USHE Strategic Plan
Academic Education Committee Priorities

October 29, 2021
**Priority**

**Board's Role**

**System Unification**
- 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

**Research**
- Advocate for the role of research and support funding for research

**Goal**

**System Unification**
- 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

**Access**
- Increase student ability to pay cost of attendance

**Affordability**
- Ensure systemwide institutional supports for student mental health and campus safety

**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

**Workforce Alignment**
- 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

**Research**
- TBD

**Strategy**

**System Unification**
- Align programs with institutional roles and minimize duplication among institutions

**Access**
- Train boards of trustees on delegated responsibilities

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

**Completion**
- Develop an expanded standard of affordability

**Workforce Alignment**
- Structure awards to facilitate completion and transfer

**Research**
- Advocate for the role of research at degree-granting institutions in innovation, technology transfer, economic development /workforce, and community engagement and impact

**Legend:**
- Academic Education/Technical Education
- Student Affairs
- Finance & Facilities
- Executive Committee
- Academic Education only
<table>
<thead>
<tr>
<th>SYSTEM UNIFICATION</th>
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</thead>
<tbody>
<tr>
<td>Align programs with institutional roles and minimize duplication among institutions</td>
<td>• Study current program offerings to ensure fit with institutional role.</td>
</tr>
<tr>
<td>Increase stackability of credentials from technical colleges to degree-granting institutions</td>
<td>• Review policy governing award types to ensure policies are equity minded and supported by data to support stackability between institutions.</td>
</tr>
<tr>
<td>Train boards of trustees on delegated responsibilities</td>
<td>• Trainings on program approval and review</td>
</tr>
<tr>
<td>Merge system policies and align data and measures, as appropriate.</td>
<td>• Review related policies and align data and measurements between technical colleges and degree-granting institutions, when appropriate.</td>
</tr>
<tr>
<td>Support presidents in meeting expectations of the Board, including incorporating equity, diversity, and inclusion in evaluations and R&amp;R; streamline presidential evaluation and (R&amp;R) processes</td>
<td>• Policy updates</td>
</tr>
<tr>
<td>ACCESS</td>
<td></td>
</tr>
<tr>
<td>Make CE and TE accessible for all high school students by standardizing processes and communicating options to students.</td>
<td>• Work with LEAs and institutions of higher education to ensure adequate CE course offerings.</td>
</tr>
<tr>
<td>Support institutions and USBE in diversifying the pipeline of P-20 educators, faculty, and staff.</td>
<td>• Partner with USBE to develop and offer a statewide CE Career and College Success course.</td>
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<tr>
<td></td>
<td>• Partner with USBE to recruit target students into CE.</td>
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<td>• State of Diversity Report</td>
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<tr>
<td></td>
<td>• Policy updates</td>
</tr>
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<td></td>
<td>• System-wide mentoring and collaboration</td>
</tr>
<tr>
<td></td>
<td>• Approving institutional and system goals</td>
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<tr>
<td><strong>COMPLETION</strong></td>
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</tbody>
</table>
| Structure awards to facilitate transfer and completion. | • Upgrades to the Utah Transfer Guide  
• Address transfer barriers in policies around degree structures  
• Create direct transfer degree pathways |
| Provide robust options for students to earn 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 | • Improve pass rates in key introductory course work  
• Standardize placement practices and co-requisite options |

<table>
<thead>
<tr>
<th><strong>WORKFORCE</strong></th>
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<tbody>
<tr>
<td>Increase higher ed participation rates of adults</td>
<td>• Identify postsecondary education programs, services, and outcomes within USHE for incarcerated individuals and identify funding mechanisms for postsecondary education within prisons</td>
</tr>
</tbody>
</table>
| 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.  
• Advocate with industry and GOED to form work-based learning.  
• Engage employers to strengthen the connection between degrees/certificates and employment options. |

<table>
<thead>
<tr>
<th><strong>RESEARCH</strong></th>
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</thead>
<tbody>
<tr>
<td>Advocate for the role of research at degree-granting institutions in innovation, technology transfer, economic development/workforce, and community engagement and impact</td>
<td></td>
</tr>
<tr>
<td>Ensure institutions have needed support to conduct research</td>
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</table>
First: designed and implementing
<table>
<thead>
<tr>
<th>Task name</th>
<th>Assignee</th>
<th>Due date</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Force and Commissioner's staff complete drafts of R315, R401, R411 and R473 and send to institutions for vetting</td>
<td>Julie Hartley</td>
<td>Nov 30, 2022</td>
<td>Program O...</td>
</tr>
<tr>
<td>Academic Education, Technical Education, and Institutional Research staff begin working on updates to R401, including consideration of changes to IPEDS reporting</td>
<td></td>
<td>Aug 31</td>
<td>Program O...</td>
</tr>
<tr>
<td>Objective 1: Update policies related to academic programs and transfer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begin coordinating meetings with OCHE Academic Ed and Tech Ed staff to discuss certificate definitions in R401</td>
<td></td>
<td>Nov 30</td>
<td>Program O...</td>
</tr>
<tr>
<td>Drafts of R315, R401, R411, and R473 to Tech Ed and Academic Ed Committees</td>
<td>Julie Hartley</td>
<td>Dec 30, 2022</td>
<td>Program O...</td>
</tr>
<tr>
<td>Finish working with Gen Ed taskforce on R470 revisions</td>
<td>Julie Hartley</td>
<td>May 27, 2022</td>
<td></td>
</tr>
<tr>
<td>Feedback from institutions on R315, R401, R411, and R473</td>
<td>Julie Hartley</td>
<td>Nov 30, 2022</td>
<td>Program O...</td>
</tr>
<tr>
<td>Final draft R315, R401, R411, and R473 to Committee of the Whole</td>
<td>Julie Hartley</td>
<td>Jan 27, 2023</td>
<td>Program O...</td>
</tr>
<tr>
<td>Academic Affairs staff begin working on R401, R470, and R474 in partnership with CAOs and GETT</td>
<td></td>
<td>Jul 30</td>
<td></td>
</tr>
<tr>
<td>Feedback from institutions on R470</td>
<td>Julie Hartley</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft of R470 to Academic Education Committee</td>
<td>Julie Hartley</td>
<td>Sep 10, 2022</td>
<td></td>
</tr>
<tr>
<td>R470 approved by Committee of the Whole</td>
<td>Julie Hartley</td>
<td>Oct 28, 2022</td>
<td></td>
</tr>
<tr>
<td>Objective 2: Direct transfer psychology pilot</td>
<td></td>
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<tr>
<td>Direct transfer pathway pilot recommendations and data strategy presented to transfer council</td>
<td></td>
<td>Aug 18</td>
<td></td>
</tr>
<tr>
<td>Psychology major committee notified of pilot project</td>
<td></td>
<td>Aug 31</td>
<td></td>
</tr>
<tr>
<td>Psychology major outlines timeline for pilot design and implementation</td>
<td>Steven J. H...</td>
<td>Dec 31</td>
<td></td>
</tr>
<tr>
<td>New membership of Transfer Council approved by the Committee of the Whole</td>
<td></td>
<td>Sep 17</td>
<td></td>
</tr>
</tbody>
</table>
Objective 1: PLA reporting, training, and communication

- Policy R472 updated
- Policy R472 updates communicated with institutions
- Board approval of second wave of min scores/max credits for national standardized subject tests
- Updates to min scores/max credits communicated to institutions
- USHE webpage updated to include min scores/max credits updates
- Min scores/max credits communicated to high schools and counselors
- Min scores/max credits approved in May 2021 included in Transfer Guide
- Develop institutional PLA report format
- Re-establish Prior Learning Committee
- Receive institutional PLA reports
- Present summary of institutional PLA reports to Academic Ed and Tech Ed Committees
- Major committee meetings to address updates/changes to national standardized exams to determine min scores/max credits for subject tests. as nee
- Receive institutional PLA reports

Objective 2: Expansion of portfolio opportunities

- Work within faculty major committees to identify, expand, and share portfolio assessments

Objective 3: Professional development for faculty and staff

- Partner with institutions for a statewide PLA training conference
<table>
<thead>
<tr>
<th>Task Name</th>
<th>Assignee</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TE and CE alignment</strong></td>
<td></td>
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</tr>
<tr>
<td>Identify processes and policies of college credit in high school (CE and TE), including co-transcript creation, outreach and communication to students, admissions processes, and data collection (tie to audit for &quot;Simplify Application Process&quot; task).</td>
<td>Julie Hartley</td>
<td>Dec 17</td>
</tr>
<tr>
<td>Create and implement processes for tracking and ensuring access across the state to courses aligned with Opportunity Scholarship and PRIME eligibility; work with LEAs and institutions to ensure adequate TE and CE course offerings.</td>
<td>Cyd Grua</td>
<td>May 27, 2022</td>
</tr>
<tr>
<td>Work with CE Directors to assess coverage of Opportunity Scholarship courses</td>
<td>Cyd Grua</td>
<td>May 27</td>
</tr>
<tr>
<td>Work with Technical Colleges to assess coverage of TE opportunities</td>
<td>Kim Ziearth</td>
<td></td>
</tr>
<tr>
<td>Engage TE in USHE-USBE CE/TE alignment process</td>
<td>Kim Ziearth</td>
<td>Dec 16, 2022</td>
</tr>
<tr>
<td><strong>Partner with LEAs to use Hillcrest Model to recruit underrepresented students to take advanced coursework</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop and publish model for selecting high schools to participation in recruitment efforts of non-self-selecting students (past pilots suggested these students will be predominantly underrepresented populations); secure funding for participating high schools</td>
<td>Cyd Grua</td>
<td>Dec 31</td>
</tr>
<tr>
<td>USHE institutions identify pilot high schools; high schools work to identify students to recruit into CE</td>
<td>Cyd Grua</td>
<td>Apr 29, 2022</td>
</tr>
<tr>
<td>Selected high schools have recruited and enrolled target students into CE course(s) for the upcoming school year</td>
<td>Cyd Grua</td>
<td></td>
</tr>
<tr>
<td><strong>Partner with USBE to develop a statewide college and career readiness course paired with a CE college success course.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>USBE curriculum specialists develop a college and career connections (CCC) curriculum for high school students with the intent of offering course for CE credit</td>
<td>Cyd Grua</td>
<td>Dec 31</td>
</tr>
<tr>
<td>CCR course approved by USBE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>USHE institutions submit courses for approval of CE alignment effective Fall 2022. Aligned courses included in SY23 CE Master List</td>
<td></td>
<td>Dec 31</td>
</tr>
<tr>
<td>CE Career and College Success course offered in high schools</td>
<td></td>
<td>Dec 31</td>
</tr>
<tr>
<td><strong>Partner with USBE to ensure consistent messaging around CE and TE opportunities and expectations, student eligibility and indicators of readiness for college-level instruction, and benefits of post-secondary opportunities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Coordinating Committee conversation on importance of closing attainment gaps in CE/TE</td>
<td>Melanie He...</td>
<td>Apr 29, 2022</td>
</tr>
<tr>
<td>Coordinate with USBE to provide system-level advising materials (such as CE Math placement guidance) for school counselors</td>
<td>Melanie He...</td>
<td>Feb 25, 2022</td>
</tr>
</tbody>
</table>
**Objective 1: Identify “key introductory courses” and best practices**

- Identify and define “key introductory courses” based on existing data
- Identify system strategies for placement, co-requisite, improved pedagogy, accountability, etc. for policy updates

**Objective 2: System collaboration on introductory coursework**

- Assess outcomes of Educated Person conference faculty workshops on pedagogical/academic success strategies
- Use major committees and CAOs to assess current practices for placement, co-requisite models in identified key courses

**Objective 3: Measure success in introductory gateway courses**

- 2022 update to DFWI study
Second: Design stage and gearing up for implementation (primarily focused on system unification)
### Task Name

<table>
<thead>
<tr>
<th>Task Name</th>
<th>Assignee</th>
<th>Due date</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Board training for reviewing R805 data at Committee of the Whol</td>
<td>Geoffrey La...</td>
<td>Sep 23, 2022</td>
<td>▶️ Diversify Fa...</td>
</tr>
<tr>
<td>R805 update and other policies update to Committee of the Whol</td>
<td>Geoffrey La...</td>
<td>Sep 23, 2022</td>
<td>▶️ Diversify Fa...</td>
</tr>
<tr>
<td>R805 update and other policies update to Academic Education Co</td>
<td>Geoffrey La...</td>
<td>Aug 19, 2022</td>
<td>▶️ Diversify Fa...</td>
</tr>
<tr>
<td>Update R805 and other policies and reporting requirements</td>
<td>Geoffrey La...</td>
<td>Jul 29, 2022</td>
<td>▶️ Diversify Fa...</td>
</tr>
</tbody>
</table>

### Objective 1: Update R&R form to include EDI metrics

<table>
<thead>
<tr>
<th>Task Name</th>
<th>Assignee</th>
<th>Due date</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review R&amp;R form to include EDI metrics tied to strategic plan and</td>
<td>Geoffrey La...</td>
<td>Oct 8</td>
<td>▶️ Diversify Fa...</td>
</tr>
<tr>
<td>Create Board training for reviewing R805 data</td>
<td>Geoffrey La...</td>
<td>Aug 31, 2022</td>
<td>▶️ Diversify Fa...</td>
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</tbody>
</table>

### Objective 2: Update R208 and R209 to include expectations...

<table>
<thead>
<tr>
<th>Task Name</th>
<th>Assignee</th>
<th>Due date</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft updates to R208 and R209 to Academic Education Committee</td>
<td>Geoffrey La...</td>
<td>Tomorrow</td>
<td>▶️ Diversify Fa...</td>
</tr>
<tr>
<td>Final updates to R208 and R209 to Committee of the Whole</td>
<td>Geoffrey La...</td>
<td>Nov 19</td>
<td>▶️ Diversify Fa...</td>
</tr>
</tbody>
</table>

Add task...
## Objective 1: Develop trustee training

- Develop general training on all trustee roles and responsibilities
- Develop trustee training on tuition and fee setting
- Develop trustee training on program approval
- Develop trustee training on performance funding
- Develop trustee training on equity lens framework

## Objective 2: Establish trustee training calendar and feedback...

- Establish staggered calendaring for annual training throughout the year
- Establish feedback method for trustee training effectiveness
### Objective 1: Develop Board member qualifications through policy

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Assignee</th>
<th>Due Date</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>First draft of Board member qualifications policy</td>
<td>Geoffrey La..</td>
<td>Tomorrow</td>
<td>Diversify Fa...</td>
</tr>
<tr>
<td>Review Board member qualification draft policy with Executive Com</td>
<td>Geoffrey La..</td>
<td>Wednesday</td>
<td>Diversify Fa...</td>
</tr>
<tr>
<td>Review proposed UBHE qualifications with Governor's Office and rec</td>
<td>Geoffrey La..</td>
<td>Dec 31</td>
<td>Diversify Fa...</td>
</tr>
<tr>
<td>Final policy on Board member qualifications to Committee of the Wf</td>
<td>Geoffrey La..</td>
<td>Jan 14, 2022</td>
<td>Diversify Fa...</td>
</tr>
</tbody>
</table>
### Objective 1: Program inventory and feedback

- Inventory of certificate programs and AAS degrees
- Feedback from presidents on potential program duplication
- Report to Committee of the Whole on program duplication study
  
- Board approves membership of a program duplication task force and the task force begins meeting

  **Assignee:** Julie Hartley  
  **Due date:** Apr 29, 2022

- Commissioner’s office completes its analysis of program inventory

  **Assignee:** Julie Hartley  
  **Due date:** Dec 30

### Objective 2: Program duplication policies

- Academic Education, Technical Education, and Institutional Research staff begin working on updates to R401, including consideration of changes to IPEDS reporting category
  
- Begin coordinating meetings with OCHE Academic Ed and Tech Ed staff to discuss certificate definitions in R401

- Task Force and Commissioner’s staff complete drafts of R315, R401, R411 and R473 and send to institutions for vetting

- Feedback from institutions on R315, R401, R411, and R473

- Drafts of R315, R401, R411, and R473 to Tech Ed and Academic Ed Committees

- Final draft R315, R401, R411, and R473 to Committee of the Whole

### Implementation of new policies and procedures

- New processes for notification, peer review, approval, and data reporting begin

- OCHE works with institutions on identifying duplicative programs that may need to be phased out and procedures for doing so
## Objective 1: Assess state of diversity within the system

- Identify existing qualitative data on the experiences of faculty and staff of color, LGBTQ faculty, and women (i.e., sense of belonging, teaching and research experiences, tenure processes, and their experiences related to equity and diversity)
- State of Diversity report finalized and shared with Academic Education Committee
- Share State of Diversity report with Committee of the Whole
- Survey CAOs, COP, CDOs, Faculty Senate Leaders: re: needed system supports for institutional efforts to diversity faculty
- Inventory existing institutional practices on hiring/retention (including hiring policies, training for search committees, training for deans/department chairs and tenure committees, student evaluation forms, etc.)
- Identify where additional data/qualitative research or campus self-assessments may be needed
- Compile existing quantitative and qualitative data into a draft report on the state of diversity within the system, with special attention to gaps in data and challenges facing faculty of color and challenges stemming from gender identity and expression
- Faculty and staff feedback incorporated into report draft

- [Add task...](#)

## Objective 2: Engage with stakeholders and plan for policy updates:

- Create an equity audit framework to assess faculty policies with a focus on Equity, Diversity, and Inclusion and solicit feedback from target faculty
- December 2022 Purposely involve CAOs, COP, CDOs, faculty senate leadership, and faculty/staff from underrepresented groups in examining and recommending updates to policy
- Compile recommendations on best practices for hiring, retention, and creating inclusive campus environments

- [Add task...](#)

### Recommendations on Board Member qualifications

- First draft of Board member qualifications policy
- Review Board member qualification draft policy with Executive Committee
- Review proposed UBHE qualifications with Governor’s Office and recommend similar qualifications for Boards of Trustees
- Final policy on Board member qualifications to Committee of the Whole

- [Add task...](#)
## Objective 3: Update policies

- Draft possible policy updates to R120, R208, R223, R801, R805, R481, R483, and R485 and associated system-level reporting documents (S-11, Annual Tenure Reports)  
- Draft updates to R208 and R299 to Academic Education Committee  
- Final updates to R208 and R209 to Committee of the Whole  
- Update R805 and other policies related to reporting requirements  
- R805 update and other policies update to Academic Education Committee  
- Review R&R form to include EDI metrics tied to strategic plan and/or statewide attainment goals  
- Create Board training for reviewing R805 data  
- R805 update and other policies update to Committee of the Whole  
- Present Board training for reviewing R805 data at Committee of the Whole  
- Policy drafts vetted by appropriate affiliate/expert groups: CDOs, UCPS, CDOs  
- Policy drafts vetted by Council of Presidents  
- Policy drafts vetted by Academic Education Committee and Technical Education Committee where appropriate  
- Policy updates to R120, R208, R223, R801, R805, R481, R483, and R485 and associated system-level reporting documents (S-11, Annual Tenure Reports)

## Objective 4: Receive and approve institutional goals

- Receive institutional goals on faculty and staff diversification  
- Present institutional goals on faculty and staff diversification for approval by Academic Education Committee  
- Institutional goals on faculty and staff diversification to Committee of the Whole for approval

## Objective 5: Systemwide mentoring program and repository of best practices

- Design system tools and strategies for sharing best practices on equitable hiring and retention practices, system-wide mentoring and trainings, etc.  
- Design mentoring program for BIPOC faculty and staff similar to UVLE
Third: in process of designing
Statewide Marketing Campaign

Overview  List  Board  Timeline  Calendar  Dashboard  Messages  Forms  Files

+ Add task ▼

Untitled Section

Pre-Campaign / Planning

- Identify marketing agency
- Develop Strategy / Timeline 3
- Campaign Workgroups
- Presentations

Add task...

Phase 1

- Website Development
- Media Negotiation / Placement
- Production / Design / Deliverables
Advocate for the role of research at degree-granting institutions

- in teaching
- in innovation
- in technology transfer
- in economic and workforce development
- in community impact and engagement

Ensure institutions have needed support to conduct research

- Examine EDI in research opportunities
Fourth
### Objective 1: Pathway identification
- Identify which pathways exist from technical education to academic
  - Assigned to: Jared Haines
  - Due date: Tomorrow
- Identify which pathways exist from high school to technical education
  - Assigned to: Kim Ziebarth
  - Due date: Nov 30

### Objective 2: Credit process evaluation
- Understand how credit is being accepted from technical education
  - Assigned to: Kim Ziebarth
- Obtain TE to AE information from DG institutions (courses, students)
  - Assigned to: Jared Haines
  - Due date: Dec 31
- Compile and evaluate technical education transfer policies
  - Assigned to: Kim Ziebarth
  - Due date: Jan 14, 2022
- Analyze TE to AE pathways and evaluate with Commissioner
  - Assigned to: Jared Haines
  - Due date: Jun 30, 2022
- Understand how credit is being accepted from high school to technical education
  - Assigned to: Kim Ziebarth

### Objective 3: Baseline establishment
- Baseline # students who benefit from the acceptance of transfer credits
  - Assigned to: Jared Haines
  - Due date: Feb 28, 2022
- Obtain baseline number of students who benefit from the acceptance of transfer credits
  - Assigned to: Zachary Bar...
<table>
<thead>
<tr>
<th>Objective 1: Encourage Program Committees to include work-based...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through alignment initiative, encourage programs to include work-based...</td>
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<td>Add task...</td>
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<table>
<thead>
<tr>
<th>Objective 2: Define reporting requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect baseline data for technical colleges</td>
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<td></td>
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<tr>
<td>Evaluate work-based activity data collection for Snow College, SLCC,</td>
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<td>Add task...</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Objective 3: Set goals to expand student participation in work-based...</th>
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</thead>
<tbody>
<tr>
<td>Goals set by institutions to increase participation in work-based activ...</td>
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</tbody>
</table>
Concurrent Enrollment: Closing Equity Gaps
FY20-21 Preliminary Snapshot

• 46,351 students/176 HSs/119,457 enrollments
• 342,386 earned semester credits
• Utah students and their families saved an estimated $66.3M
Equity Challenge

“Underrepresented”

Any student group that holds a smaller percentage in a program as compared to the overall population
Equity Challenge

CE participating students are:
• 85% white v. 75% white HS population
• 18-19% low-income v. 31-32% HS participation in FRL

<table>
<thead>
<tr>
<th>Inst</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>USU</td>
<td>21%</td>
<td>22%</td>
<td>20%</td>
<td>21%</td>
<td>43%</td>
</tr>
<tr>
<td>WSU</td>
<td>16%</td>
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Race/Ethnicity gaps are consistent

Percentage of Public Education Students Participating in Early College Coursework (CE, AP, IB) from 2014-15 through 2020-21
Low-income, ELL, SPED gaps also

Percentage of Public Education Students Participating in Early College Coursework (CE, AP, IB) from 2014-15 to 2020-21
AY22 efforts

• Opportunity Scholarship -- Ensure CE LA, Science, Math is available across all LEAs

• Share information with LEA partners about this new opportunity
AY23 efforts

• Address participation gaps
  • UACEP webinars showcasing college access organizations (GearUp, LIA, UW)
  • Offer College and Career Ready CE course starting Fall 2023
  • Begin discussion of co-requisite ENGL 1010
  • Data project focused in students who do not self-select to participate in CE (ties in to USBE CE data projects)
USHE CAMPAIGN OVERVIEW

Approaching 19 years in business as a full-service advertising, marketing and PR agency.

We have a history of creating successful campaigns for top brands, and business small and large in Utah and throughout the Intermountain West.
TEAM HIGHLIGHTS

- Led by senior-level manager with over 15 years university teaching experience.
- Team provides effective, strategy-based media expertise and research.
- Collaborative, effective and fluid management of all items.
- Provide thorough personalized client reports that are easy-to-understand and updated in real-time.
- Provide approximately 25% (on avg.) client cost savings and value.
PRESENTATION AGENDA

- GOALS and TIMELINE/CALENDAR
- PHASES – HIGHLIGHTS
- AUDIENCES/MEDIA
- MESSAGING APPROACH
- SAMPLE CREATIVE
PROGRAM GOALS

- Increase Enrollments.
- Address Higher Education Misconceptions.
- Emphasize Higher Education Value.
- Maximize ROI.
- Concentrate Messaging for Adults and Underrepresented.
## Project/Campaign Timeline

<table>
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<tr>
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<th>2021 - 3rd Q</th>
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<th>2022 - 1st Q</th>
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Phase 1: Increase enrollments.

• Create campaign items that are trackable and easily implemented within the allotted time.
• A/B test and optimize messaging on digital/social platforms for the larger/comprehensive PH2 campaign.
• Build and optimize statewide audiences.
• Establish a quantifiable target/s and success rate for a baseline.
• Provide lead data and responses from all trackable media.
• Test landing site/s and optimized based on user-experience.
Phase 2-3: Address higher education misconceptions, emphasize higher education value and maximize ROI, while furthering enrollments.

- Present 4th Q (2021) recap/evaluation and incorporate findings and optimize messaging/tactics.
- Establish initial research criteria (higher education misconceptions) cross reference the to-date campaign discoveries.
- Incorporate television campaign, offering statewide reach at an efficient CPM - bonus spots, interview opportunities, sponsorships and news support is expected to run with negotiated media, TBD.
- Incorporate local radio and digital/streaming audio with audio messaging, driving traffic to the landing page/s - bonus spots, interview opportunities, sponsorships and news support is expected to run with negotiated media, TBD.
- Place billboard/transit in key or high traffic locations, TBD.
- Support state/local legislation tactics, as well as statewide PR elements and community programs, TBD.
Phase 2-3: Address higher education misconceptions, emphasize higher education value and maximize ROI, while furthering enrollments.

- Present 1st Q and 2nd Q (2022) recap/evaluation - Incorporate findings and optimize messaging/tactics.
- Continue to optimize campaign and set final media goals.
- Incorporate potential community/onsite events reaching post high school audiences in key areas of state. Distribute collateral and collect contact information, TBD.
- Implement potential geo-targeting tactics at key events and locations, reaching post high school audiences throughout state with retargeting set for continued messaging, TBD.
Recent High School Graduates

Ages 18-21 (individuals within 3 years of high school graduation)

Include sub-audiences to further target messaging to underrepresented people within the 18-21/24 group.

MEDIA

- Primarily digital/social platforms using tactics to inspire engagement, interest and response.
- Social platforms considered: Facebook/Instagram, Twitter, TikTok, Reddit, Twitch, more.
- Digital audio/video platforms considered: OTT, Spotify, Pandora, YouTube.
- Digital media platforms that also reach under-represented individuals (translations included).
- Local influencer campaign/s.
- Geo-fencing populated venues, as well as ongoing retargeting efforts.
SAMPLE - Recent High School Graduates

A/B Testing
Digital/social platform audience

Target: Ages 18-21
Area: State of Utah
Estimated social size: 255,600 – 287,400
Estimated daily reach results: 24,000 – 70,000
SAMPLE - Recent High School Graduates

A/B Testing
Digital/social platform audience

Secondary target: Ages: 18-24, underrepresented population
Area: State of Utah
Estimated social size: 145,700 – 153,300
Estimated daily reach results: 20,000 – 57,000
AUDIENCES/MEDIA

Adult Learners
*25 or older with no college
*25 or older with some college

Include sub-audiences to further target messaging to underrepresented people within the 25+ group.

MEDIA

• Television/radio – statewide broadcasts to reach all areas of population.
• PR driven support from key media organizations – interviews and online stories.
• Social platforms considered: Facebook/Instagram and Twitter.
• Digital audio/video platforms considered: OTT, Spotify and Pandora.
• Include aging local influencers in community (those who returned to school and now successful).
• Out-of-home options considered (reaching mobile adults to/from work): billboard and/or transit.
AUDIENCES/MEDIA

SAMPLE - Adult Learners

A/B Testing
Digital/social platform audience

Target: 25 or older with no college
Area: State of Utah
Estimated social size: 259,000 - 272,600
Estimated daily reach results: 34,000 - 99,000
AUDIENCES/MEDIA

SAMPLE - Adult Learners

A/B Testing
Digital/social platform audience

Target: 25 or older with some college
Area: State of Utah
Estimated social size: 81,900 – 86,200
Estimated daily reach results: 12,000 – 36,000
MESSAGING APPROACH

• Focus messaging on being inclusionary on all socioeconomic levels, ages/stage-of-life with communication measures that target all areas, including individuals that are underrepresented within the state.
• Inspire action with motivational and inclusionary words/imagery - variety of ethnicities and ages.
• Further adapt materials to each of the college communities – include look-a-likes and diversity of students/areas.
• Provide approved and vetted individual college stories/journeys within each audience.
• Incorporate story sharing with hashtags and influencer support with potential real-life (local college experience) stories.
• Include “changing life for the better” appeal to the older/return to school audiences.
• Highlight life events appealing to returning or older students. Examples: kids graduating, lack of job promotion, losing a job, re-evaluation of life priorities, stuck in a job the person doesn’t like, etc.
• Identify the college location/s with imagery that speaks to the area of influence (notable cities or landmarks). Examples: 24th Street for Ogden, City Skylines for SLC and Logan, Red Cliffs for St. George, Cedar Breaks National Monument for Cedar City, Main Street in Ephraim, Lagoon for Davis County, etc.
• Highlight the fact that Utah has a college for everyone - creating a universal approach that college is for all Utahns.
SAMPLE COLOR APPROACH

- Find a pleasing, Utah-inspired color palette.
- Creating a color mix to work with audiences, mediums and seasons.
SAMPLE CAMPAIGN LOOK/FEEL (V1): COLLEGE IS UTAH
SAMPLE CAMPAIGN LOOK/FEEL (V1): COLLEGE IS (LOCAL) UTAH
SOCIAL EXAMPLES

Utah System of Higher Education

Education

There's never been a better time for college. Whether it's continuing your school journey, returning to campus, or wanting a fresh start - we're here to help EVERYONE achieve success.
#collegeisutah #collegeisut #collegeisnow

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#collegeisutah #collegeisut #collegeisyou
Modern working on combination COVID-19 vaccine booster and flu shot

By Melissa Flew and Mayra Beltran, Reuters (Updated: Sep 16, 2021 at 6:34 am / Published: Sep 16, 2021 at 6:34 am)

CAMBRIDGE, Mass. — Moderna said on Thursday it is developing a single vaccine that combines a booster dose against COVID-19 with its experimental flu shot.

The company hopes to eventually sell the vaccine, which is working on an experimental respiratory syncytial virus and other respiratory viruses as an annual flu shot.

"We believe this is a very large opportunity that is ahead of us, if we could bring to market a high efficacy per respiratory annual booster," Moderna Chief Executive Officer Stéphane Bancel said during a presentation to update investors on its drug in development.

"We think Moderna could be first to market in this important new opportunity," he said.

The company is conducting clinical trials for an RSV vaccine in older adults.

Moderna and Pfizer and German vaccine partner BioNTech SE are actively evaluating new ways to deliver COVID-19 booster shots, analysts and health care investors said. Adding influenza and other vaccines could further boost those profits.
DIGITAL EXAMPLES
SAMPLE CAMPAIGN LOOK/FEEL (V2): COLLEGE IS UTAH
SAMPLE CAMPAIGN LOOK/FEEL (V2): COLLEGE IS UTAH
SAMPLE CAMPAIGN LOOK/FEEL (V2): COLLEGE IS (LOCAL) UTAH
SOCIAL EXAMPLES

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DIGITAL EXAMPLES
MESSAGING CONCLUSION/SUMMARY

- Inclusionary on all socioeconomic/ages/stage-of-life, including individuals that are underrepresented.
- Inspire action with motivational word/imagery.
- Materials are created to easily adapt to college communities.
- In addition, all created items will be provided on a shared/downloadable portal for individual college use.
- Utah has a college for everyone - creating a universal approach that college is for all Utahns.

Upcoming messaging items – at the preliminary, research or development stages:
- Individual college stories/journeys, hashtags and influencer support campaigns.
- Creative imagery/support of “changing life for the better” and highlighting key life events appealing to returning or older students.
- Identify the college location/s with imagery that speaks to the area of each college.
- Additional content and statistics for lead gen page/s and campaign.
College is USHE

Thank you.