tr>
<tr>
<td><strong>ACCESS</strong></td>
<td>Remove structural barriers to affordability</td>
<td>Train boards of trustees on delegated responsibilities</td>
</tr>
<tr>
<td><strong>AFFORDABILITY</strong></td>
<td>Increase student ability to pay cost of attendance.</td>
<td>Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher ed pathways</td>
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<td><strong>COMPLETION</strong></td>
<td>Increase timely completion of degrees and awards by 3% in 5 years.</td>
<td>Structure awards to facilitate completion and transfer</td>
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<tr>
<td><strong>WORKFORCE ALIGNMENT</strong></td>
<td>Increase availability and stackability of high-demand, high-wage programs</td>
<td>Increase student ability to pay cost of attendance.</td>
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</table>

**System Unification**
- Develop, strengthen, and leverage a seamless and articulated system of higher education

**Access**
- Remove structural barriers to entry
- 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

**Affordability**
- Remove structural barriers to affordability
- Increase student ability to pay cost of attendance
- Ensure institutional cost of attendance remains within the standard of affordability year over year

**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

**Workforce Alignment**
- Increase availability and stackability of high-demand, high-wage programs
SYSTEM UNIFICATION
## SYSTEM UNIFICATION

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

### (For discussion)

#### Align programs with institutional roles

<table>
<thead>
<tr>
<th>DEGREE-GRANTING</th>
<th>TECHNICAL</th>
</tr>
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<tbody>
<tr>
<td>Study current program offerings across degree-granting institutions to ensure fit with institutional roles.</td>
<td>Study current program offerings across technical colleges to ensure fit with institutional role.</td>
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</tbody>
</table>

Explore tiered tuition structure tied to institutional roles.

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

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<tr>
<td>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.</td>
<td>Review policy governing award types across technical 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.</td>
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</tbody>
</table>

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.
SYSTEM UNIFICATION

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

(For discussion)

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<tr>
<td>Review policies to ensure alignment between tech colleges and degree-granting institutions. Regularly review System policies to ensure they are equity-focused.</td>
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</tr>
<tr>
<td>Align data and measurements between tech colleges and degree-granting institutions, when appropriate</td>
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<tr>
<td>Train boards of trustees on program approval process, tuition processes, equity, diversity, and inclusion, etc. Develop ongoing training for trustees.</td>
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<td>Support presidents in meeting expectations of the Board, including incorporating equity, diversity, and inclusion in evaluations and R&amp;R.</td>
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ACCESS
Access Goal: All High School Graduates, Three-Year College Going, USHE Institutions

- 2017 (66.9%)
- 2018 (66.3%)
- 2019 (60.9%)
- 2020 (63.9%)
- 2025 (66.9%)

Total
Increase to Goal

20,315
21,082
21,726
22,378
25,300

(2,500) (forecast)
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.
## 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.

### DEGREE-GRANTING

<table>
<thead>
<tr>
<th>Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher ed pathways</th>
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<td><strong>DEGREE-GRANTING</strong></td>
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<tr>
<td>Fund statewide expansion of the Utah College Advising Corps (UCAC). Evaluate program data to determine efficacy and best practices.</td>
</tr>
<tr>
<td>Facilitate collaboration among college access partners such as UCAC, TRIO, GEAR UP, AVID, Latinos in Action, USHE CE Directors, CTE directors, institutions, and advisors.</td>
</tr>
<tr>
<td>Partner with USBE on messaging and advising on advanced coursework options in K-12, including PRIME pilot implementation.</td>
</tr>
<tr>
<td>Pilot new CE College and Career Readiness course in partnership with access/multicultural student programs</td>
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</table>

### DEGREE-GRANTING

<table>
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<tr>
<th>Simplify institutional admissions processes</th>
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<tr>
<td>Consider a USHE common admissions and scholarship application, and acceptance letter.</td>
</tr>
<tr>
<td>Connect institutions to high school student data to improve access, particularly for underrepresented student populations. Analyze available data to determine more inclusive future measures.</td>
</tr>
</tbody>
</table>
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**

**Degree-Granting**
- 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.

**Technical**
- 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.

**Support institutions in diversifying faculty and staff. Expand Utah’s pipeline of diverse K-12 educators**

**Degree-Granting**
- 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.

**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.

- 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.

<table>
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<tr>
<td>Increase completion of the Free Application for Federal Student Aid (FAFSA).</td>
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</tbody>
</table>

### DEGREE-GRANTING

- Data analysis (demographics data). Study what other states are doing (audit).
- Explore FAFSA requirement for state and degree-granting institutional scholarships.
- Research creation of a simplified, pre-FAFSA form to indicate if participants may qualify for financial aid before filling out the full FAFSA.

### TECHNICAL

- Data analysis (demographics data). Study what other states are doing (audit).
- 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.

### DEGREE-GRANTING

- Review policy, statute, and procedures on waivers. Identify how waivers are being used at each institution. Identify all aid opportunities.
- Develop policy and implement of new scholarship programs (Adult Learner Grant Program and Opportunity Scholarship).
- Advocate for state scholarship support for undocumented students. Streamline statewide HB-144 affidavit process. Benchmark student participation in affidavits.

### TECHNICAL

- Identify all aid opportunities.
- Develop policy of new scholarship programs.
- Advocate for state scholarship support for undocumented students.

### DEGREE-GRANTING

- Leverage Concurrent Enrollment for high school students to reduce student cost.

### TECHNICAL

- Advocate for full legislative funding of compensation.
- Leverage free tech ed tuition for high school students to reduce student cost.
Develop a cost structure model to compare the cost of delivering degrees and awards for each USHE institution by the end of 2021.

<table>
<thead>
<tr>
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<tr>
<td>Study shared services in the System. Board reviews recommendations from the study.</td>
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</tr>
<tr>
<td>Create implementation plan for shared services. Create policy to have cost savings realized from shared services used for student aid.</td>
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</tr>
</tbody>
</table>
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

Total Increase to Goal (forecast): 1,700
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

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<tbody>
<tr>
<td>Update policy to structure certificate to associate to bachelor’s pathways, appropriate to discipline.</td>
<td>Identify programs that have the potential for pathway agreements.</td>
</tr>
<tr>
<td>Conduct transfer study to determine barriers to transfer.</td>
<td>Conduct transfer study to determine barriers to transfer.</td>
</tr>
<tr>
<td>Facilitate coordination among academic disciplines to align program structure to support transfer and completion, as appropriate.</td>
<td>Facilitate coordination among programs to align program structure to support transfer, as appropriate.</td>
</tr>
<tr>
<td>Update Policy R470 to embed equity, diversity, and inclusion in General Education essential learning outcomes.</td>
<td>Embed equity, diversity, and inclusion in foundational training requirements.</td>
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### Increase awarding of credit for prior learning

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<tr>
<td>Implement Policy R472, including institutional PLA reporting.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>Update the Utah Transfer Guide to include articulations from high school to technical colleges.</td>
</tr>
</tbody>
</table>
### 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

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<tbody>
<tr>
<td>Continue partnering with JED Campus at degree-granting institutions. Receive recommendations after completion of institution assessments.</td>
<td>Implement JED Campus at technical colleges. Receive recommendations after completion of institutional assessments.</td>
</tr>
<tr>
<td>Analyze Cicero campus safety study to determine next steps from a degree-granting institution perspective.</td>
<td>Analyze Cicero campus safety study to determine next steps on campus safety from a technical college perspective.</td>
</tr>
<tr>
<td>Develop baseline expectations for mental health/campus safety for degree-granting institutions. Support institutions in meeting baseline expectations. Facilitate collaboration on best practices.</td>
<td>Develop baseline expectations for mental health/campus safety for technical colleges. Support institutions in meeting baseline expectations. Facilitate collaboration on best practices.</td>
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### Expand supportive entry level education practices

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<tr>
<td>Refine policy to develop standards for placement, supportive instruction, corequisite remediation, and other models to support student entry into and success in introductory academic college-level coursework</td>
<td>Refine policy for supportive instruction offerings for students unable to meet minimum admission requirements, and implement corequisite and other models to support student entry into and success into technical programs.</td>
</tr>
</tbody>
</table>
WORKFORCE ALIGNMENT
High-Yield Award Goal: USHE Student Completions in Fields Aligned with High-Wage, High-Demand Occupations

- 2017: 22,694 (58.2%)
- 2018: 23,214 (58.6%)
- 2019: 24,908 (58.9%)
- 2020: 25,089 (58.0%)
- 2025 (forecast): 29,300 (65.0%)

Total Increase to Goal: 3,500
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

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<tr>
<td>Collaborate with stakeholders (DWS, USBE, UCAC) to support enrollment of adult learners in academic education.</td>
<td>Collaborate with stakeholders (DWS, USBE, UCAC) to support the enrollment of adult learners in technical education.</td>
</tr>
<tr>
<td>Increase adult learner awareness of scholarships and other aid for degrees via Keys to Success.</td>
<td>Increase adult learner awareness of scholarships and other aid for certificates via Keys to Success.</td>
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### Ensure students are meaningfully informed on the value and ROI of higher ed

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<td>Align existing resources (Programs &amp; 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.</td>
<td>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.</td>
</tr>
<tr>
<td>Advocate for statewide marketing campaign. Focus on the unique needs of adult learners (program flexibility, prior learning, funding, etc.).</td>
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## 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.

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

**GOAL**

**STRATEGY**

**TACTIC**

- 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.
- 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.
- Engage employers to strengthen the connection between degrees and employment options.
- Engage employers to strengthen the connection between certificates and employment options.
- 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.
NEXT STEPS
Next Steps

April 2021
• External stakeholders
• 16: Board committees

May 2021
• Board of Higher Education for consideration