

# Higher Education Institutional Roles and Missions

---

David L. Buhler

Ruth Watkins

Noelle Cockett

Richard B. Williams

Deneece Huftalin

Commissioner of Higher Education

President, University of Utah

President Utah State University

President Dixie State University

President, Salt Lake Community College



# — Utah System of Higher Education —





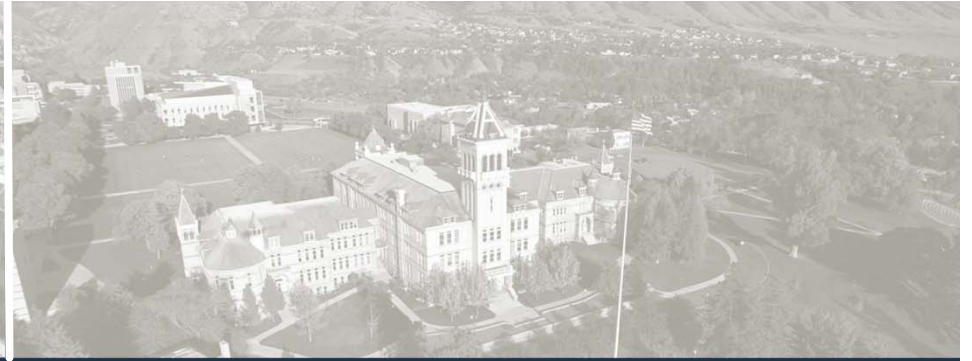
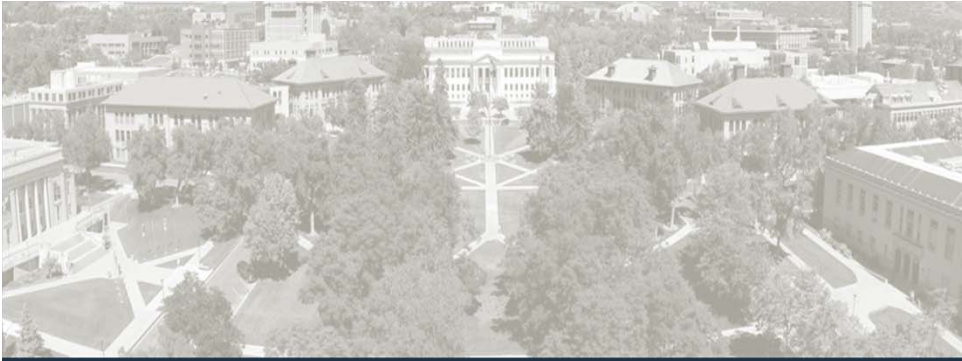


# Research Universities

UNIVERSITY OF UTAH (Flagship), UTAH STATE UNIVERSITY (Land Grant, Regional Campuses)





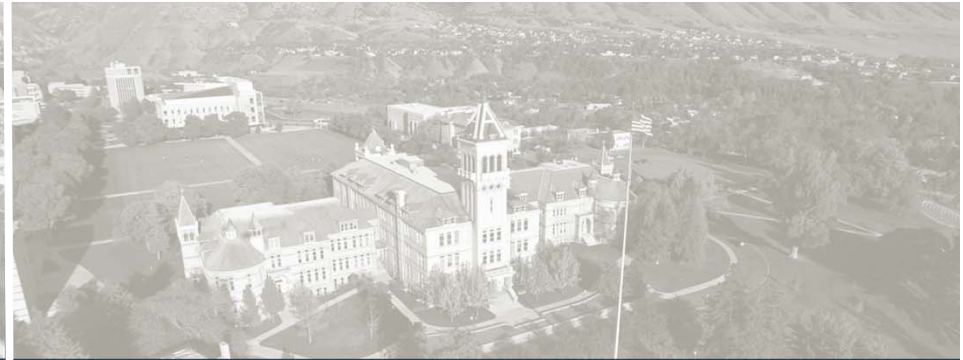


# Regional Universities

WEBER STATE, SOUTHERN UTAH, DIXIE STATE, UTAH VALLEY







# Community Colleges

SNOW COLLEGE, SALT LAKE COMMUNITY COLLEGE



# 53B-16-101

## Research (UU, USU):

- Undergraduate
- Graduate
- Research programs

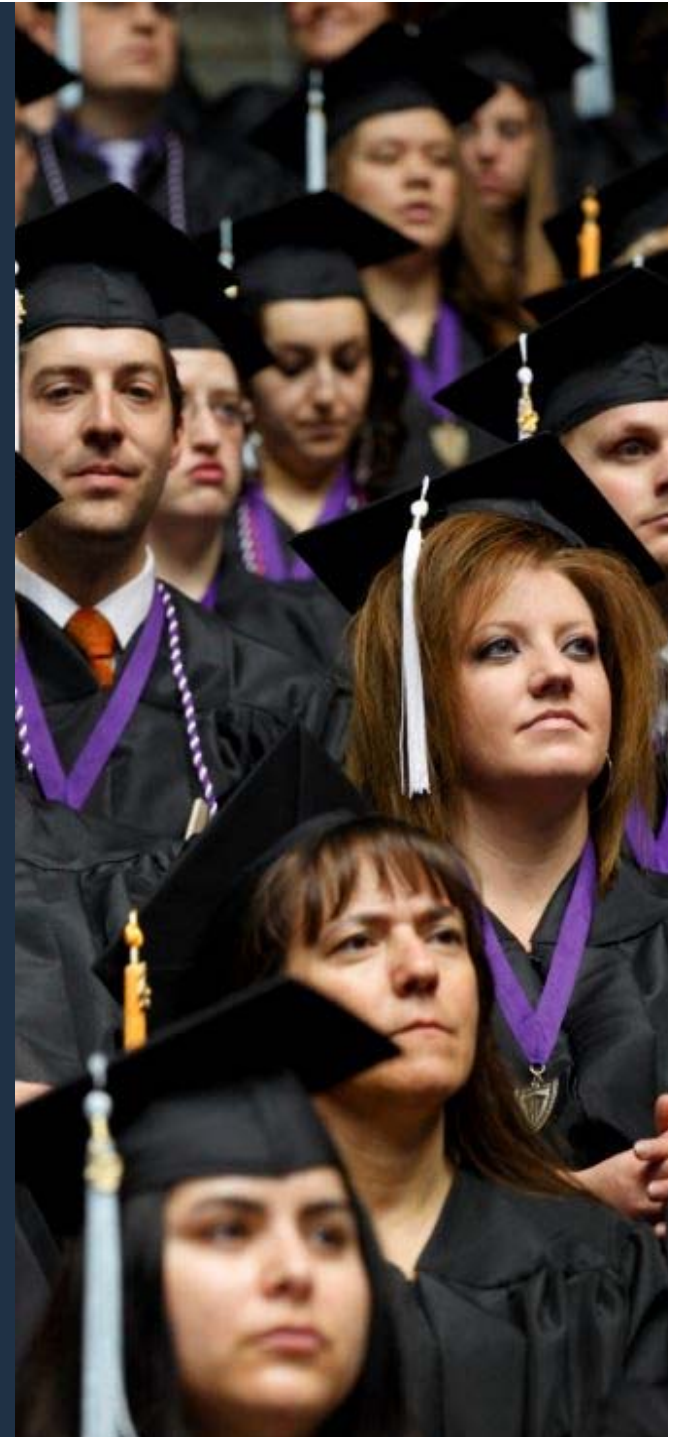
## Regional (WSU, SUU, DSU, UVU):

- CTE
- Associate degrees
- Bachelor's degrees
- Select master's degrees for regional demand

## Comprehensive Community College (SLCC, Snow):

- CTE
- Associate degrees

*"The board may further clarify each institution of higher education's primary role."*





# R 312

## Research (UU, USU):

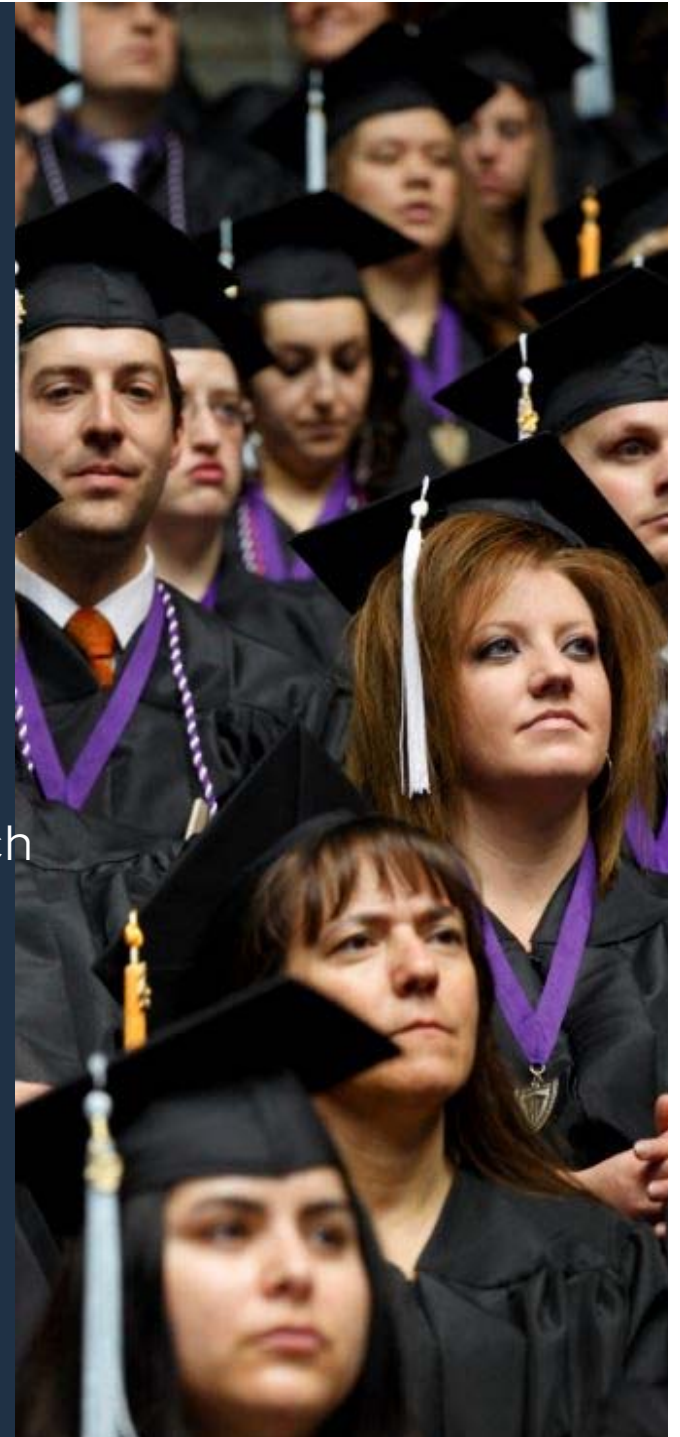
- Significant research activity
- Selective admissions
- USU provides regional/community college services in some locations

## Regional (WSU, SUU, DSU, UVU):

- New Master's degrees are reviewed in 5<sup>th</sup> year
- Faculty have higher teaching load than Research
- Open-admissions

## Comprehensive Community College (SLCC, Snow):

- Teaching loads average at least 30 credits/year
- Open-admissions



# Key features

- 8 of 10 Utah HS grads who attend any college are at an institution governed by the Regents.
- Offerings from open-entry, competency based technical education to selective professional and graduate programs.
- USHE institutions are economic and community anchors
  - 98 members of Regents and Boards of Trustees comprised of business and community leaders
  - Dozens of national and regional industry advisory groups
  - Multiplier effect to state and local economies.
  - Hubs for business partnerships, incubators and collaborations
- State functions provide:
  - Common agenda
  - Consistent reporting
  - Economies of scale
  - State-aligned priorities





STEP ONE. IMAGINE. STEP TWO. DO.

# Improving Health in Our Communities: University of Utah Health Sciences Research

DIABETES  
OBESITY  
HEART FAILURE



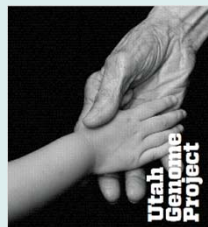
Driving Out  
Diabetes –  
A Larry H. Miller  
Family Wellness  
Initiative

CANCER



Huntsman  
Cancer  
Institute  
Partnershi  
ps

GENETIC  
AND  
CHILDHOOD  
DISEASES



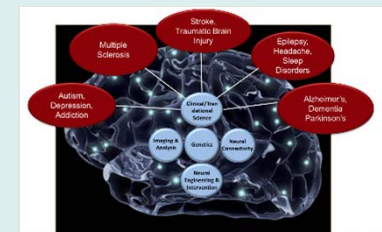
Utah  
Genom  
e  
Center

INFECTION &  
INFLAMMATION



Zika Virus Test  
Development  
– Summer  
Olympics  
2017/  
Ill Initiative

NEURODEGENERATION  
AUTISM  
ADDICTION  
DEPRESSION  
BRAIN AND SPINAL CORD  
INJURY

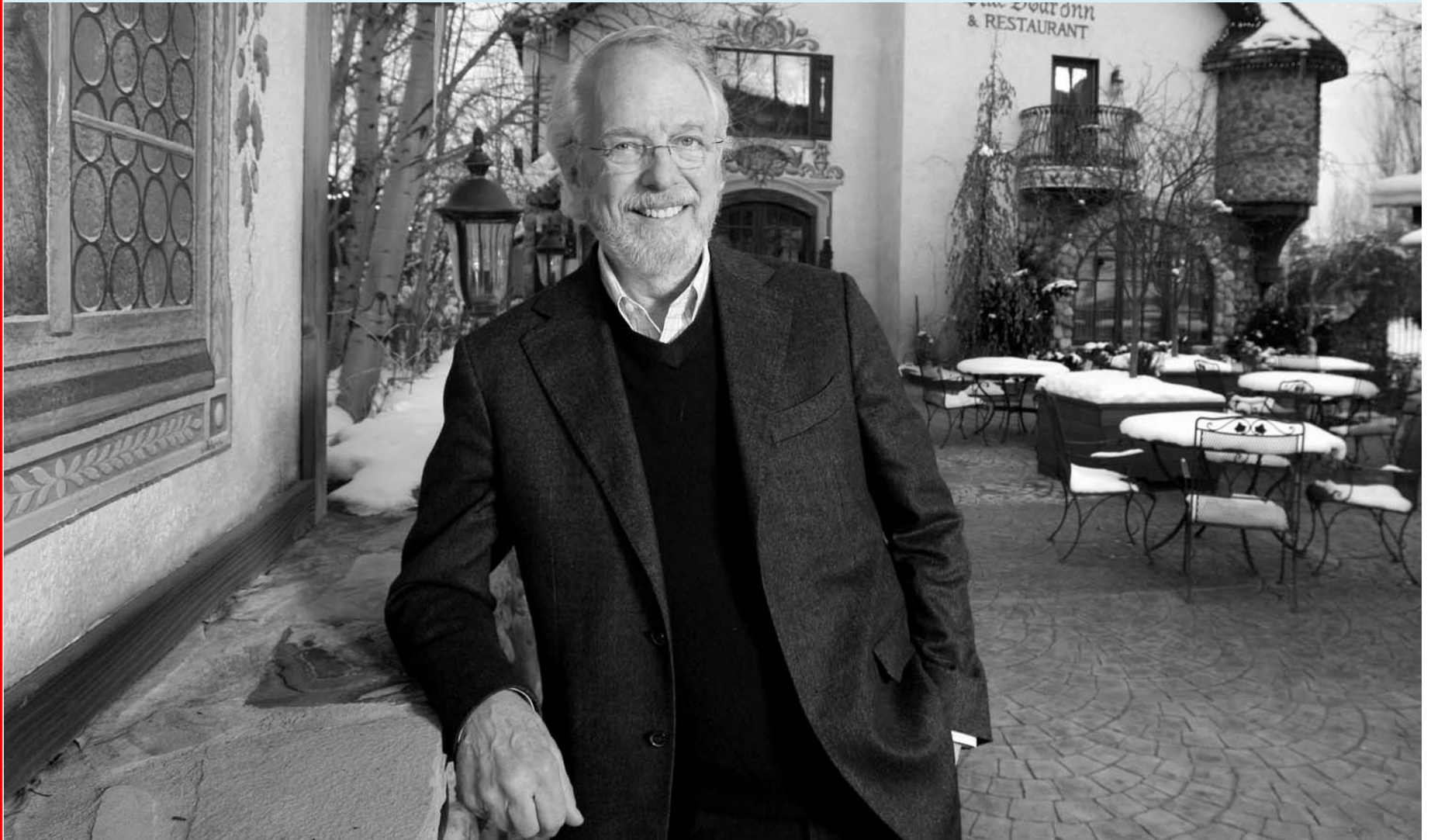


Neuroscien  
ce  
Initiative



STEP ONE. IMAGINE. STEP TWO. DO.





STEP ONE. IMAGINE. STEP TWO. DO.

# Innovation And Economic Impact



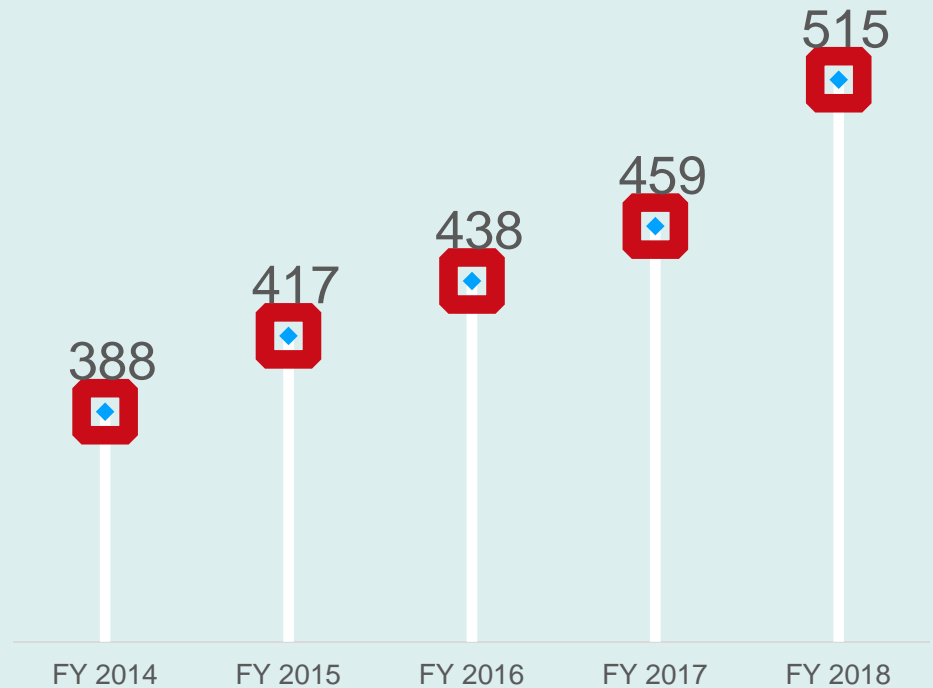
STEP ONE. IMAGINE. STEP TWO. DO.



# TOTAL SPONSORED PROJECT AWARDS

For the last fiscal year, the University of Utah received over half a billion dollars in new awards for sponsored activities.

Total Sponsored Project Awards, Millions of Dollars



Source: University of Utah Office of Sponsored Projects



STEP ONE. IMAGINE. STEP TWO. DO.

**\$176**  
MILLION

in **salaries and wages** specifically associated with research in **FY17**

**generates an estimated:**

**\$240** million in direct & induced labor income

generating **\$22** million in state & local sales tax

*Source: Kem C. Gardner Policy Institute. State fiscal impacts consist of personal income and state sales taxes. Local fiscal impacts comprise sales taxes and property taxes.*



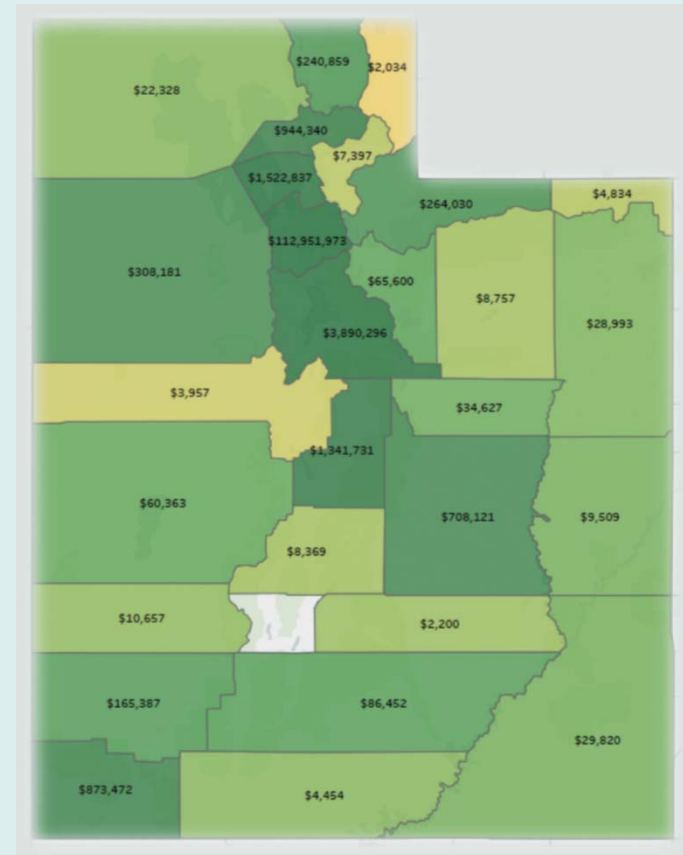
STEP ONE. IMAGINE. STEP TWO. DO.



# TOTAL VENDOR PAYMENTS

## FY17-18

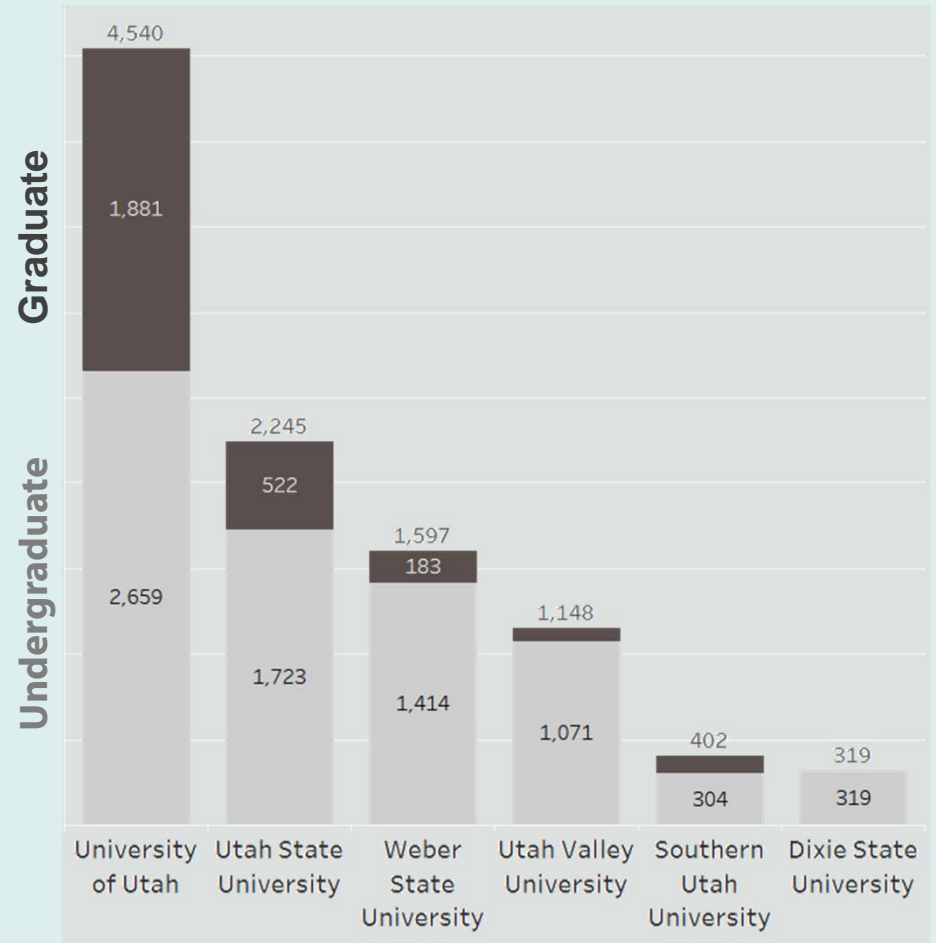
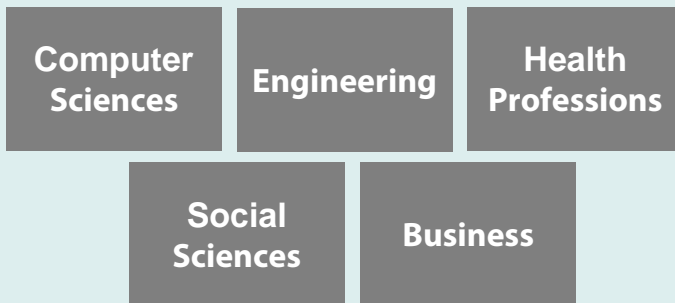
Last year, the University of Utah contributed over **\$123 million** in total vendor payments across the state of Utah.



STEP ONE. IMAGINE. STEP TWO. DO.

# DEGREES FOR HIGH DEMAND JOBS FOR UTAH

High demand jobs, as identified by projected growth in Utah employment from the Bureau of Labor Statistics, include the following industries:



Source: IPEDS 2017, Bureau of Labor Statistics



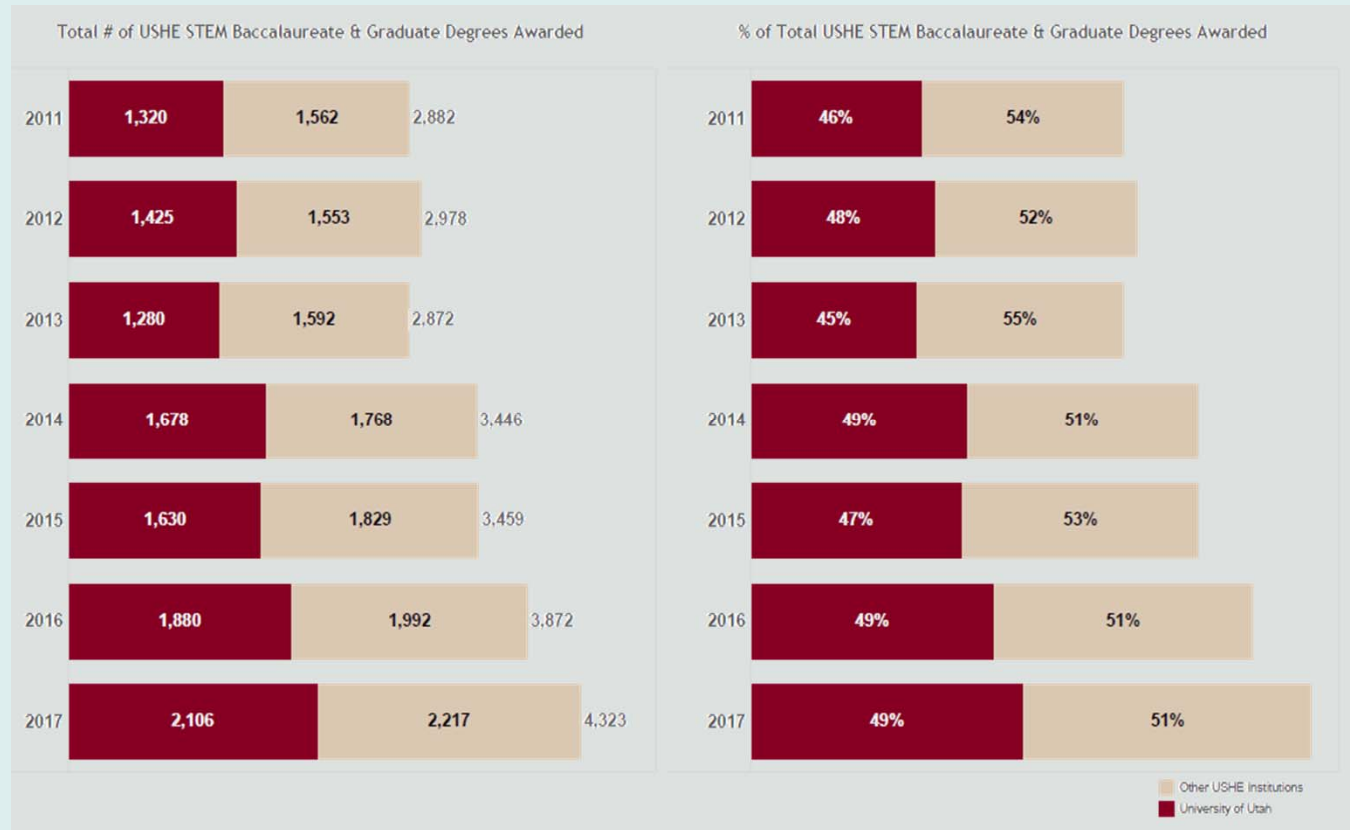
STEP ONE. IMAGINE. STEP TWO. DO.



# STEM DEGREES AWARDED

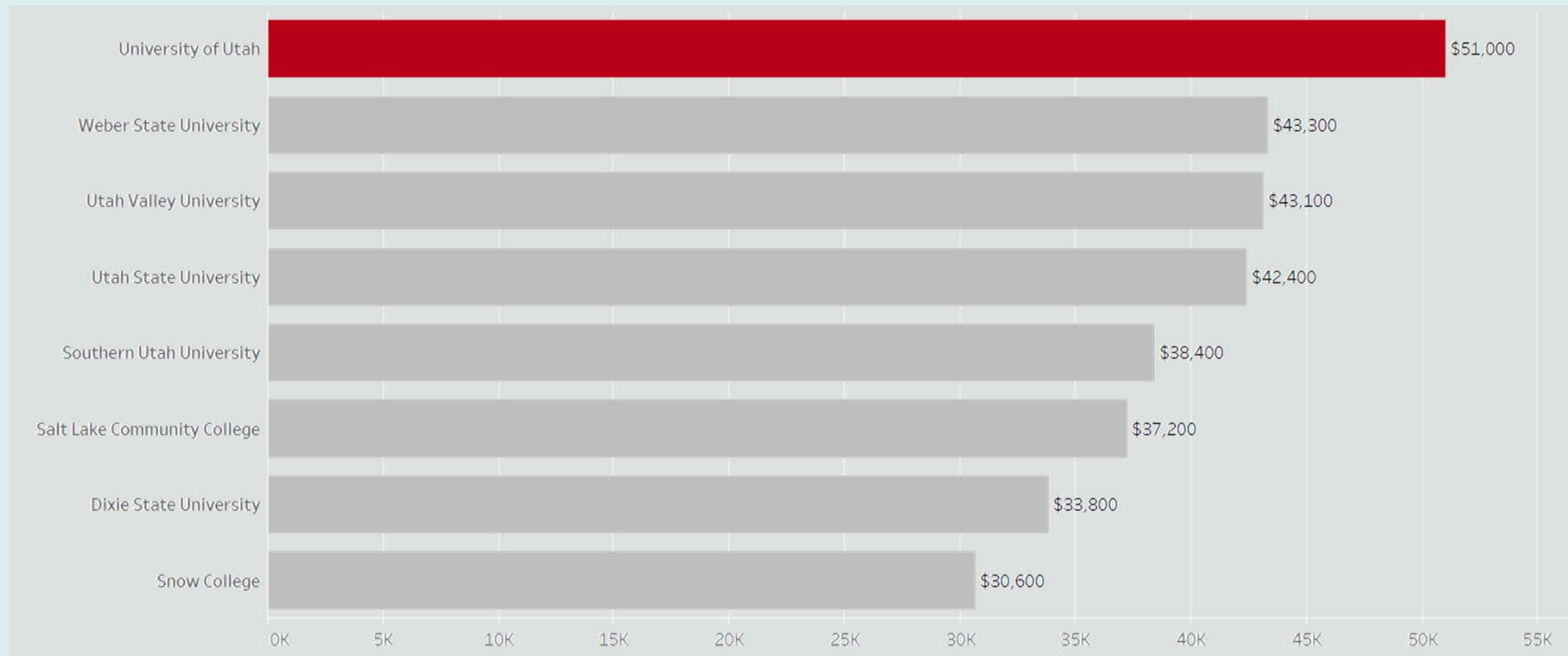
The University of Utah produces **nearly half** of all STEM degrees awarded in the State of Utah

Source: IPEDS 2017



STEP ONE. IMAGINE. STEP TWO. DO.

# AVERAGE SALARY AFTER ATTENDING:



Source: US Department of Education College Scorecard



STEP ONE. IMAGINE. STEP TWO. DO.



# Post Secondary Education in Utah Delivered by Utah State University



Noelle E. Cockett

President

August 6, 2018



Certificate or Degree	Requirements	Coursework
Certificate	45 to 1600 hours 3 to 30 credits	Technical skills
Applied Associate's (AAS)	~ 63 credits	Tech classes Gen ed (15 credits)
Associate's (AS, AA)	~ 60 credits	Major classes Gen ed (34 credits)
Bachelor's (BS, BA)	~120 credits	Major classes Gen ed (34 credits)
Professional Master's (MFA, MBA, MEd, MEng ....)	~ 33 credits post-Bachelor's	Major classes
Research Master's (MS, MA)	~ 30 credits post-Bachelor's	Major classes Research thesis
Professional Doctorate (EdD, AuD, MD, DVM, ...)	~ 70 credits post-Bachelor's	Major classes
Research Doctorate (PhD)	~70 credits post-Bachelor's	Major classes Research dissertation



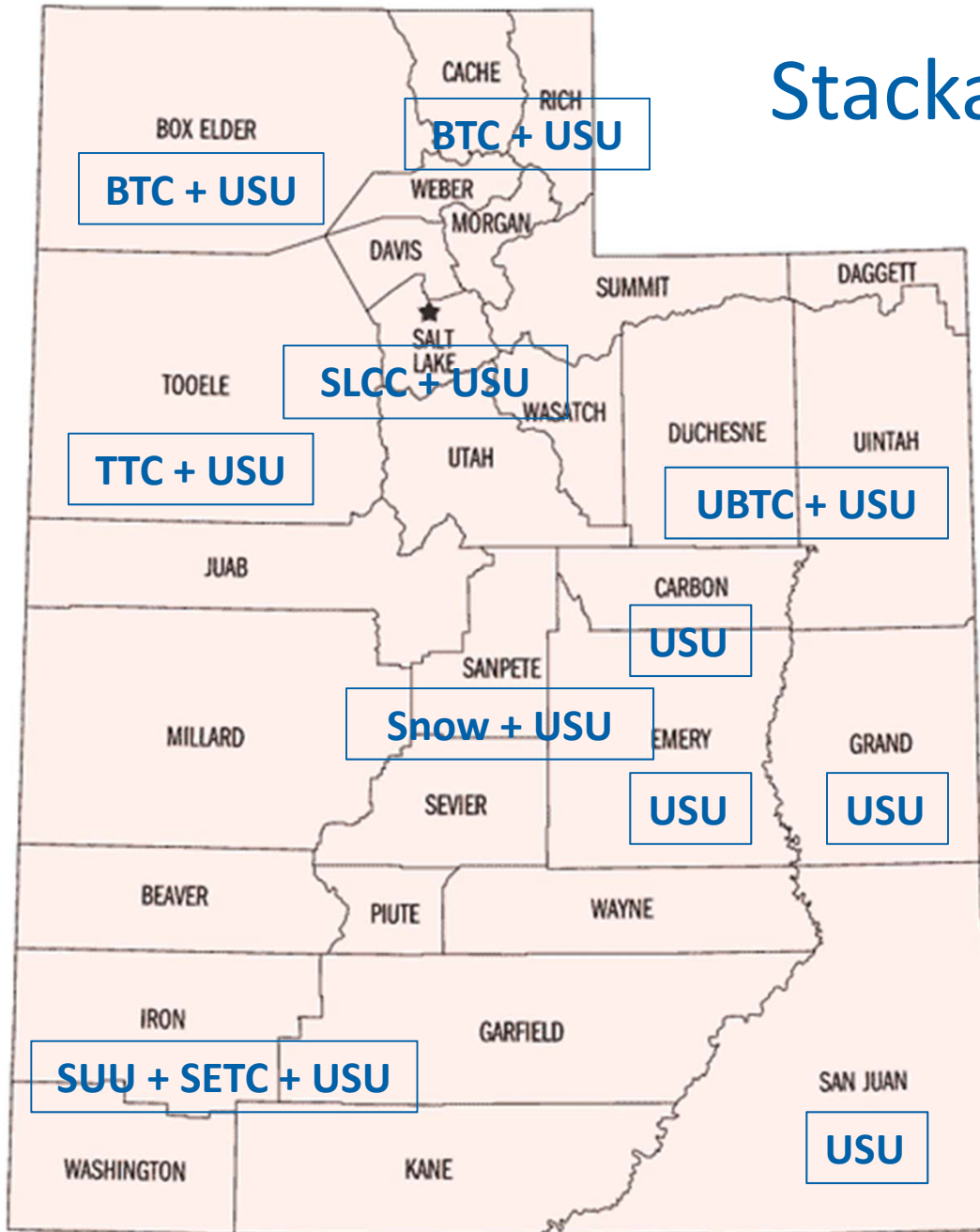
Certificate or Degree	System	USHE Institution	USU Campus
Certificate	USTC, USHE	All but U of U	USU Eastern, Moab, Blanding
Applied Associate's (AAS)	USHE	All but U of U	All USU campuses
Associate's (AS, AA)	USHE	All but U of U	All USU campuses
Bachelor's (BS, BA)	USHE	USU, U of U, Regional Universities	All USU campuses
Professional Master's (MFA, MBA, MEd, MEng)	USHE	USU, U of U, Regional Universities	All USU campuses
Research Master's (MS, MA)	USHE	USU and U of U	USU Logan
Professional Doctorate (EdD, AuD, DVM...)	USHE	USU and U of U	USU Logan
Research Doctorate (PhD)	USHE	USU and U of U	USU Logan

# Confusion with Post-Secondary Education in Utah??

- One versus two systems (USTC and USHE)
- Certificates and degrees versus institutional designations (tech colleges, community colleges, regional comprehensive universities, research universities)
- High school counselors versus college career advisors



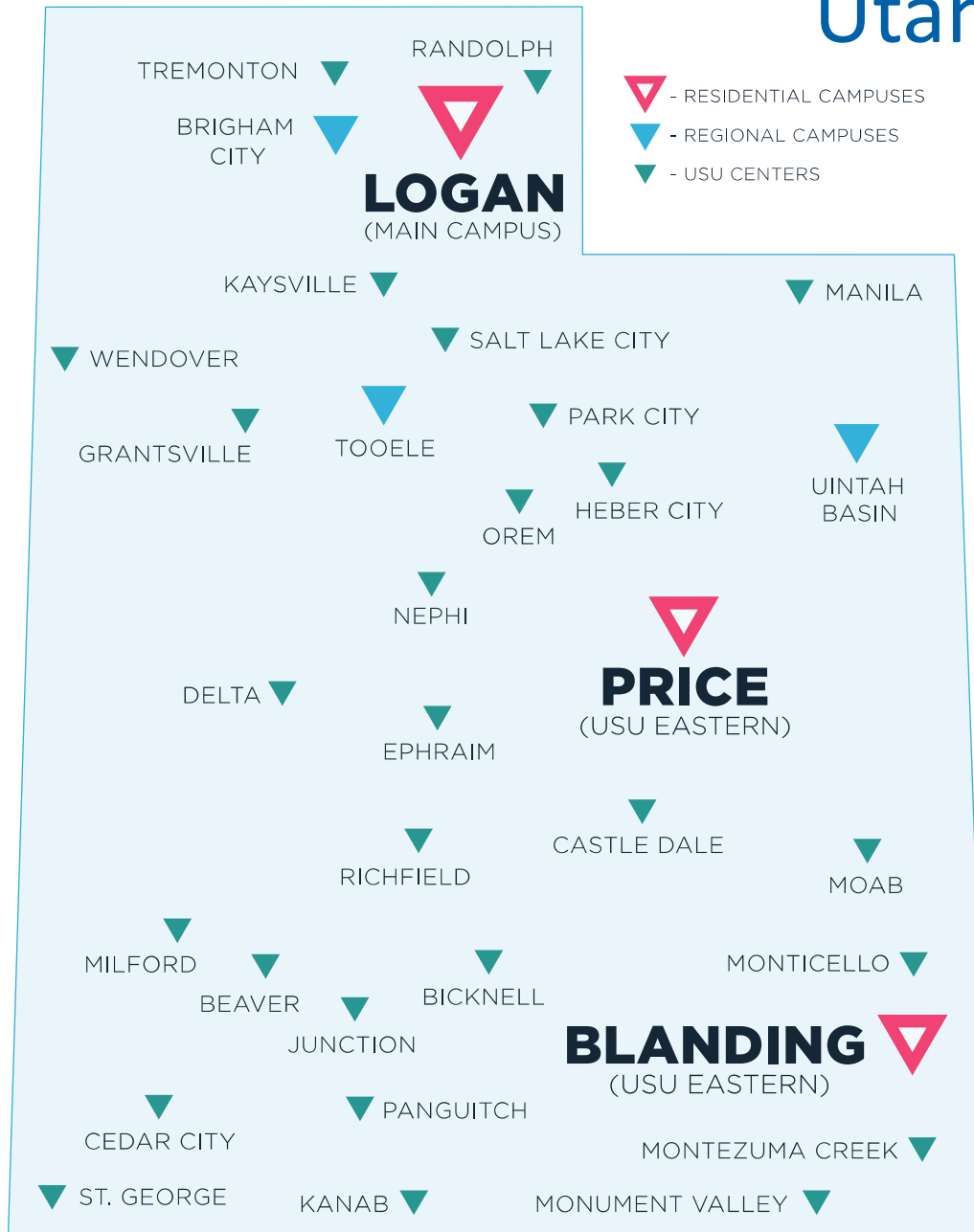
# Stackable Credentials:



- USTC 900-hour certificates transfer into 30-credits in USU associate's and bachelor's degrees
- Snow College and SLCC associate's degrees build into USU bachelor's degrees
- Three-level nursing program with SUU (pre-reqs), SETC (LPN) and USU (RN)
- USU Eastern, Moab and Blanding provide tech certificates in Carbon, Emery, Grand and San Juan



# Utah State University



- Tech college mission: Tech certificates in Carbon, Emery, Grand and San Juan
- Community college mission: AAS and AS/AA at regional campuses
- Regional university mission: BS/BA and professional Master's at all campuses
- Research university mission: MS/MA at some regional campuses and MS/MA, PhD and professional doctorates at Logan

# Regional Universities

By Richard B. Williams



- To provide career and technical education, associate and baccalaureate programs & select master's degree programs to fill regional or state workforce demands <sup>(R312)</sup>
- Emphasize teaching, scholarly, and creative achievements that complement teaching and community service.
- Contributes to the quality of life and economic development at the local and state levels.



## Role of Regional Universities



# Regional Universities

- Dixie State University
- Southern Utah University
- Utah Valley University
- Weber State University





# Dual Mission Universities

- Dual Mission University:
  - A University that combines the rigor and richness of a first rate teaching institution with the openness and vocational programs of a community college.
- Institutions
  - Dixie State University
  - Utah Valley University
  - Weber State University

- Average Teaching Loads (24 credit hours each year)
- Faculty are selected, retained, and promoted primarily on the evidence of effective teaching
- Faculty have terminal degrees
- Less emphasis on research/scholarship
- Open Admission



**Regional University Facts**



# Thank You

**DSU**<sup>TM</sup>



# Role of Community Colleges

Denece Huftalin, President  
Salt Lake Community College

# Truman Commission Report (1947): Higher Education for American Democracy: Report of the President's Commission on Higher Education

“Whatever form the community college takes, its purpose is educational service to the entire community, and **this purpose requires of it a variety of functions and programs.** It will provide college education for the youth of the community certainly, so as to **remove geographic and economic barriers to educational opportunity and discover and develop individual talents at low cost and easy access.** But in addition, the community college will serve as an active center of adult education. **It will attempt to meet the total post-high school needs of its community.**”



# Two Outcomes of CCs

- Allowed four-year institutions to become more selective and stratified the higher education system
- Democratization of higher education—access
  - The “People’s College” or “Democracy’s College”

# Comprehensive Focus

- Collegiate function (liberal arts, transfer)
- Career and technical education (vocational)
- Compensatory education (developmental studies)
- Community and continuing education
- General education (integrated curriculum)

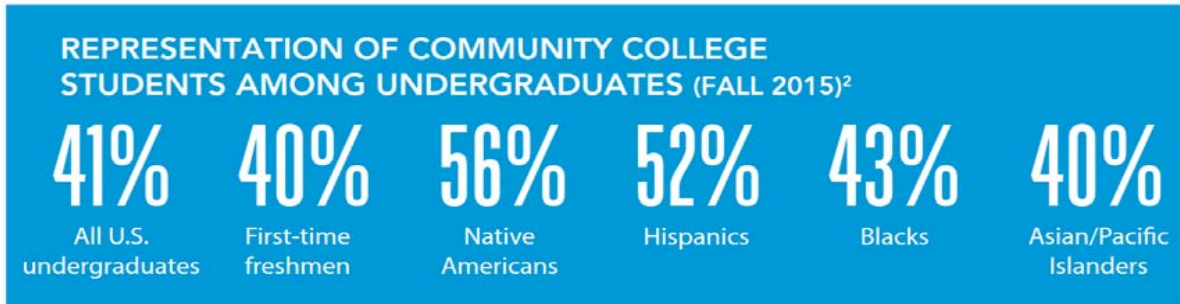
# Tenets of Comprehensive Community Colleges

- Open admissions
- Affordable (often subsidized by local and state tax dollars)
- Transfer-focused academic programs
- Workforce and economic development focused programs
- Flexible modes of delivery
  - Non-credit, online, custom fit, etc...
- Community partnerships and engagement



# National Enrollment

*Excerpted from "AACC Fast Facts 2018"*



**TOTAL 1,103**

Excerpted from "AACC Fast Facts 2018"

# National Impact of CCs

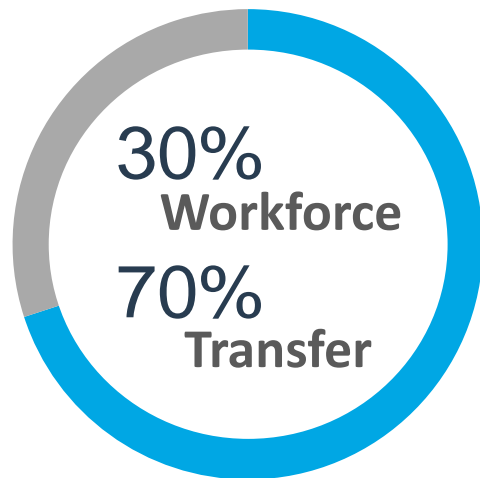


**DEGREES AND CERTIFICATES AWARDED**  
(2016-2017)<sup>8</sup>

<b>ASSOCIATE DEGREES</b>	<b>CERTIFICATES</b>
<b>833,093</b>	<b>533,579</b>



# Local Impact of SLCC



2017 LARGEST  
GRADUATING CLASS

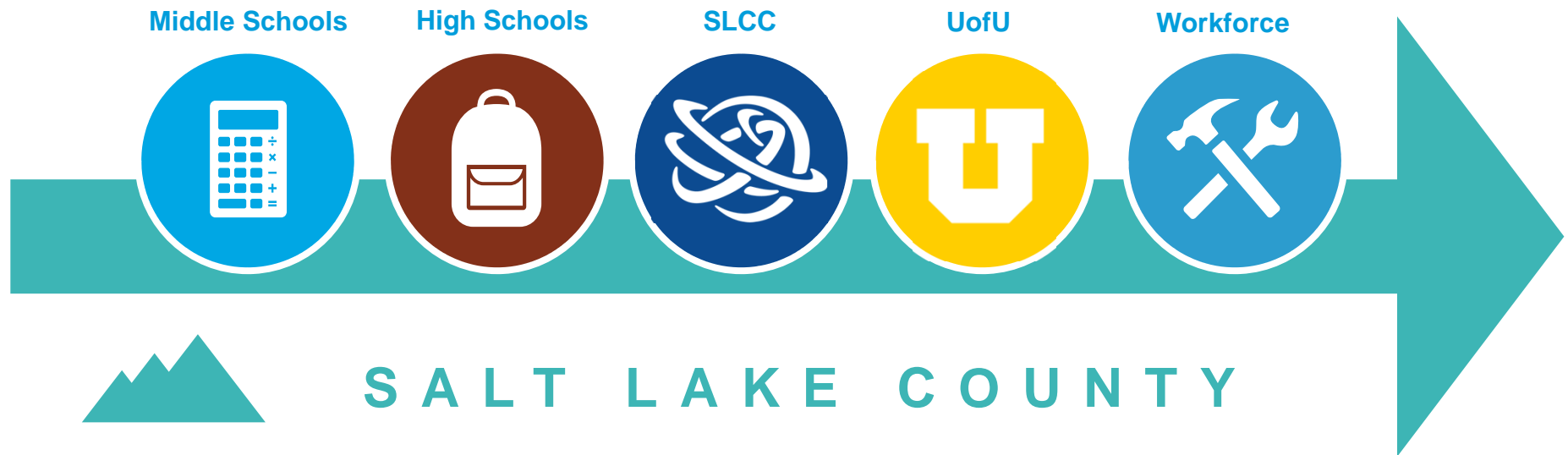
4,703

- ▶ AS: 3,532
- ▶ AAS: 668
- ▶ AA: 132
- ▶ Certificates: 2,026
- ▶ Non-Credit: 18,789\*
- ▶ Custom Fit: 2,423\*

\*Headcount



# SLCC's Educational Impact in Salt Lake County



Thank You!



UTAH SYSTEM OF  
HIGHER EDUCATION



Utah System of Technical Colleges

# Technical College Roles and Missions



*A presentation to the  
Higher Education Strategic Planning Commission  
Monday, August 06, 2018*

# Roles & Missions of Technical Colleges

Utah System of Technical Colleges



*Mountainland Technical College*  
*President*  
Clay Christensen



*Southwest Technical College*  
*President*  
Brennan Wood



# MISSION STATEMENT

*The mission of the Utah System of Technical Colleges is to meet the needs of Utah's employers for technically-skilled workers and to promote economic development by providing market-driven technical education to secondary and adult students.*

# VISION

The Utah System of Technical Colleges will be recognized as a world-class provider of technically skilled workers needed for the 21st century workforce.



# GUIDING PRINCIPLES

Through its technical colleges, USTC prepares students to enter, re-enter, or advance in the workplace, which contributes to economic development and improves the quality of life for Utah citizens. The USTC mission is accomplished through competency-based education and training programs, which may be long-term, short-term, apprenticeship, or custom-designed for individual employer needs. Most of the programs are offered in a flexible, open-entry/open-exit format.

*- USTC Policy 100.4*

# Important Tech College Features

1. Unique competency-based, non-credit institutions
2. Business/industry focused
  - Skilled instructors from business & industry
3. Flexible schedules
  - Open-entry/open-exit
4. Affordable
  - High school students – no tuition
  - Adults – low tuition (Averages \$2.00/Membership Hour)
5. Quality instruction
  - National accreditation by Council on Occupational Education
  - Completion/placement/licensure exceeds COE standards

# Important Tech College Features

## 6. Nimble, responsive institutions

- Respond to student/employer needs

## 7. Statewide administration and coordination

## 8. Regional empowerment

- Respond to local needs through college Boards of Directors

## 9. High level of assistance support between colleges and UTech

## 10. Regional employer advisory committees guide every program

