UTAH SYSTEM OF HIGHER EDUCATION

April 7, 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 of Higher Education 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:

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[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.
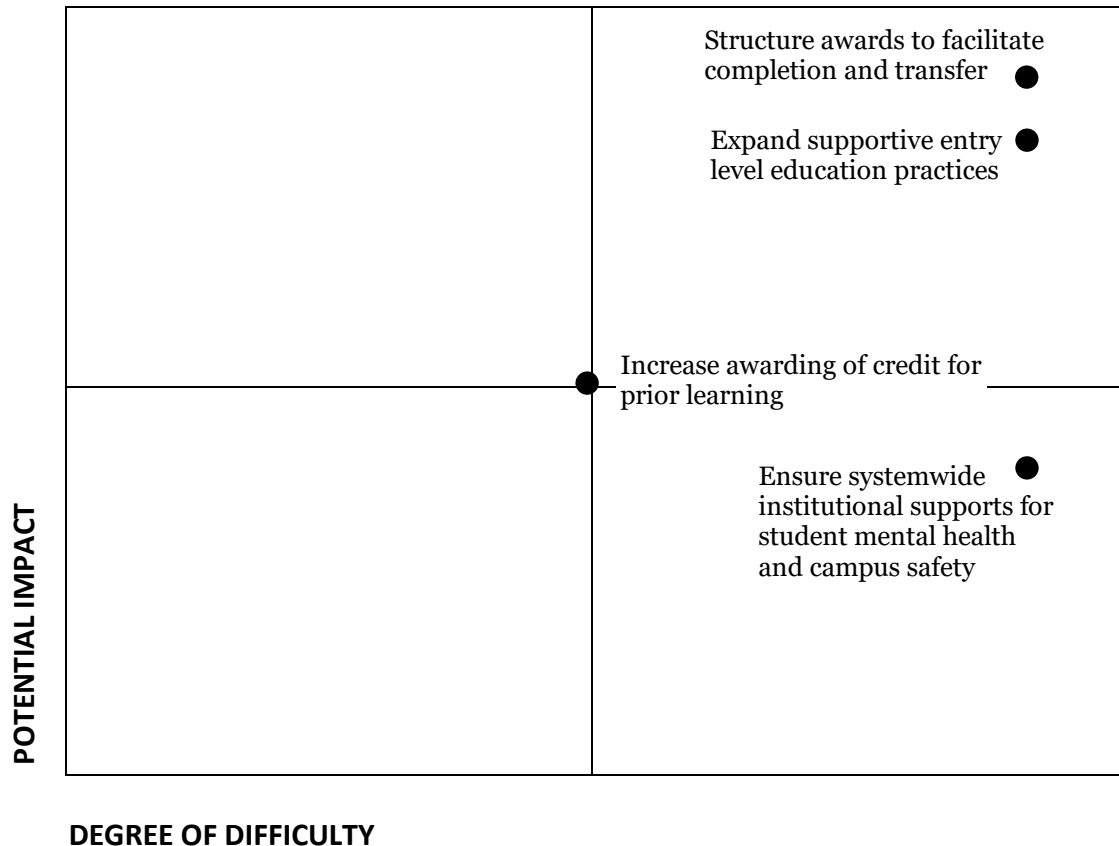
ACCESS (Student Affairs Committee)

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
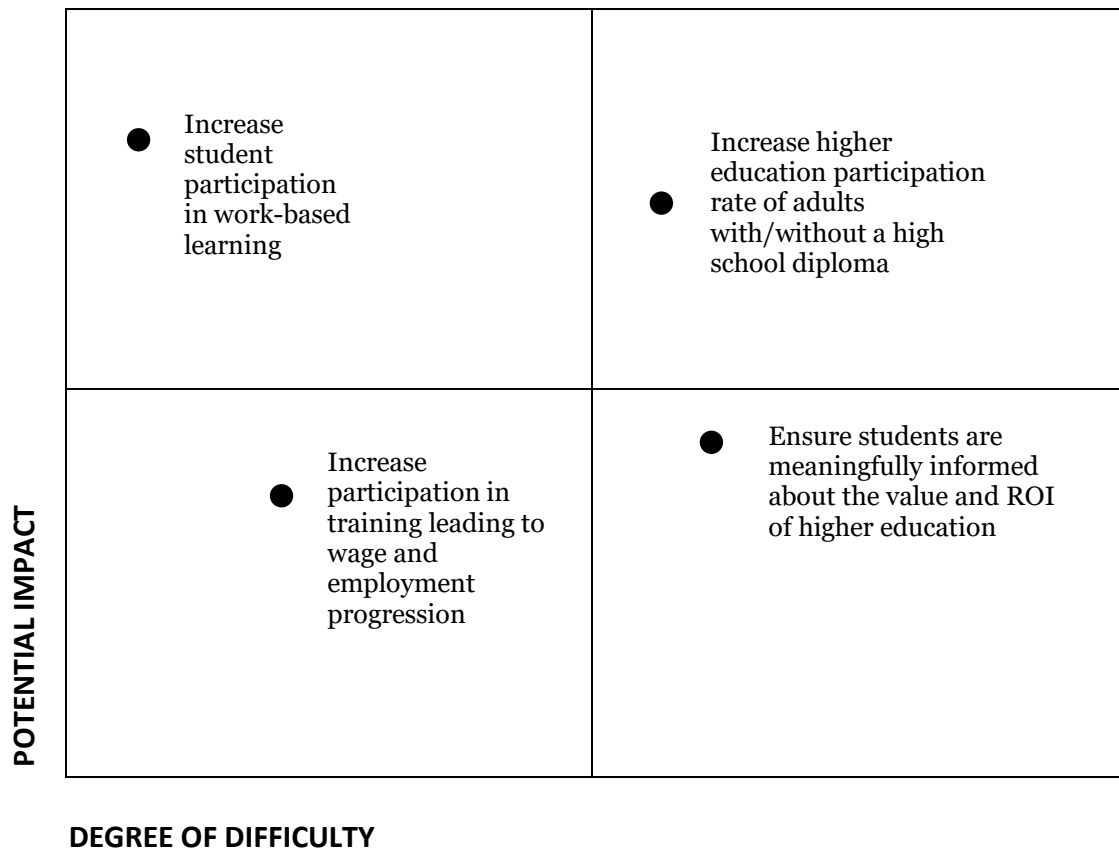
DEGREE OF DIFFICULTY

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 ● ● Updated model standard of affordability

DEGREE OF DIFFICULTY

COMPLETION (Academic Education Committee)

POTENTIAL IMPACT

- 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

DEGREE OF DIFFICULTY

WORKFORCE ALIGNMENT (Technical Education Committee)

POTENTIAL IMPACT

- ● 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

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 David 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.

UTAH BOARD OF HIGHER EDUCATION STRATEGIC PLAN

DRAFT

May 2021

UTAH
SYSTEM OF
HIGHER
EDUCATION

	SYSTEM UNIFICATION	ACCESS	AFFORDABILITY	COMPLETION	WORKFORCE ALIGNMENT
BOARD'S PRIORITY					
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 Simplify institutional admissions processes 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 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	**SYSTEM UNIFICATION**
BOARD'S ROLE	Develop, strengthen, and leverage a seamless and articulated system of higher education
GOAL	*(For discussion)*

STRATEGY / TACTIC

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.

SYSTEM UNIFICATION

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**			

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	
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			

TACTIC

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	
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.	

TACTIC

AFFORDABILITY

AFFORDABILITY

Remove structural barriers to affordability

Increase student ability to pay cost of attendance.

Develop an expanded standard of affordability by the end of 2021.	Increase completion of the Free Application for Federal Student Aid (FAFSA).		Evaluate and prioritize state student financial aid		Build and maintain legislative support	
	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	Partner with USBE to consider requiring FAFSA completion for high school graduation (with opt-out				

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

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.

TACTIC

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, wherever possible.	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

PRIORITY	**WORKFORCE ALIGNMENT**
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 higher ed participation rate of adults with/without a high school diploma

STRATEGY: 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, UDOC) 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).

TACTIC

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 (reskilling/upskilling) 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, USBE, 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