Conceptualizing Common Admissions

UTAH SYSTEM OF HIGHER EDUCATION

USHE Strategy:

Simplify institutional admissions processes

Is the admissions process a barrier?

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…to finding the right pathways

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…to finding the right pathways

…to enrolling in college

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…to increasing college attainment

Is the admissions process a barrier?

…to finding the right pathways

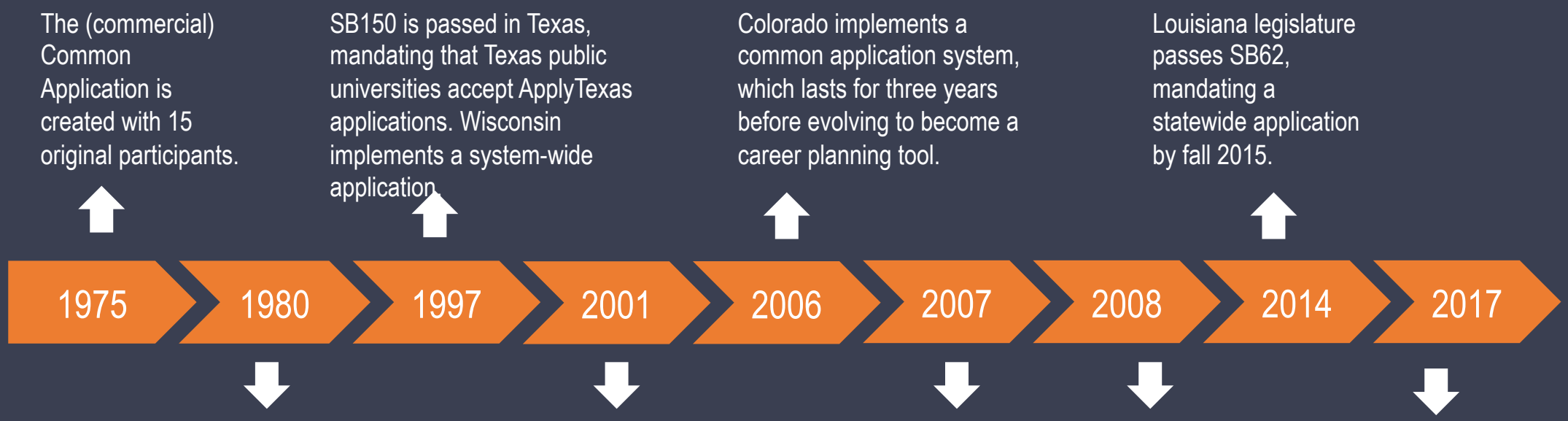
…to enrolling in college

…to increasing college attainment

…to closing attainment gaps

Common Access Portal Examples

Since the development of the privately operated *The Common Application* in 1975…



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

UTAH SYSTEM OF HIGHER EDUCATION

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

HUNTSMAN
MENTAL HEALTH INSTITUTE
UNIVERSITY OF UTAH

Adult Learner Grant Program

UTAH SYSTEM OF HIGHER EDUCATION

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.

Adult Learner Grant Program

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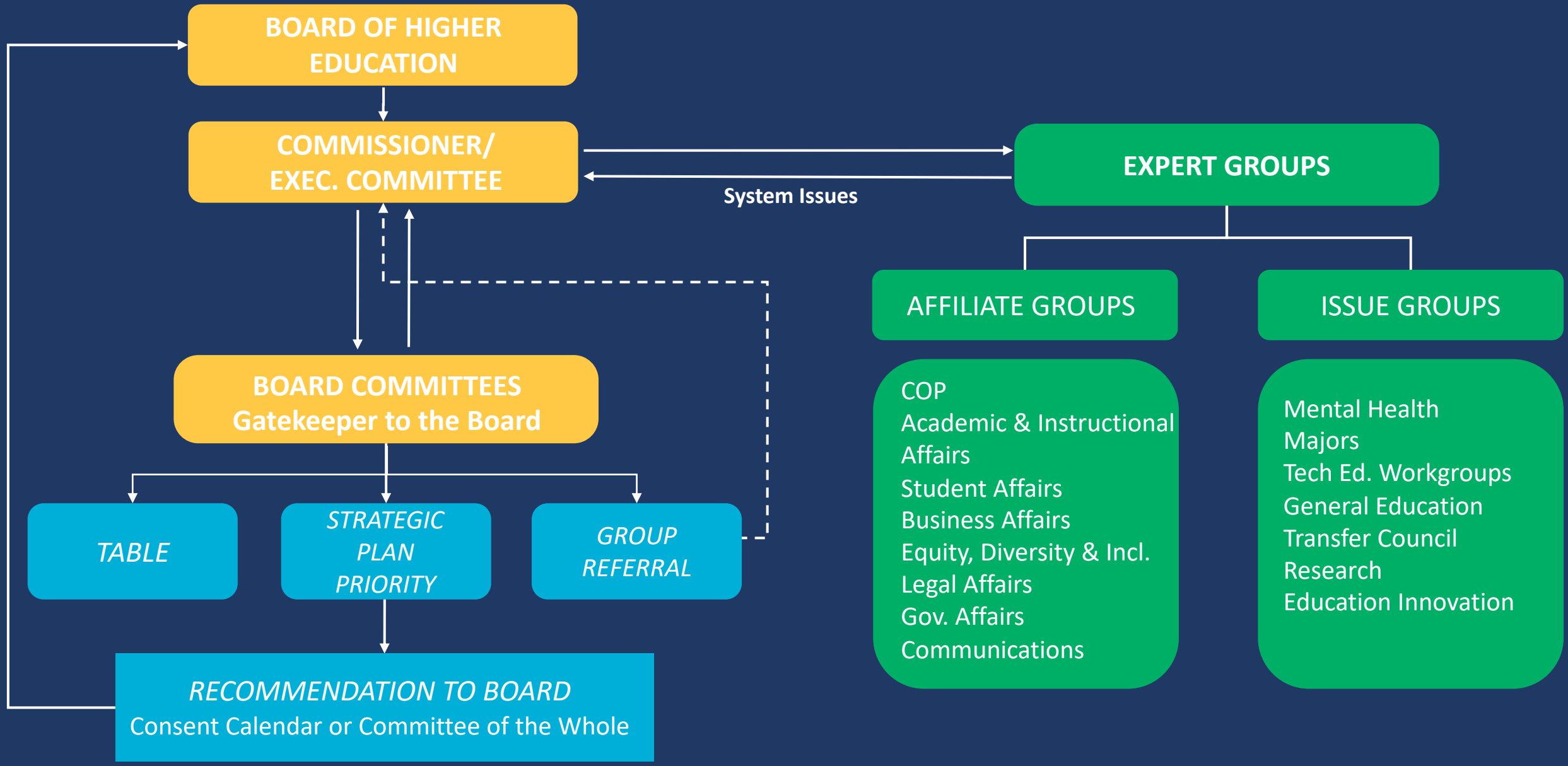
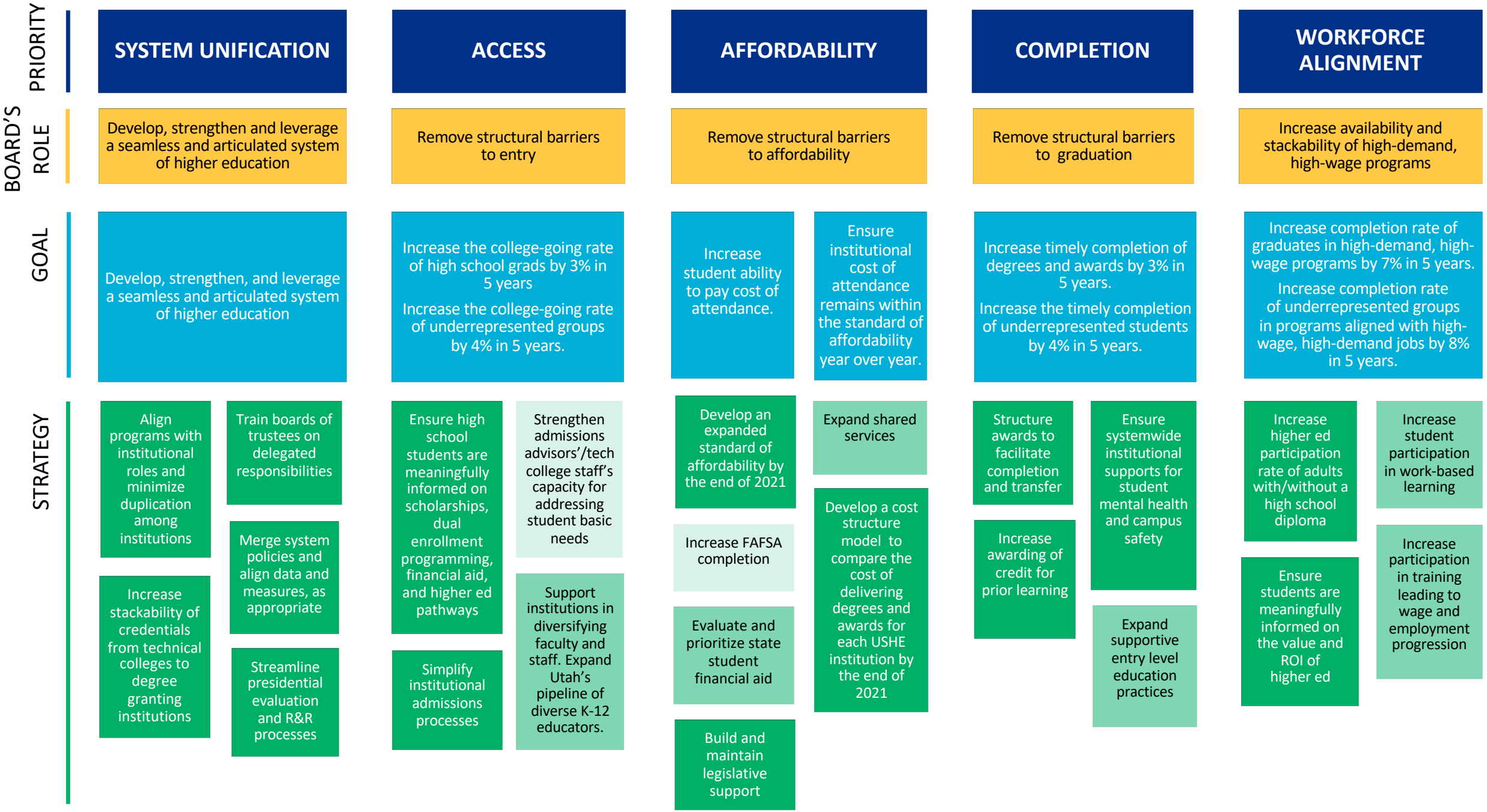
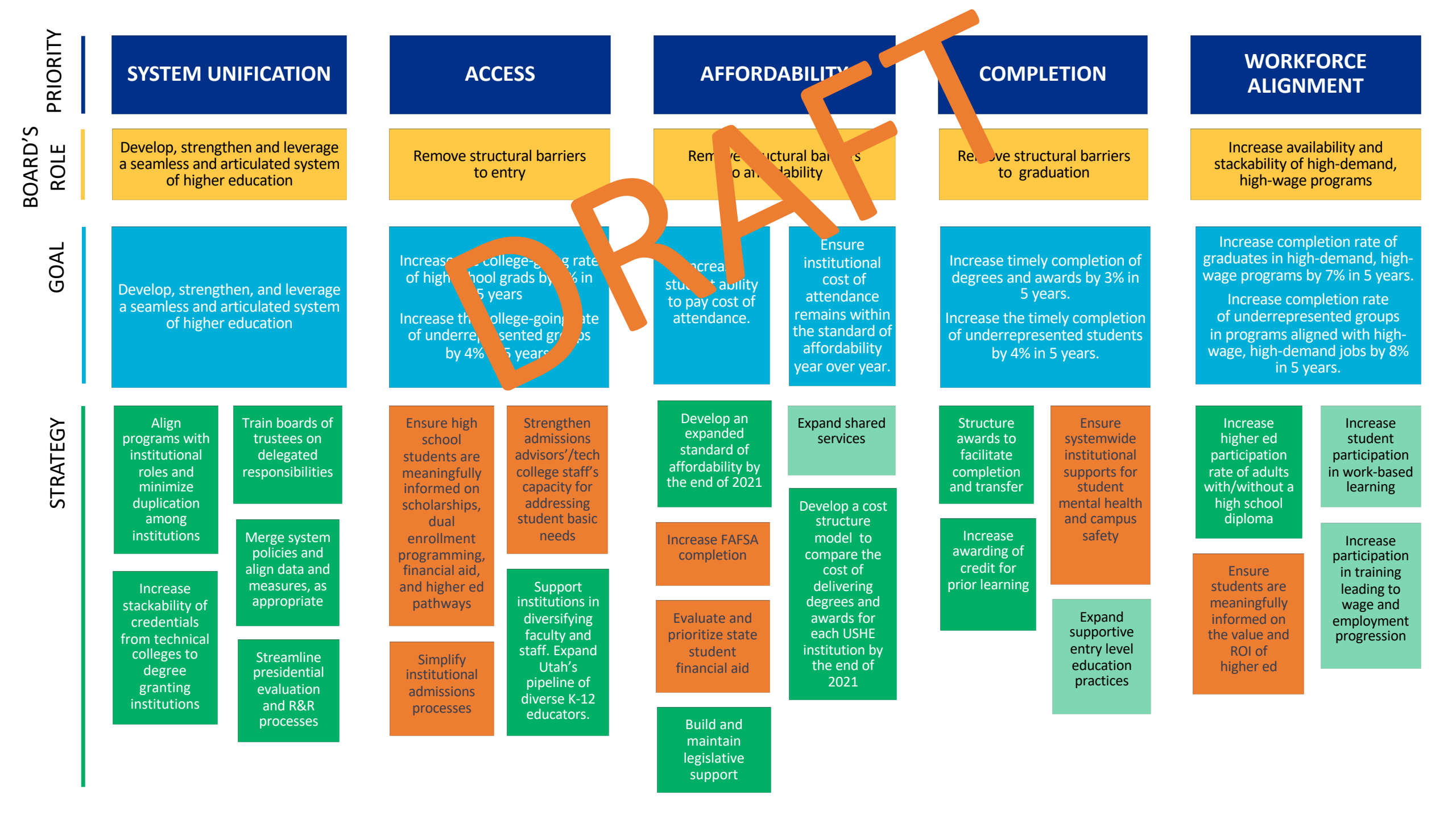
BOARD WORKFLOW




PRIORITY
SYSTEM UNIFICATION
ACCESS
AFFORDABILITY
COMPLETION
WORKFORCE ALIGNMENT
BOARD'S ROLE
Develop, strengthen and leverage a seamless and articulated system of higher education
Remove structural barriers to entry
Remove structural barriers to affordability
Remove structural barriers to graduation
Increase availability and stackability of high-demand, high-wage programs
GOAL
Develop, strengthen, and leverage a seamless and articulated system of higher education
Increase the college-going rate of high school grads by 3% in 5 years
Increase the college-going rate of underrepresented groups by 4% in 5 years.
Increase student ability to pay cost of attendance.
Ensure institutional cost of attendance remains within the standard of affordability year over year.
Increase timely completion of degrees and awards by 3% in 5 years.
Increase the timely completion of underrepresented students by 4% in 5 years.
Increase completion rate of graduates in high-demand, high-wage programs by 7% in 5 years.
Increase completion rate of underrepresented groups in programs aligned with high-wage, high-demand jobs by 8% in 5 years.
STRATEGY
Align programs with institutional roles and minimize duplication among institutions
Train boards of trustees on delegated responsibilities
Increase stackability of credentials from technical colleges to degree granting institutions
Merge system policies and align data and measures, as appropriate
Streamline presidential evaluation and R&R processes
Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher ed pathways
Strengthen admissions advisors'/tech college staff's capacity for addressing student basic needs
Simplify institutional admissions processes
Support institutions in diversifying faculty and staff. Expand Utah's pipeline of diverse K-12 educators.
Develop an expanded standard of affordability by the end of 2021
Expand shared services
Increase FAFSA completion
Develop a cost structure model to compare the cost of delivering degrees and awards for each USHE institution by the end of 2021
Evaluate and prioritize state student financial aid
Build and maintain legislative support
Structure awards to facilitate completion and transfer
Ensure systemwide institutional supports for student mental health and campus safety
Increase awarding of credit for prior learning
Expand supportive entry level education practices
Increase higher ed participation rate of adults with/without a high school diploma
Increase student participation in work-based learning
Ensure students are meaningfully informed on the value and ROI of higher ed
Increase participation in training leading to wage and employment progression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DRAFT