UTAH SYSTEM OF HIGHER EDUCATION

October 29, 2021

Strategic Plan Update: Board Committee Priority Review

In 2020, Utah's two higher education systems merged, creating a single system of 16 higher education institutions. The Utah Board of Higher Education adopted a comprehensive strategic plan in May 2021 to guide the newly-merged System for the next five years. To develop the strategic plan, the Board and Office of the Commissioner of Higher Education engaged in a rigorous, collaborative, and creative process that built on past initiatives from previous boards and incorporated feedback from institutions, state leaders, students, and other stakeholders. The Board's strategic plan focuses on six key priorities:

- System Unification
- Access
- Affordability
- Completion
- Workforce Alignment
- Research

The strategic plan is guided by two main themes:

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

The Commissioner's office has assigned strategies from the strategic plan to specific Board committees. This does not mean a specific strategy will not impact other committees, but that an identified committee will be keeping an eye on the progress of its assigned strategies and actively work to shepherd the strategies along. (A note: The Academic Education and Technical Education Committees share all of their strategies, as they impact both degree-granting and technical institutions.)

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

Committee Discussion

The Technical Education Committee is asked to review strategies and tactics in the attachment to prioritize and verify the efforts are moving in the right direction.

Commissioner's Recommendation

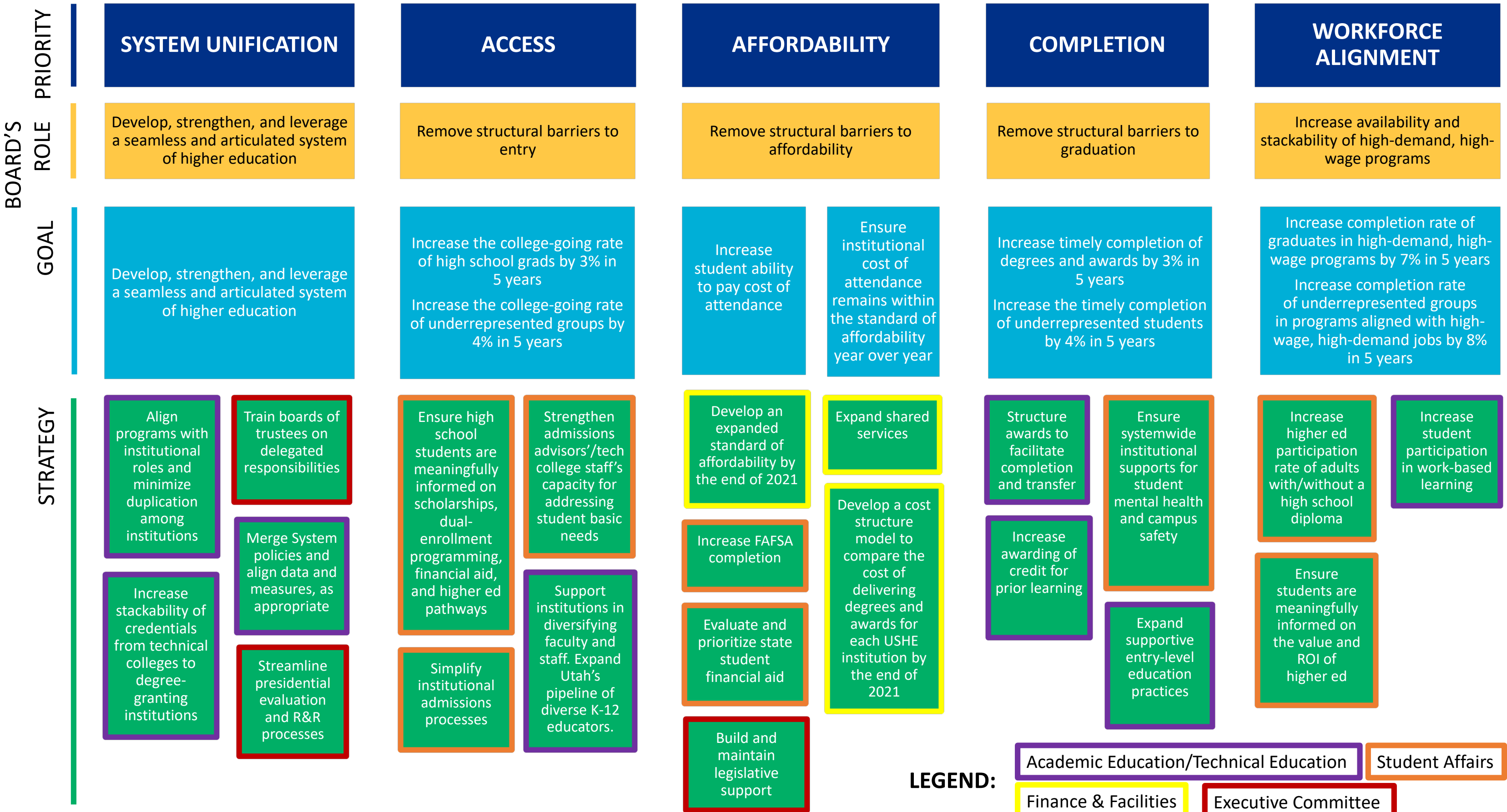Information item only; no action is required.

SYSTEM UNIFICATION	ACCESS	AFFORDABILITY	COMPLETION	WORKFORCE ALIGNMENT

PRIORITY

BOARD'S ROLE

Develop, strengthen, and leverage a seamless and articulated system of higher education	Remove structural barriers to entry	Remove structural barriers to affordability	Remove structural barriers to graduation	Increase availability and stackability of high-demand, high-wage programs

GOAL

Develop, strengthen, and leverage a seamless and articulated system of higher education	Increase the college-going rate of high school grads by 3% in 5 years Increase the college-going rate of underrepresented groups by 4% in 5 years	Increase student ability to pay cost of attendance	Ensure institutional cost of attendance remains within the standard of affordability year over year	Increase timely completion of degrees and awards by 3% in 5 years Increase the timely completion of underrepresented students by 4% in 5 years	Increase completion rate of graduates in high-demand, high-wage programs by 7% in 5 years Increase completion rate of underrepresented groups in programs aligned with high-wage, high-demand jobs by 8% in 5 years

STRATEGY

Align programs with institutional roles and minimize duplication among institutions	Train boards of trustees on delegated responsibilities	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	Develop an expanded standard of affordability by the end of 2021	Expand shared services
Increase stackability of credentials from technical colleges to degree-granting institutions	Merge System policies and align data and measures, as appropriate		Support institutions in diversifying faculty and staff. Expand Utah's pipeline of diverse K-12 educators.	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
	Streamline presidential evaluation and R&R processes	Simplify institutional admissions processes		Evaluate and prioritize state student financial aid	
				Build and maintain legislative support	

COMPLETION strategies:
- 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

WORKFORCE ALIGNMENT strategies:
- 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

LEGEND:
- Academic Education/Technical Education
- Student Affairs
- Finance & Facilities
- Executive Committee

SYSTEM UNIFICATION	
Align programs with institutional roles and minimize duplication among institutions.	• Study current program offerings across technical colleges to ensure fit with institutional role.
Increase stackability of credentials from technical colleges to degree-granting institutions.	• Review policy governing award types to ensure policies are equity minded and supported by data to support stackability between institutions. • Develop standardized approach to understand the number of secondary students receiving credit for course work completed at the high school. • Explore potential for transition technical education from clock-hours to credit.
Merge system policies and align data and measures, as appropriate.	• Review related policies and align data and measurements between technical colleges and degree-granting institutions, when appropriate.
ACCESS	
Support institutions and USBE in diversifying the pipeline of P-20 educators, faculty, and staff.	• Review policy to support all USHE institutions in their effort to attract and retain diverse faculty and staff. Facilitate collaboration on best equitable hiring and retention practices.
COMPLETION	
Structure awards to facilitate completion and transfer.	• Conduct transfer study to identify any barriers to transfer. • Facilitate coordination to align programs to support transfer, wherever possible.
Increase the award of credit for prior learning.	• Implement annual institutional reporting of credit for prior learning, proactive communications to students, and training of faculty and staff. • Ensure equity in processes relating to the award of credit for prior learning.
Expand supportive entry level education practices.	• Refine policy for supportive instruction offerings for students unable to meet minimum admission requirements, and implement corequisite and other models to support student enrollment and success into technical programs.
WORKFORCE ALIGNMENT	
Increase student participation in work-based activities.	• Consider policy to define systemwide practices for reporting and expansion of availability of, and participation in, work-based learning activities.