# Higher Education Institutional Roles and Missions

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>David L. Buhler</td>
<td>Commissioner of Higher Education</td>
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<tr>
<td>Ruth Watkins</td>
<td>President, University of Utah</td>
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<tr>
<td>Noelle Cockett</td>
<td>President, Utah State University</td>
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<tr>
<td>Richard B. Williams</td>
<td>President, Dixie State University</td>
</tr>
<tr>
<td>Deneece Huftalin</td>
<td>President, Salt Lake Community College</td>
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</tbody>
</table>
Utah System of Higher Education
Research Universities

UNIVERSITY OF UTAH (Flagship), UTAH STATE UNIVERSITY (Land Grant, Regional Campuses)
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.”
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 5th 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
Improving Health in Our Communities: University of Utah Health Sciences Research

- DIABETES
- OBESITY
- HEART FAILURE
- CANCER
- GENETIC AND CHILDHOOD DISEASES
- INFECTION & INFLAMMATION
- NEURODEGENERATION
- AUTISM
- ADDICTION
- DEPRESSION
- BRAIN AND SPINAL CORD INJURY

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

Huntsman Cancer Institute Partnerships

Utah Genome Center

Zika Virus Test Development – Summer Olympics 2017/III Initiative

Neuroscience Initiative

STEP ONE. IMAGINE. STEP TWO. DO.
Innovation And Economic Impact
For the last fiscal year, the University of Utah received over half a billion dollars in new awards for sponsored activities.
$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.
Last year, the University of Utah contributed over $123 million in total vendor payments across the state of Utah.
High demand jobs, as identified by projected growth in Utah employment from the Bureau of Labor Statistics, include the following industries:

- Computer Sciences
- Engineering
- Health Professions
- Social Sciences
- Business

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

Source: IPEDS 2017
AVERAGE SALARY AFTER ATTENDING:

- University of Utah: $51,000
- Weber State University: $43,300
- Utah Valley University: $43,100
- Utah State University: $42,400
- Southern Utah University: $38,400
- Salt Lake Community College: $37,200
- Dixie State University: $33,800
- Snow College: $30,600

Source: US Department of Education College Scorecard
Post Secondary Education in Utah
Delivered by Utah State University

Noelle E. Cockett
President
August 6, 2018
<table>
<thead>
<tr>
<th>Certificate or Degree</th>
<th>Requirements</th>
<th>Coursework</th>
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<tbody>
<tr>
<td>Certificate</td>
<td>45 to 1600 hours 3 to 30 credits</td>
<td>Technical skills</td>
</tr>
<tr>
<td>Applied Associate’s (AAS)</td>
<td>~ 63 credits</td>
<td>Tech classes Gen ed (15 credits)</td>
</tr>
<tr>
<td>Associate’s (AS, AA)</td>
<td>~ 60 credits</td>
<td>Major classes Gen ed (34 credits)</td>
</tr>
<tr>
<td>Bachelor’s (BS, BA)</td>
<td>~120 credits</td>
<td>Major classes Gen ed (34 credits)</td>
</tr>
<tr>
<td>Professional Master’s (MFA, MBA, MEd, MEng ....)</td>
<td>~ 33 credits post-Bachelor’s</td>
<td>Major classes</td>
</tr>
<tr>
<td>Research Master’s (MS, MA)</td>
<td>~ 30 credits post-Bachelor’s</td>
<td>Major classes Research thesis</td>
</tr>
<tr>
<td>Professional Doctorate (EdD, AuD, MD, DVM, ...)</td>
<td>~ 70 credits post-Bachelor’s</td>
<td>Major classes</td>
</tr>
<tr>
<td>Research Doctorate (PhD)</td>
<td>~70 credits post-Bachelor’s</td>
<td>Major classes Research dissertation</td>
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<tr>
<td>Certificate or Degree</td>
<td>System</td>
<td>USHE Institution</td>
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<td>-----------------------</td>
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</tr>
<tr>
<td>Certificate</td>
<td>USTC,</td>
<td>All but U of U</td>
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<tr>
<td></td>
<td>USHE</td>
<td></td>
</tr>
<tr>
<td>Applied Associate’s</td>
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<td>(AAS)</td>
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<td>(AS, AA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>USHE</td>
<td>USU, U of U, Regional Universities</td>
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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
• To provide career and technical education, associate and baccalaureate programs & select master’s degree programs to fill regional or state workforce demands (R312)

• 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.
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
Thank You
Role of Community Colleges

Deniece Huftalin, President
Salt Lake Community College
“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"

Representation of Community College Students Among Undergraduates (Fall 2015)²

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All U.S. undergraduates</td>
<td>41%</td>
</tr>
<tr>
<td>First-time freshmen</td>
<td>40%</td>
</tr>
<tr>
<td>Native Americans</td>
<td>56%</td>
</tr>
<tr>
<td>Hispanics</td>
<td>52%</td>
</tr>
<tr>
<td>Blacks</td>
<td>43%</td>
</tr>
<tr>
<td>Asian/Pacific Islanders</td>
<td>40%</td>
</tr>
</tbody>
</table>

Total 1,103
National Impact of CCs

DEGREES AND CERTIFICATES AWARDED (2016-2017)³
ASSOCIATE DEGREES 833,093
CERTIFICATES 533,579

FULL TIME
2.6M 37%

PART TIME
4.5M 63%
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

30% Workforce
70% Transfer
SLCC’s Educational Impact in Salt Lake County

Middle Schools  High Schools  SLCC  UofU  Workforce

SALT LAKE COUNTY
Thank You!
UTAH SYSTEM OF HIGHER EDUCATION
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.

- USTC Policy 100.2
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.

- USTC Policy 100.3
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