USHE Strategic Plan
Technical Education Committee Priorities

August 19, 2022
<table>
<thead>
<tr>
<th>BOARD'S ROLE/GOAL</th>
<th>SYSTEM UNIFICATION</th>
<th>ACCESS</th>
<th>AFFORDABILITY</th>
<th>COMPLETION</th>
<th>WORKFORCE ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop, strengthen, and leverage a seamless and articulated system of higher education</td>
<td>Remove structural barriers to entry</td>
<td>Remove structural barriers to affordability</td>
<td>Remove structural barriers to graduation</td>
<td>Increase availability and stackability of high-demand, high-wage programs</td>
<td></td>
</tr>
</tbody>
</table>
| Develop, strengthen, and leverage a seamless and articulated system of higher education | Increase the college-going rate of high school grads by 3% in 5 years | Ensure student ability to pay cost of attendance | Increase timely completion of degrees and awards by 3% in 5 years | Increase completion rate of graduates in high-demand, high-wage programs by 7% in 5 years.
| | Increase the college-going rate of underrepresented groups by 4% in 5 years. | | Increase the timely completion of underrepresented students by 4% in 5 years. | Increase completion rate of underrepresented groups in programs aligned with high-wage, high-demand jobs by 8% in 5 years. |

**STRATEGY**

- Align programs with institutional roles and minimize duplication among institutions
- Train boards of trustees on delegated responsibilities
- Merge System policies and align data and measures, as appropriate
- Increase stackability of credentials from technical colleges to degree-granting institutions
- Streamline presidential evaluation and R&R processes
- Ensure high school students are meaningfully informed on scholarships, dual-enrollment programming, financial aid, and higher ed pathways
- Strengthen admissions advisors’/tech college staff’s capacity for addressing student basic needs
- Support institutions in diversifying faculty and staff. Expand Utah’s pipeline of diverse K-12 educators.
- Simplify institutional admissions processes
- Develop an expanded standard of affordability by the end of 2021
- Expand shared services
- Develop a cost structure model to compare the cost of delivering degrees and awards for each USHE institution by the end of 2021
- Increase FAFSA completion
- Evaluate and prioritize state student financial aid
- Build and maintain legislative support

**LEGEND:**

- Academic Education/Technical Education
- Student Affairs
- Finance & Facilities
- Executive Committee

- Increase rate of high school grads in high-demand, high-wage programs by 4% in 5 years.
- Increase completion rate of high school diploma
- Increase student participation in work-based learning
- Ensure students are meaningfully informed on the value and ROI of higher ed
# System Unification Leadership

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>TACTICS</th>
</tr>
</thead>
</table>
| Align programs with institutional roles and minimize duplication among institutions | Address unnecessary program duplication across the system and misalignment of roles.  
Review policy governing award types to ensure policies are equity minded and supported by data to support stackability between institutions.  
[MOVED FROM SECOND SYSTEM UNIFICATION STRATEGY] |
| Increase stackability of credentials from technical colleges to degree-granting institutions  
[ELIMINATE THIS STRATEGY AND MOVE TACTICS] | Review policy governing award types to ensure policies are equity minded and supported by data to support stackability between institutions.  
[MOVED TO FIRST SYSTEM UNIFICATION STRATEGY]  
Develop a standardized approach to understand the number of secondary students receiving credit for coursework completed at the high school.  
[MOVED TO COMPLETION]  
Explore potential for transitioning technical education from clock house to credit.  
[MOVED TO COMPLETION] |
| Merge system policies and align data and measures, as appropriate       | Review and align policies between technical colleges and degree-granting institutions.                                                                                                               |

**EDI Considerations**

- *Provide low tuition rates by delivering technical education at institutions designated to deliver this instruction*
- *Reduce the duplication of coursework as students move between institutions to reduce time to completion and student tuition costs*
## ACCESS

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>TACTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support institutions and USBE in diversifying the pipeline of P-20 educators, faculty, and staff</td>
<td>Review policy to support all USHE institutions in their effort to attract and retain diverse faculty and staff. Facilitate collaboration on best equitable hiring and retention practices. [COMBINED WITH A NEW SYSTEM LEADERSHIP STRATEGY TO ADDRESS EQUITY THROUGHOUT THE SYSTEM]</td>
</tr>
<tr>
<td>Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher education pathways.</td>
<td>Examine secondary dual enrollment and Concurrent Enrollment policies and procedures to ensure that they are as parallel and standardized as possible.</td>
</tr>
</tbody>
</table>

### EDI Considerations

- **Proactively inform secondary students of opportunities to earn technical education credit at the high school and the technical education institution while they attend tuition free**
- **Proactively award technical education credit to secondary students based on established articulation agreements to ensure equity in the process, reduce unnecessary duplication, cost, and time to completion**
## COMPLETION

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>TACTICS</th>
</tr>
</thead>
</table>
| Facilitate completion, the development of stackable credentials, and transfer among institutions | Conduct a transfer study to identify any barriers to transfer.  
Facilitate coordination among technical education programs to align program structure and course content to support transfer.  
Update policies on transfer from technical colleges to degree granting institutions.  
Support USHE institutions and partner with USBE to develop, enhance, and increase participation in regional education pathways. [MOVED FROM SYSTEM LEADERSHIP]  
Transition technical education from clock hours to credit hours. [MOVED FROM SYSTEM LEADERSHIP] |
| Increase the award of articulated credit and credit for prior learning | Implement annual institutional reporting of articulated credit and credit for prior learning, proactive communications of articulation and credit for prior learning to students, with standardized equity in processes, and training of faculty and staff.  
Ensure equity in processes relating to the award of credit for prior learning. [COMBINED WITH FIRST TACTIC] |
| Expand supportive entry-level education practices | Refine policy for supportive instruction offerings to students unable to meet minimum admission requirements and implement corequisite and other models to support student enrollment and success into technical programs. |

### EDI Considerations

- Award articulated credit and credit for prior learning to reduce student tuition cost and time to completion
- Proactively award technical education credit to secondary students based on established articulation agreements to ensure equity in the process, reduce unnecessary duplication, cost, and time to completion
- Provide academic support services to increase student retention, completion, and opportunities for educational growth
WORKFORCE ALIGNMENT

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>TACTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase higher education participation rate of adults with/without a high school diploma</td>
<td>Increase awareness of reskilling/upskilling for employed students to increase wage and employment progression.</td>
</tr>
<tr>
<td>Increase student participation in work-based activities</td>
<td>Consider a policy to define systemwide practices for participation in and reporting of work-based learning activities.</td>
</tr>
</tbody>
</table>

EDI Considerations

• *Participation in work-based activities helps students to gain valuable work experience that improves employability (student placement)*
Transition to Credit
Initiative Progress Report

August 19, 2022
Accreditation Approval

Approval Granted
Davis, Dixie, and Southwest Technical Colleges

Applications Complete and Ready for Submission
Ogden-Weber and Mountainland Technical Colleges

On Hold
Bridgerland Technical College
Tooele and Uintah Basin Technical Colleges (applications complete)
Salt Lake Community College
Defined-Exit Scheduling

Previously Complete
Bridgerland, Davis, Dixie, Southwest, and Tooele Technical Colleges

Complete July 1, 2022
Mountainland, Ogden-Weber, and Uintah Basin Technical Colleges

TBD
Salt Lake Community College, Snow College, USU Eastern, Moab, Blanding
Student Information System

Required Changes: Complete

Functionality and Interface Changes
• Curriculum
• Scheduling
• Tuition
• Sign-offs

Pending: Some report changes and any recommended improvements
Credit Implementation Guide

Last Release: July 7, 2022
Next Release: September 1, 2022

This centralized resource provides extensive guidance to technical education leadership teams responsible for the implementation of the Utah Board of Higher Education initiative to transition clock-hour institutions to credit. The document is intended to support the consistent implementation of credit across institutions.

Institutions are encouraged to contribute to the continued improvement of this resource by submitting unanswered questions and providing information learned during the implementation process to the Commissioner’s office.
Tuition and Fees

Adjustments to standard tuition rates with consideration for changes to differential tuition and course fees

Due Date: August 19
Anticipated Board Approval: November
HIGHER EDUCATION AND CORRECTIONS COUNCIL

Utah Board of Higher Education
Technical Education Committee
August 19, 2022
HIGHER EDUCATION & CORRECTIONS COUNCIL

House Bill 226 (2022) – Council Members:

• Chairs: Representative Lowry Snow, Senator Derrin Owens (with Representative Melissa Ballard)
• Board of Higher Education: Grace Acosta, Rich Christiansen
• USHE Commissioner designee: Jared Haines
• 2 institution employees (technical college, degree-granting)
• 2 Governor appointees (researcher, former student)
• Board of Pardons & Parole
• Department of Corrections: executive director designee, employee
• DWS executive director designee
House Bill 226 (2022) – Duties:

• Advise Board of Higher Education, Dept. of Corrections, Education Interim Committee, Higher Education Appropriations Subcommittee

• Integration and productive employment upon release
  • Evidence-based practices
  • Accessibility during incarceration
  • Timely completion of courses, certificates, degrees
  • Accessible, sustainable occupations aligned with workforce demands
  • Cross-institutional coursework
  • Personal and civic development
  • Innovative course delivery, including technology
  • Data: enrollment, completion, financial aid, costs, recidivism, employment, continued education
HIGHER EDUCATION & CORRECTIONS COUNCIL

Progress/Plans:

• 1st Meeting (July 27): Review current programs and available data, transition to new Corrections facility; identify current issues.

• August 24: Develop Council vision and work plan, assign work groups.

• October: Review evidence-based practices research, consider work group recommendations and priorities.

• November: Identify gaps, recommend long-range strategic priorities and short-term 2023 priorities; report to Board of Higher Education, Education Interim Committee, Higher Education Appropriations Subcommittee.

• 2023 (after legislative session): Follow up 2023 priorities, scope work plan to achieve strategic priorities.