Current Performance Funding Model

1% Improvement

Average of Past 5-Years

1. Completion
2. Underserved Students
3. Market Demand
4. Awards per FTE
5. Research (UU/USU)

• Opportunity to connect currently disjointed goals
• Need to account for institutional missions, growth, and regional factors
Revised Performance Funding Model

5-Year Goals (2026-27)

Institution 5-Year Goals
System 5-Year Goals

Access
Timely Completion
High-Yield Awards
Funding Award

Annual Goals
Institution Annual Goals
Funding Appropriation
Goal Evaluation
Performance Funding Allocations

September 2023...

Board compiles budget request for Performance Funding including Uses

January-March 2024...

Legislature Appropriates and Allocates $$$

- 85% Degree
- 15% Tech Ed.

50% FTE
50% Budget
50% FTE
50% Budget

March 2024...

Legislature awards Performance Funding based on 22-23 data

- Unearned ongoing funds held in reserve for 5-year Goals

July 2024...

Institutions report uses of awarded Performance Funds to the Board
Statewide Attainment Goals

System Strategic Plan Goals

Institutional Performance Funding Goals
(annual measurements toward 5-year goal)
Increase the college-going rate of high school graduates by 10% by 2030.

Increase the timely completion of degrees and certificates by 10% by 2030.

Increase the completion rate of graduates in high-demand, high-wage programs by 20% by 2030.

# Utah students attending postsecondary institution within three years of graduation

# Utah students in high school graduating class

# students who complete program within 150% of expected time

# of students in year cohort

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

# students who complete a program
## Goal Setting Process, Data, and Funding

<table>
<thead>
<tr>
<th>Data Available to Set Goal</th>
<th>Annual Goal Set by Board</th>
<th>Data Available for Goal Evaluation</th>
<th>Data Available for Goal Evaluation</th>
<th>Legislate Session for Funding</th>
<th>Fiscal Year Funding Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021-22</td>
<td>May 2023</td>
<td>November 2024</td>
<td>2023-24</td>
<td>Jan-Mar 2025 (2025 G.S.)</td>
<td>July 1, 2025 (FY 2025-26)</td>
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<td>July 1, 2028* (FY 2028-29)</td>
</tr>
</tbody>
</table>

* Data and Funding used for Five-Year Goal Evaluation
2021 Performance Funding Calendar

**March–April 2021**
- Commissioner’s office
  - discussion with Presidents and Cabinets

**End April First May 2021**
- Commissioner’s office
  - provides training to institutional Boards of Trustees

**May–Aug. 2021**
- Boards of Trustees work with institutions to set realistic 5-year goals

**September 2021**
- Board
  - reviews proposed System and institutional 5-year goals

**October 2021**
- Legislative Committees
  - Reviews Proposed System and institution 5-year goals

**Nov.–Dec. 2021**
- Commissioner’s office
  - follows up with institutions and Boards of Trustees

**2022**

**Jan. 2022**
- Board
  - refines and approves System and institutional 5-year goals

**Feb. 2022**
- Legislative Committees
  - Reviews Proposed System and institution 5-year goals

**March 2022**
- Legislature
  - approves System and institutional 5-year goals

**May 2022**
- Board
  - approves institutional 1-year goals
Board of Trustees Role

• Understand institutional metrics
• Provide feedback to institutional leadership
• Set 5-Year goal by August 27, 2021
• Set annual goal by May 2022
<table>
<thead>
<tr>
<th>BOARD'S ROLE</th>
<th>GOAL</th>
<th>STRATEGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYSTEM UNIFICATION</td>
<td>Remove structural barriers to entry</td>
<td>Align programs with institutional roles and minimize duplication among institutions</td>
</tr>
<tr>
<td>ACCESS</td>
<td>Increase the college-going rate of high school grads by 3% in 5 years</td>
<td>Train boards of trustees on delegated responsibilities</td>
</tr>
<tr>
<td>AFFORDABILITY</td>
<td>Ensure institutional cost of attendance remains within the standard of affordability year over year</td>
<td>Develop an expanded standard of affordability by the end of 2021</td>
</tr>
<tr>
<td>COMPLETION</td>
<td>Increase timely completion of degrees and awards by 3% in 5 years</td>
<td>Structure awards to facilitate completion and transfer</td>
</tr>
<tr>
<td>WORKFORCE ALIGNMENT</td>
<td>Increase completion rate of graduates in high-demand, high-wage programs by 7% in 5 years.</td>
<td>Increase student participation rate of adults with/without a high school diploma</td>
</tr>
<tr>
<td>Increase completion rate of underrepresented groups in programs aligned with high-wage, high-demand jobs by 8% in 5 years.</td>
<td>Increase student participation in work-based learning</td>
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</tr>
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**SYSTEM UNIFICATION**
- Develop, strengthen, and leverage a seamless and articulated system of higher education

**ACCESS**
- Remove structural barriers to entry
  - 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.

**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

**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.

**WORKFORCE ALIGNMENT**
- Increase availability and stackability of high-demand, high-wage programs
  - Increase student participation in work-based learning

**PRIORITY**
- Increase student participation in work-based learning
- 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.

**GOALSTRATEGY**
- 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
- Build and maintain legislative support

**COMPLETION**
- Increase timely completion of degrees and awards by 3% in 5 years.
- Increase the timely completion of underrepresented students by 4% in 5 years.

**AFFORDABILITY**
- Increase student ability to pay cost of attendance.
- Develop an expanded standard of affordability by the end of 2021

**ACCESS**
- Remove structural barriers to entry
- Increase the college-going rate of high school grads by 3% in 5 years
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**SYSTEM UNIFICATION**
- Develop, strengthen, and leverage a seamless and articulated system of higher education

**WORKFORCE ALIGNMENT**
- Increase availability and stackability of high-demand, high-wage programs
- Increase student participation in work-based learning
- Increase participation in training leading to wage and employment progression

**AFFORDABILITY**
- Remove structural barriers to affordability
- Develop an expanded standard of affordability by the end of 2021
- Increase student ability to pay cost of attendance.
- Develop a cost structure model to compare the cost of delivering degrees and awards for each USHE institution by the end of 2021
- Increase FAFSA completion
- Structure awards to facilitate completion and transfer

**COMPLETION**
- 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
- Ensure students are meaningfully informed on the value and ROI of higher ed
- Increase higher ed participation rate of adults with/without a high school diploma
- Increase student participation in work-based learning
- Increase participation in training leading to wage and employment progression

**SYSTEM UNIFICATION**
- Develop, strengthen, and leverage a seamless and articulated system of higher education
- Ensure high school students are meaningfully informed on scholarships, dual-enrollment programming, financial aid, and higher ed pathways
- Align programs with institutional roles and minimize duplication among institutions

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**AFFORDABILITY**
- Remove structural barriers to affordability
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**WORKFORCE ALIGNMENT**
- Increase availability and stackability of high-demand, high-wage programs
- Increase participation in training leading to wage and employment progression
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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
- 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
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
Strategic Plan

Prepared for the Utah Board of Higher Education - May 21, 2021
David S. Schwanke, Interim Executive Director of UHEAA
Background

Inflection point: need to diversify beyond traditional revenue sources

Developing additional right-sized business lines to meet needs of evolving student landscape

Strategic plan development with input from UHEAA Board and staff to define mission, vision, values, and priorities

Alignment of strategic plan to support UBHE strategic priorities
Mission, Vision, and Values

**Mission**
We are your State not-for-profit partner, committed to guiding Utah students through the financing of their educational pursuits and achieving statewide higher education strategic priorities of access, completion, and affordability.

**Vision**
All Utah families, regardless of circumstance, will have the financial tools necessary to access and complete their education. In alignment with the Utah Board of Higher Education, our products and services promote financial success and personal fulfillment.

**Values**
- Do it right
- Innovative
- Results-driven
- Equity
- Customer focused
- Transparency
Profitability

**Goal**
Create and right-size all business lines to achieve profitability within three years in order to reinvest in Utah higher education (e.g. grants, scholarships, financial literacy, and initiatives to help underserved Utah students).
Community Partnerships

Goal
Expand, leverage, and develop partnerships at the local, state, federal, and industry levels to fulfill the UHEAA and Utah Board of Higher Education missions. Measure and report the impact of collaborative efforts to the UHEAA Board of Directors.
Culture

Goal
UHEAA will develop a culture of equity, inclusion, accountability, and excellence, and achieve an employee Net Promoter Score (NPS) of 15 or greater over the next two years. UHEAA will conduct an equity lens analysis and develop a higher education finance equity framework within Fiscal Year 2022.
Strategic Priorities

Technology

**Goal**

Acquire technology to build products and services to reduce costs by at least 10% over five years, and exceed customer expectations by achieving a customer NPS score of 70 over the next five years.
Expand brand awareness of UHEAA products and services to Utah students, families, and customers by achieving the growth projections in the UHEAA business plans presented to the UHEAA Board of Directors.
my529 by the numbers

459,909 Accounts

$42,418 Average Balance

$19.5 B AUM

9.9% Account Growth*

17.9% AUM Growth*

All data as of April 30, 2021

*Calculation for Compound Annual Growth Rate is from January 1, 2012, through April 30, 2021.
Annual Plan with a 2,000-Day Horizon
Mission, Vision and Values

my529 is aligned with the Utah Board of Higher Education’s priorities for access, affordability and completion.

MISSION

my529 helps families save for education.

OUR VISION

Make my529 the nation’s plan of choice for families investing for education and an organization in which employees take pride.
OUR VALUES

Just do what’s right

Engagement
Inclusion
Empowerment
Accountability
Fiduciary
**OUR PRIORITIES**

*Account Growth* - my529 accounts will be as ubiquitous as 401(k) accounts.

*our529 Culture* - my529 is a culture of excellence, kindness, inclusion and respect. It is among the best places to work in Utah.

*Account Owner Experience* - Every person who has contact with my529 has such an exceptional experience, they become our ambassadors.
Account Growth - my529 accounts will be as ubiquitous as 401(k) accounts.

Avenues for identifying and onboarding new account owners (AO) are enhanced and cultivated.

**Strategy**

**Constructing a way for employees in every Utah business to take advantage of a my529 account.**
- Formalizing a service model to support and expand B2B.
- Creating an automated process for my529 and businesses to exchange electronic files (AO names and contribution amounts) to capture employee payroll deduction information.

**Increasing diversity among Utah AOs. (Access/Affordability)**
- Collaborating with nonprofit organizations supporting underserved communities to bring awareness of and participation in my529.
- Explore the formation of a Utah Children Savings Account program with a philanthropic or nonprofit partner.
- Add demographic questions to account owner transactions to develop a baseline data set.

**Cultivating a premium experience for prospects.**
- Gathering information and mining data to improve the prospect experience.
- Planning my529.org website redesign to improve prospect experience.
Account Growth - my529 accounts will be as ubiquitous as 401(k) accounts.

Account owners’ use of my529 is maximized.

Strategy

Changing behavior of AOs to increase savings amounts, consistency, frequency and legacy account ownership. (Affordability/Completion)

- Deciding my529’s promotion and match philosophy and commitment level.
- Tracking promotion efficacy.

Tactics

Increasing engagement through existing or new channels.

- Running advisor firm engagement campaigns (e.g. zero balance accounts, increased gifting limits, non-activity).
- Providing CE presentations to professional groups and associations (e.g. lawyers, accountants, doctors, advisors, SHRM).
## Account Growth - my529 accounts will be as ubiquitous as 401(k) accounts.

Utahns and nonresidents are educated on the concept and benefits of owning a my529 account.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrating the value of attaining skills</strong> training and education. (Access)</td>
<td><strong>Providing a content-rich, trusted resource for all individuals.</strong> (Access)</td>
</tr>
<tr>
<td>• Creating materials that demonstrate the value of education.</td>
<td>• Developing financial literacy materials to educate prospects.</td>
</tr>
<tr>
<td>• Developing a tech, trade and community college marketing campaign.</td>
<td></td>
</tr>
<tr>
<td>• Generating campaigns around salaries v. cost of education that apply to all industries and professions.</td>
<td></td>
</tr>
<tr>
<td><strong>Forming and leveraging partnerships to assist with the education process.</strong> (Access)</td>
<td></td>
</tr>
<tr>
<td>• Collaborating with financial literacy programs to promote my529 as a savings opportunity with a tax credit benefit.</td>
<td></td>
</tr>
<tr>
<td>• Tap into atypical financial advisors who serve diverse communities.</td>
<td></td>
</tr>
</tbody>
</table>
Account Growth - my529 accounts will be as ubiquitous as 401(k) accounts.

my529’s brand is solidified and maintained as an industry leader and national plan that benefits all Utahns.

**Strategy**

Leveraging national recognition to provide the best exposure and account growth opportunities for my529.

- Search engine optimization.
- Select advertising campaigns outside of Utah.
- Broadening exposure via digital ads.

Positioning my529 to respond to new industry change or consolidation.

- Determining strategy for offsetting AUM consolidation being pursued by large financial firms.

Shaping 529 policy at the federal and state levels.

- Increasing participation in national organizations.
- Working through national organizations to pass federal corporate tax incentive legislation.
Metrics

- **9,000** New funded Utah accounts
- **8%** Utah children younger than 18 are my529 beneficiaries
- **29,000** New funded nonresident accounts
**our529 Culture** - my529 is a culture of excellence, kindness, inclusion and respect. It is among the best places to work in Utah.

Employees are personally invested in my529’s success.

<table>
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<tr>
<td>Supporting employees in their quest for personal and professional skill development at my529 or elsewhere along individual career paths.</td>
<td></td>
</tr>
</tbody>
</table>
| • Including discussions about available training and education opportunities in annual employee evaluations and performance plans.  
• Succession planning for director, manager and supervisory positions. |
| Extending accountability for the Annual Plan with a 2000-Day Horizon to all my529 employees. |
| • Formulating employee performance plans around this annual plan.  
• Regular annual plan progress updates. |
| Welcoming every employee. Valuing their ideas, input, feedback and celebrating their accomplishments. |
| • Formalizing process to track, prioritize and respond to employee feedback.  
• Partner with Human Resource Management to provide a report to the UHEAA Board about workplace diversity.  
• Collaborating and sharing achievements among my529 teams.  
• Fostering open communication. |
| Promoting workforce resilience through mental fitness. |
| • Providing mental health awareness training to all managers and directors.  
• Defining the workplace of the future and how remote work fits in. |
**our529 Culture** - my529 is a culture of excellence, kindness, inclusion and respect. It is among the best places to work in Utah.

my529 embodies its fiduciary role.

**Strategy**

**Foster a culture of compliance and risk management.**
- Creating a formal enterprise risk management plan with a designated risk officer.
- Annual employee training on compliance, risk and fiduciary responsibilities.

**Implementing industry best practices.**
- Evaluating internal operation processes and implementing recommendations for efficiencies.
- Deciding my529’s philanthropy philosophy and commitment level.
Metrics

<table>
<thead>
<tr>
<th>Employee Net Promoter Score</th>
<th>Employee engagement survey affective commitment score</th>
</tr>
</thead>
<tbody>
<tr>
<td>35↑</td>
<td>4.0↑</td>
</tr>
</tbody>
</table>
Account Owner Experience - Every person who has contact with my529 has such an exceptional experience, they become our ambassadors.

my529 understands and curates the best account owners journey for the best experience.

Cultivating a premium experience for AOs.

- Gathering information and mining data to improve the AO experience.
- Planning a new my529.org website to improve the AO experience.
- Understanding advisor groups' needs to enhance their experience.

Developing and improving AO journey, touchpoints and feedback.

- Embedding feedback surveys along the AO journey.
- Formalizing a process to track, prioritize and respond to feedback.
Account Owner Experience - Every person who has contact with my529 has such an exceptional experience, they become our ambassadors.

Account owner tools, information and services are continually evaluated and evolving.

**Strategy**
- Incorporating new technologies and products to enhance account usage and to meet AOs “where they are.”
- Communicating with clarity and plain language.
- Providing best of class investment options.

**Tactics**
- Honing mobile capabilities and web responsiveness.
- Implementing new contribution collection and withdrawal disbursement methods.
- Introducing new account owner interaction approaches.
- Focusing on plain language in the Program Description and all other communication materials.
- Transitioning Age-Based to Enrollment Date investment options.
Metrics

Account Owner Net Promoter Score

70↑
Board’s role in academic program and academic unit approval

• Delegates approval of academic programs and units to the institutional Boards of Trustees, under parameters set by the Board
• Approves programs outside the institutional mission
• Approves delivery of programs outside of the institution’s geographic service region
• Approves new branches, extension centers, colleges, or professional schools
DSU: University College

Focus on student success under Dixie’s open-enrollment model:

• Provide focused advisement to students who have not declared a major

• Provide tutoring and supplemental instruction to students who are in need of preparatory skills within English and math

• Provide support to faculty, administrators, and staff to help students be successful
I move that the Board approve the creation of a University College at Dixie State University.
INSTITUTIONAL ROLES AND MISSIONS

Research Universities
• Utah State University
• University of Utah

Regional Universities
• Weber State University
• Southern Utah University
• Utah Valley University
• Dixie State University

Comprehensive Community Colleges
• Snow College
• Salt Lake Community College
INSTITUTIONAL ROLES AND MISSIONS

Technical Colleges
• 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

Degree-granting Institutions with a Technical College Role
• Salt Lake Community College
• Snow College
• Utah State University Eastern, Blanding & Moab
Technical Education & Career and Technical Education in USHE

May 21, 2021
Technical Education

Technical Education focuses on knowledge and skill acquisition aligned with industry need.
USHE Technical Education (TE)

Definition

• Courses & Programs that
  • Leads to an institutional certificate; or
  • Is short-term training
  • Does not include general education
• Low cost to adult students
• No cost to secondary students

Institutions

• Utah State University; Eastern, Blanding & Moab campuses
• Salt Lake Community College
• Snow College
• 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
Career & Technical Education

CTE includes Technical Education and Academic Education and is offered at all levels of postsecondary education.
USHE Career & Technical Education (CTE)

**Definition**
- An educational program that:
  - Is designed to meet industry needs
  - Leads to a certificate or a degree
  - May qualify for funding under the Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act
  - Includes general education requirements

**Institutions**
- Salt Lake Community College
- Snow College
- Utah State University
- Southern Utah University
- Weber State University
- Utah Valley University
- Dixie State University
Understanding the Research and Analysis Board Lever

May 21, 2021
Purpose of USHE Institutional Research Department

• Prepare reports for external audiences
  • Legislature

• Support Board with research and analysis
  • Attainment goal work
  • Strategic plan

• Partner with other state agencies
  • Utah State Board of Education; Department of Workforce Services
  • Provide expertise on education data, research, and analysis
  • Commissioner’s office and Board
  • Institutions
IR Processes/Deliverables

• Data glossaries
  • Ensures consistency across all institutions
  • Informed by federal, state, and Board policy

• Regular data submissions
  • Enrollments and completions data
  • Financial aid data
  • Space inventory data
  • Ad hoc requests as needed
IR Processes/Deliverables

• Interactive dashboards
  • Regularly updated data visualizations for legislative and institutional stakeholders
• Live database connections allowing real-time visibility into college performance (technical colleges)
IR Processes/Deliverables

• Reports and issue briefs
  • High School Students’ Transition to College
  • Utah’s Growing Opportunity Gap
  • Intergenerational Poverty and Technical Education
  • Career and Technical Education Annual Report
IR Processes/Deliverables

• Convening workgroups
  • Working to develop shared understandings
  • Facilitating the sharing of best practices

• Human resources (Department of 7)
  • Analysts, database administrators, statisticians, economists, software developers

• Shared Services (Northstar)
  • Development efforts targeted toward college and System priorities
  • Ensures alignment between institutions
Future Direction

• Unification of degree-granting and technical institutions: Data, Research, Analysis
  • Data element alignment as appropriate
  • Common language
  • Reporting alignment

• Expanded Data Collection
  • Space – Report utilization centrally
  • Financial aid – Scholarship details; expand to technical colleges
  • Program file – Comprehensive list of institutional programs and their characteristics
Future Direction

• Best practices across System
  • IPEDS (Integrated Postsecondary Education Data System – federal government required reporting)
  • NSC (National Student Clearinghouse)
  • SSID (Statewide Student Identifier)

• Underrepresented populations
  • Attainment goal
  • Assessment of the data
Utah’s Demographic Transformation: Implications for Higher Education

May 21, 2021
Since 2010...

507,731 more Utahns

Source: U.S. Census Bureau, Decennial Census
Utah was the fastest growing state throughout the decade

Source: U.S. Census Bureau, Decennial Census
Growth Rate by Decade, Utah

Sources: U.S. Census Bureau, Gibson and Jung (2002), Perlich (2002), Kem C. Gardner Policy Institute
Migration has become a more consistent component of change.

Source: Utah Population Estimates Committee and Utah Population Committee.
As natural increase (births minus deaths) has declined recently
Total fertility rate has been declining for the past decade.

Note: The Replacement Level is the fertility level at which the current population is replaced.
Source: National Center for Health Statistics.
Utah’s Million Milestones: Pre-pandemic View

Sources: Utah Population Estimates Committee; Kem C. Gardner Policy Institute
Where Utahns live, 2019 and 2065: Pre-pandemic View

Source: Utah Population Committee

Source: Kem C. Gardner Policy Institute, 2015-2065 population projections
College Age Population: Pre-pandemic View

Source: Utah Population Committee

Source: Kem C. Gardner Policy Institute, 2015-2065 population projections
Utah: Trend Toward Nation

Total Fertility Rates

Source: NCHS - National Vital Statistics Reports
Utah: Trend Toward Nation

Household Size

<table>
<thead>
<tr>
<th>Year</th>
<th>Utah</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960</td>
<td>5.17</td>
<td>3.12</td>
</tr>
<tr>
<td>2018</td>
<td>5.27</td>
<td>2.63</td>
</tr>
</tbody>
</table>

Source: Decennial Census and American Community Survey
Utah: Trend Toward Nation

Median Age

<table>
<thead>
<tr>
<th>Year</th>
<th>Utah</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>23.1</td>
<td>28.1</td>
</tr>
<tr>
<td>2019</td>
<td>31.3</td>
<td>38.4</td>
</tr>
</tbody>
</table>

Source: Decennial Census and Population Estimates, U.S. Census Bureau
Utah: Trend Toward Nation

Minority Share

<table>
<thead>
<tr>
<th></th>
<th>Utah</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960</td>
<td>1.9%</td>
<td>11.4%</td>
</tr>
<tr>
<td>2019</td>
<td>22.2%</td>
<td>39.9%</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau: Decennial Census and Population Estimates
Utah: Trend Toward Nation

Female Age at First Marriage

<table>
<thead>
<tr>
<th></th>
<th>Utah</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>20.2</td>
<td>24.8</td>
</tr>
<tr>
<td>2018</td>
<td></td>
<td>28.3</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau: Decennial Census and American Community Survey
Utah: Trend Toward Nation

Share of Households: Opposite Sex Married Couple with Children

Source: Decennial Census and American Community Survey
Utah Population Growth by Race and Ethnicity, 2018 to 2019

Non-Hispanic White 60%
Minority 40%
Hispanic 58%

NH Black 7%
NH American Indian or Alaska Native...
NH Asian 15%
NH Native Hawaiian or Pacific Islander...
NH Two or More Races 14%

Note: NH – Non-Hispanic

Sources: U.S. Census Bureau, Population Division
U.S. Population Growth by Race and Ethnicity: 2018 to 2019

Non-Hispanic White population decreased

Minority 100%

Hispanic 52.5%

NH Asian 20.3%

NH Black 16.1%

NH American Indian or Alaska Native 0.8%

NH Native Hawaiian or Pacific Islander 0.5%

NH Two or More Races 9.8%

Note: NH – Non-Hispanic
Sources: U.S. Census Bureau, Population Division
Racial and Ethnic Composition of U.S. Youth

2019

- White: 50.2%
- Hispanic: 25.6%
- Black: 13.7%
- Asian: 5.0%
- Other: 5.4%

2060

- White: 36.7%
- Hispanic: 31.8%
- Black: 14.1%
- Asian: 7.7%
- Other: 9.6%

Sources: U.S. Census Bureau
Racial and Ethnic Composition of Utah Youth

2019:
- White: 73.4%
- Hispanic: 18.0%
- Asian: 1.8%
- Black: 1.3%
- Other: 5.6%

2060:
- White: 57.5%
- Hispanic: 26.3%
- Asian: 3.1%
- Black: 2.3%
- Other: 10.9%

Sources: U.S. Census Bureau, Population Division; Kem C. Gardner Policy Institute
Minority Share by Age Group

Note: Minority includes those identifying as something other than Non-Hispanic White Alone.
Source: U.S. Census Bureau; Kem C. Gardner Policy Institute
Minority Share of the Population

Sources: U.S. Census Bureau, Gibson and Jung (2002), Perlich (2002), Kem C. Gardner Policy Institute
Utah Foreign Born Population: 1900–2018

Sources: U.S. Census Bureau (decennial Censuses) and 2018 American Community Survey 1-Year Estimates; Kem C. Gardner Policy Institute Calculations.
U.S. Foreign Born Population: 1900–2018

Sources: U.S. Census Bureau (decennial Censuses) and 2018 American Community Survey 1-Year Estimates; Kem C. Gardner Policy Institute Calculations.
Utah Foreign Born Population by Region of Birth and Entry Period

Source: U.S. Census Bureau American Community Survey 2018 1-Year Estimates
143 Languages
Neighborhoods
Share of Households with 5+ People
Share of Households with 5+ People
Minorities as a Share of the Population
Minorities as a Share of the Population
Opportunities and Barriers

Source: Neighborhood Atlas
https://www.neighborhoodatlas.medicine.wisc.edu/mapping
Meeting the Challenge

Intergenerational Transfers
The New Utah
Thank you

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