

A background image showing a group of graduates in black caps and gowns. Some are holding their caps high, and one is holding a rolled-up diploma. The scene is brightly lit, suggesting an outdoor graduation ceremony.

USHE System Overview

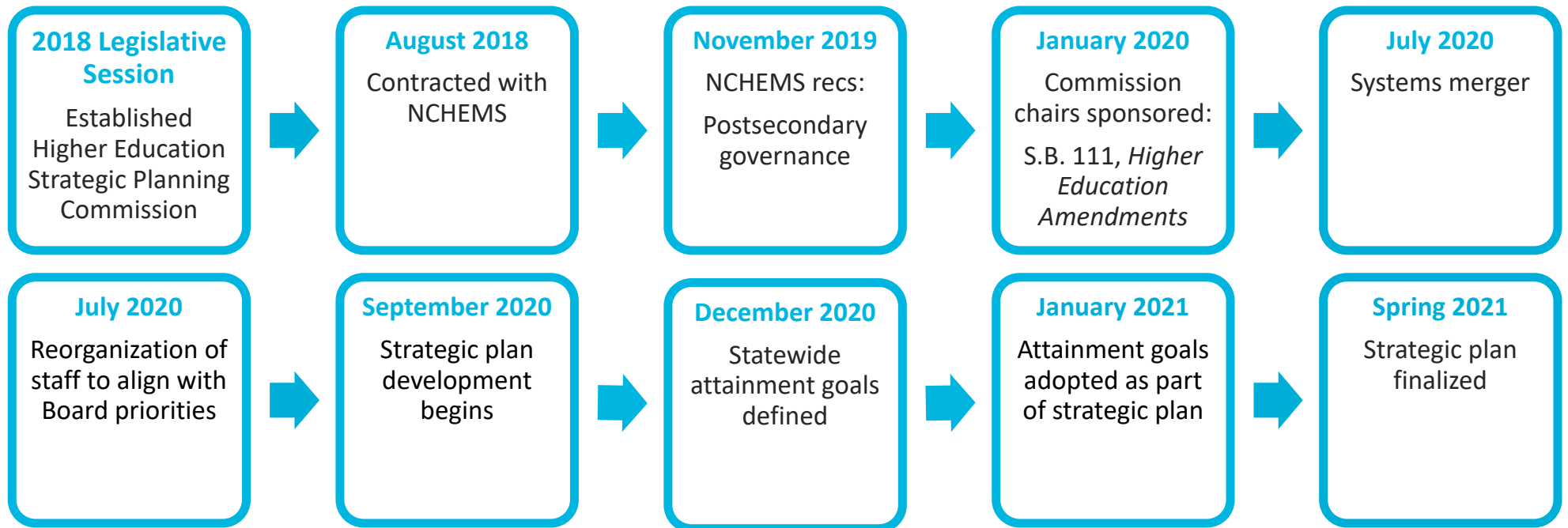
Higher Education Appropriations Subcommittee

January 21, 2021



UTAH
SYSTEM OF
HIGHER
EDUCATION

Strategic Planning Commission



Senate Bill 111

Higher Education Amendments

Board Members



Harris Simmons
Chair



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Vice Chair



Aaron Osmond
Vice Chair



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Mike Angus



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Wilford Clyde



Candyce Damron



Sanchaita Datta



Alan Hall



Patricia Jones



Crystal Maggelet



Arthur Newell



Shawn Newell



Glen Rivera



Scott Theurer

Board Committees

Student Affairs

- Student Safety
- Mental Health
- Student Access
- Retention and Completion
- K-12 Partnerships
- Equity, Diversity, & Inclusion
- Financial Aid

Academic Education

- Student Outcomes
- Academic Program Approval
- Concurrent Enrollment
- Transfer & Articulation
- Competency-Based Education
- Prior Learning Credit
- Workforce Development
- Career Pathways

Technical Education

- Student Outcomes
- Technical Program Approval
- Transfer & Articulation
- Competency-Based Education
- Prior Learning Credit
- Workforce Development
- Career Pathways

Finance & Facilities

- System Finance & Budget
- Institutional Performance Metrics/Funding
- Growth Funding
- Campus Master Planning
- Facilities
- Space Utilization
- Capital Improvements
- Shared Services
- Bonding
- Tuition & Fees



Merger Benefits

- Focus on both technical and degree-granting
- Increased support
- Regional alignment for high-demand careers
- Removing barriers to efficient pathways to certificates and degrees

Institutional Roles and Missions

Academic Education

- Educational program offered by a degree-granting institution.

Career and Technical Education

- Educational program that is designed to meet industry needs, leads to a certificate or a degree.

Technical Education

- Career and technical education that leads to an institutional certificate or is short-term training.
 - Technical education does not include general education.
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Institutional Roles and Missions

Research Universities

- Utah State University
- University of Utah

Regional Universities

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

Comprehensive Community Colleges

- Snow College
- Salt Lake Community College

Technical Colleges

- Bridgerland Technical College
- Davis Technical College
- Dixie Technical College
- Mountainland Technical College
- Ogden-Weber Technical College
- Southwest Technical College
- Tooele Technical College
- Uintah Basin Technical College

Degree-granting Institutions with a Technical College Role

- Salt Lake Community College
- Snow College
- Utah State University Eastern, Blanding & Moab

Delegated Duties and Responsibilities

- Legislature directed the Board of Higher Education to delegate duties and responsibilities
 - The Board collaboratively developed and adopted a comprehensive set of delegated duties and responsibilities in August 2020
 - Substantive changes include:
 - **Strategic Planning and Stewardship**
 - **Tuition Recommendations and Due Diligence**
 - **Fiscal/Budgetary/Capital Oversight**
 - The Commissioner's office has started ongoing training for boards of trustees
-

Higher Education Amendments

- Legislature directed the Board to review statutory and administrative requirements and recommend amendments
 - Board identified several areas within the revised statute that would benefit from clean up, reorganization, and clarification
 - Substantive revisions include:
 - **Duties and structure boards of trustees and presidents**
 - **Reorganizing and clarifying the role of the three degree-granting institutions with a technical college role**
 - **Fixing inconsistent language, clarifying terms or intent, and removing outdated or redundant sections**
-

Utah's New Attainment Goal

Accessible, Timely, High-Yield Degrees & Awards for All Utahns

Access

Increase the 3-year college-going rate of high school graduates by 10% in 10 years

↑10%

Timely Completion

Increase the share of students who timely complete a certificate or degree by 10% in 10 years

↑10%

High-Yield Awards

Increase the share of awards that align with Utah's most in-demand, highest-paying occupations by 20% in 10 years.

↑20%

Close equity gaps in all measures for underrepresented students

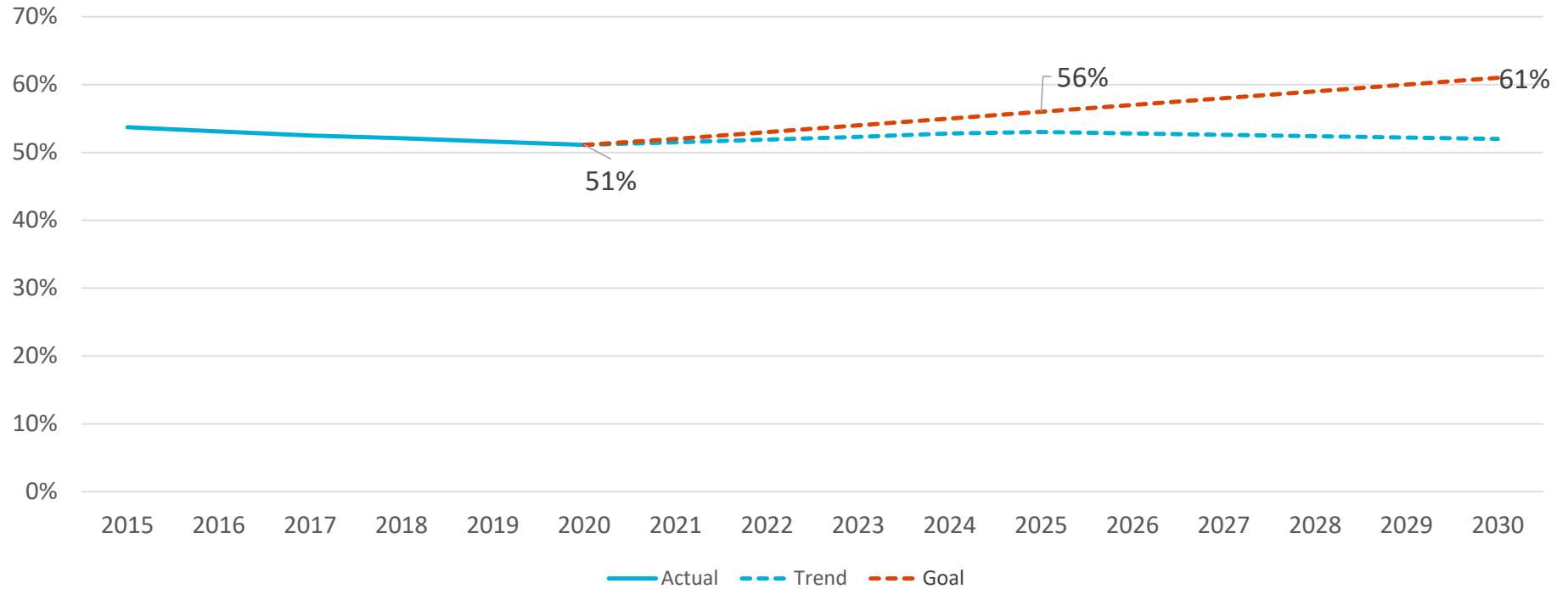


Access

- Percent of high school graduates who enroll in a postsecondary institution within 3 years of graduation
- USBE graduation data linked to National Student Clearinghouse and USHE enrollment data
- 3-year window to capture students who complete ecclesiastical service between high school and college

Access

3-Year College-Going Rate—All Students

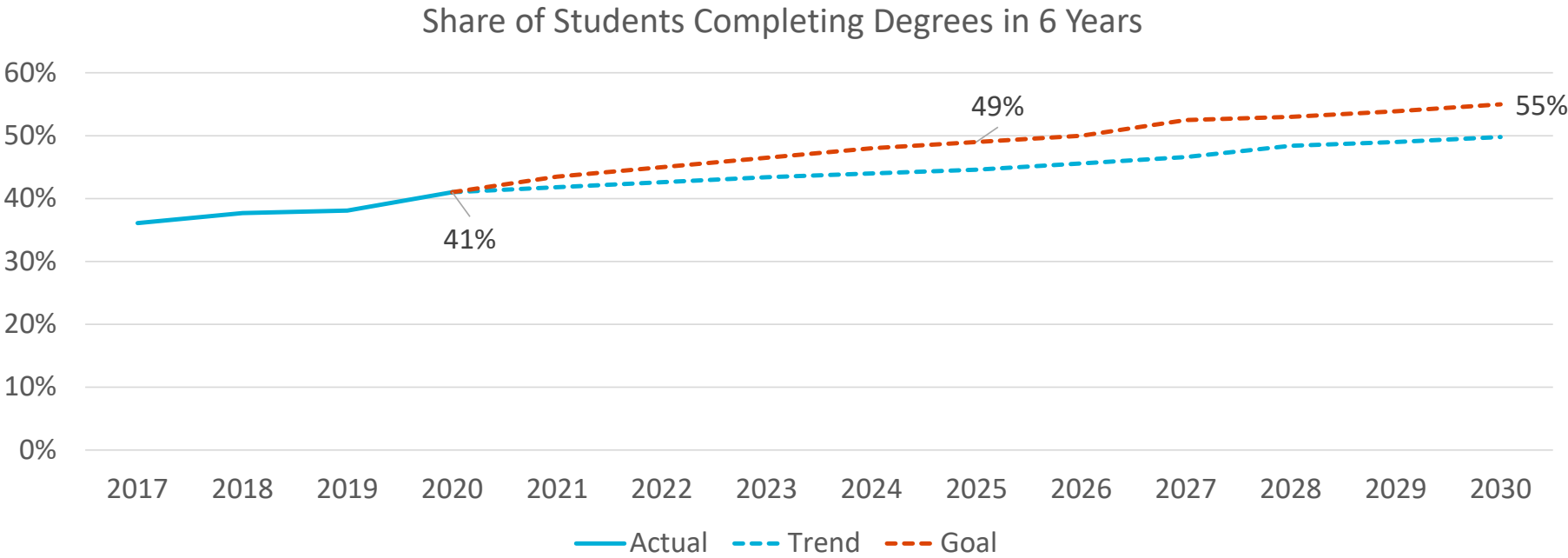




Timely Completion

- Baseline created using Integrated Postsecondary Education Data System (IPEDS) Outcomes Measures
- For cohorts of students, measure the number who complete degrees in 4, 6, and 8 years
- Our current analysis takes all degrees, all cohorts, 6-year completion
- Further analysis in process to break out by credential type: Bachelor's, Associate, Certificate

Timely Completion



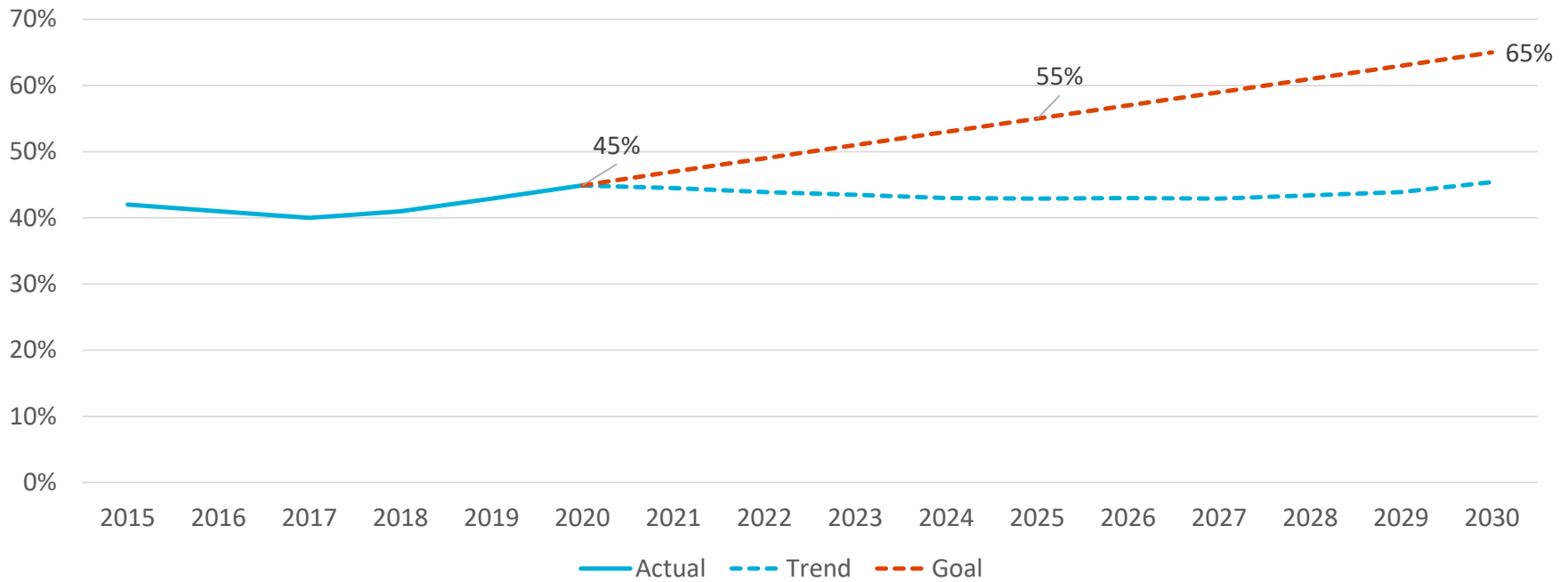


High-Yield Awards

- Using completion data mapped by CIP to occupation codes (SOC)
- Using DWS's occupational ranking system
- Measure share of completions that align with 4- and 5- star jobs
- Award level must be within one step of the BLS education level

High-Yield Awards

Share of Awards Aligned with High-Demand High-Wage Jobs



Strategic Plan Priorities



Access



Completion



Affordability



Workforce Alignment
& Economic Impact



Access

Each student has equitable access to higher education.

What can the Board do?

Remove structural barriers to entry

Potential Strategies

- Simplify application process
- Competency-based education
- Close opportunity gaps in CE



Completion

All students who enter the Utah System of Higher Education earn a certificate or degree in a timely manner.

What can the Board do?

Remove structural barriers to graduation

Potential Strategies

- Transfer pathways
- Student safety



Affordability

Cost of attendance should not be a barrier to accessing or completing a certificate or degree. Affordability is the ability of a Utah student to cover the cost of attendance at a USHE institution utilizing a combination of financial aid and other resources.

What can the Board do?

Improve financial aid support and institutional efficiencies

Potential Strategies

- Increase FAFSA completion rate
- Shared services



Workforce Alignment & Economic Impact

Utah System of Higher Education graduates receive degrees and certificates that deliver a positive return on investment, long-term economic mobility, and enhance the quality of life for individuals and communities

What can the Board do?

Increase availability and awareness of high-demand, high-wage programs

Potential Strategies

- New program alignment with high-demand, high-wage programs
- Increase student awareness of high-demand, high wage programs



New/Improved Structures Needed to Meet Board Goals

1. College Access Advisors integrated into every high school
2. Regional K-16 Alliance network to localize efforts
3. Integrated, longitudinal data systems to improve reporting and identify barriers

Performance Funding

Current Performance Funding Model

		Completion	Underserved Students	Market Demand	Research	Awards per FTE	Total	1. Measures
2. Weight	<i>Weighting</i>	15%	10%	25%	10%	40%	100%	
	University of Utah							
	Available Allocation (29.31%)	\$1,175,820	\$783,880	\$1,959,700	\$783,880	\$3,135,520	\$7,838,800	3. Appropriation 4. Allocation
5. Progress	1% Progress Measure (increase/decrease)	3.16%	150.46%	5.15%	4.22%	3.17%		
	Actual Award within Available Allocation	\$1,175,820	\$783,880	\$1,959,700	\$783,880	\$3,135,520	\$7,838,800	6. Award
	Perfect (%) Funded	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
7. Balance	Balance	\$0	\$0	\$0	\$0	\$0	\$0	

1. **Measures** – Legislature specifies 5 metrics and defines measures in statute
2. **Weight** – Board delegated authority to set weights
3. **Appropriation** – Legislature determines annual appropriation
4. **Allocation** – Statutory formula allocates appropriation to USHE institutions
5. **Progress** – Board measures institutional progress that by statute must improve 1% over a 5-year average
6. **Award** – Board awards 100% of allocation if institution meets or exceeds 1%; pro-rated between 0% and 1%
7. **Balance** – Funds not earned are added to the subsequent year appropriation

Current Performance Funding Model

Benefits of Existing Model

- Performance funding incents behavior and focuses institutional efforts, especially as funding increases
- Revenue from targeted jobs complements legislative appropriations
- Statutory metrics provide legislative direction to the System and institutions
- Flexibility in Board member weighting of metrics allows for change
- Defined appropriation and allocation mechanisms provide stability and transparency

Opportunities for Improvement

- An opportunity exists to connect currently disjointed goals and metrics, including USHE systemwide goals, institutional goals, presidential performance, and performance funding metrics
 - Addition of technical colleges to USHE provides the opportunity to consolidate in one model
 - Static statutory metric definitions limit the ability for the System to manage performance
 - Statutory 1% progress level doesn't account for institutional missions, growth, or regional factors
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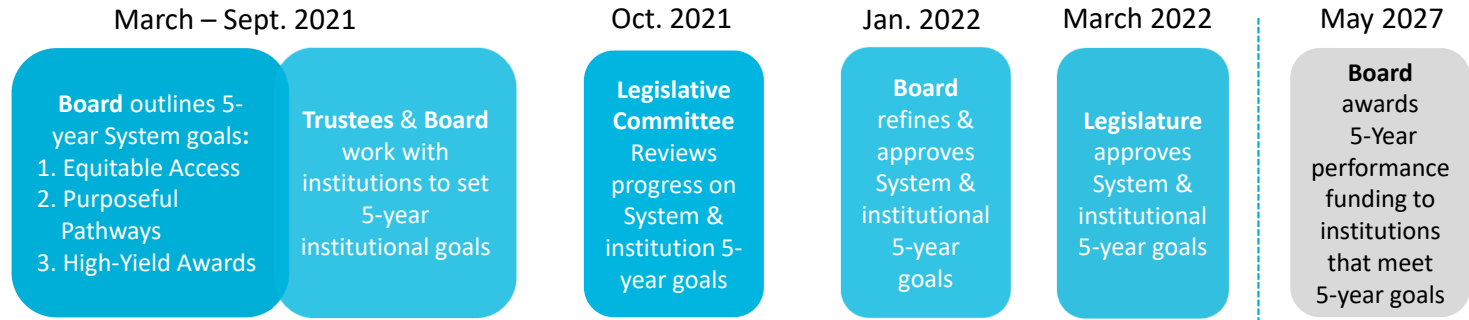
Performance Funding Proposal

Adjustment to Model	No Adjustment
1. Measures: Legislature sets key metrics; Board defines measures and weights	2. Weighting
5. Progress: redefined as meeting or exceeding annual institutional goals	3. Appropriation
6. Award: proration of allocation based on meeting annual institutional goals	4. Allocation
7. *Balance: unearned allocation held in reserve for 5-year goal completion	

*Optional

- Legislature sets in statute the broad key metrics:
 1. Equitable Access
 2. Purposeful Pathways
 3. High-Yield Awards
- Board allowed to define by policy the definitions, measures, and weights for the broad key metrics
- Board and Trustees work with institutions to set individual institutional 5-year goals aligned with System goals
- Board and Trustees work with institutions to set annual performance goals designed to achieve the 5-year goals
- Performance funding awarded proportionate to the accomplishment of annual institutional goals
- Board and Trustees responsibility to ensure goals are sufficiently rigorous and align with System goals

5-Year Goal Setting and Performance Award



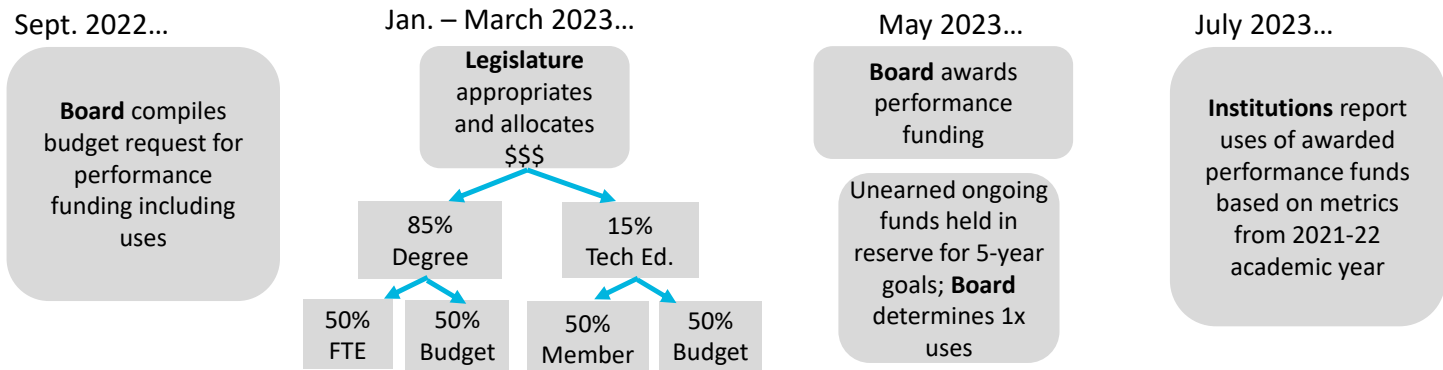
Annual Goal Setting and Evaluation

*Goals set in 2022 for funding beginning July 1, 2023 (FY 2024)



Annual Performance Funding Awards

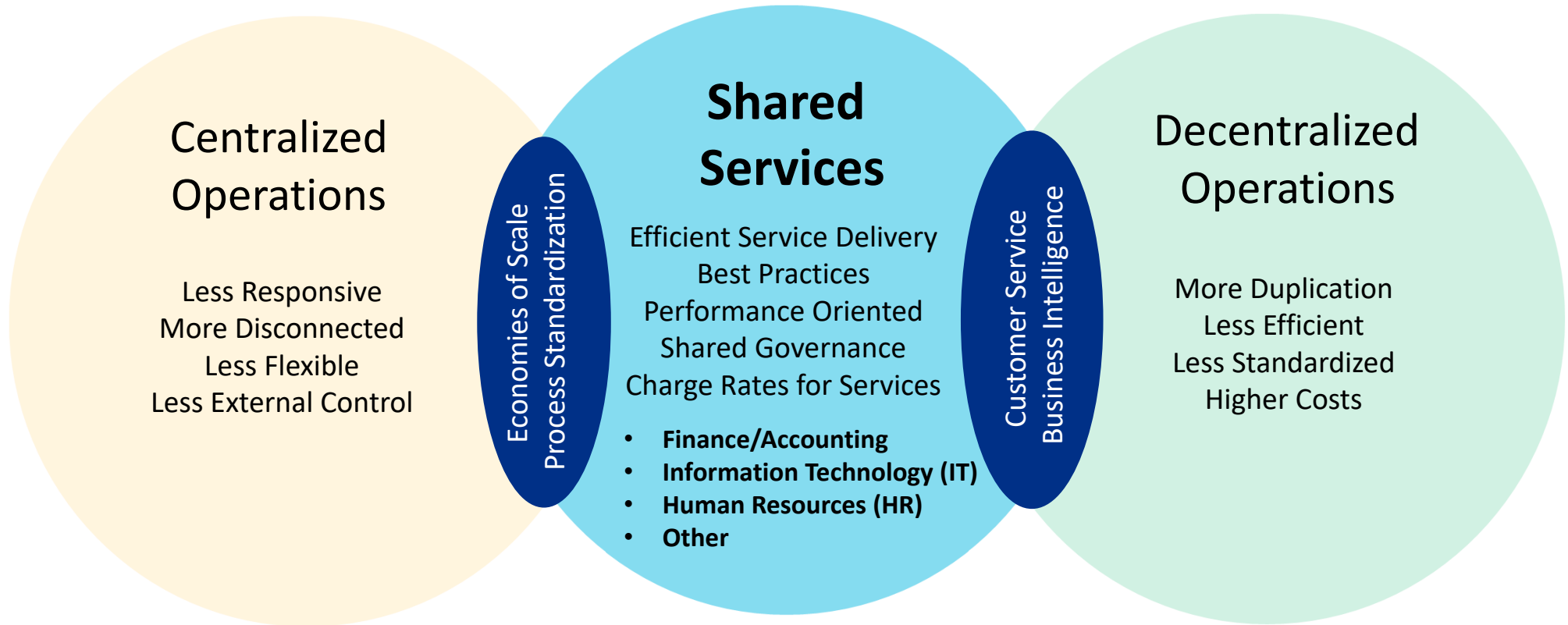
*Legislature begins funding new model during 2023 G.S. for FY 2024 budgets



Shared Services

Shared Services

Senate Bill 111: “maximize efficiency through USHE by identifying and establishing **shared** administrative **services.**”

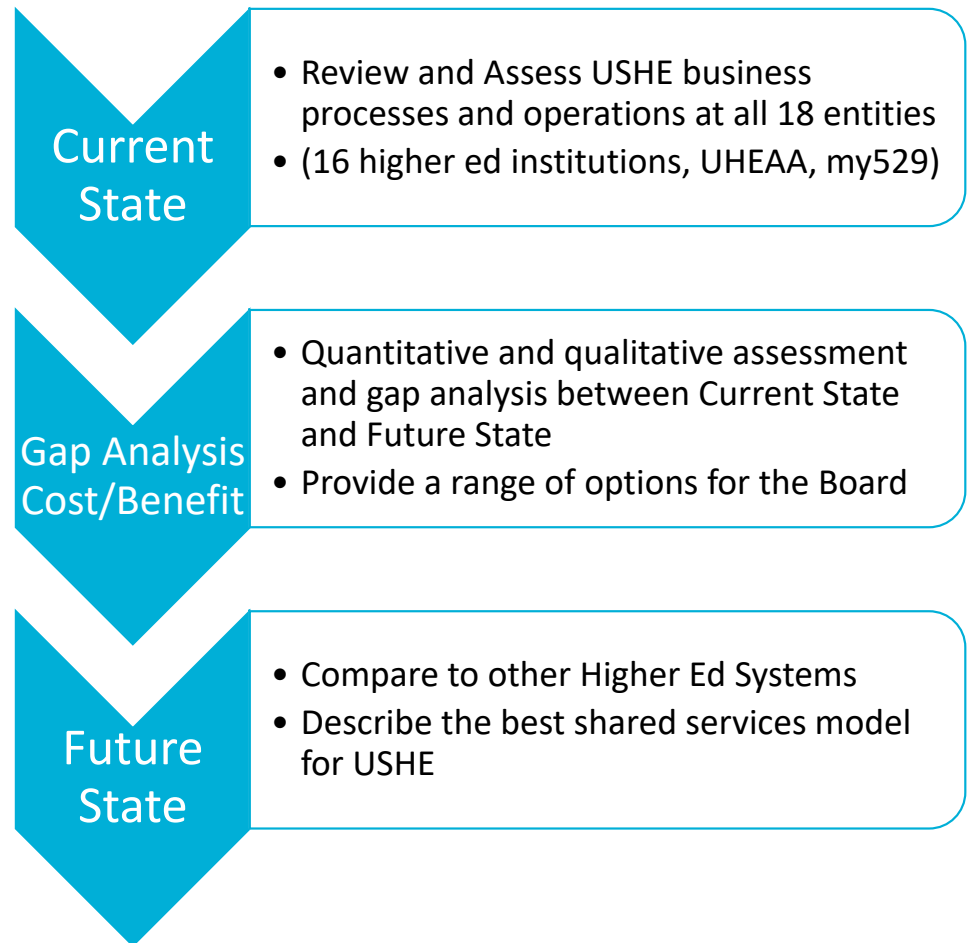


Shared Services Consultant

1. Review, Assessment, and Strategy
2. Implementation

\$2,500,000

Scope of Work for Assessment RFP



USHE 2021-22 Budget Request

1. 100% state funded compensation and mandatory increases

2. Technical education institution priorities

- a. \$6,055,000 for technical program growth and capacity
- b. \$2,500,000 for technical education equipment
- c. \$1,861,000 for Snow and SLCC technical education tuition parity

3. Degree-granting institution priorities

- a. \$22,000,000 for performance funding institutional priorities
- b. \$4,400,000 for growth funding
- c. \$3,300,000 for faculty promotion and tenure
- d. \$685,600 for operation and maintenance

4. Systemwide priorities

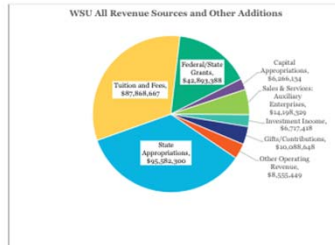
- a. \$2,500,000 for a shared services consultant
 - b. \$180,000 for an Attorney General for Title IX
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Legislative Summaries

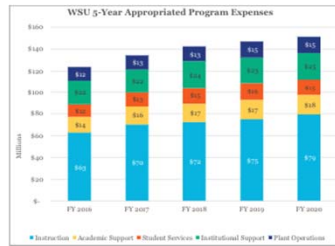
Weber State University
Financial Summary 2021 General Session



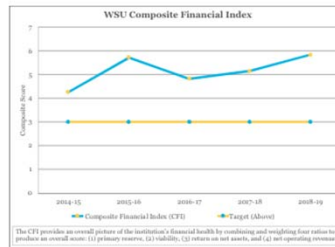
	2019-20 Actual Appropriated	2019-20 Actual All Sources
Revenues/Other Additions		
Tuition and Fees	\$ 78,727,589	\$ 87,868,667
Operating Grants/ Contracts		611,206
Sales/Services: Auxiliaries		14,198,329
Other Operating Revenue		8,555,449
State/Federal Appropriations	\$ 91,724,300	\$ 95,582,300
Federal/State Grants		42,893,388
Gifts/Contributions		10,088,648
Investment Income		6,717,418
Other Non-Operating		2,438,214
Capital Appropriations		\$ 6,266,134
Capital Grants & Gifts		247,270
Additions to Endowments		2,587,956
Other Revenues	7,876,151	
Total Revenues	\$178,328,040	\$278,054,979



	2019-20 Actual Appropriated	2019-20 Actual All Sources
Program Expenses		
Instruction	\$ 79,310,075	\$ 92,648,865
Research	211,620	977,995
Public Service	460,818	2,380,015
Academic Support	18,027,209	24,048,452
Student Services	14,826,087	24,036,011
Institutional Support	24,560,199	31,014,270
Plant Operations	14,722,016	25,548,112
Depreciation		18,704,747
Scholarships/ Fellowships	2,433,337	17,100,330
Auxiliary Enterprises		24,807,601
Other Expenses/ Deductions	19,658,857	(10,139,655)
Interest/Non-Operating		\$ 1,444,189
Total Program Expenses	\$174,210,218	\$252,570,932

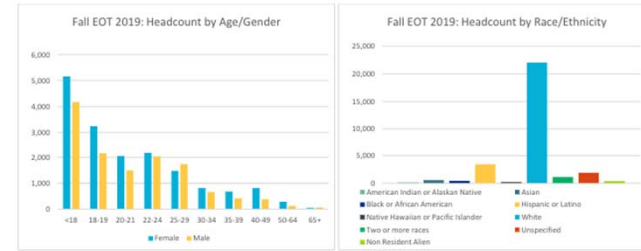
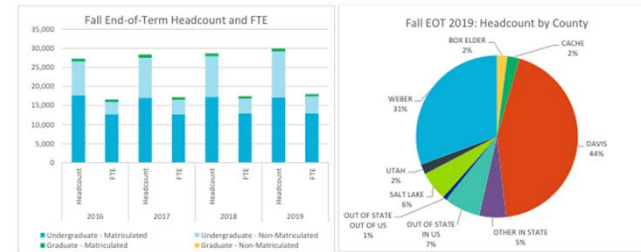


	2019-20 Actual Appropriated
Expenditure Category	
Regular Faculty Wages	\$ 39,921,117
Adjunct and TA Wages	9,435,730
Executive/Staff Wages	45,914,712
Employee Benefits	38,315,476
Travel	\$ 918,300
Current Expense	17,345,523
Fuel and Power	2,147,522
Equipment	552,981
Transfers	19,658,857
Total Expenditures	\$174,210,218



Weber State University: Enrollments, Retention, and Awards

Student Enrollment



Retention and Awards





UTAH SYSTEM OF
HIGHER EDUCATION