Conceptualizing Common Admissions
USHE Strategy:
Simplify institutional admissions processes
Is the admissions process a barrier?
Is the admissions process a barrier?
...to finding the right pathways
Is the admissions process a barrier?
...to finding the right pathways
...to enrolling in college
Is the admissions process a barrier?
...to finding the right pathways
...to enrolling in college
...to increasing college attainment
Is the admissions process a barrier?
  …to finding the right pathways
  …to enrolling in college
  …to increasing college attainment
  …to closing attainment gaps
Since the development of the privately operated *The Common Application* in 1975…

- **1975**: The (commercial) Common Application is created with 15 original participants.
- **1980**: The number of colleges accepting The (commercial) Common Application surpasses 100.
- **1997**: College Foundation of North Carolina is created in order to create a single service that addresses planning, applying, and paying for college.
- **2001**: SB150 is passed in Texas, mandating that Texas public universities accept ApplyTexas applications. Wisconsin implements a system-wide application.
- **2006**: Colorado implements a common application system, which lasts for three years before evolving to become a career planning tool.
- **2007**: Georgia adds an application feature to its college planning and financial assistance website, GAcollege411. Students can apply via this website or through institutions’ applications.
- **2008**: Louisiana legislature passes SB62, mandating a statewide application by fall 2015.
- **2014**: South Carolina begins development of a common application system for a portion of their postsecondary institutions.
- **2017**: Idaho launches NextSteps in conjunction with a “guaranteed admissions” notification to students.
USHE Study

September 2014: “...study the feasibility of a USHE college application portal and ways to improve the application through enrollment process”

May 2015 “With the findings of the feasibility study in hand, it appears most productive to focus next on working with USHE and K12 stakeholders on methods to improve the student experience and increase the institutional benefit beyond the admission application.”
USHE Study – Recommended Next Steps

- Electronic transcript service
- Emphasize concurrent enrollment to access meaningful pathways
- Common identifier (to avoid use SSN for admissions)
- Improve how we coordinate residency eligibility between institutions
- Standardize how schools waive application fee (for students from underrepresented populations)
- Identify and implement best practices on USHE admissions forms*

* Not included in 2015 Study
Institution Panel:

• Kris Coles – UVU
• Joseph Demma - MTECH
• Corey Mikkelsen – USU
• Mateo Remsburg - UU
• Scott Teichert - WSU
• Brandon Wright - SUU
Next Steps
Update: Mental Health
Jed Foundation USHE Convening – June 14, 2021

- 90+ Participants
- Convened by:
  - Commissioner Woolstenhulme
  - John MacPhee, CEO, Jed Foundation
  - Mieka Wick, Executive Director, J. Willard and Alice S. Marriott Foundation
JED Convening

• 16 gaps identified by JED
• Sessions:
  • Intersections of faith & mental health
  • Alcohol and other drugs support
  • SafeUT
  • Peer coaching
  • Campus postvention after suicide
  • Means safety practices
• Campus Breakouts
• Next Steps
JED Next Steps – 2021-22

• TECH Colleges – tentative convening Fall 2021
• Combined convening Summer 2022
• Institutions developing/revising mental health strategic plans
• Identify and adopt state policies....possible examples:
  • Required health history forms
  • Voluntary leave of absence and return from leave policies that consider mental health
  • Health insurance for full-time students, with hard waiver
  • Continuity of care agreements with local providers
Huntsman Mental Health Institute

• Expand mobile crisis teams to more USHE institutions (March 2022)
• Student video contest on mental health stigma (October 2021)
• Post-bachelor’s certificate on mental health (April 2021)
• Social change and mental health workshop series (November 2021)
• Improve SafeUT utilization
Adult Learner Grant Program
Adult Learner Grant Program (R616)

• New program to provide financial assistance to adult learners seeking online education beginning fall 2021
• Eligible students must be Utah residents, 26 and older, who demonstrate financial need by completing the FAFSA and enrolled in an online program designed to meet industry needs
• Prioritized awarding for students
Proposed motion

**MOTION:** I move that the Student Affairs Committee advanced the proposed Board Policy R616, *Adult Learner Grant Program*, to the Committee of the Whole for further consideration.
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Develop, strengthen and leverage a seamless and articulated system of higher education

ACCESS
Remove structural barriers to entry

AFFORDABILITY
Remove structural barriers to affordability

COMPLETION
Remove structural barriers to graduation

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

BOARD'S ROLE

GOAL

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STRATEGY

ALIGN programs with institutional roles and minimize duplication among institutions

Train boards of trustees on delegated responsibilities

Merge system policies and align data and measures, as appropriate

Increase stackability of credentials from technical colleges to degree granting institutions

Streamline presidential evaluation and R&R processes

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

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

Develop an expanded standard of affordability by the end of 2021

Increase FAFSA completion

Structure awards to facilitate completion and transfer

Expand supportive entry level education practices

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

Build and maintain legislative support

Ensure systemwide institutional supports for student mental health and campus safety

Provide high ed participation rate of adults with/without a high school diploma

Increase student participation in work-based learning

Increase student participation in training leading to wage and employment progression

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

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