



# UTAH SYSTEM OF HIGHER EDUCATION (USHE) PERFORMANCE METRICS

HIGHER EDUCATION APPROPRIATIONS SUBCOMMITTEE  
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ISSUE BRIEF

## **SUMMARY**

The Utah System of Higher Education (USHE) currently has four distinct sets of metrics they report on. This issue brief identifies the four sets of metrics, explains similarities and differences, and explains the challenges associated with the variety measures.

## ***Legislative Action***

None

## **PROGRAM DETAILS**

USHE reports on the following sets of metrics:

1. [COBI](#)<sup>1</sup>: Under the “Performance” tab for each higher education institution, there are links to performance measures for each line item. COBI provides historic performance measure data for FY15-16 through FY19-20. Most COBI metrics do not include targets.
2. [Statute Metrics](#): Each institution submitted three metrics per line item to the Legislature for inclusion in statute. These metrics reflect institutional priorities but may not align between institutions. Some of these metrics do not include targets.
3. [P-20](#): The “P-20 Goals and Outcome Metrics” reflect a holistic approach to measuring the Utah education system, from preschool to postsecondary education. The goals and metrics were established in November 2017 and include ten indicators that relate to USHE and UTECH. P-20 focuses on metrics for the entire system of higher education rather than institutional metrics.
4. [USHE Board Metrics \(Jan. 2019\)](#): In November 2018, the Board of Regents approved seven performance metrics measuring the progress toward meeting the Board’s 2025 Strategic Plan objectives of (1) Affordable Access, (2) Timely Completion, (3) Workforce and Research, and (4) Capacity and Growth. These metrics and goals were adjusted in January 2019, with the intention of having institutional metrics completed by the March 2019 Board meeting.

## ***Analysis***

Having four sets of metrics results in a hodgepodge of data that is not easy to compare. Many of the metrics do not have targets associated with them, meaning that it is difficult to tell from the reported data how the institution is doing. For all higher education institutions, the COBI and Statute metrics are the same for the “Education & General” line item and do not include targets. In the “Educationally Disadvantaged” line item, there is little agreement between COBI and Statute for the same institution and little agreement between institutions on how service levels should be determined.

There is more agreement between the P-20 and USHE Board metrics. These metrics do not align well with the COBI and statute metrics, but they reflect the most recent expression of the Legislature’s and Board’s priorities.

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<sup>1</sup> The link is to Dixie State’s performance measures, the first agency under the Higher Education Subcommittee’s COBI page. Other institutions’ metrics can be found by clicking on “Dixie State University” and switching to the desired institution.

*Crosswalk*

This issue brief is supplemented by pdf documents that crosswalk the metrics. The crosswalks are set up by institution. Each measure from the four sets of metrics is listed under the institution it is associated with. Because COBI and the statute metrics are by line item, these sets of metrics are next to each other to allow for easier comparison. P-20 is listed under the USHE system because they are system-wide and do not define institutional metrics. Institutional board metrics are included under the USHE system and each institution where institutional metrics exist.