September 16, 2022

Academic Education Committee Report

The Academic Education Committee met on August 19, 2022, under the leadership of Committee Chair Stan Albrecht, with all committee members participating. The meeting was dedicated to an overview of the committee's strategic plan responsibilities, with a special focus on the responsibility to provide oversight for institutional roles and missions and the types of programs and awards that institutions may offer. The committee will meet again on September 15 to continue the discussion on institutional roles and missions, which will be a focus at other future meetings as well.

The committee voted to forward updates to some of the strategic plan tactics to the full board for discussion and approval during the September 2022 meeting. Specific changes to the strategic plan can be found under separate cover; see Tab G.

The Committee's key responsibilities on the strategic plan:

- Improve completion and transfer by aligning degree program structure and addressing barriers to transfer. Key tactics include:
  - Appointing a system Transfer Council to examine barriers to transfer that may impede students' degree completion. The council has recommended crucial areas where the system should address transfer principles, which the Board subsequently approved. The council's work is ongoing.
  - Convening faculty major committees to design and implement shared lower division requirements within majors across institutions. These lower division agreements are in place or in progress for the majors that comprise 80% of completions across the system.
  - Coordinating shared general education requirements through system policy and the General Education Task Force.
  - Communicating transfer options to students, including through the electronic Utah Transfer Guide.

- Standardizing credit for prior learning and ensuring that the credit aids in completion and is transferable. Key tactics include:

- Standardizing the credits students earn in subject tests offered by national providers such as CLEP, AP, the military DSST exams, and high school IB tests by establishing the minimum scores required and the number of equivalent credits that will be transcripted for commonly numbered courses based on those scores.
- Appointing a system Prior Learning Committee of institutional representatives with responsibility for implementing new policy requirements for credit for prior learning at the degree-granting institutions, including updating institutional policies, communicating options to students, and training faculty and staff.
- Using mandatory annual institutional reports on credit awarded through various types of prior learning assessments to evaluate the impact of credit for prior learning on student completion.

- Expanding supportive entry-level education practices. Since the biggest determining factor for whether students complete a degree is the number of courses they have failed, this strategy is aimed at improving pass rates in key "gateway" courses—the highest enrolling courses, serving the largest number of students, and also serving as critical pre-requisites for subsequent coursework. Key tactics include:
  - Developing standards for placement into college-level courses and adopting multiple measures for placement rather than only relying on a single standardized exam like the ACT to avoid inappropriately placing students in remedial education.
  - Designing strong co-requisite remediation to help students who are underprepared for college coursework enroll in and be successful in college-level courses.
  - Expanding options for fulfilling the quantitative literacy graduation requirement to better align with students' major and career pathways and improve their odds of meeting the requirement. For example, several institutions identified calculus routes for science majors, but are shifting to statistics in the social sciences and quantitative reasoning in the arts.
  - Examining and disaggregating the data on gateway course success to identify which groups of students are not succeeding in those courses. Working through the General Education Task Force and faculty area working groups, helping faculty collaborate across the system to improve those course pass rates by exploring options for in-class supports, expanded tutoring, more inclusive pedagogy, etc.
  - Ensuring that these academic tactics also apply to Concurrent Enrollment courses.

- Providing strategic oversight for institutional roles and missions and program offerings to fully incorporate all institutions within a single system. Tactics include:
  - Revising policies governing institutional roles and award types, for all USHE institutions.
  - Updating policies on faculty workload by institutional role for degree-granting institutions.
  - Aligning academic programs with institutional roles and minimizing unnecessary duplication among institutions.

o   Updating the academic program approval process and linking it with electronic data management to also improve the cyclical review process.

o   Strengthening the cyclical program review process to ensure academic quality.

Priorities that the committee still needs to develop:

- Defining the purpose and goals of the new system-wide participation in two related national partnerships: the American Association of Colleges and University's Civic Evidence Project and the Civic Learning and Democracy Engagement project. Both efforts will highlight the important civic role of USHE institutions and their impact on their local communities and the state.

- Defining the various research responsibilities of the degree-granting institutions by institutional role and setting board goals related to the research activities of those institutions.

Recommendations

This is information only; no action required.

UTAH SYSTEM OF
HIGHER EDUCATION

September 16, 2022

Technical Education Committee Report

During its meeting on August 19, 2022, the Technical Education Committee held discussions on the following topics:

Strategic Plan Updates

Associate Commissioner Ziebarth provided updates on the strategic plan priorities assigned to the committee. This update included some wording changes and reassigning strategies to different priorities to better reflect the work that is being done. The committee approved the proposed changes and recommended they be forwarded to the full board for approval at the September 2022 meeting. Specific changes to the strategic plan wording can be found under separate cover; see TAB G.

Credit Transition Update

Associate Commissioner Ziebarth provided updates on the credit transition initiative. The credit initiative designates that technical education institutions transition from clock-hours to semester credits. This initiative is intended to align the credit currency between all 16 higher education institutions. The goal is to improve transfer opportunities and address challenges imposed on clock-hour institutions by the U.S. Department of Education. These challenges impact the ability to offer instruction in a hybrid or distance education format and negatively impacts financial aid-eligible students who progress quickly in their coursework.

Application Status

The Council on Occupational Education (COE) accredits Utah's technical colleges. COE has an application process and grants approval for an institution to transition from clock-hours to semester credits.

- Applications to COE for Southwest, Davis, and Dixie have been processed and these institutions can begin implementation as soon as tuition policies are finalized.
- Mountainland Technical College: The Commissioner's office has applications and will submit them as soon as the Mountainland Technical College leadership is ready.
- Tooele and Bridgerland Technical College: The Commissioner's office has applications for Tooele Technical College. Bridgerland has not submitted applications. Both institutions have accreditation reaffirmation visits this fall and are currently in a moratorium period that prohibits

any institutional or programmatic changes. Applications will be submitted as soon as the moratorium period is lifted. Institutions can begin implementation when approval is granted.

- Uintah Basin and Ogden-Weber Technical College: While the Commissioner's office has applications for the institutions, both have reaffirmation visits in February and next fall, with moratorium periods beginning in September and March respectively. Applications will be submitted as soon as the moratorium period is lifted.

Implementation will begin with changes to institutional policy and procedures, including tuition and fees, which we expect to be presented to the Board in November. Implementation will take place one program at a time with the enrollment of new students in the credit-bearing program, and a two-year teach-out period for clock-hour programs.

The Commissioner's office has met with SLCC's leadership team several times, and they are developing an implementation plan to begin the transition to credit in their technical college on July 1, 2023. Technical education offered at Snow College and Utah State University is already offered in semester credits.

The implementation of defined-exit scheduling, which is required for the transition to credit, is complete at the technical education institutions.

Everything needed in the Student Information System for curriculum, scheduling, tuition, and sign-offs required for the credit transition is complete. Some additional changes will be made to reporting, but the functionality and interface are finished. The Northstar team was recognized for their responsiveness and good work on this effort.

To support the technical education institutions in their implementation of credit and to ensure those responsible for this work receive complete and consistent information, the Commissioner's office developed a Credit Implementation Guide. This centralized resource provides extensive guidance in every aspect of implementation. Institutions were encouraged to contribute to the continued improvement of this resource by submitting unanswered questions and providing information learned during the implementation process.

Institutions were asked to submit adjustments to standard tuition rates with consideration for changes to differential tuition and course fees. Associate Commissioner Ziebarth recognized Russ Galt as a strong leader with extensive experience in technical education finance. He has led the effort to change tuition practices to meet the needs of the transition to credit, which are summarized in the next section.

Credit-Related Tuition Policy Changes

Russ Galt, the Senior Assistant Commissioner for Technical Education Finance, discussed tuition and fee policy changes needed for the transition to credit. Tuition policies were originally written for degree-

granting institutions. The following actions were proposed to ensure policy alignment between technical colleges and degree-granting institutions, and to prepare for technical colleges to offer courses based on credit hours in accordance with the Board of Higher Education's strategic objective of system unification.

Below is a summary of the proposed policy changes recommended to the committee:

- R510, Tuition: Addresses tuition at technical colleges. Incorporates policy provisions from tech policy 204 related to the statutory requirement for no tuition for secondary students and low-cost tuition for post-secondary students.
- R511, Tuition Disclosures and Consultation: Provides tuition disclosures for short enrollment periods of less than a semester as are found in technical education. Provides that general student fees should not be charged to students at technical colleges.
- R512, Determination of Resident Status: Extends the provision that technical colleges are not required to determine residency status to credit-based courses at technical colleges.
- R514, Refunds of Tuition, Fees, and Other Student Charges: Addresses refunds for short enrollment periods found in technical education.
- R516, General Student Fees: Provides that general student fees should not be charged to students at technical colleges.
- R517, Course and Program Fees: Eliminates policy exceptions for technical colleges. With this revision, the policy provisions related to the course and program fees will be fully applicable to technical colleges. The policy clause stating that course fees shall not be used to pay instructional services rendered by faculty and staff will apply to technical colleges as well as degree-granting institutions. Additionally, a provision that was formerly found in tech policy 204, has been added to R517. This provision allows technical colleges to waive fees for secondary students who qualify for fee waivers at the high school. Tech policy 204 will be rescinded.

In upcoming Board meetings, technical colleges will bring forward proposals for credit-based tuition as they begin to offer courses based on credit hours. These policies will be reviewed by the Finance and Facilities Committee as they are related to tuition. This item was brought to the Technical Education Committee as information only at this time.

Program Alignment Proposals and Progress

Will Pierce, the Assistant Commissioner for Technical Education, provided a progress report on the program alignment initiative. The Board directed the technical colleges to align programs and asked the Commissioner's office to facilitate faculty committees from each discipline to design aligned program guides. The Board directive for the use of guides includes the use of a single program name, length, description, and set of objectives.

Each program guide should also delineate aligned courses that comprise at least 70% of the total program length/credits with the alignment of course names, lengths/credits, descriptions, and objectives. It is

intended that up to 30% of the total program hours be reserved for institutions to provide for region-specific education and training needs.

The review process includes a few other committees including a group of instructional designers from the technical education institutions, the instructional officer's committee, and a USHE curriculum committee to evaluate the proposed guides submitted by the faculty. At each stage in the review and evaluation process, any recommendations or suggestions are sent back to the faculty groups to consider or continue their work in developing these aligned program guides. After the proposed guides have been reviewed by these committees, they are presented to the Technical Education Committee for review and agreement that the proposals meet the intent of the initiative.

The committee reviewed alignment proposals for programs offered by single institutions and those offered by multiple institutions, which are created by program committees made up of a faculty representative from each institution that offers the program. The committee agreed on the proposals for Esthetician, Injection Molding, Manufacturing Technology, Digital Marketing and Analytics, Limited X-Ray Technician, Radiography Technology, Sterile Processing Technician, Clinical Lab Assistant, Medical Office Administration, Advanced Emergency Medical Technician, Electrical Apprenticeship, Emergency Medical Technician, Nursing Assistant, Plumbing Apprenticeship, and Real Estate meet the intent of the initiative and requested they be forwarded to the Board.

The committee had an extensive discussion regarding the Truck Driver, Heavy, Introduction to Pumping, Tower Technician, Advanced Energy Transportation, Firefighter, and Fire and Rescue Services proposals. The committee asked to hold off on the designated alignment of these programs and requested a more in-depth discussion regarding what constitutes a program versus short-term training, the integrity of credentials, control of curriculum, and investment of institutional resources. The committee asked for the discussion to include consideration for: 1) the length and credits of regulated and non-regulated programs, 2) whether instruction should be offered as a program or through short-term training, 3) whether this designation should reflect broad industries or the needs of a specific employer, and 4) addressing training in which an institution does not have full control of content or contribution of institutional resources. The committee agreed there is no intent to discourage training to meet industry demand but to appropriately classify educational activities.

Associate Commissioner Ziebarth and Assistant Commissioner Pierce will meet with the instructional officers for further discussion and bring this topic back to the next committee meeting.

Corrections Plans

The Corrections Council was formed in response to House Bill 226 (2022). The duties of the council are to advise the Board of Higher Education, Department of Corrections, Education Interim Committee, and Higher Education Appropriations Subcommittee. The goal is for integration and productive employment of inmates upon release. The council intends to meet this goal by focusing on the following areas:

evidence-based practices, accessibility during incarceration, timely completion of courses, certificates, degrees, accessibility, sustainable occupations aligned with workforce demands, cross-institutional coursework, personal and civic development, innovative course delivery, including technology, and data: enrollment, completion, financial aid, costs, recidivism, employment, and continued education.

The council's first meeting was on July 27. During this meeting, the council reviewed current programs and available data, the transition to the new corrections facility, and identified current issues. The council also met on August 24 where they developed a vision and work plan as well as assigned work groups. At their October meeting, the council plans to review evidence-based practices research and consider work group recommendations and priorities. In November, the council plans to identify gaps and recommend long-range strategic priorities and short-term 2023 priorities. The council will report to the Board of Higher Education, Education Interim Committee, and Higher Education Appropriations Subcommittee.

Workforce Alignment
Talent Ready Utah Director, Vic Hockett, gave the committee an update on the Utah Works Program. The goal of the Utah Works Program is to develop workforce solutions with industry and train individuals looking to skill up quickly for improved employment opportunities.

Proposals are submitted to Talent Ready Utah on an ongoing basis, that are scored and validated by a committee, which makes recommendations to the Talent Board to determine funding. Proposals must show an immediate regional employment need and strong partnerships between the institution and industry with a direct link to employment for program completers through these partnerships. Program lengths are short and can be a portion of a full certificate or newly developed training.

There is $4,850,500 of funding available. The goal of funding use is to have programs aligned with industry needs and get participants placed, and for students to receive training without incurring costs. The use of funding is fairly flexible and can be used for curriculum development, marketing, outreach, procurement of equipment and supplies, and covering the cost of instruction. The institutions can ask to cover FTE or tuition costs for students, but not both.

Recommendations
This is information only; no action is required.

September 16, 2022

Student Affairs Committee Report

The following is a summary of the Student Affairs Committee meeting on August 19, 2022:

Strategic Plan Updates (TAB A)
Chair Scott Theurer reviewed the Student Affairs Committee's priorities within the Board's five-year strategic plan. The committee approved the slight updates made to the tactics within the plan and forwarded the updated strategies to the Committee of the Whole for consideration.

EQUITY

Equity Resolution Highlights: HB144 Standardization and Expect the Great (TAB B)
After adopting the Board's Resolution to Advance Equitable Systemic Change, the Board approved a series of additional resolutions aimed at closing postsecondary attainment gaps by race, ethnicity, gender and sexual orientation, citizenship status, and socioeconomic status. 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 five-year strategic plan. The committee heard progress on implementing the Board's equity resolutions from:

- Laís Martinez, Assistant Commissioner for Equity, Diversity, and Inclusion at USHE, discussed institutional commitment to Native/Indigenous students (more to come at the October Student Affairs Committee meeting).
- Andy Young, Director of Admissions Operations at Weber State University, spoke on the impact of simplifying and standardizing HB-144.
- Raquel Cetz, Interim Dream Center Director at the University of Utah, discussed the urgent need for action to support undocumented students due to the possible rescinding of DACA.
- Daneka Souberbielle, Associate Provost and Chief Diversity Officer for Southern Utah University, shared the newly-created Expect the Great Charter.

Hispanic-Serving Institutions (HSI) (TAB C)
Weber State University President Mortensen presented on the definition and role of HSIs and Weber's journey to becoming a Hispanic-Serving Institution. As multiple USHE institutions are considering HSI

designation, Board Chair Lisa Michele Church recommended the committee forward this item to the Committee of the Whole for further discussion on system impacts.

ACCESS

Simplified Admissions Taskforce Update (TAB D)

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. 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 timeline for the taskforce needs to be expedited. The taskforce objectives should be made more explicit and aligned with the feedback from these stakeholders. 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.
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 an institutional survey of application fees.
4. Recommendation on the sharing of K-12 student directory information.

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

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

Assistant Commissioner for Access Richard Gonzalez and Director of the Utah College Advising Corps Rachel Everitt presented on the impact, successes, and challenges of the initial expansion of the UCAC program.

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)

Successes

- Program growth and implementation of two pilot program models
- Advising quality and reach
- FAFSA completion

Challenges

- Adviser recruitment and COVID-19

Looking Forward: 2022-23 UCAC Expansion (Phase II) Opportunities and Areas of Focus

- Purposeful integration of technical colleges
- Program growth and further implementation of pilot program models
- Adviser recruitment
- FAFSA completion

COMPLETION

Student Wellness Continuum

Alexis Palmer, Associate Vice President of Student Development/Dean of Students at Utah Valley University, [presented on how the continuum of student well-being](#) is holistic and includes everything from physical safety to food security to mental and physical health. The continuum itself for any of these issues includes early intervention, referral to care, treatment, and maintenance. The committee expressed appreciation and agreement with looking at student well-being as a continuum and how inextricably connected student well-being is to student success.

Systemwide Basic Needs Landscape Analysis ([TAB G](#))

Katie Mazzie, Director of Student-Centered Initiatives at USHE, presented the draft of a systemwide basic needs landscape analysis she conducted to better understand basic needs supports across the system. Key findings include:

- Seven 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.
- Fourteen institutions offer an on-campus program to address food insecurity in the form of a food pantry (13), a food voucher/gift card program (9), or both (8).
- Nine institutions utilize emergency temporary housing, emergency hotel vouchers, partnerships with local homeless shelters, referrals to community partners, or a combination of strategies.
- Eleven USHE institutions award emergency grants to institutions facing unforeseen economic hardship, ranging from $400 to $5,000, with a median of $1,000.

Systemwide Student Wellness Case Managers (TAB H)

The co-chairs of the Senior Student Affairs Officers (SSAOs)—Brett Perozzi, Vice President of Student Affairs at Weber State University, and James Mullenaux, Vice President of Student Services at Southwest Technical College—presented a legislative budget proposal for eleven student wellness case managers to be housed at institutions and shared regionally, as appropriate. These positions 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. The committee approved this request and forwarded it to the Committee of the Whole for consideration in its formal legislative budget request for the 2023 legislative session.

Systemwide Student Wellness Case Managers (TAB I)

The co-chairs of the Senior Student Affairs Officers (SSAOs)—Brett Perozzi, Vice President of Student Affairs at Weber State University, and James Mullenaux, Vice President of Student Services at Southwest Technical College—also presented a legislative budget proposal to support student mental health. The committee approved this request and forwarded it to the Committee of the Whole for consideration in its formal legislative budget request for the 2023 legislative session, with the caveat that more details need to be presented at that time for them to support and adopt this request.