



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB A

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 area¹ 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.

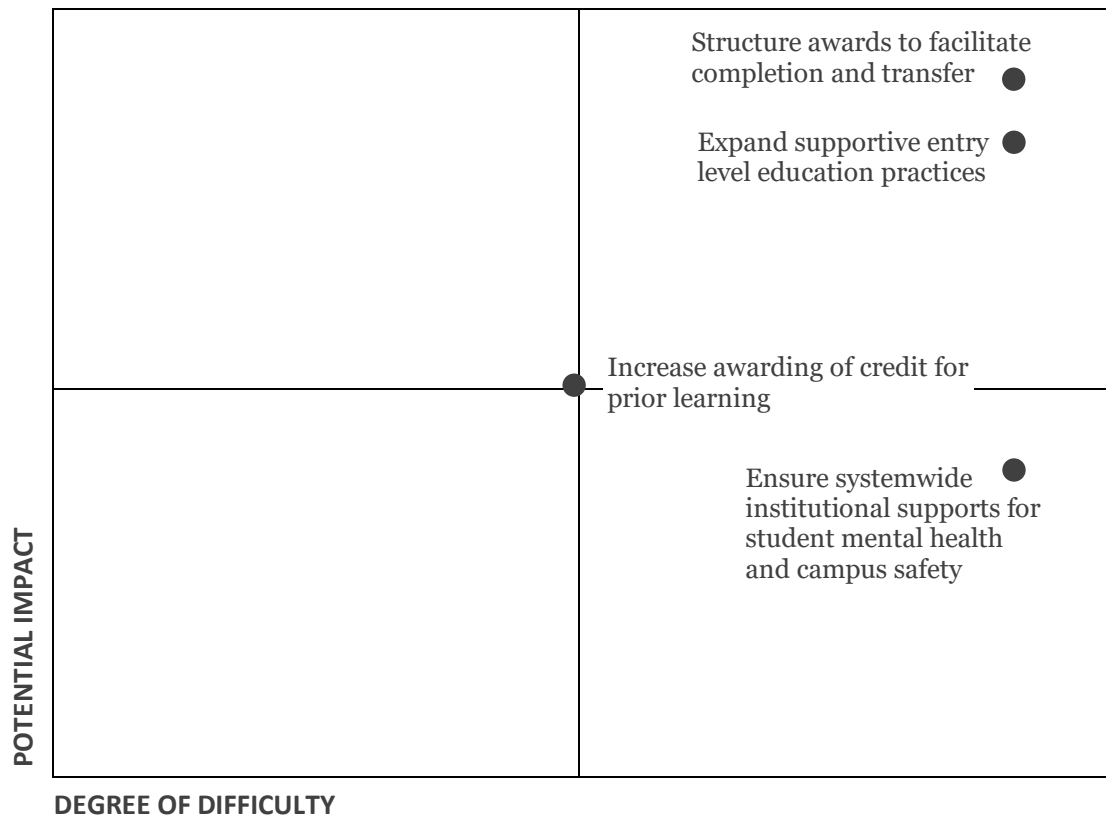
ACCESS (Student Affairs Committee)

POTENTIAL IMPACT	<ul style="list-style-type: none"> ● Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher ed pathways 	<ul style="list-style-type: none"> ● Simplify institutional admissions processes ● Strengthen admissions advisors'/tech college staff's capacity for addressing student basic needs
		<ul style="list-style-type: none"> ● Support institutions in diversifying faculty and staff. Expand Utah's pipeline of diverse K-12 educators
DEGREE OF DIFFICULTY		

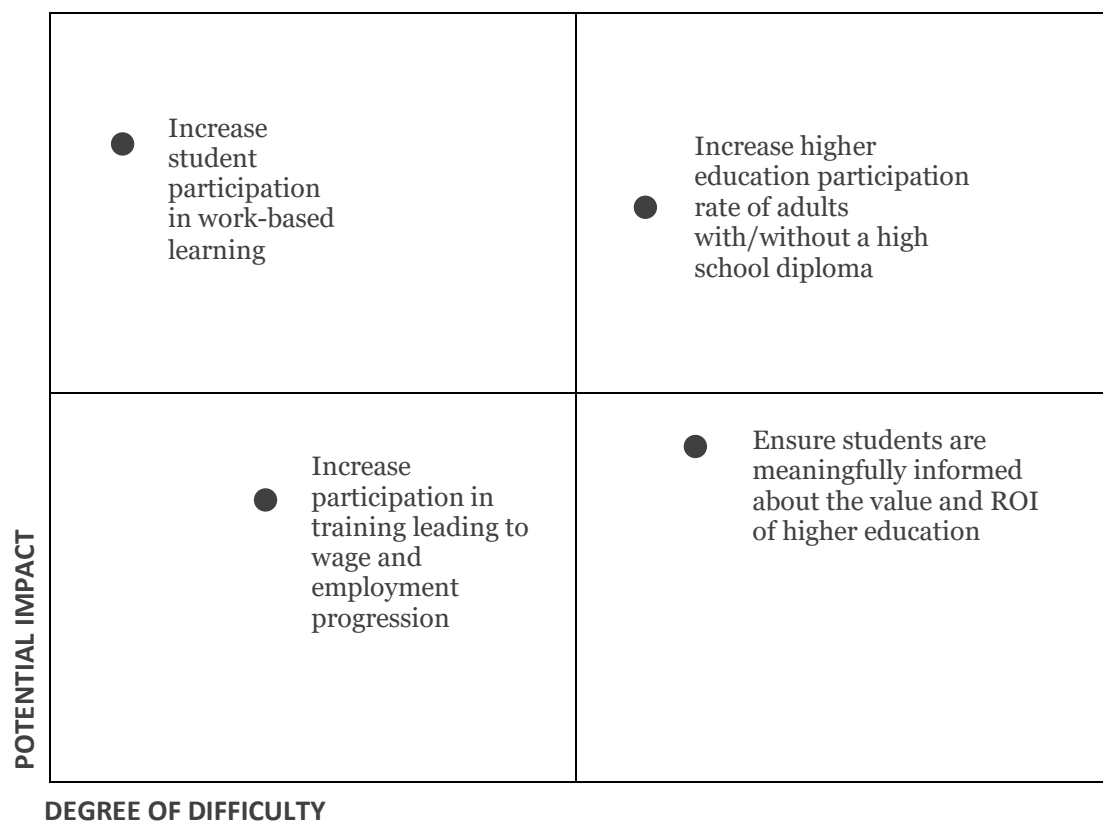
AFFORDABILITY (Finance and Facilities Committee)

POTENTIAL IMPACT	<ul style="list-style-type: none"> ● Build and maintain legislative support 	<ul style="list-style-type: none"> ● Shared services ● Evaluate and prioritize student financial aid ● Increase FAFSA completion
	<ul style="list-style-type: none"> ● Cost structure model ● Updated standard of affordability 	
DEGREE OF DIFFICULTY		

COMPLETION (Academic Education Committee)



WORKFORCE ALIGNMENT (Technical Education Committee)



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:

The background of the entire page is a photograph of graduates in black academic regalia. Several hands are visible, holding up their black mortarboard caps. The scene is brightly lit, with a warm, orange-toned light flare in the upper left corner. A large, semi-transparent blue rectangle is overlaid on the right side of the image, serving as a background for the text.

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



System Strategic Plan Goals



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



PRIORITY

GOAL

MEASUREMENT

ACCESS

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

Utah students attending postsecondary institution within three years of graduation

Utah students in high school graduating class

COMPLETION

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

students who complete program within 150% of expected time

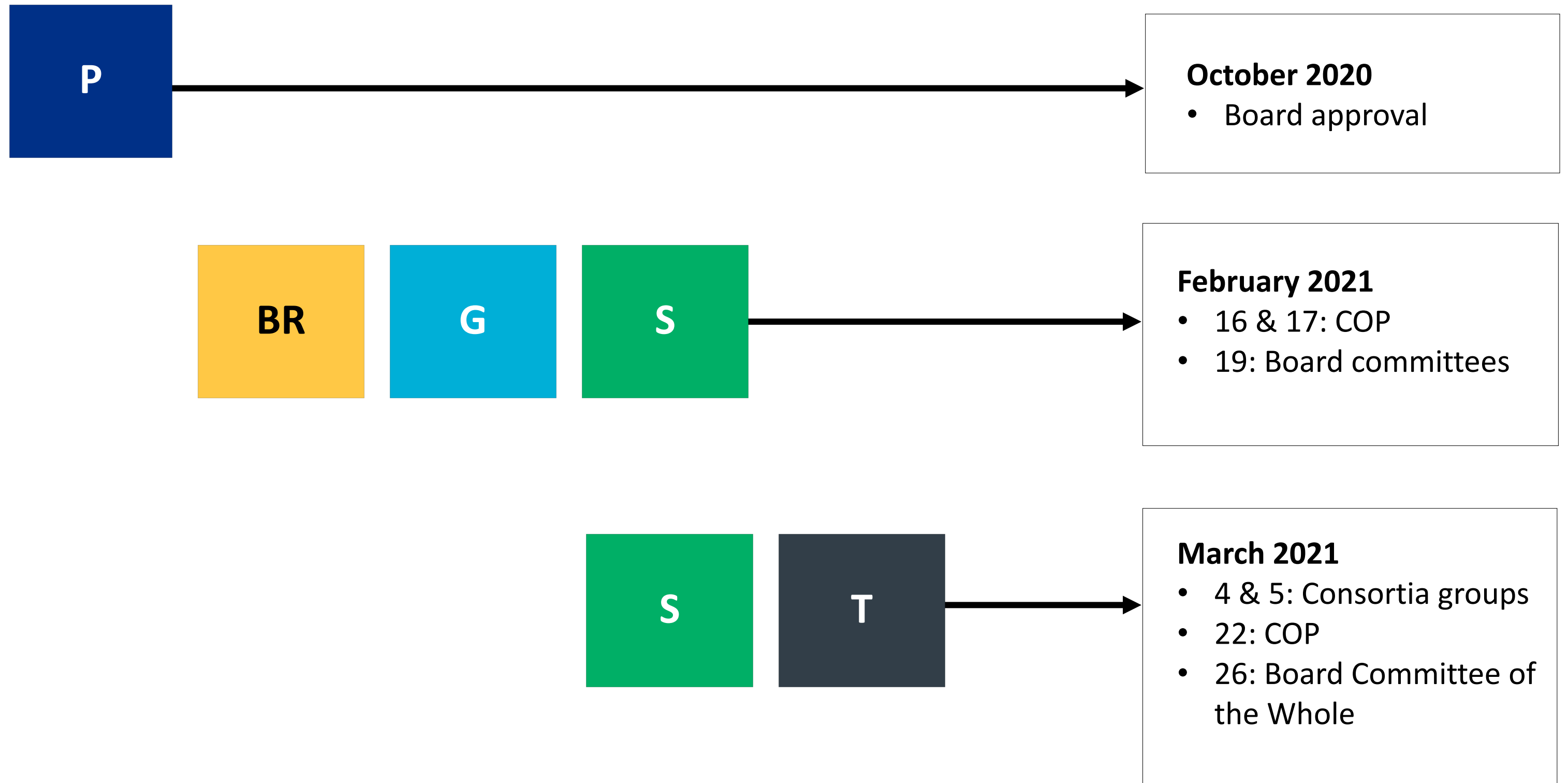
of students in year cohort

WORKFORCE ALIGNMENT

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

students who complete a high-demand, high-wage program

students who complete a program



BOARD'S	PRIORITY	SYSTEM UNIFICATION		ACCESS		AFFORDABILITY		COMPLETION		WORKFORCE ALIGNMENT	
	ROLE	Develop, strengthen, and leverage a seamless and articulated system of higher education		Remove structural barriers to entry		Remove structural barriers to affordability		Remove structural barriers to graduation		Increase availability and stackability of high-demand, high-wage programs	
	GOAL	(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 Increase stackability of credentials from technical colleges to degree-granting institutions	Train boards of trustees on delegated responsibilities Merge System policies and align data and measures, as appropriate Streamline presidential evaluation and R&R processes	Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher ed pathways 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.	Develop an expanded standard of affordability by the end of 2021 Increase FAFSA completion Evaluate and prioritize state student financial aid Build and maintain legislative support	Expand shared services Develop a cost structure model to compare the cost of delivering degrees and awards for each USHE institution by the end of 2021	Structure awards to facilitate completion and transfer Increase awarding of credit for prior learning	Ensure systemwide institutional supports for student mental health and campus safety Expand supportive entry level education practices	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	Increase student participation in work-based learning Increase participation in training leading to wage and employment progression

SYSTEM UNIFICATION

BOARD'S	PRIORITY	SYSTEM UNIFICATION			
	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	
TACTIC	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.	

BOARD'S	PRIORITY	SYSTEM UNIFICATION										
	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		DEGREE-GRANTING		TECHNICAL		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.		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.		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.	
	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.									

ACCESS

BOARD'S ROLE	PRIORITY			
	ACCESS			
	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.			
TACTIC	STRATEGY		STRATEGY	
	Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher ed pathways		Simplify institutional admissions processes	
	DEGREE-GRANTING	TECHNICAL	DEGREE-GRANTING	TECHNICAL
	Fund statewide expansion of the Utah College Advising Corps (UCAC) 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.			

BOARD'S	PRIORITY	ACCESS														
	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												
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AFFORDABILITY

BOARD'S	PRIORITY	AFFORDABILITY							
	ROLE	Remove structural barriers to affordability							
	GOAL	Increase student ability to pay cost of attendance.							
	STRATEGY	Develop an expanded standard of affordability by the end of 2021	Increase completion of the Free Application for Federal Student Aid (FAFSA)		Evaluate and prioritize state student financial aid		Build and maintain legislative support		
TACTIC	DEGREE-GRANTING		TECHNICAL	DEGREE-GRANTING	TECHNICAL	DEGREE-GRANTING	TECHNICAL		
	Data analysis (demographics data). Study what other states are doing (audit).		Data analysis (demographics data). Study what other states are doing (audit).	Review policy, statute, and procedures on waivers. Identify how waivers are being used at each institution. Identify all aid opportunities.	Identify all aid opportunities.	Leverage Concurrent Enrollment for high school students to reduce student cost.	Leverage free tech ed tuition for high school students to reduce student cost.		
	Explore FAFSA requirement for state and degree granting institutional scholarships.		Explore FAFSA requirement for state and tech college scholarships.	Develop policy and implement of new scholarship programs (Adult Learner Grant Program and Opportunity Scholarship).	Develop policy of new scholarship programs.	Advocate for full legislative funding of compensation			
	Research creation of a simplified, pre-FAFSA form to indicate if participants may qualify for financial aid before filling out the full FAFSA.		Research creation of a simplified, pre-FAFSA form to indicate if participants may qualify for financial aid before filling out the full FAFSA.	Advocate for state scholarship support for undocumented students. Streamline statewide HB-144 affidavit process. Benchmark student participation in affidavits.	Advocate for state scholarship support for undocumented students.				
	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.							

BOARD'S	PRIORITY	AFFORDABILITY		
	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

BOARD'S ROLE GOAL STRATEGY TACTIC	PRIORITY	COMPLETION																
	ROLE	Remove structural barriers to graduation																
	GOAL	Increase timely completion of degrees and awards by 3% in 5 years. Increase the timely completion of underrepresented students by 4% in 5 years.																
	STRATEGY	Structure awards to facilitate completion and transfer		Increase awarding of credit for prior learning														
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BOARD'S	PRIORITY	COMPLETION														
	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	Ensure systemwide institutional supports for student mental health and campus safety		Expand supportive entry level education practices												
	TACTIC	<table><tr><th>DEGREE-GRANTING</th><th>TECHNICAL</th></tr><tr><td>Continue partnering with JED Campus at degree-granting institutions. Receive recommendations after completion of institution assessments.</td><td>Implement JED Campus at technical colleges. Receive recommendations after completion of institutional assessments.</td></tr><tr><td>Analyze Cicero campus safety study to determine next steps from a degree-granting institution perspective.</td><td>Analyze Cicero campus safety study to determine next steps on campus safety from a technical college perspective.</td></tr><tr><td>Develop baseline expectations for mental health/campus safety for degree-granting institutions. Support institutions in meeting baseline expectations. Facilitate collaboration on best practices.</td><td>Develop baseline expectations for mental health/campus safety for technical colleges. Support institutions in meeting baseline expectations. Facilitate collaboration on best practices.</td></tr></table>		DEGREE-GRANTING	TECHNICAL	Continue partnering with JED Campus at degree-granting institutions. Receive recommendations after completion of institution assessments.	Implement JED Campus at technical colleges. Receive recommendations after completion of institutional assessments.	Analyze Cicero campus safety study to determine next steps from a degree-granting institution perspective.	Analyze Cicero campus safety study to determine next steps on campus safety from a technical college perspective.	Develop baseline expectations for mental health/campus safety for degree-granting institutions. Support institutions in meeting baseline expectations. Facilitate collaboration on best practices.	Develop baseline expectations for mental health/campus safety for technical colleges. Support institutions in meeting baseline expectations. Facilitate collaboration on best practices.	<table><tr><th>DEGREE-GRANTING</th><th>TECHNICAL</th></tr><tr><td>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.</td><td>Refine policy for supportive instruction offerings for students unable to meet minimum admission requirements, and implement corequisite and other models to support student entry in and success into technical programs.</td></tr></table>		DEGREE-GRANTING	TECHNICAL	Refine policy to develop standards for placement, supportive instruction, co-requisite remediation, and other models to support student entry into and success in introductory academic college-level coursework.
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WORKFORCE ALIGNMENT

PRIORITY

BOARD'S ROLE

GOAL

STRATEGY

TACTIC

WORKFORCE ALIGNMENT

Increase availability and stackability of high-demand, high-wage programs

Increase completion rate of graduates in high-demand, high-wage programs by 7% in 5 years.
Increase completion rate of underrepresented groups in programs aligned with high-wage, high-demand jobs by 8% in 5 years.

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

DEGREE-GRANTING	TECHNICAL
Collaborate with stakeholders (DWS, USBE, UCAC) to support enrollment of adult learners in academic education.	Collaborate with stakeholders (DWS, USBE, UCAC) to support the enrollment of adult learners in technical education.
Increase adult learner awareness of scholarships and other aid for degrees via Keys to Success.	Increase adult learner awareness of scholarships and other aid for certificates via Keys to Success.

Ensure students are meaningfully informed on the value and ROI of higher ed

DEGREE-GRANTING	TECHNICAL
Align existing resources (Programs & Majors Guide, Transfer Guide, etc.) to Keys to Success. Engage with stakeholders (DWS, UCAC, USBE, institutions) to ensure Keys is a one-stop for all postsecondary resources.	Ensure technical education program information, articulation of secondary course work, and opportunities for educational, career, and wage progression are represented in the Programs and Majors Guide, Transfer Guide, and Keys to Success.
Advocate for statewide marketing campaign. Focus on the unique needs of adult learners (program flexibility, prior learning, funding, etc.).	Advocate for statewide marketing campaign. Focus on the unique needs of adult learners (program flexibility, prior learning, funding, etc.).

BOARD'S

PRIORITY

ROLE

GOAL

STRATEGY

TACTIC

WORKFORCE ALIGNMENT

Increase availability and stackability of high-demand, high-wage programs

Increase completion rate of graduates in high-demand, high-wage programs by 7% in 5 years.
Increase completion rate of underrepresented groups in programs aligned with high-wage, high-demand jobs by 8% in 5 years.

Increase student participation in work-based learning

DEGREE-GRANTING	TECHNICAL
Refine policy to define the role of work-based learning in academic education.	Refine policy to define the role of work-based learning in technical education.
Develop systemwide tracking mechanism for reporting progress in participation of work-based learning activities.	Develop systemwide practices for reporting progress in the development of and participation in work-based learning activities.
Collaborate with stakeholders (DWS, GOED, USBE) to connect work-based learning opportunities to high-demand pathways to degrees.	Collaborate with stakeholders (DWS and GOED) to connect work-based learning opportunities to high-demand pathways to certificates.

Increase participation in training leading to wage and employment progression

DEGREE-GRANTING	TECHNICAL
Engage employers to strengthen the connection between degrees and employment options.	Engage employers to strengthen the connection between certificates and employment options.
Refine program approval process to increase transparency of program alignment with verifiable workforce needs.	Review policy governing enrollment and classification of adult students enrolled in training for the purpose of maintaining or advancing their employment.
Refine policy to ensure workforce training is equity-minded, supported by data, and reflect institutional roles.	

NEXT STEPS

Next Steps

