UTAH SYSTEM OF HIGHER EDUCATION

MEMORANDUM

TAB D

May 21, 2021

Utah Board of Higher Education Strategic Plan

Overview

The Utah Legislature established the Utah Board of Higher Education on July 1, 2020, as the governing board for higher education in Utah. The Board controls, manages, and supervises the Utah System of Higher Education, which is comprised of the 16 public colleges and universities in the state. The Board is tasked with establishing and promoting a state-level vision and goals for higher education and addressing quality; affordability; educational opportunity, access, equity, and completion; workforce alignment and preparation for high-quality jobs; and economic growth.

In 2020, Utah's two higher education systems merged, creating a single system of 16 higher education institutions. The newly-created Utah Board of Higher Education embarked on a strategic planning process to guide the new System for the next five years. To develop the strategic plan, the Board and Office of the Commissioner of Higher Education engaged in a rigorous, collaborative, and creative process that built on past initiatives from previous boards and incorporated feedback from institutions, state leaders, students, and other stakeholders. Feedback groups have included/will include:

- Board of Higher Education committees
- Institutional boards of trustees leadership
- Council of Presidents
- Institutional consortia groups (Chief Academic Officers, Instructional Officers, Chief Diversity Officers, Chief Student Affairs Officers, Institutional Research Directors, Business Affairs Officers, etc.)
- Governor's Office
- Utah State Board of Education staff
- Utah Student Association

This strategic plan will serve as the fundamental guiding charter for the work of the Board and System for the next five years. The strategic plan is guided by two main themes:

1. Alignment of measures between statewide postsecondary attainment goals and performance-based funding
2. Centering of educational equity and inclusion, so that higher education opportunities exist for all Utahns

Measuring Success

To track progress toward statewide attainment goals, the Utah Board of Higher Education aligned several disparate systemwide measures into a single cohesive measuring system. This includes alignment between the state's attainment goal, institutional performance measures, and the Board's five-year strategic plan.

10-year statewide attainment goals

The 10-year statewide attainment goals were set in 2020 by the Utah Higher Education Strategic Planning Commission. These statewide attainment goals align with the Board priorities of Access, Completion, and Workforce Alignment. The measures are linked: increasing success in access will call for more effort in timely completion; increasing success in completion will call for more effort in workforce alignment.

5-year strategic plan goals

The Board's five-year goals, outlined in this strategic plan, will serve as the midpoint measure toward the statewide ten-year attainment goals. The strategic plan includes goals for underrepresented population success within each priority. The goals are set at rates that address closing statewide equity attainment gaps.

Year-over-year institutional goals tied to performance funding

The Board's five-year strategic plan goals will guide institutions' goals for performance funding. The Commissioner's Office provided data to institutions showing their historical data for the attainment goal measures for subgoals. Institutions will work with their boards of trustees to set five-year and annual performance funding goals.

Centering equity

Utah's higher education landscape continues to see significant structural and systemic gaps reflected in postsecondary enrollment and completion rates when disaggregated by race, ethnicity, gender, and socioeconomic status. When comparing Utah college enrollment numbers of Utahns ages 18 to 35, enrollment rates of students of color are as much as 40% below that of white students. Similar gaps exist in the completion rates of students at USHE institutions: postsecondary attainment of students of color is as much as 35% below that of white students.

The Utah Board of Higher Education is committed to utilizing the newly-adopted equity lens framework to identify and address barriers to equity of opportunity for all Utahns. The equity lens framework begins with the shared belief that every student has the ability to learn, and with that understanding, the Board recognizes its position to ensure structural barriers are removed so that all students have access to equitable, safe, and conducive learning environments. To guide the Utah Board of Higher Education in its adoption of policies, initiatives, and strategies, the Board is committed to implementing the practical exercise of the equity lens framework to ensure all efforts are focused at closing attainment gaps for Utah students.

Measuring for equity

The strategic plan includes goals for underrepresented population success within each priority. The Board has a full definition of "underrepresented" in the Equity Lens Framework: *"Any student group that has traditionally held a smaller percentage of the total higher education population. For the purposes of this framework, these are student groups who are disproportionately represented in comparison to an equivalent counterpart."* Subgoals within this strategic plan focusing on underrepresented students are aligned with currently available data, and are defined as those populations that are underrepresented within each of the following priorities:

- **Access:** low-income students and historically marginalized students of color: Black/African-American, Hispanic/Latinx, Pacific Islander, Native American, and students who identify as multiracial.
- **Completion:** historically marginalized students of color: Black/African-American, Hispanic/Latinx, Pacific Islander, Native American, and students who identify as multiracial.
- **Workforce Alignment:** women and the following student populations: Black/African-American, Hispanic/Latinx, Pacific Islander, Native American, Asian, and students who identify as multiracial.

By centering equity in the strategic plan, the Board is committed to question and disrupt how things have always been in order to reimagine a postsecondary education system that fosters equitable access and success, creates pathways for economic mobility, and work towards a high quality of life for each student and their communities.

Next steps

The Commissioner's office will spend the summer developing project plans for each tactic identified in the strategic plan, as well as an implementation timeline for the next 12 months. The Commissioner's office will present the first progress report on the strategic plan at the September 17, 2021, Board meeting. The progress reports will be updated monthly and will be available on ushe.edu.

Commissioner's Recommendation

The Commissioner recommends that the Board adopts the draft strategic plan as its framework for the next five years, and directs his office to begin implementation of the strategic plan, as well as report back on progress of the strategic plan at each Board of Higher Education Committee of the Whole, starting on September 17, 2021.

Attachment

UTAH BOARD OF HIGHER EDUCATION STRATEGIC PLAN

DRAFT

May 2021

UTAH SYSTEM OF HIGHER EDUCATION

	SYSTEM UNIFICATION	ACCESS	AFFORDABILITY	COMPLETION	WORKFORCE ALIGNMENT
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	Develop, strengthen, and leverage a seamless and articulated system of higher education	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 Increase stackability of credentials from technical colleges to degree granting institutions 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 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

PRIORITY

SYSTEM UNIFICATION

BOARD'S ROLE

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

GOAL

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

STRATEGY

Align programs with institutional roles and minimize duplication among institutions

TACTIC

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.
Explore tiered tuition structure tied to institutional roles.	

STRATEGY

Increase stackability of credentials from technical colleges to degree granting institutions

TACTIC

DEGREE GRANTING	TECHNICAL
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.
Develop standardized approach to understand number of students utilizing current articulations between tech colleges and degree-granting institutions.	Develop standardized approach to understand number of secondary students receiving credit for course work completed at the high school.
	Explore potential for transitioning technical education from clock-hours to credit hours.

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

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

STRATEGY

Train boards of trustees on delegated responsibilities

TACTIC

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.

STRATEGY

Streamline presidential evaluation and R&R processes.

TACTIC

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.

PRIORITY

ACCESS

BOARD'S ROLE

Remove structural barriers to entry

GOAL

Increase the college-going rate of high school graduates by 3% in 5 years.

Increase the college-going rate of underrepresented groups by 4% in 5 years.

STRATEGY

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

TACTIC

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.
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.
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	

STRATEGY

Simplify institutional admissions processes

TACTIC

DEGREE GRANTING	TECHNICAL
Consider a USHE common admissions and scholarship application, and acceptance letter.	Consider a USHE common technical education admissions and scholarship application, and acceptance letter.
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.

PRIORITY

ACCESS

BOARD'S ROLE

Remove structural barriers to entry

GOAL

Increase the college-going rate of high school graduates by 3% in 5 years.

Increase the college-going rate of underrepresented groups by 4% in 5 years.

STRATEGY

Strengthen admissions advisors'/tech college staff's capacity for addressing student basic needs

TACTIC

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.
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.

STRATEGY

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

TACTIC

DEGREE GRANTING	TECHNICAL
Review policy to support institutions in their efforts to attract and retain diverse faculty and staff. Facilitate collaboration on best equitable hiring and retention practices.	Review policy to support institutions in their efforts to attract and retain diverse faculty and staff. Facilitate collaboration on best equitable hiring and retention practices.
Partner with USBE to support efforts to diversify the K-12 educator workforce through TH Bell Scholarship funding and other collaborative efforts.	

PRIORITY

AFFORDABILITY

BOARD'S 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.

TACTIC

Increase completion of the Free Application for Federal Student Aid (FAFSA).

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).
Explore FAFSA requirement for state and degree granting institutional scholarships	Explore FAFSA requirement for state and tech college scholarships
Research creation of a simplified, pre-FAFSA form to indicate if participants may qualify for financial aid before filling out the full FAFSA.	Research creation of a simplified, pre-FAFSA form to indicate if participants may qualify for financial aid before filling out the full FAFSA.
Partner with USBE to increase FAFSA completion for high school seniors.	Partner with USBE to increase FAFSA completion for high school seniors.

Evaluate and prioritize state student financial aid

DEGREE GRANTING	TECHNICAL
Review policy, statute, and procedures on waivers. Identify how waivers are being used at each institution. Identify all aid opportunities.	Identify all aid opportunities.
Develop policy and implement of new scholarship programs (Adult Learner Grant Program and Opportunity Scholarship)	Develop policy of new scholarship programs.
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.

Build and maintain legislative support

DEGREE GRANTING	TECHNICAL
Leverage Concurrent Enrollment for high school students to reduce student cost	Leverage free tech ed tuition for high school students to reduce student cost
Advocate for full legislative funding of compensation	

PRIORITY

AFFORDABILITY

BOARD'S ROLE

Remove structural barriers to affordability

GOAL

Ensure institutional cost of attendance remains within the standard of affordability year over year.

STRATEGY

Develop a cost structure model to compare the cost of delivering degrees and awards for each USHE institution by the end of 2021.

Expand shared services

TACTIC

DEGREE GRANTING	TECHNICAL
Study shared services in the System. Board reviews recommendations from the study.	Study shared services in the System. Board reviews recommendations from the study.
Create implementation plan for shared services. Create policy to have cost savings realized from shared services used for student aid.	Create implementation plan for shared services. Create policy to have cost savings realized from shared services used for student aid.

PRIORITY

COMPLETION

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

Structure awards to facilitate completion and transfer

TACTIC

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.
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 Policy R470 to embed equity, diversity, and inclusion in General Education essential learning outcomes.	Embed equity, diversity, and inclusion in foundational training requirements.

STRATEGY

Increase awarding of credit for prior learning

TACTIC

DEGREE GRANTING	TECHNICAL
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.
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.

PRIORITY

COMPLETION

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

Ensure systemwide institutional supports for student mental health and campus safety

TACTIC

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.

STRATEGY

Expand supportive entry level education practices

TACTIC

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	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.

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

TACTIC

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, UDOC) 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.

STRATEGY

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

TACTIC

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

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 student participation in work-based learning

TACTIC

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, USBE, GOED) to connect work-based learning opportunities to high-demand pathways to certificates

Increase participation in training (reskilling/upskilling) 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.	

UTAH BOARD OF HIGHER EDUCATION STRATEGIC PLAN

Next Steps

May 2021

UTAH SYSTEM OF HIGHER EDUCATION

BOARD'S

	SYSTEM UNIFICATION	ACCESS	AFFORDABILITY	COMPLETION	WORKFORCE ALIGNMENT
PRIORITY					
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	Develop, strengthen, and leverage a seamless and articulated system of higher education	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 Increase stackability of credentials from technical colleges to degree granting institutions 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 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

COLLABORATIVE START

Executive Staff: Assess

COLLABORATIVE DEVELOPMENT

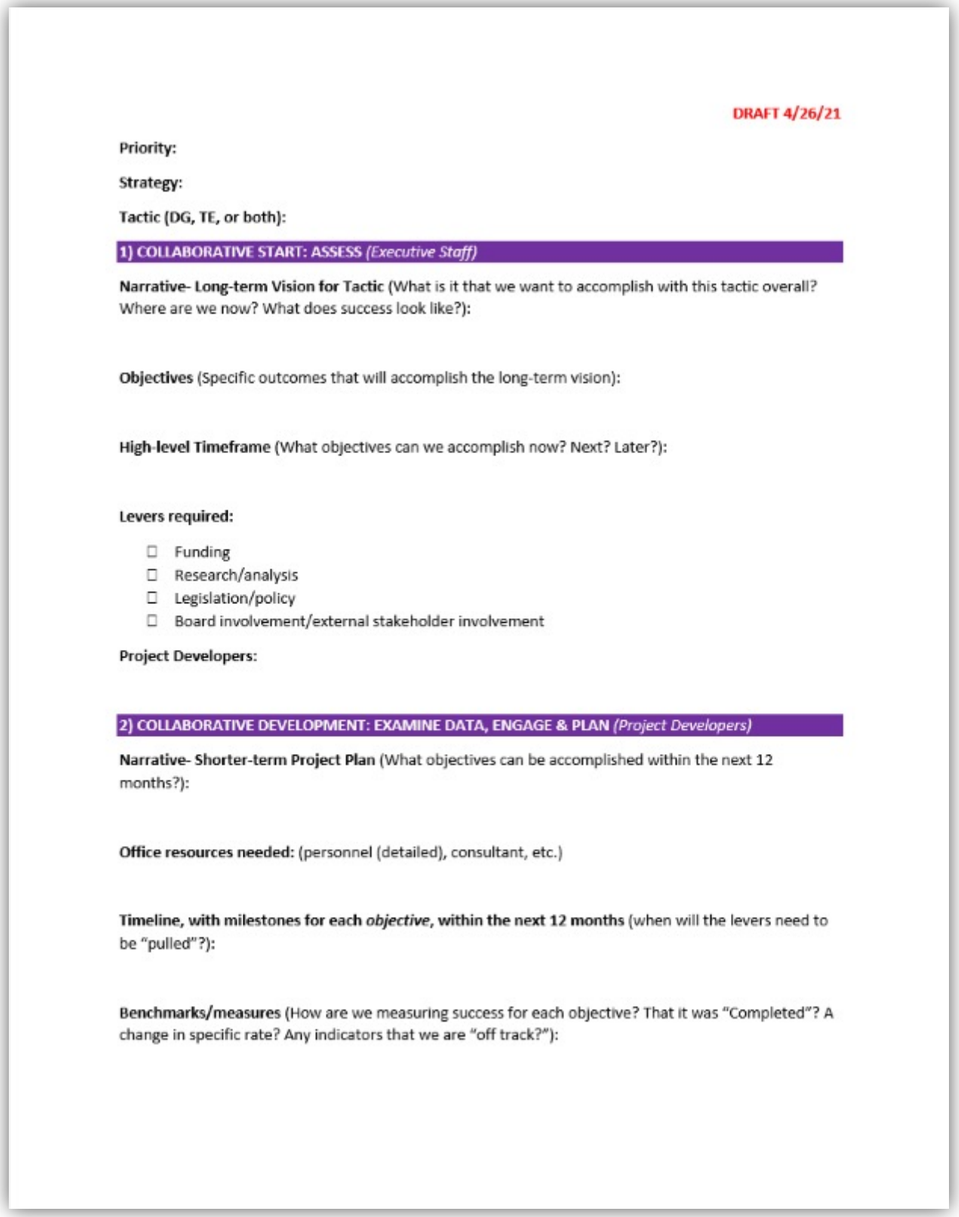
Project Plan Developers: Examine Data, Engage & Plan

COLLABORATIVE BUY-IN

Project Plan Developers: Implement

COLLABORATIVE EVALUATION

Executive Staff: Measure Success



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Priority:

Strategy:

Tactic (DG, TE, or both):

1) COLLABORATIVE START: ASSESS *(Executive Staff)*

Narrative- Long-term Vision for Tactic (What is it that we want to accomplish with this tactic overall? Where are we now? What does success look like?):

Objectives (Specific outcomes that will accomplish the long-term vision):

High-level Timeframe (What objectives can we accomplish now? Next? Later?):

Levers required:

- ☐ Funding
- ☐ Research/analysis
- ☐ Legislation/policy
- ☐ Board involvement/external stakeholder involvement

Project Developers:

2) COLLABORATIVE DEVELOPMENT: EXAMINE DATA, ENGAGE & PLAN *(Project Developers)*

Narrative- Shorter-term Project Plan (What objectives can be accomplished within the next 12 months?):

Office resources needed: (personnel (detailed), consultant, etc.)

Timeline, with milestones for each *objective*, within the next 12 months (when will the levers need to be "pulled"?):

Benchmarks/measures (How are we measuring success for each objective? That it was "Completed"? A change in specific rate? Any indicators that we are "off track?"):

1) Collaborative Start: Assess *(Executive Staff)*

Purpose:

- Develop a collective, high-level understanding of what success looks like for each tactic
- Identify project developers

2) Collaborative Development: Examine Data, Engage & Plan *(Project Developers)*

Purpose:

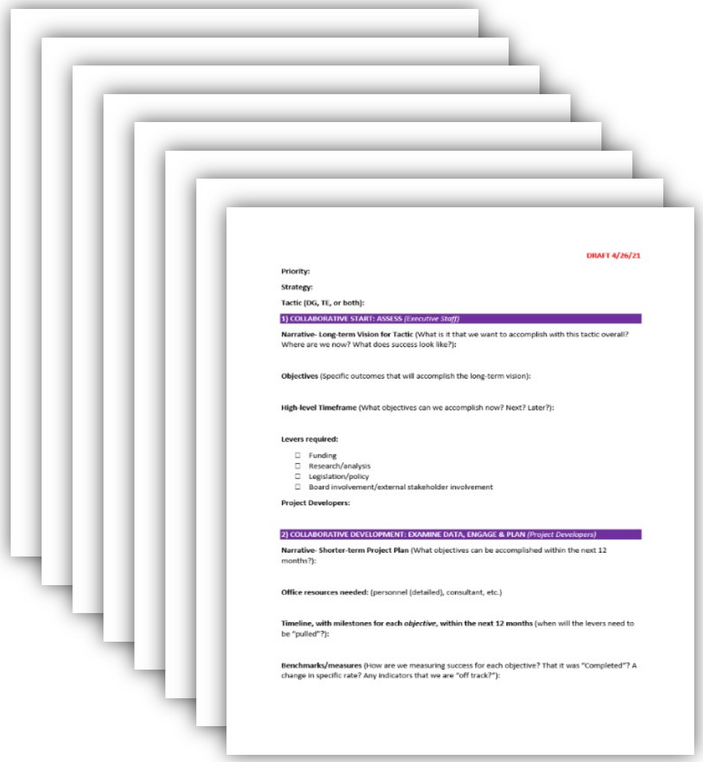
- Develop more specific milestones and timeline for next 12 months
- Determine office resources needed
- Feed the implementation timeline

	A	B	C	D
1		Pt. 1 Completed?	Tactic Developers	Pt. 2 Completed?
2	**ACCESS**			
3	**Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher ed pathways**			
4	(DG & TE) 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.			
5	(DG & TE) Facilitate collaboration among college access partners such as UCAC, TRIO, GEAR UP, AVID, Latinos in Action, USHE CE Directors, CTE directors, institutions, and advisors.			
6	(DG & TE) Partner with USBE on messaging and advising on advanced coursework options in K-12, including PRIME pilot implementation.			
7	(DG) Pilot new CE College and Career Readiness course in partnership with access/multicultural student programs			
8	**Simplify institutional admissions processes**			
9	(DG & TE) Consider a USHE common admissions and scholarship application, and acceptance letter.	Y	Spencer, Melanie	
10	(DG & TE) 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			
11	**Strengthen admissions advisors'/tech college staff's capacity for addressing student basic needs**			
12	(DG & TE) Provide additional training and resources for admissions officers/tech 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.			
13	(DG) 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.			
14	(TE) Collaborate with community and tech college staff to identify resources for student basic needs; advocate for better community resources supporting tech college students.			
15	**Support institutions in diversifying faculty and staff. Expand Utah's pipeline of diverse K-12 educators**			
16	(DG & TE) 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.			
17	(DG) Partner with USBE to support efforts to diversify the K-12 educator workforce through TH Bell Scholarship funding and other collaborative efforts.			
18				
19	**AFFORDABILITY**			
20	**Develop an expanded standard of affordability by the end of 2021.**			
21	**Increase completion of the Free Application for Federal Student Aid (FAFSA).**			
22	(DG & TE) Data analysis (demographics data). Study what other states are doing (audit).			
23	(DG & TE) Explore FAFSA requirement for state and institutional scholarships			
24	(DG & TE) Research creation of a simplified, pre-FAFSA form to indicate if participants may qualify for financial aid before filling out the full FAFSA.			
25	(DG & TE) Partner with USBE to consider requiring FAFSA completion for high school graduation (with opt-out considerations) and common application			
26	**Evaluate and prioritize state student financial aid**			
27	(DG & TE) Review policy, statute, and procedures on waivers. Identify how waivers are being used at each institution. Identify all aid opportunities.	Y	Spencer, Rich, Carrie	
28	(DG & TE) Develop policy and implement of new scholarship programs (Adult Learner Grant Program and Opportunity			
29	(DG) Streamline statewide HB-144 affidavit process. Benchmark student participation in affidavits.			
30	(DG & TE) Advocate for state scholarship support for undocumented students.			
31	**Build and maintain legislative support**			
32	(DG) Leverage Concurrent Enrollment for high school students to reduce student cost			
33	(TE) Leverage free tech ed tuition for high school students to reduce student cost			
34	(DG) Advocate for full legislative funding of compensation			
35	**Develop a cost structure model to compare the cost of delivering degrees and awards for each USHE institution by the end of 2021**			
36	**Expand shared services**			
37	(DG & TE) Study shared services in the System. Board reviews recommendations from the study.			
38	(DG & TE) Create implementation plan for shared services. Create policy to have cost savings realized from shared services used for student aid.			
39				
40	**COMPLETION**			
41	**Structure awards to facilitate completion and transfer**			
42	(DG & TE) Conduct transfer study to determine barriers to transfer.	N	Carrie	
43	(DG) Facilitate coordination among academic disciplines to align program structure to support transfer and completion, as	Y	Julie	
44	(TE) Facilitate coordination among programs to align program structure to support transfer, wherever possible.	N	Kim, Jared	
45	**Increase awarding of credit for prior learning**			
46	(DG) Implement Policy R472, including institutional PLA reporting.	N	Julie, Jess	
47	(TE) 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.	N	Kim, Jess	
48	**Ensure systemwide institutional supports for student mental health and campus safety**			

Sheet1

	A	B	C	D
40	**COMPLETION**			
41	**Structure awards to facilitate completion and transfer**			
42	(DG & TE) Conduct transfer study to determine barriers to transfer.	N	Carrie	
43	(DG) Facilitate coordination among academic disciplines to align program structure to support transfer and completion, as	Y	Julie	
44	(TE) Facilitate coordination among programs to align program structure to support transfer, wherever possible.	N	Kim, Jared	
45	**Increase awarding of credit for prior learning**			
46	(DG) Implement Policy R472, including institutional PLA reporting.	N	Julie, Jess	
47	(TE) 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.	N	Kim, Jess	
48	**Ensure systemwide institutional supports for student mental health and campus safety**			
49	(DG & TE) Develop baseline expectations for mental health for degree-granting /technical institutions. Support institutions in meeting baseline expectations. Facilitate collaboration on best practices.	Y	Spencer, Lais, Kim	
50	(DG & TE) Develop baseline expectations for student safety for degree-granting /technical institutions. Support institutions in meeting baseline expectations. Facilitate collaboration on best practices.	Y	Spencer, Lais, Kim	
51	**Expand supportive entry level education practices**			
52	(DG) 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	N	Julie, Jess, Lais	
53	(TE) 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.	N	Kim, Lais	
54	**WORKFORCE ALIGNMENT**			
55	**Increase higher ed participation rate of adults with/without a high school diploma**			
56	(DG & TE) Collaborate with stakeholders (DWS, USBE, UCAC, UDOC) to support enrollment of adult learners in academic /technical education.			
57	(DG & TE) Increase adult learner awareness of scholarships and other aid via Keys to Success.			
58	**Ensure students are meaningfully informed on the value and ROI of higher ed**			
59	(DG & TE) 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. (TE) 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.	Y	Jess	
60	(DG & TE) Advocate for statewide marketing campaign. Focus on the unique needs of adult learners (program flexibility, prior learning, funding, etc).			
61	**Increase student participation in work-based learning**			
62	(DG & TE) Refine policy to define the role of work-based learning in academic /technical education.			
63	(DG) Develop systemwide tracking mechanism for reporting progress in participation of work-based learning activities.			
64	(TE) Develop systemwide practices for reporting progress in the development of and participation in work-based learning			
65	(DG & TE) Collaborate with stakeholders (DWS, GOED, USBE) to connect work-based learning opportunities to high-demand pathways to degrees and certificates			
66	**Increase participation in training (reskilling/upskilling) leading to wage and employment progression**			
67	(DG & TE) Engage employers to strengthen the connection between degrees/certificates and employment options.			
68	(DG) Refine program approval process to increase transparency of program alignment with verifiable workforce needs.			
69	(TE) Review policy governing enrollment and classification of adult students enrolled in training for the purpose of maintaining or advancing their employment.			
70	(DG) Refine policy to ensure workforce training is equity-minded, supported by data, and reflect institutional roles.			
71				
72	**SYSTEM UNIFICATION**			
73	**Align programs with institutional roles and minimize duplication among institutions**			
74	(DG & TE) Study current program offerings across DG & TE institutions to ensure fit with institutional roles			
75	(DG) Explore tiered tuition structure tied to institutional roles			
76	**Increase stackability of credentials from technical colleges to degree granting institutions**			
77	(DG & TE) 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. (DG) Update Policy R470 to embed equity, diversity, and inclusion in General Education essential learning outcomes. (TE) Embed equity, diversity, and inclusion in foundational	Y	Julie, Kim, Jared, Jess, Carrie, Dave, Lais	
78	(DG) 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. (TE) 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.			
79	(TE) Explore potential for transitioning technical education from clock-hours to credit hours.			
80	**Merge system policies and align data and measures, as appropriate**			
81	(DG) Review policies to ensure alignment between tech colleges and degree granting institutions. Regularly review system policies to ensure they are equity-focused.			
82	(TE) Review policies to ensure alignment between tech colleges and degree granting institutions. Regularly review system policies to ensure they are equity-focused.			

Sheet1



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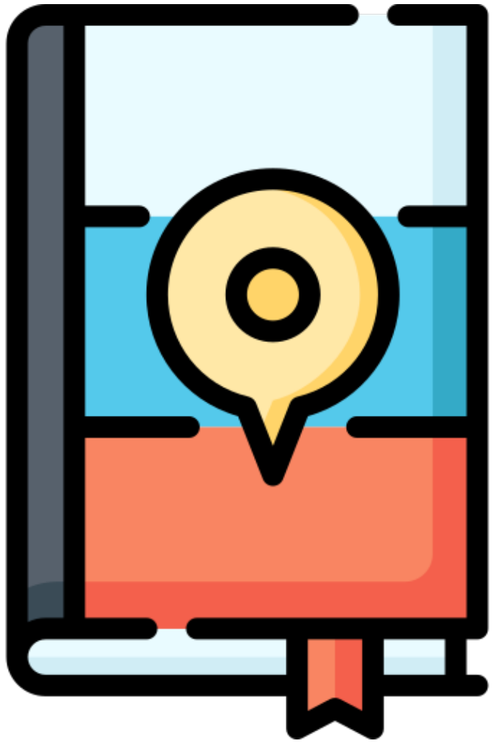
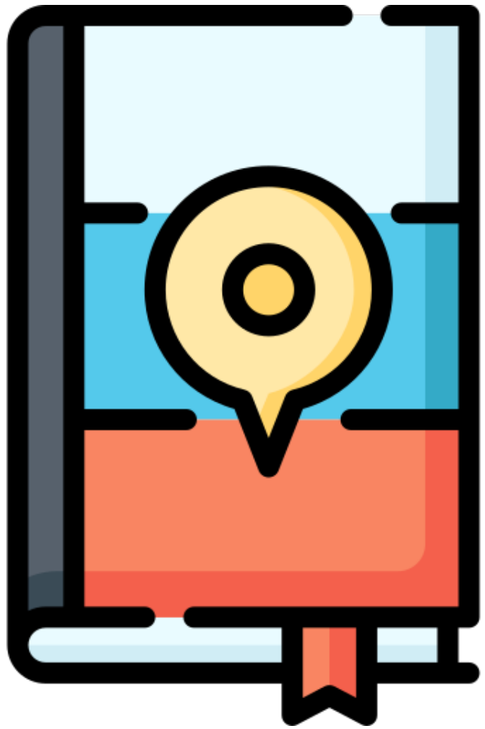
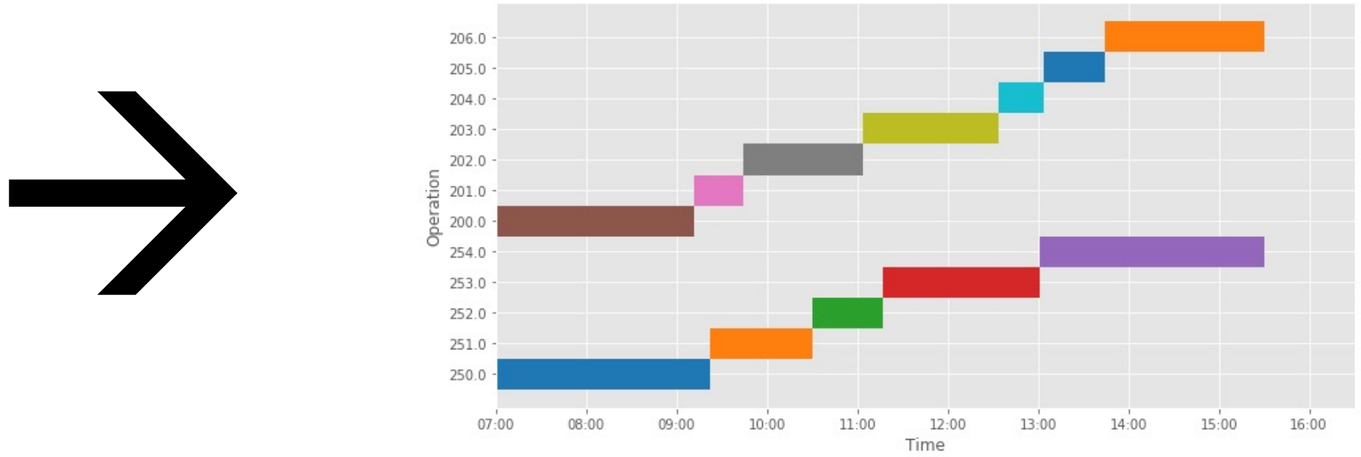
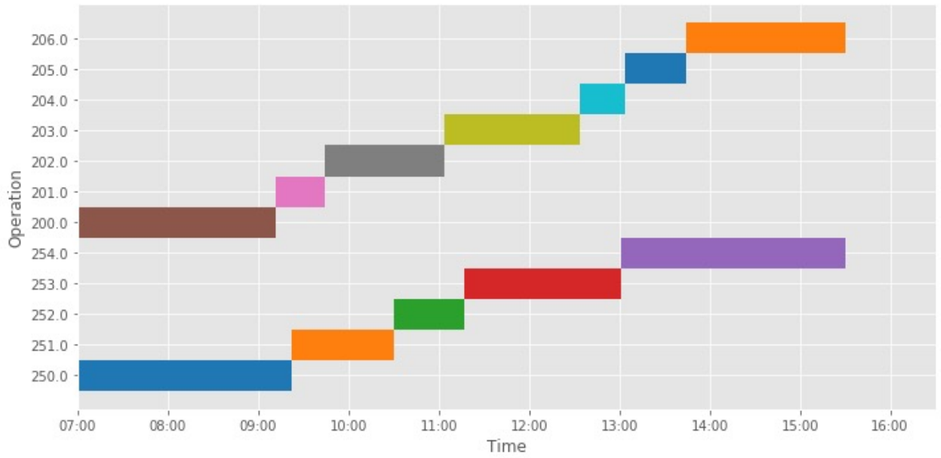


- Tactic project plans will create the OCHE “guidebook”
- Static document
- If something in the project plan changes, we will collectively come together to determine next steps





- Implementation timeline will be created from the “guidebook”
- Implementation timeline will be used as a framework for developing Board agendas for the next year



POSTSECONDARY READINESS

All Students Graduate High School Ready for Postsecondary Education

● On track ● Delayed ● Stalled

OBJECTIVES	KEY RESULTS	STATUS	BASELINE	TO DATE
Increase the number of low-and moderate-income students submitting FAFSAs.	11-IIN Teams that implement interventions; collect and use data to iterate and improve; and target strategies by June, 30 2021.	●	0	9
	100% -Participants in the network who demonstrate/report more capability to engage in people-focused continuous improvement practices by March 31, 2020.	●	0	60%
	11-High schools seeing improvements to FAFSA completion rates (vs SY17-18) by June 30, 2021.	●	0	7
Increase access to college readiness advising in all high schools in the region.	31-High schools in PPRC region have a USHE College Access Advisor by Aug 15, 2022.	●	0	14
	Support USHE's ~$6M ongoing legislative funding for the statewide College Access Advisor program to scale up by Apr 1, 2021.	●	0	$2M p/year 2021-2024
Increase Black, Indigenous, Person of Color representation in college counseling in Salt Lake School district.	5 - BIPOC community members from the Westside neighborhoods of Salt Lake interested in becoming a school counselor begin to work with the GYOE program at UNP by Sep 1, 2021.	●	0	

POSTSECONDARY COMPLETION

All Adults Complete a Degree or Certificate

OBJECTIVES	KEY RESULTS	STATUS	BASELINE	TO DATE
Increase the number of economically disadvantaged postsecondary students with access to the community resources that can help address basic needs to bolster college completion.	50-University of Utah students receive 211 assessment and referral support and access the resources they need by Dec 30, 2019.	●	0	2
	TBD-students receive a 211 informational email when they qualify for federal financial aid with a $0 expected family contribution by September 1, 2020.	●	0	0
	3 - Host statewide basic needs collaborative meetings with USHE institutions.	●	0	0
Increase the number of adult learners from underrepresented and minoritized communities attaining post-secondary credentials and moving into financially sustainable career pathways.	Provide feedback to Keys to Success on their plans for an adult learner facing app in lieu of **Utahfutures.org** by August 1, 2020.	●	No	In Progress
	Develop an interventions based on a Liberatory design project to increase post-secondary completion in the context of career pathways for Adult Learners of Color by November 1, 2020.	●	No	In Progress
	Develop a Grow Your Own Educator adult learning pathway with UWNU, Ogden School District, and Weber State University by Aug 30, 2021.	●	No	In Progress

Progress report will be created from the implementation timeline

- Red light/green light
- Progress report will be updated monthly
- Available on ushe.edu

Timeline

- Summer – Tactic development
- Aug. 1 – Finalize tactic project plans
- Aug. 15 – Develop implementation timeline
- Sept. 16 Board meeting – Provide first progress report