

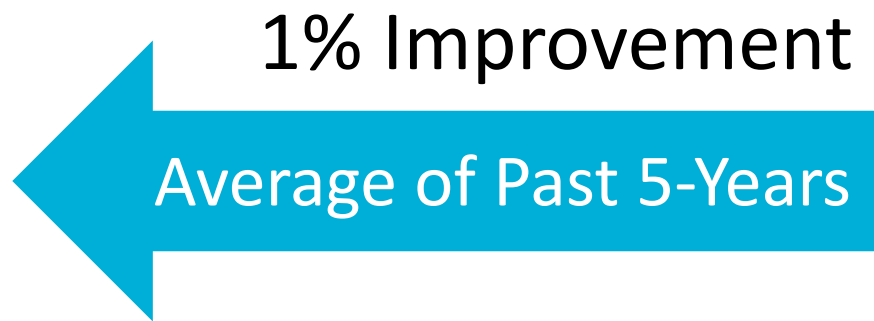
The background of the slide features a photograph of graduates in black caps and gowns. Several hands are visible, some holding rolled-up diplomas. The image is partially obscured by a large blue rectangular overlay on the right side.

# USHE Performance Funding

April/May 2021



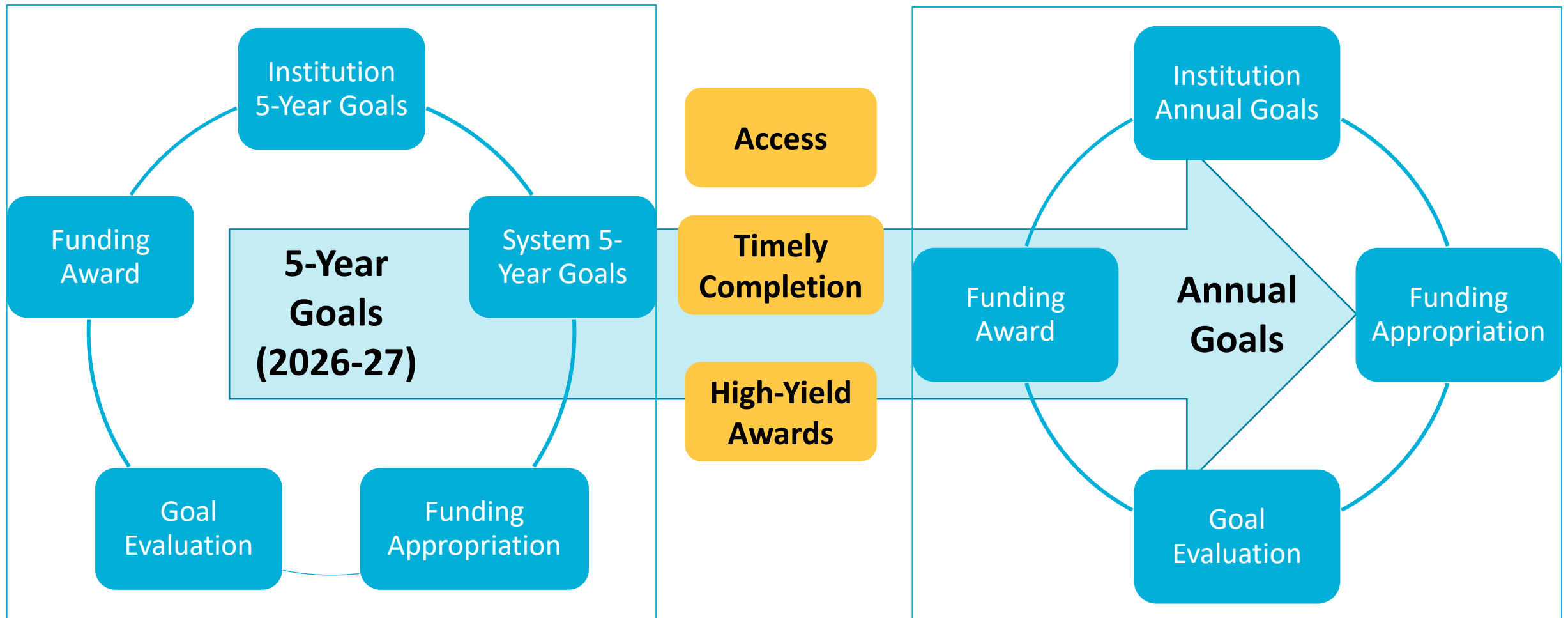
# Current Performance Funding Model



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

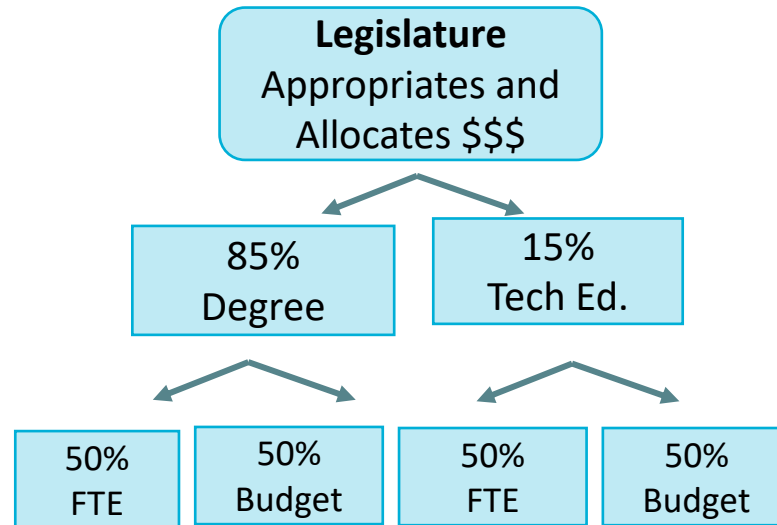


# Performance Funding Allocations

September 2023...

**Board** compiles  
budget request for  
Performance  
Funding including  
Uses

January-March 2024...



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)*



PRIORITY

GOAL

MEASUREMENT

## ACCESS

Increase the college-going rate of high school graduates by 10% by 2030.

# Utah students attending postsecondary institution within three years of graduation

# Utah students in high school graduating class

## COMPLETION

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

# students who complete program within 150% of expected time

# of students in year cohort

## WORKFORCE ALIGNMENT

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

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

# students who complete a program

# Goal Setting Process, Data, and Funding

Data Available to Set Goal	Annual Goal Set by Board	Data Available for Goal Evaluation	Data Available for Goal Evaluation	Legislate Session for Funding	Fiscal Year Funding Available
2020-21	May 2022	November 2023	2022-23	Jan-Mar 2024 (2024 G.S.)	July 1, 2024 (FY 2024-25)
2021-22	May 2023	November 2024	2023-24	Jan-Mar 2025 (2025 G.S.)	July 1, 2025 (FY 2025-26)
2022-23	May 2024	November 2025	2024-25	Jan-Mar 2026 (2026 G.S.)	July 1, 2026 (FY 2026-27)
2023-24	May 2025	November 2026	2025-26	Jan-Mar 2027 (2027 G.S.)	July 1, 2027 (FY 2027-28)
2024-25	May 2026	November 2027*	<b>2026-27*</b>	Jan-Mar 2028* (2028 G.S.)	July 1, 2028* (FY 2028-29)

\* Data and Funding used for Five-Year Goal Evaluation

# 2021 Performance Funding Calendar



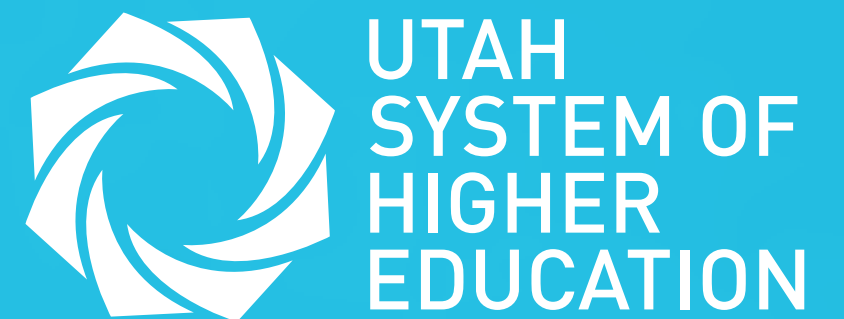
# Board of Trustees Role

- Understand institutional metrics
- Provide feedback to institutional leadership
- Set 5-Year goal by August 27, 2021
- Set annual goal by May 2022

# UTAH BOARD OF HIGHER EDUCATION STRATEGIC PLAN

*Next Steps*

May 21, 2021



BOARD'S	PRIORITY	SYSTEM UNIFICATION		ACCESS		AFFORDABILITY		COMPLETION		WORKFORCE ALIGNMENT	
	ROLE	Develop, strengthen, and leverage a seamless and articulated system of higher education		Remove structural barriers to entry		Remove structural barriers to affordability		Remove structural barriers to graduation		Increase availability and stackability of high-demand, high-wage programs	
	GOAL	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	<div>Align programs with institutional roles and minimize duplication among institutions</div> <div>Increase stackability of credentials from technical colleges to degree-granting institutions</div>	<div>Train boards of trustees on delegated responsibilities</div> <div>Merge System policies and align data and measures, as appropriate</div> <div>Streamline presidential evaluation and R&amp;R processes</div>	<div>Ensure high school students are meaningfully informed on scholarships, dual-enrollment programming, financial aid, and higher ed pathways</div> <div>Simplify institutional admissions processes</div>	<div>Strengthen admissions advisors’/tech college staff’s capacity for addressing student basic needs</div> <div>Support institutions in diversifying faculty and staff. Expand Utah’s pipeline of diverse K-12 educators.</div>	<div>Develop an expanded standard of affordability by the end of 2021</div> <div>Increase FAFSA completion</div> <div>Evaluate and prioritize state student financial aid</div> <div>Build and maintain legislative support</div>	<div>Expand shared services</div> <div>Develop a cost structure model to compare the cost of delivering degrees and awards for each USHE institution by the end of 2021</div>	<div>Structure awards to facilitate completion and transfer</div> <div>Increase awarding of credit for prior learning</div>	<div>Ensure systemwide institutional supports for student mental health and campus safety</div> <div>Expand supportive entry-level education practices</div>	<div>Increase higher ed participation rate of adults with/without a high school diploma</div> <div>Ensure students are meaningfully informed on the value and ROI of higher ed</div>	<div>Increase student participation in work-based learning</div> <div>Increase participation in training leading to wage and employment progression</div>

## **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

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.			
13	Evaluate data on referrals and outcomes to determine efficacy.			
14	(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.			
15	(TE) Collaborate with community and tech college staff to identify resources for student basic needs; advocate for better community resources supporting tech college students.			
16	Support institutions in diversifying faculty and staff. Expand Utah's pipeline of diverse K-12 educators			
17	(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.			
18	(DG) Partner with USBE to support efforts to diversify the K-12 educator workforce through TH Bell Scholarship funding and other collaborative efforts.			
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			
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 (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.	Y	Julie, Kim, Jared, Jess, Carrie, Dave, Lais	
78	(DG) Review policies to ensure alignment between tech colleges and degree granting institutions. Regularly review system policies to ensure they are equity-focused.			
79	(TE) Review policies to ensure alignment between tech colleges and degree granting institutions. Regularly review system policies to ensure they are equity-focused.			
80	(TE) Explore potential for transitioning technical education from clock-hours to credit hours.			
81	Merge system policies and align data and measures, as appropriate			
82	(DG) Review policies to ensure alignment between tech colleges and degree granting institutions. Regularly review system policies to ensure they are equity-focused.			

Sheet1



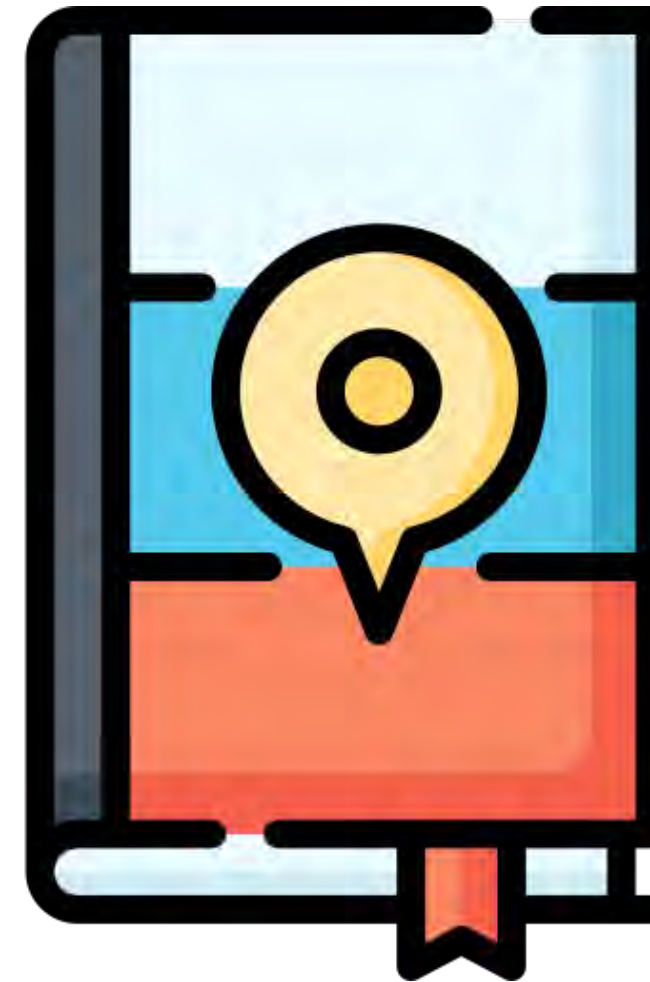
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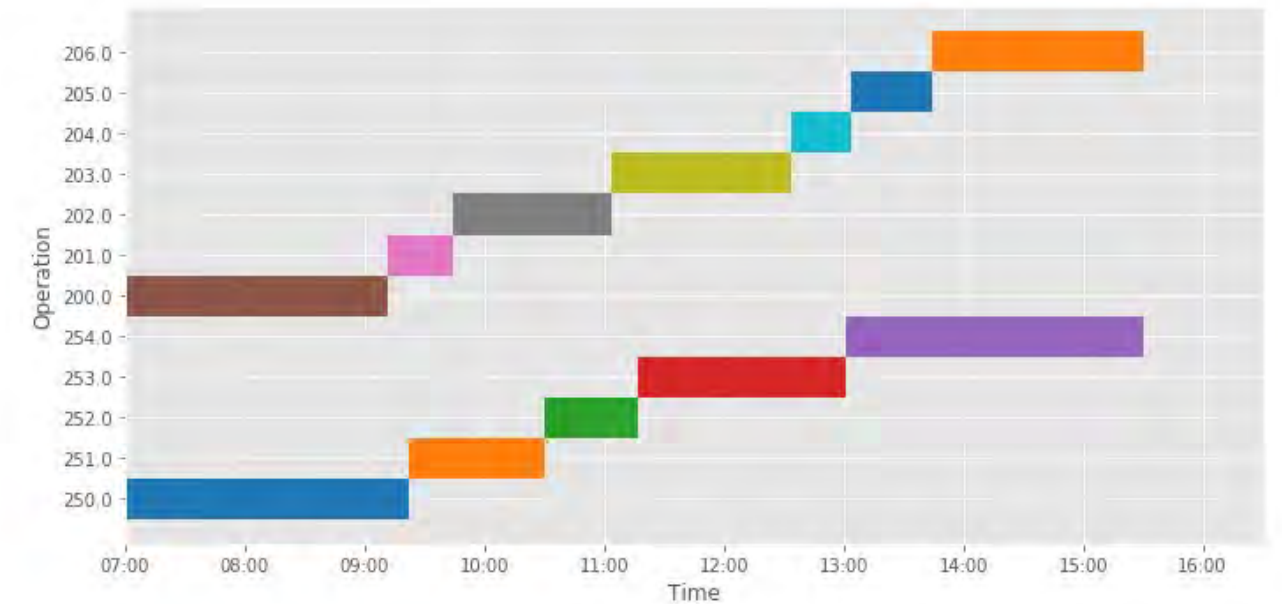
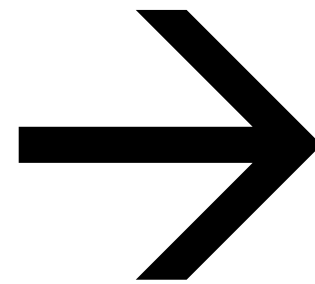
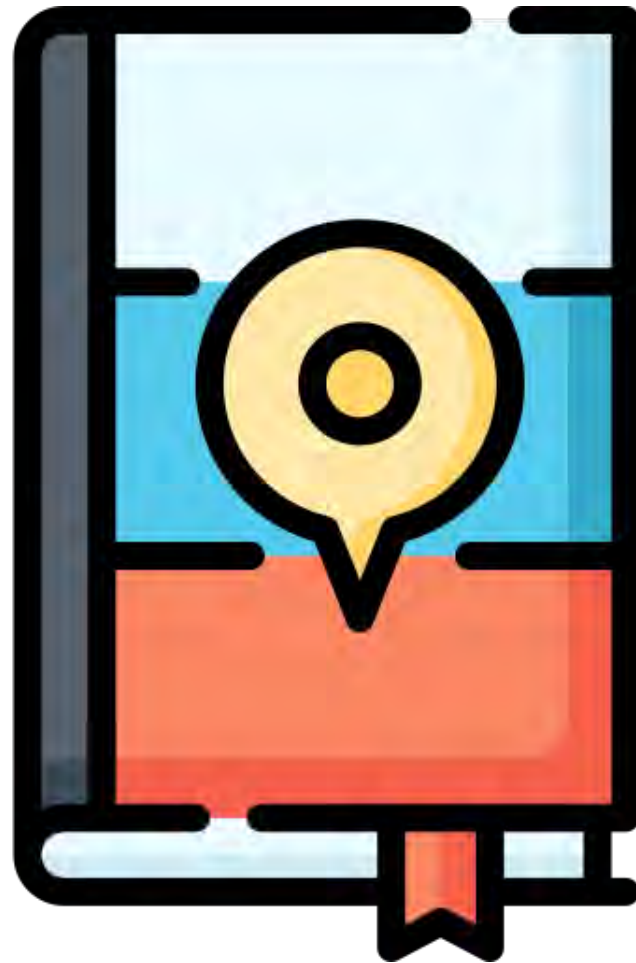




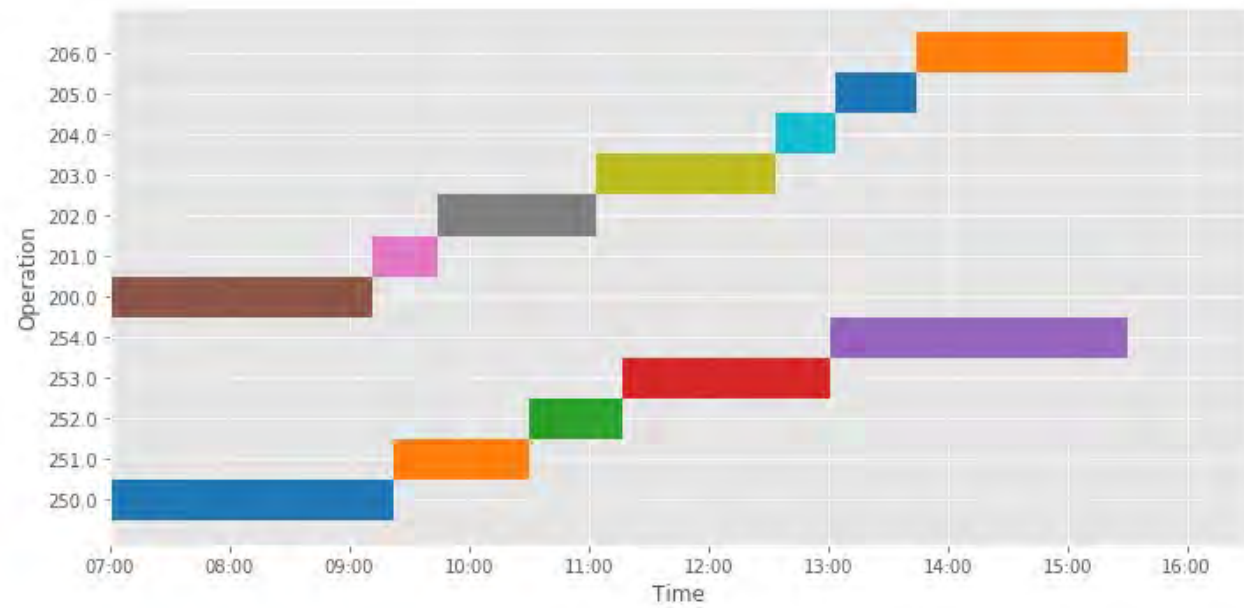
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- Tactic project plans will create the OCHE “guidebook”
- Static document
- If something in the project plan changes, we will collectively come together to determine next steps



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



Progress report will be created from the implementation timeline

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

<div> <b>POSTSECONDARY READINESS</b>  <i>All Students Graduate High School Ready for Postsecondary Education</i> </div> <div> <span>● On track</span> <span>● Delayed</span> <span>● Stalled</span> </div>					
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		

<div> <b>POSTSECONDARY COMPLETION</b>  <i>All Adults Complete a Degree or Certificate</i> </div>					
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 <a href="https://utahfutures.org">Utahfutures.org</a> 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 UWNNU, Ogden School District, and Weber State University by Aug 30, 2021.	●	No	In Progress	



## 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

# Strategic Priorities



Profitability

Community Partnerships

Culture

Technology

Brand Awareness

# Strategic Priorities

## 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).

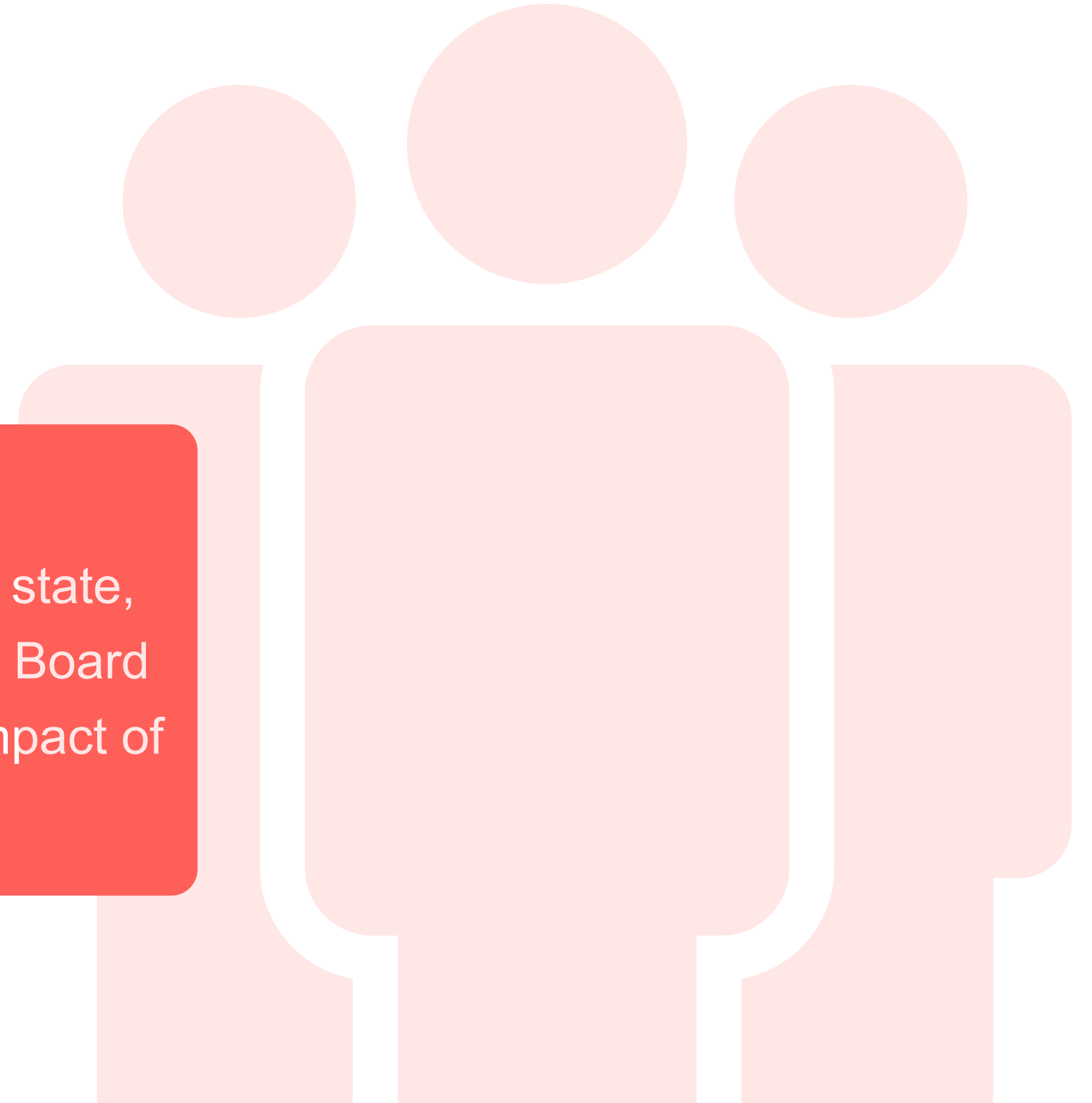


# Strategic Priorities

## 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.

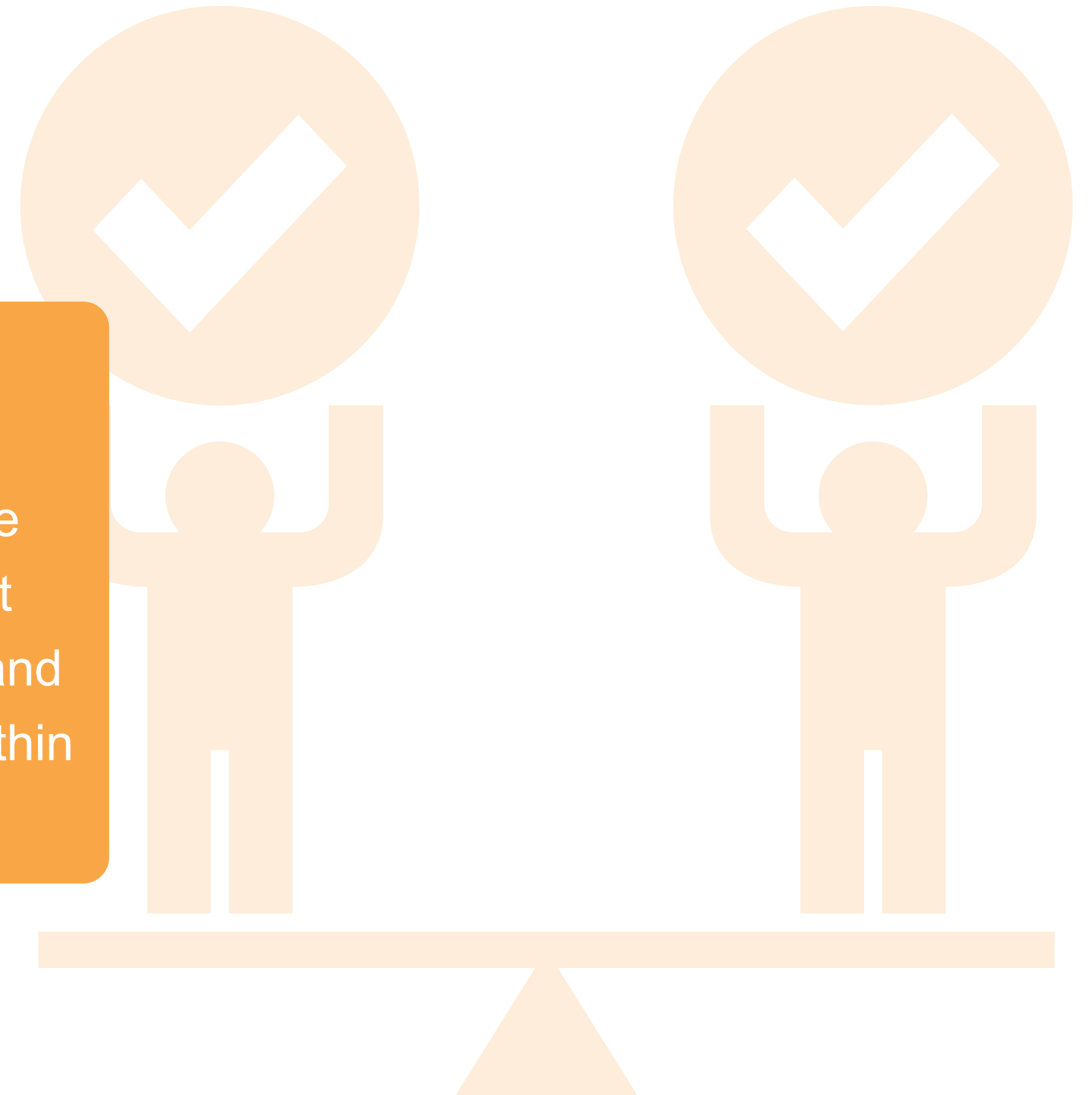


# Strategic Priorities

## 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.

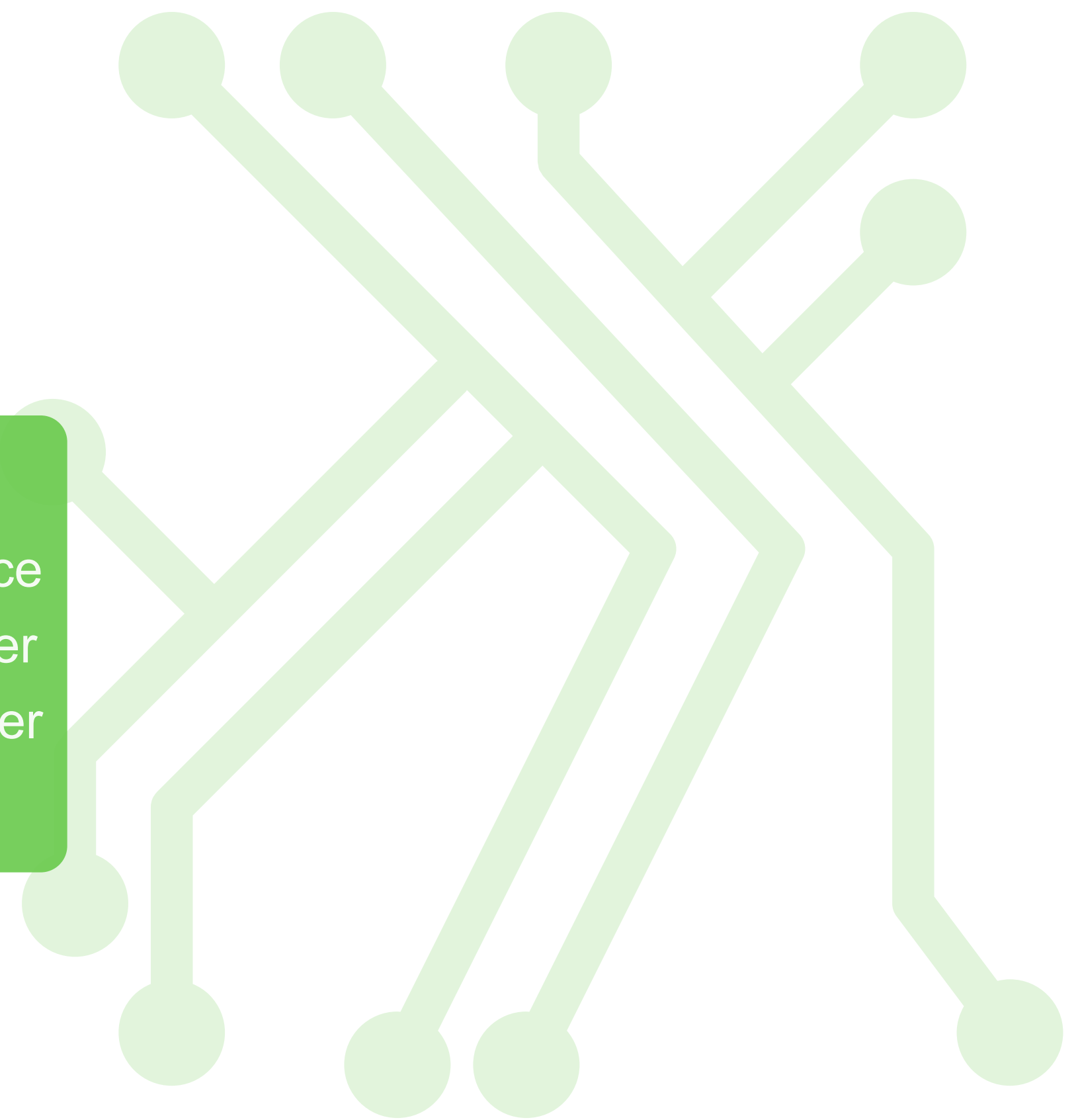


# Strategic Priorities

## 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.

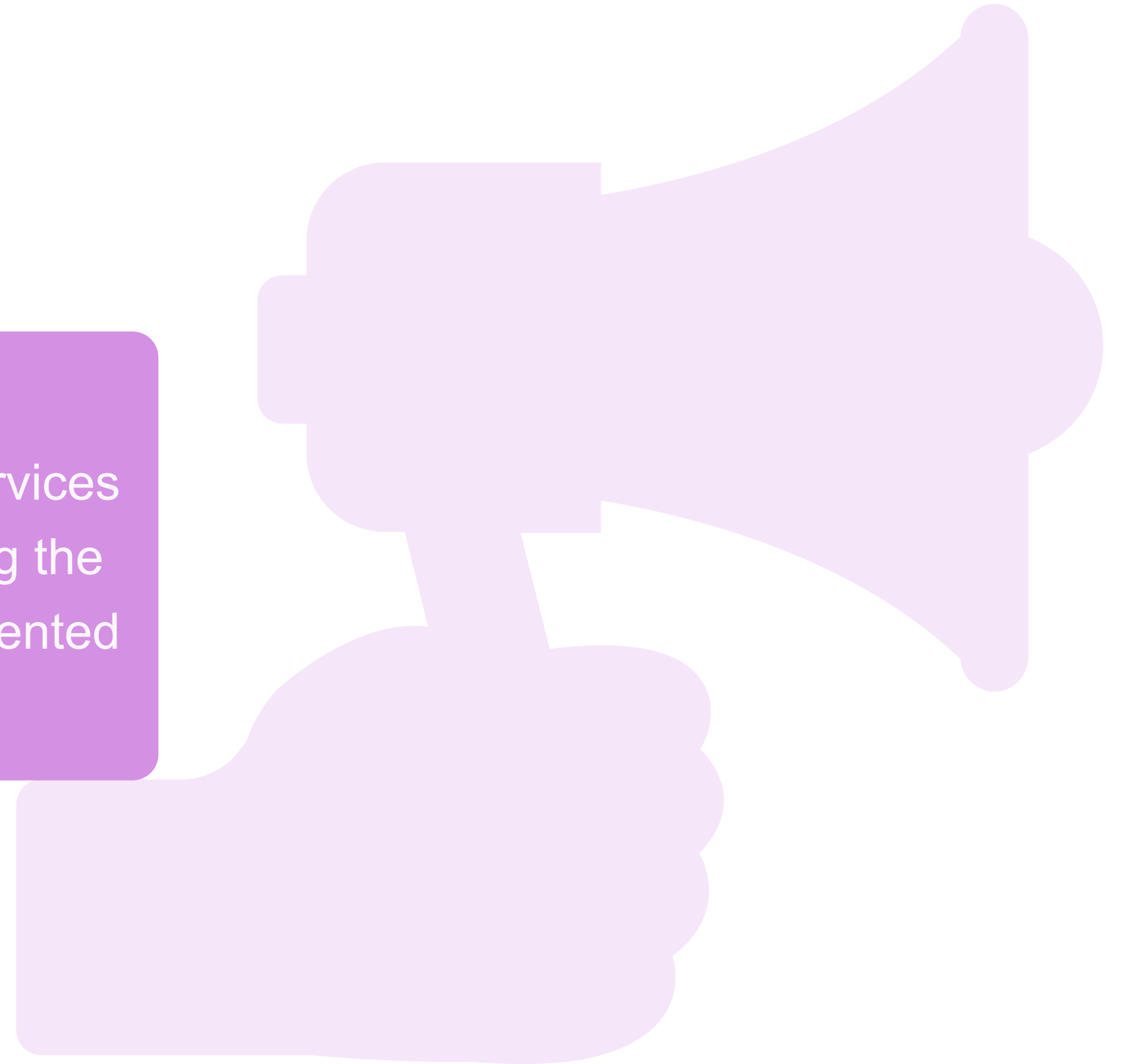


# Strategic Priorities

## Brand Awareness

### Goal

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

\$19.5 B

AUM

\$42,418

Average Balance

9.9%

Account Growth\*

17.9%

AUM Growth\*

All data as of April 30, 2021



**my529<sup>®</sup>** 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

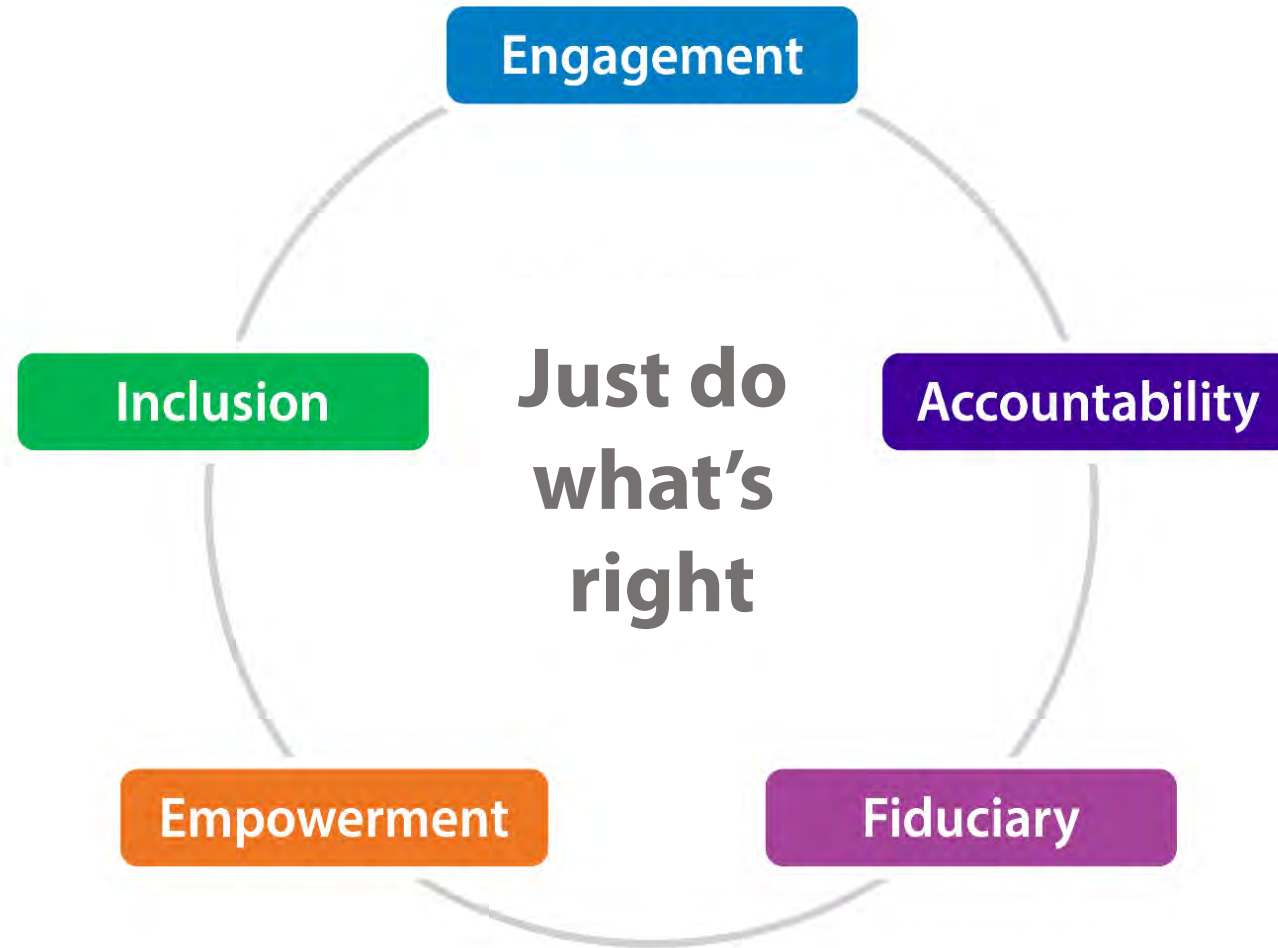
my529 helps families save for education.

## 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



## 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.

Priority

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

Goal

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.**

Tactics

- 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.

Priority

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

Goal

Account owners' use of my529 is maximized.

Strategy

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

Tactics

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

**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).

Priority

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

Goal

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

Strategy

**Demonstrating the value of attaining skills training and education. (Access)**

Tactics

- Creating materials that demonstrate the value of education.
- Developing a tech, trade and community college marketing campaign.
- Generating campaigns around salaries v. cost of education that apply to all industries and professions.

**Providing a content-rich, trusted resource for all individuals. (Access)**

- Developing financial literacy materials to educate prospects.

**Forming and leveraging partnerships to assist with the education process. (Access)**

- Collaborating with financial literacy programs to promote my529 as a savings opportunity with a tax credit benefit.
- Tap into atypical financial advisors who serve diverse communities.

Priority

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

Goal

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.**

Tactics

- 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

Priority

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

Goal

Employees are personally invested in my529's success.

Strategy

**Supporting employees in their quest for personal and professional skill development at my529 or elsewhere along individual career paths.**

Tactics

- 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.

Priority

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

Goal

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.

Tactics

**Implementing industry best practices.**

- Evaluating internal operation processes and implementing recommendations for efficiencies.
- Deciding my529's philanthropy philosophy and commitment level.

# Metrics

35 ↑

Employee Net  
Promoter Score

4.0 ↑

Employee engagement survey  
affective commitment score

Priority

**Account Owner Experience - Every person who has contact with my529 has such an exceptional experience, they become our ambassadors.**

Goal

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

Strategy

**Cultivating a premium experience for AOs.**

Tactics

- 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.

Priority

**Account Owner Experience - Every person who has contact with my529 has such an exceptional experience, they become our ambassadors.**

Goal

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."**

Tactics

- Honing mobile capabilities and web responsiveness.
- Implementing new contribution collection and withdrawal disbursement methods.
- Introducing new account owner interaction approaches.

**Communicating with clarity and plain language.**

- Focusing on plain language in the Program Description and all other communication materials.

**Providing best of class investment options.**

- Transitioning Age-Based to Enrollment Date investment options.

# Metrics

70 ↑

Account Owner Net  
Promoter Score

# Academic Unit Approval

Dixie State University  
University College

May 21, 2021



UTAH  
SYSTEM OF  
HIGHER  
EDUCATION

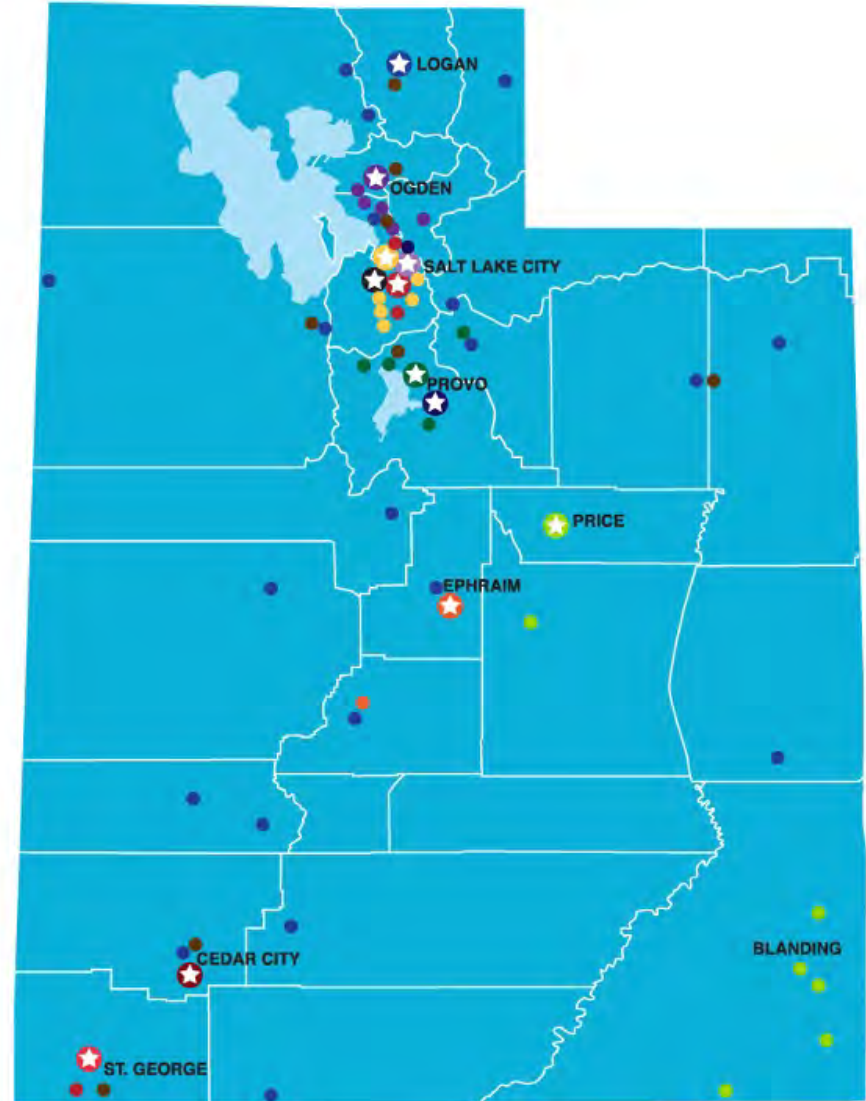
# Board's role in academic program and academic unit approval

- 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



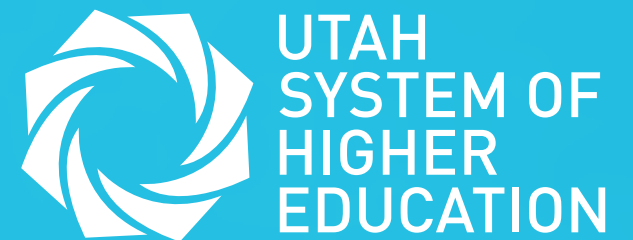
# Motion

I move that the Board approve the creation of a University College at Dixie State University.

The background of the slide features a photograph of graduates in black and white academic regalia. They are holding their mortarboard caps high in the air, and some are holding rolled-up diplomas. The scene is brightly lit, with a warm, golden light source in the upper left corner creating a lens flare effect. A large, semi-transparent blue rectangle is overlaid on the right side of the image, serving as a backdrop for the title and logo.

# Institutional Roles & Missions

May 21, 2021



# INSTITUTIONAL ROLES AND MISSIONS

## **Research Universities**

- Utah State University
- University of Utah

## **Comprehensive Community Colleges**

- Snow College
- Salt Lake Community College

## **Regional Universities**

- Weber State University
- Southern Utah University
- Utah Valley University
- Dixie State University

# 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

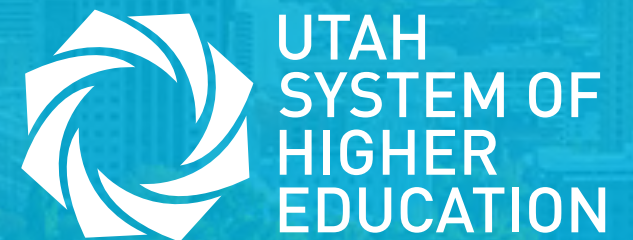
- An educational program that:
  - Is designed to meet industry needs
  - Leads to a certificate or a degree
  - May qualify for funding under the Carl D. Perkins Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act
  - Includes general education requirements

## 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

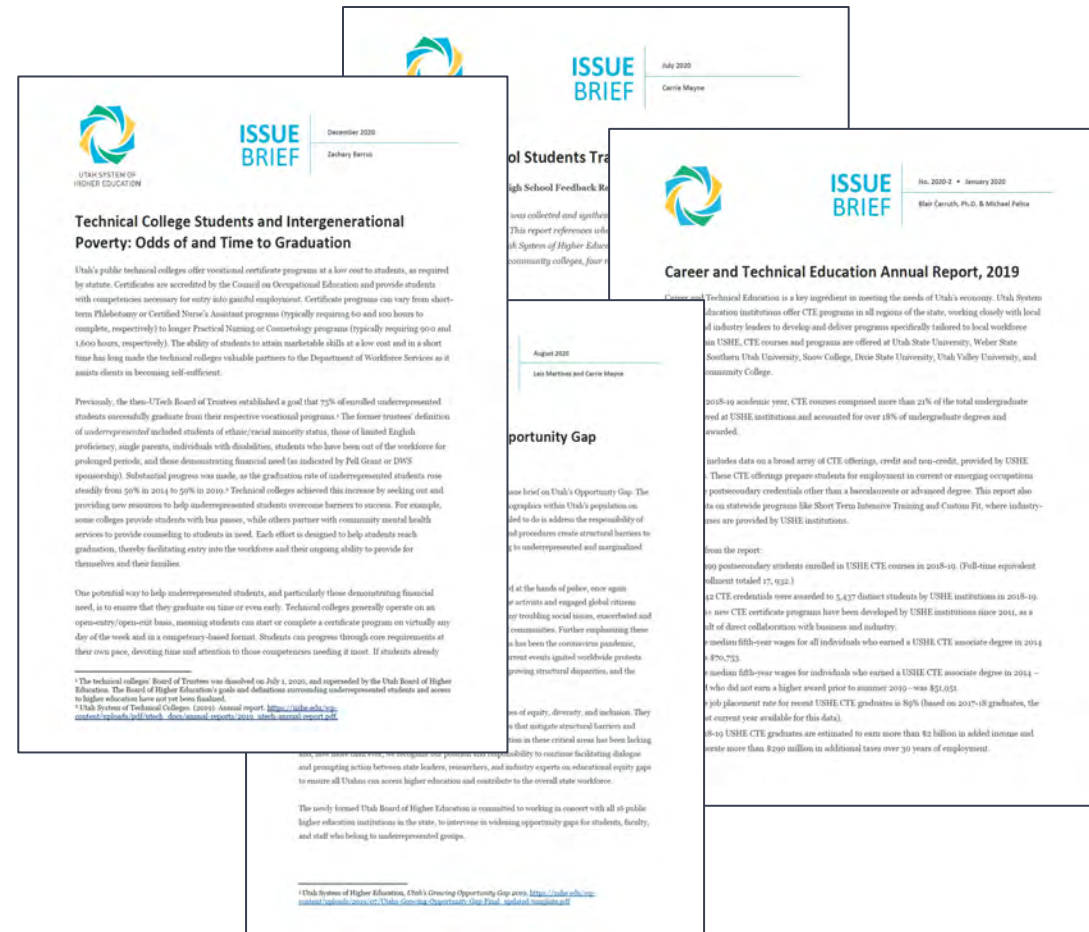
# IR Processes/Deliverables

- 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*

INFORMED DECISIONS™

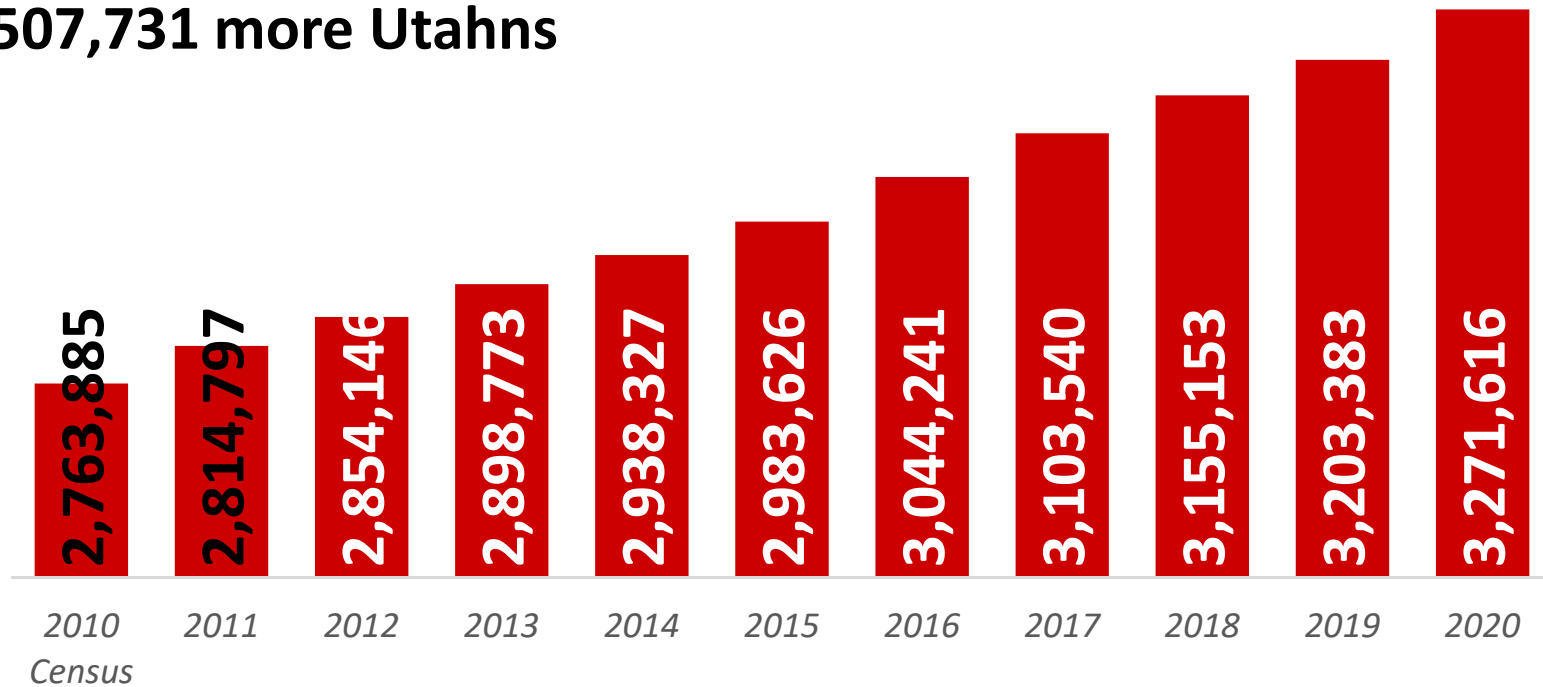
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Kem C. Gardner Policy Institute | 411 East South Temple Street, Salt Lake City, Utah 84111 | 801-585-5618 | [gardner.utah.edu](http://gardner.utah.edu)

DAVID ECCLES SCHOOL OF BUSINESS

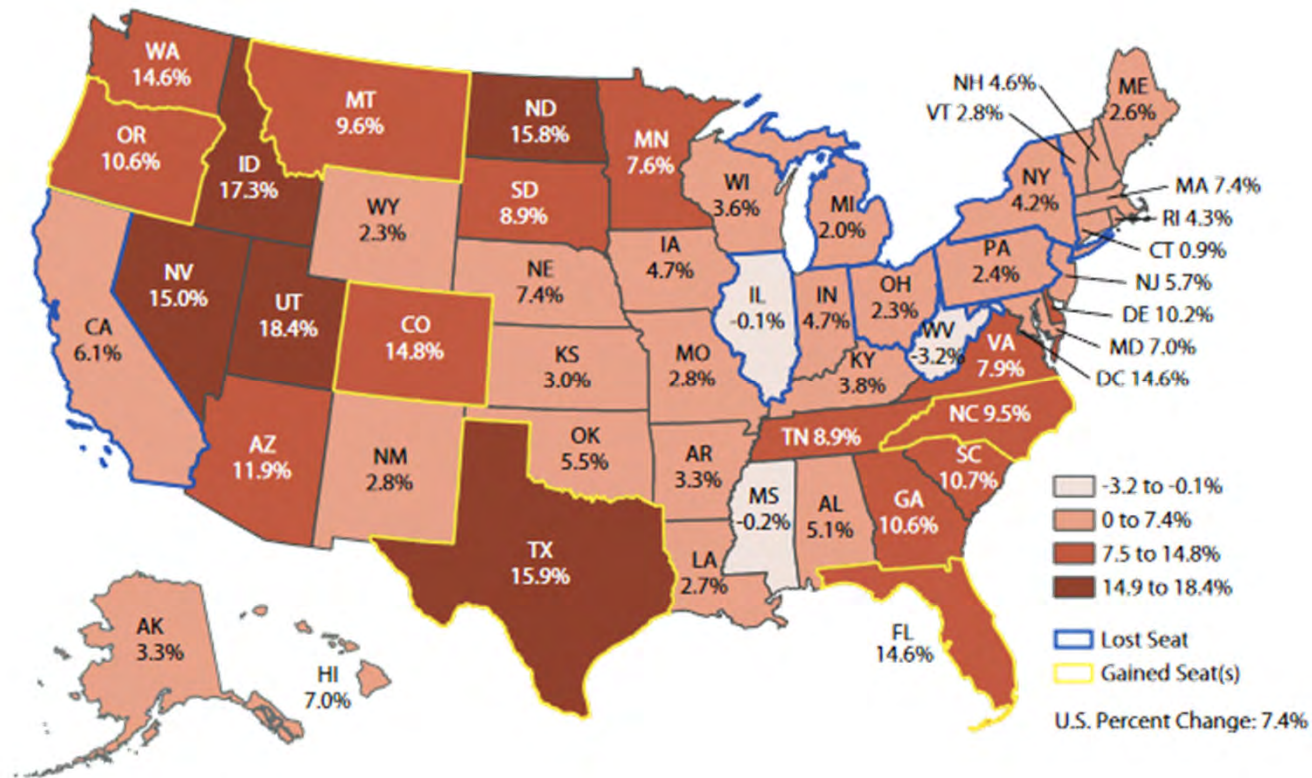
# Since 2010...

## 507,731 more Utahns



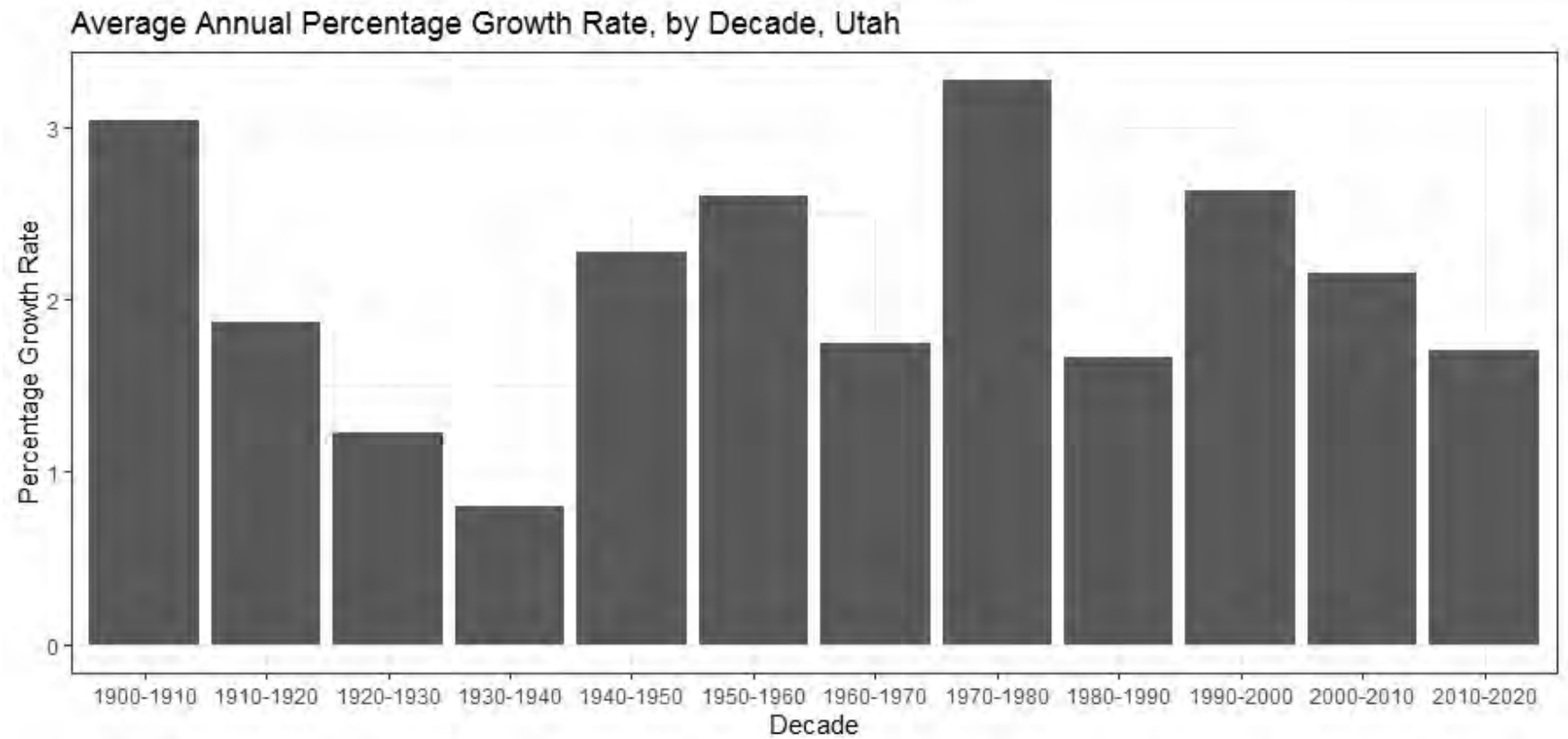
Source: U.S. Census Bureau, Decennial Census

Utah was the fastest growing state throughout the decade



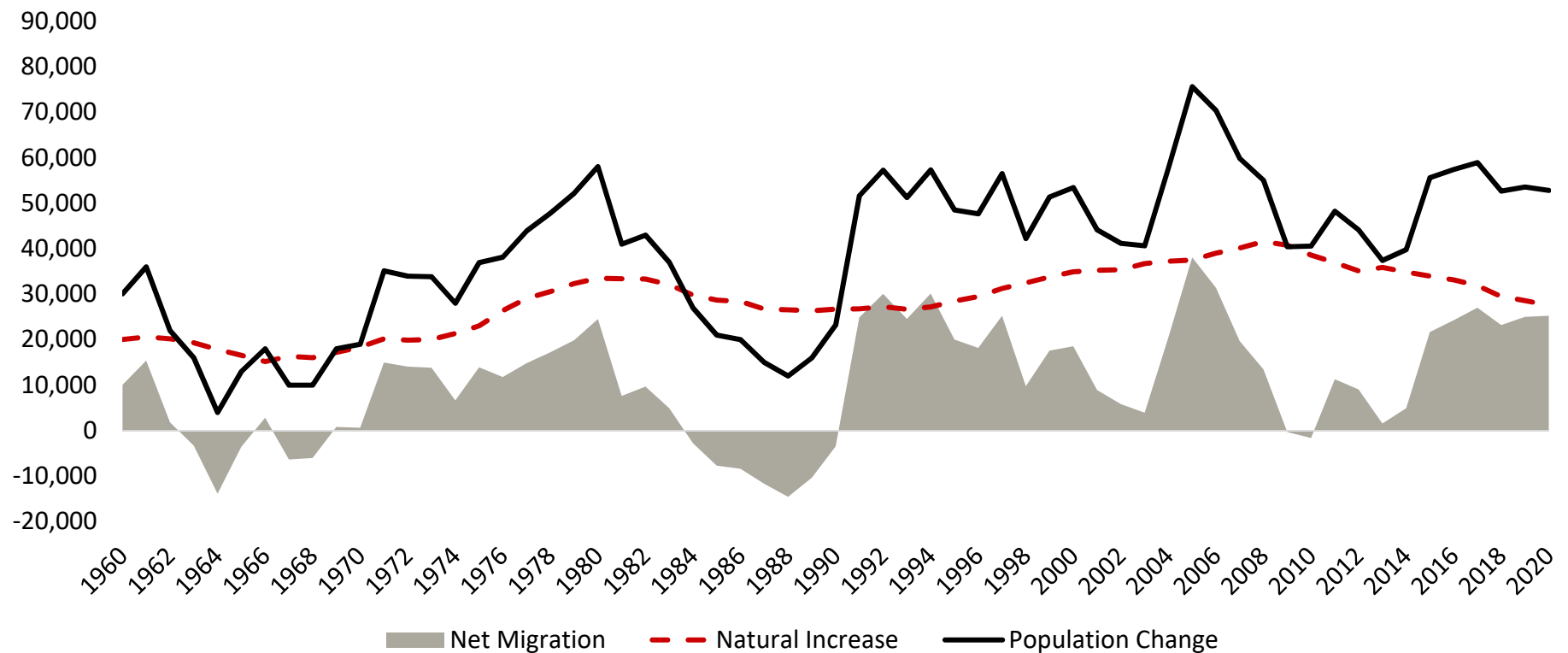
Source: U.S. Census Bureau, Decennial Census

# Growth Rate by Decade, Utah



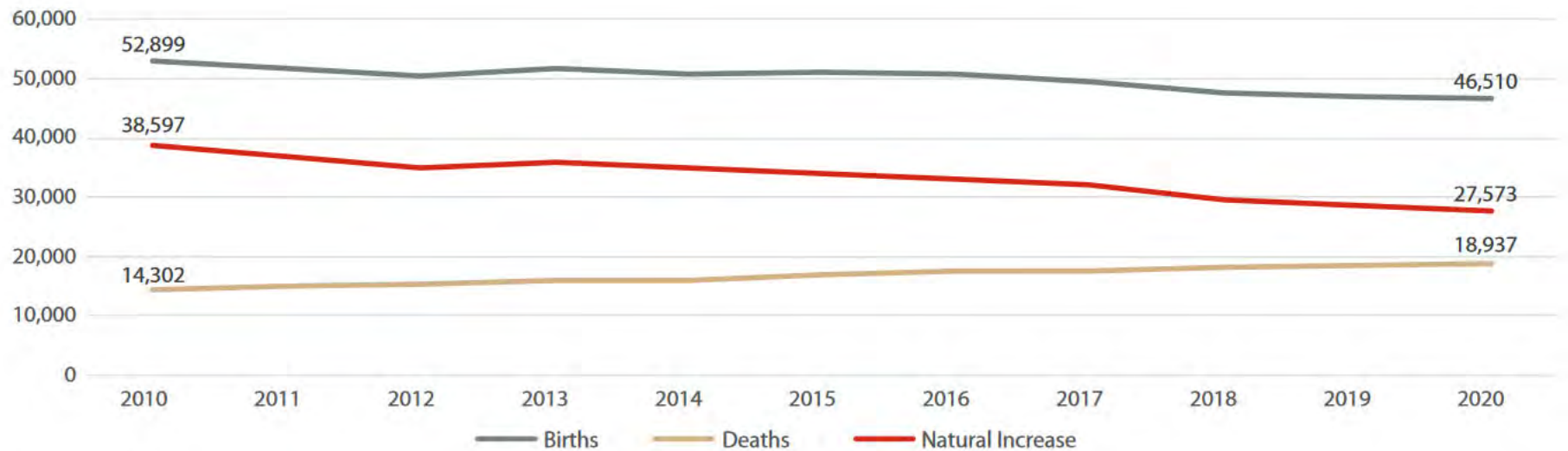
Sources: U.S. Census Bureau, Gibson and Jung (2002), Perlich (2002), Kem C. Gardner Policy Institute

## Migration has become a more consistent component of change



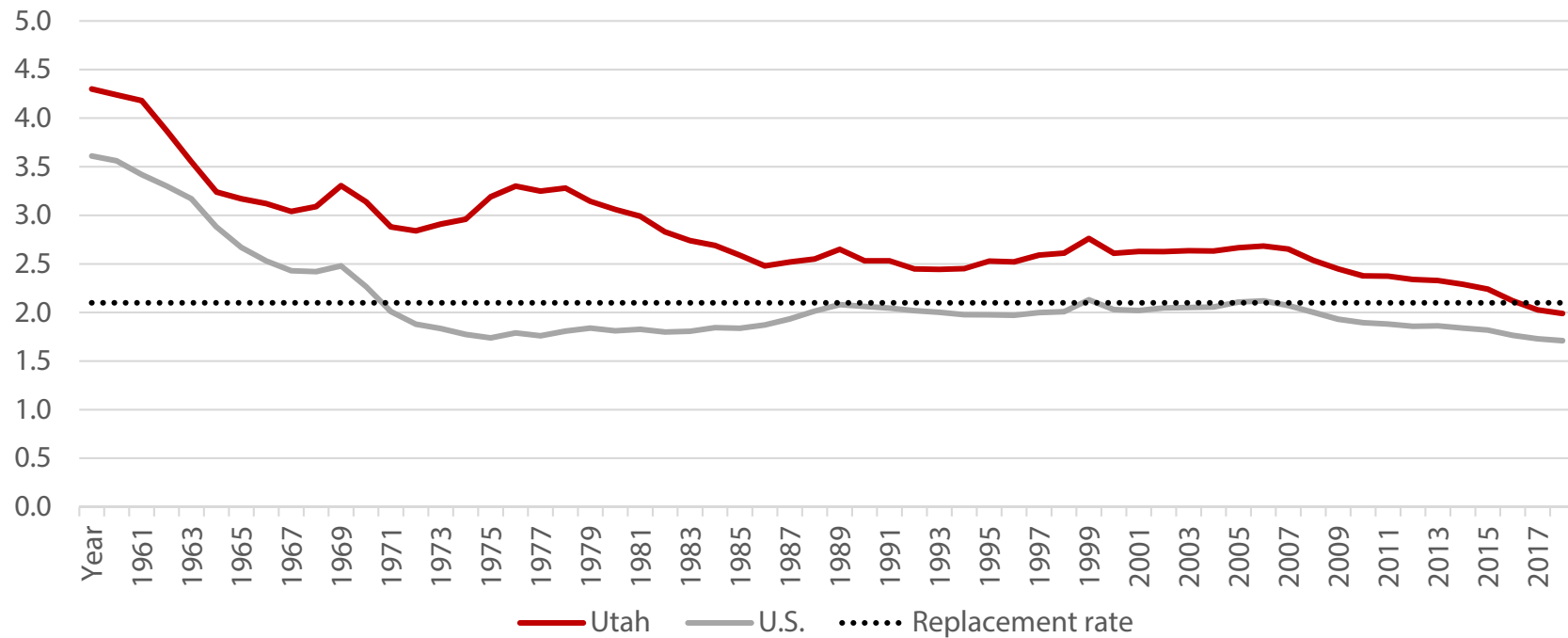
Source: Utah Population Estimates Committee and Utah Population Committee

As natural increase (births minus deaths) has declined recently



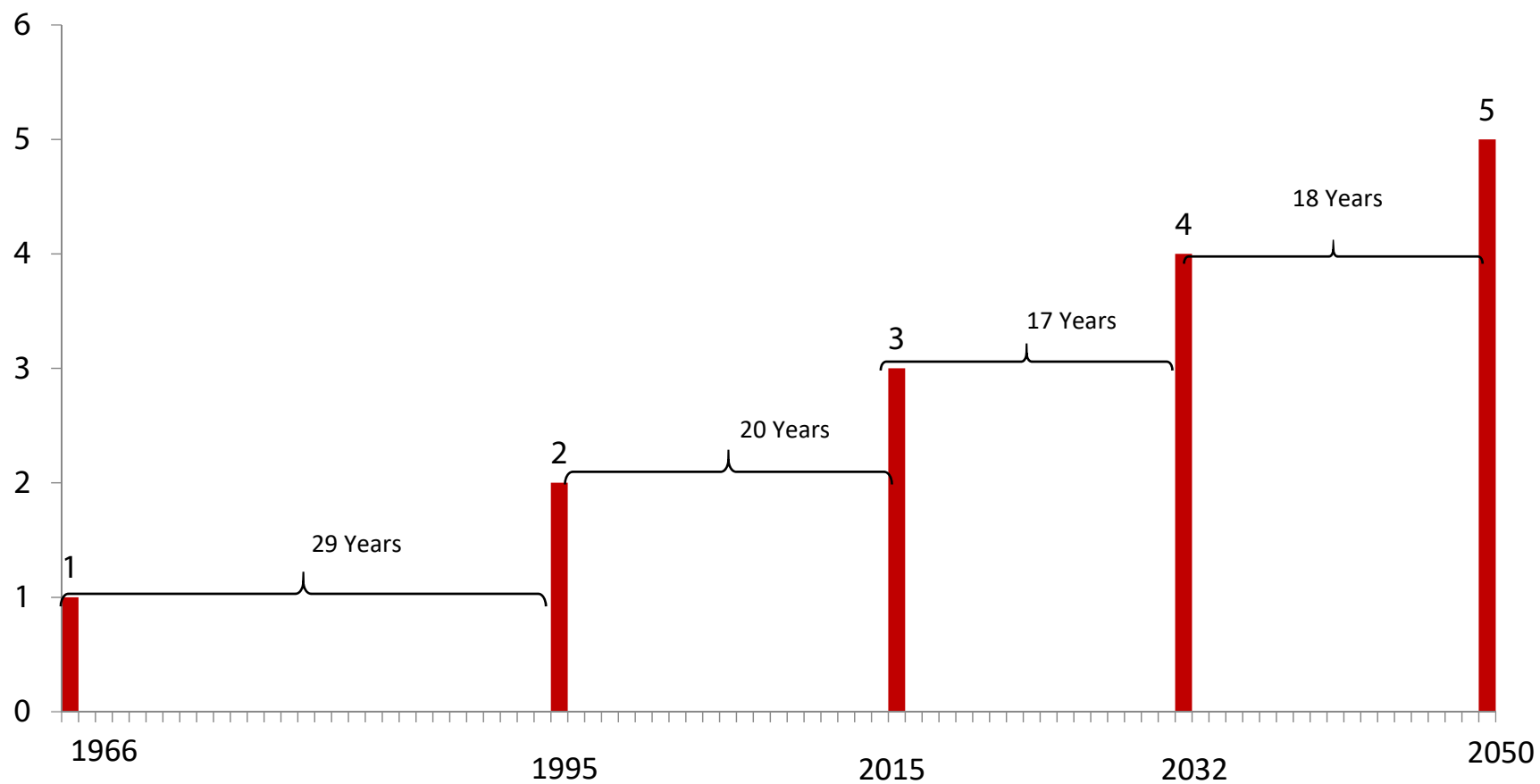
Source: Utah Department of Health

## Total fertility rate has been declining for the past decade



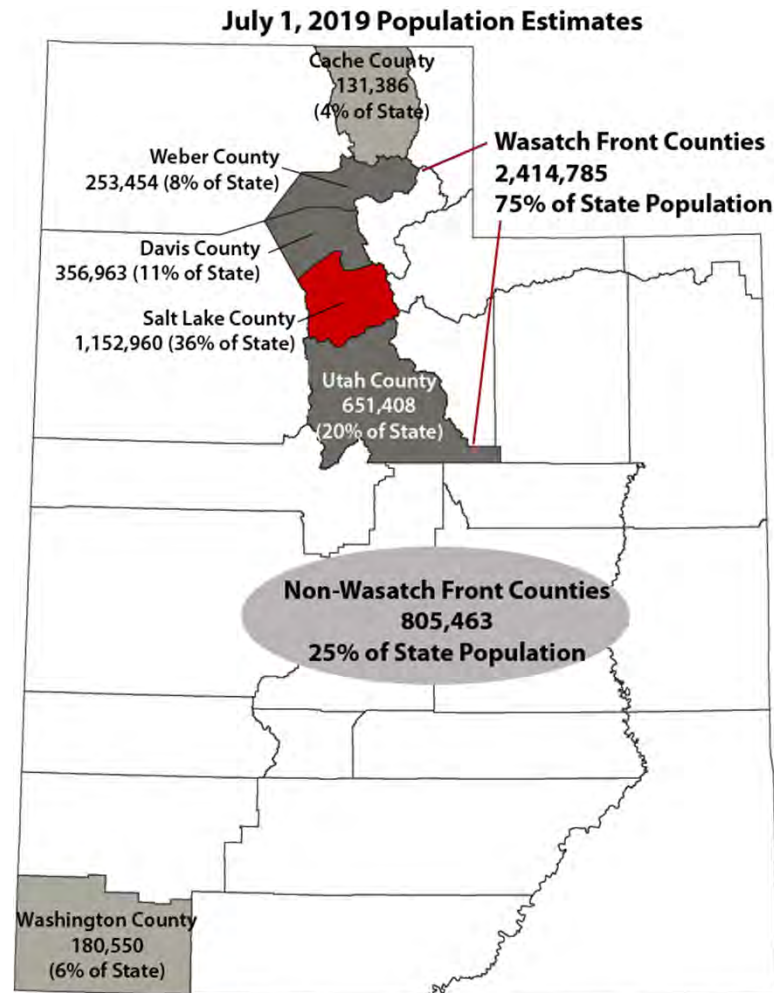
Note: The Replacement Level is the fertility level at which the current population is replaced.  
Source: National Center for Health Statistics

## Utah's Million Milestones: Pre-pandemic View

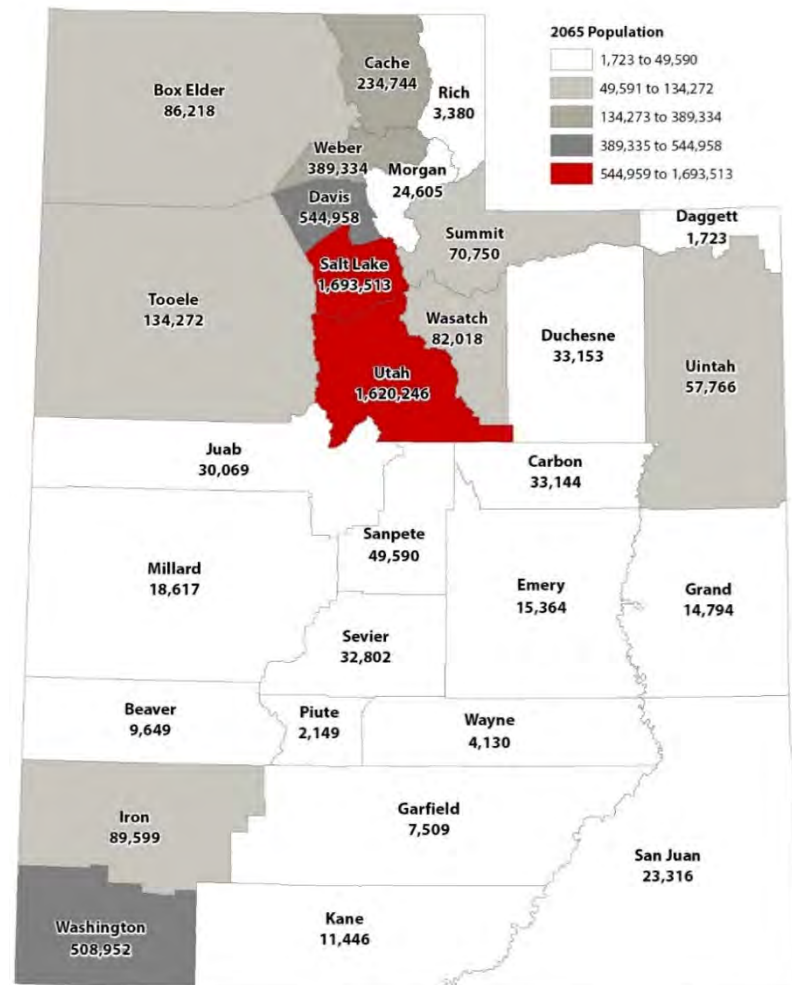


Sources: Utah Population Estimates Committee; Kem C. Gardner Policy Institute

# 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

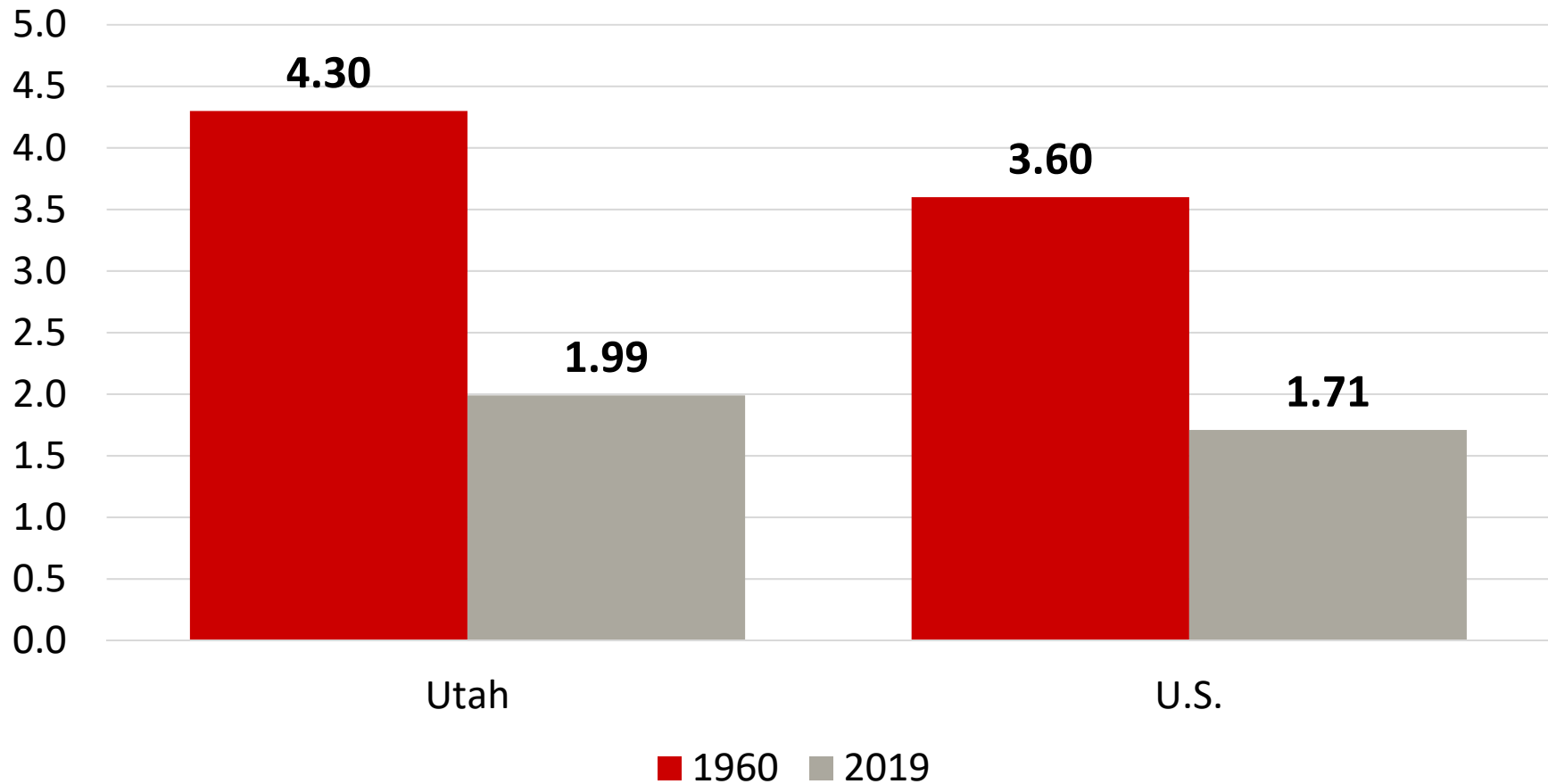


Source: Utah Population Committee

Source: Kem C. Gardner Policy Institute, 2015-2065 population projections

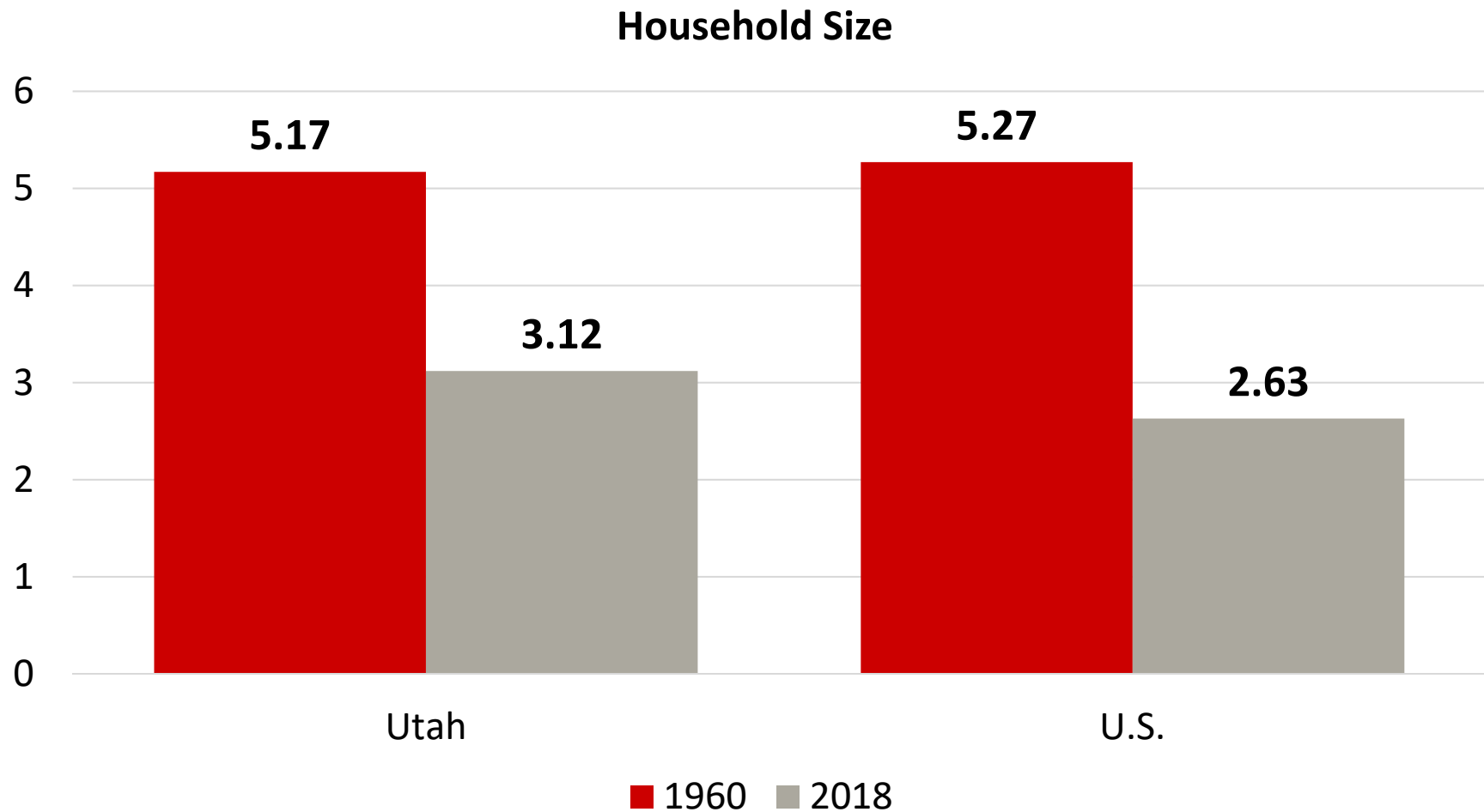
# Utah: Trend Toward Nation

Total Fertility Rates



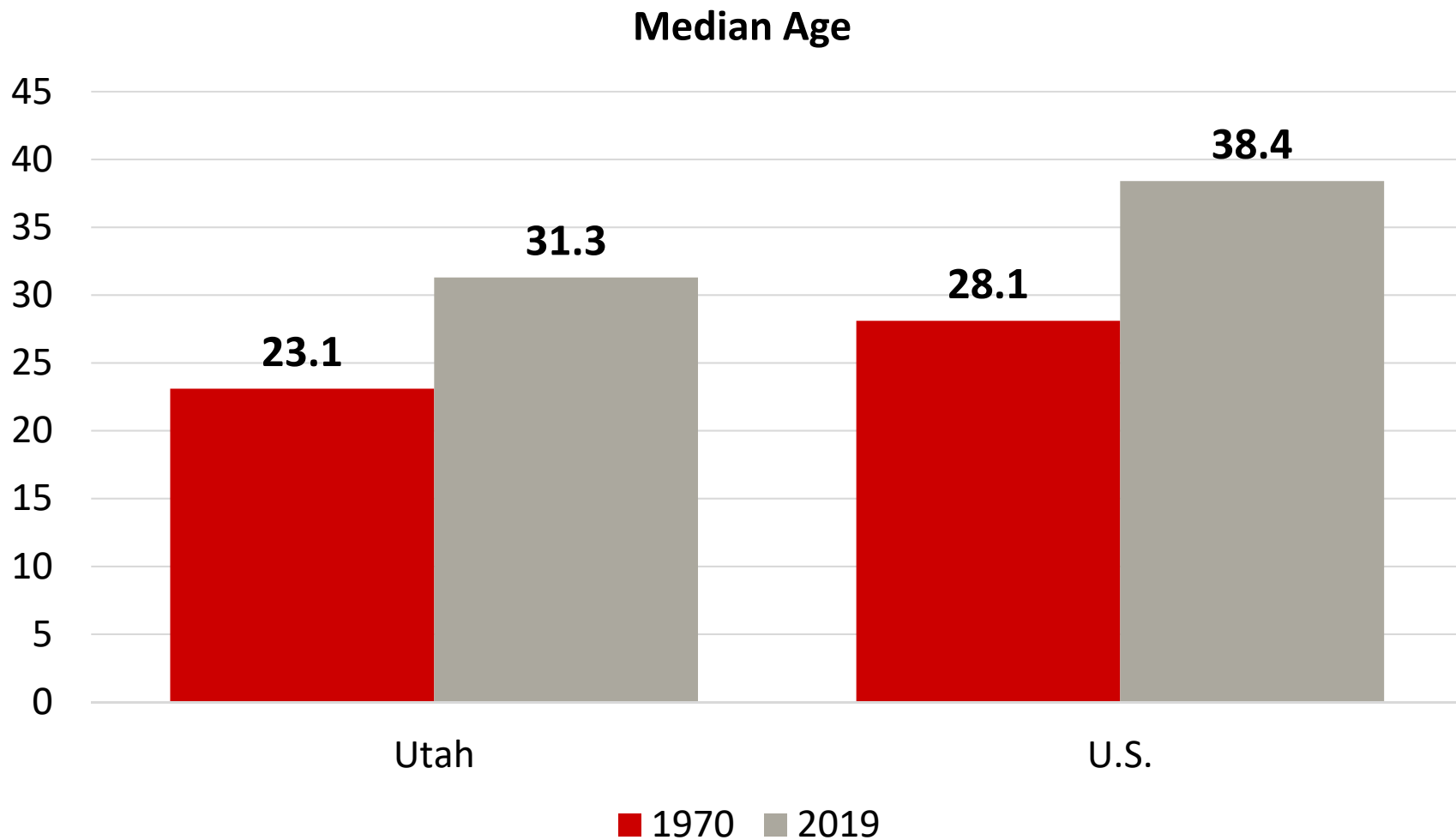
Source: NCHS - National Vital Statistics Reports

# Utah: Trend Toward Nation



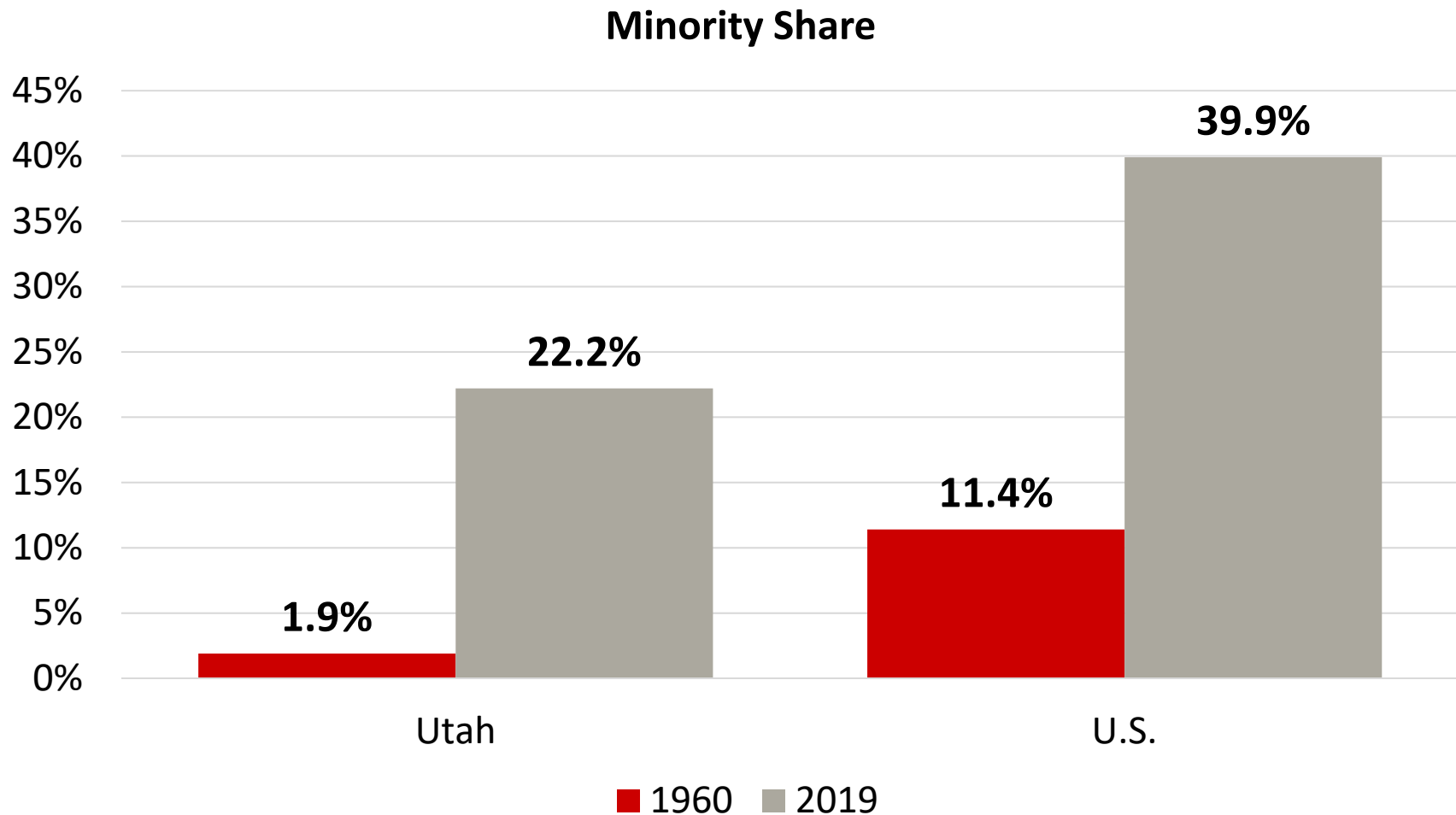
Source: Decennial Census and American Community Survey

# Utah: Trend Toward Nation



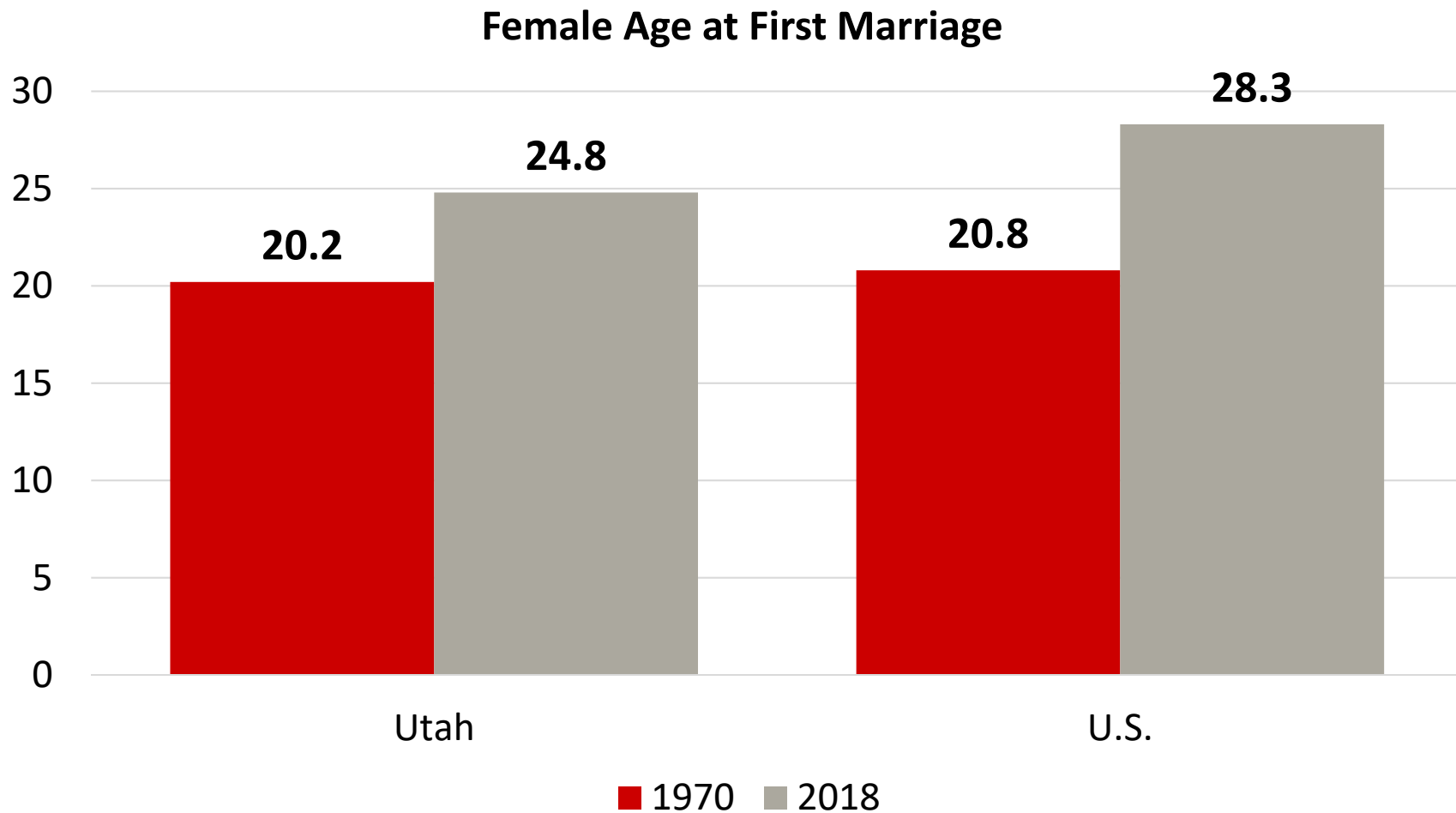
Source: Decennial Census and Population Estimates, U.S. Census Bureau

# Utah: Trend Toward Nation



Source: U.S. Census Bureau: Decennial Census and Population Estimates

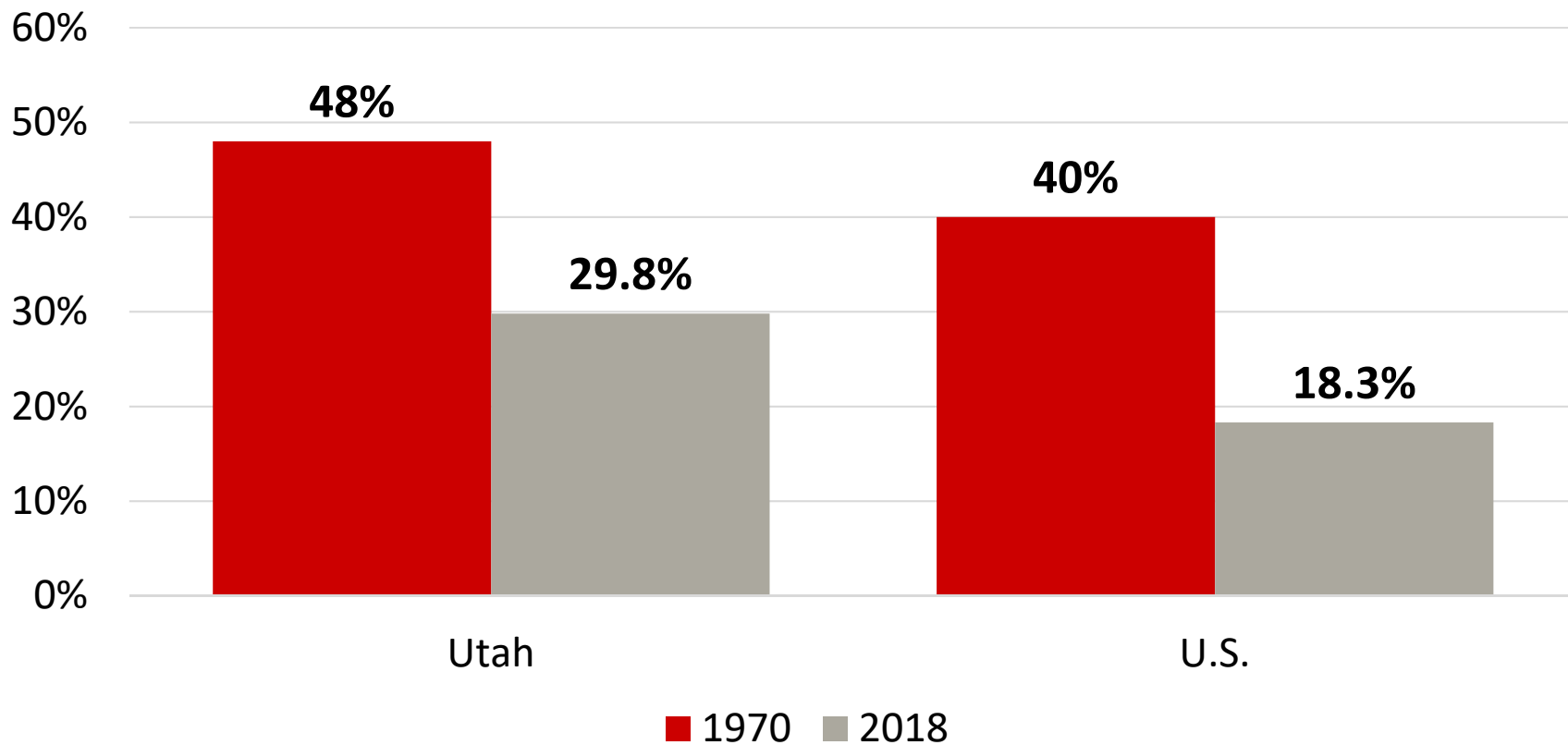
# Utah: Trend Toward Nation



Source: U.S. Census Bureau: Decennial Census and American Community Survey

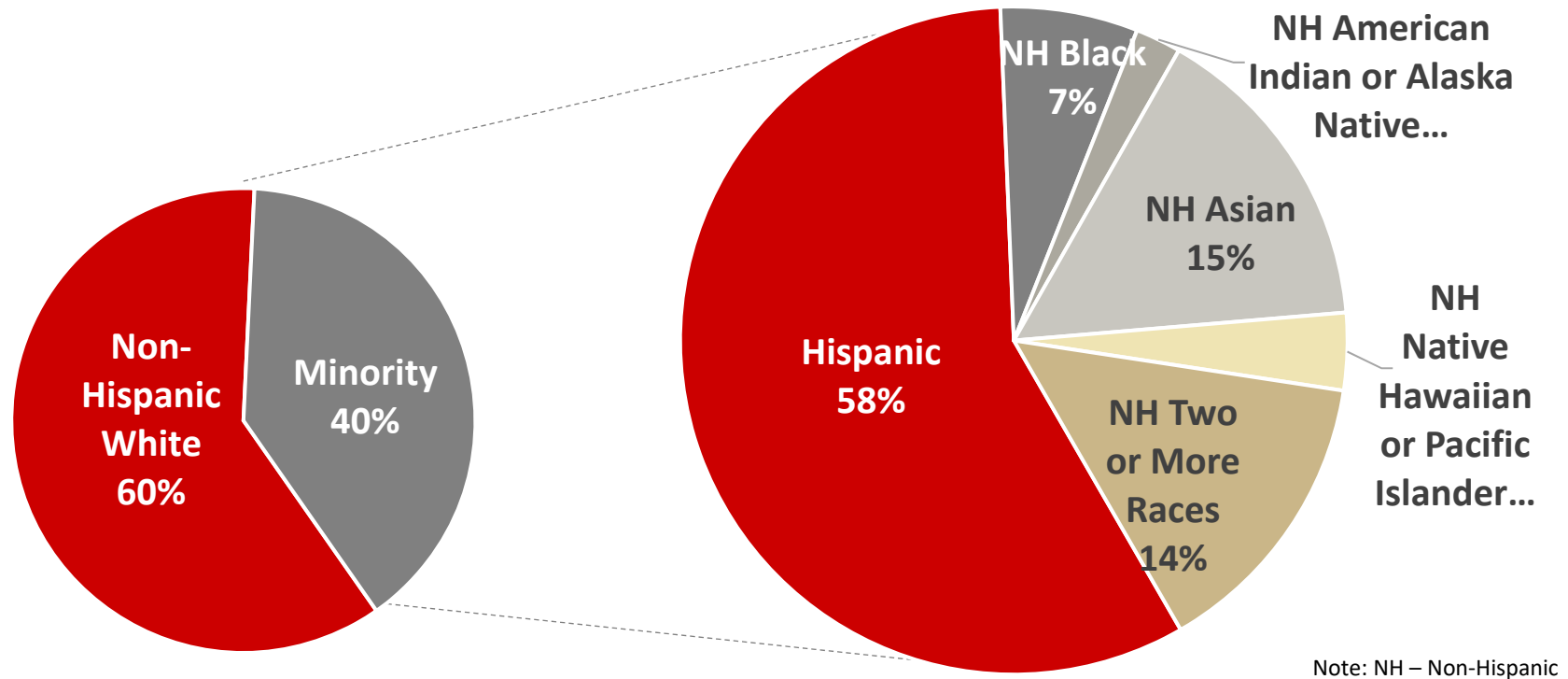
# Utah: Trend Toward Nation

Share of Households: Opposite Sex Married Couple with Children



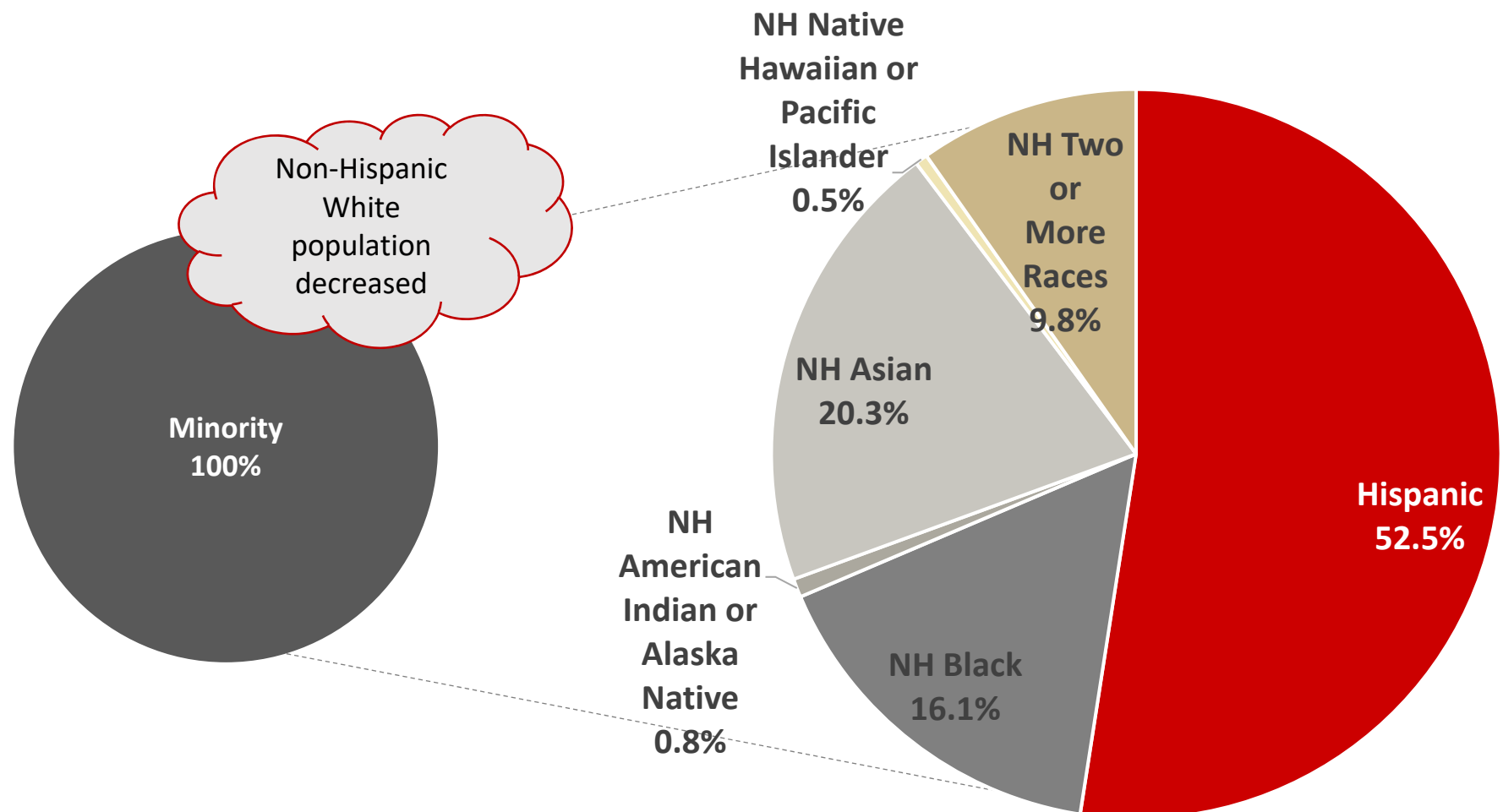
Source: Decennial Census and American Community Survey

# Utah Population Growth by Race and Ethnicity, 2018 to 2019



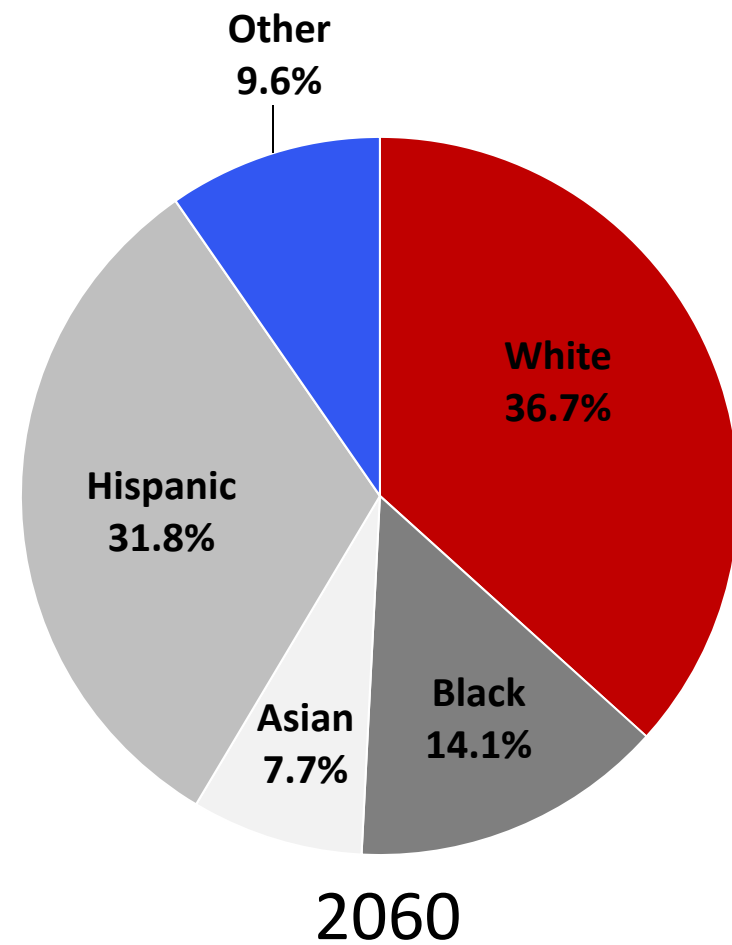
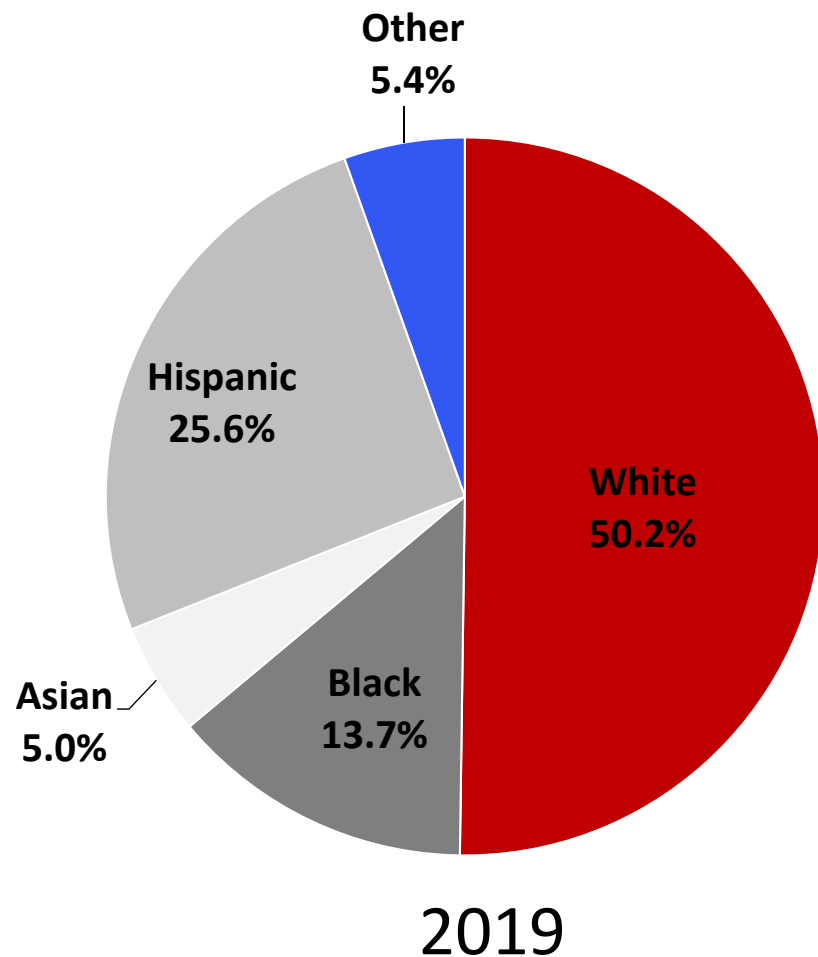
Sources: U.S. Census Bureau, Population Division

# U.S. Population Growth by Race and Ethnicity: 2018 to 2019



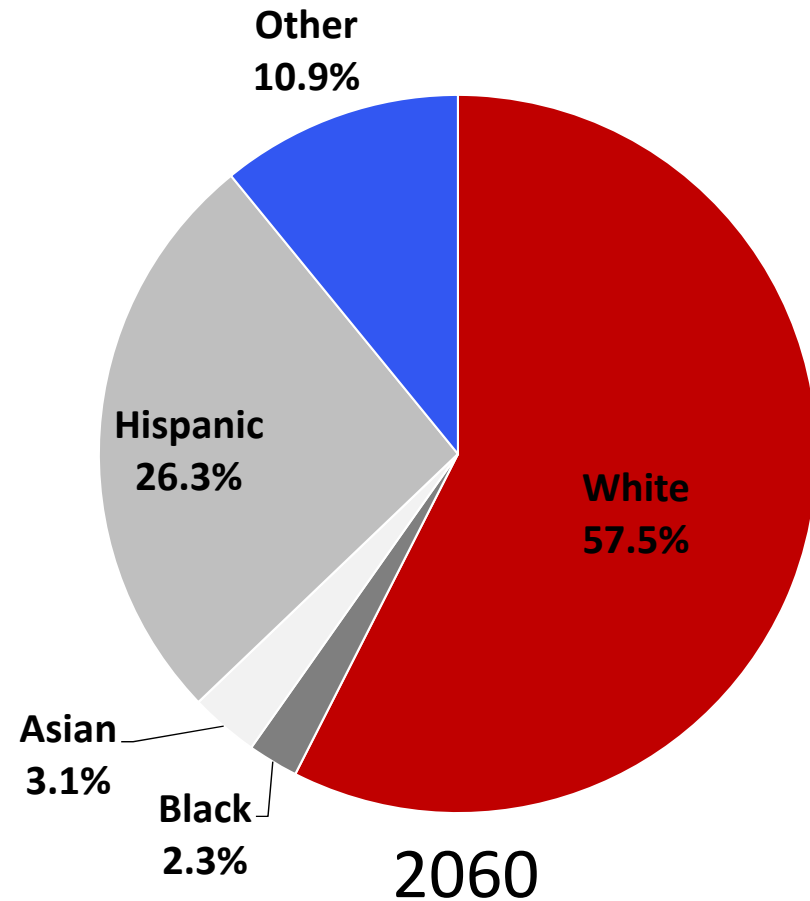
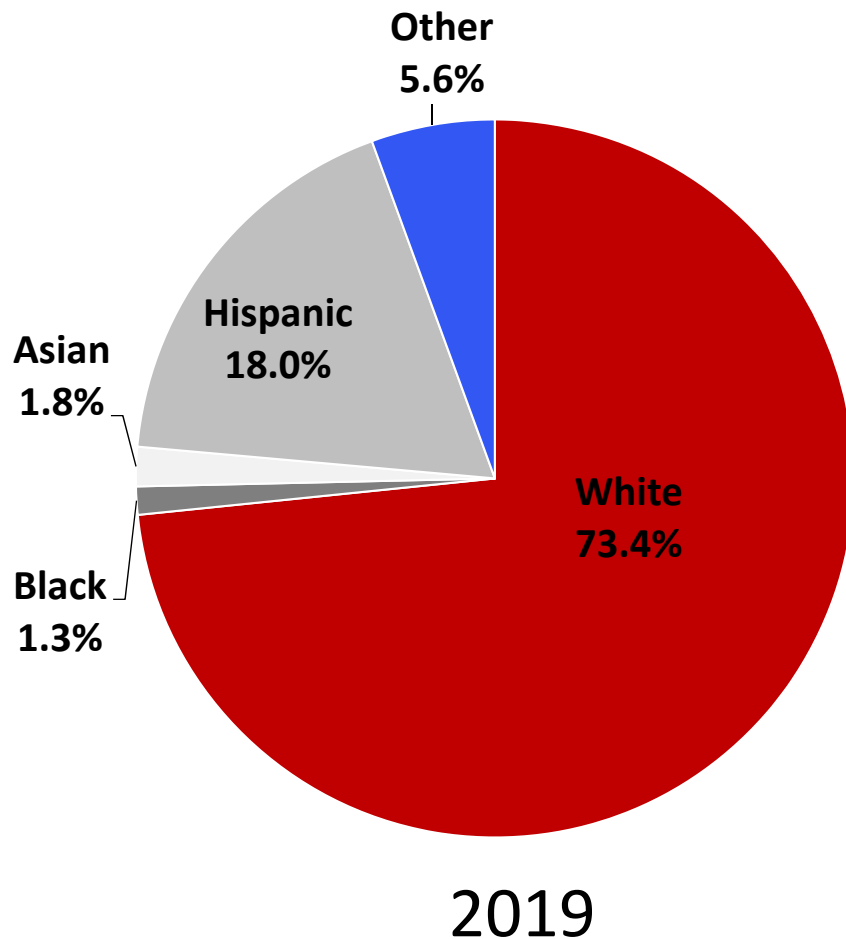
Note: NH – Non-Hispanic  
Sources: U.S. Census Bureau, Population Division

# Racial and Ethnic Composition of U.S. Youth



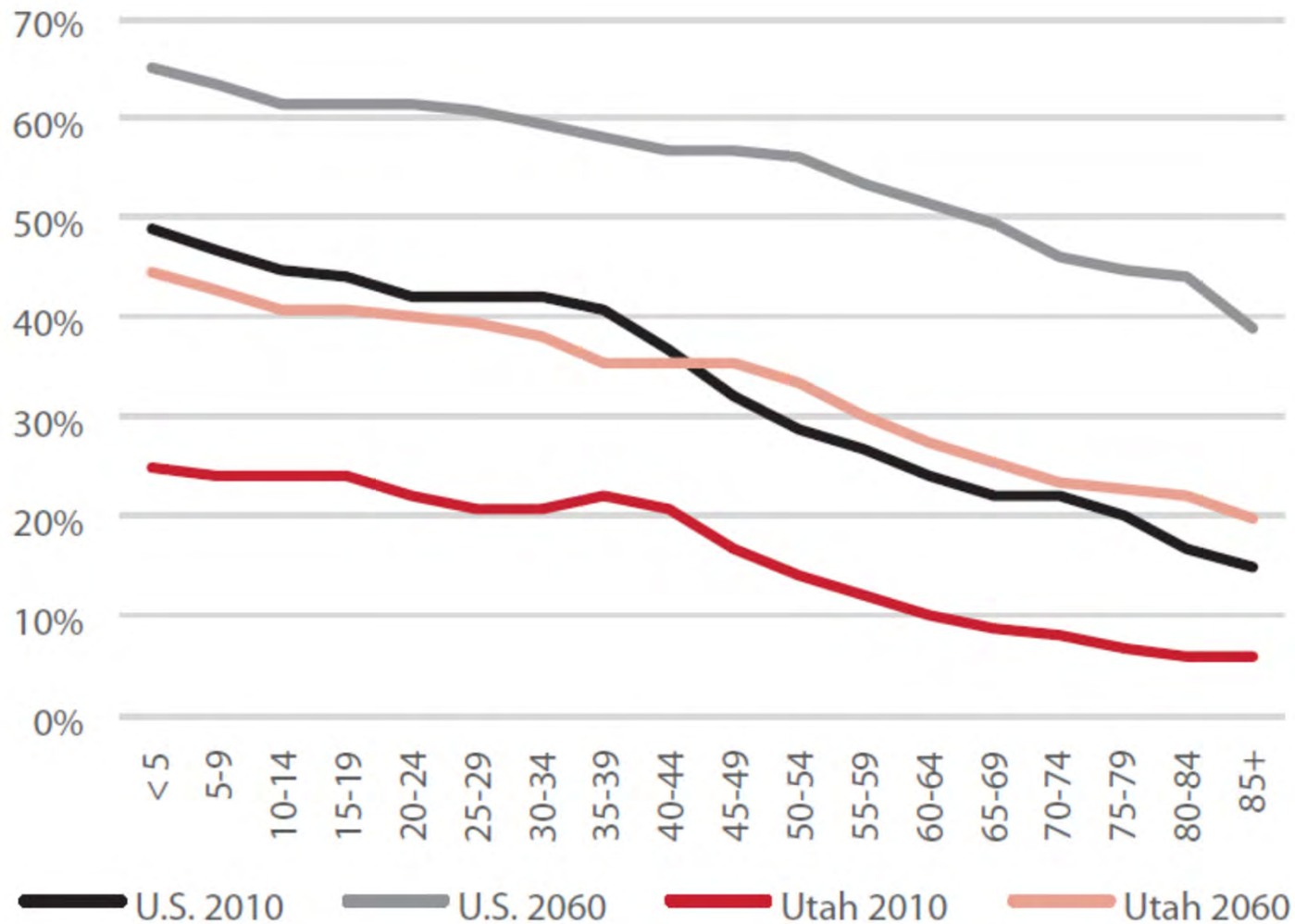
Sources: U.S. Census Bureau

# Racial and Ethnic Composition of Utah Youth



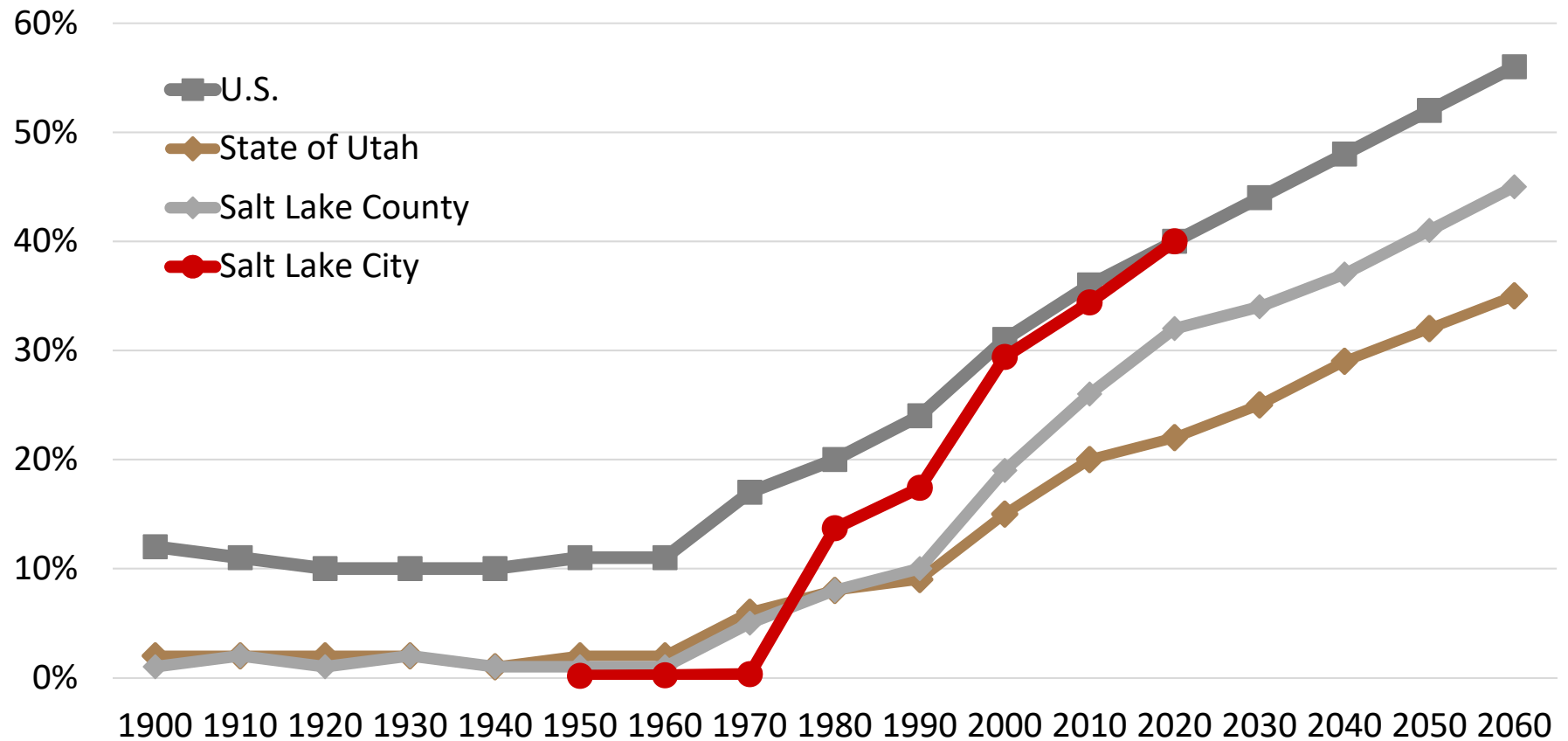
Sources: U.S. Census Bureau, Population Division; Kem C. Gardner Policy Institute

# Minority Share by Age Group



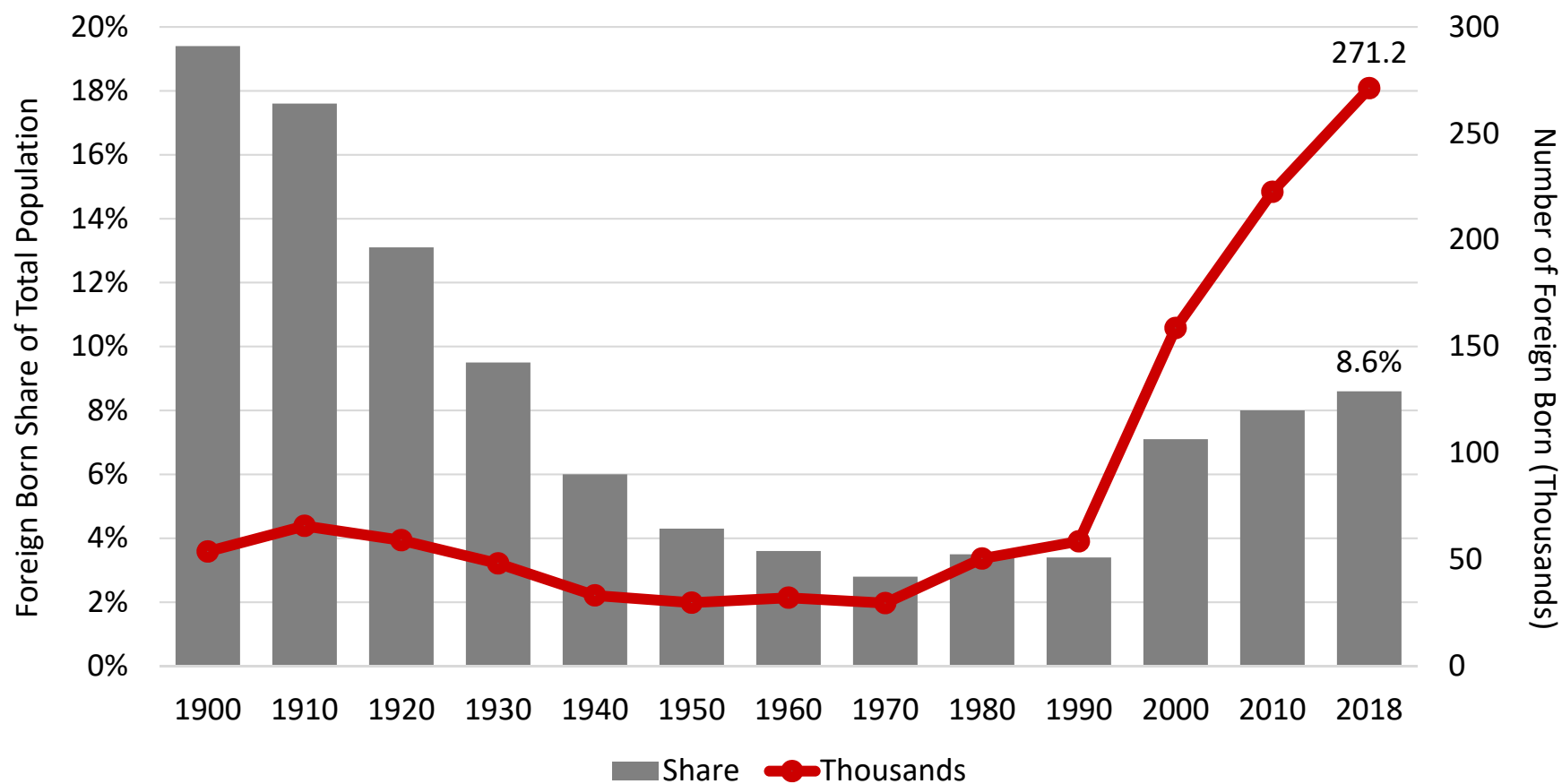
Note: Minority includes those identifying as something other than Non-Hispanic White Alone.  
Source: U.S. Census Bureau; Kem C. Gardner Policy Institute

# Minority Share of the Population



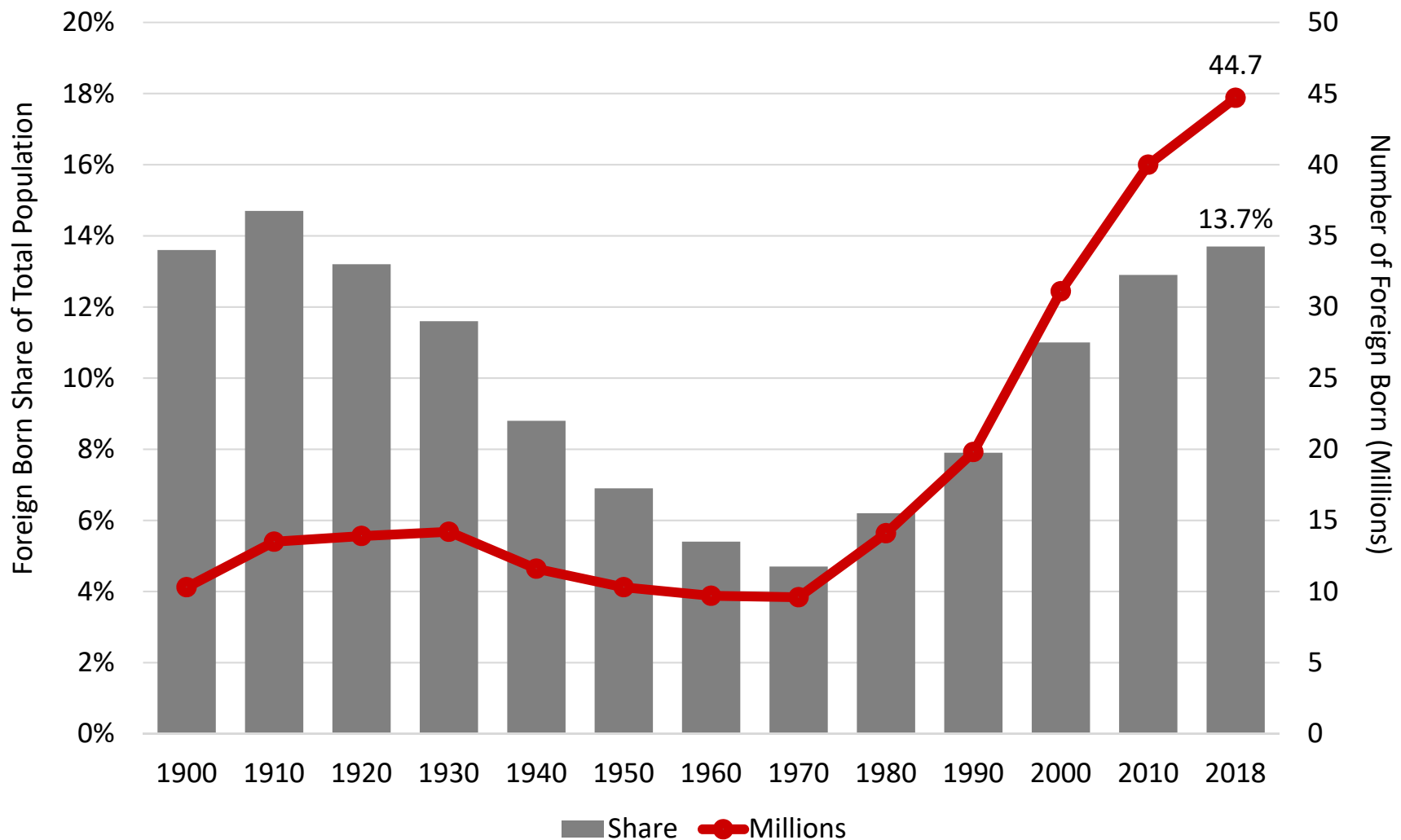
Sources: U.S. Census Bureau, Gibson and Jung (2002), Perlich (2002), Kem C. Gardner Policy Institute

# Utah Foreign Born Population: 1900–2018



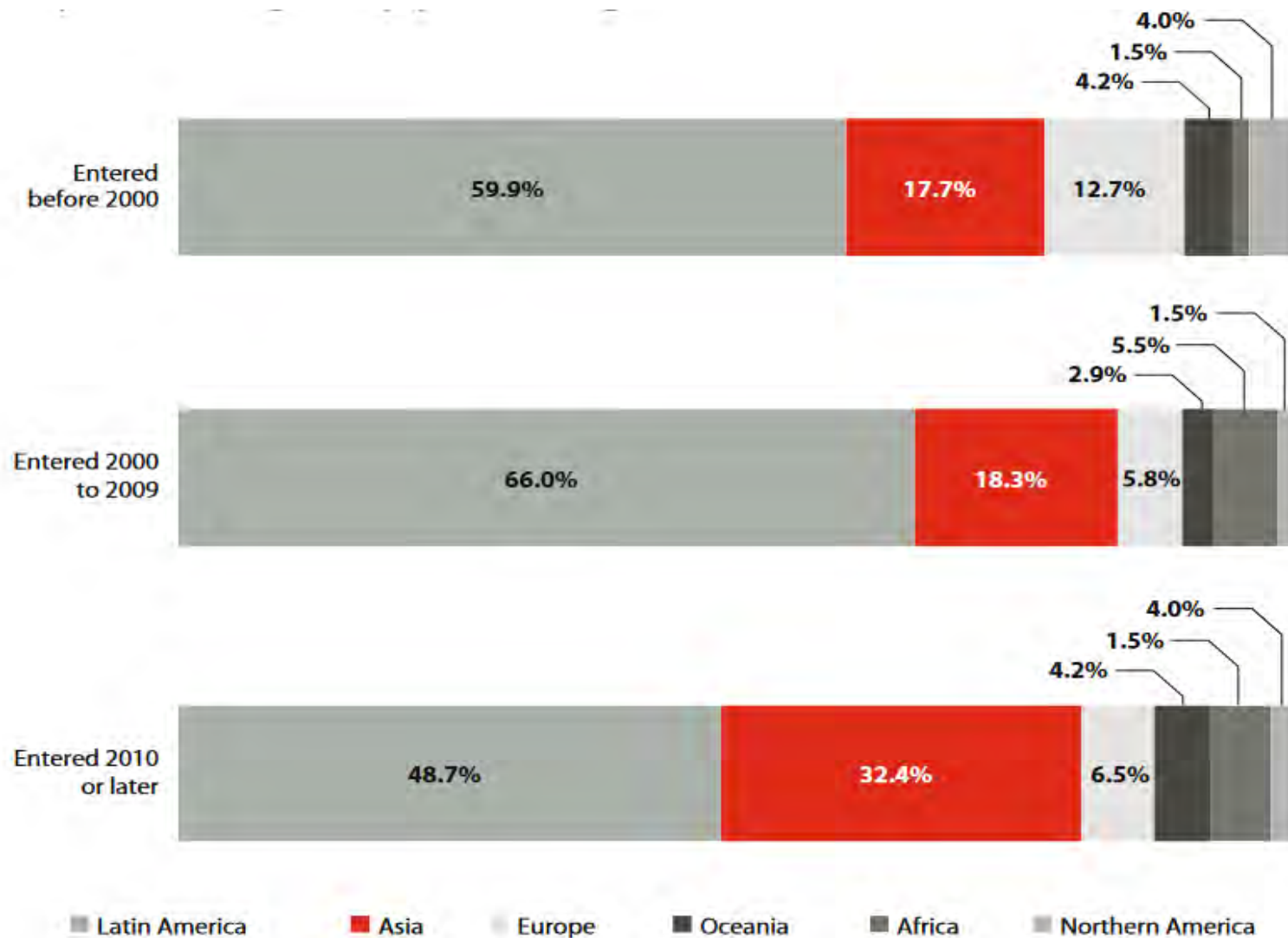
Sources: U.S. Census Bureau (decennial Censuses) and 2018 American Community Survey 1-Year Estimates; Kem C. Gardner Policy Institute Calculations.

# 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

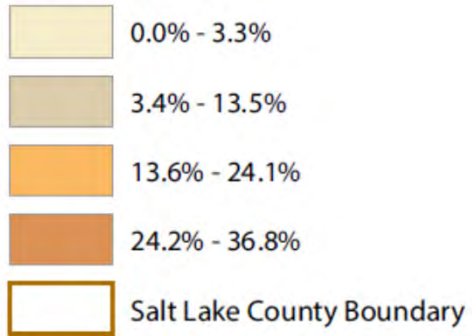


# Neighborhoods

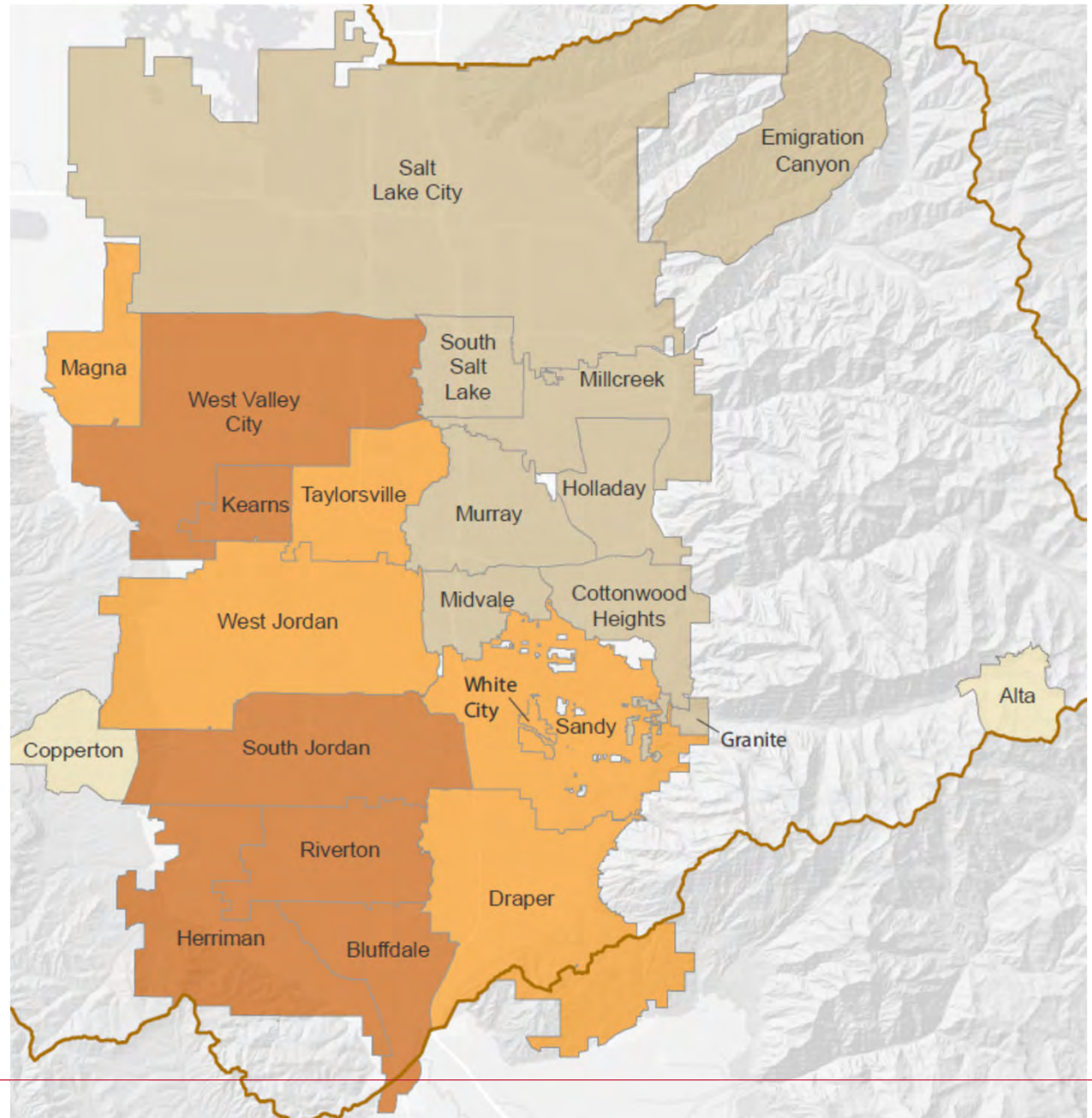
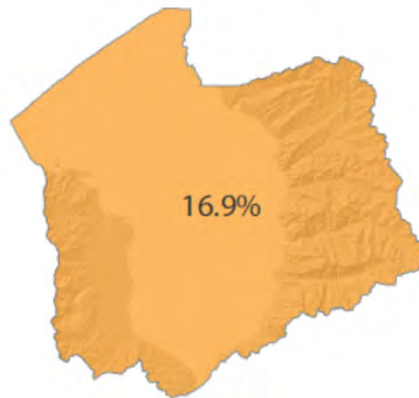


# Share of Households with 5+ People

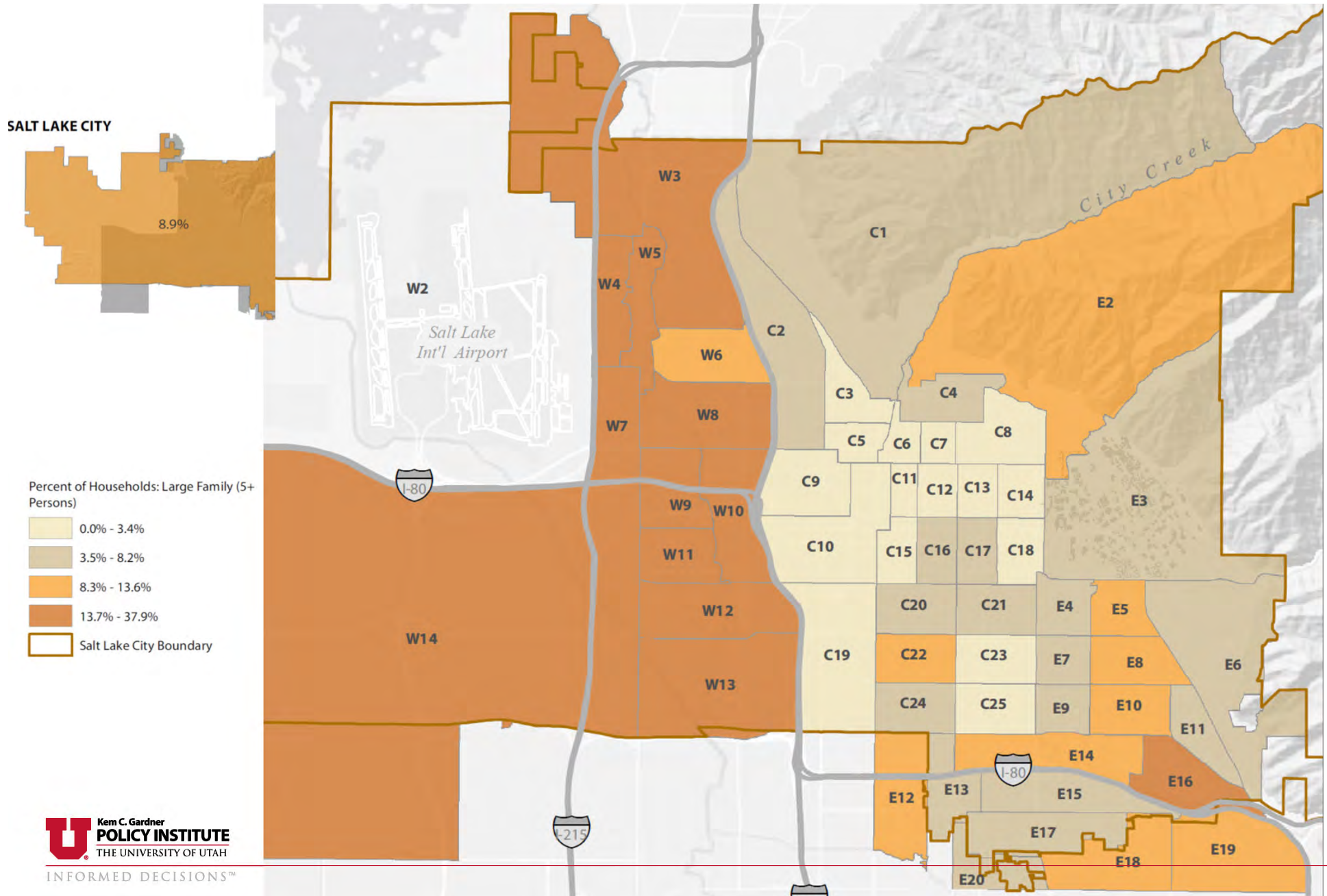
Percent of Households: Families of Five Persons or More



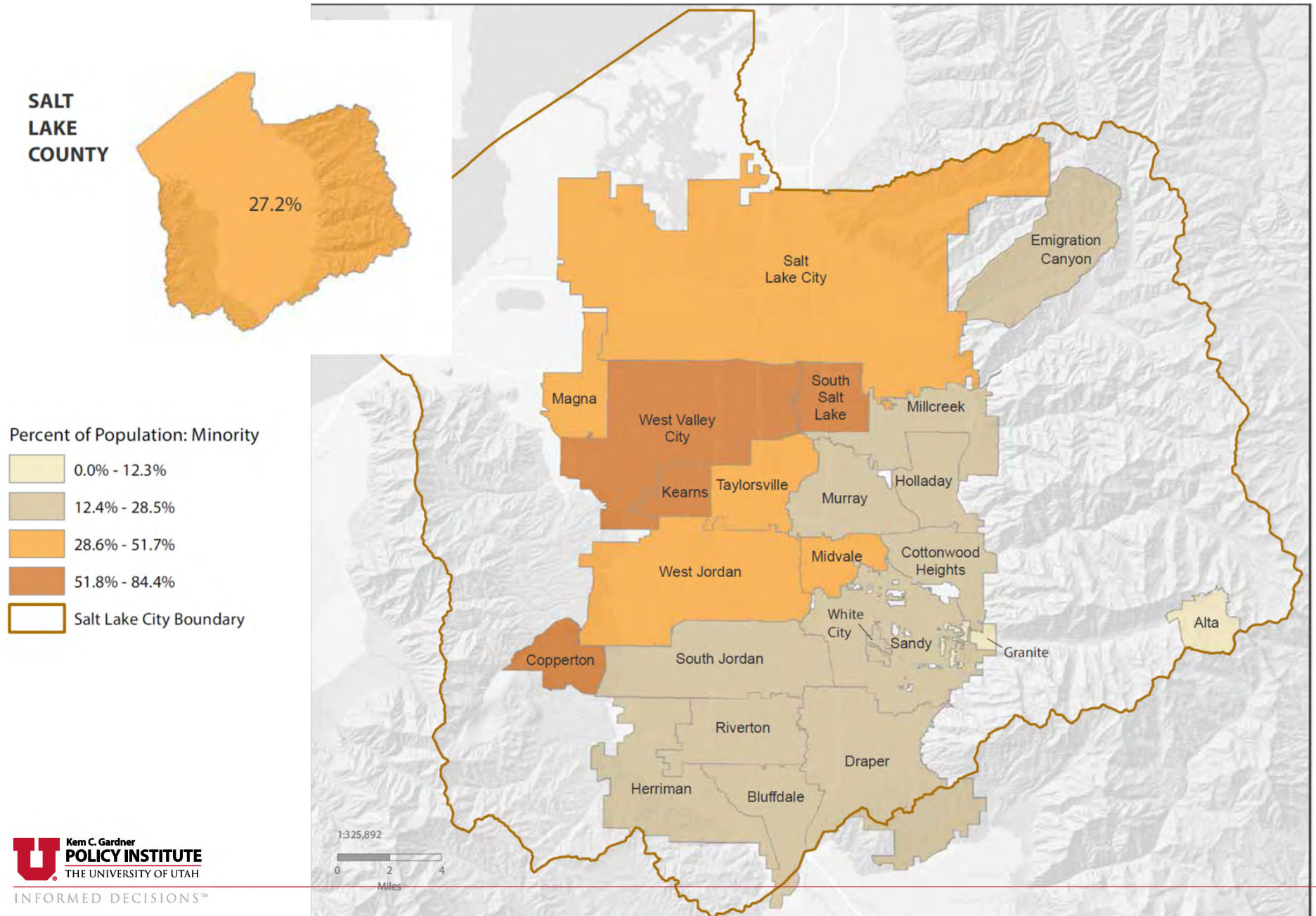
**SALT  
LAKE  
COUNTY**



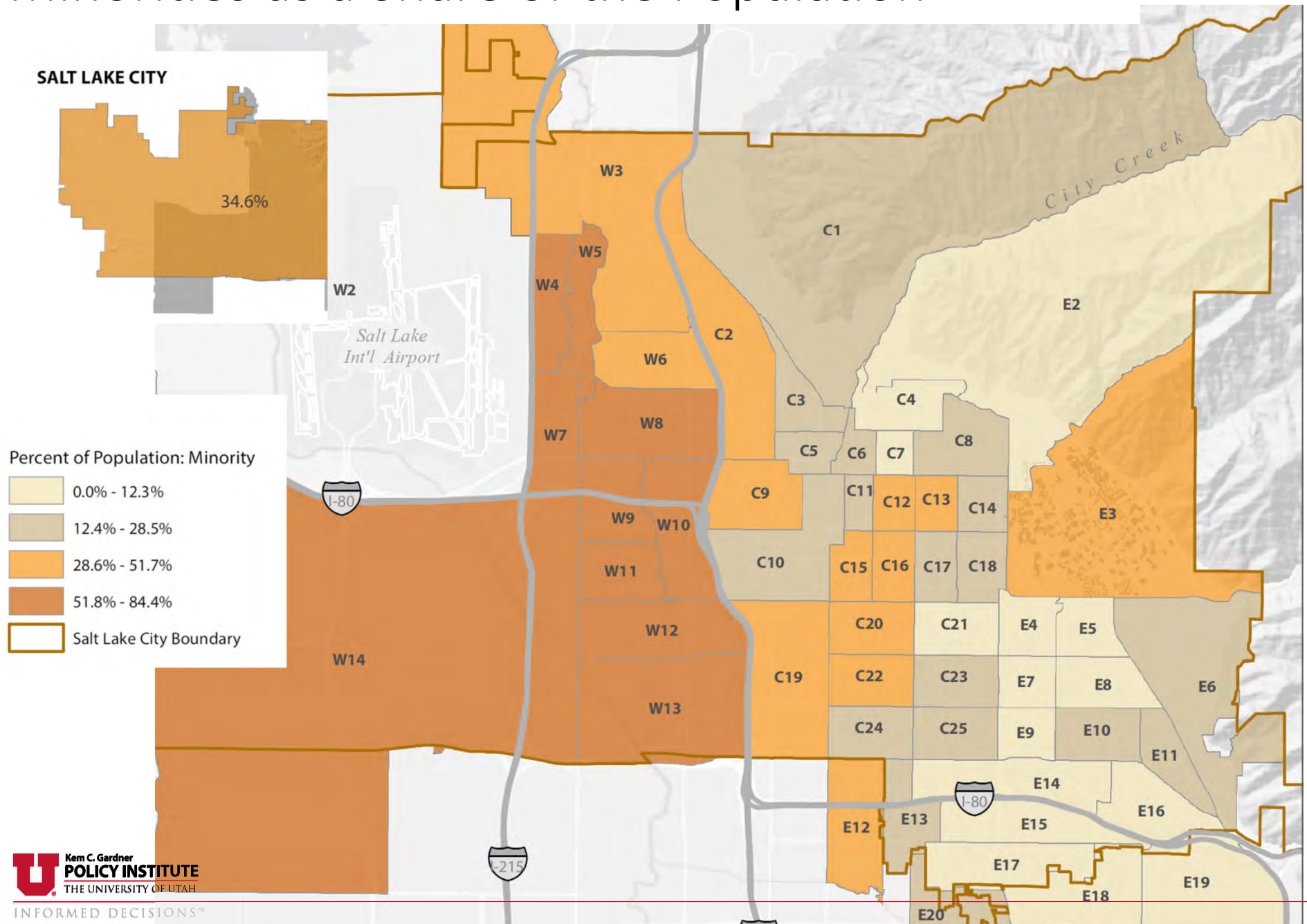
# Share of Households with 5+ People



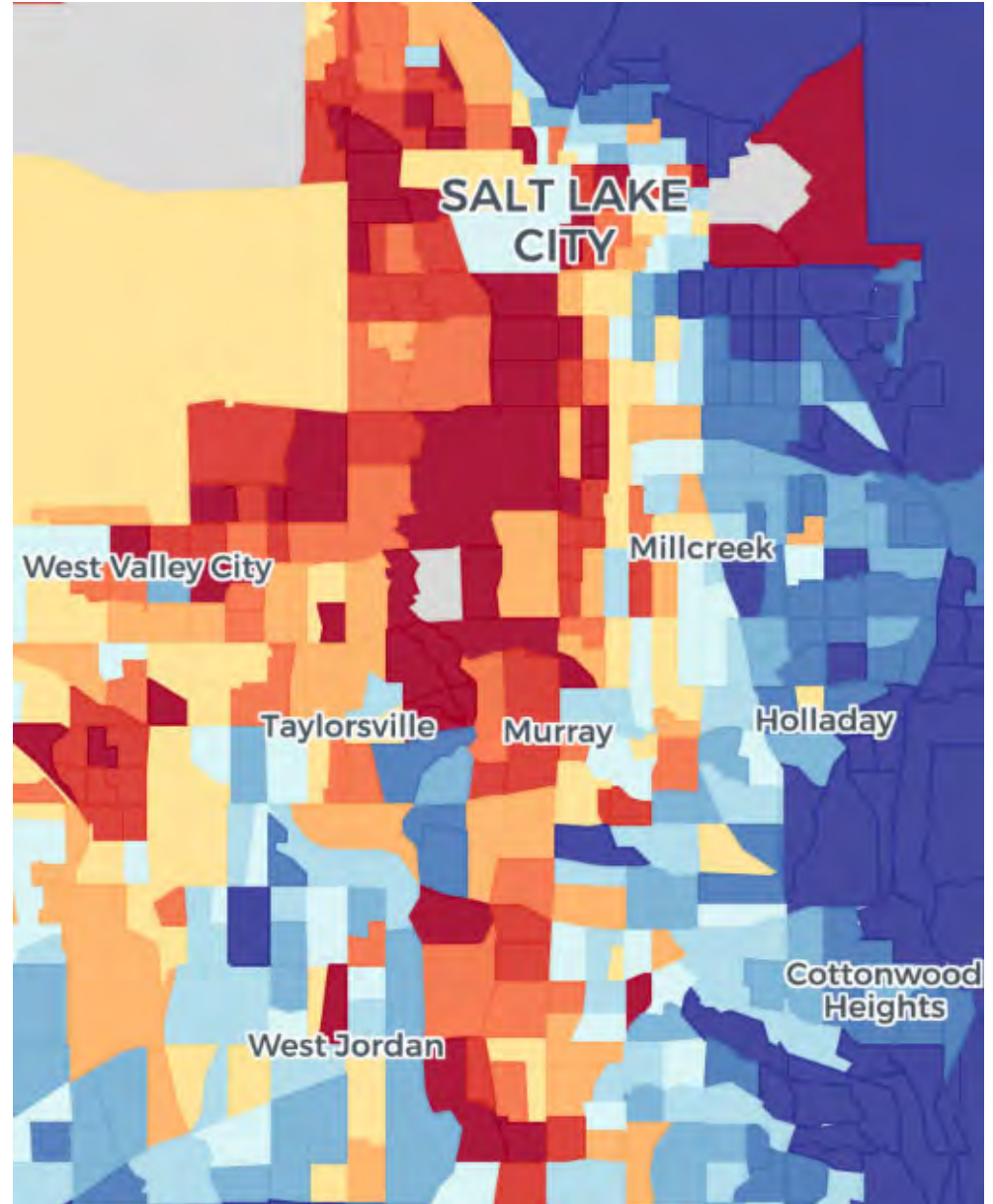
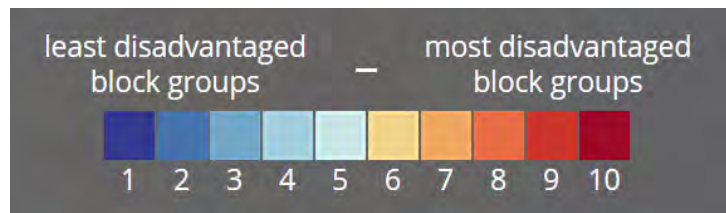
# Minorities as a Share of the Population



# Minorities as a Share of the Population

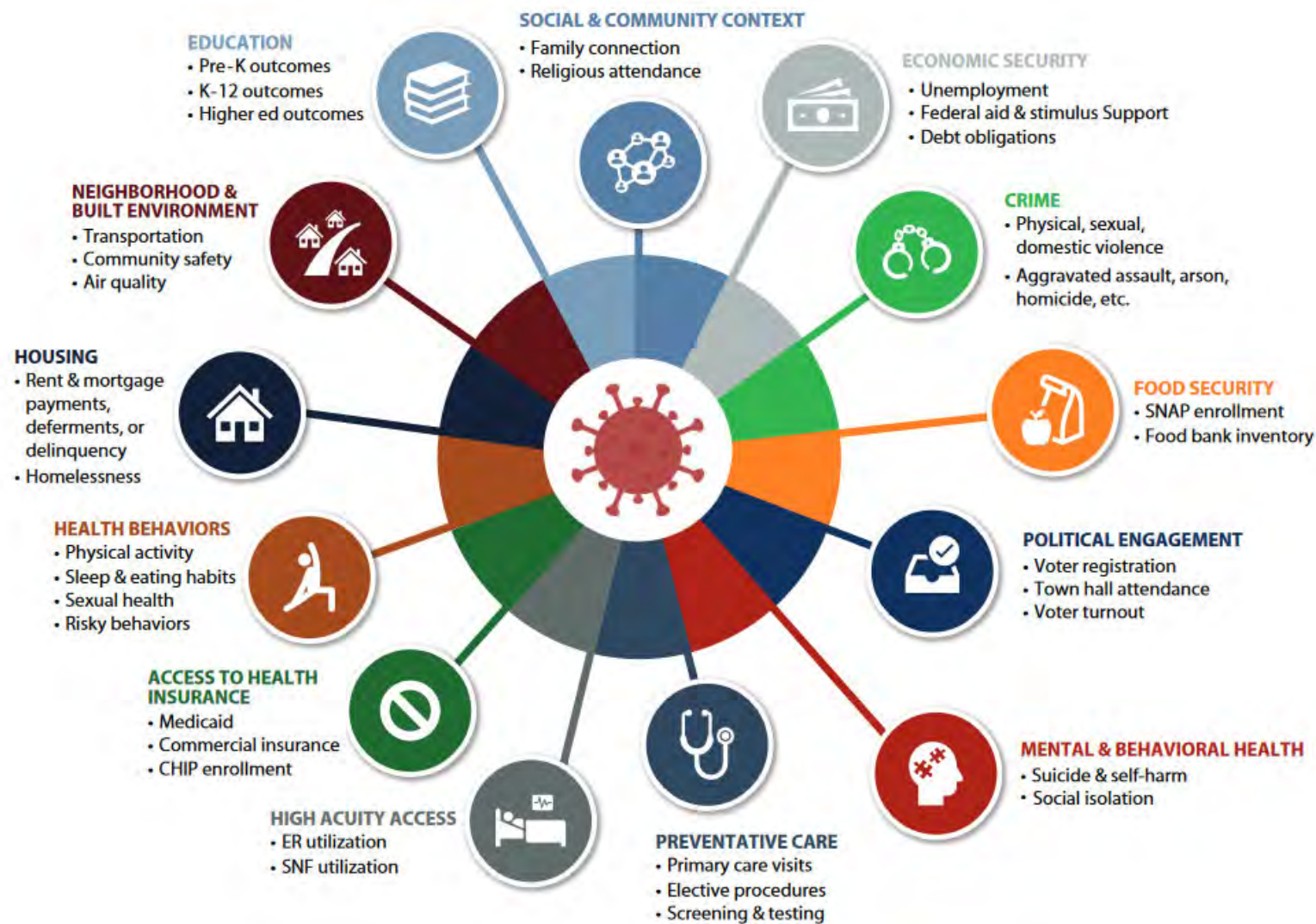


# Opportunities and Barriers



Source: *Neighborhood Atlas*  
<https://www.neighborhoodatlas.medicine.wisc.edu/mapping>

# Meeting the Challenge



# Intergenerational Transfers



# The New Utah



# Thank you



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