



# STUDENT AFFAIRS COMMITTEE STRATEGIC PRIORITIES



UTAH  
SYSTEM OF  
HIGHER  
EDUCATION

| PRIORITY     | SYSTEM UNIFICATION   | ACCESS   | AFFORDABILITY   | COMPLETION  | WORKFORCE ALIGNMENT   | RESEARCH   |   |  |  |  |  |  |
|--------------|--|--|---|---|---|--|---|--|--|--|--|--|
| BOARD'S ROLE | Develop, strengthen and leverage a seamless and articulated system of higher education   | Remove structural barriers to entry  | Remove structural barriers to affordability   | Remove structural barriers to graduation  | Increase availability and stackability of high-demand, high-wage programs   | Advocate for the role of research and support funding for research   |   |  |  |  |  |  |
| GOAL         | Develop, strengthen, and leverage a seamless and articulated system of higher education  | <p>Increase the college-going rate of high school grads by 3% in 5 years</p> <p>Increase the college-going rate of underrepresented groups by 4% in 5 years.</p>                                       | <p>Increase student ability to pay cost of attendance.</p> <p>Ensure institutional cost of attendance remains within the standard of affordability year over year.</p>                              | <p>Increase timely completion of degrees and awards by 3% in 5 years.</p> <p>Increase the timely completion of underrepresented students by 4% in 5 years.</p>                  | <p>Increase completion rate of graduates in high-demand, high-wage programs by 7% in 5 years.</p> <p>Increase completion rate of underrepresented groups in programs aligned with high-wage, high-demand jobs by 8% in 5 years.</p> | TBD  |   |  |  |  |  |  |
| STRATEGY     | <p>Align programs with institutional roles and minimize duplication among institutions</p> <p>Increase stackability of credentials from technical colleges to degree-granting institutions</p> | <p>Train boards of trustees on delegated responsibilities</p> <p>Merge system policies and align data and measures, as appropriate</p> <p>Streamline presidential evaluation and R&amp;R processes</p> | <p>Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher ed pathways</p> <p>Simplify institutional admissions processes</p> | <p>Ensure systemwide institutional supports for student basic needs</p> <p>Support institutions and USBE in diversifying the pipeline of P-20 educators, faculty, and staff</p> | <p>Develop an expanded standard of affordability</p> <p>Increase FAFSA completion</p> <p>Evaluate and prioritize state student financial aid</p>  | <p>Expand shared services</p> <p>Develop a cost structure model to compare the cost of delivering degrees and awards for each USHE institution</p> | <p>Structure awards to facilitate completion and transfer</p> <p>Increase awarding of credit for prior learning</p> | <p>Ensure systemwide institutional supports for student mental health and campus safety</p> <p>Expand supportive entry-level education practices</p> | <p>Increase higher ed participation rate of adults with/without a high school diploma</p> <p>Ensure students are meaningfully informed on the value and ROI of higher ed</p> | <p>Increase student participation in work-based learning</p> | <p>Advocate for the role of research at degree-granting institutions in innovation, technology transfer, economic development/workforce, and community engagement and impact</p> | <p>Ensure institutions have needed support to conduct research</p> |

PRIORITY

# ACCESS

BOARD'S

ROLE

Remove structural barriers to entry

GOAL

Increase the college-going rate of high school graduates by 3% in 5 years.  
Increase the college-going rate of underrepresented groups by 4% in 5 years.

STRATEGY

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

Simplify institutional admissions processes

Ensure systemwide institutional supports for student basic needs

TACTIC

Expand the Utah College Advising Corps statewide. Determine the effectiveness of alternate program models. Evaluate program data to determine efficacy and best practices.

Identify system-level ways to simplify the admissions process for students and institutions.

Advocate for and empower institutions in developing a strategy to support students' basic needs.

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.

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.

Provide accessible training to access partners on USHE access programming to prepare them for meaningful conversations about post-secondary options.

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.

**AFFORDABILITY**

Remove structural barriers to affordability

Increase student ability to pay cost of attendance.

Increase completion of the Free Application for Federal Student Aid (FAFSA).

Partner with USBE to consider ways to increase FAFSA completion in high school. Develop and implement a statewide FAFSA strategy.

PRIORITY

BOARD'S  
ROLE

GOAL

STRATEGY

TACTIC

BOARD'S

PRIORITY  
BOARD'S  
ROLE  
GOAL  
STRATEGY  
TACTIC

# COMPLETION

Remove structural barriers to graduation

Increase timely completion of degrees and awards by 3% in 5 years.  
Increase the timely completion of underrepresented students by 4% in 5 years.

Ensure systemwide institutional supports for student mental health and campus safety

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).

Connect institutions with Title IX training opportunities, and support and empower institutions in developing strategies to address campus safety.

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# Highlights from Board Equity-Related Resolutions

August 19, 2022



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## Power of an Equity Resolution

A call to action *with resources* that align with stated goals

Provides context, data, and education on existing structural barriers

Creates visibility and awareness for marginalized and underrepresented populations



# Resolution to Advance Equitable Systemic Change

- New Look at the [Opportunity Gap](#)
- [USHE Equity Lens Framework](#)
- Supports closing attainment gaps for Black, Indigenous, People of Color (BIPOC), and students facing economic challenges and barriers

# Closing Attainment Gaps for Native/Indigenous Students

President Randall announces that enrolled members from Utah's eight tribes will be eligible for scholarships that covers tuition and fees for Native students at the University of Utah (July 28, 2022).

**Next steps:** A landscape analysis of current institutional supports for Native students (October, 2022)



Members of the Ute Indian Tribe perform during halftime at a University of Utah football game on Oct. 10, 2021.

# Dreamers Resolution

March, 2021

# CALL TO ACTION FOR DREAMERS

“We will collaborate with our colleges and universities and K-12 partners to expand dedicated resources and streamline processes, including but not limited to admissions and enrollment, that support Dreamers, undocumented, and DACA-eligible individuals.”



“We Are All DREAMers” rally in Salt Lake City on Sept. 16, 2017

# Simplifying & Standardizing HB-144

**Andy Young, Director of Admissions Operations at Weber State University**

# **Dreamers: The Urgency for Support**

**Raquel Cetz, Interim Dream Center Director at the University of Utah**

UNIVERSITY OF UTAH  
DREAM CENTER

# THE IMPACT OF DACA



# DREAM CENTER AND COMMUNITY PARTNERSHIPS

UofU Dream Center

SLCC Dream Center

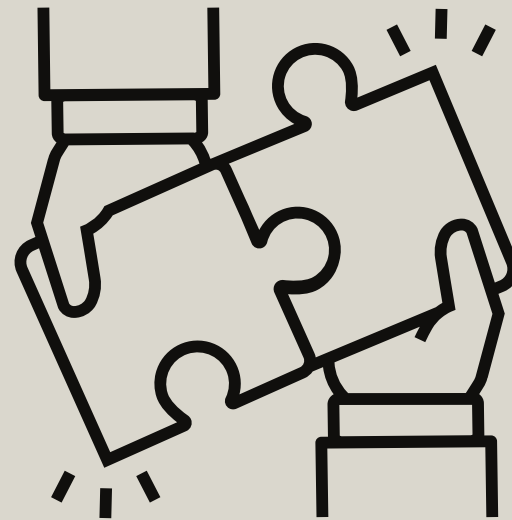
SOMOS Dreamers

Utah DACA Coalitions

Utah Dreamers Coalitions

Voices for Utah Children

Communities United

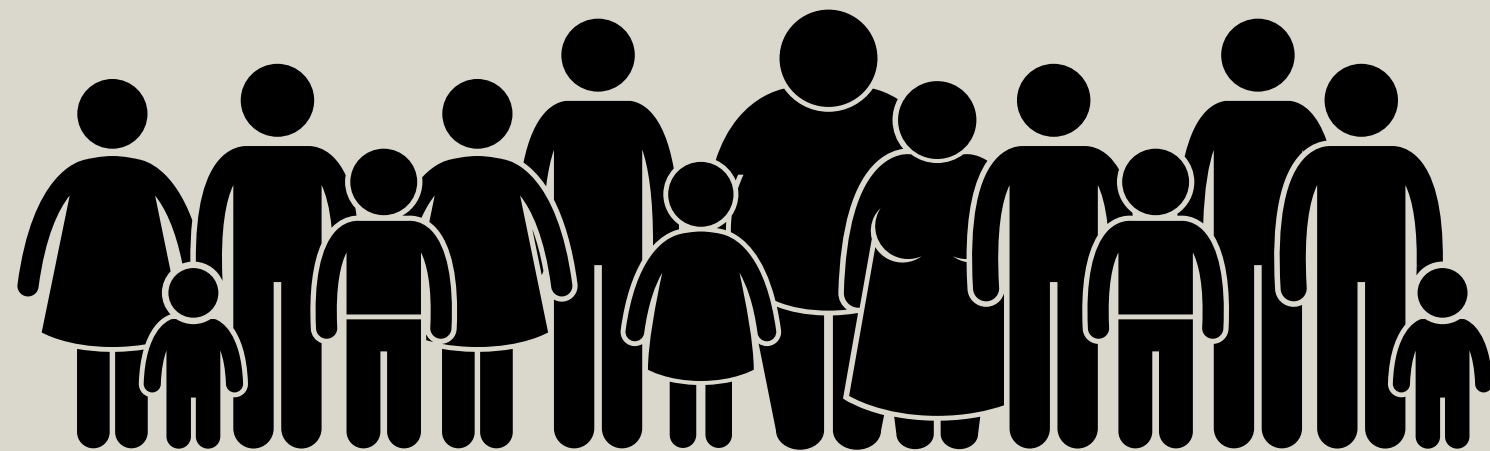
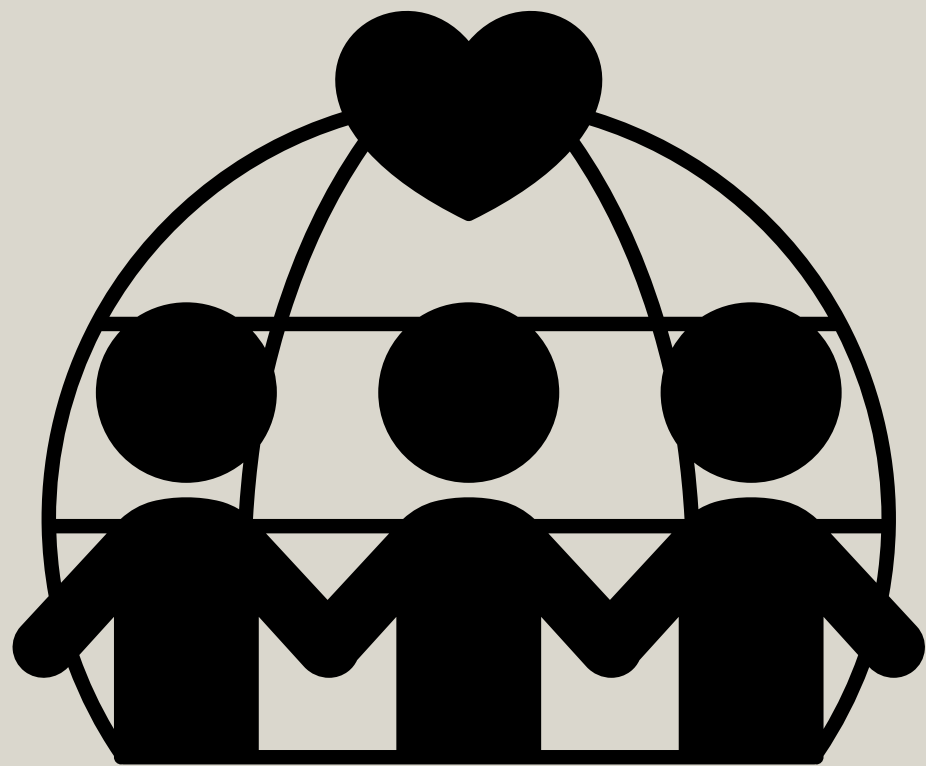




# UBHE COMMITMENT: RESOLUTION TO RECOGNIZE THE POSTIVE IMPACTS OF DREAMERS

- "WHEREAS, in 2012, the Deferred Action for Childhood Arrivals (DACA) program was created to allow benefits to certain young undocumented students brought to the United States as children—commonly referred to as Dreamers—and has allowed more than 800,000 young people nationwide to attend school, work lawfully, and plan their lives without the constant threat of deportation; and"
- WHEREAS, in Utah, there are more than 10,000 DACA recipients who have come to live and work legally, yet only a fraction of those college-aged students are accessing higher education; and
- WHEREAS, the Board is responsible to advocate for Dreamers, undocumented, and DACA-eligible individuals and support their efforts to access higher education in the State of Utah, thereby broadening and enriching the higher education experience of all;





# OVERVIEW: DACA IN THE COURTS

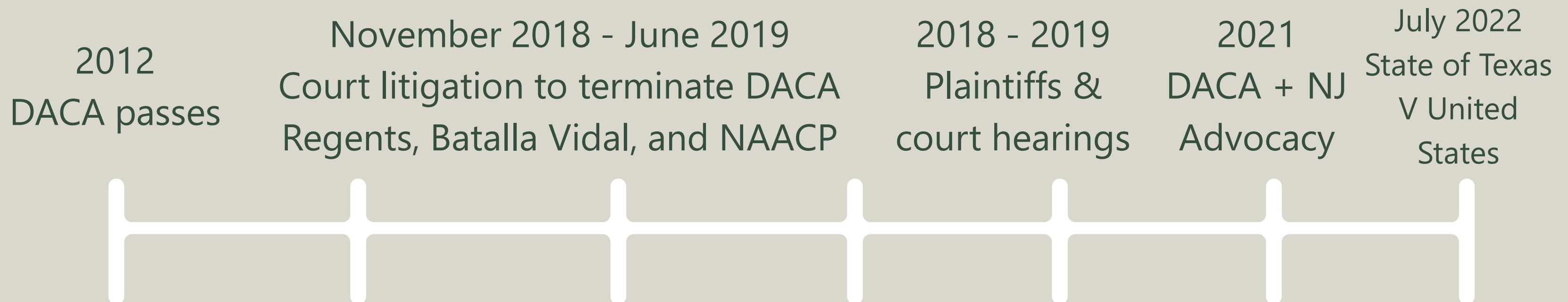
Deferred Action for Childhood Arrivals (DACA) is an Executive Order passed on June 15, 2012.

This provides DACA beneficiaries to access:

- A work permit
- A Social Security Number
- Deferment from priority deportation list

# TIMELINE

Court cases challenging the lawfulness of DACA. Leaving students and families in consistent limbo impacting their livelihoods.



# IMPORTANT DATE TO NOTE

DACA 5TH CIRCUIT COURT HEARING:  
TEXAS VS UNITED STATES

Potential date for outcome of ruling:  
Mid August 2022—September 5, 2022



# DATA: DACA'S IMPACT ON UTAH COMMUNITY

## Economic Impact

- Taxpayers and consumers contributed \$1.1 billion federal taxes and local/state
  - \$572.7 million
- Entrepreneurship - 8.3% - 14,000 immigrant owned businesses

## Workforce

Loss of job security

Age range: 25-54 years old

- DACA-Eligible- 82%
- Foreign-born - 70.9%
- US born - 68.2%

Fields: STEM, manufacturing, healthcare, physicians

## Educational Opportunity Gaps

- Ineligible for FAFSA
- K-12 investment and involvement
  - 16.5% - 128,000 immigrant students
- Hispanic Serving Institutions
- Employment opportunities
- Internship opportunities

## Sense of belonging and intersections:

- Countries
- Languages
- Identity
  - 8,000-10,000 DACA
  - HB 144 Enrollments
    - 1,022—8 USHE degree granting institutions
    - 196—UU /465—SLCC



# Invisibility, vulnerability, and exclusion

## MOVE TOWARDS ECONOMIC AND SOCIETAL BELONGING

### Impacted populations:

- Undocumented
- DACAmented
- Mixed Status
- Head of Household
- Parents
- Students
- Professionals
- Labor force

### Access to services and resources:

- Mental Health & Wellness
- Healthcare
- Legal on-campus Support
- Legal off-campus referrals
- Safety and belonging -  
Commitment not to work  
with enforcement agencies
- Values & commitment to  
student and family privacy



# BUILDING SYSTEMS OF AWARENESS, ADVOCACY SUPPORT, AND EDUCATIONAL POLICY REVISIONS

## Next steps:

- Revision of educational programs and statewide policies for inclusive practices
- Working across agencies to ensure inclusive policies for undocumented students post-graduate workforce licensure
- Alternatives to employment
- HB 144 amendments that create more inclusion
- Alternative state financial aid that is inclusive to undocumented students





Educational Access  
& Opportunities



Family & Safety



Systems of care and  
support



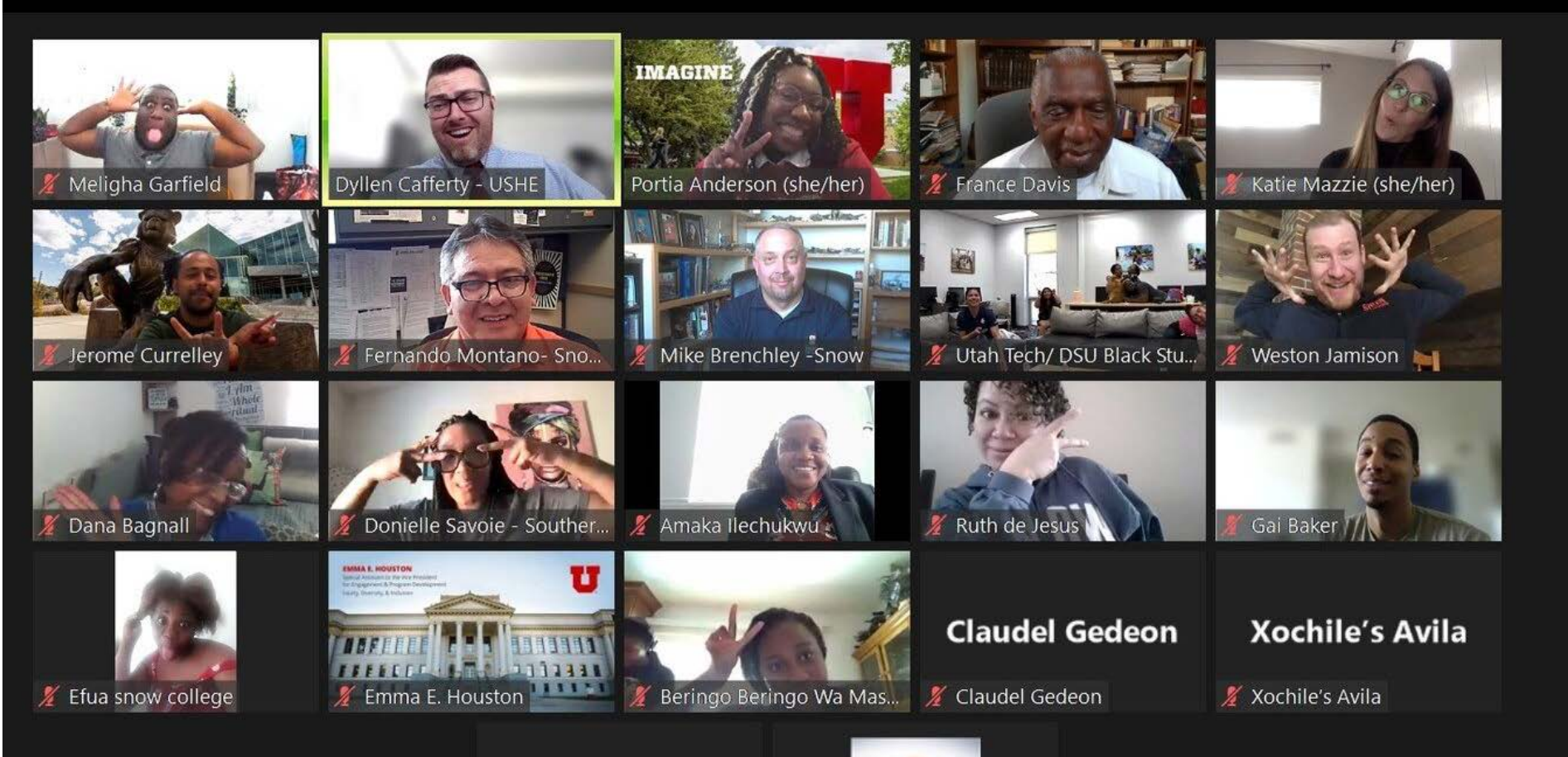


THANK YOU FOR YOUR TIME,  
**#HERETOSTAY**  
FOR OUR STUDENTS, FAMILIES,  
& COMMUNITY



# Expect the Great: Charter

**Daneka Souberbielle,  
Associate Provost and Chief  
Diversity Officer at Southern  
Utah University**



Picture taken during virtual ETG March 25-26, 2022

# Honoring the Past while Creating Sustainability for the Future

- Initiative is tied to 5-YR Board Strategic Plan
- Formalized governance structure
  - PAIRs
  - Vice Chair that supports institutional host transition
- Support initiative leverages existing statewide programming for full-year wrap around supports
- Both quantitative and qualitative methods used to track success outcomes
- Institutional tiered investment amount considers institutional size, mission, and role

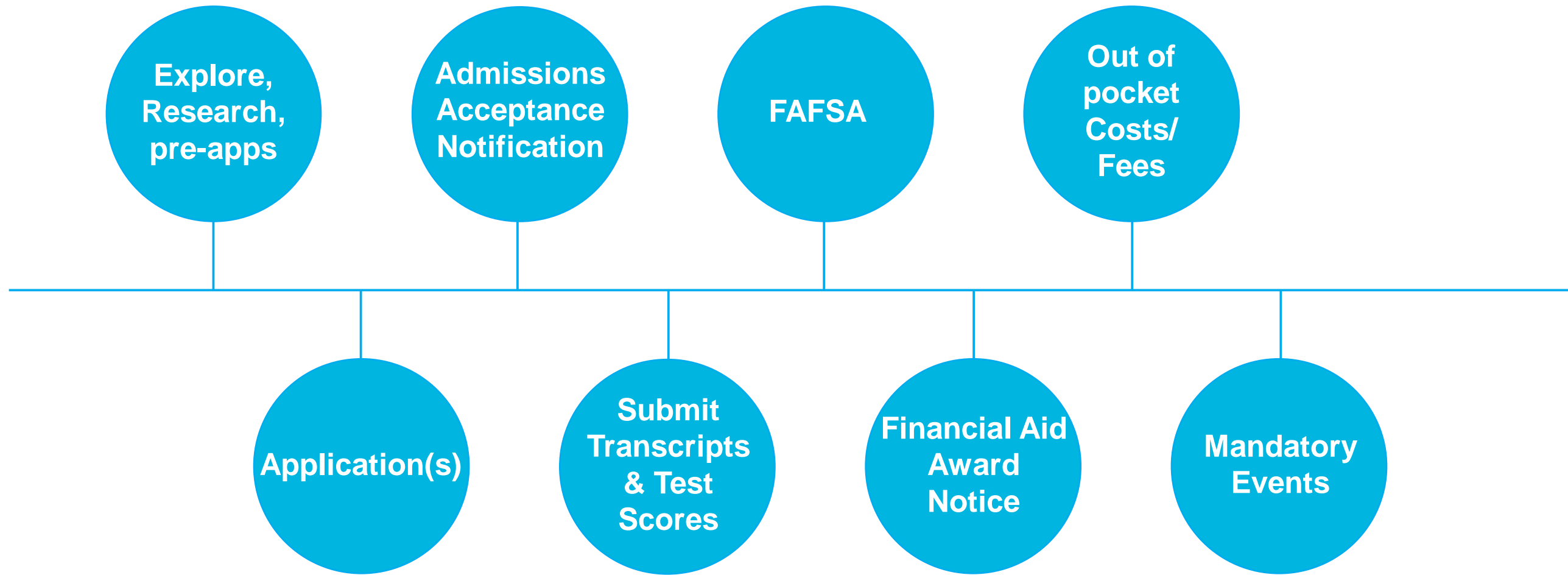


# Simplify Admissions Taskforce

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**Educational Plans**

Student Type  
Semester Start Date  
Instructional Delivery Type  
Program of Study  
Age Certification  
High School Info

**Demographic Information**

Legal Sex  
Gender Identity  
Gender Pronouns  
Birthdate  
Country of Origin  
Citizenship  
Permanent Resident  
Refugee or Asylee  
Social Security Number  
Race  
Ethnicity

**Acknowledgements/  
Certifications**

Truthfulness  
Payment

**Supplemental Items**

Transcripts  
Essays  
ACT/SAT Scores

**Directory Information**

First Name  
Last Name  
Preferred Name  
Mailing Address  
Secondary/Alternative Address  
Phone Number  
Email  
Emergency Contact  
Parent Information

**Residency**

Driver License  
Vehicle Registration  
Voter Registration

**Other**

First-gen Question  
Incarcerated  
Military Service



# UTAH COLLEGE ADVISING CORPUS EXPANSION – Phase I is complete

Student Affairs Committee Meeting

August 19, 2022



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“Ms. Carrey. I just met Ms. Carrey a few months ago and as soon as I met her, she immediately started to help me with my future in college. She is the reason why I applied for the Utah Jazz Scholarship and I’m so glad she did because I **actually got it!** If it weren’t for her, I would be so lost and confused about what to do next after graduation. I’m so grateful for all her help and encouragement.”

- Princess Peralta (Ben Lomond HS)

*"Which faculty and staff member(s) have impacted you the most in high school?"*



# Board of Higher Education Access Goal

Increase the college-going rate of Utah's high school graduates by 3% in 5 years (and 4% for underrepresented groups)

## Strategies:

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



# UCAC: Statewide Expansion



## Start: 2020-21

1 regional coordinator  
13 advisers serving  
**13 high schools** in  
5 districts



## Phase I: 2021-22

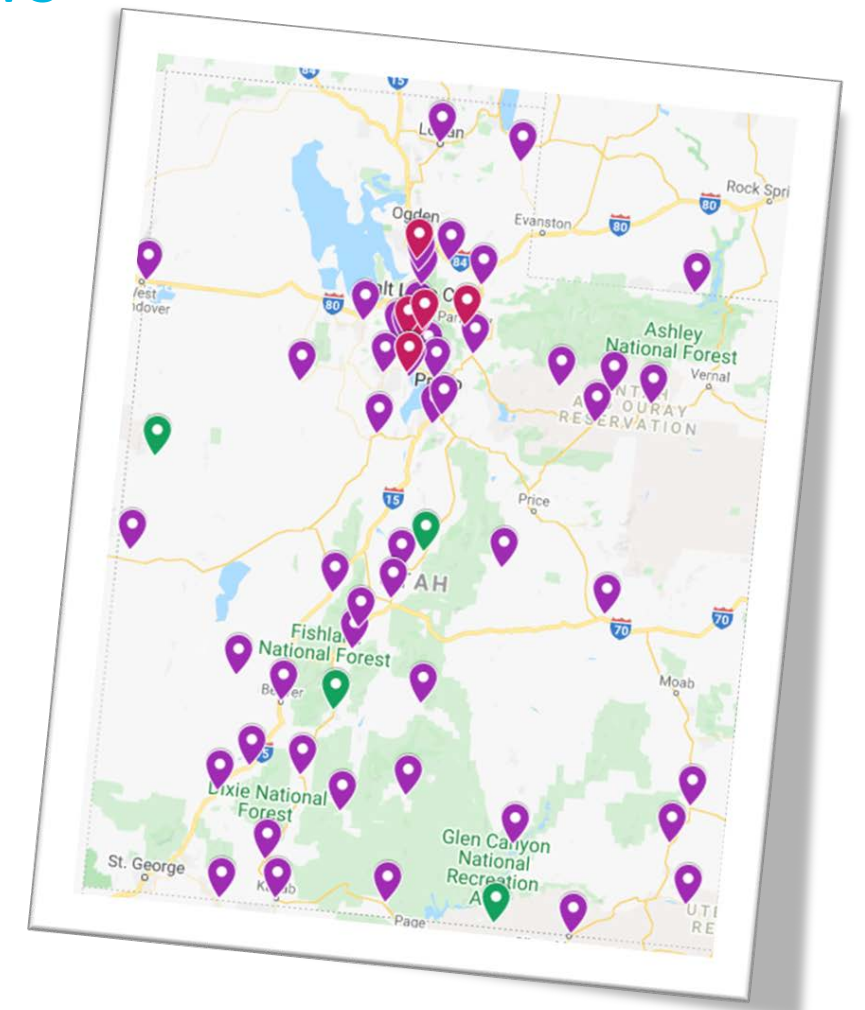
5 regional coordinators  
48 advisers serving  
**51 high schools** in  
21 districts

## Phase II: 2022-23

5 regional coordinators  
60 advisers serving  
**86 high schools** in  
33 districts

## Phase III: 2023-24

6 regional coordinators  
67 advisers serving  
**93 high schools** in  
35 districts



# Phase I: Successes

- Growth and Implementation of Two Pilot Program Models
- Advising Quality and Reach
- FAFSA Completion

## Key Performance Indicators

|  |      |               |
|--|------|---------------|
| <b>1:1 Meetings with HS seniors:</b>   | 73%  | <b>14,969</b> |
| <b>Seniors that filed at least one college application with support from an adviser:</b> | 70%  | 14,353        |
| <b>Meaningful engagement with the family of students:</b>                                | 26%  | 5,332         |
| <b>Assistance in filling out the FAFSA:</b>  | 25%* | 5,126         |
| <b>UCAC School FAFSA Completion:</b>   | 37%  | 7,587         |

\*Data collection was inconsistent for the FAFSA assistance KPI, resulting in an inaccurate count. This has been addressed for the 2022-23 school year.





# Challenges

- Adviser Recruitment
- COVID-19

# Looking Forward: 2022-23 UCAC Expansion (Phase II)

- Purposeful Integration of Technical Colleges
- Program Growth and Implementation of Pilot Program Models
- Adviser Recruitment
- FAFSA Completion



"The Utah College Advising Corps has given me the networks and leadership opportunities to continuously grow. When I first served in 2019, I was a recent **first-generation college graduate** trying to navigate my career and instantly fell in love with helping students navigate college access. I was offered panels at conferences, leadership growth, and was able to continue my education in Public Administration with the help of an education grant from the program. **The Utah College Advising Corps opened the doors to careers I would have never thought possible as a first gen student. I now work as a Program Manager with Keys to Success** and am grateful that I get to work closely with the College Advisers to help support and give tools through a college and career readiness resource for their students. "

*UCAC impacts its college advisers as much as it impacts students!*

Evelyn Gomez  
UCAC Adviser at Mountain View HS

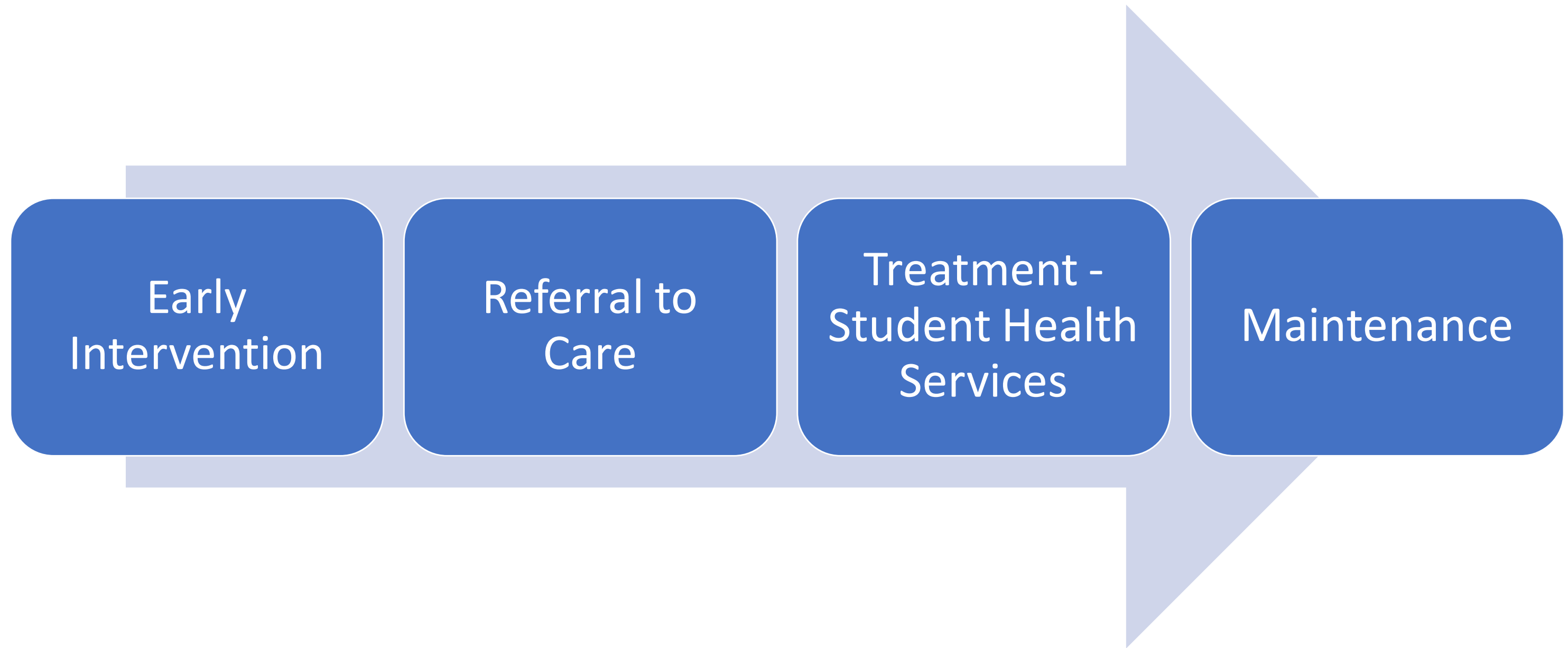
# Student Wellbeing Continuum

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August 19, 2022



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# UVU Student Wellbeing Continuum





# Step One: Early Intervention

- Wellness Programs
  - Health Coaching, Classroom Presentations, Stress Reduction Rooms, Seminars, Health Risk Appraisals, Dietician
- Student Life & Wellness Center
  - Fitness Classes, Climbing Wall, Intramurals
- CARE Hub
  - Food and Housing Access Programs
- Trula Campus
  - Peer-to-peer Coaching
- Student Health Services
  - Mental Health Awareness Online Module
- Gatekeeper Training, Mental Health Social Media Campaigns
- Embedded Well-Being in the Curriculum

# Step Two: Referral to Care

- Behavioral Assessment Team
- CARE Team
- Retention Mentors
- Office of Accessibility Services
- Office of Student Rights & Accountability
- SAFE UT- 24/7 Crisis Triage
- Community Organizations

# Step Three:

## Treatment - Student Health Services

- Integrated Health Care System
  - Psychiatric Services
    - Licensed Psychiatric Nurse Practitioners, Psychiatric Medication Management
  - Medical Services
    - Certified Nurse Practitioners, Certified Medical Assistants, Allergies, Common Illnesses, Contraception, Women's Health, Anxiety & Depression, Preventative Healthcare
  - Psychological Services
    - Licensed Psychologists and Mental Health Counselors, Depression, Trauma, Bereavement, PTSD, Eating Disorders, Anxiety, Stress Management, Abuse, Relationship Counseling
  - Crisis Services
    - Licensed Clinical Social Workers, Certified Suicide Prevention Instructors, Victim Navigator, Crisis Assessment, Crisis Consultation and Collaboration, Crisis Intervention

# Step Four: Maintenance

- Expanding student support systems through campus and community resources
- Directing students to social connectedness opportunities
- Normalizing help-seeking behaviors

# Contact:

**Alexis Palmer**

*Associate Vice President Student Development and Wellbeing/Dean of Students, Utah Valley University*  
palmeral@uvu.edu



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# Student Wellness Case Managers

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# Why Focus on Basic Needs?

- Basic needs insecurity is prevalent:
  - Example: 39% of Utah students face food insecurity
- Basic needs insecurity undermines the System's efforts to support student mental health and postsecondary completion:
  - Example: Housing insecurity is associated with an 8-12-point reduction in the probability of degree attainment
  - Example: Students facing basic needs insecurity are 3+ times more likely than their materially secure peers to experience depression, anxiety, and suicidal ideation, planning, or attempt

# Why Student Wellness Case Managers?

- Institutions have limited resources, which makes it challenging to sustain in-house programs to support basic needs
- Students face difficulties accessing existing community, state, and federal basic needs resources:
  - 52% of students facing basic needs insecurity do not apply for supports because they don't know how
  - Approximately 89% of SNAP-eligible Utah students (41,000 individuals) do not apply for SNAP, leaving an estimated \$61.5 million in benefits on the table each year



# What is Higher Ed's Role in Basic Needs?

To connect students to the resources that create the conditions necessary to complete postsecondary education in a timely, affordable manner.

# Proposal: Student Wellness Case Managers

- \$975,000 to fund 11 FTEs, deployed regionally (virtual or hybrid)
- Main responsibility:
  - Conduct outreach and case management to help students secure the campus-based, community-based, state, and federal resources they need such as:
    - Supplemental Nutrition Assistance Program (SNAP)
    - Public Housing Assistance
    - Affordable childcare
    - Mental health services
    - Etc.



# Proposal: Student Mental Health Funding

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# Why Student Mental Health?

2019 survey of 5200 USHE students

Respondents reported that during the prior 12 months:

- 63% felt overwhelming anxiety
- 46% felt so depressed it was difficult to function
- 58% felt things were hopeless
- 9% intentionally injured themselves
- 15% seriously considered suicide
- 2% attempted suicide



# What Has the System Done for Student Mental Health So Far?

**2018: SafeUT mobile app**

*Utah's statewide mental health crisis and tip line*

**2020: The JED Foundation - JED Campus**

*Developing institution-specific mental health strategic plans with the support of experts*

**2022: Mental Health First Responders (MH1) Expansion**

*Providing after-hours mobile crisis and intervention support to students living on campus*

**2022: Trula Campus**

*Evidence-based peer coaching to help students manage stress and increase overall wellness*

# Proposal: \$3 million legislative budget priority

- Will fund campus mental health initiatives required to implement the JED Campus institutional mental health strategic plans
- At the October 2022 JED Campus convening, institutions and JED experts will identify and prioritize common themes across the institutional mental health strategic plans system-wide to inform the specifics of the proposal
- Recommendations for this funding will be presented at the Student Affairs Committee in December 2022