UTAH BOARD OF HIGHER EDUCATION
STUDENT AFFAIRS COMMITTEE
TELECONFERENCE
Friday, August 19, 2022
1:00 PM
AGENDA

WELCOME & STRATEGIC PLAN UPDATES

1.   1:00 – 1:15   **ACTION:** Strategic Plan: Student Affairs Committee Priorities   **TAB A**
Chair Scott Theurer

EQUITY

2.   1:15 – 1:35   Equity Resolution Highlights: HB144 Standardization and Expect the Great   **TAB B**
Laís Martinez, Assistant Commissioner for Equity, Diversity, and Inclusion
Andy Young, Director of Admissions Operations, Weber State University
Raquel Cetz, Interim Director of the Dream Center, University of Utah
Daneka Souberbielle, Associate Provost and Chief Diversity Officer, Southern Utah University

3.   1:35 – 1:45   Campus Safety and Equity Advisory Council   **TAB C**
Student Board Members Xitlalli Villanueva and Heather Johnson

4.   1:45 – 1:50   Hispanic-Serving Institutions (HSI)   **TAB D**
President Brad Mortensen, Weber State University

ACCESS

5.   1:50 – 2:05   Simplified Admissions Taskforce Update   **TAB E**
Kris Coles, Assistant Commissioner for Student Affairs

6.   2:05 – 2:20   Utah College Advising Corps: Review of 2021-22 Expansion   **TAB F**
Richard Gonzalez, Assistant Commissioner for Access
Rachel Everitt, Director of the Utah College Advising Corps

COMPLETION

7.   2:20 – 2:35   Student Wellness Continuum
Alexis Palmer, Associate Vice President Student Development & Well-Being/Dean of Students, Utah Valley University

8.   2:35 – 2:40   Systemwide Basic Needs Landscape Analysis   **TAB G**
Katie Mazzie, Director of Student-Centered Initiatives

9.   2:40 – 2:50   Systemwide Student Wellness Case Managers   **TAB H**
Co-Chairs of the Senior Student Affairs Officers (SSAOs): Brett Perozzi, Vice President of Student Affairs, Weber State University and James Mullenaux, Vice President of Student Services, Southwest Technical College

10. 2:50 – 3:00 **ACTION:** Proposed 2023 Legislative Budget Priority: Student Mental Health   **TAB I**
Co-Chairs of the Senior Student Affairs Officers (SSAOs): Brett Perozzi, Vice President of Student Affairs, Weber State University and James Mullenaux, Vice President of Student Services, Southwest Technical College
Ethan Fields, Director for Higher Education Outreach and Promotion, The JED Foundation

WRAP-UP

11. 3:00 Next steps
Chair Scott Theurer

Projected times for the various meetings are estimates only. The Board Chair retains the right to take action at any time. *To ensure availability, individuals needing accommodations under the Americans with Disabilities Act (including auxiliary communicative aids and services) for this meeting or the materials should notify Brynn Fronk at brynn.fronk@ushe.edu, 60 South 400 West, Salt Lake City, UT 84180 (801-646-4783), at least three working days prior to the meeting.*

August 19, 2022

Strategic Plan: Student Affairs Committee Priorities

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

During the October 2021 Board Committee meetings, each committee adopted specific strategies within the strategic plan that are relevant to the focus of that committee. Each Board committee ensures that their assigned strategies are progressing and on track, and structures their committee agendas around these strategies.

In the year that the strategic plan has been in place, several revisions have been proposed to make sure the plan stays nimble and current. During the August 2022 committee meetings, each Board committee will consider changes to the strategies assigned to their committee, and forward their recommendations on any changes to the full board for consideration at the September 2022 Board meeting.

There are no changes to the pillars, goals, or strategies assigned to the Student Affairs Committee. There are slight changes to the wording of the tactics that support those strategies, but the substance remains the same. The strategies assigned to the Student Affairs Committee are as follows:

Pillar: Access
Board's role: Remove structural barriers to entry
Goal: Increase the college-going rate of high school graduates by 3% in five years; Increase the college-going rate of underrepresented groups by 4% in five years
1. ***Strategy:*** Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher education pathways
    a. ***Tactic 1:*** Expand the Utah College Advising Corps statewide. Determine the effectiveness of alternate program models. Evaluate program data to determine efficacy and best practices.
    b. ***Tactic 2:*** Facilitate greater regional collaboration among college access partners, with a focus on networking, training, and working toward shared college access goals aligned with the Board's strategic plan.
    c. ***Tactic 3:*** Provide accessible training to access partners on USHE access programming to prepare them for meaningful conversations about post-secondary options.
    d. ***Tactic 4:*** In partnership with Success in Education, redevelop the USHE segment of the Keys to Success mobile app to provide the most actionable and essential pieces of information to high school students during their college selection process.

2. ***Strategy:*** Simplify institutional admissions processes
    a. ***Tactic 1:*** Identify system-level ways to simplify the admissions process for students and institutions.
    b. ***Tactic 2:*** Connect institutions to high school student data to improve access, particularly for underrepresented student populations. Implement the Single Student Identifier systemwide. Analyze available data to determine more inclusive future measures.
3. ***Strategy:*** Ensure systemwide institutional supports for student basic needs.
    a. ***Tactic 1:*** Advocate for and empower institutions in developing a strategy to support students' basic needs.

Pillar: Affordability
Board's role: Remove structural barriers to affordability
Goal: Increase student ability to pay the cost of attendance and ensure the institutional cost of attendance remains within the standard of affordability year over year
1. ***Strategy***: Increase completion of the Free Application for Federal Student Aid (FAFSA).
    b. ***Tactic 1:*** Partner with USBE to consider ways to increase FAFSA completion in high school. Develop and implement a statewide FAFSA strategy.

Pillar: Completion
Board's role: Remove structural barriers to graduation
Goal: Increase timely completion of degrees and awards by 3% in five years; Increase the timely completion of underrepresented students by 4% in five years
1. ***Strategy***: Ensure systemwide institutional supports for student mental health and campus safety
    c. ***Tactic 1***: Identify and implement system-based mental health strategies and policies in accordance with institution mental health strategic plans being developed in partnership with the JED Foundation and Huntsman Mental Health Institute (HMHI).
    d. ***Tactic 2:*** Connect institutions with Title IX training opportunities, and support and empower institutions in developing strategies to address campus safety.

Commissioner's Recommendation

The Commissioner recommends the Student Affairs Committee adopt the strategic plan strategies assigned to their committee as outlined above, and forward this recommendation to the Committee of the Whole for inclusion in the updated strategic plan.

UTAH SYSTEM OF HIGHER EDUCATION

August 19, 2022

Equity Resolution Highlights: HB144 Standardization and Expect the Great

Utah's higher education landscape continues to see significant structural and systemic gaps reflected in postsecondary enrollment and completion rates when disaggregated by race, ethnicity, gender, and socioeconomic status[1]. Contextualized through the USHE Equity Lens Framework, these gaps are a product of inequitable system and institutional policies, practices, and procedures that if left unmitigated will impact students and communities as well as Utah's future workforce.

At the direction of the Board, and its adoption of the Resolution to Advance Equitable Systemic Change, a series of additional resolutions aimed at closing postsecondary enrollment gaps by race, ethnicity, gender and sexual orientation, citizenship status, and socioeconomic status was created. Since 2020, the Board has championed three resolutions to affirm and support Undocumented, DACAmented, Dreamer Students; African, African American, Black students; and most recently, LGBTQ+ students. All resolutions come with action items and charges for the system office and its 16 institutions that align with the Board's 5-YR Strategic Plan.

This presentation will provide informational item updates for several initiatives tied to Board equity resolutions:

- Laís Martinez, Assistant Commissioner for Equity, Diversity, and Inclusion at USHE will speak on institutional commitment to Native/Indigenous students
- Andy Young, Director of Admissions Operations at Weber State University will speak on the impact of simplifying and standardizing HB-144[2]
- Raquel Cetz, Interim Dream Center Director at the University of Utah will speak on the urgent need for action to support undocumented students due to the possible rescinding of DACA[3]
- Daneka Souberbielle, Associate Provost and Chief Diversity Officer for Southern Utah University will share the newly created Expect the Great Charter

Each Board resolution has been championed by the support of institutional senior leadership, most notably the Chief Diversity Officers, Senior Student Affairs Officers, and Chief Academic Officers working in collaboration with the Dream Centers, African Diaspora Centers, and LGBTQ+ Centers. The system office has purposefully and meaningfully engaged campus, student, staff, and community stakeholders, who may be affected by this potential course of action by hosting consortia group meetings and providing an opportunity for input and feedback. The Office of the Commissioner leans on the expertise of institutional leadership and ongoing efforts to create resolutions that support structural and sustainable change for students, staff, and faculty from marginalized identities and backgrounds.

Commissioner's Recommendation

This is an information item only; no action is required.

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[1] *A New Look at Utah's Growing Opportunity Gap* (Martinez & Mayne, 2020)

[2] https://educate-utah.org/hb144-facts/

[3] *Appeals court hears arguments to end DACA* (July, 2022)

UTAH SYSTEM OF HIGHER EDUCATION

August 19, 2022

Campus Safety and Equity Advisory Council (CSEAC)

Background and Structure

The Campus Safety and Equity Advisory Council (CSEAC) was formally established by the Utah Board of Higher Education in November 2021. As it enters its second academic year, CSEAC continues to serve as an organized feedback group of students from diverse backgrounds, identities, and lived experiences to ensure institutional and state-level safety and equity-related policies, procedures, and programs successfully capture the perspective of students pursuing their education at Utah's degree-granting public colleges and universities.

Students from seven of USHE's eight degree-granting institutions applied to be members of the 2022-2023 council. CSEAC is chaired by the degree-granting student Board member and consists of 16 students selected from nine campuses around the state (returning members are listed in bold font):

- Que Begay; USU-Blanding
- **Tiffany Chan (Vice Chair); U of U**
- Reed Hammond; SUU
- **Alayne Jenkins; USU-Eastern**
- Ta'Mariah Jenkins; USU-Logan
- Isamra Jimenez; USU-Logan
- **Julyssa Lopez; Westminster** *(exception)*
- Nahjae Malone; UTU

- **Laiza Moreno; UTU**
- **Colette Mortensen; WSU**
- Daira Rodriguez; UVU
- **Aarushi Rohaj; U of U**
- Alejandra Henriquez Roncal; UTU
- Melody Sadrin; U of U
- **Lindsay Simons; SLCC**
- Ruby Vejar; WSU
- Xitlalli Villanueva (Chair); WSU

CSEAC holds seven virtual meetings throughout the school year. Members may serve up to two academic years and receive a $1,000 scholarship per academic year of service. CSEAC utilizes a shared leadership model that includes holding annual elections for vice chair and providing different council members the opportunity to facilitate dialogue and present to the Board's Student Affairs Committee.

In CSEAC's first 2022-2023 meeting (September 24th), members will build rapport and engage in an activity to identify their top Board's Strategic Plan priorities, which will help determine a schedule of dialogue topics for the coming year.

After receiving feedback that the CSEAC's meeting schedule and topics of conversation did not always appropriately accommodate technical college students, OCHE identified two ways to ensure technical college students' perspectives on topics relating to equity and safety are recognized:

1. The Technical College Student Board Member will attend CSEAC meetings when available to gain insight and lend opinions.
2. The Technical College Student Board Member will facilitate two, 90-minute virtual focus groups during their term of service. OCHE will work with faculty and staff at all eight USHE technical colleges to help recruit up to 16 students per focus group. Students will be financially compensated for their time.

Ensuring Visibility, Accountability, and Stakeholder Engagement

We have purposefully and meaningfully engaged campus, student, staff, and community stakeholders who may be affected by this potential course of action by:

- Enlisting the help of faculty and staff in recruiting CSEAC applicants and technical college focus group participants
- Creating space for students to voice their opinions and thoughts on issues of safety and equity that impact them and their peers

CSEAC intervenes in existing educational disparities and closes attainment gaps by shedding light on the experiences of marginalized populations and identifying actionable steps to create a more equitable postsecondary experience for Utah students. Following each CSEAC meeting, OCHE staff code meeting transcripts and create a meeting report to quantify, prioritize, and categorize the qualitative feedback shared in the meeting. At the end of each semester, OCHE also delivers a report to CSEAC members outlining what the Board and institutions are currently doing to address safety and equity, recommendations for how the Board can act on the council's feedback from that semester, and plans for how OCHE will relay the council's feedback to institutions.

Commissioner's Recommendation

This is an information item only; no action is required.

**UTAH SYSTEM OF
HIGHER EDUCATION**

August 19, 2022

Hispanic-Serving Institutions (HSI)

At least five USHE colleges and universities—including the University of Utah, Weber State University, Utah Tech University, Utah Valley University, and Salt Lake Community College—are considering becoming a Hispanic-Serving Institution (HSI). Weber State University President Brad Mortensen will share how his institution is working toward becoming an HSI, with further considerations for the system.

Definitions

According to the Hispanic Association of Colleges and Universities, Hispanic-Serving Institutions (HSIs) are defined in Title V of the Higher Education Act as not-for-profit institutions of higher learning with a full-time equivalent (FTE) undergraduate student enrollment that is at least 25 percent Hispanic. Eligibility is monitored annually.

Title V eligibility (i.e., meeting the Federal definition of an HSI) is determined by the U.S. Department of Education as the first step in the application process for a Title V grant. To qualify as an HSI under Title V, a college or university should have (1) an FTE enrollment of undergraduate students that is at least 25 percent Hispanic students and (2) not less than 50 percent of all students are eligible for need-based Title IV aid.

The Department of Education offers grants to institutions defined as HSIs which can be used for many academic purposes serving all ethnicities at the institution, including:

> Faculty development
> Funds and administrative management
> Development and improvement of academic programs
> Endowment funds
> Curriculum development
> Scientific or laboratory equipment for teaching
> Renovation of instructional facilities
> Joint use of facilities
> Academic tutoring
> Counseling programs
> Student support services

Commissioner's Recommendation

This is an information item only; no action is required.

MEMORANDUM

UTAH SYSTEM OF HIGHER EDUCATION

August 19, 2022

Simplified Admissions Taskforce Update

Background

Beginning in April 2022, the Commissioner's office formed the systemwide Simplified Admission Taskforce to address issues facing students accessing higher education within the state. The taskforce, led by Kris Coles, Assistant Commissioner for Student Affairs, and comprised of admissions and enrollment management representatives from all 16 USHE institutions, utilized data from the 2021 *Envision Utah High School Survey* and the 2021 *Voice of the Customer Study* to focus on systemic ways to simplify the admissions process. The supporting data include the following:

- **Envision Utah:** Surveyed more than 7,600 Utah high school students about their educational experiences and plans after high school.
  - The process of applying to college and financial aid is a significant barrier to postsecondary education.
  - Less than half of the students feel comfortable navigating the application process.
  - Students think simplifying the application and financial aid processes would have a bigger impact on postsecondary access than making college free.
- **Cicero Group**: Surveyed 830 Utahns over 25 years of age with various educational levels and needs.
  - The #1 top "pain-point" for non-traditional students was identified as "navigating the application and financial aid processes."
  - Simplifying admissions was identified as a recommended best practice for supporting non-traditional students.

The taskforce originally set a schedule of 15 months to discover, discuss, and make recommendations on the following taskforce objectives:

1. Help create and implement a cohesive, sustainable, standardized, data-driven strategy for admissions in the state of Utah.
2. Support admissions best practices to serve a diverse student population – including first-time, first-year students; transfer students; graduate students; returning students; and non-degree seeking students.
3. Provide input on the prioritization of taskforce goals and objectives.

4. Identify and, to the extent possible, eliminate student obstacles to admissions.

Updates: Expedited timeline and revised taskforce objectives

After recent conversations with state- and system-level stakeholders, including the Governor's office, USHE institutional presidents, and members of the Utah Board of Higher Education regarding simplifying admissions, it has been determined that the 15-month timeline for the taskforce needs to be significantly shortened. In addition, the objectives of the taskforce should be made more explicit and aligned to the feedback from these stakeholders. Based on this feedback, updated taskforce objectives are as follows:

1. Recommendation to consider a common process for in-state, undergraduate students applying to public colleges and universities in Utah, to be implemented by Fall 2024.
   a. A recommended dollar amount to include both the one-time creation as well as ongoing support and maintenance of the common process, in addition to one-time funds for marketing.
2. Recommendations around specific details of the common process that may or may not include:
   a. Direct admissions in conjunction with a common process.
   b. State scholarship application integration.
3. Recommendation regarding application fees informed by institutional survey of application fees.
4. Recommendation on the sharing of K-12 student directory information.

Next Steps

Recommendations from the Simplified Admissions Taskforce will be presented at the December 16, 2022 Student Affairs Committee meeting for discussion and consideration.

Commissioner's Recommendation

This is an information item only; no action is required.

August 19, 2022

Utah College Advising Corps (UCAC): Review of 2021-22 Expansion

Overview

College access advisers support high school students as they embark on their path to postsecondary education, whether that path leads to a technical college or degree-granting institution. The Utah College Advising Corps (UCAC) program provides a recent college graduate, to partner high schools, that help students determine possible future careers, guide them through institution admissions and financial aid applications, and connect them to their receiving institution. The UCAC program is part of the National College Advising Corps and has a proven record of success in increasing postsecondary participation rates, particularly among first-generation students.

In 2021, the Utah Legislature provided $2.5 million of one-time money to support the expansion of UCAC. The Board of Higher Education also approved a transfer of program funds from the Utah Higher Education Assistance Authority (UHEAA) to the Commissioner's office for a three-year expansion of the program. This expansion is a major component of the Board's broader K-16 strategy that will fundamentally change how Utah's high school students access higher education and systematically remove barriers to access for first-generation and underrepresented students.

UCAC Expansion Timeline

The following table shows a snapshot of all three growth phases of the UCAC expansion:

Start: 2020-21 (actual)	**Phase I: 2021-22 (actual)**
1 regional coordinator overseeing	5 regional coordinators overseeing
13 advisers who oversaw	48 advisers who oversaw
13 high schools in	**51** high schools in
5 school districts	21 school districts
Phase II: 2022-23 (goal)	**Phase III: 2023-2024 (goal)**
5 regional coordinators overseeing	6 regional coordinators overseeing
60 advisers to oversee	67 advisers to oversee
86 high schools in	**93** high schools in
33 school districts	35 school districts

Overview of the 2021-2022 UCAC Expansion (Phase I)

Key Performance Indicators (KPI)

During the 2021-22 school year, the UCAC program reached **20,505 Utah high school seniors, representing 41% of the Utah high school senior class.** The actual KPI results for the 2021-22 UCAC expansion are below, as a percentage of the 2022 UCAC graduating class:

1. One-to-one meetings with high school seniors: 73% (14,969 students)
2. Students submitting at least one college application with the support of an adviser: 70% (14,353 students/college applications)
3. Meaningful engagement with the family of a student: 26% (5,332 families of high school seniors)
4. Assistance in filling out the FAFSA: 25%* (*at least* 5,126 students)
5. FAFSA completion rate: 37% (7,587 FAFSAs completed)
    *Data collection was inconsistent for the FAFSA assistance KPI, resulting in an inaccurate count. This has been addressed for the 2022-23 school year.

Successes

Program Growth and Implementation of Two Pilot Program Models

In 2021, UCAC was expanded from 13 advisers to 48 advisers during the 2021-22 school year, making it the largest college advising program ever in the state, reaching **20,505 Utah high school seniors.** In 2021-2022, the Commissioner's office approved a salary increase for both access advisers and regional coordinators to attempt to keep pace with inflation. In addition, the UCAC program piloted two different advising models: a one-to-many model, where a single adviser serves multiple high schools; and a fully remote model. These pilots will be completed by Phase III to determine the effectiveness and sustainability of each model.

Advising Quality and Reach

During the 2021-22 school year, UCAC advisers **met one-on-one with 14,969 high school students** to discuss their postsecondary plans and provide continuing support and resources. This represents **73%** of the UCAC schools' class of 2022. In addition, **70% of that senior class submitted at least one college application** with the support of an adviser. Advisers are also tasked with meaningfully engaging with the families of the students they serve, to ensure the entire family is supported as their student navigates the postsecondary transition process. UCAC advisers had **meaningful engagements with the families of 5,332 high school students** (26% of the UCAC partner high school graduating class).

FAFSA Completion

High schools served by a UCAC adviser averaged a 37% FAFSA completion rate, **three percentage points higher than the FAFSA completion rates of schools without a UCAC adviser** (34%). Prior to the expansion, the statewide rate for FAFSA completion was 34.5%. UCAC advisers *increased* FAFSA completion in their schools by 2.5%, while schools without a UCAC adviser saw a *decrease* in FAFSA completions of 0.5%. (High schools are prioritized for the UCAC program in part due to historically low FAFSA completion rates, so this is even more significant than it may initially appear.)

Even so, it is important to acknowledge that [Utah still lags the nation in FAFSA completion rates](#), ranking 50th out of 51 states and Washington, D.C.

Challenges

Adviser Recruitment and COVID-19

The number one challenge for the Phase I expansion was recruitment. The UCAC program was expanded during a spike in the COVID-19 pandemic, making hiring, recruiting, and retaining advisers substantially more challenging. In the fall of 2021, many school districts had periods of online-only learning, which made on-the-ground advising more challenging as well, right when advisers were getting integrated into their school settings.

<u>Looking Forward: 2022-23 UCAC Expansion (Phase II)</u>

Opportunities and Areas of Focus

Purposeful Integration of Technical Colleges

Advisers are being comprehensively trained on how to advise students on technical college offerings and programs. This year, each regional cluster of advisers will receive an on-campus tour and training at the technical colleges in their region.

Program Growth and Implementation of Pilot Program Models

All 33 school districts, representing all 86 high schools for Phase II, have signed MOUs with the UCAC program. The program is on track for the Phase II implementation of the two pilot program models, with one virtual and two one-to-many advisers already hired.

Adviser Recruitment

Based on lessons learned in Phase I, a detailed recruitment and retention plan has been developed for Phase II. UCAC changed the required qualification credential of advisers to open the door to associate degree-credentialed advisers. A steady pace of growth is proving to be effective as new challenges arise.

FAFSA Completion

The Commissioner's office is working with the office of the Utah State Board of Education (USBE) to better identify systemic ways and supports for students in completing the FAFSA. More work needs to be done to increase Utah's FAFSA completion rates. College access advisers are one piece in a complicated equation.

Commissioner's Recommendation

This is an information item only; no action is required.

Attachment

UCAC EXPANSION HIGH SCHOOLS - ANTICIPATED

Start List: 2020-21	Phase I: 2021-22	Phase II: 2022-23	Phase III: 2023-24
Cottonwood HS	American Fork HS	Altamont HS	Altamont HS
Cyprus HS	Bear River HS	American Fork HS	American Fork HS
East HS	Ben Lomond HS	Bear River HS	Bear River HS
Granger HS	Bonneville HS	Beaver HS	Beaver HS
Highland HS	Box Elder HS	Ben Lomond HS	Ben Lomond HS
Hillcrest HS	Canyon View HS	Bonneville HS	Bonneville HS
Hunter HS	Clearfield HS	Box Elder HS	Box Elder HS
Kearns HS	Cottonwood HS	Bryce Valley HS	Bryce Valley HS
Pine View HS	Crimson Cliffs HS	Canyon View HS	Canyon View HS
Skyline HS	Cyprus HS	Clearfield HS	Clearfield HS
Taylorsville HS	Delta HS	Copper Hills HS	Copper Hills HS
West HS	Desert Hills HS	Cottonwood HS	Cottonwood HS
West Jordan HS	Dixie HS	Crimson Cliffs HS	Crimson Cliffs HS
	East HS	Cyprus HS	Cyprus HS
	Fremont HS	Delta HS	Delta HS
	Grand County HS	Desert Hills HS	Desert Hills HS
	Granger HS	Dixie HS	Dixie HS
	Grantsville HS	Duchesne HS	Duchesne HS
	Green Canyon HS	Dugway HS	Dugway HS
	Hillcrest HS	East HS	East HS
	Hunter HS	Escalante	Emery HS
	Hurricane HS	EskDale HS	Escalante
	Juab HS	Fremont HS	EskDale HS
	Kanab HS	Grand County HS	Fremont HS
	Kearns HS	Granger HS	Grand County HS
	Lake Powell HS	Grantsville HS	Granger HS
	Layton HS	Green Canyon HS	Grantsville HS
	Logan HS	Gunnison Valley	Green Canyon HS
	Mountain Crest HS	Highland HS	Green River HS
	Mountain View HS	Hillcrest HS	Gunnison Valley
	Ogden HS	Hunter HS	Highland HS
	Olympus HS	Hurricane HS	Hillcrest HS
	Orem HS	Juab HS	Hunter HS
	Payson HS	Kanab HS	Hurricane HS
	Pine View HS	Kearns HS	Juab HS
	Provo HS	Lake Powell HS	Kanab
	Ridgeline HS	Layton HS	Kearns HS
	Sky View HS	Logan HS	Lake Powell HS
	Skyridge HS	Manila HS	Layton HS
	Snow Canyon HS	Manti HS	Logan HS
	Springville HS	Milford HS	Manila HS
	Syracuse HS	Millard HS	Manti HS
	Taylorsville HS	Mountain Crest HS	Milford HS
	Timpview HS	Mountain View HS	Millard HS
	Tooele HS	North Sanpete HS	Monticello HS
	Uintah HS	North Sevier	Monument Valley HS
	Valley (orderville) HS	North Summit HS	Mountain Crest HS
	Water Canyon HS	Ogden HS	Mountain View HS
	West HS	Olympus HS	Navajo Mountain HS
	West Jordan HS	Orem HS	North Sanpete HS
	Woods Cross HS	Panguitch	North Sevier HS
		Parowan HS	North Summit HS
		==(Continued)==	==(Continued)==

Start List: 2020-21	Phase I: 2021-22	Phase II: 2022-23	Phase III: 2023-24
		Payson HS	Ogden HS
		Pine View HS	Olympus HS
		Piute HS	Orem HS
		Provo HS	Panguitch HS
		Rich HS	Parowan HS
		Richfield HS	Payson HS
		Ridgeline HS	Pine View HS
		Roy HS	Piute HS
		Sky View HS	Provo HS
		Skyline HS	Rich HS
		Skyridge HS	Richfield HS
		Snow Canyon HS	Ridgeline HS
		South Sevier HS	Roy HS
		Spanish Fork HS	San Juan HS
		Springville HS	Sky View HS
		Syracuse HS	Skyline HS
		Tabiona HS	Skyridge HS
		Taylorsville HS	Snow Canyon HS
		Timpview HS	South Sevier HS
		Tintic HS	Spanish Fork HS
		Tooele HS	Springville HS
		Uintah HS	Syracuse HS
		Union HS	Tabiona HS
		Valley (orderville) HS	Taylorsville HS
		Water Canyon HS	Timpview HS
		Wayne HS	Tintic HS
		Weber HS	Tooele HS
		Wendover HS	Uintah HS
		West Desert HS	Union HS
		West HS	Valley (orderville) HS
		West Jordan HS	Water Canyon HS
		Westlake HS	Wayne HS
		Woods Cross HS	Weber HS
			Wendover HS
			West Desert HS
			West HS
			West Jordan HS
			Westlake HS
			Whitehorse HS
			Woods Cross HS

UTAH SYSTEM OF
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August 19, 2022

Systemwide Basic Needs Landscape Analysis

Background

As part of the Strategic Plan strategy to ensure systemwide institutional supports for student basic needs, the Commissioner's staff conducted a landscape analysis to understand the existing nature of institutional supports at USHE institutions.

Senior Student Affairs Officers were provided a survey to complete with the help of relevant institutional staff. Respondents were asked about institutional emergency grant programs, on-campus resources to support students' food and housing security, and institutional strategies for connecting students to community, state, and federal basic needs resources. The Commissioner's staff then utilized the survey results to author a report outlining information about the systemwide landscape of basic needs programs, staffing, and strategies. The report also provides profiles of the unique basic needs efforts underway at each USHE institution.

Commissioner's Recommendation

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

Attachment

BASIC NEEDS
LANDSCAPE ANALYSIS

August 2022

Katie Mazzie

UTAH SYSTEM OF
HIGHER EDUCATION

Background and Key Findings

Basic needs insecurity is a pervasive issue that negatively impacts students' ability to access and complete postsecondary education. For example, nearly half of US students face housing insecurity, and 14% are homeless. This experience is associated with a 0.3-point drop in mean GPA and a decreased likelihood of degree attainment. Similarly, food insecurity – which affects nearly 40% of students in the Utah System of Higher Education – is associated with a 0.2-point drop in mean GPA and increases the likelihood that a student will drop out of college.

USHE institutions understand the need to prioritize students' basic needs as a means of promoting student wellbeing and supporting college access and completion, and institutions deploy a variety of strategies to address these needs. In an effort to understand the landscape of basic needs supports available at USHE campuses, staff from the Commissioner's Office surveyed Senior Student Affairs Officers in July and August 2022. All 16 institutions submitted a response.

The definition of basic needs can encompass a variety of categories, including housing, food, physical and mental health, safety, transportation, childcare, technology, and more. However, since USHE institutions vary greatly in their missions, student populations, and resources, it is not feasible to expect all institutions to facilitate in-house programs to address the exhaustive list of basic needs. As a result, SSAOs were asked about select categories of basic needs supports. Respondents were asked about on-campus food security resources such as food pantries or food voucher programs. Respondents were also asked about how they support students experiencing housing insecurity or homelessness. In recognizing that some institutions may not have the resources to operate certain programs, institutions were not asked directly about on-campus initiatives such as affordable childcare, affordable technology, or subsidized transportation. Instead, institutions were asked about how they connect students to external resources that can support these needs. Finally, SSAOs were asked about emergency grants to help students meet a variety of basic needs. The full survey can be found in **Appendix T** on pages 61-85.

The body of this report details the landscape of basic needs services at USHE's 16 public colleges and universities. For information about statewide or regional campuses, please see **Appendices A through S** on pages 16 through 60.

Key findings from the survey reveal the following details about USHE's basic needs landscape:

- **Basic Needs Staffing:** Fewer than half (seven, 44%) of USHE institutions employ at least one basic needs coordinator, case manager, or other dedicated position to help students in need connect with on-campus and external basic needs resources. Other institutions ask faculty and staff to assume this responsibility in addition to their other job duties.

- **Food Security Efforts:** Fourteen of USHE's 16 institutions offer an on-campus program to fight food insecurity in the form of a food pantry (13, 81%), a food voucher/gift card program (9, 56%), or both (8, 50%). Institutions largely rely on donations from community food banks and individuals to sustain their food pantries and, while they are grateful for these contributions, they express a need for more fresh, nutritious foods that accommodate students' dietary needs. Demand for food security services has increased significantly over the last 12 months (140% increase in utilization of food pantry services, 43% increase in utilization of vouchers and gift cards).

- **Housing Security Efforts:** Six of USHE's 13 institutions offer on-campus housing. Nine institutions utilize emergency temporary housing, emergency hotel vouchers, partnerships with local homeless shelters, referrals to community partners, or a combination of these strategies to support students facing housing insecurity or homelessness.

- **Emergency Grants:** Eleven USHE institutions support student retention and completion by awarding emergency grants to students facing unforeseen economic hardship. The maximum dollar amount a recipient can obtain from a single emergency grant typically ranges between $400 and $5,000, with the median being $1,000. However, by utilizing Higher Education Emergency Relief Funding (HEERF), some institutions report that they have been able to award students as much as $6,400 in federal emergency aid during the pandemic. Due to a lack of funding, most institutions must place limits on the number of times a student can receive an emergency grant, and most institutions place stipulations on how the student can spend the funds (most commonly living and medical expenses). Once USHE students are approved for emergency funding, it takes an average of eight days for them to receive their aid.

Recommendations and best practices can be found at the conclusion of this report on pages 13-15.

Basic Needs Staffing

USHE institutions recognize that it is not always possible to sustain their own programmatic solutions to help students secure their basic needs. For example, some institutions may not have the physical space, monetary resources, or trained staff to offer affordable childcare on-campus. Other institutions may struggle to find the resources necessary to create a food security program to help their students facing persistent hunger. USHE institutions often counteract these limitations – or, in some cases, supplement their own institutional basic needs supports – by connecting students with resources at the community,

state, and federal level. Thirteen of 16 USHE institutions report that they make a concerted effort to educate students about the following resources:

- Thirteen institutions educate students about **local food banks**
- Eleven institutions educate students about the **Special Supplemental Nutrition Program for Women, infants, and Children (WIC)**, and three of those help students apply
- Nine institutions educate students about the **Supplemental Nutrition Assistance Program (SNAP)**, and five of those help students apply
- Seven institutions educate students about **211,** a resource directory from United Way
- Five institutions educate students about **Temporary Assistance for Needy Families (TANF)**, and one of those help students apply
- Four institutions enjoy relationships with **community homeless shelters** and two institutions provide students facing housing insecurity and homelessness with **referrals to other community housing resources**

While nearly all institutions connect students to external basic needs resources in some fashion, most ask staff and faculty to perform this task in addition to their regularly assigned duties; fewer than half have the means to employ a dedicated full-time position responsible for helping students acquire basic needs support.

Does Your Institution Employ a Basic Needs Coordinator, Case Manager, or Similar Position?

No, 9, 56%
Yes, 7, 44%
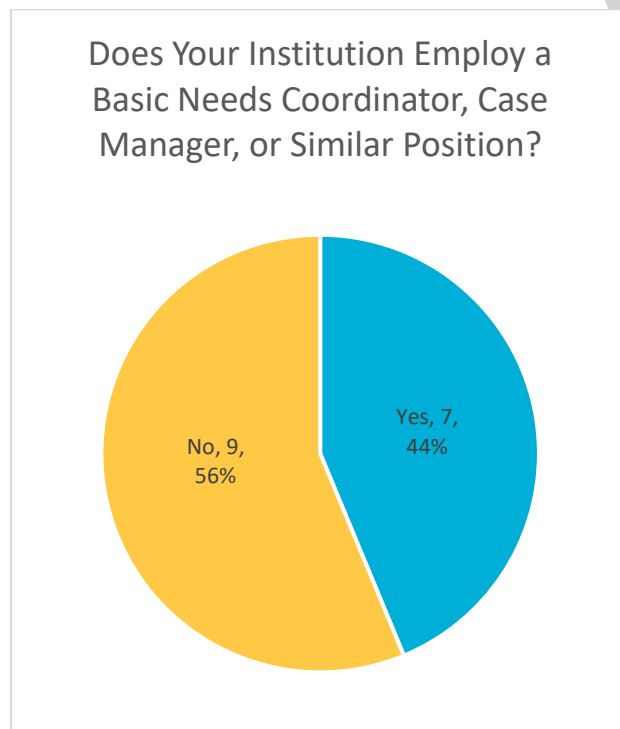
The following institutions employ a basic needs coordinator, case manager, or similar, dedicated position to help students connect with basic needs resources on campus and in the community:

- Davis Technical College
- Salt Lake Community College
- Utah State University
- Utah Tech University
- University of Utah
- Utah Valley University
- Weber State University

Food Security: Food Pantries

Prevalence

On-Campus Food Pantry

No, 3, 19%

Yes, 13, 81%
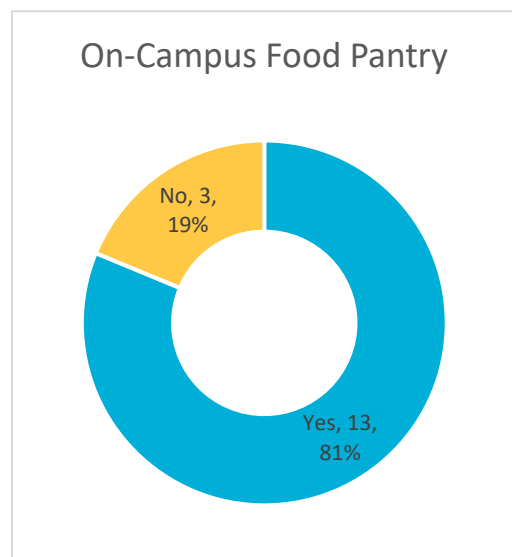
The majority (13) of USHE's institutions operate a food pantry as a means of providing students facing basic needs insecurity a way to readily access free food and personal hygiene products.

Existence of Institutional Food Pantries or Food Banks		
	On-campus	**In the city or county**
Bridgerland Technical College	N	Y
Davis Technical College	Y	Y
Dixie Technical College	Y	Y
Mountainland Technical College	N	N
Ogden-Weber Technical College	Y	Y
Salt Lake Community College	Y	Y
Snow College	Y	Y
Southern Utah University	Y	Y
Southwest Technical College	Y	Y
Tooele Technical College	Y	Y
Uintah Basin Technical College	N	Y
University of Utah	Y	Y
Utah State University	Y	Y
Utah Tech University	Y	Y
Utah Valley University	Y	Y
Weber State University	Y	Y

Eligibility

Among Utah's 13 institutions that operate a food pantry, the majority (eight, 62%) permit faculty and staff in need to utilize the service. Most institutions (eight, 62%) must place limits on food pantry utilization due to scarcity of resources. Typically, institutional policies allow patrons to visit one or two times per

week, and limits on the amount of inventory patrons are allowed to take varies from product-to-product based on availability and demand.

Demand

In light of the global pandemic and rising inflation, institutions are seeing an uptick in utilization of their food pantries. Institutions that have operated a food pantry for more than one year were asked to estimate how much demand for food pantry services has increased in the past 12 months based on the aggregate data they collect about their operations. All respondents but one said that they have seen an increase in demand, with the average increase estimated to be 140%.
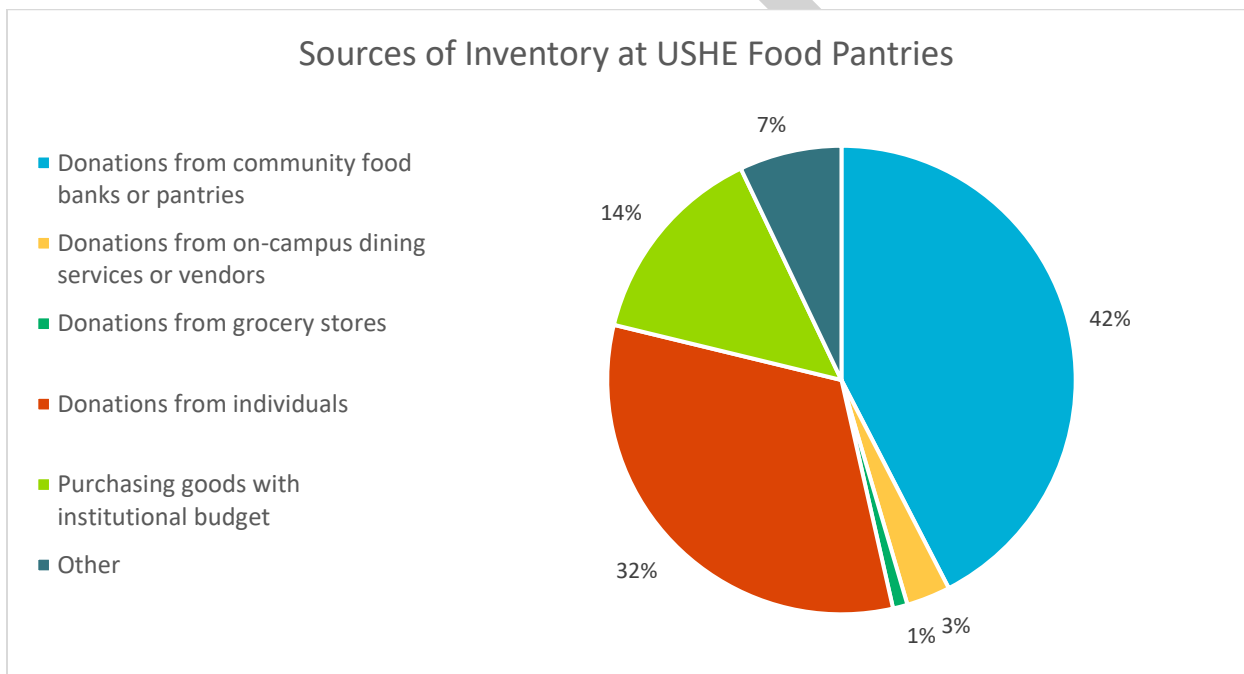
Inventory

Availability of products varies across Utah's 13 institutions that operate a food pantry. The methods by which institutions stock their food pantry also vary. Local food banks are the main provider of free campus food pantry inventory, but a large share of inventory also comes from individuals who donate supplies. While institutions are grateful for the products they receive, they overwhelmingly expressed a need for more fresh, refrigerated, and nutritious foods that conform to a variety of dietary needs:

Items Stocked at Institutional Food Pantries					
		N/A, insignificant demand	No, but demand exists	Sometimes	Always
Perishable staples	Fresh produce	8%	39%	54%	0%
	Eggs	8%	54%	39%	0%
	Meat	8%	46%	23%	23%
	Dairy products	8%	46%	31%	15%
	Frozen or refrigerated pre-prepared meals	8%	62%	31%	0%
	Bread	8%	46%	39%	8%
Products that accommodate dietary needs	Dairy alternatives (e.g., nut-based milk, lactose-free products, vegan cheese equivalent, etc.)	8%	54%	23%	15%
	Egg alternatives (e.g., plant-based egg equivalent)	8%	69%	23%	0%
	Gluten-free products	8%	31%	31%	31%

	Meat alternatives (e.g., tofu, plant-based meat equivalent, etc.)	15%	46%	39%	0%
	Kosher products	31%	39%	23%	8%
	Halal products	31%	39%	23%	8%
Personal care products	Personal hygiene products (e.g., shampoo, toothpaste, etc.)	0%	8%	31%	62%
	Menstruation products	0%	0%	15%	85%
Baby products	Baby formula	39%	39%	15%	8%
	Baby purees or other baby foods	39%	39%	15%	8%
	Diapers	39%	23%	15%	23%

Totals may not add to 100% due to rounding

Sources of Inventory at USHE Food Pantries

- Donations from community food banks or pantries
- Donations from on-campus dining services or vendors
- Donations from grocery stores
- Donations from individuals
- Purchasing goods with institutional budget
- Other

7%
14%
42%
32%
1% 3%

Totals may not add to 100% due to rounding

Processes and Management

At most of USHE's 13 food pantries (seven), patrons must visit in real-time to acquire the goods they need. One institution exclusively utilizes online orders for pickup or delivery. Four institutions offer customers both options.

Two of the 13 institutional food pantries are open access, meaning that staff do not need to be present in order for patrons to utilize the service. The remainder of pantries tend to have between one and three full time staff members and between one and four part-time staff members. Several institutions have access to one or two AmeriCorps Volunteers in Service to America (VISTA) members to assist with their campus's food pantry operations. Many food pantries also utilize student volunteers to support their work.

Data and Reporting

Institutions utilize a variety of aggregate and student-level data to quantify their operations and track student outcomes. Most commonly, institutions track the number of overall and unique visits to their food pantry, as well as the volume of goods provided. It is also common for institutions to ask food pantry patrons for their campus ID number.

Institutions Collecting Aggregate Data Pertaining to Their Food Pantry	
Number of overall instances of utilization of pantry	10 (77%)
Number of unique patrons utilizing pantry	7 (54%)
Pounds of food provided to patrons	1 (8%)
Market value of goods provided to patrons	4 (31%)
Pounds of food acquired by the pantry	6 (46%)
Pounds of food saved or recovered (food waste mitigation strategy)	5 (38%)
Pounds of food composted	0
Money saved by the institutions (e.g., what dining services would have paid for waste removal if food had not been repurposed)	0

Number of Institutions Collecting, Tracking, or Analyzing Individual Data Pertaining to Their Food Pantry	
Patron's name	6 (46%)
Patron's campus ID number	5 (38%)
Patron's (student's) grade level/year	1 (8%)
Patron's race/ethnicity	2 (15%)
Patron's gender identity	3 (23%)
Patron's (student's) academic performance data (GPA)	1 (8%)
Patron's (student's) enrollment data (specifically part-time vs. full-time enrollment)	1 (8%)
Patron's (student's) persistence data	3 (23%)
Patron's (student's) graduation/completion data	0
Other (responses included household size and veteran status)	4 (31%)

Food Security: Food Voucher and Gift Card Programs

Prevalence

Some institutions address food insecurity by providing students with funds to acquire groceries or meals on campus or in the community.

Institutional Food Voucher/Gift Card Programs

No, 9, 56%
Yes, 7, 44%
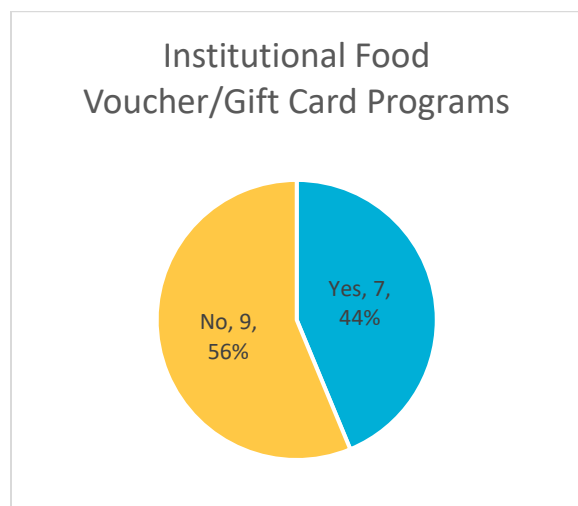
Institutions that offer an ongoing food voucher or gift card program include:

- Davis Technical College
- Salt Lake Community College
- Southern Utah University
- Utah Tech University
- University of Utah
- Utah Valley University
- Weber State University

Eligibility

Among Utah's seven institutions that operate a food pantry, the majority (six, 86%) permit only students to utilize the service (as opposed to faculty or staff in need). One institution offers vouchers with the help of NCAA funding, which permits them to distribute vouchers only to student athletes. Half of these institutions (four, 57%) offer gift cards or vouchers that can only be used at on-campus dining services or stores, some offer gift cards and vouchers that only be used at restaurants or stores off-campus (2, 29%), and one institution offers both options. All institutions except for two place limits on the extent to which students may utilize this service. Limits vary from a one-time use voucher to a $45 semesterly cap.

Demand

Three institutions reported an increase in demand for their food vouchers/gift card program in the last 12 months, three reported that demand has remained stagnant, and one institution did not provide a response because their program was created less than a year ago. Among institutions who reported an increase in demand, estimates ranged from ten percent to 100%, with an average increase in demand of 43%.

Processes and Management

The processes by which students can obtain food vouchers or gift cards tend to be informal. At most institutions, students can request a gift card from staff or faculty members without having to document need. One institution outlined a best practice whereby when a student makes a subsequent visit to request a food voucher, staff provide the voucher, but also make a concerted effort to direct that student to longer-term basic needs solutions.
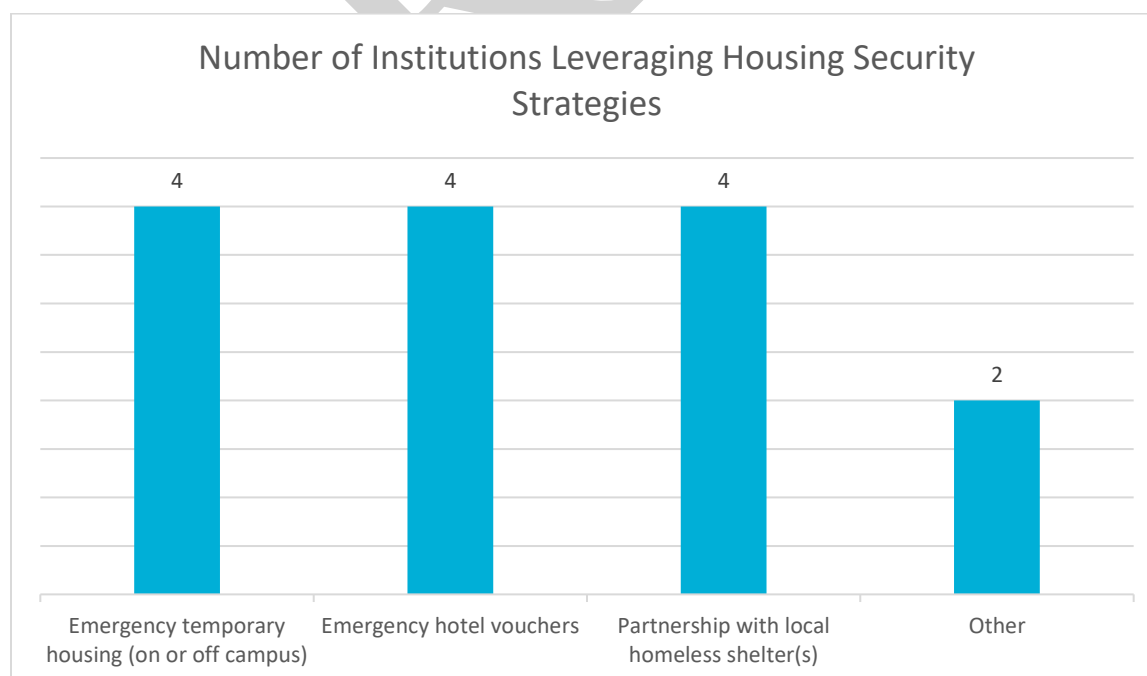
Data and Reporting

Most institutions only collect food voucher recipients' names and campus ID numbers so that they can track the number of individuals participating in the program. Only one institution analyzes each recipient's race/ethnicity, gender identity, GPA, full-time vs. part-time enrollment, and graduation data to demonstrate the equity and value of their food voucher program. Most voucher-providing institutions (four, 57%) track the number of vouchers or gift cards they provide, the dollar value, and the number of students served. Others track fewer or no data points about the performance of their program.

Housing Security Strategies

USHE institutions vary in the ways they address housing insecurity on campus. Six of USHE's institutions offer on-campus housing:

- Snow College
- Southern Utah University
- Utah State University
- Utah Tech University
- University of Utah
- Weber State University

Nine institutions reported that they have a definitive strategy focused on providing students with assistance when they face housing insecurity or homelessness. Those institutions report they have deployed the following strategies either independently or simultaneously:

Number of Institutions Leveraging Housing Security Strategies

Emergency temporary housing (on or off campus)	Emergency hotel vouchers	Partnership with local homeless shelter(s)	Other
4	4	4	2

Emergency Grants Programs

Prevalence

Most (eleven, 69%) of USHE institutions provide an emergency grants program aimed at helping students manage unforeseen economic hardship that threatens to hinder their enrollment, academic performance, and completion.

Emergency Grants Programs

No, 5, 31%

Yes, 11, 69%

Institutions that operate an emergency grants program include:

- Bridgerland Technical College
- Dixie Technical College
- Mountainland Technical College
- Ogden-Weber Technical College
- Salt Lake Community College
- Southern Utah University
- Utah State University
- Utah Tech University
- University of Utah
- Utah Valley University
- Weber State University
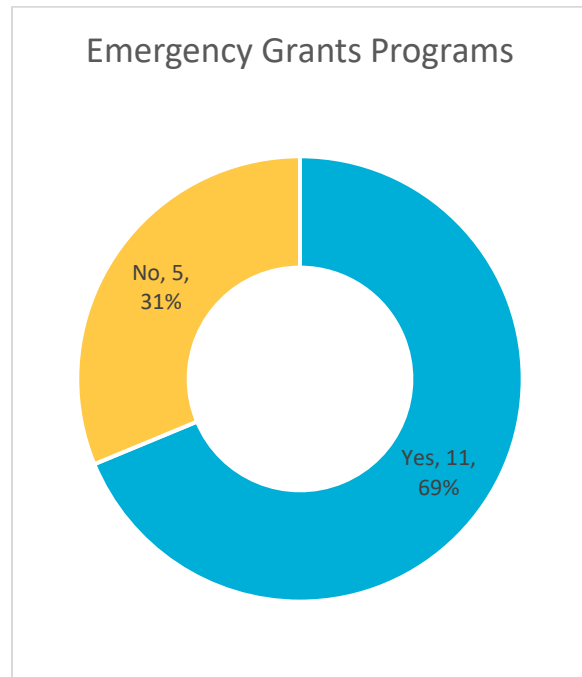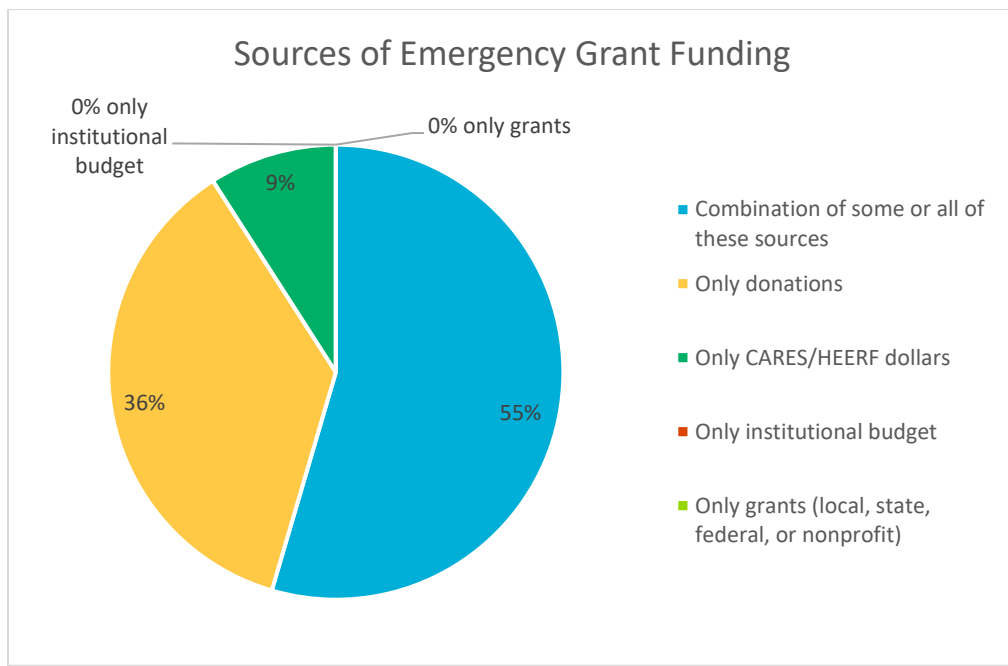
Institutions fund their emergency grants programs in a variety of ways, and two sources of funding are most prevalent:

1. The majority of institutions (six, 55%) utilize HEERF either entirely or in-part to sustain their emergency grants program
2. Nearly all institutions (nine, 82%) rely on donations to fund a portion or all of their emergency grants

Sources of Emergency Grant Funding

Legend:
- Combination of some or all of these sources
- Only donations
- Only CARES/HEERF dollars
- Only institutional budget
- Only grants (local, state, federal, or nonprofit)

0% only institutional budget
0% only grants
9%
36%
55%

Eligibility

The maximum dollar amount a recipient can obtain from a single emergency grant typically ranges between $400 and $5,000, with the median being $1,000. However, by utilizing HEERF funding, some institutions report that they have been able to award students as much as $6,400 in federal emergency aid during the pandemic. Most institutions (nine, 82%) limit the number or value of emergency grants a student may receive either by formal policy or by practice (i.e., funding may not meet demand, even when there is no formal policy placing limits on awards). Most institutions (seven, 64%) place formal stipulations on what the emergency funding can pay for. Responses varied, but these approved categories often included rent, food, transportation, childcare, and medical expenses. Some institutions have also adopted formal policies stipulating what emergency aid *cannot* pay for (responses included examples such as funeral expenses or repaying debt).

Demand

Eight of the eleven institutions that provide emergency grants saw an increase in demand over the last 12 months. Estimates range from 20% growth to 100% growth, with the average growth in demand estimated to be approximately 46%.

Processes and Management

With the exception of HEERF (which can be distributed to students automatically based on the discretion of the financial aid office), all institutions require students to formally request emergency grants through either a digital application or a meeting with staff. Three of the eleven institutions that issue emergency grants send funds directly to the financial aid office to be applied to the student's account, two award aid directly to the student (via check, direct deposit, or gift card), and six institutions leverage a combination of these methods depending on the student's circumstance. On average, when a student is approved for an emergency grant, it takes approximately eight days for the student to receive the funds. Some institutions

are able to distribute aid within one day, while others can take up to one month to disburse emergency aid.

Data and Reporting

Institutions vary in the data they collect about their emergency grant programs and the students who leverage those programs. Most institutions collect at least some aggregate data about the reach of their program, while fewer institutions collect information about student outcomes associated with the program.

The first table below outlines incomplete data and should not be used to project the total amount of emergency aid awarded across the system, nor should it be used to estimate the average dollar amount USHE students obtain through emergency grants. For example, some institutions track the number of emergency grant applications they receive but do not track the total dollar amount their institution awards or vice versa, while some institutions collect neither data point.

Number of Institutions Collecting Aggregate Data Pertaining to Their Food Voucher/Gift Card Program		
Category	**Number of institutions collecting data**	**Total reported for the past fiscal year by institutions who collect this data**
Number of applications received	8 (73%)	6,293
Number of unique individuals who received a grant	7 (64%)	2,523
Total number of grants awarded	8 (73%)	2,596
Dollar value of grants awarded	7 (64%)	$533,946
No aggregate data collected	1 (9%)	N/A
Other	4 (36%)	N/A

Number of Institutions Collecting, Tracking, or Analyzing Individual Data Pertaining to Their Food Voucher/Gift Card Program	
Recipient's name	10 (91%)
Recipient's campus ID number	10 (91%)
Recipient's (student's) grade level/year	5 (45%)
Recipient's race/ethnicity	6 (55%)
Recipient's gender identity	5 (45%)
Recipient's (student's) academic performance data (GPA)	5 (45%)
Recipient's (student's) enrollment data (specifically part-time vs. full-time enrollment)	8 (73%)

Recipient's (student's) persistence data	4 (36%)
Recipient's (student's) graduation/completion data	5 (45%)
No student-level data tracked	1 (9%)
Other	4 (36%)

Recommendations and Best Practices

Basic Needs Staffing

USHE should invest in ensuring all its institutions have a staff member dedicated to helping students navigate campus-based and external basic needs supports. Those basic needs staff members could focus on case managing with students in need and should assist them in the process of applying for and acquiring services including SNAP, TANF, WIC, and others.

Food Security

The Board and Commissioner's Office should strive to help institutions offer ready, free access to nutritious food that accommodates students' dietary needs and accounts for the cultural context of the institution's unique student body:

- Food pantries should be as open-access as possible to accommodate students. This could mean by extending the hours pantries are open or eliminating, to the extent possible, the need for staff to be present in the food pantry
- Students' rights to dignity and privacy should be at the heart of food pantry operations, and institutions continue to value positive customer service experiences
- Institutions can work strategically with donors – including local food banks, grocery stores, and individuals - to try to secure inventory that is in-demand at their institution. Survey results reveal this often includes personal hygiene and baby products, as well as fresh foods that provide high nutritional value.
- Whenever possible, institutions should continue or may consider starting programs that offer students food vouchers or gift cards that are redeemable on- and off-campus as a substitute for or supplement to food pantry services

Housing Security

Institutions that deploy a multi-faceted approach to assisting students facing either temporary or chronic housing insecurity have found success with their efforts. By sustaining or developing partnerships with local homeless shelters, hotels, and affordable housing providers, institutions can help students connect with short-term and long-term housing solutions options.

Emergency Grants

Recognizing that certain barriers that hinder academic success can only be remedied with an influx of money, it is in every institution's best interest to attempt to offer an emergency grants program as a means of supporting retention and completion:

- Institutions utilizing HEERF funding as the sole means of sustaining their emergency grants program are wisely preparing for the dissolution of that funding source
- Institutions that cannot sustain their emergency grants programs off institutional funds have found success soliciting donations or applying for grants to maintain a pool of emergency funding
- Institutions should continue the best practice of striving to review and approve applicants and disburse emergency aid as quickly as feasible to meet the urgency of students' situation

Leveraging Data

While balancing the need to respect student dignity and privacy, institutions should consider collecting more data about any of their basic needs programs to demonstrate the program's need and value:

- Institutions may find it helpful to track the number of students served by their basic needs programs and the estimated monetary value of the goods or service provided to students
- For food pantry operations, it may also be helpful to track advanced aggregate analytics such as pounds of food recovered via food waste mitigation strategies or the estimated cost savings generated by the food pantry (e.g., what dining services would have paid for waste removal if food had been discarded instead of donated to the pantry). These types of analytics offer a more nuanced way to demonstrate that food pantries are beneficial not just to students but contribute to the overall campus ecosystem as well.

Institutions may also consider the benefits of analyzing more student-level data to understand educational outcomes of the patrons who utilize their basic needs services. Robust analytics help tell the narrative that basic needs services are needed, provide proof of concept that basic needs programs generate positive outcomes for students, and ultimately demonstrate to the Board and institutional leadership that basic needs services help fulfill their respective missions and visions and warrant greater investment.

- Institutions have demonstrated that it is best to ask for a minimal amount of data from the students themselves to avoid creating barriers to access. Institutions can ask students for just each student's campus ID number, then work with their institutional data or research teams to cross-reference demographic information and academic data about those students.
- Analyzing demographic data (such as race/ethnicity, gender identity, etc.) will help reveal the level of basic needs insecurity among various populations on campus, which will in turn reveal inequities in our higher education systems and help us understand how to do targeted work to eradicate those inequities.

- Analyzing academic data (such as GPA, full-time vs. part-time enrollment, and retention and completion indicators) can help demonstrate how basic needs services positively contribute to students' educational outcomes.

In conclusion, USHE institutions invest a tremendous amount of time and resources in ensuring students are empowered to secure their basic needs and fully engage in their education. By investing even more in these efforts, the Board and Commissioner's Office will not only reaffirm the humanity and dignity of all Utah students but will also see a substantial return on investment by helping Utah students successfully complete college and enter the workforce.

Appendix A: Institutional Summary – Bridgerland Technical College

Bridgerland Tech staff address student basic needs insecurity by providing students with a list of community resources on their website and educating students about federal programs like the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC). Bridgerland Tech also launched a one-time, short-term food voucher program whereby instructors and Student Success Advisors could provide all students with two, $7 vouchers redeemable at campus food service locations, but the program has since ended.

Institutional Basic Needs Resource Landscape: Bridgerland Technical College		
Category	**Resource/program**	**Available at this institution?**
Basic Needs Staff	Basic Needs Coordinator(s) or Case Manager(s)	No
Food Security	Food Pantry	No
	Food Voucher Program	No
Housing Security	On-campus housing	No
	Emergency, temporary housing (on- or off-campus)	No
	Emergency hotel vouchers	No
	Partnership with local homeless shelter(s)	No
Emergency Grants	Emergency grants	Yes

- **Emergency grants:** Bridgerland Tech operates an emergency grant program using CARES Act funding. Students are eligible to receive one emergency grant of up to $2,000 during their program, and the institution's financial aid office automatically applies funds to students' accounts within one to two weeks based on a matrix used to determine financial need. Bridgerland tracks each recipient's name, campus ID number, age, race/ethnicity, gender identity, part-time vs. full-time enrollment, and Pell Grant eligibility and receipt. Bridgerland estimates there has been a 50% increase in the need for emergency funding in the last 12 months.

Appendix B: Institutional Summary – Davis Technical College

Davis Tech Foundation operates a Student Resource Center which houses communal-use computers, a food pantry, and office spaces where students can speak with social work interns who can help them understand institutional, community, state, and federal resources and make referrals to community partners. Student Resource Center staff educate individuals about 211 and local food banks. They also educate students and help them apply for the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), and the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC). Interns from Davis Tech's Social Work program also encourage students to complete the Free Application for Federal Student Aid (FAFSA) and apply for scholarships. In addition to offering one-on-one meetings with students, the Student Resource Center facilitates workshops, hosts an annual community resource fair for students, and invites nonprofit partners to table at the Center periodically. Davis Tech is also in the process of hiring its first Basic Needs Coordinator to support this work.

Institutional Basic Needs Resource Landscape: Davis Technical College		
Category	Resource/program	Available at this institution?
Basic Needs Staff	Basic Needs Coordinator(s) or Case Manager(s)	Yes
Food Security	Food Pantry	Yes
	Food Voucher Program	Yes
Housing Security	On-campus housing	No
	Emergency, temporary housing (on- or off-campus)	No
	Emergency hotel vouchers	No
	Partnership with local homeless shelter(s)	No
Emergency Grants	Emergency grants	No

- **Food pantry:** Davis Tech operates a food pantry inside their Student Resource Center that is staffed 35 hours a week by part-time interns from its Social Work program and is open access the remainder of the time. Students, staff, and faculty are eligible to use the food pantry and are encouraged to take one or two bags of food per week depending on household size. If a patron visits frequently, staff members do their best to connect them to longer-term resources. The pantry does not currently utilize software to manage operations, but they expressed that a tool like this would be helpful. On an aggregate level, the institution tracks the pounds of food the

pantry acquires, the market value of goods provided to patrons, the number of overall instances of utilization of the pantry, and the number of unique patrons utilizing the pantry. On an individual level, the institution tracks each patron's name (optional), program of study, gender identity, and number in household. The food pantry has been open less than a year, therefore the staff did not provide an estimate of how much demand has increased in the last year. Approximately 50% of the food pantry inventory comes from community food banks, 45% comes from individual donations, and five percent comes from donations from grocery stores. Inventory includes:

Items Stocked at Davis Technical College Food Pantry		N/A, insignificant demand	No, but demand exists	Sometimes	Always
Perishable staples	Fresh produce		X		
	Eggs		X		
	Meat		X		
	Dairy products		X		
	Frozen or refrigerated pre-prepared meals		X		
	Bread		X		
Products that accommodate dietary needs	Dairy alternatives (e.g., nut-based milk, lactose-free products, vegan cheese equivalent, etc.)		X		
	Egg alternatives (e.g., plant-based egg equivalent)		X		
	Gluten-free products		X		
	Meat alternatives (e.g., tofu, plant-based meat equivalent, etc.)	X			
	Kosher products	X			
	Halal products	X			
Personal care products	Personal hygiene products (e.g., shampoo, toothpaste, etc.)				X
	Menstruation products				X
	Baby formula		X		

Baby products	Baby purees or other baby foods		X		
	Diapers			X	

- **Food Voucher/Gift Card Program:** Davis Tech offers coupons that students can use to obtain food from vendors on campus. Although each coupon is only redeemable for one meal, students can receive more than one coupon. This program has existed for less than a year, therefore the staff did not provide an estimate of how much demand has increased. This program is entirely open-access - Davis Tech does not collect aggregate or student-level data about the utilization or impact of the coupons.

Appendix C: Institutional Summary – Dixie Technical College

Dixie Technical College helps support students' basic needs by offering an institutional food pantry, funding an emergency grants program, providing students in need with emergency hotel vouchers, and directing students to local food banks.

Institutional Basic Needs Resource Landscape: Dixie Technical College		
Category	**Resource/program**	**Available at this institution?**
Basic Needs Staff	Basic Needs Coordinator(s) or Case Manager(s)	No
Food Security	Food Pantry	Yes
	Food Voucher Program	No
Housing Security	On-campus housing	No
	Emergency, temporary housing (on- or off-campus)	No
	Emergency hotel vouchers	No
	Partnership with local homeless shelter(s)	No
Emergency Grants	Emergency grants	Yes

- **Emergency grants:** Dixie Tech utilizes donations to fund an emergency grants program. Each emergency grant is worth up to $1,000 and there is no limit to how many times a student may participate in the program. Students must use their grant funding to pay for medical or living costs, transportation expenses, or expenses related to addressing a mental health crisis. Each applicant meets with the Senior Student Affairs Officer, then the institution's executive team determines who is approved for a grant. Funds can be distributed to the student's financial aid account or issued directly to the student and are typically deposited three to ten days after the student has been approved as a grant recipient. In the past year, Dixie Tech has received and approved five applications totaling $5,000 in funding. This reflects a 20% increase in demand in the past 12 months.

- **Food pantry:** Dixie Tech offers a cabinet where students have open access to food. There are no limits to the number of times a student may utilize this service or the amount of product they may take. Dixie Tech stocks the cabinet by purchasing products with institutional funds and manually tracks inventory but have expressed interest in acquiring software to help with managing inventory and operations. Inventory includes:

Items Stocked at Dixie Technical College Food Pantry		N/A, insignificant demand	No, but demand exists	Sometimes	Always
Perishable staples	Fresh produce		X		
	Eggs		X		
	Meat		X		
	Dairy products		X		
	Frozen or refrigerated pre-prepared meals		X		
	Bread		X		
Products that accommodate dietary needs	Dairy alternatives (e.g., nut-based milk, lactose-free products, vegan cheese equivalent, etc.)		X		
	Egg alternatives (e.g., plant-based egg equivalent)		X		
	Gluten-free products			X	
	Meat alternatives (e.g., tofu, plant-based meat equivalent, etc.)		X		
	Kosher products		X		
	Halal products		X		
Personal care products	Personal hygiene products (e.g., shampoo, toothpaste, etc.)			X	
	Menstruation products				X
Baby products	Baby formula	X			
	Baby purees or other baby foods	X			
	Diapers	X			

Appendix D: Institutional Summary – Mountainland Technical College

Mountainland Technical College strives to educate students about external basic needs resources and hopes to create an on-campus food pantry in the future. The institution also provides emergency aid to students facing economic hardship.

Institutional Basic Needs Resource Landscape: Mountainland Technical College		
Category	**Resource/program**	**Available at this institution?**
Basic Needs Staff	Basic Needs Coordinator(s) or Case Manager(s)	No
Food Security	Food Pantry	No
	Food Voucher Program	No
Housing Security	On-campus housing	No
	Emergency, temporary housing (on- or off-campus)	No
	Emergency hotel vouchers	No
	Partnership with local homeless shelter(s)	No
Emergency Grants	Emergency grants	Yes

- **Emergency grants:** Mountainland utilizes grants and Higher Education Emergency Relief Funding (HEERF) to offer emergency financial aid to students in need. Students can receive up to $6,400 in HEERF funding and are typically eligible for up to $1,000 for all other forms of institutional emergency aid. The institution can typically only permit a student to apply for emergency funding once during the duration of their program due to limited resources. Once approved for emergency aid, funds are either sent to the financial aid office or directly to the student within approximately one to three weeks. To understand emergency aid's impact on student outcomes, Mountainland tracks each recipient's name, campus ID number, race/ethnicity, gender identity, and part-time vs. full-time enrollment. The institution estimates that they received approximately 40% more applications for emergency aid in the past 12 months than in the previous year.

Appendix E: Institutional Summary – Ogden-WeberTechnical College

Ogden-Weber Technical College empowers students to secure their basic needs by operating a food pantry on campus and an emergency grants program for students in need. In addition, program and career counselors strive to understand students' broader needs during their interactions and educate students about external resources such as 211, local food banks, the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), and the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC).

Institutional Basic Needs Resource Landscape: Ogden-Weber Technical College		
Category	**Resource/program**	**Available at this institution?**
Basic Needs Staff	Basic Needs Coordinator(s) or Case Manager(s)	No
Food Security	Food Pantry	Yes
	Food Voucher Program	No
Housing Security	On-campus housing	No
	Emergency, temporary housing (on- or off-campus)	No
	Emergency hotel vouchers	No
	Partnership with local homeless shelter(s)	Yes
Emergency Grants	Emergency grants	Yes

- **Food pantry:** Ogden-Weber Tech offers an open access food pantry where students can obtain non-refrigerated products as needed. The pantry is located inside the Student Success Center and Book Store staff also have a key to unlock the Center for students who need food after business hours. Although Ogden-Weber Tech doesn't track any data pertaining to the food pantry in the interest of promoting open access, staff estimate that utilization of the food pantry has increased 20% in the past 12 months. The pantry is stocked entirely with donations from individuals, and inventory includes:

Items Stocked at Ogden-Weber Technical College Food Pantry					
		N/A, insignificant demand	**No, but demand exists**	**Sometimes**	**Always**
Perishable staples	Fresh produce		X		
	Eggs		X		

	Meat		X		
	Dairy products		X		
	Frozen or refrigerated pre-prepared meals		X		
	Bread		X		
Products that accommodate dietary needs	Dairy alternatives (e.g., nut-based milk, lactose-free products, vegan cheese equivalent, etc.)		X		
	Egg alternatives (e.g., plant-based egg equivalent)		X		
	Gluten-free products		X		
	Meat alternatives (e.g., tofu, plant-based meat equivalent, etc.)		X		
	Kosher products		X		
	Halal products		X		
Personal care products	Personal hygiene products (e.g., shampoo, toothpaste, etc.)				X
	Menstruation products				X
Baby products	Baby formula		X		
	Baby purees or other baby foods		X		
	Diapers		X		

- **Emergency grants:** Ogden-Weber Technical College's emergency grants program is funded by donations and Higher Education Emergency Relief Funding (HEERF). Students are eligible to receive a grant of up to $400 near the end of their program of study, may utilize the program once per program enrollment, and must meet with their program counselor and financial aid advisor before they are considered for a grant. One to three days after a student has been approved for emergency funding, Ogden-Weber Tech's Director for College Advancement procures tuition vouchers or submits purchase requests for UTA passes, gift cards, or other needed items. This ensures recipients spend their funds in a way that supports their ability to complete their program, which can include paying for childcare, rent, groceries, transportation, car registration, course materials, college fees, tuition, etc. The institution analyzes the effectiveness of the program by collecting data about the student, including name, campus ID number, academic

level, race/ethnicity, GPA, part-time vs. full-time enrollment, and completion data. In the past fiscal year, Ogden-Weber Tech received 18 requests for emergency funding and granted all those requests, totaling $8,000 in aid. This represents twice as many applications as Ogden-Weber Tech received in fiscal year 2021.

Appendix F: Institutional Summary – Salt Lake Community College

Salt Lake Community College offers a variety of programs to empower students to secure their basic needs, including food pantries, childcare vouchers, public transit passes, and more. SLCC also employs a full-time basic needs case manager to educate students about on- and off-campus assistance, including housing resources, 211, the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), and the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC).

Institutional Basic Needs Resource Landscape: Salt Lake Community College		
Category	**Resource/program**	**Available at this institution?**
Basic Needs Staff	Basic Needs Coordinator(s) or Case Manager(s)	Yes
Food Security	Food Pantry	Yes
	Food Voucher Program	Yes
Housing Security	On-campus housing	No
	Emergency, temporary housing (on- or off-campus)	No
	Emergency hotel vouchers	No
	Partnership with local homeless shelter(s)	No
Emergency Grants	Emergency grants	Yes

- **Food pantry:** SLCC operates food pantries on four of its campuses where students, faculty, and staff are permitted to visit once per week to obtain up to two bags of food. The pantries are staffed by one full-time staff member, ten part-time Federal Work Study students, and one AmeriCorps member who use DOMO software to facilitate their operations. Staff track analytics about the pantry's performance, including pounds of food stocked, pounds of food saved (as a food waste mitigation strategy), and number of overall and unique visits to the pantry. Staff also utilize student-level data to pinpoint the impact of the pantry, including each student's name, campus ID number, race/ethnicity, gender identity, GPA, part-time vs. full-time enrollment, and persistence data. By utilizing aggregate data, SLCC has determined that demand for the food pantry has increased 43% in the past 12 months. Ninety-five percent of food pantry items are donated by local food banks, while five percent of items are donated by individuals. Inventory includes:

Items Stocked at Salt Lake Community College Food Pantry

		N/A, insignificant demand	No, but demand exists	Sometimes	Always
Perishable staples	Fresh produce			X	
	Eggs			X	
	Meat				X
	Dairy products				X
	Frozen or refrigerated pre-prepared meals			X	
	Bread			X	
Products that accommodate dietary needs	Dairy alternatives (e.g., nut-based milk, lactose-free products, vegan cheese equivalent, etc.)		X		
	Egg alternatives (e.g., plant-based egg equivalent)		X		
	Gluten-free products			X	
	Meat alternatives (e.g., tofu, plant-based meat equivalent, etc.)			X	
	Kosher products	X			
	Halal products	X			
Personal care products	Personal hygiene products (e.g., shampoo, toothpaste, etc.)				X
	Menstruation products				X
Baby products	Baby formula		X		
	Baby purees or other baby foods		X		
	Diapers		X		

- **Food voucher/gift card program:** SLCC students facing food insecurity are eligible to receive gift cards redeemable at grocery and convenience stores in the community. The monetary value of each gift card tends to be low, but there is no limit to how often students can utilize the program. SLCC faculty and staff donate the funds needed to sustain this program. SLCC tells the narrative of this program by tracking the number of gift cards provided, the collective monetary value of

those gift cards, and the number of unique individuals who utilize the program. Staff estimate that demand for the program has remained stagnant over the last 12 months.

- **Emergency grants:** SLCC leverages donations to offer an emergency grants program for students. Students may receive one grant per semester of up to $750. The Dean of Students and Financial Aid staff review applications to determine need, then funds are applied directly to each recipient's account at the institutional financial aid office within approximately one month of the committee's approval. If there are no outstanding balances on the student's account, a check is issued to the student. In the past fiscal year, SLCC received 382 applications for emergency grants and approved 153 of them, resulting in $106,663 in total aid being disbursed to students in need. This represents a decrease in demand for the program from fiscal year 2021 (in which SLCC received 596 applications).

Appendix G: Institutional Summary – Snow College

Snow College operates a food pantry and has researched resources in the communities near their two campuses. They advertise this information on their Dean of Students' website. With multiple responsibilities already in their purview, the staff in the Student Affairs department do not have the capacity to help students apply for outside basic needs resources. The institution does have a Campus Assessment and Resource (CARE) team made up of various institutional staff that can provide intervention resources for sustaining a healthy and safe college experience, but the institution expressed interest in obtaining a full-time basic needs coordinator or case manager to support those efforts.

Institutional Basic Needs Resource Landscape: Snow College		
Category	**Resource/program**	**Available at this institution?**
Basic Needs Staff	Basic Needs Coordinator(s) or Case Manager(s)	No
Food Security	Food Pantry	Yes
	Food Voucher Program	No
Housing Security	On-campus housing	Yes
	Emergency, temporary housing (on- or off-campus)	No
	Emergency hotel vouchers	No
	Partnership with local homeless shelter(s)	No
Emergency Grants	Emergency grants	No

- **Food pantry:** Snow College operates a food pantry for students in need. Rather than obtaining products in real-time, students submit online orders and pick their orders up once they have been filled. The institution is working to keep the pantry staffed during regular hours in the future so that students can stop in without having to submit an order. Students are eligible to utilize the pantry once per week based upon supply. On an aggregate level, Snow tracks the market value of goods provided to patrons, the number of overall instances of utilization of the food pantry, and the number of unique patrons utilizing the pantry. On an individual level, Snow tracks patrons' names and student ID numbers. Snow is currently working to move tracking information about pantry utilization and impacts to their student support database. Snow feels there has been an increase in demand for the food pantry in the last year due to more awareness of the service but did not venture an estimate to quantify that growth. One hundred percent of the pantry's inventory comes from donations from individuals and inventory includes:

Items Stocked at Snow College Food Pantry		N/A, insignificant demand	No, but demand exists	Sometimes	Always
Perishable staples	Fresh produce		X		
	Eggs		X		
	Meat		X		
	Dairy products		X		
	Frozen or refrigerated pre-prepared meals		X		
	Bread		X		
Products that accommodate dietary needs	Dairy alternatives (e.g., nut-based milk, lactose-free products, vegan cheese equivalent, etc.)		X		
	Egg alternatives (e.g., plant-based egg equivalent)		X		
	Gluten-free products			X	
	Meat alternatives (e.g., tofu, plant-based meat equivalent, etc.)		X		
	Kosher products		X		
	Halal products		X		
Personal care products	Personal hygiene products (e.g., shampoo, toothpaste, etc.)			X	
	Menstruation products			X	
Baby products	Baby formula	X			
	Baby purees or other baby foods	X			
	Diapers	X			

Appendix H: Institutional Summary – Southern Utah University

Southern Utah University has a Financial Wellness office with staff who provide direct support to address financial need, including assistance with emergency grants and FAFSA applications, a campus Pantry with staff who provide direct support to address food insecurity, and a campus Housing Office with staff who address housing needs. A recent survey of campus divisions/departments found that 96% of departments are referring students with need to resources available on campus.

Institutional Basic Needs Resource Landscape: Southern Utah University		
Category	**Resource/program**	**Available at this institution?**
Basic Needs Staff	Basic Needs Coordinator(s) or Case Manager(s)	No
Food Security	Food Pantry	Yes
	Food Voucher Program	Yes
Housing Security	On-campus housing	Yes
	Emergency, temporary housing (on- or off-campus)	Yes
	Emergency hotel vouchers	Yes
	Partnership with local homeless shelter(s)	
Emergency Grants	Emergency grants	Yes

- **Food pantry:** Both SUU and Southwest Tech students are eligible to utilize the food pantry at SUU. Most SUU students visit the pantry in real-time to obtain the products they need, but those who face extenuating circumstances that make it impossible for them to visit the pantry (such as COVID-19 quarantine) are eligible to submit an online order for delivery. SUU tracks aggregate data (including pounds of food stocked and distributed and the number of unique and overall visits), as well as student-level data (including each patron's name and campus ID number). Using this data, SUU staff estimate that demand for food pantry services has increased approximately 60% in the previous 12 months. The pantry is staffed by two full-time employees, four part-time student employees (including one Federal Work-Study student), and two AmeriCorps members. The pantry also enjoys the assistance of ten or more student volunteers. Students may utilize the pantry once per week and may encounter limits on the quantity of certain items they may take. SUU purchases about fifty-five percent of their inventory with institutional funds, 20% of the inventory is donated by local food banks, 20% is donated by individuals, and five percent is donated by grocery stores. Inventory includes:

Items Stocked at Southern Utah University Food Pantry		N/A, insignificant demand	No, but demand exists	Sometimes	Always
Perishable staples	Fresh produce			X	
	Eggs			X	
	Meat				X
	Dairy products				X
	Frozen or refrigerated pre-prepared meals			X	
	Bread			X	
Products that accommodate dietary needs	Dairy alternatives (e.g., nut-based milk, lactose-free products, vegan cheese equivalent, etc.)				X
	Egg alternatives (e.g., plant-based egg equivalent)			X	
	Gluten-free products				X
	Meat alternatives (e.g., tofu, plant-based meat equivalent, etc.)			X	
	Kosher products			X	
	Halal products			X	
Personal care products	Personal hygiene products (e.g., shampoo, toothpaste, etc.)				X
	Menstruation products				X
Baby products	Baby formula	X			
	Baby purees or other baby foods	X			
	Diapers	X			

- **Food voucher/gift card program:** Student athletes who demonstrate need are eligible for food vouchers provided through the National Collegiate Athletics Association (NCAA). Vouchers may be used at restaurants, dining halls, and grocery/convenience stores on campus and NCAA place limits on the number of vouchers a student may receive. SUU staff collect information about

each recipient, including name, campus ID number, and part-time vs. full-time enrollment status. Staff estimate that demand for this program has remained stagnant over the past 12 months.

- **Emergency grants:** SUU operates several emergency funding programs that leverage donations, grants, institutional funds, or Higher Education Emergency Relief Funding (HEERF). These various types of emergency grants include Financial Aid Wellness Office grants, Athletics grants, and Student Support Services grants. Students may apply to more than one of these programs. Some emergency funding programs can cover students' entire financial need, while other grants have a maximum of between $500 and $3,447. Each of these programs has its own unique application and awarding process. Most award funds directly to the student via check or direct deposit, while others add funds to the student's financial aid package. Some programs take between 24-48 hours to provide funds to authorized students, while others can take up to two weeks. The institution tracks data on each emergency grant recipient, including name, campus ID number, academic level, race/ethnicity, gender identity, GPA, part-time vs. full-time enrollment, and program persistence, and program completion. In total, 13,864 SUU students received some form of emergency funding last fiscal year. 12,092 received grants from CARES Act Higher Education Emergency Relief Funding, while 1,772 received additional forms of emergency aid (out of 1,779 who applied). SUU staff report that demand for emergency funding has increased significantly. In the face of increased demand, inflated living costs, and the dissolution of HEERF, institutional staff are concerned they will not be able to meet demand in the 2022-2023 academic year and that this will result in significant numbers of students withdrawing from coursework.

Appendix I: Institutional Summary – Southwest Technical College

Southwest Technical College's basic needs strategy involves collaborating closely with Southern Utah University and utilizing Student Services personnel to spread the word about external resources students can leverage to secure their basic needs.

Institutional Basic Needs Resource Landscape: Southwest Technical College		
Category	**Resource/program**	**Available at this institution?**
Basic Needs Staff	Basic Needs Coordinator(s) or Case Manager(s)	No
Food Security	Food Pantry	Yes
	Food Voucher Program	No
Housing Security	On-campus housing	No
	Emergency, temporary housing (on- or off-campus)	No
	Emergency hotel vouchers	No
	Partnership with local homeless shelter(s)	No
Emergency Grants	Emergency grants	No

- **Food pantry:** Southwest Tech utilizes a food pantry that is housed at Southern Utah University. On an aggregate level, the Southwest Tech tracks the number of overall instances of utilization of the pantry. On an individual level, Southwest Tech tracks each patron's gender identity, number in household, and whether any members of the household are minors, seniors, or veterans. In their estimation, there has been a 1000% increase in demand at the food pantry in the last 12 months. Please see **Appendix H** for details about how the SUU food pantry is stocked and staffed.

Appendix J: Institutional Summary – Tooele Technical College

The Tooele Technical College Student Affairs team operates a food pantry for students and offer students applications for the Supplemental Nutrition Assistance Program (SNAP) in both English and Spanish.

Institutional Basic Needs Resource Landscape: Tooele Technical College		
Category	**Resource/program**	**Available at this institution?**
Basic Needs Staff	Basic Needs Coordinator(s) or Case Manager(s)	No
Food Security	Food Pantry	Yes
	Food Voucher Program	No
Housing Security	On-campus housing	No
	Emergency, temporary housing (on- or off-campus)	No
	Emergency hotel vouchers	No
	Partnership with local homeless shelter(s)	No
Emergency Grants	Emergency grants	No

- **Food pantry**: Tooele Tech offers an open-access cabinet stocked with food for students in need. There is no limit to the number of items a student may take. Tooele Tech staff track the number of overall instances of food pantry utilization and document what products experience greatest demand. In their estimation, demand for the food pantry has increased 75% in the past 12 months. The institution does not track any data about individual patrons or how the food pantry impacted their educational outcomes such as retention or completion. Approximately 75% of Tooele Tech's food pantry inventory comes a grant from Walmart, 15% comes from individual donations, and ten percent comes from purchases made using institutional funds. Inventory includes:

Items Stocked at Tooele Technical College Food Pantry					
		N/A, insignificant demand	**No, but demand exists**	**Sometimes**	**Always**
Perishable staples	Fresh produce	X			
	Eggs	X			
	Meat	X			

	Dairy products	X			
	Frozen or refrigerated pre-prepared meals	X			
	Bread	X			
Products that accommodate dietary needs	Dairy alternatives (e.g., nut-based milk, lactose-free products, vegan cheese equivalent, etc.)	X			
	Egg alternatives (e.g., plant-based egg equivalent)	X			
	Gluten-free products	X			
	Meat alternatives (e.g., tofu, plant-based meat equivalent, etc.)	X			
	Kosher products	X			
	Halal products	X			
Personal care products	Personal hygiene products (e.g., shampoo, toothpaste, etc.)			X	
	Menstruation products				X
Baby products	Baby formula	X			
	Baby purees or other baby foods	X			
	Diapers	X			

Appendix K: Institutional Summary – Uintah Basin Technical College

Uintah Basin Technical College connects students with local food banks and provide students with information about the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC). While the institution does not employ a standalone, full-time basic needs coordinator or case manager, the institution's Diversity, Equity, and Inclusion Officer dedicates a portion of her time to connect students to basic needs resources.

Institutional Basic Needs Resource Landscape: Uintah Basin Technical College		
Category	**Resource/program**	**Available at this institution?**
Basic Needs Staff	Basic Needs Coordinator(s) or Case Manager(s)	No
Food Security	Food Pantry	No
	Food Voucher Program	No
Housing Security	On-campus housing	No
	Emergency, temporary housing (on- or off-campus)	No
	Emergency hotel vouchers	No
	Partnership with local homeless shelter(s)	No
Emergency Grants	Emergency grants	No

Appendix L: Institutional Summary – University of Utah

The University of Utah offers a variety of on-campus programs to address students' basic needs, including food pantries and food voucher programs, as well as emergency financial aid and emergency hotel placements. Staff also strive to educate students on external sources of help such as 211, local food banks, the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), SAFE UT, and Take Care Utah. Bryan Hubain, the University of Utah's Associate Vice President for Student Development and Inclusion, describes the institution's comprehensive approach to addressing students' basic needs:

> "The University of Utah has several departments that support student wellbeing and address insecurities that they may experience. The primary entity that leads this charge is the Basic Needs Collective (BNC). The collective is made up of several professionals, student leaders and faculty who represent offices on campus who provide support to students. The idea behind the collective is to reduce duplication and maximize existing resources, while promote student success and wellbeing. The BNC launched a new space in the student union that creates a physical location where students can seek help and support. Under the purview of an associate vice president, the main goal is to identify opportunities to create infrastructure that ultimately guides students to feeling self-empowered. This summer the Vice President of Student Affairs secured funding that went to hiring a campus partner to work directly with the BNC in a part-time capacity. This campus leader's role is to build infrastructure to collect additional data to create insight into need and impact. In addition, the BNC will hire two interns, a practicum student, and an AmeriCorps member to support in case management and a holistic referral process. The hope is that every student acquires the skill and knowledge to seek out the resources that they require on campus and in the community. Despite having some staff, the hope is that more permanent funding can be secured to continue the hiring of professionals who can continue the work that is currently being executed. The BNC therefore acts as a central point that connects students to essential information related to food and housing security, health insurance and other resources, finances, legal services, mental health, and tools for academic success, among other things. Community resources such as Take Care Utah and 211 to name a few, will hold office hours in the offices in the BNC to educate students and provide assistance completing necessary forms to gain access to state and federal resources."

Institutional Basic Needs Resource Landscape: University of Utah		
Category	**Resource/program**	**Available at this institution?**
Basic Needs Staff	Basic Needs Coordinator(s) or Case Manager(s)	Yes
Food Security	Food Pantry	Yes
	Food Voucher Program	Yes
Housing Security	On-campus housing	Yes
	Emergency, temporary housing (on- or off-campus)	Yes
	Emergency hotel vouchers	No
	Partnership with local homeless shelter(s)	Yes
Emergency Grants	Emergency grants	Yes

- **Food pantry:** The University of Utah operates several food pantries across its large campus, and some departments have made their food pantries public due to location and departmental purpose. The pantries, which are staffed by student volunteers, accept drop-in customers or online orders for pickup or on-campus delivery. Students, faculty, and staff are welcome to utilize pantry services as many times as needed, and the institution only asks for the individual's name, campus ID number, and household size. Colleting this data helps the staff work with their Student Data Warehouse to track demographic information and understand academic outcomes of students who utilize the pantry. The institution tracks the analytics of the food pantry operations by collecting data on the pounds of food stocked and provided to customers, pounds of food saved or recovered (as a food waste mitigation strategy), and the number of overall and unique visits to the pantries. Using this data, the university estimates that demand has increased 20% in the last 12 months. Half of the food pantries' inventory comes from donations made by local food banks, 30% comes from individual donations, 18% of items are purchased using donated funds, and two percent comes from donations from dining services on campus. Inventory includes:

Items Stocked at University of Utah Food Pantry

		N/A, insignificant demand	No, but demand exists	Sometimes	Always
Perishable staples	Fresh produce			X	
	Eggs			X	
	Meat			X	
	Dairy products			X	
	Frozen or refrigerated pre-prepared meals		X		
	Bread			X	
Products that accommodate dietary needs	Dairy alternatives (e.g., nut-based milk, lactose-free products, vegan cheese equivalent, etc.)		X		
	Egg alternatives (e.g., plant-based egg equivalent)		X		
	Gluten-free products				X
	Meat alternatives (e.g., tofu, plant-based meat equivalent, etc.)		X		
	Kosher products		X		
	Halal products		X		
Personal care products	Personal hygiene products (e.g., shampoo, toothpaste, etc.)				X
	Menstruation products				X
Baby products	Baby formula		X		
	Baby purees or other baby foods		X		
	Diapers				X

- **Food voucher/gift card program:** The University of Utah sponsors a program by which students, faculty, and staff can obtain vouchers to purchase food from restaurants, dining halls, grocery stores, and convenience stores on campus. Vouchers range in value from $5-$12 and the number of vouchers a recipient may take depends on the department and the number of vouchers

they have available to meet students' needs. Some vouchers and gift cards are offered as incentives for students who attend focus groups, discussions, or other initiatives. Vouchers can also be given at the discretion of Student Support employees who are working with closely with students experiencing food insecurity. The institution tracks the number of vouchers provided, the total value of those vouchers, and the number of unique individuals who received a voucher. Using this data, the institution estimates demand for the program has stayed relatively the same over the past 12 months.

- **Emergency grants:** The University of Utah operates an emergency aid program funded through donations, individual donations, grants, and Higher Education Emergency Relief Funds (HEERF). To have the maximum student impact, the institution allows students to apply for one emergency grant per semester of up to $5,000. However, exceptions can be made for students facing extreme unforeseen economic hardship. The stipulations around how the funds can be spent depend on the type of emergency grant the student is applying for and what parameters that grant or donor have specified. The institutional financial aid office is responsible for reviewing applications for CARES Act grants, while general student support funds typically require the student to submit supporting documentation or find a staff or faculty member to advocate for their need. Grants are disbursed in a variety of ways, including checks, gift cards, or funds added to financial aid packages. The timeline by which recipients can expect their funds varies depending on program and urgency of the student's situation. The University of Utah has distributed approximately $28 million in CARES Act funding to 35,000 students and their Basic Needs Collective have distributed approximately $14,000 in emergency aid to 38 students. The institution estimates there has been a 60% increase in demand for emergency aid in the last 12 months. To understand the impact emergency funding has on student outcomes, the institution tracks each recipient's name, campus ID number, academic grade level, race/ethnicity, gender identity, GPA, part-time vs. full-time enrollment, and persistence and completion data.

Appendix M: Institutional Summary – Utah State University - Logan

Utah State University-Logan works to combat basic needs insecurity by operating a food pantry and emergency temporary housing program. Staff and faculty can refer students in need to USU's CARE Office, where two staff members conduct outreach to help those students identify and apply for external basic needs resources.

Institutional Basic Needs Resource Landscape: Utah State University - Logan		
Category	**Resource/program**	**Available at this institution?**
Basic Needs Staff	Basic Needs Coordinator(s) or Case Manager(s)	Yes
Food Security	Food Pantry	Yes
	Food Voucher Program	No
Housing Security	On-campus housing	Yes
	Emergency, temporary housing (on- or off-campus)	Yes
	Emergency hotel vouchers	No
	Partnership with local homeless shelter(s)	No
Emergency Grants	Emergency grants	Yes

- **Food pantry:** Students, faculty, and staff can utilize USU's food pantry by dropping in or submitting an order for pickup. The pantry is staffed by one full-time employee, two part-time Federal Work-Study employees, 2 AmeriCorps members, and multiple volunteers. The staff analyze the performance of the pantry by tracking the pounds of food stocked, pounds of food saved or recovered (as a food waste mitigation strategy), and the number of overall and unique visits to the pantry. In terms of student-level data, USU tracks each student visitor's campus ID number, race/ethnicity, and persistence data. Using this data, USU has determined that demand for the pantry has increased 33% in the last 12 months. Patrons are allowed to visit once per week and limits are placed on the number of specific products a patron may take. The food pantry is stocked primarily through donations from the local food bank (63%), while 34% of their inventory is donated by dining services on campus, 1% is donated by individuals, 1% is purchased using institutional funds, and 1% comes from volunteers who glean produce from local farms and gardens. Inventory includes:

Items Stocked at Utah State University – Logan Food Pantry		N/A, insignificant demand	No, but demand exists	Sometimes	Always
Perishable staples	Fresh produce			X	
	Eggs		X		
	Meat			X	
	Dairy products			X	
	Frozen or refrigerated pre-prepared meals			X	
	Bread				X
Products that accommodate dietary needs	Dairy alternatives (e.g., nut-based milk, lactose-free products, vegan cheese equivalent, etc.)			X	
	Egg alternatives (e.g., plant-based egg equivalent)		X		
	Gluten-free products		X		
	Meat alternatives (e.g., tofu, plant-based meat equivalent, etc.)			X	
	Kosher products		X		
	Halal products		X		
Personal care products	Personal hygiene products (e.g., shampoo, toothpaste, etc.)			X	
	Menstruation products				X
Baby products	Baby formula		X		
	Baby purees or other baby foods		X		
	Diapers		X		

- **Food voucher/gift card program:** During the pandemic, USU deployed a short-term program whereby students were eligible to receive up to $240 worth of gift cards in summer semester that could be redeemed at dining halls, restaurants, and stores on campus. The program has since been discontinued.

- **Emergency grants:** USU leverages donations and its institutional budget to offer emergency grants to students in need. The maximum amount of a single emergency grant is typically $750, and the institution places a lifetime maximum of $1,500 per student, but in some circumstances, individual collegiate departments may award higher amounts. Emergency grants may be used for direct living expenses such as rent, groceries, transportation, medical expenses, etc. Once a student has been approved for a grant, funds are disbursed directly to students within three business days. The institution tracks the impact of the program by collecting each recipient's name, student ID number, academic level, GPA, part-time vs. full-time enrollment, persistence data, graduation data, and financial aid information. USU has seen a 38% increase in demand for this program in the past 12 months.

Appendix N: Institutional Summary – Utah State University - Eastern

Utah State University-Eastern supports students' basic needs by operating an on-campus food pantry, emergency grants program, and emergency temporary housing program. In addition to their normal duties, institutional staff attempt to provide students with information about the Supplemental Nutrition Assistance Program (SNAP) and local food pantries and help eligible students apply for the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC).

Institutional Basic Needs Resource Landscape: Utah State University - Eastern		
Category	**Resource/program**	**Available at this institution?**
Basic Needs Staff	Basic Needs Coordinator(s) or Case Manager(s)	No
Food Security	Food Pantry	Yes
	Food Voucher Program	No
Housing Security	On-campus housing	Yes
	Emergency, temporary housing (on- or off-campus)	Yes
	Emergency hotel vouchers	No
	Partnership with local homeless shelter(s)	No
Emergency Grants	Emergency grants	Yes

- **Food pantry:** Students, faculty, and staff have open access to the food pantry at USU-E and there is no limit to the number of times they may visit or the amount of inventory they may take. Although the open-access nature of the pantry means that the institution does not track any formal aggregate or student level analytics about its operations, they do anecdotally estimate that demand has increased by about 75% in the last 12 months. With this increase in demand, institutional leadership have expressed interest in acquiring software to help manage the behind-the-scenes logistics of the pantry. The pantry's inventory consists entirely of items donated by individuals and items include:

Items Stocked at Utah State University – Eastern Food Pantry		N/A, insignificant demand	No, but demand exists	Sometimes	Always
Perishable staples	Fresh produce		X		
	Eggs		X		
	Meat		X		
	Dairy products		X		
	Frozen or refrigerated pre-prepared meals			X	
	Bread			X	
Products that accommodate dietary needs	Dairy alternatives (e.g., nut-based milk, lactose-free products, vegan cheese equivalent, etc.)			X	
	Egg alternatives (e.g., plant-based egg equivalent)	X			
	Gluten-free products			X	
	Meat alternatives (e.g., tofu, plant-based meat equivalent, etc.)			X	
	Kosher products	X			
	Halal products	X			
Personal care products	Personal hygiene products (e.g., shampoo, toothpaste, etc.)				X
	Menstruation products				X
Baby products	Baby formula	X		X	
	Baby purees or other baby foods	X			
	Diapers	X			

- **Emergency grants:** USU-Eastern offers students emergency grants funded by the institutional budget, donations, and Higher Education Emergency Relief Funding (HEERF). Students can receive up to $2,000 in a single emergency grant and there is no limit to how many times a student may apply during their academic career. To be eligible, students must submit an application detailing their budgetary needs, and the office of the Director of Student Services then

reviews the application using a pre-established set of criteria within one week of its submission. Once a student is approved for an emergency grant, funds are deposited to the student's account at the financial aid office within approximately two days. On an aggregate level, USU-E tracks the number of applications received and awarded, as well as the collective dollar amount of awards. The institution also tracks individual information including each recipient's name, campus ID number, academic level, part-time vs. full-time enrollment, and persistence and completion data. USU-E reports a 100% increase in demand for emergency grants in the past 12 months.

Appendix O: Institutional Summary – Utah State University - Tooele

Utah State University-Tooele staff strive to educate students about external basic needs security resources such as local food banks, shelters, and the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC). The institution also currently offers on-campus mental health staff and emergency grants and is working with student government and local vendors to create an on-campus food pantry.

Institutional Basic Needs Resource Landscape: Utah State University - Tooele		
Category	**Resource/program**	**Available at this institution?**
Basic Needs Staff	Basic Needs Coordinator(s) or Case Manager(s)	No
Food Security	Food Pantry	No
	Food Voucher Program	No
Housing Security	On-campus housing	No
	Emergency, temporary housing (on- or off-campus)	No
	Emergency hotel vouchers	No
	Partnership with local homeless shelter(s)	No
Emergency Grants	Emergency grants	Yes

- **Emergency grants:** USU-Tooele offers students emergency grants funded by the institutional budget and donations. Students can receive up to $1,000 in a single emergency grant and there is no limit to how many times a student may apply during their academic career. To be eligible, students must be registered for at least six credits and must have a GPA of at least 2.0. Once a student is approved for an emergency grant, funds are deposited to the student's account at the financial aid office within three to four weeks. In the past fiscal year, USU-T has received four emergency grant applications and a total of $2,500 was disbursed to three of those applicants. This represents roughly 20% growth in applications for emergency grants over the past twelve months. USU-T tracks each emergency grant recipient's name, campus ID number, academic grade level, GPA, number of credit hours, and persistence data.

Appendix P: Institutional Summary – Utah State University – Uintah Basin

Utah State University-Uintah Basin operates a food pantry and an emergency grants program to support students in need.

Institutional Basic Needs Resource Landscape: Utah State University – Uintah Basin		
Category	**Resource/program**	**Available at this institution?**
Basic Needs Staff	Basic Needs Coordinator(s) or Case Manager(s)	No
Food Security	Food Pantry	Yes
	Food Voucher Program	No
Housing Security	On-campus housing	No
	Emergency, temporary housing (on- or off-campus)	No
	Emergency hotel vouchers	No
	Partnership with local homeless shelter(s)	No
Emergency Grants	Emergency grants	Yes

- **Food pantry:** USU-UB operates an open-access (unstaffed) pantry where students, faculty, and staff can visit in real-time to acquire the food they need. There is no limit to the number of times a patron may visit the pantry or the amount of inventory they may take. USU-UB tracks the performance of the pantry by estimating the market value of goods provided to patrons and number of overall instances of utilization of the pantry. Staff estimate demand for the pantry has remained stagnant over the last 12 months. Twenty percent of the pantry's inventory comes from donations from community food banks, 20% comes from individual donations, and 40% is acquired by purchasing food with institutional funds. Inventory includes:

Items Stocked at Utah State University – Uintah Basin Food Pantry		N/A, insignificant demand	No, but demand exists	Sometimes	Always
Perishable staples	Fresh produce				X
	Eggs		X		
	Meat		X		
	Dairy products		X		
	Frozen or refrigerated pre-prepared meals				X
	Bread		X		
Products that accommodate dietary needs	Dairy alternatives (e.g., nut-based milk, lactose-free products, vegan cheese equivalent, etc.)	X			
	Egg alternatives (e.g., plant-based egg equivalent)	X			
	Gluten-free products	X			
	Meat alternatives (e.g., tofu, plant-based meat equivalent, etc.)	X			
	Kosher products	X			
	Halal products	X			
Personal care products	Personal hygiene products (e.g., shampoo, toothpaste, etc.)				X
	Menstruation products				X
Baby products	Baby formula			X	
	Baby purees or other baby foods		X		
	Diapers		X		

- **Emergency grants:** USU-UB operates an emergency funding program sustained through a combination of institutional funds, donations, and grants. Students can receive up to $2,000 per grant to be used for housing, food, utilities, tuition, or fees and there is no limit to the number of times they may receive an emergency grant. A committee reviews applications and works with the institutional financial aid office to disburse funds directly to recipients within approximately two

weeks. USU-UB typically receives and approves one or two emergency grant applications per year totaling approximately $500 in aid. Staff estimate that demand for the program has increased approximately 20% in the last 12 months.

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Appendix Q: Institutional Summary – Utah Tech University

Utah Tech University operates a variety of on-campus basic needs resources and recently created a Student Resource Center that focuses on women and family services and non-traditional and first-generation student needs. The Student Resource Center employs two staff members who help individuals learn about and access external resources such as homeless shelters, mental health services, local food banks, the Supplemental Nutrition Assistance Program (SNAP), and the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC). UTU. UTU is currently working to implement on-campus childcare for the fall of 2023. UTU anticipates this Center will grow quickly now that they have personnel to manage their programs.

Institutional Basic Needs Resource Landscape: Utah Tech University		
Category	**Resource/program**	**Available at this institution?**
Basic Needs Staff	Basic Needs Coordinator(s) or Case Manager(s)	Yes
Food Security	Food Pantry	Yes
	Food Voucher Program	Yes
Housing Security	On-campus housing	Yes
	Emergency, temporary housing (on- or off-campus)	No
	Emergency hotel vouchers	Yes
	Partnership with local homeless shelter(s)	Yes
Emergency Grants	Emergency grants	Yes

- **Food pantry:** Students, faculty, and staff are eligible to visit UTU's food pantry in real-time, and there is no limit on how often an individual may utilize this service or how much inventory they are permitted to take. The pantry is operated by three full-time staff members and three part-time staff members (including one student). The pantry does not currently utilize software to manage operations, but they expressed that a tool like this would be helpful. UTU tracks the number of utilizations of the food pantry by collecting the patrons' names and campus ID numbers. This data indicates that demand has remained relatively the same in the past 12 months. Ninety percent of the food pantry's inventory comes from individual donations, five percent comes from donations from dining services or other vendors on campus, and five percent is purchased using institutional funds. UTU is in the process of obtaining a community grant which will provide meat, dairy, and other refrigerated products on a regular basis. Pending that grant, inventory currently consist of:

Items Stocked at Utah Tech University Food Pantry					
		N/A, insignificant demand	No, but demand exists	Sometimes	Always
Perishable staples	Fresh produce			X	
	Eggs			X	
	Meat			X	
	Dairy products			X	
	Frozen or refrigerated pre-prepared meals			X	
	Bread			X	
Products that accommodate dietary needs	Dairy alternatives (e.g., nut-based milk, lactose-free products, vegan cheese equivalent, etc.)			X	
	Egg alternatives (e.g., plant-based egg equivalent)			X	
	Gluten-free products			X	
	Meat alternatives (e.g., tofu, plant-based meat equivalent, etc.)			X	
	Kosher products			X	
	Halal products			X	
Personal care products	Personal hygiene products (e.g., shampoo, toothpaste, etc.)				X
	Menstruation products				X
Baby products	Baby formula	X			
	Baby purees or other baby foods	X			
	Diapers	X			

- **Food voucher/gift card program:** Students are eligible to receive gift cards that can be used at grocery and convenience stores on campus and in the community. UTU tracks the number of unique individuals who receive a gift card by collecting the patrons' names and campus ID numbers. This data indicates that demand has remained relatively the same in the past 12

months. At present, gift cards are distributed to students based on referrals and student requests, but UTU is currently developing a policy to formalize this process.

- **Emergency hotel vouchers and partnerships with local homeless shelter:** UTU has occasionally offered hotel vouchers paid for out of their emergency grants pool of funding and have worked with the homeless shelter in St. George to ensure students in need have access to their services. UTU has developed a new Student Resource Center that will enhance these services in the future.

- **Emergency grants:** UTU offers an emergency grants program called the "Struggling Student Fund" which is funded by donations. Under the current process, UTU accepts referrals regarding students who may need emergency funding, awards are determined on a case-by-case basis, and funds (maximum $2,000) are added to the student's financial aid package. UTU does not currently track any aggregate or student-level analytics about the program. UTU plans to formalize the program in the future implement new processes that will change how students are selected and how analytics are tracked. In addition to emergency grants, UTU offers technology grants to provide laptops to students in need.

Appendix R: Institutional Summary – Utah Valley University

Through its Coordinated Access to Resources and Education (CARE) Hub, Utah Valley University offers robust wraparound support to students, with a primary focus on food, housing, health, and safety. The CARE Team directs students to on-campus resources and connects them to other resources in the broader community such as affordable childcare and clothing vouchers. UVU hopes to create establish its own emergency temporary housing units within the next few months but have struggled to find a local housing complex that will partner with them on this effort.

Institutional Basic Needs Resource Landscape: Utah Valley University		
Category	**Resource/program**	**Available at this institution?**
Basic Needs Staff	Basic Needs Coordinator(s) or Case Manager(s)	Yes
Food Security	Food Pantry	Yes
	Food Voucher Program	Yes
Housing Security	On-campus housing	No
	Emergency, temporary housing (on- or off-campus)	No
	Emergency hotel vouchers	No
	Partnership with local homeless shelter(s)	No
Emergency Grants	Emergency grants	Yes

- **Food pantry:** UVU is in the process of moving its brick-and-mortar food pantry to a space that is more conducive to its needs, and it also offers a mobile food pantry to serve its UVU Wasatch satellite campus. The food pantry is staffed by one full-time staff member, two part-time employees (including one student), and one AmeriCorps member. Staff members utilize PantrySoft to manage inventory and orders. Students, faculty, and staff are eligible to utilize the food pantry by visiting in real-time or submitting an online order for pickup or delivery. There is no limit to how many times patrons may utilize the service or how much inventory they may take, even though UVU estimates demand for food pantry services has increased 150% in the last 12 months. UVU tracks aggregate data about the food pantry's performance, including pounds of food stocked and distributed to patrons and number of overall and unique visits to the pantry. UVU also tracks individual data about patrons utilizing this service, including name, campus ID number, race/ethnicity, gender identity, GPA, part-time vs. full-time enrollment, and graduation/completion data. Ninety percent of UVU's food pantry inventory comes from

donations from community food banks and ten percent is purchased using institutional funds. Inventory includes:

Items Stocked at Utah Valley University Food Pantry		N/A, insignificant demand	No, but demand exists	Sometimes	Always
Perishable staples	Fresh produce			X	
	Eggs		X		
	Meat		X		
	Dairy products		X		
	Frozen or refrigerated pre-prepared meals		X		
	Bread		X		
Products that accommodate dietary needs	Dairy alternatives (e.g., nut-based milk, lactose-free products, vegan cheese equivalent, etc.)				X
	Egg alternatives (e.g., plant-based egg equivalent)		X		
	Gluten-free products				X
	Meat alternatives (e.g., tofu, plant-based meat equivalent, etc.)			X	
	Kosher products			X	
	Halal products			X	
Personal care products	Personal hygiene products (e.g., shampoo, toothpaste, etc.)				X
	Menstruation products				X
Baby products	Baby formula				X
	Baby purees or other baby foods				X
	Diapers				X

- **Food voucher/gift card program:** UVU students are eligible to receive up to three vouchers ($15 apiece) that can be redeemed at restaurants on campus. The program's policies have recently shifted in response to limited resource and an estimated 100% increase in demand over the last 12 months. Any student who has an immediate need for a meal can receive a food voucher. When a student returns to request a second voucher, they are given information about available food resources on campus and in the community. The student is encouraged to make an appointment with the CARE Hub. When a student requests a third voucher, they are required to meet with a member of the CARE Hub to find a more sustainable solution for addressing food insecurity. UVU tracks aggregate data about the program's performance, including number of vouchers provided, dollar value of vouchers provided, and number of unique individuals who received vouchers. UVU also tracks individual data about patrons utilizing this service, including name, campus ID number, race/ethnicity, gender identity, GPA, part-time vs. full-time enrollment, and graduation/completion data.

- **Emergency grants:** UVU offers students facing unforeseen economic hardship the opportunity to apply for emergency grants funded by donations and Higher Education Emergency Relief Funding (HEERF). Eligible students can receive up to three emergency grants per academic year of up to $500 apiece, but UVU will most likely increase this monetary limit in the 2022-2023 school year. Students are authorized to spend emergency grants on expenses related to food, housing, health, and education (although students may not use the emergency grant for tuition unless they are in the last semester of their program). Ineligible expenses include travel, funeral expenses, and repaying debt. Students apply through UVU's Scholarship Universe software. The CARE Team members review applications to vet eligibility and need. Once approved, the CARE Team members work with the institutional financial aid office to disburse funds directly to the students' direct deposit account within approximately three days. Last fiscal year, UVU received 685 emergency grant applications and awarded 181 students a total of $89,283. UVU estimates this represented a 100% increase in demand for the program in the last 12 months. On an individual level, UVU tracks emergency each grant recipient's name, student ID number, race/ethnicity, gender identity, GPA, part-time vs. full-time enrollment, persistence data, and graduation/completion data.

Appendix S: Institutional Summary – Weber State University

Weber State University employs one basic needs case manager who works with students facing basic needs insecurity. This staff member strives to connect students to on-campus resources such as the food pantry and Nontraditional Student Center childcare services, as well as external resources such as 211, local food banks, homeless shelters, the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), and the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC). This basic needs staff member can also work with the Women's Center to obtain emergency hotel vouchers for students facing domestic violence. Although WSU has only one official basic needs staff position, all Student Affairs staff and instructors have been trained on how to triage for basic needs insecurity and help students connect with resources.

Institutional Basic Needs Resource Landscape: Weber State University		
Category	**Resource/program**	**Available at this institution?**
Basic Needs Staff	Basic Needs Coordinator(s) or Case Manager(s)	Yes
Food Security	Food Pantry	Yes
	Food Voucher Program	Yes
Housing Security	On-campus housing	Yes
	Emergency, temporary housing (on- or off-campus)	Yes
	Emergency hotel vouchers	Yes
	Partnership with local homeless shelter(s)	Yes
Emergency Grants	Emergency grants	Yes

- **Food pantry:** WSU's Center for Community Engaged Learning operates a food pantry located inside the campus library. Students, faculty, and staff are welcome to utilize the pantry once every two weeks. If patrons need products in between pantry visits, staff refer them to the food bank option in the community. Patrons on the Ogden campus may drop into the food pantry, while students on the Davis campus must submit an order which will typically be delivered to the Davis campus from the main campus pantry during the same business day. Departments throughout each campus are also stocked with "pantry packs" so that students can pick up a small bag of nonperishable and ready-to-eat items to get them through a few days. Pantry operations are managed by two part-time staff members, two part-time Federal Work Study students, and more than 10 volunteers. Pantry staff analyze the pantry's performance by tracking the pounds of food stocked, pounds of food disbursed, pounds of food saved or recovered (as a food waste mitigation

strategy), and number of overall and unique visits to the food pantry. Patrons are asked for their name and ID number, which the institution uses to track their persistence rates. WSU estimates that demand for food pantry services has increased 10% in the past 12 months. The majority (86%) of items at the WSU food pantry are donated by the local foodbank, five percent of items are donated by individuals, five percent are purchased with institutional funds, two percent are donated by dining services on campus, and two percent are donated by grocery stores. Inventory includes:

Items Stocked at Weber State University Food Pantry		N/A, insignificant demand	No, but demand exists	Sometimes	Always
Perishable staples	Fresh produce			X	
	Eggs			X	
	Meat				X
	Dairy products			X	
	Frozen or refrigerated pre-prepared meals		X		
	Bread			X	
Products that accommodate dietary needs	Dairy alternatives (e.g., nut-based milk, lactose-free products, vegan cheese equivalent, etc.)			X	
	Egg alternatives (e.g., plant-based egg equivalent)			X	
	Gluten-free products				X
	Meat alternatives (e.g., tofu, plant-based meat equivalent, etc.)		X		
	Kosher products				X
	Halal products				X
Personal care products	Personal hygiene products (e.g., shampoo, toothpaste, etc.)				X
	Menstruation products				X

Baby	Baby formula			X	
products	Baby purees or other baby foods			X	
	Diapers				X

- **Food voucher/gift card program:** WSU students facing food insecurity may request a food gift card from the food pantry. These gift cards are redeemable at grocery and convenience stores in the community. WSU tracks the number of gift cards provided, the dollar amount of those gift cards, and the number of students served by the program. Patrons are also asked for their name and ID number, which the institution uses to track their persistence rates. Demand for these gift cards has increased ten percent in the past 12 months.

- **Emergency grants:** WSU sustains two emergency grants programs through donations. Through the first grant, students facing eviction or experiencing homelessness may apply for a one-time emergency grant of up to $1,000 to cover food and housing costs. A second grant sponsored by WSU alumni requires students to meet with staff from WSU's Basic Needs Network to discuss their need, develop a budget and employment plan, identify other community and campus resources to help the student become more materially secure, and apply for a one-time grant of up to $500. The funds are sent to the financial aid office within three to five days to be processed as a scholarship. In the past fiscal year, WSU received and approved 16 emergency grant applications and disbursed $15,000 in emergency aid. The institution asks for the recipient's name and campus ID number and uses that information to analyze their academic and demographic analytics. Data indicate that there has been a 100% increase in demand for emergency grants in the last 12 months.

Appendix T: Basic Needs Landscape Analysis Survey

> **Block: Contact information (4 Questions)**
> **Standard: Emergency grants (13 Questions)**
> **Standard: Food (29 Questions)**
> **Standard: Housing (3 Questions)**
> **Standard: Basic needs general (3 Questions)**

Page Break ────────────────────────────────────

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Start of Block: Contact information

Your name:

_____

*

Your email address:

_____

Your job title:

_____

Your institution:

▼ Bridgerland Technical College (1) ... Weber State University (16)

End of Block: Contact information

Start of Block: Emergency grants

Section 1: Emergency Grants

Does your institution offer emergency grants/emergency funding to help students facing unforeseen economic hardship?

○ Yes (1)

○ No (2)

Skip To: End of Block If = 2

How is your emergency grant program funded? (Select all that apply)

☐ Institutional budget/ongoing operational budget (1)

☐ Donations (2)

☐ CARES Act/HEERF dollars (3)

☐ Grants (local, state, federal, or nonprofit) (4)

☐ Other (5) _____

What is the maximum dollar amount a recipient can obtain from a single emergency grant?

_____

Please specify if there are there limits to how many times may a student apply for an emergency grant per semester, year, or academic career:

_____

Do you place stipulations on what the emergency grant can or cannot pay for?

◯ No (1)

◯ Yes (please elaborate): (2) _____

Please describe the process by which emergency grant recipients apply and are selected

_____

_____

_____

_____

_____

Which method(s) do you use to deliver emergency grant funding to students? (Select all that apply)

☐   Funds added to the student's financial aid package (1)

☐   Check directly to student (2)

☐   Direct deposit to student's bank account (3)

☐   Gift card (4)

☐   Other: (5) _____

When a student is approved for an emergency grant, approximately how long does it take for the student to receive the funds?

_____

What **aggregate** analytics do you collect, track, or analyze about your emergency grant program? (Select all that apply, leave blank fields that are not applicable)

☐ Number of applications received (please specify approximately how many total applications you receive per fiscal year): (1)

_____

☐ Number of unique individuals who received a grant (please specify approximately how many individuals receive an emergency grant per fiscal year); (2)

_____

☐ Total number of grants awarded (please specify approximately how many emergency grants you award per fiscal year - this may different from the number above if students are eligible to receive more than one emergency grant per fiscal year) (3)

_____

☐ Dollar value of grants awarded (please specify approximately how much emergency grant funding you award per fiscal year): (4)

_____

☐ Other: (5) _____

- -

What **individual** analytics do you collect, track, or analyze for your emergency grant program? (Select all that apply)

Please include data you collect directly from emergency grant applicants, as well as data you acquire or analyze behind the scenes (e.g. by working with your institution's data department).

(Select all that apply)

- ☐ Recipient's name (1)

- ☐ Recipient's campus ID number (2)

- ☐ Recipient's grade level/year (3)

- ☐ Recipient's race/ethnicity (4)

- ☐ Recipient's gender identity (5)

- ☐ Recipient's academic performance data (GPA) (6)

- ☐ Recipient's enrollment data (specifically part-time vs. full-time enrollment) (7)

- ☐ Recipient's persistence data (8)

- ☐ Recipient's graduation/completion data (9)

- ☐ Other: (10) _____

In your estimation, how much has student demand for your emergency grants program grown in the last 12 months?

Not Applicable (e.g., demand shrunk)

	0	20	40	60	80	100

Estimated percent growth in demand/applications ()	

Are there any other details you'd like to share about your emergency grant program?

_____

_____

_____

_____

_____

Section 2: Food Security

Is there a food bank or food pantry in your city or county?

○ Yes (1)

○ No (2)

○ Unsure (3)

Which of the following food security resources or strategies does your institution deploy? (Select all that apply)

☐ Food pantry (stationary or mobile) (1)

☐ Meal vouchers and/or gift cards for purchasing food (4)

☐ Connecting students with federal, state, or local food security programs (6)

☐ Other: (7) _____

Page Break _____

Food Pantry

Which best describes the physical nature of your food pantry? (Select all that apply)

☐ Brick-and-mortar room (of any size) (1)

☐ Cabinet or cupboard (2)

☐ Mobile food pantry (i.e., van or truck) (3)

Who is eligible to utilize your food pantry? (Select all that apply)

☐ Students (1)

☐ Staff (2)

☐ Faculty (3)

How do patrons receive food from your food pantry? (Select all that apply)

☐ Patron visits in-person to select and obtain products in real time (1)

☐ Patron submits an online or paper order form and picks up their order (2)

☐ Patron submits an online or paper order form and we arrange to deliver their order on-campus only (3)

☐ Patron submits an online or paper order form and we arrange to deliver their order on- or off-campus (4)

☐ Other: (5) _____

Display This Question:

If = 1

Are there limits to how often an individual may utilize your food pantry or how much inventory they are allowed to take?

○ No (1)

○ Yes [please elaborate on the limitation(s)]: (2)
_____

Display This Question:

If = 1

Which refrigerated or perishable items does your food pantry offer?

	N/A - there is not significant demand for this on my campus (1)	Never, but need/demand exists (2)	Sometimes (3)	Always (4)
Fresh produce (1)	○	○	○	○
Eggs (2)	○	○	○	○
Meat (3)	○	○	○	○
Dairy products (4)	○	○	○	○
Frozen or refrigerated pre-prepared meals (5)	○	○	○	○
Bread (6)	○	○	○	○

Which of the following options does your food pantry offer to accommodate dietary needs?

	N/A - there is not significant demand for this on my campus (1)	Never, but need/demand exists (2)	Sometimes (3)	Always (4)
Dairy alternatives (e.g. nut-based milk, lactose-free milk, vegan cheese equivalent, etc.) (1)	○	○	○	○
Egg alternatives (e.g., plant-based egg equivalent) (2)	○	○	○	○
Gluten-free products (3)	○	○	○	○
Meat alternatives (e.g., tofu, plant-based meat equivalent, etc.) (4)	○	○	○	○
Kosher products (5)	○	○	○	○
Halal products (6)	○	○	○	○

Display This Question:

If = 1

Which specialty items does your food pantry offer?

	N/A - there is not significant demand for this on my campus (1)	Never, but need/demand exists (2)	Sometimes (3)	Always (4)
Baby formula (1)	○	○	○	○
Baby purees or other baby foods (2)	○	○	○	○
Diapers (3)	○	○	○	○
Personal hygiene products (e.g., shampoo, deodorant) (4)	○	○	○	○
Period products (5)	○	○	○	○

✳

Which method(s) do you use to stock your food pantry and approximately what percentage of your inventory comes from each method? (Leave 0 in the box if you do not utilize a specific method)

Donations from community food banks or community food pantries : _____ (1)
Donations from dining services or other vendors on campus : _____ (2)
Donations from grocery stores : _____ (3)
Donations from individuals (e.g., food drives, etc.) : _____ (4)
Purchasing goods with institutional funds : _____ (5)
Other: : _____ (6)
Total : _____

During the hours your food pantry is open, are there staff present to help students?

○ Always staffed (1)

○ Our pantry is open access and never staffed (2)

○ Other/combination - please elaborate: (e.g. "The pantry is only staffed for 10 hours per week, but patrons can request for the pantry to be unlocked at any point.") (3)

_____

How many total individuals serve customers at your food pantry?

	0 (1)	1 (2)	2 (3)	3 (4)	4 (5)	5 (6)	7 (7)	8 (8)	9 (9)	10 or more (10)
Full time, paid staff member(s) who are NOT students (1)	○	○	○	○	○	○	○	○	○	○
Part-time, paid staff member(s) who are NOT students (2)	○	○	○	○	○	○	○	○	○	○
Full-time, paid staff member(s) who ARE students (3)	○	○	○	○	○	○	○	○	○	○
Part-time, paid staff member(s) who ARE students (Work-Study position) (4)	○	○	○	○	○	○	○	○	○	○
Part-time, paid staff member(s) who ARE students (NOT a Work-Study position) (5)	○	○	○	○	○	○	○	○	○	○
AmeriCorps members (6)	○	○	○	○	○	○	○	○	○	○
Unpaid volunteer(s) who are NOT students (7)	○	○	○	○	○	○	○	○	○	○

| Unpaid volunteer(s) who ARE students (8) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Do you use software to manage inventory and/or process orders at your food pantry? (Examples might include PantrySoft, Microsoft Excel, or software developed in-house)

○ N/A, our food pantry operation does not need this (1)

○ No, but this would be helpful (2)

○ Yes [please list the software program(s) utilized]: (3)
_____

What **aggregate** analytics do you collect, track, or analyze for your food pantry? (Select all that apply)

☐ Pounds of food acquired (1)

☐ Pounds of food provided to patrons (2)

☐ Pounds of food saved or recovered (food waste mitigation strategy) (3)

☐ Pounds of food composted (4)

☐ Market value of goods provided to patrons (5)

☐ Money saved by the institution (e.g., what dining services would have paid for waste removal if food had not been repurposed) (6)

☐ Number of overall instances of utilization of pantry (7)

☐ Number of unique patrons utilizing pantry (8)

☐ Other: (9) _____

Display This Question:

If = 1

What individual analytics do you collect or analyze for your food pantry?

Please include data you collect directly from food pantry patrons, as well as data you acquire or

analyze behind the scenes (e.g., by working with your institution's data department). (Select all that apply)

☐   Patron's name (1)

☐   Patron's campus ID number (2)

☐   Patron's (student's) grade level/year (3)

☐   Patron's race/ethnicity (4)

☐   Patron's gender identity (5)

☐   Patron's (student's) academic performance data (GPA) (6)

☐   Patron's (student's) enrollment data (specifically part-time vs. full-time enrollment) (7)

☐   Patron's (student's) persistence data (8)

☐   Patron's (student's) graduation/completion data (9)

☐   Other: (10)_____

What has demand at your food pantry looked like in the last 12 months?

○ N/A, our food pantry has been open less than 12 months (1)

○ Demand has decreased (2)

○ Demand has stayed about the same (3)

○ Demand has increased (in your estimation, what was the percent increase in demand?): (4) _____

Are there any other details you'd like to share about your food pantry?

_____

_____

_____

_____

_____

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Food Vouchers/Gift Cards for Purchasing Food

Who is eligible to receive food vouchers and/or gift cards for purchasing food? (Select all that apply)

☐ Students (1)

☐ Staff (2)

☐ Faculty (3)

Where can food vouchers and/or gift cards for purchasing food be redeemed? (Select all that apply)

☐ Restaurants and/or dining halls **on campus** (1)

☐ Grocery and/or convenience stores **on campus** (2)

☐ Restaurants **in the community** (3)

☐ Grocery and/or convenience stores **in the community** (4)

Is there a limit on the quantity or dollar amount a student may receive in food vouchers and/or gift cards for purchasing food, or a limit on how often students can utilize this service?

○ No (1)

○ Yes (please elaborate): (2) _____

Please describe the process by which food vouchers/gift cards are distributed to individuals facing food insecurity (e.g. are there specific eligibility criteria that individuals must meet, is there an application form, etc.)?

_____

_____

_____

_____

_____

What **aggregate** analytics do you collect, track, or analyze about your food voucher/gift card program? (Select all that apply)

☐   Number of vouchers/gift cards provided (1)

☐   Dollar value of vouchers/ gift cards provided (2)

☐   Number of unique individuals who received vouchers/gift cards (3)

☐   Other: (4) _____

What **individual** analytics do you collect, track, or analyze for your food voucher/gift card program? (Select all that apply)

Please include data you collect directly from food voucher/gift card recipients, as well as data you acquire or analyze behind the scenes (e.g. by working with your institution's data

department). (Select all that apply)

☐   Recipient's name (1)

☐   Recipient's campus ID number (2)

☐   Recipient's (student's) grade level/year (3)

☐   Recipient's race/ethnicity (4)

☐   Recipient's gender identity (5)

☐   Recipient's (student's) academic performance data (GPA) (6)

☐   Recipient's (student's) enrollment data (specifically part-time vs. full-time enrollment) (7)

☐   Recipient's (student's) persistence data (8)

☐   Recipient's (student's) graduation/completion data (9)

☐   Other: (10)_____

What has demand for your voucher/gift card program looked like in the last 12 months?

○ Not applicable - my voucher/gift card program has existed for less than 12 months (1)

○ Demand has shrunk (2)

○ Demand has stayed about the same (3)

○ Demand has increased (in your estimation, by what percent?): (4)
_____

Are there any other details you'd like to share about your food voucher/gift card program?

_____

_____

_____

_____

_____

Page Break

Which of the following strategies do you employ to connect individuals to external (federal, state, or community) resources? (Select all that apply)

☐   Educate individuals about 211 (1)

☐   Educate individuals about local food banks (2)

☐   Educate individuals about the Supplemental Nutrition Assistance Program (SNAP) (3)

☐   Help individuals apply for the Supplemental Nutrition Assistance Program (SNAP) (4)

☐   Educate individuals about Temporary Assistance for Needy Families (TANF) (5)

☐   Help individuals apply for Temporary Assistance for Needy Families (TANF) (6)

☐   Educate individuals about the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) (7)

☐   Help individuals apply for the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) (8)

☐   Other: (9) _____

End of Block: Food

Start of Block: Housing

Section 3: Housing Security

Does your institution have on-campus housing?

○ Yes (1)

○ No (2)

Which of the following resources or strategies does your institution deploy to assist students facing housing insecurity? (Select all that apply)

☐   Emergency, temporary housing (on or off campus) (1)

☐   Emergency hotel vouchers (2)

☐   Partnership with local homeless shelter(s) (3)

☐   Other: (4) _____

Section 4: General Basic Needs Strategies

Does your institution employ a Basic Needs Coordinator, Case Manager, or similar, dedicated position who helps students connect with basic needs resources on campus or in the community?

○ No (1)

○ Somewhat (you will have an opportunity to elaborate in the next question) (2)

○ Yes (if so, how many staff members do you employ in this type of position?) (3)

_____

Please elaborate on how your institution currently helps students identify and connect with basic needs resources on campus or in the community.

Examples might include connecting students to resources pertaining to food, housing, health and mental health, safety, transportation, childcare, technology, or others. Please share any details you feel would be helpful for USHE to know.

_____

_____

_____

_____

_____

End of Block: Basic needs general

DRAFT

UTAH SYSTEM OF HIGHER EDUCATION

August 19, 2022

Systemwide Student Wellness Case Managers

In an effort to advance the Board's Strategic Plan strategy of ensuring systemwide institutional supports for student basic needs, OCHE will seek a legislative sponsor to champion a $975,000 funding request to create eleven full-time, regional student wellness case manager positions to service USHE campuses. These positions will be housed at an institution and shared regionally, as appropriate. Student wellness case managers will be responsible for conducting outreach and case management to help students secure the campus-based, community-based, state, and federal resources they need to achieve wellness and succeed in their education, including food security resources such as the Supplemental Nutrition Assistance Program (SNAP), public housing assistance, mental health services, affordable childcare, etc.

Throughout the year, the Commissioner and his staff have purposefully and meaningfully engaged campus, student, staff, and community stakeholders who may be affected by this potential course of action by reviewing literature, visiting campus basic needs centers, seeking input on student wellness from the Campus Safety and Equity and Advisory Council (CSEAC), and facilitating multiple discussions with institutional presidents and senior student affairs officers (SSAOs). These efforts revealed the fact students face significant barriers that limit their knowledge of, and access to, existing basic needs resources and public benefits. For example:

- 52% of students facing basic needs insecurity do not apply for supports because they don't know how
- 89% of SNAP-eligible Utah students do not apply for the program, leaving approximately $61.5 million in SNAP benefits on the table each year

Research also reveals that basic needs insecurity affects underrepresented students at higher rates and leads to adverse educational outcomes such as declines in GPA and decreased likelihood of timely degree completion. Therefore, this request intervenes in existing educational disparities and works to close attainment gaps by providing students with the resources they need to secure their basic needs and focus on their education.

Commissioner's Recommendation

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

August 19, 2022

Proposed 2023 Legislative Budget Priority: Student Mental Health

Student Mental Health Crisis on Utah College Campuses

Utah college students are experiencing a generational mental health crisis. In spring 2019, degree-granting USHE institutions administered the American College Health Association–National College Health Assessment survey (ACHA-NCHA). Over 5,200 USHE students responded to the survey, reporting that during the prior 12 months they experienced the following:

- 63% felt overwhelming anxiety
- 45.6% felt so depressed it was difficult to function
- 42.7% felt overwhelming anger
- 57.8% felt things were hopeless
- 66.1% felt very lonely

- 71.1% felt very sad
- 9.3% intentionally cut, burned, bruised, or otherwise injured themselves
- 14.9% seriously considered suicide
- 1.9% attempted suicide

While this survey has not been repeated systemwide since the new USHE system was merged, or since the COVID-19 pandemic, mental health concerns have only grown since 2019.

Proposed 2023 Legislative Budget Priority: $3 million to support student mental health

The proposed $3 million will go towards implementing the JED Campus institutional mental health strategic plans. In October 2022, JED Campus will host a convening of institutional staff who have shepherded the JED Campus process at their institution. At the convening, and with the expertise of the JED Foundation and HMHI, common themes across the institutional mental health strategic plans will be identified and prioritized. That process will inform the specifics of this request. Recommendations for this funding will be presented at the Student Affairs Committee in December 2022.

Background: What has the state of Utah and the Utah Board of Higher Education done for USHE student mental health so far?

2018 – SafeUT mobile app: Utah's statewide mental health crisis and tip line

In 2018, the SafeUT mobile app expanded to Utah's public higher education institutions. SafeUT is a free statewide service that provides real-time crisis intervention to Utah's students, parents, educators, and educational entities. SafeUT was developed by the legislatively-created SafeUT

Commission and allows students in crisis to open a two-way messaging service with licensed clinicians, call a crisis counselor directly, or submit confidential tips to school administrators on bullying, threats, violence, etc. The app is staffed by trained crisis counselors at the Huntsman Mental Health Institute (HMHI) 24 hours a day, 365 days a year. Every USHE student has the ability to access SafeUT, though more work needs to be done administratively to the SafeUT app to integrate USHE institutions in a meaningful way.

2020 – The JED Foundation/JED Campus: *Developing institution-specific mental health strategic plans with the support of experts*
Due to the support of the J. Willard and Alice S. Marriott Foundation and the Commissioner's office, all 16 USHE institutions have partnered with the JED Foundation by participating in a collective cohort in their JED Campus program. JED Campus guides institutions through a four-year process of comprehensive systems, program, and policy development, with customized support to build upon existing efforts. A primary outcome of the JED Campus partnership is an institution-specific student mental health strategic plan. In 2020, the eight degree-granting institutions onboarded with JED Campus, with the eight technical colleges joining the cohort in 2021. All 16 institutions have implemented the Healthy Minds survey, the results of which guided the creation of their institution-specific mental health strategic plan. All USHE institutional mental health strategic plans will be completed by fall 2022.

2022 – Mental Health First Responders (MH1) expansion: *Providing after-hours mobile crisis and intervention support to students living on-campus*
Piloted at the University of Utah, MH1 provides mobile, after-hours crisis support services from licensed mental health crisis workers, including assessment, stabilization, diversion, interventions/coping skills, and groups/workshops. Mh1 is housed at an on-campus residence hall and is open from the hours of 4:00 PM to 2:00 AM. As this model has shown significant promise, the Board of Higher Education prioritized and received a $1.5 million ongoing legislative appropriation during the 2022 legislative session to further expand the program at the University of Utah, as well as expand the model to two additional institutions. Utah State University and Southern Utah University were chosen as additional pilot locations, and mobile after-hours care modeled after MH1 is being implemented on their campuses in Spring 2023.

2022 – Trula Campus: *Evidence-based peer coaching to help students manage stress and increase overall wellness*
Trula Campus is an evidence-based, Utah-based program designed to increase student wellness and foster connection through one-on-one coaching sessions. Peer coaches—trained current college students—assist their peer college students in personal development, goal-setting, confidence building, stress management, self-care, and more, aimed at prevention and overall wellness. Coaching occurs via phone, text, or video at no cost to the student. During the 2022 legislative session, the Board of Higher Education requested and received a $1.5 million ongoing

legislative appropriation to expand access to peer coaches systemwide. The Commissioner's office partnered with Trula Campus to provide this service, and now Trula Campus is available to all USHE students at no cost to the student.

Commissioner's Recommendation

The Commissioner recommends the Student Affairs Committee approve the $3 million legislative budget proposal to support student mental health, and forward it to the Committee of the Whole in September 2022 for inclusion into the Board's 2023 legislative budget priorities.