



**Utah Board of Higher Education
Friday, April 15, 2022
Academic Education Committee**

Agenda

- | | |
|--------------------|--|
| 8:00 AM – 8:05 AM | Welcome – Arthur Newell |
| 8:05 AM – 8:45 AM | <u>Power of Systems</u> – Nancy Zimpher, NASHTAB A |
| 8:45 AM – 8:55 AM | Online Task Force Update— Aaron Osmond |
| 8:55 AM – 9:20 AM | Discussion: <u>Strategic Plan Progress</u> – Julie Hartley |
| 9:20 AM – 9:35 AM | Discussion: Annual Reports on Credit for Prior Learning and Credit for Military Service and Training
Julie Hartley and Jared HainesTAB B and C |
| 9:35 AM – 10:00 AM | Discussion: Workforce Development – Arthur Newell |



the **POWER** of **SYSTEMS**

Advancing prosperity for the nation by delivering on student success and tackling systemic inequities.

Goal

Components



INSTITUTE FOR
Systems
INNOVATION
& IMPROVEMENT



Systems
CENTER FOR
STATE POLICY



PARTNERSHIP FOR
FEDERAL
SUPPORT OF
Systems



LEARNING

System-wide support for flexible and responsive programs to meet the unique needs of each student.

- Focus on engagement and support of students, addressing their diverse learning and social needs.
- Promote the development, teaching, and assessment of equity-centered academic and experiential curricula across the system.
- Advance flexible pathways and shared degrees, credentials, courses, credits and support services across the system, both virtual and in-person.
- Implement multidirectional transfer frameworks that allow for the equitable and seamless movement of students and credits across campuses.
- Invest in technology to improve access, affordability and achievement.



TALENT

A civically engaged and globally competitive workforce that contributes to community vitality, economic development and knowledge creation.

- Foster strong system partnerships by implementing innovative practices that deepen employer and civic engagement, and recognize diverse learner and workforce needs.
- Develop statewide strategies to accommodate diverse student markets with multiple on-ramps to admission, alternative delivery mechanisms, and effective teaching methods.
- Champion and invest in new roles for full and part-time faculty and support staff to meet changing demographics, while functioning in a multi-campus system.
- Promote strategic partnerships to champion educator recruitment, preparation and renewal as a crucial resource throughout the entire student pipeline.
- Advance a learner pathway profile as a student-centered tool to help institutions and students communicate to stakeholders what they know and can do.



EQUITY

Just and accessible opportunities that empower all students through the removal of structural and systemic barriers.

- Commit publicly to comprehensive action to advance equity across the system.
- Advance concrete actions to increase inclusiveness and equity across systems through the implementation of the NASH Equity Action Framework.
- Strengthen seamless K-12 partnerships to increase learning opportunities for students and enhance teacher engagement to address the needs of underserved communities.
- Support system-level engagement to enhance inclusive community-based partnerships.
- Expand equitable access to broadband, open, and digital resources.



INVESTMENT

Collective resource sharing and efficiencies to reinvest in student success.

- Create a new system business model to target resources to achieve our goals.
- Reinvest funds to support evidence-based best practices for innovations at scale.
- Share assets, infrastructure, and services to reduce system costs, to be reinvested in student success, innovation, and equity efforts.
- Leverage facilities and other assets to advance local and state economic and community development.
- Advocate for federal and state reinvestment in public higher education.



SYSTEMNESS

Leveraging the power of public higher education systems to better serve students and society.

- Champion state and federal policies and a system-wide organizational culture that value equity, economies of scale, innovation and collaboration.
- Advance an organizational structure focused on outcomes, putting student and state needs at the center.
- Adapt continuous improvement strategies as a theory of change to drive the scale and impact potential of state systems.
- Strengthen system-level data analytics and report annually on progress to foster transparency, accountability, and strategic, actionable decision-making.
- Articulate and advocate broadly the value and public purpose of higher education.

Imperatives

welcome to



the

POWER of SYSTEMS

NASH

National Association
of System Heads

SYSTEMS EDUCATE **78%** OF AMERICA'S 4-YEAR PUBLIC COLLEGE STUDENTS

“System” is defined as a collection of public institutions that is governed by a single board and led by a system-wide CEO, whose scope of responsibility includes leadership of the multi-campus enterprise and may also include leadership of one of the campuses.

4 *out of* **5**

...underrepresented minority students in public four-year institutions are enrolled in systems.

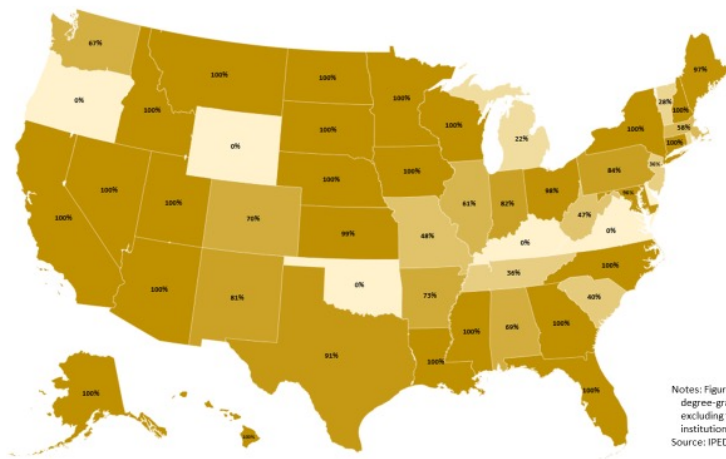
...Pell grant recipients in public four-year institutions are enrolled in systems.

...postsecondary degrees and certificates awarded by public four-year institutions are awarded by institutions in systems.

Share of students enrolled in public 4-year institutions that are part of systems



Multi-campus systems are present in 45 states; in 22 states all public four-year institutions are part of a system.



Notes: Figures are for Title IV, degree-granting institutions, excluding federal and tribal institutions.
Source: IPEDS, NCHEMS.

**NASH
by the
numbers**

42 member systems
29 states represented
20 systems under recruitment
4 states don't have systems

WELCOME!

On behalf of the National Association of System Heads, we are thrilled that you are joining us as we move the Big ReThink and the development of Our Transformation Agenda for Public Higher Education Systems forward to a new milestone. We are thrilled to have launched the Power of Systems.

Over the past eighteen months, literally in the throes of the pandemic, we have held many conversations with key stakeholders within our state systems of higher education, including system heads, senior academic officers, chief financial officers, diversity-equity-inclusion officers, campus representatives, key partners, and supporters across the land. Our goal is nothing less than transforming the ways in which we address our commitment to student success and equitable access to recruitment, completion, and success. We are presenting not only the results of our discussions with a very clear idea of how this transformation would take shape, but how we can address the launch and sustainability of this initiative, in partnership with leading national organizations, and state and federal education leaders. The vision for this work is anchored in systemness and the potential for a network of systems to play a pivotal and decisive role in scaling and sustaining student success.

We know that we have much work to do going forward. We are now in focus, and we need your expert feedback on our plans and the role you can play in realizing such very bold expectations.

Together, systems of public higher education serve the largest mass of students attending college in this country, and within the states that fund these systems. We are at once a local asset and a national treasure. But what we really are is a major instrument for change to truly meet this country's commitment to underfunded communities, and the youth and adults who seek a better education, gainful careers, and a high quality of life. We believe we are that instrument for change, but we can't do it without you. Welcome to the journey!



Rebecca Martin
Executive Director
National Association of System Heads



Nancy Zimpher
Senior Fellow
National Association of System Heads

A MESSAGE FROM THE U.S. SECRETARY OF EDUCATION



Washington, D.C.

There is perhaps no challenge that is more important to securing our country's future than making sure that all children, youth, and adults are provided with equitable access to high-quality educational opportunities. As our nation heals and reemerges even stronger from the pandemic, we, as educators at every level, can and should be engaged in the work to reimagine what is possible to serve students of all ages. This is our moment.

Thank you to the National Association of System Heads for launching a new initiative to do just that – the Big ReThink.

Together, at the height of the pandemic, in many areas, educators led a necessary transition to remote and hybrid learning

to protect the health and safety of school communities. Amid our ongoing recovery from the pandemic, educators have been leading once more, as we always do, with our students' best interests at heart, by returning them to in-person learning, which we know is the most effective means of supporting their academic, social, and emotional well-being. Educators also have guided our communities to better access educational services and facilities and have extended the reach of healthcare and wraparound services to keep our communities healthy, safe, and well supported. However, we know that not everyone has been impacted in the same way by the pandemic and that the public health crisis has exacerbated long-standing inequities in our education system. We cannot go back to how things were before March 2020. We must move forward to an inclusive system of higher education that is a force for equity and upward mobility for all.

There should be as many paths to success as there are individuals to pursue them, enabling students from all walks of life to find their calling and gain the knowledge and skills to build rewarding careers, contribute to their communities, and secure prosperous lives for themselves and their families. But to fulfill education's promise as the "great equalizer," we must invest in our institutions and especially in our learners, ensuring that students of every background and circumstance have equal access to an excellent education.

Today, we turn our attention to lessons learned and the transformative changes that are necessary for public higher education systems

to close equity gaps for our students. We turn our attention to the vital work of building and maintaining ever more inclusive institutions. And we turn our attention to doing everything we can to best serve our students on their journey to credential completion and workforce success.



While I am not able to join you today, I am deeply encouraged by your work. I am so pleased that U.S. Under Secretary of Education James Kvaal will represent me at the launch of the Big ReThink. I am heartened that the transformation of public higher education systems across the country is underway. This is a very important moment for the country, for the future of higher education, and for the public will to improve the condition of our lives for generations to come.

With high expectations, I am,

Miguel A. Cardona, Ed.D.
U.S. Secretary of Education

THE POWER OF SYSTEMS

ADVANCING PROSPERITY FOR THE NATION

Big Idea

Components

Imperatives

We propose a network of systems, working collaboratively in improvement cycles to deliver impact in student success at scale, with particular emphases on the redress of inequities and the promotion of economic and social mobility.

The Institute for Systems Innovation & Improvement

The Redesign of State Infrastructure to Support the Power of Systems

The Federal Plan for Supporting the Power of Systems



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- Advance an organizational structure focused on outcomes, putting student and state needs at the center.
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- Articulate and advocate broadly the value and public purpose of higher education.



ADVANCING PROSPERITY FOR THE NATION

The Moment.

We are in the midst of a crisis like no other American higher education and its students have ever faced, rooted in the devastation of the global pandemic, rising inequities and racial strife. The pandemic has reinforced the need for systemic reforms to the higher education sector in the United States to address deep inequality in our nation. From crisis is offered the opportunity to rethink, reimagine, and recommit American higher education to its transformational cause.

Through the National Association of System Heads (NASH), higher education system leaders have come together to author and adopt The Power of Systems: Advancing Prosperity for the Nation. With it, a network of systems is being created, working collaboratively in improvement cycles to deliver impact for student success at scale, with particular emphasis on the redress of inequities and the promotion of economic and social mobility for all. Our Agenda actualizes the power of “systemness:” moving beyond competition within and across systems and towards integrated services, shared academic programming and predictive data analytics in service to our students. It charts a compelling, collaborative vision for sustainable delivery of access, completion and success for all students, state by state, by 2030.

Such ambition calls for an entity comprehensive enough to carry the weight of transformation, individualized enough to serve the unique needs of the states they serve, and innovative enough to test and retest what works in propelling all students to a better life in service to our society. NASH stands for the inclusion of all 65 postsecondary systems which, together, educate approximately three-quarters of the nation’s students in public, four-year higher education and a significant proportion of students seeking two-year degrees. How these systems are organized—that is, multiple institutions operating with a single system governing board and chief executive—makes them particularly well-positioned to tackle issues critical to the future of their states.

In the immediacy of a global pandemic, higher education ‘turned on a dime,’ implementing the most comprehensive move from residential instruction to near 100% remote learning, and never really closing its doors. Like all of higher education, NASH took quick action. But in that moment, NASH also recognized that simultaneously, we needed to reflect on the longer term and the big picture—the really big picture. Thus began, 22 months ago, The Big ReThink; a process that required leveraging the collective assets of our constituent campuses to address some of the most significant challenges facing humankind – and imagining what a network of these systems could accomplish to not only improve education outcomes, but also significantly expand the health and prosperity of a nation by educating more students and educating them better.

The Call.

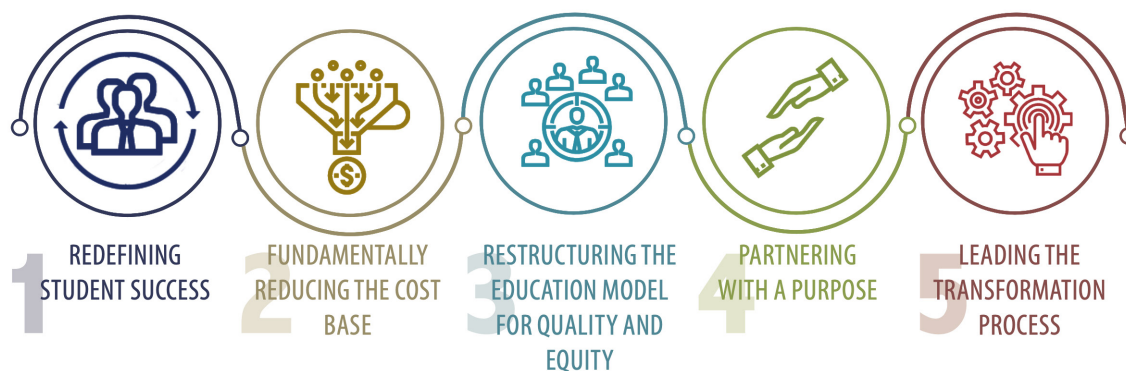
Some have opined that “process is the new program;” building upon a recognition that to achieve true collective impact requires that key stakeholders be deeply engaged in the process of transformational change. Ultimately in the work of higher education, the greatest measure of inclusion and success belongs to the students we serve. For state systems, that means millions of students across nearly 500 campuses, embedded across the fifty states. Students will be pivotal to the design, implementation, and ultimate success of this major reform effort. We commit to all decisions being informed by student voices. But we began by asking those who serve students to come together to reexamine our institutional fault lines and how we could better address the needs of the students of today and tomorrow. As such, NASH regularly convened member system heads and the senior academic, financial and diversity, equity and inclusion officers, into what became the “Group of 100,” to design a framework for transformation that would ultimately extend to campus heads, faculty, students and staff.



While this phase of our work will be fully launched in 2022, we have with us selected campus leaders who are already providing input. We have also begun to engage community partners, industry leaders, and philanthropic heads to launch the results of The Big ReThink. Further, over the course of the past year and a half, we have held multiple virtual webinars, meetings and discussion groups, convened on-going NASH improvement projects, framed our outcomes and strategies through the extensive work of design teams and issued several rounds of surveys to gain insights from key stakeholders.

The Agenda.

Nearly a decade ago, NASH began utilizing a collective impact approach to address its top priorities: improving student success and closing equity gaps. In the NASH approach, expertise is mobilized within participating systems and across partnerships with other organizations, creating a network or system of systems. By generating consensus around opportunities and challenges, and identifying potential solutions with a sound body of evidence, participating system leaders promote the effective organization of campuses that have assessed the value of adopting such innovations. Our focus is taking evidence-based practices to scale and sustainability, building on well-established programs with proven track records on individual campuses. The strategy focuses on organizing a group of like-minded systems and campuses that are ready to adopt an evidence-based approach, as it allows for early central coordination that can be quickly decentralized by working with coalitions of the willing. These efforts have emphasized the benefits to states that result from increasing student access and success in college, especially for low-income students and students from underserved communities. Issues of quality and equity have been paramount.



No stranger to levels of collective engagement, which has benefitted The Big ReThink immensely, the process articulated through rounds of consultation across systems has led us to the launch of The Power of Systems. Our joint effort is now focused on putting this plan into action. As such, our work will be organized around three mutually reinforcing components:

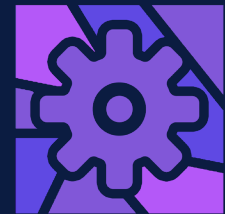
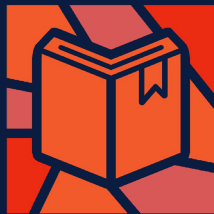
1
**The Institute for
 Systems Innovation
 and Improvement**

2
**The Redesign of State
 Infrastructure to Support
 the Power of Systems**

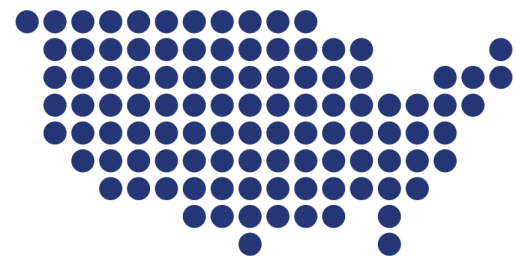
3
**The Federal Plan for
 Supporting the
 Power of Systems**

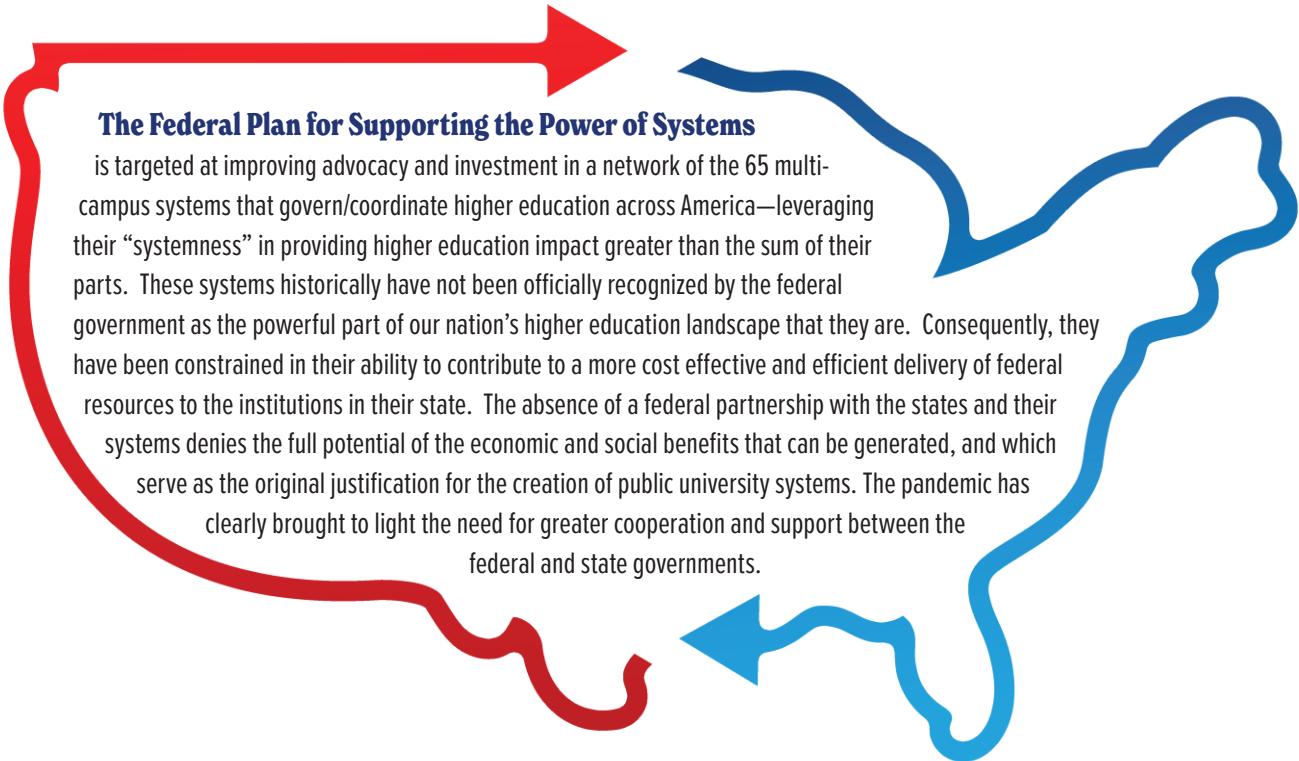
The Institute for Systems Innovation & Improvement will coalesce the power of our nation’s public systems to expand and achieve student access, completion and success at scale and toward sustainability by 2030. The Institute will work with groups of systems to implement the strategies emanating from the Big ReThink process in support of five key imperatives:

- **Learning:** System-wide support for flexible and responsive programs to meet the unique needs of each student.
- **Talent:** A civically engaged and globally competitive workforce that contributes to community vitality, economic development and knowledge creation.
- **Equity:** Just and accessible opportunities that empower all students through the removal of structural and systemic barriers.
- **Investment:** Collective resource sharing and efficiencies to reinvest in student success.
- **Systemness:** Leveraging the power of public higher education systems to better serve students and society.



The Redesign of State Infrastructure to Support the Power of Systems is being developed explicitly for state public higher education leaders (board members, system leaders, campus leaders, policy makers and funders) as they assess and redesign state infrastructure (policies and the roles, functions and practices of systems) to maximize the power of those systems in service to their students, institutions and states. Systems are the prevailing model for state provision of public higher education. As such, they demonstrate a unique power to leverage innovation at “scale” in pursuit of the social, economic, and civic goals of their states. While systems have shown their value at many levels, their power to achieve state education goals has not been fully utilized due in large part to outmoded state and system policies, roles, functions and practices.





The Federal Plan for Supporting the Power of Systems

is targeted at improving advocacy and investment in a network of the 65 multi-campus systems that govern/coordinate higher education across America—leveraging their “systemness” in providing higher education impact greater than the sum of their parts. These systems historically have not been officially recognized by the federal government as the powerful part of our nation’s higher education landscape that they are. Consequently, they have been constrained in their ability to contribute to a more cost effective and efficient delivery of federal resources to the institutions in their state. The absence of a federal partnership with the states and their systems denies the full potential of the economic and social benefits that can be generated, and which serve as the original justification for the creation of public university systems. The pandemic has clearly brought to light the need for greater cooperation and support between the federal and state governments.

The Measure of Success.

The Power of Systems will focus an assessment of its impact on improving three key system level metrics:



CREDENTIAL COMPLETION



SOCIAL MOBILITY



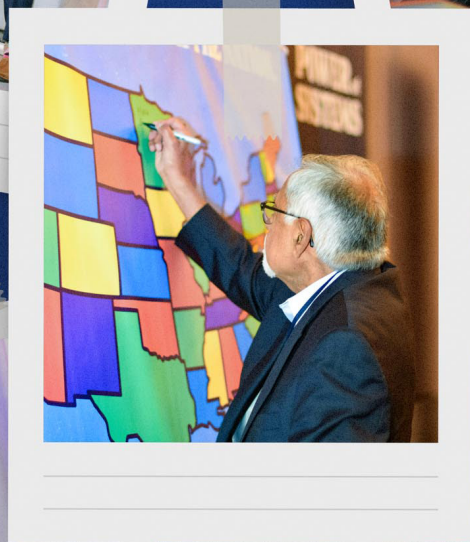
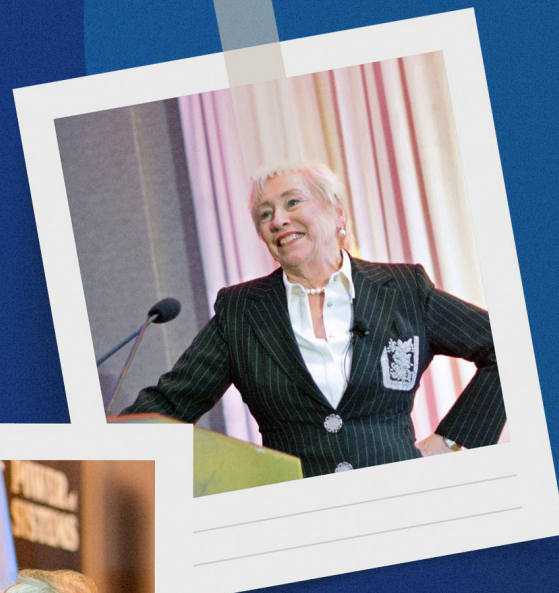
STUDENT LOAN DEBT REDUCTION

System level credential completion depends on a modernized completion metric that aims to capture the complexity of student completion patterns across institutions to account for the variability of student enrollment patterns. This includes shorter term credentials such as certificates and certifications as well as traditional associate and baccalaureate degrees. The system level social mobility impact metric aims to capture the impact of public higher education systems on student social mobility, with a focus on underrepresented minority and low-income students. This metric will track the movement of undergraduate completers between income quintiles based on annual earnings. The system student loan debt to earnings ratio aims to capture the relationship between student debt and the ability to repay based on student earnings. The ratio will track the percent of graduated with student loan debt in relation to their annual earnings.

The Journey.

Systems of public higher education serve the largest proportion of students attending college in this country, and within the states that fund these systems. We are at once a local asset and a national treasure. But what we really are is a major instrument for change to truly meet this country’s promise, and our commitment to underfunded communities, and the youth and adults who seek a better education, gainful careers, and a high quality of life. We believe we are that instrument for change. But we cannot do it without you.

Welcome to the Power of Systems.



the **POWER** of **SYSTEMS**

www.powerofsystems.org

#PowerofSystems

NASH

National Association
of System Heads



Credit for Prior Learning Initiatives at Utah System of Higher Education (USHE) Degree-Granting Institutions

The Utah Board of Higher Education (UBHE) is committed to providing students with many options for demonstrating college-level learning from their previous educational, work, or life experiences to help them complete their degree requirements as quickly as possible. Consequently, it has worked intensively for the last few years to simplify students' ability to earn academic credit for knowledge and skills acquired outside of higher education settings, such as through performance on national standardized exams in college subject matters or military or work experience. The UBHE's Policy R472 and the USHE Prior Learning Assessment Quality Standards and Best Practices Handbook provide guidelines for institutions to follow to ensure students can access opportunities to demonstrate they can perform the essential student outcomes of specific college courses that are part of their intended major pathways and that the credit they earn through prior learning assessments will be transferable between institutions. Policy R472 also requires annual reporting to the Board's Academic Education Committee on system and institutional efforts to provide credit for prior learning.

Why focus on credit for prior learning?

Prior learning assessments can save students time and money as they work on their degrees. There is a strong correlation between credit for prior learning and increased completion rates, and prior learning assessment (PLA) can also be an important tool for closing equity gaps. For example, [a national study](#) of more than 230,000 adult students at 72 colleges and universities found that 49% of students who received credit for prior learning completed a degree or certificate compared to only 27% of their peers. Easing the process by which students earn credit for prior learning is also beneficial to institutions, as it often pays for itself in increased retention. [A recent WICHE/CAEL study](#) found that students who earn PLA credit take 17 more course credits at the institution that granted it than do students without PLA. Streamlining the processes for students to earn credit for their prior learning [becomes especially important](#) as the economy shifts, and workers will be required to reskill and upskill continually. They will need to do so as quickly and efficiently as possible.

Credits earned through prior learning assessments are for demonstrated college-level learning articulated to recognized college courses and programs, as determined by faculty/subject matter experts. It is not credit granted simply based on experience. The assessed learning outcomes must reflect an appropriate

breadth, depth, sequencing, and synthesis of learning to demonstrate its relevance to degree programs and its alignment with course content, rigor, and quality. It is marked as the equivalent of a recognized, often commonly numbered, course and is transferable to other USHE institutions.

System Progress on Credit for Prior Learning Strategic Initiatives

The Board of Higher Education has identified key initiatives related to credit for prior learning, some of them outlined in state code (HB45, 2019) and others recommended by the Academic Education Committee of the Board and the USHE Prior Learning Committee. Those key initiatives are reflected in Policy R472, “Credit for Prior Learning,” which the board amended in January 2021. Policy R472 asks for a progress report to be made to the Board’s Academic Education Committee each year, including updates on the following:

Ongoing coordination across degree-granting institutions

- The creation of a USHE Prior Learning Committee. The committee was organized in 2020 and is comprised of representatives from each degree-granting institution. Committee members meet regularly along with staff from the Commissioner’s Office. They have the primary responsibility at their institution to ensure that options for PLA are communicated to students and that information is easily accessible, that faculty and key staff (like advisors) are trained on the types of prior learning assessments available for students at their institution, and that the institution is implementing plans to expand the kinds of assessments available to students.
- A system approach to PLA also requires close collaboration between faculty, staff, and academic leadership within USHE institutions. The Commissioner’s staff regularly share progress on PLA efforts with the UBHE Board Transfer Council (BTC), the Utah Transfer and Articulation Committee (comprised of transfer advisors and individuals from registrar’s offices who work on transcribing PLA), Chief Academic Officers who oversee institutional faculty, the General Education Task Force which ensures the transferability of general education courses and their equivalents, and USHE Faculty Major Committees that have responsibility for determining the alignment of assessments for prior learning with USHE course equivalents.

System-wide agreements on course equivalencies for prior learning assessments

- In 2020, the board approved the first round of recommendations from USHE Faculty Major Committees regarding national exam minimum score and course and credit equivalencies for AP, CLEP, and DSST exams; IB exams were added in 2021; and exam equivalency determinations are updated on an annual basis when prompted by faculty requests or changes to exam content.
- Registrars meet to share information on how to transcript CPL. They have also engaged in software product discussions that can be compatible throughout the USHE system. Registrars are including a PLA link in their department webpages. Some institutions are moving to a complete online CPL application system and doing away with paper trails;

Institution-created assessments

- Institutions are in the early stages of working with faculty/subject matter experts to develop more personalized assessments for students as needed, especially where national assessments are not available. These assessments should also be transcribed as the equivalent of recognized courses and should transfer across the system. When needed, the assessments may be developed in consultation with USHE faculty major committees. These more personalized assessments may include:
 - Challenge exams;
 - Portfolio assessments;
 - Individual performance assessments;
 - Locally-evaluated industry and workplace credit.

Student-centered communications

- State code and Board policy require a central USHE PLA information page for students and for public education and higher education staff. The PLA page provides information on standardized credits and course equivalencies for national exams and links to institutional web pages. That system-level information is available at <https://ushe.edu/initiatives/prior-learning-assessment/>. Tables listing the course equivalencies for national standardized exams are updated annually.
- The Board is required by state law to identify and use a single data tool that will allow students to explore how credit for prior learning would apply for transfer. This tool is the Utah Transfer Guide, which includes information on course and credit equivalencies for national standardized exams.
- State code requires institutions to make information on PLA easily accessible to students. This past academic year, all eight degree-granting institutions have worked to increase the visibility and access to their prior learning websites, but these pages must be updated regularly. The websites are much easier to access than they have been in the past. They are linked to admissions, registrars, and advising websites. They contain much clearer information, and list the steps a student takes to learn about and apply for credit for prior learning:
 - <https://academics.dixie.edu/prior-learning-assessment>
 - <http://faculty.slcc.edu/provost/curriculum/pla.aspx>
 - https://snow.edu/offices/registrar/credit_prior_learning.html
 - <https://www.suu.edu/hss/pla/>
 - <https://admissions.utah.edu/prior-learning-credit/>
 - <https://www.usu.edu/admissions/information/credit>
 - <https://www.uvu.edu/cpl/>
 - https://www.weber.edu/Records/prior_learning.html
- USHE annually communicates PLA options, especially the course equivalencies for national assessments, to the Utah State Board of Education, high school counselors, UCAC advisors, and

other groups who work directly with students. Institutions are expected to provide the same information directly to their primary feeder high schools.

Training for key institutional administrators (including admissions, academic, and transfer advisors) and faculty on Prior Learning initiatives

- The Commissioner’s office will be providing training to key institutional leadership teams at a system PLA Conference on May 18, 2022. Utah Valley University is generously sponsoring the conference via grant funding it has received to help establish best practices for credit for prior learning. USHE institutions will each send leadership teams of up to ten representatives who will use the conference time to enhance their existing credit for prior learning policies and implementation plans. Team members will include registrars, advisors, staff from diversity offices, faculty, senior academic officers, student affairs officers, and media/website staff. The Prior Learning Committee has held two planning meetings and invited speakers from the American Council on Education and the Western Interstate Commission for Higher Education to provide training on CPL best practices. Institutional team work will include planning for academic advising, course transcripting, diversity and inclusion efforts, portfolio assessments, and training plans for other institutional staff.
- Institutional leadership teams will continue to provide similar training and guidelines for faculty and staff on their campuses.
 - Chief Academic Officers have been updating existing institutional PLA policies and procedures. They are working with academic departments to streamline and update PLA processes and accessibility for students, including portfolio design and mentoring.
 - Advisors are receiving training on new student PLA orientation and how to advise and encourage students to apply for CPL where applicable. At some institutions, incoming students are being surveyed on PLA so advisors know which students to encourage to apply for CPL credit.
 - Faculty are beginning to develop more institutional challenge exams. They are also learning about national standards for assessing workplace learning. Portfolio assessment is being revised, and in some cases, is being implemented for the first time.

Next Steps

The greatest challenge institutions face at this time is that PLA has to be done efficiently to award students for their hard work. This means policies need to be clearly accessible and understood and the process for evaluating credit and awarding credit has to be transparent. To do this requires a whole new way of thinking for faculty in disciplines who have never done work experience assessment, portfolio assessment, and other forms of non-conventional academic assessments. It also requires close cooperation with advisors and registrars to make sure that procedures employed have broad support and everybody’s role in the CPL process is clear and doable. This requires sharing ideas and practices within and among institutions in the state. For the 2022-23 academic year, a great deal of attention will be focused on the following CPL priorities:

1. Completing institutional Credit for Prior Learning website updates and communication and outreach to students;
2. Institutional training of academic advisors on CPL;
3. Faculty engagement in development of portfolio, work experience, and other relevant CPL assessment standards;
4. The Commissioner's office working with registrars on transcribing standards for CPL;
5. Continued sharing of best practices among USHE institutions.

Annual Report on the Amount of Credit for Prior Learning Earned within the System

Institutions are asked to report annually to the Board on each form of prior learning assessment for which the institution provides credit and the total amount of credit for prior learning the institution provides to students. Systemwide, over 33,000 students earned more than 264,000 credits for prior learning during the last year. This includes credit earned through standardized exams, portfolios, work experience, and other forms of PLA. It is likely that other credit for prior learning was also earned but not reported because all institutions are just beginning the process of determining how to establish data collection techniques. For example, some academic departments grant credit for work completed in an occupational capacity in conjunction with conventional coursework, a form of assessment that registrars may not be aware is occurring at their institutions. Standardizing reporting will require close cooperation between faculty and staff.

Total # of Students Receiving Credit and Total Credits Awarded, USHE

AY 2020-21

Institution	Total Students Receiving Credit	Total Credits Awarded
SLCC	1,804	12,555
Snow	956	4,760
SUU	1,714	14,769
UU	5,484	72,512
USU	10,920	66,490
DSU	799	5,514
UVU	9,395	65,299
WSU	2,693	22,278.5
Total	33,765	264,177.5

Credit Awarded through Standardized National Exams

Institution	AP: Students	AP: Credits	IB: Students	IB: Credits	CLEP: Students	CLEP: Credits	DSST: Students	DSST: Credits	ACT: Students	ACT: Credits
SLCC	756	9,185	9	156	89	596	0	0	222	666
Snow	143	1,409	0	0	137	1,283	0	0	657	1,974
SUU	639	7,739	15	213	10	81	0	0	710	2,511
UU	2,548	48,319	169	4,438	8	39	0	0	2,151	16,453
USU	4,685	44,540	53	395	48	231	3	9	4,835	14,511
DSU	336	3,108	1	24	16	72	0	0	329	987
UVU	2,081	22,657	14	128	51	346	4	18	5,001	15,008
WSU	746	8,824	20	358	26	129	4	30	1,132	3,396
Total	11,934	14,581	281	5,712	385	2,777	11	57	15,037	55,506

A note on whether to anticipate growth in credit through national standardized exams associated with advanced high school coursework: with the growth in availability of Concurrent Enrollment (CE) across the state, many students are opting to take actual college courses in high school instead of taking high school AP or IB courses and then hoping to score enough on a single high stakes exam to earn college credit. USHE sees an advantage to CE courses over PLA for high school students, because CE provides them with actual college experience and students are ensured of being exposed to all of the essential learning outcomes that prepare them for subsequent coursework. As Concurrent Enrollment grows, we may see a modest drop in total credits awarded for AP and IB examinations, as high school counselors in some districts are already encouraging students to take CE courses instead of other advanced coursework options. CE is also generally less expensive than the cost of standardized exams.

More modest levels of credit for prior learning were earned through DSST and other exams for military personnel and veterans (see also the associated Credit for Military Service and Training report, which measures the number of credits earned by veterans and members of the military through all means of CPL).

Standardized Military Credit

Institution	DD214 Students	DD214 Credits	METC Students	METC Credits
SLCC	5	5	0	0
Snow	0	0	0	0
SUU	0	0	0	0
UU	8	32	0	0
USU	0	0	0	0
DSU	0	0	0	0
UVU	0	0	0	0
WSU	11	76	12	515
Total	24	113	12	515

Portfolio assessments

Several institutions have developed portfolio assessment procedures to grant CPL. The methods they use to assess portfolios have been shared with the other USHE institutions as we begin to develop strategies for all institutions to establish and encourage portfolio assessments for prior learning.

Granting credits for course completion at technical colleges is another form of credit for prior learning that helps students move into degree pathways. With the merger of the tech colleges and the degree-granting institutions, the Board is transitioning technical colleges from clock hour to credit hour models and working out course and program alignments in ways that will allow for standardized transfer between tech colleges and degree granting institutions in the near future. In addition, the creation of common transfer pathways at degree-granting institutions and articulation of course content between degree-granting institutions and tech colleges will increase the amount of tech college credit awarded at degree-granting institutions, but it will show as transfer credit instead of credit for prior learning.

Portfolio and Technical College Membership Hour Articulations

Institution	Portfolio Students	Portfolio Credits	TCM Students	TCM Credits
SLCC	11	83	0	0
Snow	14	82	0	0
SUU	147	1,477	0	0
UU	0	0	0	0
USU	0	0	0	0
UT	3	12	1	30
UVU	0	0	76	90
WSU	0	0	335	4,523
Total	175	1,648	520	6,610

Policy Implementation and Training

What has your institution done to establish or modify existing policy or to adjust procedure in regards to prior learning assessment?

SLCC	Salt Lake Community College reviewed and substantively revised institutional policy that structures awarding credit to students who bring prior learning experiences to the college. The updated policy is scheduled for Board of Trustees approval this spring with a Fall Semester 2022 implementation date.
Snow	Snow has their guidelines listed on their webpage . In addition, they are currently designing a PLA assessment course for students who have other types of PLA they would like to demonstrate. It will be a portfolio-based assessment, and if it involves credit from a specific department, the department chair will be involved. Rubrics are also being designed.
SUU	SUU is still in the process of responding to the legislative change in statute and corresponding change to the Board of Higher Education policy. As such, we are: (i) embarking on a policy change to respond to these state-wide changes, (ii) discontinuing our practice of offering PLA 3920 credit, and (iii) replacing this PLA course with an alternative that complies with state law and Board policy.
UU	The <i>Source of Record</i> is how the credit awarded for prior learning is recorded on a student's Utah academic transcript: <ul style="list-style-type: none"> Test/Other credit: credit posted to a student's transcript in the <i>test or other credit</i> statistics prior to institutional recorded courses

	<ul style="list-style-type: none"> Internal credit: courses are posted within the term it was earned as Utah credit
USU	<p>1-Surveyed all academic departments to verify how all PLA credit is currently being awarded;</p> <p>2-Worked directly with USHE and UTAC to update articulations for the recent standardization of PLA credit (AP/CLEP/IB);</p> <p>3-Developed and implemented internal checks to verify annual updates from USHE major committee meetings moving forward;</p> <p>4-Reviewed existing policies for all forms of PLA and have had continued conversations on ways to improve transferability;</p> <p>5-Developed earned admissions pathway to aid prospective students in being fully admitted to USU. Through this pathway students can earn PLA credit.</p>
DSU	DSU revised their Policy 523: Extra-Institutional Credit to align with USHE Policy R472, which was approved by the DSU Board of Trustees in April, 2020.
UVU	A university committee, a team of Associate Deans, Faculty Senate, Staff and students developed Policy 525 which was approved by the Board of Trustees, June 2021 . We also created a CPL policy https://policy.uvu.edu/getDisplayFile/5ef4dfa9bc6e2b201de3cfe3 and established a website https://www.uvu.edu/cpl/ Conversations are happening across campus, structure and systems are being developed, software is being researched, the process of transcribing portfolio credit has been significantly reduced, a portfolio creation support course has enrollments every semester. A CPL clearinghouse is being compiled, and there is a push to add CPL information to every academic program web page by the end of the calendar year.
WSU	Weber State University has well established policies for prior learning. However, focus is being directed towards portfolio reviews to develop a consistent process and procedure.

How has your institution gone about implementing your prior learning policy and/or in streamlining prior learning assessment?

SLCC	Over the past two years, SLCC charged a collaborative work team to analyze prior learning assessment (PLA) best practices, create basic design principles, and develop an approach for a scalable and formalized college-wide PLA structure. Recommendations from the team, in addition to changes in statute and policy at the system-level, now guide SLCC’s PLA implementation. A director for PLA will be hired and situated in academic affairs to lead PLA activities. The PLA director will collaborate with the Faculty Development Center to engage with and train faculty members on both developing authentic assessment metrics (such as challenge exams) and assessing student provided evidence of prior learning (such as skills demonstration or portfolio review). SLCC will also select an academic advisor experienced and trained in PLA for student support. Implementation of policy and training to support students, faculty, and staff will be active Fall Semester 2022.
Snow	Most of this has been moved to the registrar’s office for management and analysis. We have also hired an AVP of online development, and she is collaborating with the registrar on these cases.
SUU	SUU has developed a comprehensive “clearinghouse” page for all avenues of earning credit for prior learning (see: https://www.suu.edu/credits/). Based on new state law and new Board policies, SUU is

	discontinuing their PLA 3920 course and replacing it with a different approach to awarding credit. SUU is also developing policies that correspond to this change.
UU	<p>Prior Learning Evaluation at UU:</p> <p>A-Military Credit: Students are awarded credit based on their Joint Services Transcript (JST) or DD-214 documentation.</p> <p>B-Credit by Exam: 1) Advanced Placement (AP); 2) College Level Examination Program (CLEP); 3) International Baccalaureate (IB).</p> <p>C-Language Proficiency Credit: Students who are fluent in a foreign language and have NEVER taken a lower-level class in that language are usually eligible to purchase credits to fulfill the BA Language Requirement or obtain additional credits toward the total semester credit hour requirement. (Includes BYU-FLATS).</p> <p>D-Challenge Course Exam: Students may challenge a Utah course by taking the final examination for the course with the approval of the department chair and director of admissions. Challenge exams are provided to students who, through life experience, have knowledge equivalent to university courses, and to students who attended a school with limited transferability.</p>
USU	<p>A-USU allows incoming students to complete an online survey to inform USU if they are participating in certain forms of PLA. This allows incoming students to fulfill prerequisites prior to arriving at USU;</p> <p>B-Ensuring students are informed about PLA policies and procedures is critical to the success of USU's institutional goals. USU has focused on informing incoming/prospective students about these opportunities in various ways. Incoming freshman and transfer students participate in online orientation. In module 2, students are introduced to the registration process. Additional information regarding common PLA options have been added to the module, along with a link to the informational website. Incoming students are encouraged to meet with academic advisors during the orientation process. Utilizing best practices, advisors inform students about PLA opportunities. Advisors also explore the potential academic impacts with students and make referrals to appropriate campus departments.</p>
DSU	<p>DSU developed a process for seeking PLA credit that included two pathways, both of which require a portfolio: a) seeking credit for a single course; and b) seeking a block of elective credit. Within the second path there is also a short form in lieu of a portfolio for those learners who have taken DSU non-credit courses through our partner entities such as Pluralsight and have earned DSU badges. DSU set up a website and assigned a staff PLA mentor who helps walk learners through the appropriate path and connect with appropriate people.</p>
UVU	<p>Informational outreach at UVU has been accomplished through policy 525, a new website with an intake process, and intentional presentations to department advisor/leadership teams. Departments are creating strategic plans to expand CPL offerings. An intentional portfolio course UVST 1100 is developed to serve UVU students in portfolio development and review. Academic advisors were trained in CPL principles and current state of CPL offerings in a self-paced course in summer 2020.</p>
WSU	<p>Streamlining PLA is a priority for WSU. The focus for this year is to move from a paper-based system to an online form. Additionally, moving the process to an online environment will allow for more efficient and timely processing. Furthermore, the online forms can easily be updated so that they are accurate in their processing. WSU is engaging with SmartSheets to develop this technology.</p>



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB C

April 15, 2022

Credit for Military Service and Training Report for Fiscal Year 2021

Utah Code 53B-16-107 states the following:

An institution of higher education... shall provide written notification to each student applying for admission that the student is required to meet with a college counselor in order to receive credit for military service and training as recommended by a postsecondary accreditation agency or association designated by the board if:

- a) credit for military service and training is requested by the student; and
- b) the student has met with an advisor at an institution of higher education... at which the student intends to enroll to discuss applicability of credit to program requirements, possible financial aid implications, and other factors that may impact attainment of the student's educational goals.

Upon transfer within the state system of higher education, a student may present a transcript to the receiving institution of higher education for evaluation and to determine the applicability of credit to the student's program of study, and the receiving institution of higher education shall evaluate the credit to be transferred. The Board ... shall annually report the number of credits awarded under this section by each institution of higher education to the Department of Veterans and Military Affairs.

In accordance with this requirement, the following degree-granting institutions within the Utah System of Higher Education have provided a report to the Office of the Commissioner of Higher Education showing the number of credit hours awarded to veterans for military service and training during the FY21 fiscal year. The data is summarized in Table 1 below.

Table 1: Credits Awarded to Veterans for Military Service and Training FY2021

Institution	Credits Awarded
University of Utah	8
Utah State University	1,773
Weber State University	751
Southern Utah University	177
Snow College	0
Dixie State University	0
Utah Valley University	3,986
Salt Lake Community College	2,266
USHE Total	8,961

Commissioner's Recommendation

This is an information item only; no action required.