



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB A

November 19, 2021

Academic Education Committee Report

The Academic Education Committee met on October 29, 2021, under the leadership of Committee Chair Arthur Newel, with all committee members in attendance.

Agenda Items

The discussions during the meeting were centered on the committee's responsibilities within Board's strategic plan.

1. Chair Newel gave a short overview of the Board's strategic plan and the priorities assigned to the Academic Education Committee and Associate Commissioner Hartley outlined the timeline and prioritization of those priorities:
 - a) Transfer, PLA, Concurrent Enrollment, and Introductory Course Placement and Success are further developed than many of the other priorities and are in their implementation stages.
 - b) Priorities related to system unification are also underway but not as far along as the first set of initiatives. These include addressing institutional roles and missions and program duplication; policy updates to reflect the merger of the System of Higher Education and the System of Technical College and to incorporate the equity lens framework into policies; and efforts to diversify the system of higher education from boards of trustees and the Utah Board of Higher Education to institutional faculty and staff. In many cases these strategies require concerted effort between multiple committees, but especially the Academic Education Committee and the Technical Education Committee.
 - c) The next set of strategies are in the process of being designed. These include expanding access for adult students and the Statewide Marketing Campaign.
 - d) Fourth are strategies under the Workforce pillar of the strategic plan. These include designing pathways from Technical Education into degree programs and partnering with the Industry Advisory Council to create more work-based learning opportunities for students. These efforts also involve efforts by both the Academic Education Committee and the Technical Education Committee.

The committee explored four of these priorities in somewhat more detail:

- a) A review of the tactic development plan for working with institutions and public schools to use school data to identify students who are not self-selecting into Concurrent Enrollment and invite them to participate. This tactic is part of a broader strategy involving the Student Affairs Committee and the Technical Education Committee to provide strong messaging to high school students and their parents around technical education, concurrent enrollment, and scholarship opportunities.
- b) A review of the tactic development plan for helping the system and institutions diversify faculty and staff and its key milestones.
- c) Addressing academic success and degree opportunities for adult students based on recommendations from the Cicero Report.
- d) An overview of the proposed Statewide Marketing Campaign, with particular attention to reaching a diverse state population.

The committee had one action item from the strategic plan priority. The action item was to revise Policies R208 and R209 to ensure the Board resource and review teams and evaluation committees include presidents' efforts to foster a diverse, representative, and equitably compensated workforce and incorporate language from Policy R805 as part of their evaluation criteria. The committee voted to forward those policy updates for consideration to the full Board.

The committee's strategic plan responsibilities and examples of how those priorities will address Equity, Diversity, and Inclusion are outlined in the following table:

Academic Education EDI Efforts

System Unification			
Develop, strengthen, and leverage a seamless and articulated system of higher education.			
Strategy	Align programs with institutional roles and minimize duplication among institutions.	Increase stackability of credentials from technical colleges to degree-granting institutions.	Merge system policies and align data and measures as appropriate.
Tactic(s)	Study current program offerings across institutions to ensure fit with role and mission.	Review policy governing award types across institutions to ensure policies are equity-minded and allow for stackability throughout the system.	Review policies to ensure alignment between technical colleges and degree-granting institutions. Regularly review system policies to ensure they are equity-focused. Align data and measurements between technical colleges and degree-granting institutions when appropriate.
EDI	The definition of institutional roles and the	Reducing or eliminating the duplication of coursework	

	need to inventory and align training for boards of trustees within those roles is intended to ensure efficiency in the use of state funds and tuition dollars and to focus institutional efforts in areas that are collaborative with other institutions rather than competitive. (Addresses: affordability, time to completion)	included in pathway agreements helps to build onto existing knowledge and skills at each educational level, rather than duplicating (in time and tuition dollars) the coursework that has already been completed. (Addresses: affordability, time to completion)	
Strategy	Train boards of trustees on delegated responsibilities.	Streamline presidential evaluation and R&R process.	Diversify the boards of trustees and the Utah Board of Higher Education.
Tactic(s)	Provide regular training on duties delegated to boards of trustees to meet the Utah Board of Higher Education's strategic plan priorities, focusing on specific responsibilities such as program approval, aimed at improving access and completion for all students and with a special focus on underserved areas populations.	Revise Policies R208 and R209 to provide better guidance for Board members on annual presidential evaluations and research and review processes.	Update policies and guidelines around nomination processes for boards of trustees and the Utah Board of Higher Education.
EDI	Board of trustees will receive training on the equity lens framework to guide their initiatives to better assess, plan for, and measure the impact of their work.	Annual reviews evaluate presidents' efforts to foster a diverse, representative, and equitably compensated workforce and incorporate language from Policy R805 as part of their evaluation criteria.	Include EDI considerations in Board qualifications.
Access			
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.			
Strategy	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.	
Tactics	Ensure adequate access in high schools to concurrent enrollment course offerings. Partner with USBE and institutions to create Career and College Readiness concurrent enrollment courses to help all students learn about college options.	Create a baseline State of Diversity Report. Develop system best practices on recruiting, developing, evaluating, and retaining diverse faculty and staff. Update policies related to the faculty and staff to ensure	

		adequate consideration of EDI. Create systemwide collaboration and mentoring opportunities for faculty and staff from underrepresented groups.	
EDI	Foster and train partnerships between high schools and institutions of higher education to use school data to actively recruit non-self-selecting students (who are primarily from underrepresented populations) into concurrent enrollment programs. CCR Concurrent Enrollment courses will help students from underrepresented populations with information about technical and degree pathways, scholarships, navigating college, and career possibilities.	Through policies and practices, the Board needs to ensure that institutions are actively recruiting, supporting, and retaining diverse faculty and staff. The State of Diversity Report will provide the Board with baseline information to set system goals; ongoing quantitative and qualitative data will help gauge progress toward reaching those goals. Create mentoring and other opportunities for BIPOC faculty, students, and staff to move into faculty roles or leadership positions.	

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.

Strategy	Structure awards to facilitate completion and transfer.	Provide robust options for students to earn credit for prior learning.	Expand supportive entry-level education practices.
Tactics	Update policies to better define transfer pathways, general education alignment, and degree structure to improve completion; facilitate coordination among programs through the Board Transfer Council, Faculty Program and Major Committees, and the General Education Task Force to support transfer.	Standardize the minimum scores and maximum credits and mark that credit as the equivalent of commonly numbered courses that students can earn through nationalized assessments, workplace learning, or individual portfolios. Ensure that credit applies meaningfully and is transferable. Implement annual institutional reporting of credit for prior learning, proactive communications to students, and training of faculty and staff and assess the impact of credit for prior learning on student completion.	Standardize supportive instructional practices, including corequisite models to improve student entry and success in key introductory “gateway” courses. Align multiple measures/course prerequisite qualifications to ensure more equitable and immediate access to college-level coursework.
EDI	Underrepresented students, adult students, and low-income students are very likely to transfer;	Processes for the award of credit for prior learning should be transparent and equitable. Acceptance of	Providing academic support services contributes to student retention, higher levels of completion, and

	streamlined transfer processes are intended to help them complete as efficiently and affordably as possible.	credit for prior learning may reduce tuition dollars and time to completion.	student ability to be successful in educational growth. Success rates of key “gateway” introductory courses are measured on an ongoing basis, disaggregated by race/ethnicity, SES, and gender, to identify and address inequitable course outcomes.
--	--	--	--

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.

Strategy	Increase student participation in work-based learning.		
Tactics	Consider policy to define systemwide practices for participation and reporting of work-based learning activities and other high-impact practices.		
EDI	Ensure equitable student access to internships, undergraduate work-based learning, etc.		

Recommendations

The committee recommends that the full Board discuss and approve the updated language for Policies R208 and R209.



November 19, 2021

Technical Education Committee Report

The Technical Education Committee met on October 29, 2021, under the leadership of Committee Chair Shawn Newell, with committee members Crystal Maggelet, Alan E. Hall, Scott L. Theurer, and Valirie Serawop in attendance. Committee member Aaron V. Osmond was excused.

Agenda Items

The discussions during the meeting were centered on the committee's responsibilities within the Board's strategic plan.

1. Lexi Maggelet and George Wong provided a review of the studies the Cicero group presented to the Board in July 2021, with focus on barriers and opportunities pertaining to technical education.
 - a. Over half of Utah high school students do not enroll in a USHE institution. Parents, and parenting networks have significant influence in high school student educational choices. Information must be available early.
 - b. About 70% of technical college students are adults with needs that differ from the 30% secondary students. Adult students need flexible scheduling, hybrid instructional options, and clarification about the time and cost of education (many perceptions around the cost of education are myth-based).
 - c. Processes focused on efficiency often include assumptions of student starting points, contributing to inequities that impact student access and completion. Both secondary and postsecondary students need a single point of contact as they begin or transition into higher education. This navigational assistance helps students through steps included in the enrollment process and provides advocacy through support services with consideration for unique individual barriers and needs.
 - d. Ongoing support services provided by faculty and staff should be available as students needs evolve through the educational enrollment period.
2. Chair Newell and Associate Commissioner Ziebarth gave a short overview of the Board's strategic plan and the priorities assigned to the Technical Education Committee:

- a) Addressing duplication through institution roles, transition to credit, and program alignment are the top three priorities that demand significant effort during the first two years of the strategic plan. The duplication initiative requires a concerted effort between the Technical and Academic Education Committees.
 - b) Credit for prior learning and work experience, work-based activities, diversifying faculty and staff at technical colleges, and putting technical education information in the Utah Programs and Majors Guide, Transfer Guide, Keys to Success, and are secondary priorities that will be addressed more deliberately.
3. Jared Haines, senior advisor for technical education, provided an overview and report of Custom Fit. Custom Fit is a state investment that supports training designed to aid in retention and expansion of Utah companies, attract new businesses to the state, and meet employers' educational needs. Custom Fit training was reduced in FY21 due to pandemic related budget cuts.
 4. Carrie Mayne, associate commissioner for workforce development, reported that one of the strategic plan pillars is the alignment of data and certain reporting elements between degree-granting and technical education institutions. As part of that effort, fall enrollment data was reported for all 16 institutions. With this release, a web [data visualization resource](#) is available for stakeholders to view system and institution enrollment and completion data.
 5. Trisha Dugovic, director of communication, and Fuel Marketing discussed the following goals for the Statewide Marketing Campaign:
 - Increase Enrollments
 - Address Higher Education Misconceptions
 - Emphasize Higher Education Value
 - Maximize ROI
 - Concentrate Messaging for Adults and Underrepresented

The presentation included the implementation timeline, which runs through July 2022. The effort is targeted at recent high school graduates and adult learners of all socioeconomic levels. Campaign workgroups will review the campaign, messaging, and tracking.
 6. Jared Haines provided an update of the Industry Advisory Council meeting held in October. The committee expressed the intent to address educational roadblocks and challenges.

The committee's strategic plan responsibilities and examples of how those priorities will address Equity, Diversity, and Inclusion are outlined in the following table:

Technical Education EDI Efforts

System Unification			
Develop, strengthen, and leverage a seamless and articulated system of higher education.			
Strategy	Align programs with institutional roles and minimize duplication among institutions.	Increase stackability of credentials from technical colleges to degree-granting institutions.	Merge system policies and align data and measures, as appropriate.

Tactic(s)	Study current program offerings across technical colleges to ensure fit with institutional role.	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. Develop a standardized approach to understand the number of secondary students receiving credit for course work completed at the high school. Explore potential for transitioning technical education from clock-hours to credit hours.	Review policies to ensure alignment between technical colleges and degree-granting institutions. Regularly review system policies to ensure they are equity-focused. Align data and measurements between technical colleges and degree-granting institutions, when appropriate.
EDI	The system merge resulted in the definition of institution roles and the need to inventory and align training with those designated roles. While budgetary and facilities efficiencies are gained through this effort, the outcomes will help ensure students who enroll in technical education training do so at an affordable tuition rate; duplication of training as students participate in pathways that extend between institutions is reduced or eliminated (saving students time and tuition dollars); and institutions focus effort in areas that are collaborative rather than competitive. <i>(Addresses: affordability, time to completion)</i>	Reducing or eliminating the duplication of technical education coursework included in pathway agreements helps to ensure students who enroll in technical education training do so at an affordable tuition rate . Pathways should reflect stackable coursework that ensures students build onto existing knowledge and skills at each educational level, rather than duplicating (in time and tuition dollars) the coursework that has already been completed. <i>(Addresses: affordability, time to completion)</i>	
Access			
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.			
Strategy	Support institutions in diversifying faculty and staff. Expand Utah's pipeline of diverse K-12 educators.		
Tactics	Review policy to support all USHE institutions in their efforts to attract		

	and retain diverse faculty and staff. Facilitate collaboration on best equitable hiring and retention practices.		
EDI	Equitable hiring practices reaffirm a school's commitment to diversity by addressing employment barriers and providing equal opportunities for applicants from underrepresented populations. Diversity in faculty, staff, and administration enables students to see people who look like them, sound like them, and have similar life experiences, helping them feel a part of the learning community, which improves outcomes. Diverse staffing also sends a message to students about the level of opportunity available in their own future. Technical education is intended to simulate and prepare students for the workforce. Diversity in the learning environment prepares students to work in environments that are racially and ethnically diverse. <i>(Addresses: Faculty, staff, and administrative diversity)</i>		
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.			
Strategy	Structure awards to facilitate completion and transfer.	Increase awarding of credit for prior learning.	Expand supportive entry-level education practices.
Tactics	Conduct transfer study to determine barriers to transfer. Facilitate coordination among programs to align program structure to support transfer, wherever possible.	Implement annual institutional reporting of credit for prior learning, proactive communications to students, and training of faculty and staff and assess the impact of credit for prior learning on student completion. Ensure standardization in awarding	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.

		credit for prior learning and the transferability of credit for prior learning.	
EDI	The study should evaluate equitable access to transfer information and opportunities, processes for students to receive credit for prior learning and/or work experience (saving time and tuition dollars), and guidance provided to all graduates on transferring to degree-granting institutions. Plans should be developed to address barriers that have been identified. <i>(Addresses: Equitable transfer opportunities, tuition savings, time to completion, educational growth)</i>	While the majority of transfer students entering technical education are current high school students or recent graduates, technical education serves many students with some college but no degree and students with degrees. Students, parents, and high school counselors should be equitably informed of articulated high school courses that apply to technical college programs. Processes for the award of credit for prior learning should be transparent and equitable for both high school and adult students. Acceptance of prior learning and work experience reduces tuition dollars and time to completion. Benchmarks should be recorded and institutions should establish goals to expand the award of credit for prior learning and/or work experience. <i>(Addresses: Equitable access to credit for prior learning and work experience, tuition savings, time to completion)</i>	Many technical education programs require that students meet minimum admission requirements. Requirements are often put in place with the intent to enroll students who have the academic ability to be successful in the program. Technical colleges, specifically, are accountable for meeting minimum benchmarks for completion defined by the accrediting body. Some colleges refer students who fail to meet minimum admission requirements to developmental courses. Some allow students to begin the program while working on the required knowledge as a proving ground. Some colleges provide tutoring services to address academic deficiencies impacting student success. Providing academic support services contributes to student retention, higher levels of completion, and student ability to be successful in educational growth. <i>(Addresses: Barriers to academic success)</i>

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.

Strategy	Increase student participation in work-based learning.		
Tactics	Consider policy to define systemwide practices for participation and reporting of work-based learning activities. Develop systemwide practices for participation in work-based learning activities.		
EDI	Many technical education programs include work-based activities in the form of externships or clinicals. Many students who participate in work-based activities secure employment opportunities with the		

	<p>sponsoring agency. While most regulated technical education programs require that every student participate in work-based activities, activities are often elective in other programs. Students who participate in work-based experience gain valuable work experience that increases employability. Given the opportunities and value of job placement for technical education, expansion of the availability of work-based activities and student participation are the goals of this initiative. <i>(Addresses: Equitable participation in work-based activities, increased employability, and expanded placement opportunities.)</i></p>		
--	---	--	--

Recommendations

The committee recommends that the Custom Fit Annual Report be forwarded to the Board.



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB A

November 19, 2021

Student Affairs Committee Report

The following is a summary report of the Student Affairs Committee meeting on October 29, 2021.

- Presentation from K-12 on the [weighted funding model](#) for students from historically underserved populations (e.g., free/reduced lunch, English language learner). The model helps identify additional resources to support such students. The discussion explored whether a similar model could be adopted in higher education.
- Discussion on the [Voice of the Customer Report](#) and [USHE strategic priorities](#). The committee is seeking feedback on four potential strategies:
 - Streamline financial aid
 - Expand Concurrent Enrollment participation to more students from historically underserved populations
 - Campus safety
 - Student basic needs
- Presentation previewing USHE's statewide marketing campaign
- Report from the Campus Safety and Equity Advisory Council on Admissions
- Update on efforts to streamline admissions and expand the use of the Keys to Success platform
- Action item: Policy Revisions to [R120 and R582](#)

Student Affairs EDI Efforts

The Commissioner’s office developed initial project plans for each tactic identified in the strategic plan and objectives for the ensuing 12-18 month timeline. The following summary represents the EDI impact of each tactic assigned to the Student Affairs Committee. 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 at www.ushe.edu.

	Strategy	Tactic(s)	EDI Impact
Access	Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher ed pathways.	Facilitate collaboration among college access partners such as UCAC, TRIO, GEAR UP, AVID, Latinos in Action, USHE CE Directors, CTE directors, institutions, and advisors.	Develop and package communications and training around USHE college access efforts that are inclusive of all identities and backgrounds. Relationship building and inventorying at the state level with state college access partners and institutional partners to include all identities/populations.
	Simplify institutional admissions processes.	Build out K-12/USHE data to inform access.	Adopt inclusive data that effectively measures the impact of system initiatives for all identities. Restructure partnership with Utah Data Research Center to provide more informed data decisions that reduce gaps for students from underrepresented populations.
		Simplify applications and admissions for students from historically underserved populations.	Leverage Keys to Success's reach and customized experience and integrate its functionality with USHE institutions to streamline the student onboarding experience, from college exploration to enrollment, reducing barriers to underrepresented populations.
	Ensure systemwide institutional supports for student basic needs.	Help institutions establish a “standard of care” around basic needs, specifically technology, transportation, food, housing, childcare.	Landscape analysis of institutional basic needs supports. Collaborate on best practices that support students from underrepresented populations.
Affordability	Increase FAFSA completion.	Identify external partners that support increased FAFSA completion. Develop a statewide FAFSA completion strategy that focuses on specific student populations (military veterans, returning LDS missionaries, individuals from underserved communities, etc.).	Study impacts of requiring FAFSA completion to receive institution scholarships on students from underserved populations. Develop alternative FAFSA for ineligible Title IV students.
		Data research of FAFSA trends, study other states’ strategies.	Identify and consider cultural and systemic factors as part of the research of FAFSA trends.

	Evaluate and prioritize state student financial aid.	Implement, evaluate, and prioritize state scholarships.	Continue streamlining of state aid programs to definitively address barriers to students of all identities (race, religion, ability, citizenship, geography, etc.).
	Evaluate and prioritize state student financial aid (continued).	Streamline citizenship affidavit processes (HB 144).	Create guidelines that ensure an inclusive, non-intrusive process to capture required student citizenship information. Proactively reduce barriers and create opportunities for students who are required to complete an affidavit.
Completion	Ensure systemwide institutional supports for student mental health and campus safety.	Identify and implement system mental health strategies and policies in accordance with institution mental health strategic plans.	Follow the JED framework that avoids a one-size-fits-all approach and demonstrates access to resources and care in ways that are mindful of diverse perspectives, cultural and ethnic backgrounds, genders, sexual identities, abilities, and more.
		Develop baseline expectations for campus safety for degree-granting/technical institutions. Support institutions in meeting baseline expectations. Facilitate collaboration on best practices.	Be accountable to the viewpoints shared by the student-led Campus Safety and Equity Advisory Council. Expand best practices systemwide by leveraging thought centers like the McCluskey Center for Violence Prevention.
Workforce Alignment	Increase higher ed participation rate of adults with/without a high school diploma.	Collaborate with stakeholders (DWS, USBE, UDOC) to support enrollment of adult learners in academic/technical education.	Define the segmentation of groups within the category of adults with/without a high school diploma using the results from the Cicero Adult Education survey and other resources to determine messaging and connectivity to underserved communities. Partner with USBE to assess how USHE can achieve increased higher ed participation rate of adults from underserved populations without a high school diploma or equivalent for individuals.
	Ensure students are meaningfully informed on the value and ROI of higher ed	Secure funding for 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.	Secure funding for statewide expansion of the Utah College Advising Corps (UCAC). Determine models and data strategy for program effectiveness to reduce college barriers to students of all identities definitively.

Committee Discussion

The Student Affairs Committee is asked to review strategies and tactics to prioritize and verify efforts are moving in the right direction.

Commissioner's Recommendation

This is a discussion item only; no action is required.