



ACADEMIC EDUCATION

Strategic Plan Proposed Changes



UTAH
SYSTEM OF
HIGHER
EDUCATION

SYSTEM UNIFICATION LEADERSHIP

STRATEGY	TACTICS
<p>Align programs with institutional roles and minimize duplication among institutions</p> <p>Provide strategic oversight for institutional roles and missions and program offerings to fully incorporate all institutions within a single system</p>	<p>Study current program offerings across technical colleges and regional universities degree-granting institutions to ensure fit with institutional roles.</p> <ul style="list-style-type: none">• Revise policies governing institutional roles, award types, across degree-granting institutions and technical colleges and faculty workload at degree-granting institutions.• Align programs within institutional roles and address unnecessary program duplication across the system.• Regularly review policies to ensure they are equity minded.

SYSTEM UNIFICATION LEADERSHIP CONT.

STRATEGY	TACTICS
<p>Increase stackability of credentials from technical colleges to degree granting institutions [ELIMINATED THIS STRATEGY AND MOVED TACTICS]</p>	<ul style="list-style-type: none"> *—Review policy governing award types across degree-granting institutions to ensure policies are equity minded and supported by data and allow for stackability across all institutional types. Review policy R473, R401, R472 for articulation and transfer between technical colleges and degree-granting institutions. [MOVED TO SYSTEM UNIFICATION, INSTITUTIONAL ROLES & REWORDED] *—Develop standardized approach to understand number of students utilizing current articulations between tech colleges and degree-granting institutions. MOVED TO SYSTEM UNIFICATION, PATHWAYS & REWORDED] *—Develop standardized approach to understand number of secondary students receiving credit for course work completed at the high school. [MOVED TO SYSTEM UNIFICATION, PATHWAYS & REWORDED]

ACCESS

STRATEGY	TACTICS
Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher ed pathways.	<ul style="list-style-type: none">• Standardize structural and systemic processes and policies to ensure access of CE and TE in high school [MOVED TO SYSTEM UNIFICATION, PATHWAYS]
Support institutions and USBE in diversifying the pipeline of P-20 educators, faculty, and staff	<ul style="list-style-type: none">• Review policy to support all USHE institutions in their efforts to attract and retain diverse faculty and staff. Facilitate collaboration on best equitable hiring and retention practices. [REMOVED]

COMPLETION

STRATEGY	TACTICS
<p>Structure awards to Facilitate completion and transfer.</p>	<ul style="list-style-type: none"> • Conduct transfer study to determine barriers to transfer. • Facilitate coordination between institutions and among academic disciplines to align program structure and to support transfer and completion, as appropriate. • Update policies on transfer from technical colleges to degree granting institutions Review and update policies related to transfer and award structure.
<p>Increase awarding of credit for prior learning Standardize awarding of credit for prior learning and ensure PLA aids in completion.</p>	<p>Implement annual institutional reporting of credit for prior learning, proactive communications to students, and training of faculty and staff and assess the impact of credit for prior learning on student completion. Ensure standardization in the awarding of credit for prior learning and the transferability of credit for prior learning. Implement consistent practices for the award of articulated credit, including training of faculty and staff, and annual institutional reporting of articulated credit awarded. Assess the impact of the award of articulated credit on student enrollment and completion.</p>

COMPLETION

STRATEGY	TACTICS
Expand supportive entry-level education practices	<ul style="list-style-type: none">• Refine policy to Develop standards for placement, supportive instruction, co- requisite remediation, and other models to support student entry into and success in introductory academic college-level coursework.

Research Universities

- University of Utah, Utah State University
 - Awards allowed: undergraduate (bachelor's only at the University of Utah), graduate through doctorate
 - Research emphasis
 - Selective admissions
 - Special focus:
 - University of Utah: medical
 - Utah State University: land grant, space grant. USU also has a community college and a technical college role through the regional campus system.
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Regional Universities

- Weber State, Utah Valley University, Southern Utah University, Utah Tech University
 - Award levels: associate, bachelor's, select master's degrees
 - Open admissions (except at the graduate level)
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Community Colleges

- Salt Lake Community College, Snow College
 - Award levels: associate degrees
 - Open admissions
 - Both institutions also have a technical college role and are authorized to provide technical education
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Technical Colleges

- Bridgerland, Ogden-Weber, Davis, Uintah Basin, Tooele, Mountainland, Southwest, and Dixie Technical Colleges
 - The technical college units within Salt Lake Community College, Snow College, and Utah State University.
 - Authorized to provide “technical education,” or occupationally-focused short-term, certificate-based training that does not include general education or degrees.
 - Special, highly subsidized tuition rate.
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