Utah Board of Higher Education
Academic Education Committee
Student Affairs Committee
Joint Meeting
Friday, April 16, 2021

Academic Education Committee

10:00 AM – 10:20 AM	**Action Item: PLA Outsourcing** *Associate Commissioner Jessica Gilmore*	**TAB A**
10:20 AM – 10:30 AM	**Dixie State University's University College Proposal** *Associate Commissioner Julie Hartley*	**TAB B**
10:30 AM – 10:45 AM	**Institutional Roles and Missions Discussion** *Commissioner Woolstenhulme*	**TAB C**
10:45 AM – 11:00 AM	**Transfer Council Update** *Nina Barnes* *Candyce Damron* *Dr. Ann Darling, University of Utah* *Dr. Eric Amsel, Weber State University*	**TAB D**

Joint Meeting: Academic Education Committee and Student Affairs Committee

11:00 AM – 12:50 PM	**Strategic Plan Discussion Items**	**TAB A**
11:00 AM – 11:10 AM	**Concurrent Enrollment** *Julie Hartley, Associate Commissioner for Academic Education* *Cyd Grua, Director of Concurrent Enrollment*	
11:10 AM – 11:30 AM	**Action Item: R262 Students Safety** *Spencer Jenkins, USHE Chief Student Affairs Officer* *Chief Blair Barfuss, Dixie State University*	**TAB B**
11:30 AM – 11:35 AM	**Update: Mental Health** *Candyce Damron* *Jera Bailey*	
11:35 AM – 11:55 AM	**Update: Basic Needs** *Chuck Lepper, Vice President for Student Affairs & Enrollment Management, SLCC* *Monica Schwenk, Vice President for Student Services, OWTECH* *Brett Perozzi, Vice President for Student Affairs, WSU*	

11:55 AM – 12:15 PM   **Update: Staff/Faculty Recruitment and Hiring**
Dr. Clifton Sanders, Provost, Salt Lake Community College
Dr. Wayne Vaught, Provost, Utah Valley University

12:15 PM -12:30 PM   **Update: Streamlined Admissions/Common Application**
Spencer Jenkins, USHE Chief Student Affairs Officer

12:30 PM – 12:50 PM   **Update: Strategic Plan Strategies Prioritization**
Melanie Heath, Assistant Commissioner of Strategic Initiatives

Student Affairs Committee

12:50 PM – 1:05 PM   **Policy Revisions to State Scholarship Programs**   **TAB A**
Cassidy Stortz, USHE Access and Scholarship Manager

1:05 PM- 1:20 PM   **Utah College Access Advisors Expansion**   **TAB B**
Melanie Heath, Assistant Commissioner of Strategic Initiatives
Nicole Batt, Assistant Dean, Office of Engagement and Executive
Director, Utah College Advising Corps

1:20 PM – 1:40 PM   **Update: Humanizing the Equity Lens Framework**
Laís Martinez, Special Assistant to the Commissioner-EDI
Adrienne Andrews, Chief Diversity Officer, Weber State University
Kyle Reyes, Vice President of Student Affairs, Utah Valley University

UTAH SYSTEM OF HIGHER EDUCATION

April 16, 2021

Prior Learning Assessment Partnership Proposal

The Innovation Task Force Work Group on Prior Learning Assessment has recommended the following pilot process to increase opportunities for students not currently engaged in the Utah System of Higher Education to obtain college course equivalencies through exams and portfolio assessment options.

The Board of Higher Education adopted an updated PLA policy in January of 2021 which increased the opportunities by which USHE colleges can award credit leveraging well-respected exam systems like AP, CLEP, and others. Critical to the acceptance of credit is that credit awarded be standardized across the System. Faculty are the designated group to review curriculum and identify equivalencies.

USHE will leverage the existing major committees to evaluate new PLA opportunities using the below pilot process. The major committees are empowered to identify potential equivalencies or to exclude specific exams which do not meet course equivalencies.

Suggested Pilot Courses			
StraighterLine Course **$25 per exam or $149/month membership**	**Excelsior College Exams** **$110 - $500 per exam**	**Thomas Edison State College Examination Program (TECEP)** **$50 - $75 per exam**	**USHE Potential Equivalent**
POLS 101 – American Government	POL 170 – Political Science	World History from 1600 to Present (HIS-126-TE) Introduction to Political Science (POS-101-TE)Introduction to Comparative Politics (POS-282-TE)	POLS 1100 – American National Government
PHIL 101 – Introduction to Philosophy	PHI 101 – Introduction to Philosophy	Introduction To Critical Reasoning (PHI-130-TE)	PHIL 1000 – Introduction to Philosophy

PSY 101 – Introduction to Psychology	PSY 101 – Introduction to Psychology	Abnormal Psychology (PSY-350-TE)	PSY 1010 – General Psychology

Pilot Process:
- USHE request full content/outcomes and test out exam for each pilot class review from StraighterLine, Excelsior College Exams, and Thomas Edison State College Exams
- USHE convene chairs of the major committees for political science, philosophy, psychology, and sociology and share pilot process and potential outcomes
- USHE request major committee chairs meet with their committee on Zoom to outline the process for content review
- Major committees agree on exam/course & USHE course equivalencies
- Major committee review test-out exam and agree on equivalencies
- Return evaluation decisions to the Commissioner's office
- USHE adds course equivalencies and test-out exam equivalencies to PLA web page: https://ushe.edu/initiatives/prior-learning-assessment/
- USHE identifies the next set of courses to be reviewed by major committees and begins the review process again using the same process

Subsequently to this initial review of courses, USHE will convene a working group made up of members of the major committees to investigate systemwide membership with CAEL. CAEL offers services for portfolio evaluation enabling an extension of the service to students without great investment from campuses. Critical to this conversation will be understanding the quality of reviews and involving faculty in the decision-making process, much like the pilot process proposed above.

Commissioner's Recommendation

The Commissioner has reviewed this action item and does not have a recommendation.

PLA Partnerships Proposal

The Innovation Task Force Work Group on Prior Learning Assessment has recommended the following pilot process to increase opportunities for students not currently engaged in the Utah System of Higher Education to obtain college course equivalencies through exams and portfolio assessment options. The Board of Higher Education adopted an updated PLA policy in January of 2021, which increased the opportunities by which USHE colleges can award credit leveraging well-respected exam systems like AP, CLEP, and others. Critical to the acceptance of credit is that credit awarded be standardized across the System. Faculty are the designated group to review curriculum and identify equivalencies. USHE will leverage the existing major committees to evaluate new PLA opportunities using the below pilot process. The major committees are empowered to identify potential equivalencies or to exclude specific exams, which do not meet course equivalencies.

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PHIL 101 – Introduction to Philosophy	PHI 101 – Introduction to Philosophy	Introduction To Critical Reasoning (PHI-130-TE)	PHIL 1000 – Introduction to Philosophy

PSY 101 – Introduction to Psychology	PSY 101 – Introduction to Psychology	Abnormal Psychology (PSY-350-TE)	PSY 1010 – General Psychology
SOC 101 – Introduction to Sociology	SOC 105 – Introduction to Sociology	Introduction to Sociology (SOC-101-TE)	SOC 1010 – Introduction to Sociology

Pilot Process:

- USHE request full content/outcomes and test out exam for each pilot class review from StraighterLine, Excelsior College Exams & Thomas Edison State College Exams
- USHE convene chairs of the major committees for political science, philosophy, psychology, & sociology and share pilot process and potential outcomes
- USHE request major committee chairs meet with their committee on Zoom to outline the process for content review
- Major committees agree on Exam/Course & USHE Course equivalencies
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Subsequently to this initial review of courses, USHE will convene a working group made up of members of the major committees to investigate systemwide membership with CAEL. CAEL offers services for portfolio evaluation enabling an extension of the service to students without great investment from campuses. Critical to this conversation will be understanding the quality of reviews and involving faculty in the decision-making process, much like the pilot process proposed above.

April 16, 2021

Dixie State University: University College Proposal

Utah Code 53B-16-102(4)(a) requires the Utah Board of Higher Education to provide approval when an institution establishes a new branch, extension center, college, or professional school. Board Policy R401-3.9 defines a college or professional school as an "academic unit… that is headed by an academic dean." Dixie State University has requested approval to establish a new University College under the general direction of the provost and under direct leadership of an associate provost, a position equal to or higher than an academic dean. Through direction of statute and Board policy, this request is being channeled through the Board approval process and is hereby brought to the Academic Education Committee for consideration.

The university college concept is found within institutions in the United States and in many parts of the world. University colleges are often units within an institution. Specific roles for university colleges can vary, but providing support that enables student success is a common role. This is the approach Dixie State University seeks to address with its university college proposal.

Dixie State University's mission calls for the institution to serve students who choose to pursue certificates and associate and bachelor's degrees. This requires the university to distinguish among students who have chosen and are prepared to pursue a bachelor's degree and students who are either undecided, plan to transfer, or are not yet prepared for the rigor of a four-year program. The institution has seen a noticeable number of students struggle who are not yet ready for college-level work. Through the University College, the institution intends to change this trajectory. The University College will:

- Provide focused advisement to students who have not declared a major
- Engage Career Services to help students review interests and choose a major
- Provide tutoring and supplemental instruction to students who are in need of preparatory skills within English and math
- Provide support to faculty, administrators, and staff to help students be successful

It is anticipated the University College will be instrumental in assisting the institution to increase retention of incoming freshmen. By having a clear knowledge of entering students' abilities, faculty, advisors, and administrators can work more successfully to help students achieve educational and career goals.

This new unit comports well with the institution's mission for open enrollment and toward fulfillment of its community college role as described in Board Policy R312-4.2. The new college will provide a focused and visible way for the institution to advance and strengthen lower-division courses and programs, to serve non-traditional students and students from diverse backgrounds, and to provide services and systems for students who need direct and focused support. The new college will enable these important aspects of the institution to remain viable as it continues to advance its overall mission of a regional university. The additional costs to run the new college are projected to be less than $66,000 by the third year, with funds projected to come from appropriations and tuition.

The proposal was presented to the chief academic officers for peer review. Comments were received from Utah State University, Weber State University, Southern Utah University, and Salt Lake Community College. Comments expressed support for the University College with no concerns raised.

Commissioner's Recommendation

The Commissioner recommends the Academic Education Committee advance Dixie State University's University College proposal to the full Board for approval.

Attachment:

Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template

Institution Submitting Request: Dixie State University

Proposed Program Title: University College

Are There New Emphases: Yes ☐ No ☒

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: New College

Sponsoring Academic Department(s) or Unit(s):

Classification of Instructional Program Code[1] :

Min/Max Credit Hours Required of Full Program: /

Proposed Beginning Term[2]:   Fall   2021

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

☐	(AAS)	Associate of Applied Science Degree
☐	(AA)	Associate of Arts Degree
☐	(AS)	Associate of Science Degree
☐		Specialized Associate Degree (specify award type[3]:)
☐		Other (specify award type[3]:)
☐	(BA)	Bachelor of Arts Degree
☐	(BS)	Bachelor of Science Degree
☐	(BAS)	Bachelor of Applied Science Degree
☐		Specialized Bachelor Degree (specify award type[3]:)
☐		Other (specify award type[3]:)
☐	(MA)	Master of Arts Degree
☐	(MS)	Master of Science Degree
☐		Specialized Master Degree (specify award type[3]:)
☐		Other (specify award type[3]:)
☐		Doctoral Degree (specify award type[3]:)
☐		K-12 School Personnel Program
☐		Out of Service Area Delivery Program ☐ Attached MOU
☐		Out of Mission Program
☐		NEW Professional School

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[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

[2] "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

[3] Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Changes to Existing Programs or Administrative Units Required (check all that apply, if any):

☐	Program Restructure with or without Consolidation
☐	Emphases transfer from another program or academic unit
☐	Name Change of Existing Program or Academic Unit
☐	Program transfer to a different academic unit
☐	Suspension or discontinuation of a unit or program
☐	Reinstatement of a previously suspended/discontinued program or administrative unit
☒	Other

Describe Above Changes

This proposal is seeking approval for a new college at DSU that will serve lower division students as part of our dual mission responsibilities.

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Michael Lacourse   Date: January 21, 2021

☒   I understand that checking this box constitutes my legal signature.

Utah System of Higher Education
Program Description - Full Template

Section I: The Request

Dixie State University requests approval to offer the following undefined and undefined degree(s): University College effective Fall 2021. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description
Present a complete, formal program description.

Dixie State University is a dual mission institution seeking to blend the openness and vocational programs of a community college within the ecosystem of a four-year institution. The proposed University College will orchestrate the interactions between the two and will oversee the lower division pathways and services for students as they negotiate their educational goals. The University College will be led by a dean and will house the AA/AS in General Studies, the General Education Program, the University Advisement Center, and the Trailblazer Connections and Career courses. University College will provide an opportunity for student success through curricular and co-curricular offerings, academic and student services, and advisement.

Consistency with Institutional Mission
Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policyr312) or, for "out of mission" program requests, the rationale for the request.

In Dixie State University's 2025 strategic plan, open and inclusive education are part of our mission. To better serve students and this mission, the University College will offer intrusive advisement, tutoring for those students who are in remedial English and Math and offer the START Scholars Academy.

With our open enrollment at DSU, our goal is to have a higher retention for those students who are admitted with an index score below a 50 and a high school GPA below a 3.0.

Section III: Needs Assessment

Program Rationale
Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The university currently has a dual mission to serve those students who choose to pursue an AA/AS/AAS degree as well as a Baccalaureate degree. This will allow the university to distinguish among those students who have chosen and are prepared to pursue a baccalaureate degree and those who are either undecided, plan to transfer, or are not yet prepared for the rigor of a four year degree.

In past years, students who were below 50 index score, did not receive the focused attention to achieve their maximum potential. Students between a 45-50 index had a fall to fall retention rate of 40% and those who fell below the 45 index were at 36%. These low retention rates indicate the need for a more focused intervention to help these students achieve success. In addition, many of these freshmen and sophomores were declared majors and were not recognized as such, therefore, never made it to upper division courses. The University College intends to change this trajectory.

The benefits of the University College include;
-Provide those students who are undeclared but exploring possible majors with intrusive advisement & career coaching
-Engage Career Services to help students review their interests and choose a major
-Provide tutoring and supplemental instruction to those students who are in need of preparatory skills within English and Math

Overall, our goal as an institution is to raise our fall to fall retention for all incoming freshmen to 65%. Having a clear knowledge of entering students' abilities, faculty, advisors and administrators can work more successfully toward helping our students achieve their educational & career goals.

University College will provide faculty, administrators and staff this guidance and information to help students be successful.

Labor Market Demand
Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).
n/a

Student Demand
Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.
n/a

Similar Programs
Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Utah Valley University currently has a University College. Taken from their webpage; University College serves a unique role and mission within Utah Valley University. Based on a national model, the name University College signifies opportunity for student success through curricular and co-curricular offerings, academic services, and innovative programs. University College welcomes students at present levels of academic achievement and challenges them with higher expectations. The programs and departments of Literacies and Composition, Student Leadership & Success Studies, Developmental Mathematics, English Language Learning, Academic Standards, Writing Center, Academic Tutoring, Math Lab, and the University College Advisement Center, promote interdisciplinary partnerships as students transition into university academics.

Collaboration with and Impact on Other USHE Institutions
Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/ . Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.
n/a

External Review and Accreditation
Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

n/a

Section IV: Program Details

Graduation Standards and Number of Credits
Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

n/a

Admission Requirements
List admission requirements specific to the proposed program.

n/a

Curriculum and Degree Map
Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness
How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The institution will not need any structural change.

Faculty
Describe faculty development activities that will support this program. Will existing faculty/instructions, including teaching/ graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

Faculty will be affiliates and not assigned to University College. Faculty are aware of our students who are in need of preparatory coursework. However, support, training and sharing information will be pertinent.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

To have an intrusive advisement model and more support for our students, collapsing structured enrollment within the University Advisement Center will help with the advisor to student ratio. However, because of projected numbers, there may be a need for more academic advisors.

Student Advisement

Describe how students in the proposed program will be advised.

DSU has a University Advisement Center dedicated to all General Studies students. This will continue to be the model moving forward. Each advisor in the University Advisement Center will be connected to a college. Those students who have shown interest will be seen by the appropriate affiliated advisor to that specific college to keep the student on track as well as share information on news within the college.

A policy will be added to have students declare their majors prior to completion of 60 credits earned.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

n/a

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The goals of University College is to retain more students year to year and to continue these students into our baccalaureate degree.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

University College will work with the Institutional Effectiveness Department to assess all students and their progress throughout each term.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
		General Education Courses (list specific courses if recommended for this program on Degree Map)			
				General Education Credit Hour Sub-Total	
		Required Courses			
+	−				
+	−				
+	−				
+	−				
+	−				
+	−				
+	−				
+	−				
+	−				
+	−				
				Required Course Credit Hour Sub-Total	
		Elective Courses			
+	−				
+	−				
+	−				
+	−				
+	−				
+	−				
+	−				
+	−				
+	−				
+	−				
				Elective Credit Hour Sub-Total	
				Core Curriculum Credit Hour Sub-Total	0

Program Curriculum Narrative
Describe any variable credits. You may also include additional curriculum information.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate				
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters				
Faculty: Part Time with Masters				
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants	/////////	/////////		
Staff: Full Time				
Staff: Part Time				

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	/////////	/////////			
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department						
# of Majors in Proposed Program(s)	///////					
# of Graduates from Department						
# Graduates in New Program(s)	///////					

Department Financial Data		Department Budget				
		Year 1	Year 2	Year 3		
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.						
Personnel (Faculty & Staff Salary & Benefits)	$91,429		$65,750	$65,750		
Operating Expenses (equipment, travel, resources)	$49,005					
Other:						
TOTAL PROGRAM EXPENSES	///////	$0	$65,750	$65,750		
TOTAL EXPENSES	$140,434	$140,434	$206,184	$206,184		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation	$77,239		$36,163	$36,163		
Grants and Contracts						
Special Fees						
Tuition	$63,195		$29,587	$29,587		
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	///////	$0	$65,750	$65,750		
TOTAL DEPARTMENT FUNDING	$140,434	$140,434	$206,184	$206,184		
Difference						
Funding - Expense	$0	$0	$0	$0		

Part II: Expense explanation

Expense Narrative
Describe expenses associated with the proposed program.
n/a

Part III: Describe funding sources

Revenue Narrative 1
Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.
n/a

Revenue Narrative 2
Describe new funding sources and plans to acquire the funds.
n/a

TAB C

INSTITUTIONAL ROLES AND MISSIONS

One of the Utah Board of Higher Education's core responsibilities is to "establish, approve, and oversee each institution's mission and role." The Legislature establishes basic categories of roles, and the Board expands and clarifies those roles through policy. The statutory and expanded policy roles are listed below, along with statutory definitions, each institution's mission, assigned service regions, and institutional partners.

Statutory Definitions
53B-1-101.5

Academic education means an educational program that is offered by a degree-granting institution. Academic education does not include technical education.

Career and technical education means an educational program that is designed to meet industry needs, leads to a certificate or a degree, and may qualify for funding under the Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act.

Degree-granting institution of higher education or **degree-granting institution** means an institution of higher education described in 53B-1-102(1)(a) as follows:

- The University of Utah
- Utah State University
- Weber State University
- Southern Utah University
- Snow College
- Dixie State University
- Utah Valley University
- Salt Lake Community College

Technical college means an institution of higher education 53B-1-102(1)(b) as follows:

- 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

Technical education means career and technical education that leads to an institutional certificate or is short-term training. Technical education does not include general education.

Roles and Missions

RESEARCH UNIVERSITY

Statutory Role (53B-16-101): Provide undergraduate, graduate, and research programs.

Policy Role ([R312](#)): A research university's role is to provide undergraduate, graduate and research programs and to discover, create, and transmit knowledge through academic programs at the undergraduate, graduate, and professional levels with an emphasis on teaching, research, and outreach. Articulation agreements allow students to seamlessly transfer within the system. The research institutions contribute to the quality of life and economic development at the local, state, and national levels. Many research efforts generate grants and contracts that also expand economic development. Research Universities have a responsibility to provide access to students from all parts of the state.

University of Utah

Mission ([R312](#)): The University of Utah fosters student success by preparing students from diverse backgrounds for lives of impact as leaders and citizens. We generate and share new knowledge, discoveries, and innovations, and we engage local and global communities to promote education, health, and quality of life. These contributions, in addition to responsible stewardship of our intellectual, physical, and financial resources, ensure the long-term success and viability of the institution.

Service Region ([R315](#)): Salt Lake County, Summit County (Park City Only)

Utah State University

Mission ([R312](#)): The mission of Utah State University is to be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement. Utah State University delivers associate's, bachelor's, master's and doctorate degrees throughout its state-wide system as well as credit and non-credit technical education in the Southeastern region of the state. The institution also has a robust non-credit continuing education program.

Service Region ([R315](#)): Cache, Rich, Box Elder, Duchesne, Uintah, Daggett, Tooele, Carbon, Emery, Grand, San Juan.

Technical College Partners ([53B-2a-112](#)): Bridgerland Technical College, Tooele Technical College, Uintah Basin Technical College

REGIONAL UNIVERSITY

Statutory Role ([53B-16-101](#)): Provide career and technical education, undergraduate associate and baccalaureate degrees, and select master's degree programs to fill regional demands.

Policy Role ([R312](#)): The regional university's role is to provide open-access academic and career and technical education, undergraduate associate and baccalaureate programs and select graduate degree programs to fill regional or state workforce demands. Career and Technical Education (CTE) programs are designed to meet workforce needs, lead to a certificate or degree, and include general education coursework. Articulation agreements allow students to transfer

seamlessly from institutions offering Technical Education to CTE and academic pathways. Regional universities emphasize teaching, scholarly, and creative achievements that complement pedagogy, learning, and community service. The institution is a leading contributor to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college.

Weber State University

Mission ([R312](#)): Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

Service Region ([R315](#)): Weber, Morgan, Davis

Technical College Partners ([53B-2a-112](#)): Davis Technical College, Ogden-Weber Technical College

Southern Utah University

Mission ([R312](#)): Southern Utah University is a dynamic teaching and learning community that engages students in experiential education leading to personal growth, civic responsibility, and professional excellence.

Service Region ([R315](#)): Iron, Garfield, Beaver

Technical College Partners ([53B-2a-112](#)): Southwest Technical College

Utah Valley University

Mission ([R312](#)): Utah Valley University is an integrated university and community college that educates every student for success in work and life through excellence in engaged teaching, services, and scholarship.

Service Region ([R315](#)): Utah, Wasatch, Summit (Concurrent Enrollment only within Park City)

Technical College Partners ([53B-2a-112](#)): Mountainland Technical College

Dixie State University

Mission ([R312](#)): Dixie State University is a public comprehensive university dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment and resources.

Service Region ([R315](#)): Washington, Kane

Technical College Partners ([53B-2a-112):](#) Dixie Technical College

COMPREHENSIVE COMMUNITY COLLEGE

Statutory Role (53B-16-101): Provide associate programs.

Policy Role ([R312](#)): The comprehensive community college's role is to provide affordable and open enrollment to community members, ensuring equitable access to higher education. Community colleges focus on teaching and applied learning environments, transmitting knowledge and skills which prepare students to enter the workforce or transfer seamlessly to stackable degree programs. Comprehensive community colleges provide education through:

- Academic and career and technical education culminating in certificates and associate degrees
- Developmental education
- Strong student services to support all functions

The institution emphasizes teaching, training, scholarly, professional, and creative achievement, and community service and contributes to the quality of life and economic development of the community and the state.

Snow College

Mission ([R312](#)): Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals.

Service Region ([R315](#)): Sanpete, Sevier, Wayne, Piute, Millard, Juab

Salt Lake Community College

Mission ([R312](#)): Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment.

Service Region ([R315](#)): Salt Lake for certificate, applied associate and associate degrees

DEGREE-GRANTING INSTITUTION WITH A TECHNICAL COLLEGE ROLE

Salt Lake Community College

Statutory Role (*[53B-16-209](#)*): Provide technical education with an emphasis primarily on open-entry, open-exit programs at low cost to adult students and no tuition cost to secondary students that will result in appropriate licensing, certification, or other evidence of completion of training, and qualification for specific employment, with an emphasis on high demand, high wage, and high skill jobs in business and industry.

Snow College

Statutory Role (*53B-16-205*): Provide, through the Snow College Richfield Campus, for open-entry, open-exit competency-based technical education programs, at a low cost tuition rate for adults and at no tuition cost to secondary students, that emphasize short-term job training or retraining for immediate placement in the job market.

Secondary Service Region: Juab School District, Millard School District, Tintic School District, North Sanpete School District, South Sanpete School District, Wayne School District, Piute School District, and Sevier School District

Utah State University

Statutory Role (*53B-16-207*): Provide for open-entry, open-exit competency-based technical education programs, at a low-cost tuition rate for adults and at no tuition cost to secondary students, that emphasize short-term job training or retraining for immediate placement in the job market

Secondary Service Region: For Utah State University Eastern, the Carbon School District and the Emery School District; for Utah State University Blanding, the San Juan School District; and for Utah State University Moab, the Grand School District.

TECHNICAL COLLEGE

Statutory Role (53B-16-101): Provide technical education.

Policy Role: Technical colleges meet the needs of Utah's employers for technically skilled workers and promote local and statewide economic development by providing market-driven technical education to secondary and post-secondary students. Programs lead to institutional certificates and industry credentials, where applicable, but do not include general education. Technical colleges deliver competency-based instruction, allowing students to progress quickly and affordably with recognition of prior education, skill, and experience. Articulation agreements are in place with secondary education partners to reduce the duplication of course work for students. Pathway agreements with post-secondary college and university partners also provide opportunities for students to progress in their education.

Only technical colleges or statutorily authorized institutions may provide technical education without authorization from the Board.

Bridgerland Technical College

Mission: The mission of the Bridgerland Technical College is to deliver competency-based, employer-guided career and technical education to both secondary and post-secondary

students through traditional and technology-enhanced methodologies. This hands-on technical education provides occupational education, skills training, and workforce development to support the educational and economic development of the Bear River Region.

Secondary Service Region (53B-2a-105): Box Elder, Cache, Logan, Rich

Regional Degree-granting Partner (53B-2a-112): Utah State University

Davis Technical College

Mission: We are a trusted learning community embracing technical education to promote student development and economic growth.

Secondary Service Region (53B-2a-105): Davis, Morgan

Regional Degree-granting Partner (53B-2a-112): Weber State University

Dixie Technical College

Mission: For students who want to improve their lives by improving their employability, Dixie Tech provides current, relevant industry-driven training in a professional and demanding environment, Dixie Tech certificates, and nationally recognized certifications or licensure, indicating competence and work readiness to potential employers.

Secondary Service Region (53B-2a-105): Washington

Regional Degree-granting Partner (53B-2a-112): Dixie State University

Mountainland Technical College

Mission: To enhance the employability of individuals through market-driven career and technical education.

Secondary Service Region (53B-2a-105): Alpine, Nebo, Provo, South Summit, North Summit, Wasatch, Park City

Regional Post-Secondary Partner (53B-2a-112): Utah Valley University

Ogden-Weber Technical College

Mission: We build a prosperous community by creating a technically-skilled workforce one student at a time.

Secondary Service Region (53B-2a-105): Ogden, Weber

Regional Degree-granting Partner (53B-2a-112): Weber State University

Southwest Technical College

Mission: Southwest Technical College provides education and job skill training through individualized competency-based programs in response to the needs of students, employers and the communities we serve.

Secondary Service Region ([53B-2a-105](#)): Beaver, Garfield, Iron, Kane

Regional Post-Secondary Partner ([53B-2a-112](#)): Southern Utah University

Tooele Technical College

Mission: The Tooele Technical College provides rewarding, competency-based, affordable, and accessible career preparation for youth and adults to meet the needs of Utah employers.

Secondary Service Region ([53B-2a-105](#)): Tooele

Regional Degree-granting Partner ([53B-2a-112](#)): Utah State University

Uintah Basin Technical College

Mission: Uintah Basin Technical College provides technical education and training for secondary and adult students, to fulfill labor market needs, and promote economic development in the Uintah Basin.

Secondary Service Region ([53B-2a-105](#)): Daggett, Duchesne, Uintah

Regional Degree-granting Partner ([53B-2a-112](#)): Utah State University

UTAH SYSTEM OF HIGHER EDUCATION

April 16, 2021

Board Transfer Council Update

General Education is a Critical Part of Associate and Bachelor's Degree Structure

As part of its examination of possible improvements to the structure of associate and bachelor's degrees, the Board Transfer Council asked the General Education Faculty Task Force to make recommendations on whether adjustments to USHE general education policy might help streamline transfer. The General Education Task Force is comprised of faculty representatives from the eight degree-granting institutions. Its co-chairs, Dr. Ann Darling of the University of Utah, who is also a member of the Board Transfer Council, and Dr. Eric Amsel of Weber State University, will provide an update to the Academic Education Committee on their preliminary work. The discussion will include a conversation on why general education is an important part of associate and bachelor's degrees, why general education must align with national best practices to ensure out-of-state transfer, the significance to transfer of the shared Core and Breadth categories of general education as outlined in USHE policy, and the importance to the Board's completion goals of examining student success and inclusive pedagogy in these introductory, required courses.

Commissioner's Recommendation

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

UTAH SYSTEM OF HIGHER EDUCATION

April 16, 2021

Discussion: Prioritization of Strategies within the Utah Board of Higher Education's Strategic Plan

The Utah Board of Higher Education is currently developing its five-year strategic plan. At the April Board committee meetings, the committees will discuss and prioritize the strategies within their focus area of the strategic plan. This will support the Commissioner's office in focusing resources and capacity to those strategies that are the top priority of the Board.

Each committee will prioritize strategies within their focus area[1] of the draft strategic plan:
1. Student Affairs Committee: Access
2. Finance and Facilities Committee: Affordability
3. Academic Education Committee: Completion
4. Technical Education Committee: Workforce Alignment

The committees will prioritize these strategies into three tiers:
1. Tier I: most important and most urgent
2. Tier II: important but less urgent
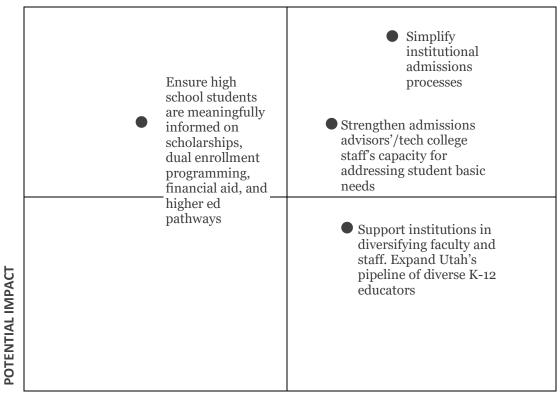3. Tier III: less important and less urgent

Feedback from the committee discussion will be integrated into the final draft of the strategic plan. The Board will consider adoption of the full strategic plan with prioritized strategies at its May 21, 2021, Board meeting.

2x2s

To inform the committee discussions, Commissioner's office staff have provided a rough approximation of the potential impact and degree of difficulty of each strategy within each priority area:

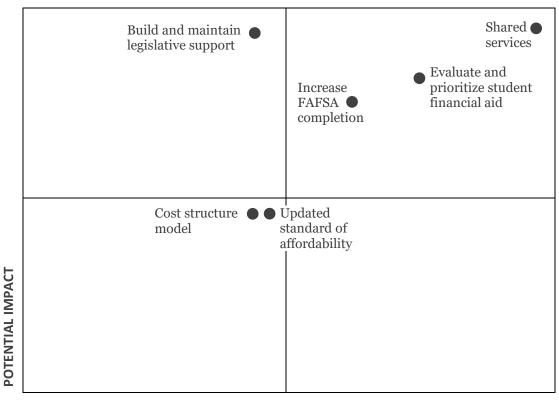---

[1] *Note: The Commissioner's office will present a draft prioritization of the strategies within the new "System Unification" category during the Committee of the Whole at the May 21, 2021, Board meeting for consideration by the full Board.*
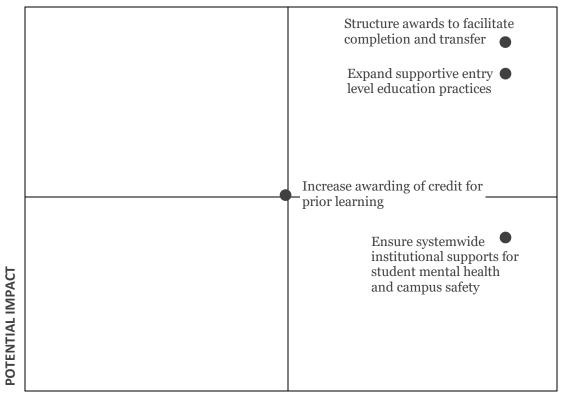
ACCESS (Student Affairs Committee)

POTENTIAL IMPACT

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

● Simplify institutional admissions processes

● 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 OF DIFFICULTY

AFFORDABILITY (Finance and Facilities Committee)

POTENTIAL IMPACT

Build and maintain legislative support ●

Shared ● services

Increase FAFSA ● completion

● Evaluate and prioritize student financial aid

Cost structure ● model

● Updated standard of affordability

DEGREE OF DIFFICULTY

COMPLETION (Academic Education Committee)

Structure awards to facilitate completion and transfer ●

Expand supportive entry level education practices ●

● Increase awarding of credit for prior learning

Ensure systemwide institutional supports for student mental health and campus safety ●

POTENTIAL IMPACT

DEGREE OF DIFFICULTY

WORKFORCE ALIGNMENT (Technical Education Committee)

● Increase student participation in work-based learning

Increase higher education participation rate of adults with/without a high school diploma ●

● Increase participation in training leading to wage and employment progression

● Ensure students are meaningfully informed about the value and ROI of higher education

POTENTIAL IMPACT

DEGREE OF DIFFICULTY

Background

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 are:

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 engaged in a robust discussion on progress thus far on the Board's draft strategic plan. Committee chairs and the Commissioner presented on their committee's assigned priority:

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

Commissioner's Recommendation

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

Attachment:

UTAH BOARD OF HIGHER EDUCATION STRATEGIC PLAN

DRAFT

April 2021

UTAH SYSTEM OF HIGHER EDUCATION

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

10 years

System Strategic Plan Goals

5 years

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

5 years

P

October 2020
- Board approval

BR **G** **S**

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

S **T**

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

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 and minimize duplication among institutions; Train boards of trustees on delegated responsibilities; Merge System policies and align data and measures, as appropriate; Increase stackability of credentials from technical colleges to degree-granting institutions; 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; Support institutions in diversifying faculty and staff. Expand Utah's pipeline of diverse K-12 educators.; Simplify institutional admissions processes	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
PRIORITY	

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

GOAL: *(For discussion)*

STRATEGY

Align programs with institutional roles and minimize duplication among institutions		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.

TACTIC

PRIORITY	**SYSTEM UNIFICATION**
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.
Explore tracking graduate placement in the workforce.	Explore tracking graduate placement in the workforce.

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

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	DEGREE-GRANTING	TECHNICAL
Fund statewide expansion of the Utah College Advising Corps (UCAC) to every high school in the state. Evaluate program data to determine efficacy and best practices.	Fund statewide expansion of the Utah College Advising Corps (UCAC) to every high school in the state. 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. Implement the Single Student Identifier systemwide. Analyze available data to determine more inclusive future measures.	Connect institutions to high school student data to improve access, particularly for underrepresented student populations. Implement the Single Student Identifier systemwide. 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
PRIORITY	

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**	**DEGREE-GRANTING**	**TECHNICAL**
	Provide additional training and resources for admissions officers to connect new students with health, transportation, housing, food, services for undocumented students, childcare, 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, childcare, 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 TH Bell Scholarship funding and other collaborative efforts.	

AFFORDABILITY

AFFORDABILITY

PRIORITY

BOARD'S ROLE: Remove structural barriers to affordability

GOAL: Increase student ability to pay cost of attendance.

STRATEGY

TACTIC

	Increase completion of the Free Application for Federal Student Aid (FAFSA)		Evaluate and prioritize state student financial aid		Build and maintain legislative support	
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.				
	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.	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 compensation	
	Partner with USBE to consider requiring FAFSA completion for high school graduation (with opt-out considerations) and common application.	Partner with USBE to consider requiring FAFSA completion for high school graduation (with opt-out considerations) and common application.	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.		

PRIORITY	**AFFORDABILITY**
BOARD'S ROLE	Remove structural barriers to affordability
GOAL	Ensure institutional cost of attendance remains within the standard of affordability year over year.

STRATEGY

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

TACTIC

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

		COMPLETION
PRIORITY	BOARD'S ROLE	COMPLETION

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

TACTIC

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.		

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**	**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.		

WORKFORCE ALIGNMENT

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

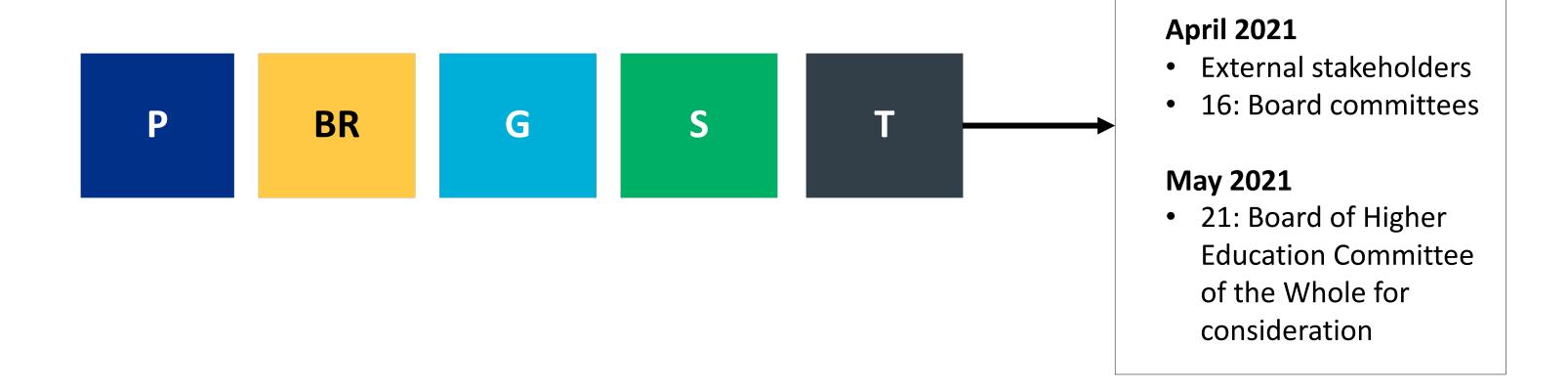| Increase student participation in work-based learning		Increase participation in training leading to wage and employment progression	
DEGREE-GRANTING	**TECHNICAL**	**DEGREE-GRANTING**	**TECHNICAL**
Refine policy to define the role of work-based learning in academic education.	Refine policy to define 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.	

TACTIC

NEXT STEPS

Next Steps

P BR G S T

April 2021
- External stakeholders
- 16: Board committees

May 2021
- 21: Board of Higher Education Committee of the Whole for consideration

UTAH SYSTEM OF HIGHER EDUCATION

April 16, 2021

Revisions to Board Policy R262, *Campus Safety*

Proposed changes:

1) Required implicit bias and de-escalation training for all campus public safety officers, in response to the recommendations reviewed by the Board in December 2020.

2) Revisions to annual state-mandated campus safety reports to conform with S.B. 163, *Campus Safety Amendments*, from the 2021 Legislative Session pertaining to the reporting of required crimes that occur at noncampus facilities maintained by institutions.

Commissioner's Recommendation

The Commissioner recommends the Academic Education and Student Affairs Committees advance the proposed revisions to Board Policy R262, *Campus Safety,* to the Committee of the Whole for further consideration.

Attachment

R262, Student Safety[1]

R262-1 Purpose: Every student should have a safe environment in which to learn, study and excel. If a student is confronted with violence, harassment, or discrimination, he or she should be treated appropriately in accordance with the law. To that end the Board of Regents and its institutions shall collaborate to comply with all state and federal laws pertaining to sexual misconduct, discrimination and harassment; to train and educate the faculty, staff and students about the laws, policies, prevention strategies and resources addressing sexual misconduct and harassment; and to assess the climate of each campus and the system as a whole.

R-262-2 References

    2.1 Utah Code Section 53B-1-103 Powers and Authority of the Board of Regents

    2.2 Utah Code Section 53B-2-106 Duties and Responsibilities of the President

R262-3 Responsibilities of the Institutions

    3.1 Institutions shall establish policies and procedures that comply with state and federal laws pertaining to sexual misconduct, discrimination and harassment, and when practicable, cooperatively establish common, system-wide definitions of terms.

    3.2 Institutions shall jointly develop and maintain a method to communicate with other institutions regarding students who have been disciplined for serious violations of institutional policies regarding sexual misconduct, sex discrimination and harassment, in accordance with the Family Educational Rights and Privacy Act.

    3.3 Institutions shall conduct a climate survey of students every two years. Although institutions may tailor the climate survey questions to address individual areas of concern, all institutions shall collaborate with the Commissioner's office to develop common questions for all campuses that may be used to assess the climate of the entire system and among the institutions.

    3.4 Institutions shall develop and conduct training for faculty, staff, and students about the laws, policies, prevention strategies and resources regarding sexual misconduct, harassment and discrimination.

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[1] Adopted January 20, 2017; amended May 17, 2019, August 1, 2019

3.5 Institutions shall provide training to campus law enforcement staff that includes anti-bias and de-escalation. Curriculum shall be identified by institution Chiefs of Police collectively and approved by the Commissioner of Higher Education. Institutions unable to cover costs associated with this training may apply for grants to the Commissioner's Office, dependent on funds availability.

3.6 Institutions shall coordinate with each other and the Board of Higher Education to comply with sex discrimination and harassment laws by supporting activities of the Board of Regents described in R262-4.

3.7 Institutions shall develop campus safety plans that includes the following minimum elements:

3.7.1 Instructions on where an individual can locate the institution's policies and publications related to claims of sexual misconduct, which includes sexual assault, domestic and dating violence, sexual harassment, and stalking.

3.7.2 Institution and community resources for a victim of sexual misconduct.

3.7.3 The rights of a victim of a sexual misconduct, including the measures the institution takes to ensure, unless otherwise provided by law, victim confidentiality throughout all steps in the reporting and response to a covered offense.

3.7.4 How the institution informs the campus community of a crime that presents a threat to the campus community.

3.7.5 Availability, locations, and methods for requesting assistance of security personnel on the institution's campus.

3.7.6 Guidance on how a student may contact law enforcement for incidents that occur off campus.

3.7.7 A description of the efforts that the institution made in the preceding 18 months and expects to make in the upcoming 24 months to improve campus safety measures, including efforts to improve the institution's response to allegations of sexual misconduct and increased and/or improved services to victims of sexual misconduct.

3.7.8 A description of coordination and communication between institution resources and organizations, including campus law enforcement.

3.7.9 A description of the institution's coordination with local law enforcement or community resources, including coordination related to a student's safety at an off-campus location.

3.7.10 How the institution requires a student organization to provide the campus safety training as required by Utah Code Section 53B-28-301(5).

3.7.11 An aggregated report of crime statistics, identified using the institution's system for inventorying institution facilities by on-campus housing facility, institution noncampus housing facility, and any student organization noncampus housing facilities.

3.8 Institutions may combine their campus safety plan with their Annual Security Report (ASR) required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act or Clery Act, 20 U.S.C. § 1092(f), provided the institution's ASR contains all of the elements specified in 3.6 above.

3.9 Institutions shall annually provide the Board of Higher Education updated campus safety plans by November 1.

R262-4 Responsibilities of the Board of Higher Education

4.1. The Board of Higher Education shall provide opportunities for the institutions' Title IX officers to meet with each other and the Commissioner's staff—at least annually—to coordinate efforts, review changes to the law, identify best practices, review the institutions' policies and practices, and provide opportunities for consultation.

4.2. The Board of Higher Education shall provide training opportunities for Title IX officers and other individuals at the institutions who investigate alleged violations of the institutions' sexual misconduct, discrimination and harassment policies. The training shall cover areas required by law and other best practices.

4.3. The Board of Higher Education shall provide annual training opportunities for individuals who conduct disciplinary proceedings, including hearing committees that address violations of the institutions' Title IX policies. The training will cover areas required by law and other best practices.

4.4. The Board of Higher Education shall assist institutions to enter into memorandums of understanding with local law enforcement agencies—as allowed by applicable law—to share information, coordinate investigations, and otherwise collaborate to protect students' safety.

4.5. The Board of Higher Education shall assist the institutions to identify strategies for preventing sexual harassment, sexual violence, domestic violence, dating violence, and stalking, including outreach and educational activities for students, staff and faculty.

4.6. The Board of Higher Education shall provide the institutions with other resources and opportunities to help institutions comply with sexual misconduct, discrimination and harassment laws.

4.7. The Board of Higher Education shall identify and provide resources that institutions may use to develop campus safety training curricula.

4.8. The Board of Higher Education shall report annually to the Education Interim Committee and the Law Enforcement and Criminal Justice Interim Committee, at or before the committees' November meetings, system efforts to increase student safety under this policy, including each institution's campus safety plans.

UTAH SYSTEM OF HIGHER EDUCATION

April 16, 2021

Policy Revisions to State Scholarship Programs

In 2019, the former USHE Board of Regents recommended eliminating the New Century and Regents' Scholarship programs after applicants from the high school graduating class of 2021. In December 2020, the Board of Higher Education directed staff to pursue necessary statutory revisions to enable implementation of the recommended revisions to the Regents' and New Century Scholarship programs that will enable the Board to prioritize funds toward need-based aid.

The Board also approved development of a state achievement scholarship to replace the Regents' and New Century Scholarships using updated, more equitable criteria aligned to Board strategic priorities. The State Legislature adopted S.B. 136, *Higher Education Scholarships Amendments*, in the 2021 Legislative Session. The legislation enables the Board to formally adopt its recommended changes, including establishment of the new Opportunity Scholarship. The Board adopted the following requirements, in anticipation of S.B. 136 for the Opportunity Scholarship:

- Graduate from a Utah high school
- 3.3 minimum cumulative high school GPA
- Complete one advanced mathematics course (CE, AP, or IB)
- Complete one advanced language arts course (CE, AP, or IB)
- Complete one advanced science credit (CE, AP, IB)
- Completion of the Free Application for Federal Student Aid (FAFSA)

The attached policy formalizes the Board's recommendations from December 2020, for implementation for the 2021-22 academic year. In accordance with the enactment of S.B. 136, applications for Regents' and New Century Scholarships will not be accepted after May 15, 2021, and August 15, 2021, respectively.

Commissioner's Recommendation
The Commissioner recommends the Academic Education and Student Affairs Committees advance the proposed Board Policy R608 Opportunity Scholarship to the Committee of the Whole for further consideration.

Attachment:

R608, Opportunity Scholarship[1]

R608-1 Purpose: The Opportunity Scholarship encourages students to complete advanced courses in core subject areas, in order to provide better access to higher education opportunities and to reward students for preparing academically for college.

R-608-2 References

    2.1. Utah Code Section 53B-8-201 Opportunity Scholarship Program

R608-3 Definitions

    3.1. "Advanced Course" means a course offered via concurrent enrollment (CE), advanced placement (AP), or international baccalaureate (IB) and identified by the Utah State Board of Education as earning core credit in the required subject area.

    3.2. "Board" means the Utah Board of Higher Education.

    3.3. "Eligible Institutions" means institutions of higher education listed in Utah Code Section 53B-2-101(1), or a private, nonprofit college or university in the state that is accredited by the Northwest Commission on Colleges and Universities.

    3.4. "Excusable Neglect" means a failure to take proper steps at the proper time, not in consequence of willful disregard of the scholarship application process, but in consequence of some unexpected or unavoidable circumstances.

    3.5. "Good Cause" means the applicant's failure to meet a scholarship application process requirement was due to circumstances beyond the student's control or circumstances that are compelling and reasonable.

    3.6. "High School" means a public school established by the Utah State Board of Education or private high school within the boundaries of the State of Utah. If a private high school, it shall be accredited by a regional accrediting body approved by the Board.

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[1] Draft: April 16, 2021

3.7. "Scholarship Appeals Committee" means a committee designated by Commissioner of Higher Education to review appeals of Opportunity Scholarship award decisions and take final agency action regarding awards.

3.8. "Scholarship Award" means a scholarship awarded to all applicants who meet the eligibility requirements of section R608.

3.9. "Scholarship Staff" means the employees assigned review Opportunity Scholarship applications and make decisions awarding the scholarships.

3.10. "Substantial Compliance" means the applicant, in good faith, demonstrated clear intent to comply with the scholarship application requirements and has demonstrated likely eligibility, but failed to precisely comply with the application specifics.

R608-4 Award requirements

4.1. To qualify for the Opportunity Scholarship, the applicant shall satisfy the following criteria:

4.1.1. Graduate from a Utah high school with a minimum, non-weighted GPA of 3.3.

4.1.2. Complete one advanced Mathematics course

4.1.3. Complete one advanced Language Arts course

4.1.4. Complete one advanced Science course.

4.1.5. Complete and submit the Free Application for Federal Student Aid (FAFSA)

4.2. A student may satisfy a course requirement through a competency-based assessment provided it is documented for credit on an official transcript.

4.3. Mandatory Enrollment: An award recipient shall enroll at an eligible institution full time—as defined by the institution—beginning with the fall semester after high school graduation. The institution at which the student attends shall verify the recipient has met the enrollment requirements before disbursing payment.

R608-5 Application Procedures

5.1. Application Deadline: Applicants shall submit an official scholarship application no later than February 1 of the year that they graduate from high school. The Board may establish a priority deadline each year. Applicants who meet the priority deadline may be given first priority or consideration for the scholarship. Subject to funding, students may be considered based on the

date of they completed and submitted their application. Additional criteria to prioritize awarding may be established by the Board.

5.2. Required Documentation: Applicants shall submit the following documents:

5.2.1. The online Opportunity Scholarship application.

5.2.2. Complete the online Free Application for Federal Student Aid

5.2.3. If there is an error with the student's transcript, a student must work with their high school or district to rectify the information to complete an application.

R608-6 Award Amounts and Ongoing Eligibility

6.1. Award Determination: The Board will determine eligibility criteria and maximum award amounts, based on legislative appropriations and the number of eligible applicants.

6.2. Scholarship Award: Students who meet the eligibility criteria may receive up to a four-semester scholarship award. Institutions shall determine individual recipient award amounts in accordance with Utah Code Section 53B-8-201(3).

6.3. Ongoing Eligibility: If a student receives an award disbursement, the recipient must enroll at an eligible institution full time and maintain satisfactory academic progress as defined by the institution to remain eligible for future disbursements. Institutions shall verify the recipient has met these requirements. Recipients who do not maintain eligibility forfeit any remaining award amount.

R608-7 Time Limitations and Deferrals

7.1. Time Limitation: Scholarship funds are only available to a recipient for five years after their high school graduation date.

7.2. Deferral or Leave of Absence: Recipients who will not enroll as a student shall apply for a deferral or leave of absence with their institution.

7.2.1. An approved deferral or leave of absence will not extend the time limits of the scholarship. The scholarship may only be used for academic semesters that begin within five years after the recipient's high school graduation date.

7.2.2. A recipient who elects to attend a USHE technical college may defer the Opportunity Scholarship during that period of enrollment subject to the time limitations of Section 7.2.2.

R608-8 Transfers

    8.1. Recipients may transfer to another eligible institution and retain the scholarship award. Recipients shall inform the institution from which they transfer from and the institution to which they are transferring of their intent to transfer. Institutions shall coordinate the transfer of scholarship funds and information and report this information to the Office of the Commissioner.

R608-9 Appeals

    9.1. An applicant has the right to appeal an adverse decision. When scholarship staff denies eligibility, they shall issue a written determination that includes instructions on how to file an appeal.

        9.1.1. Applicants must submit a written appeal within 30 days of the date on which the scholarship notification was issued.

        9.1.2. In the appeal, the applicant must provide contact information, high school attended, a statement of the reason for the appeal, and all information or evidence that supports the appeal.

        9.1.3. An appeal filed before the applicant receives official notification from the Scholarship Staff of its decision may not be considered.

        9.1.4. If an applicant failed to file his or her appeal on time, the Scholarship Appeals Committee shall notify the applicant of the late filing and give him or her an opportunity to provide a written explanation of the reasons for failing to file the appeal by the deadline. The Scholarship Appeals Committee shall not have jurisdiction to consider the merits of an appeal that is filed beyond the deadline unless it determines the applicant established excusable neglect.

        9.1.5. The Scholarship Appeals Committee shall review the appeal to determine if the award decision was made in error, or if the applicant demonstrated substantial compliance with the scholarship application requirements but failed to meet one or more requirements for good cause.

        9.1.6. If the Scholarship Appeals Committee determines the applicant has shown by a preponderance of the evidence that the initial decision was made in error, it shall either reverse the initial decision or remand it back to the Scholarship Staff for further review in accordance with the Appeals Committee's instructions.

        9.1.7. If the Scholarship Appeals Committee determines the applicant has shown by a preponderance of the evidence that he or she demonstrated substantial compliance with the application process requirements and good cause for failing to meet one or more of the

requirements, the Appeals Committee may grant the applicant a reasonable period of time to complete the remaining requirements and to resubmit the completed application to the Scholarship Staff for a redetermination or grant the application eligibility for an award.

9.1.8. The Scholarship Appeals Committee's decision shall be in writing and contain its findings of facts, reasoning and conclusions of law and notice of the right to judicial review.

9.1.9. The Scholarship Appeals Committee's decision represents the final agency action. An applicant who disagrees with the Scholarship Appeal Committee's Decision may seek judicial review in accordance with Utah Code Ann. 63G-4-402.

R608-10 Reporting

10.1. As directed by Commissioner's staff, eligible institutions shall report to the Board the following:

10.1.1. The names of students the institutions awarded Opportunity Scholarship funds.

10.1.2. Enrollment information such as the current GPA, the number of credits completed, and deferment or leave of absence information.

10.1.3. Other information deemed necessary to evaluate eligibility or the effectiveness of the program.

10.2. The Board may, at any time, request additional documentation or data related to the Opportunity Scholarship and may review or formally audit an eligible institution's compliance with this policy.

UTAH SYSTEM OF HIGHER EDUCATION

April 16, 2021

Utah College Advising Corps Program Expansion

At the Utah Board of Higher Education meeting on October 30, 2020, the Board approved a transfer of $2 million in program funds per year for three years from the Utah Higher Education Assistance Authority to the Commissioner's office to expand the Utah College Advising Corps program under the joint direction of the Commissioner's office and the University of Utah.

The funds will allow the UCAC program to expand to a total of 55 Utah high schools for the 2021-22, 2022-23, and 2023-24 academic years. This includes the hiring of five coordinators to oversee regional clusters of advisers and to coordinate postsecondary access efforts in their region.

During the 2021 legislative session, the Utah State Legislature allocated an additional $2.5 million, one-time, for the UCAC expansion. The Commissioner's office is working with the Utah College Advising Corp to determine next steps with these funds, and will bring that to the Board at its next meeting.

The expansion of the UCAC program is a major component of a broader K-16 strategy with the Utah Board of Higher Education that will fundamentally change how Utah's high school students access higher education and systematically remove barriers to access for first-generation and underrepresented students. This expansion also aligns with the longstanding efforts and mission of UHEAA to inform high school students and parents of their financial aid opportunities for college.

Commissioner's Recommendation

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