



**Utah Board of Higher Education
Technical Education Committee
Teleconference
Friday, April 16, 2021**

Agenda

3:00 PM – 3:05 PM	Welcome <i>Shawn Newell</i>	
3:05 PM – 3:35 PM	Strategic Plan <i>Commissioner Woolstenhulme Melanie Heath</i>	TAB A
3:35 PM – 3:50 PM	Institutional Roles <i>Commissioner Woolstenhulme</i>	TAB B
3:50 PM. – 4:20 PM	Credit Task Force Update <i>Kim Ziebarth</i>	
4:20 PM – 4:35 PM	Course Alignment Effort <i>Tammy Wilkerson</i>	TAB C
4:35 PM – 4:45 PM	Revision of Technical College Policy 202 (R432), Custom Fit <i>Jared Haines</i>	TAB D

Projected times for the various meetings are estimates only. The Board Chair retains the right to take action at any time. In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify ADA Coordinator, 60 South 400 West, Salt Lake City, UT 84101 (801-646-4783), at least three working days prior to the meeting. TDD # 801-321-7130.



UTAH SYSTEM OF
HIGHER EDUCATION

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.

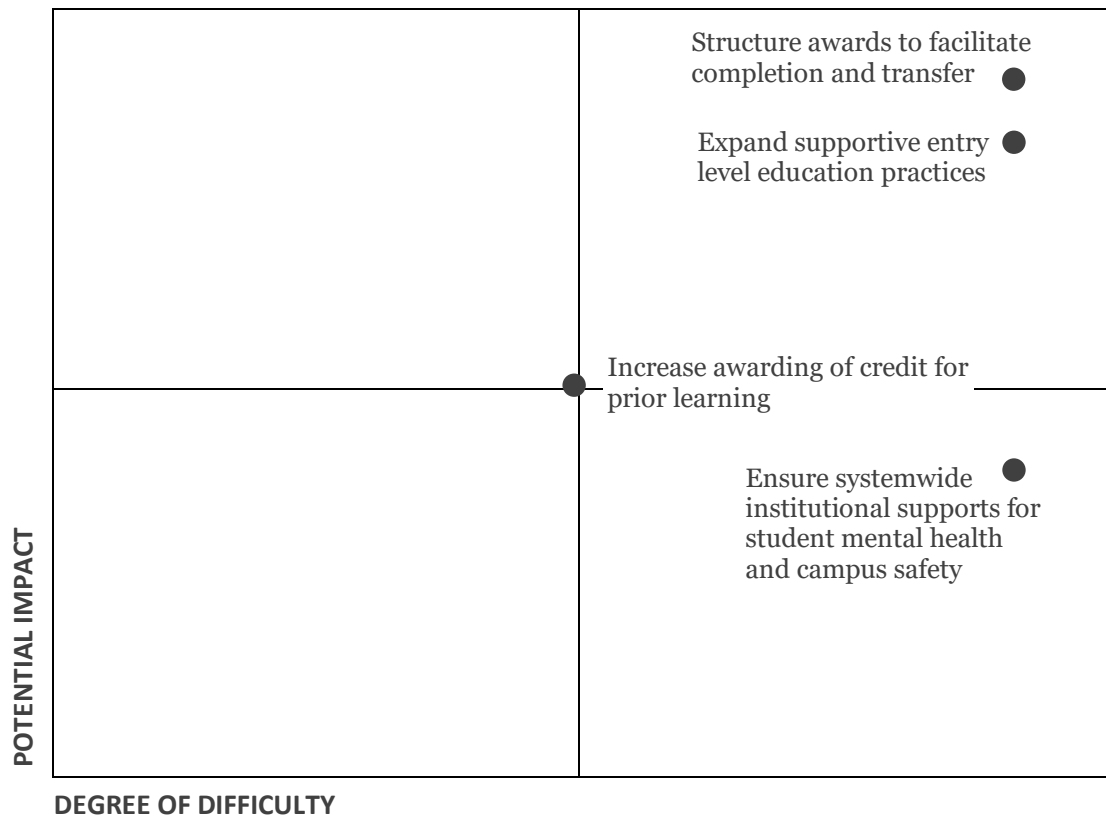
ACCESS (Student Affairs Committee)

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		

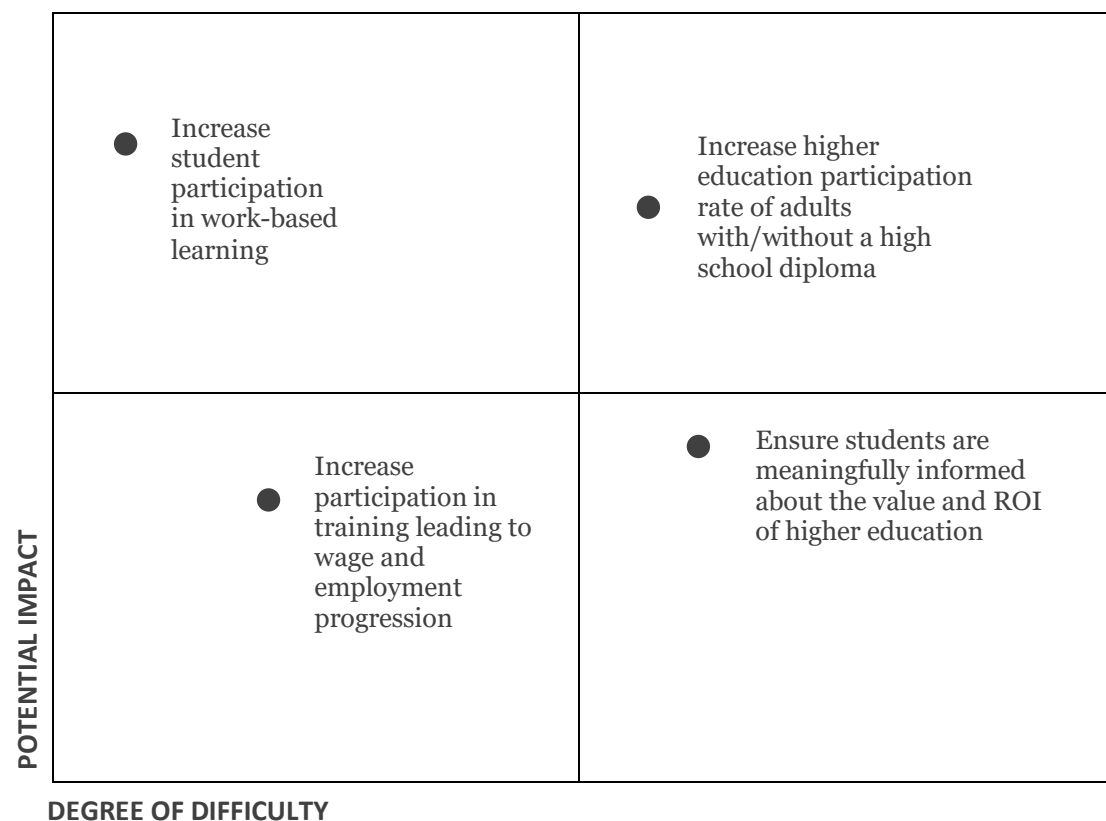
AFFORDABILITY (Finance and Facilities Committee)

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.

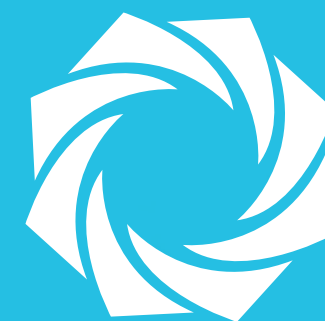
Attachment:

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 strong orange and yellow light flare in the upper left corner, suggesting a celebratory atmosphere. 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

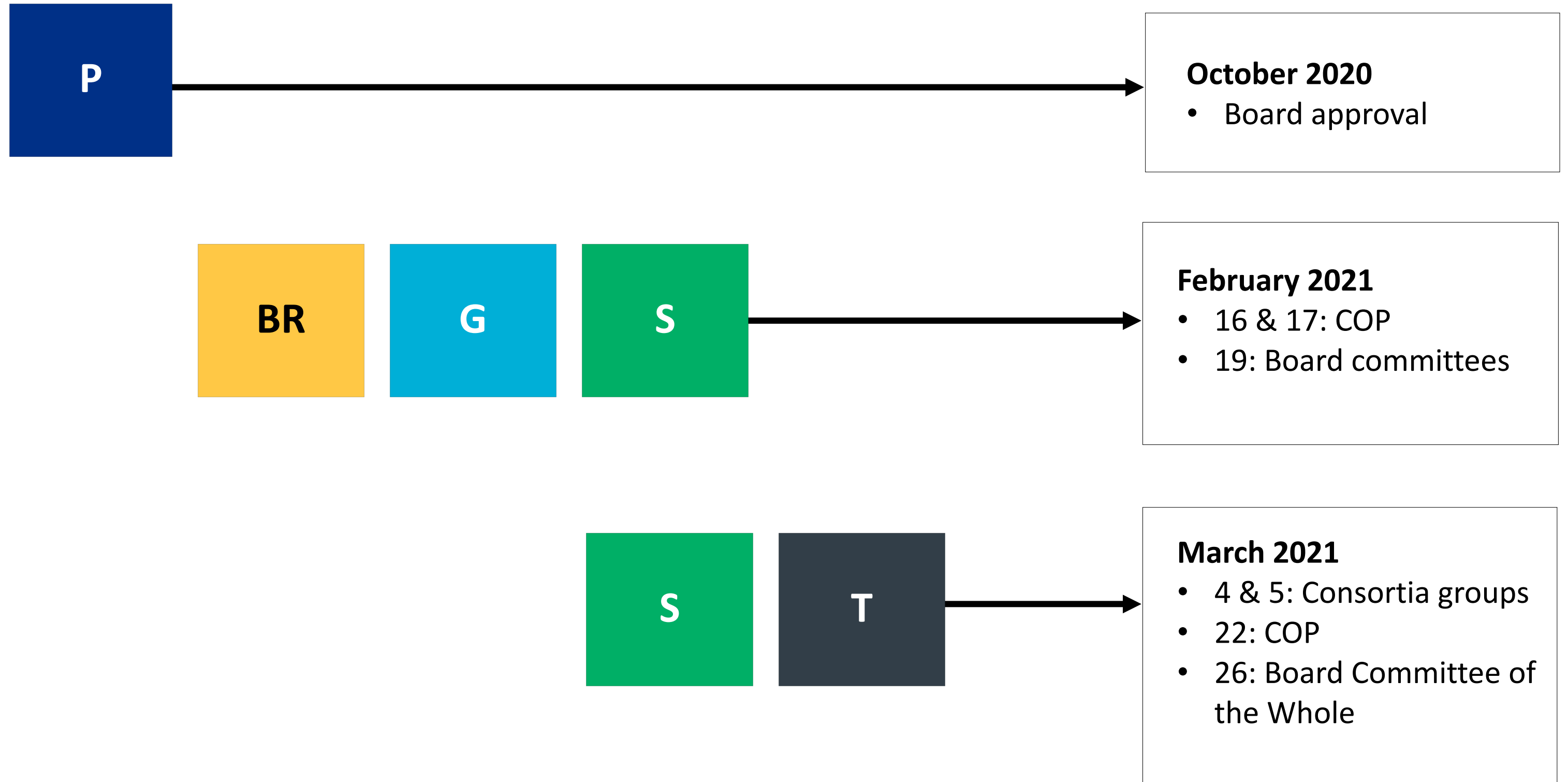
of students in year cohort

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 ROLE GOAL STRATEGY TACTIC	SYSTEM UNIFICATION		
	Develop, strengthen, and leverage a seamless and articulated system of higher education		
	(For discussion)		
	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
	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.
	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					
	Develop, strengthen, and leverage a seamless and articulated system of higher education					
	(For discussion)					
	Merge System policies and align data and measures, as appropriate					
	Train boards of trustees on delegated responsibilities					
BOARD'S ROLE						
GOAL						
STRATEGY						
TACTIC						

ACCESS

BOARD'S	PRIORITY	ACCESS																		
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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																
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	STRATEGY	Structure awards to facilitate completion and transfer		Increase awarding of credit for prior learning														
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	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												
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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.).

PRIORITY

BOARD'S ROLE

GOAL

STRATEGY

TACTIC

WORKFORCE ALIGNMENT

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

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

Increase student participation in work-based learning

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



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.

Secondary Service Region: Salt Lake

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

MEMORANDUM

TAB C

April 16, 2021

Technical Education Course Alignment Project

The course alignment project began under the guidance of the technical college presidents. The vision was to start small and address the challenges as they occurred.

We reached out to the Commissioner's office to share the vision of the course alignment project and to ask for support. We wanted to be sure we were moving in the right direction. As we strategized, we felt it was important that the Commissioner's office house the master course list, as well as assign course prefixes and numbering.

The Vision

The vision of this project is to give students the opportunity to seamlessly transfer within the technical colleges without penalty of retaking courses or paying again for a competency already completed.

A secondary student who graduated from high school with some technical courses on their transcripts should be able to seamlessly transfer to another college and receive credit for the competencies achieved. As doors of opportunity open for technical education and more people are watching us, it makes sense that technical courses align where possible. This gives credibility to technical education and will allow for articulation conversations with degree granting institutions to take place more easily.

The Start

We began with health professions, practical nursing, medical assistant, surgical technologist, nursing assistant, and pharmacy technician. Health professions are ruled by outside accrediting bodies and/or state licensure, so it made sense that these programs were already closely aligned.

Two colleges met, we introduced the vision, gave the faculty the lead, and watched them work. Our role was to help keep the faculty out of the weeds, address any challenges, and support the effort. By the end of the first meeting, the faculty were collaborating, sharing best practices, and striving to meet the intent of the meeting.

The Process

As more colleges joined in the process, we discovered the need for guidelines. To keep moving forward, we agreed the focus should be on the course level. Programs are usually unique to the regional industry and may contain a course or courses that another region does not require. The core courses will likely be the

same. We set the parameters of course title, course length, and course outcomes. Again, we believe the Commissioner's office should manage course prefixes and numbering. To help facilitate future conversations of clock hour to credit, the courses should be in 30, 60, 90, 120 increments with the number of hours for lecture, lab and work-based learning identified. It was very important to the success of the course alignment project to have the faculty in the driver's seat. They are the subject matter experts; they are connected with industry, and they are aware of the student progress in each course.

The Outcomes

Since December of 2020, we have been meeting at least monthly. We now have all the technical colleges participating at some level. We have received positive feedback from the faculty, staff, and vice presidents. The institutions are sharing best practices and curriculum, and there is increased collaboration across technical education. The focus is on what is best for the students. We understand that students are not likely to transfer between technical colleges, but if they choose to, the pathway should be there. Anyone evaluating a student transcript should have confidence in the competencies a student received from technical education, just as they do with a degree-granting institution.

What's Next

We agreed it is best to complete the programs we started this spring before moving to additional programs. There are a lot of moving gears in this process, and we want to be sure we have all the guidelines before moving to additional programs.

By June of 2021, we expect to have written documentation identifying aligned courses for the following programs:

- Practical Nursing
- Medical Assistant
- Surgical Technologist
- Nursing Assistant
- Pharmacy Technician
- EMT
- Dental Assistant
- CDL
- Welding
- Culinary Arts
- Industrial Automation

With support and guidance from the Board and the Commissioner's office, we believe we can fulfill the vision of student opportunity, seamless pathways, and institutional continuity for the future of technical education.

Commissioner's Recommendation

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

COURSE ALIGNMENT PROJECT

Technical Colleges

April 16, 2021



UTAH
SYSTEM OF
HIGHER
EDUCATION

The Vision

Student Opportunity

Seamless Pathways

Continuity

The Start

Two Colleges

Faculty and Directors

Health Professions

The Process

Start with the Course

Set the Parameters

Let the Faculty Drive

The Outcomes



Positive Feedback

Collaboration

Best Practices

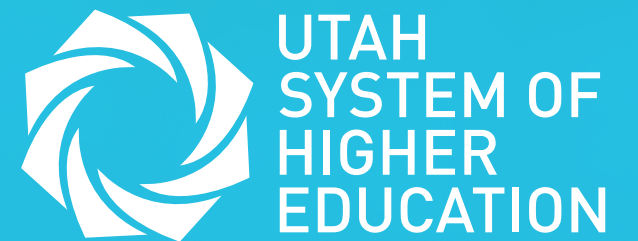
What's Next

April 22, Ogden-Weber
Tech

May 13, Mountainland
Tech

Automotive, IT, Diesel

Thank You





UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB D

April 16, 2021

Revision of Technical College Policy 202 (R432), *Custom Fit*

The Custom Fit program provides customized training to Utah employers through the eleven institutions that offer technical education. As program oversight transitioned from UTech to the combined higher education system, the Office of the Commissioner conducted a statewide review of Custom Fit policies, practices, and results. Based on the findings of the review, it is recommended that Technical Colleges [Policy 202](#) be revised to clarify the Custom Fit mission, principles, and practices. The proposed revisions include:

- Clarifying and focusing the Custom Fit mission, priorities, rationale, and implementation as a state investment with industry in economic vitality and workforce development.
- Changing former UTech references to current USHE references, renumbering it as an integrated Board policy (R432), and removing the current exclusion of SLCC.
- Shifting the institutions' Custom Fit state funding from a Board allocation to a direct legislative line item to reflect the 2021 legislative reallocation from USHE to the institutions and integrating Custom Fit budget adjustment processes into the regular USHE budget request process.
- Simplifying the process for addressing excess carried-forward balances (currently third-quarter and year-end reviews, with consideration of Board reallocations) to an annual review and consideration in the regular legislative budget request.
- Clarifying that Custom Fit Funds should be disbursed directly to providers, with flexibility for payment to a recipient company under a reimbursement agreement.
- Providing for regional determination of priorities in targeting companies for economic impact in Custom Fit utilization, with clarified factors to consider.
- Clarifying the role of training providers.
- Stipulating that costs paid by students for institution courses cannot be used for company contributions.
- Replacing a requirement for a statewide database with provision for institution databases and uploads determined by the Office of the Commissioner.
- Removing a requirement to collect the last four digits of a Custom Fit participant's social security number.
- Removing provisions that are covered by other policies and laws not specific to Custom Fit (misuse of funds, audit control, and records retention).

- Other changes to formatting, organization, and wording for clarity and consistency with other Board policies.

Commissioner's Recommendation

The Commissioner recommends the Board adopt changes to Technical College Policy 202 and re-number it as Board Policy R432, effective immediately.

Attachment



R432, Custom Fit¹

R432-1 Purpose: To establish policies, standards, and procedures for institutions to administer the Custom Fit program.

R432-2 References

- 2.1** [Utah Code §53B-16-101 \(Establishment of institutional roles and general courses of study\)](#)
- 2.2** [Utah Code §53B-2a-105 \(Technical colleges\)](#)
- 2.3** Utah Code §53B-2a-201 (Geographic service areas for degree-granting institutions that provide technical education)

R432-3 Definitions

- 3.1 “Custom Fit Administrator”** means a primary administrator designated by an institution to manage and represent its Custom Fit program.
- 3.2 “Custom Fit Funds”** means funds provided to an institution for administration and delivery of Custom Fit Training, inclusive of state appropriations and company contributions.
- 3.3 “Custom Fit Recipient”** means a company that receives Custom Fit Training.
- 3.4 “Custom Fit Training”** means training provided to a company utilizing any amount of Custom Fit Funds.
- 3.5 “Institution”** means a higher education institution with a technical education role specified in Utah Code 53B-16-101(1)(b)(iv).
- 3.6 “Region”** means the geographic area specified for an institution in Utah Code 53B-2a-105 or 53B-2a-201.

¹ Adopted May 7, 2003 (UTech - unnumbered); amended September 1, 2004; June 15, 2005; June 7, 2006; June 6, 2007. Replaced with Policy 451 June 11, 2008; amended January 13, 2010; June 15, 2010; September 30, 2010 (renumbered Policy 202); April 18, 2012; June 5, 2013; June 8, 2016; September 13, 2017; March 15, 2018; January 16, 2020. USHE adaptation July 1, 2020; amended May 21, 2021 (renumbered R432)

R432-4 Custom Fit Mission. As a state investment with industry in Utah's economic vitality and workforce development, Custom Fit provides and supports training designed to aid in retention and expansion of Utah companies, attract new businesses to the state, and meet employers' specific educational needs. Custom Fit accomplishes this through jointly-funded partnerships between Utah companies and Utah System of Higher Education institutions.

R432-5 Custom Fit Funds

5.1 Fund Restrictions. Custom Fit Funds are restricted to expenditure for the Custom Fit program and may not be moved or spent on any other program outside of the Custom Fit program.

5.2 Funding Adjustments. Adjustments to an institution's Custom Fit line item appropriation shall be considered in the Board's annual budget recommendation process, with attention to statewide economic priorities and institution needs.

5.3 Use of Custom Fit Funds

5.3.1 Direct Training Costs. An institution shall maximize its use of Custom Fit Funds for direct costs of training, in support of the Custom Fit mission.

5.3.2 Direct Administrative Costs. An institution may use Custom Fit Funds for administrative costs, including staff compensation and other costs directly related to the administration of the Custom Fit program.

5.3.3 Indirect Costs and Overhead. An institution may not charge costs to the Custom Fit program that are not directly related to the administration or mission thereof (e.g., lease expenses, custodial support, electrical/heating costs, etc.).

5.3.4 Disbursement of Funds. When feasible, Custom Fit Funds should be disbursed by an institution directly to a provider of training, materials, or other goods or services. When advantageous, an institution may authorize a Custom Fit Recipient to pay a provider under an agreement wherein the Recipient shall submit payment documentation, and the institution shall reimburse the Recipient for the net amount.

5.3.5 Company Purchases. Custom Fit Funds may not be used to purchase equipment or operational software for a Custom Fit Recipient.

5.4 Company Contribution. A Custom Fit Recipient shall pay at least 50% of the direct costs for Custom Fit Training. Exceptions may be considered on a case-by-case basis and must be approved in writing by the president of the institution or the president's designee.

5.5 Expected Costs. Prior to providing Custom Fit Training to an eligible company, an institution shall document the full expected cost of each proposed training event and the associated company contribution.

5.6 Procurement. Processes for the purchase of goods and services using Custom Fit Funds shall provide an appropriate level of rigor and competition and shall be in accordance with the institution's purchasing policies and state procurement code.

5.7 Carried Forward Balances. Unexpended Custom Fit Funds at the end of a fiscal year remain within the Custom Fit program and may not be moved or spent on any other program. An institution with a year-end Custom Fit Fund balance exceeding 10% of its annual Custom Fit Funds shall submit with its annual Custom Fit report specific plans to utilize the balance carried over. Upon review of the plans, the Commissioner may recommend a one-time or ongoing adjustment to the institution's Custom Fit appropriation for the Board to consider in its annual budget request to address excess funds that will not be effectively utilized.

R432-6 Custom Fit Training Utilization

6.1 Company Eligibility. Custom Fit Funds shall be used to serve for-profit companies located in Utah. Not-for-profit companies/organizations may be considered on a case-by-case basis, must result in economic and/or workforce development, and must be approved in writing by the institution president.

6.2 Company Prioritization. An institution shall determine priorities within available funds to target company utilization of Custom Fit Training for maximum economic and workforce impact according to the needs and circumstances of its region and the state, with consideration to factors such as the following:

6.2.1 Company Retention: An institution is encouraged to provide training designed to aid in retention of existing companies in the region.

6.2.2 New and Expanding Companies: An institution is encouraged to seek companies each year that are new to its region or expanding to which Custom Fit training may be provided.

6.2.3 Equitable Access: An institution is encouraged to seek companies each year that are not utilizing Custom Fit Training insofar as it impacts the region's economic priorities, focusing on equitable access representing diverse businesses, workers, and types of training.

6.2.4 Repeated Utilization: When considering providing continued Custom Fit Training for a company from year to year, careful consideration should be given to balance equitable access with company retention.

6.2.5 Industry Sector: An institution may target industries that have particular importance to the economic vitality and workforce development of the region or the state.

6.3 Methods for Implementing Priorities. An institution may establish policies, procedures, guidelines, and practices to target company utilization of Custom Fit Training for region priorities, including but not limited to: scaled company contributions that favor the most important or economical businesses, subject matter, and/or formats; company or employee funding limits; promotional activities, outreach, and emphases; relationships with local organizations and networks; etc.

R432-7 Delivery of Custom Fit Training

7.1 Planning and Selection of Providers. Custom Fit staff shall be actively involved with a Custom Fit Recipient to plan the training and select a training provider acceptable to both parties. Final selection of a provider shall be made by the Custom Fit Administrator with consideration to effective achievement of training objectives, cost, region priorities, conflicts of interest, equity, and company needs, and shall be vetted in accordance with institution policies for procurement, contracting, and human resources.

7.2 Training Provider Role. A trainer teaches a Custom Fit Recipient under the auspices of the institution, and may not independently represent, promote, or commit Custom Fit Training to a company.

7.3 Internal Trainers. Custom Fit Funds may not be used to supplant or replace existing wages of a Custom Fit Recipient's employee to provide training. If a recipient's employee is selected to provide training, an institution may contract separately with the employee to provide training outside the employee's regular workload.

7.4 Institutional Courses. If determined to most effectively meet a qualifying Custom Fit Recipient's specific educational needs within region priorities, a Custom Fit Administrator may select a short-term or program-based course regularly offered by the institution for Custom Fit Training as a means to efficiently leverage state-appropriated and institution resources, subject to the following:

7.4.1 There shall be no exceptions to the 50% minimum company contribution for courses projected to result in completion of an institution's full program for which any Custom Fit Funds are utilized.

7.4.2 Funds paid for the course by a student or any other source shall not be considered as part of the company contribution.

7.4.3 Each institution shall include in its annual Custom Fit report the number of people who enroll in a regular institution course utilizing Custom Fit Funds and the number who graduate from a program.

R432-8 Custom Fit Reporting

8.1 Documentation. An institution shall maintain source documents for all financial transactions and event details for all training engagements, including class titles and descriptions, instructor names, participant names, attendance reports, company certification of participant names, and any other information directed by the Office of the Commissioner.

8.2 Custom Fit Data. An institution shall maintain a Custom Fit Training database and shall submit a quarterly upload of data securely to the Office of the Commissioner as specified by the Office of the Commissioner.

8.3 Annual Report. An institution shall submit a report to the Office of the Commissioner by September 1 of each year detailing Custom Fit revenues, expenses, carry-forward balances, companies served, training hours provided, institutional course enrollments and program completions, and other information as required by the Office of the Commissioner for the most recently-completed fiscal year. The Office of the Commissioner shall provide a summary report to the Technical Education Committee to review in its next regular meeting and to forward to the Board.