

HigherEdUtah2020

2014 Report

66% BY 2020

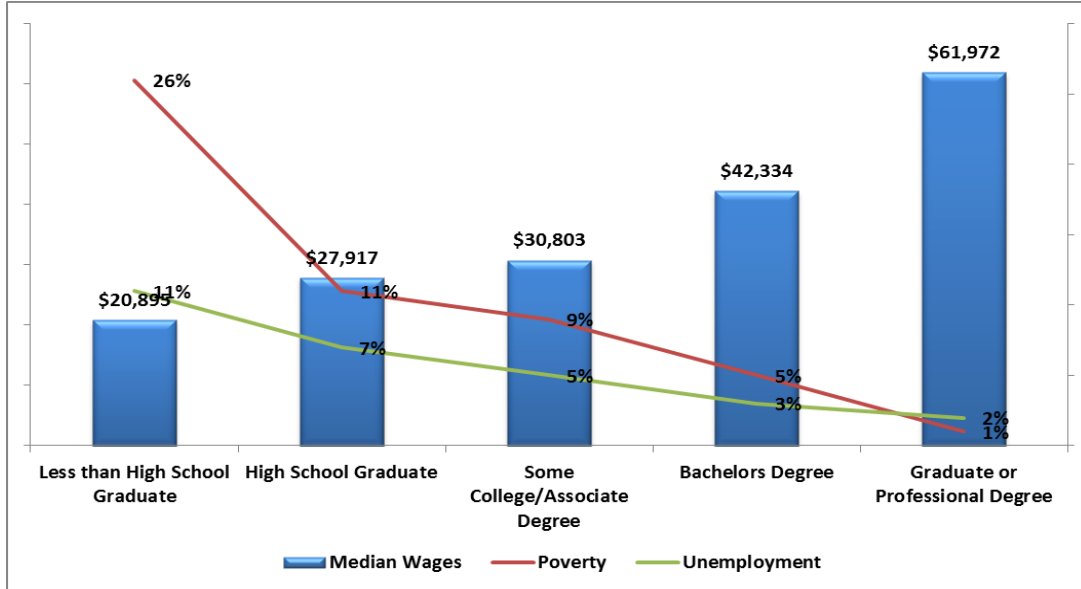
Statewide Strategy to Reach the 66% by 2020 Goal: The President's Initiative

Utah has set the goal of having 66% of its 25-35 age population with a post-secondary degree or certificate by 2020. To achieve this goal, Utah must increase the number of degrees and certificates awarded annually, to a level 25% above the 2010-11 base year level. (outlined in pg. 4-5 of this report). This requires a continuing focused effort in creating a highly-educated workforce.

A central component of the statewide strategy is to increase degree and certificate production in economic areas identified as high-demand and high-wage, including: science, engineering, and health professions. Attaining the annual increase needed in certificate and degree production will require a significant investment in core USHE budget areas such as employee compensation, mission based funding, and capital facilities. The academic programs that prepare individuals for the identified high-demand, high-wage occupations will need to increase both program participation and completion rates, and the 66% initiative is focused on increasing both rates.

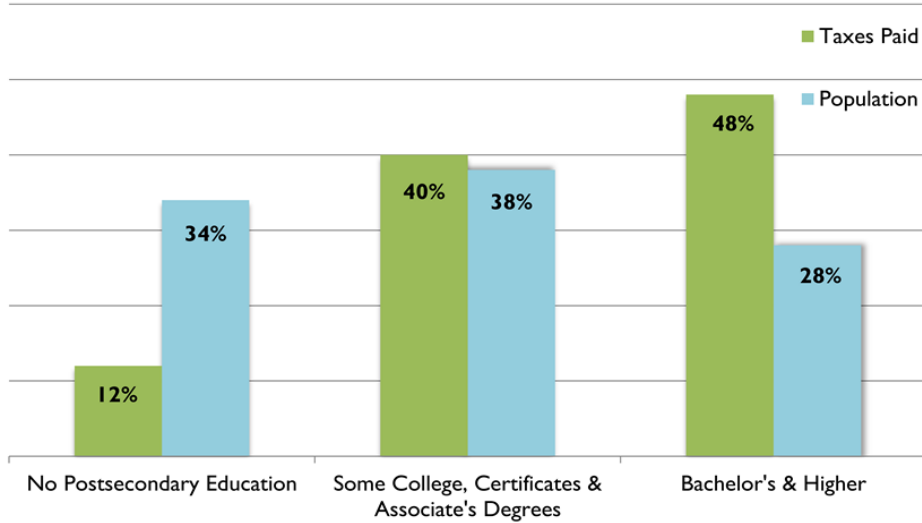
The December 2013 USHE Higher Ed Matters newsletter highlights some of the societal and economic benefits of working towards the 66% initiative:

Recent U.S. Census data indicate that in 2012, bachelor's degree holders are 6% less likely to be living in poverty than high school graduates;



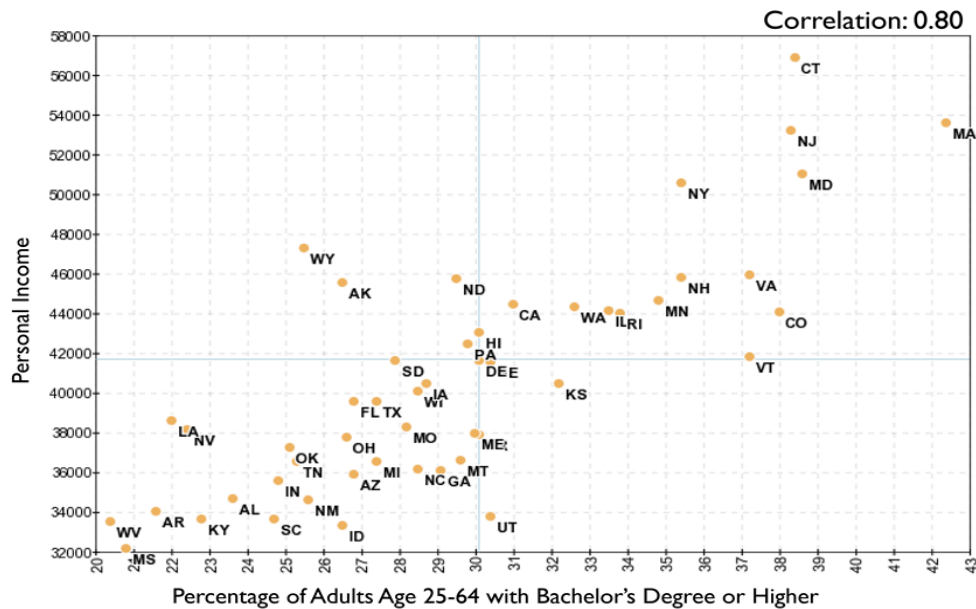
At the state level, individuals holding a bachelor's degree or higher make up 28% of the Utah's population, but pay 48% of the taxes and conversely individuals with no postsecondary education make up 34% of the population and pay only 12% of the taxes.

Utah Population 25 & Over by Education & State Tax Contribution



Sources: American Communities Survey, 2013; Utah Department of Workforce Services

Additionally, there is a strong correlation between level of education and level of income. States with a higher proportion of their population with a bachelor's degree or higher have higher personal income levels.



Source: NCHEMS, higherinfo.org

Note: Data displayed is based on personal income per capita. If adjusted for personal income by household, Utah would rank slightly above the national median.

The collective effort required to achieve the 66% goal is substantial, but the societal and economic benefits as illustrated by these facts are significant and meaningful. A foundational commitment to higher education is part of Utah's heritage, and it can now be built upon for future generations with this new investment. Achieving the 66% goal while focusing on high-demand, high wage employment sectors, will meet industry needs, increase income opportunities for Utah's citizens, and continue Utah's leadership on a national and global scale.

Institutional Strategies to Reach the 66% by 2020 Goal: Institutional Updates

Each year the eight institutions of the Utah System of Higher Education (USHE) provide an update on their progress towards the 66% by 2020 goal. This 2014 Report of the HigherEdUtah2020 plan is a follow-up to the Board of Regents' 2011 action plan, 2012 progress report of the specific Regents' initiatives that gave direction to the USHE institutions as to how to prioritize resources in order to make the greatest impact in attaining Utah's *big goal*, and the 2013 report. Each of the USHE institutions approached the *big goal* challenge in creative and unique ways as required by their individualized missions but consistent with the three Regents' initiative categories. The USHE provided guidance to the institutions outlining Regents' expectations and coordinated collaborative institutional efforts across the higher education system, several of which are mentioned below. The following updates are provided, in institutional order of the founding dates of the institutions, and highlight the institutions' accomplishments in meeting the strategic priorities of the Regents:

1. **Participation** – To achieve Utah's *big goal*, more students will need to enroll in a postsecondary institution. USHE is committed to increasing the participation of students for postsecondary education. One example of working to increase participation at the system level is the Regents' Scholarship that is designed to incent high school students to take a rigorous course of study during high school in order to be better prepared for college-level academics.
2. **Completion** – The higher education community needs to retain and graduate more of the students who enroll in college. USHE and its institutions recognize that too many Utah students leave college before completing a degree. Current USHE efforts are focusing on the *15 to Finish* initiative that encourages students to enroll for 15 credit hours per semester in order to graduate in two years for an Associate's degree and four years for a Bachelor's degree.

Additional completion efforts include:

- Setting plateau tuition to provide a financial incentive focused on 12-15 credit hours;
 - For new students without college math credit, encourage them to enroll in math during the first year and successful transitions from developmental to for-credit math;
 - Create accessible graduation maps for each major; and
 - Carefully explore feasibility of implementing reverse transfer/stackable credentials.
3. **Economic innovation** – Utah's comparative positive business and economic climate has ranked Utah third in the nation by Forbes magazine's Best State for Business list which includes an educated workforce as one of the main criteria for its ranking (By Tom Wharton, The Salt Lake Tribune, first published September 26, 2013).

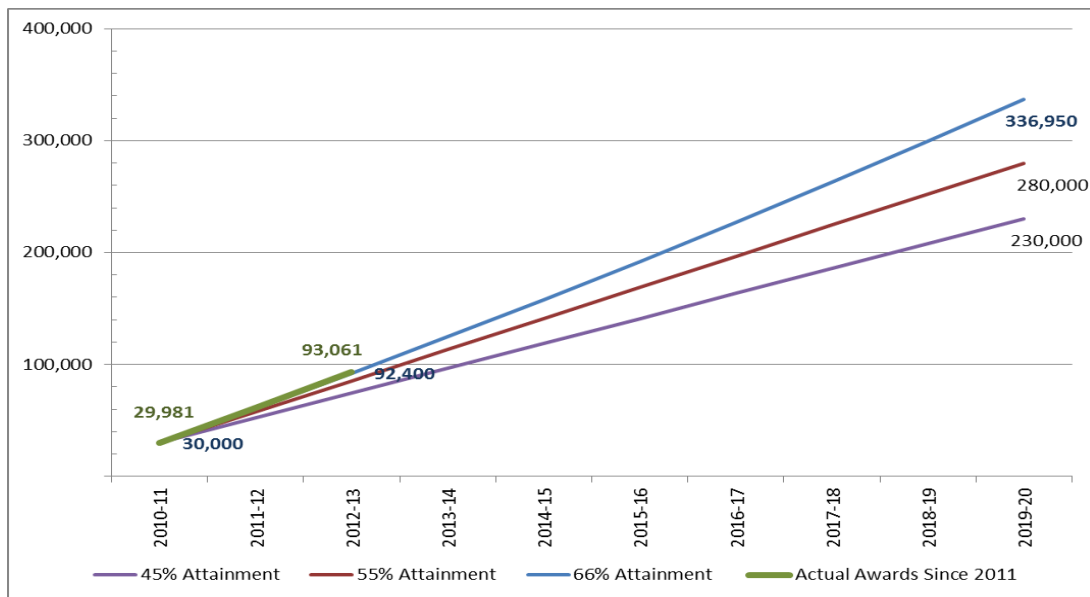
Utah is the best state to start a business, according to the Enterprising States report released by the U.S. Chamber of Commerce. The fourth annual Enterprising States report measures state performance across five policy areas important for job growth and economic prosperity:

- Exports and international trade
 - Entrepreneurship and innovation
 - Business climate
 - Talent pipeline
 - Infrastructure
4. USHE institutions recognize the vital contribution they make to Utah's economy and long-term prosperity. Regents' economic development priorities continue to include developing a statewide longitudinal data system that would make student data, from early childhood into the workforce, available for research and analysis (Utah Data Alliance).

When Governor Herbert’s Education in Excellence Commission established the goal of 66% of Utahns with a post-secondary degree by the year 2020, the Utah System of Higher Education (USHE) projected it would need to award approximately 336,950 new degrees and certificates by 2020 to achieve its portion of the 66% goal for the projected 25-35 year old population in 2020.

USHE 2020 Goal 25-35 Utah Population

| Academic Year | USHE 2020 Goal | | | | USHE Actual | |
|---------------|--------------------|-----------------------|---------------|------------------------------|---------------|------------------------------|
| | Increase Over 2011 | % Increase Since 2011 | Annual Awards | Cumulative Awards Since 2011 | Annual Awards | Cumulative Awards Since 2011 |
| 2010-11† | | 0% | 30,000 | 30,000 | 29,981 | 29,981 |
| 2011-12 | 800 | 3% | 30,800 | 60,800 | 31,339 | 61,320 |
| 2012-13 | 1,600 | 5% | 31,600 | 92,400 | 31,741 | 93,061 |
| 2013-14 | 2,400 | 8% | 32,400 | 124,800 | | |
| 2014-15 | 3,200 | 11% | 33,200 | 158,000 | | |
| 2015-16 | 4,010 | 13% | 34,010 | 192,010 | | |
| 2016-17 | 4,900 | 16% | 34,900 | 226,910 | | |
| 2017-18 | 5,790 | 19% | 35,790 | 262,700 | | |
| 2018-19 | 6,680 | 22% | 36,680 | 299,380 | | |
| 2019-20 | 7,570 | 25% | 37,570 | 336,950 | | |



- Degrees and certificates awarded by USHE schools slightly exceeded the 2012-13 goal by an estimated 661 awards.
- Subsequent years will be more challenging to achieve the goal primarily due to decreased enrollment growth and more aggressive degree award goals – the chart demonstrates the trend lines if the 66% goal is reached with 336,950 degrees granted (blue line) if 55% is attained with 280,000 degrees granted (red line) and finally if 45% is attained with 230,000 degrees granted (purple line).

The U.S. Census Bureau’s American Community Survey indicates that some progress is being made with an estimated 2% increase in Utah’s adult population with a post-secondary degree or award. (Estimates for the number of Utahns holding a certificate is based on a 2010 survey conducted by the Cicero Group and actual numbers for 2011 and 2012 may be different).

U.S. Census Bureau, American Community Survey 1 –Year Estimates of Educational Attainment

| Utah | | | |
|---|------------------|------------------|------------------|
| US Census Bureau - American Community Survey Estimates | 2010 | 2011 | 2012 |
| Population 25 years and over | 1,584,824 | 1,608,668 | 1,641,335 |
| Associate's degree | 9.0% | 9.2% | 9.7% |
| Bachelor's degree | 19.9% | 20.1% | 20.3% |
| Graduate or professional degree | 9.4% | 9.7% | 10.4% |
| Cicero Group Estimate for Certificates | 4.3% | 4.3% | 4.3% |
| Total With Post-Secondary Credential | 42.6% | 43.3% | 44.7% |

The University of Utah combines its exceptional faculty, cutting-edge curricula, and institutional support to recruit outstanding student scholars. As the flagship institution, the university must remain accessible and affordable while providing the exceptional educational programs that emanate from Utah's only tier-one, public research university.

Participation

Strategic Enrollment Management Plan

At the heart of the University of Utah's mission is our commitment to students. The University of Utah is enhancing a more strategic approach to enrollment that will increase retention, advance academic performance, increase diversity, and raise graduation rates through:

- Holistic admittance of students who are diverse, academically talented, and likely to succeed;
- tailored and individualized messaging to high school students to encourage participation by students less likely to enroll;
- enrollment deposits to solidify enrollment decision (*may be waived for special circumstances*);
- improved scholarship management.

Completion

Finish in Four

Finish in Four puts retention strategies into a structural framework for students. The framework includes access to mentorships, internships, community-based learning, and block (cohort-themed) scheduling.

Enhance Access to Key Gateway Courses

The University has identified critical courses that enroll large numbers of students and serve as gateways to areas of study. Through the Top Ten Project, the University of Utah is strategically investing in enhancing the quality of these courses, as well as improving access using technology (i.e. hybrid and online course formats) and alternative delivery models, such as eight-week summer, and one-month intensive courses.

Strategic Student Mentoring and Advising

The university has implemented the following student mentoring and advising programs:

1. The *BEACON Scholars Program* (Building Educational Achievement by Creating an Outreach Network).
2. The *Diversity Scholars Program* supports students of color during their first year on campus.
3. The *Mandatory Advising Program* (MAP) requires advising for first- and second-year students as well as students who have accumulated 60 credits and not selected a major.

Student Success & Empowerment Initiative

SSEI serves as a resource-rich human information portal for empowering new students to understand/engage in educational experiences for academic goal attainment.

Undergraduate Research Opportunities Program

The number of assistantships awarded to undergraduate researchers working with faculty sponsors has increased from 107 during the 2005-2006 academic year to more than 200 students presently.

Graduate Degree Completion Improvement

The steady increase of applicants to graduate programs over the past five years has allowed the university to become more selective in its admissions and direct attention to increasing completion rates.

Economic Innovation

Research and Economic Development

For FY2013, the University was awarded over \$361 million research sponsored awards despite a challenging funding climate. Technology and Venture Commercialization is dedicated to commercializing new technologies and inventions from discoveries made and developed at the University. There were 17 startups and 88 patents for FY2013. The Lassonde Entrepreneur Institute provides educational programs with real-world experience for both undergraduate and graduate students and helps connect them to faculty researchers and entrepreneurial leaders in the community.



Established 1888

Utah State University (USU) is a public research university committed to providing access to higher education by fulfilling its land-grant mission. As Utah's land-grant institution, the Utah State University system of campuses and education centers spans the state of Utah. USU is aligned with the HigherEdUtah2020 priorities of participation, completion, and economic innovation.

Participation

Enrollment Growth

USU increases participation in higher education by offering course content through face-to-face, interactive video broadcast, and online delivery modes. In Fall 2013:

- A total of 27,812 headcount students were enrolled at USU, representing a 29.4% increase from 2000.
- During this same period, headcount enrollments at the USU regional campuses have grown by 71%.

Mixed-Delivery Courses

USU assists faculty in the development of mixed-delivery courses, which can significantly increase student access to courses, faculty, and learning.

- In 2013, more than 1,700 traditional USU courses used some form of online delivery.
- In 2013, more than 1,000 USU instructors managed more than 45,000 assignments and 25,795 online discussion topics per semester.
- In Fall 2013, USU broadcast over 320 courses using video conferencing.

Completion

Improved Student Retention Process

USU contacts each student who leaves without submitting a leave of absence. Future enrollment is discussed and support is offered to assist in the transition back to USU. Online courses and effective student services are offered to re-engage these students.

USU administrators, faculty, and staff continue to develop programs that promote engagement and enhanced communication between faculty and students. In addition, efforts are made to identify potential roadblocks to student success.

College Completion

USU has implemented several strategies to improve student completion, including:

- Placement of students directly into higher-level math courses through refresher courses;

- Prompting students to move through math courses more quickly via automatic enrollment in successive courses;
- Dedicated staff member to work with students (and their parents) who take a leave of absence.

Other strategies are being prepared for implementation in the near future:

- Encouraging students to take the math placement exam prior to attendance;
- 15-to-Finish campaign to encourage students to take 15 credits;
- Plateau tuition modified to a range of 12 to 18 credits;
- Graduation maps for each major;
- Awarding associate degrees as a completion option.

Economic Innovation

USU is pursuing 40 active commercialization projects that leverage USU's research enterprise. In FY2013, USU filed 72 disclosures and 72 patent applications, was awarded 18 patents and signed 10 licenses.

USU USTAR researchers collectively number 60 (14 USTAR professors and 46 research affiliates). They have secured \$53 million in external research funding since USTAR began. USU's USTAR program is working to commercialize inductive power transfer for mass transit, spider silk, a clean coal technology, and advanced weather sensors.

USU and USU Eastern support and house Extension Small Business Development Centers (SBDCs) at campus locations throughout the state. SBDC's provide one-on-one counseling and training to clients on a wide variety of management and business topics. These mostly rural centers have cumulatively created an economic impact of \$6.3 million in capital infusion; \$2.5 million in sales increases; 90 new business starts; 255 jobs created and 48 jobs saved; and have assisted 1,048 largely rural clients in 2012 and 2013 to date.

Snow College is the state’s premier rural, residential two-year college. It provides traditional college-age students with the opportunity for a higher education experience in a small and personalized residential campus setting. Snow is committed to the HigherEdUtah2020 priorities of participation, completion, and economic innovation.

Participation

Rural Superintendents’ Initiative

Snow is working closely with a consortium of rural Utah public school superintendents to develop an expanded program of concurrent enrollment courses delivered by interactive video conferencing and taught by college instructors. A comprehensive slate of courses will help students begin and efficiently pursue their pathway through college. The Board of Regents and the Governor’s Budget Office have given support to the initiative which is scheduled to be considered in the 2014 legislative session.

Completion

National Recognition for Student Completion

Three national organizations have published rankings of two year colleges in 2013 and have each listed Snow College in their top ten nationally. CNN Money ranked Snow as 6th in the nation for student success, based on transfer and graduation success. The Best Schools ranked Snow as 8th in the nation, again citing transfer and graduation success in their consideration. And finally Washington Monthly ranked Snow 9th in America based on nationally gathered data measuring student retention and completion. Snow is the only two year college listed in the top ten by all three organizations.

Institutional Retention Initiatives

Snow continues to focus attention on areas that impact student progress through specific, ongoing initiatives in three priority areas.

1. **Success in Math.** In its second year, the comprehensive math success initiative helps students in developmental math courses achieve mastery at their own pace and accelerate their progress to college level math courses. The Math Department aspires to double the number of students who successfully master two developmental math courses in one semester’s time compared to 2012-2013.

2. **Success for At-Risk Students.** Adding a second full time counselor/therapist in the Counseling & Wellness Center has helped address the needs of at-risk students and allowed us to expand services to the Richfield campus so we can better support students in their academic goals.
3. **Success for All Students.** Snow’s recently funded inclusion initiative will address the disparity in student retention and academic achievement for students from underrepresented populations. A campus wide taskforce led by a newly hired inclusion/ diversity director will work together throughout 2013-2014 to develop and implement a program for improved academic success for all students.

Economic Innovation

Certificates & Degrees Designed For Economic Development

Through collaborative partnerships with region business and industry leaders, Snow has recently added certificate and degree offerings in nursing, industrial mechanics, agribusiness, entrepreneurship, and computer technology to help create a well-prepared workforce that will support economic development in Central Utah.

Revitalized Advisory Committee

During the 2013 legislative session Snow worked with area legislators to successfully rework its career and technical education advisory committee and create the Snow College Economic Development and Workforce Preparation Advisory Committee comprised of county economic development directors and business and industry leaders. The revitalized committee is giving valuable direction and support to Snow’s ongoing efforts to support economic development in the region the college serves.



As Utah’s first comprehensive regional state university that also retains a community college mission, Weber State University (WSU) is a leader in serving as an educational, cultural, and economic center for its region. WSU is committed to the HigherEdUtah2020 priorities of participation, completion, and economic innovation.

Participation

Expand Presence in Davis County

The new 120,000-square-foot classroom building at WSU Davis provides more space for high-demand programs such as nursing and engineering. The interior design and construction management programs have moved exclusively to this campus.

Expand “Dream Weber” Program

The “Dream Weber” program has significantly increased participation in higher education by providing free tuition to resident low-income students.

- Dream Weber continues to increase the number of students applying for federal financial aid. Applications for the 2013-14 year increased by 82% over 2012-13. The number of applicants eligible for the program continues to increase as well, with a 38% increase from the 2012-13 to the 2013-14 academic year.
- The maximum household income for Dream Weber eligibility will increase to \$40,000 in 2013-14.
- Dream Weber students are graduating: since 2010, 755 bachelor’s degrees and 799 associate’s degrees have been awarded to Dream Weber students.

Expand Pre-College Outreach Efforts

In 2012-13, WSU outreach programs served more than **2,195 students** from 14 high schools and junior high schools in the Ogden, Weber and Davis districts. The new Community Education Center, located off campus, guides underserved community members through WSU’s application process and prepares them for college.

Completion

Enhance the Technology Enhanced Remedial Math (“TERM”) Program

TERM is a software-based learning platform that guides under-prepared students through remedial math modules. The TERM program faculty has introduced a “flipped classroom” model with great success. Students in the flipped classroom are completing and passing their developmental courses at a success rate of 80%.

Expand Hybrid/Online Offerings

WSU continues to pioneer technology-intensive course delivery. Online (semester-based) courses generate roughly 17% of WSU enrollment (2,496 FTE in Fall 2012, 2,586 FTE in Fall 2013, a 3.6% increase over Fall 2012). Accelerated (7 week), hybrid course enrollments are continuing to increase each year.

Enhance Engaged Learning Opportunities

Engaged learning is a hallmark of a Weber State education:

- 86% of seniors have participated in engaged learning experiences.
- 32% of Weber students provide service to the community, contributing 147,921 service hours, equivalent to \$2.7 million in service.
- The number of WSU students participating in community service has more than tripled since 2007-08.

Economic Innovation

Expand Economic Cluster Acceleration Efforts

WSU’s electronics engineering program received ABET accreditation, which enables employers such as Hill Air Force Base to hire graduates from WSU.

Expand Technology Commercialization

Two WSU initiatives expand local entrepreneurial activity:

- Weber State Downtown is a joint venture between Ogden City and WSU that serves as a campus community extension, holds classes for would-be entrepreneurs, and provides incubator space for local developing companies.
- WSU participates in Start-Up Weekend Ogden, an annual event for entrepreneurs to share ideas, and if selected, see their ideas developed to a realizable potential. It’s a weekend of frenzied activity and great collaboration, supporting Ogden as a tech and startup community. The event is housed in Weber State Downtown.

Southern Utah University (SUU) provides a broad-based, engaged college experience for students of high academic achievement. SUU focused on multiple initiatives supporting the HigherEdUtah2020 priorities. SUU's efforts are shaped by its distinctive mission and coordinated under the guidance of the SUU Academic Roadmap.

Participation

Smart Growth Planning

Implementing 5-year strategic enrollment plan to increase participation levels at SUU:

- Increase headcount enrollment 30% by 2018
- Offer new online professional program master's degrees
- Reduce number of bottleneck courses, provide additional resources for high growth programs, and offer new high demand programs
- Align scholarships, budget resources, facilities, and technology in support of program growth

Completion

Student Retention & High Impact Practices

Sampling of initiatives underway:

- Implementing Freshman Interest Groups (FIGs): Science majors (nearly 1/3 of first-year students) placed in FIGs of 25 and enrolled in three classes together
- Providing to all students experiential education that connects to future career tracks through internships, undergraduate research, service learning, and intercultural immersion
- Continuing ThunderBard project in cooperation with Utah Shakespeare Festival through common play reading and experience each fall for all freshmen
- Offering new Passport Class (UNIV2010) stressing learning opportunities outside of classes supported by Passport Guide student mentors to assist new students with navigating campus resources
- Sending at-risk students e-mail detailing resources to improve their Math and English skills and tracking student use of those resources
- Making all institutional freshmen scholarship awards renewable for four years and tied to enrolling in 15 credits of course work each semester
- Implementing *Take 15 Credits* initiative

Additional Completion Initiatives:

- Refining Student Assessment Notification System (SANS) which identifies academically struggling students.
- Expanding use of DegreeWorks, a live semester-to-semester program map
- Implementing learning communities and cohort course structure beyond the College of Science and Engineering as well as establishing 11 Residential Learning Communities
- Expanding summer enrollment by (1) guaranteeing the availability of core courses, (2) improving marketing the advantages of summer semester, and (3) providing new high school graduates a summer launch program.

Complete College Utah Initiatives:

- *Student Success*: Restructuring the delivery of gateway courses
- *Completion research*: Restructuring the delivery of assessment tools and instruments to better align with student needs

Economic Innovation

SUU is leading a multiregional, multi-organizational coordination effort in K-16 STEM and rural initiatives to foster innovation

SUU Business Resource Center

- Running Monthly Innovation/Entrepreneurship Forums focused on the technology business sector and providing cutting edge training/networking to spark innovation and job creation.
- Implementing SUU's Entrepreneurship/Small Business Management certificate program to support local residents and businesses
- Sponsoring Innovation and Entrepreneurship Incubator initiative focused on developing technology creativity and innovation rather than on incubating specific businesses

Dixie State University (DSU) continues its transition as Utah's comprehensive regional university serving southern Utah.

Participation

Outreach "ROADS" Program

Registration & Orientation at Dixie State (ROADS) promotes participation, completion, and success in higher education. ROADS continues to expand its program and now visits more than 23 high schools in Utah and neighboring states, while also running over a dozen on-campus orientation sessions.

Completion

Expanded Degree Offerings

Washington County lags behind the state average in the percentage of adults with bachelor's degrees (22% vs. 27%). To close the gap DSU continues to expand its degree offerings. In the 2013/14 academic year DSU is offering 25 baccalaureate degrees, 14 minors, 17 associate degrees, and 12 certificates. Increased degree offerings continue to drive extraordinary growth in upper-division enrollment, validating DSU's new role as a comprehensive regional university serving the high-growth populations of Washington County and southern Utah.

Cohort-based Strategies

DSU is expanding its use of cohorts to increase completion rates. It offers a cohort-based, fast-track BS in communication, a cohort program for "at-risk" students with significant math deficiencies, and freshmen cohorts for students of the same discipline.

Innovation Labs

Beginning in spring 2014, DSU will begin an Emporium-based math remediation program consisting of 23 math modules in a computer-lab environment. The innovation lab includes student assessment tools to ensure readiness for GE math courses. The traditional math sequence (Math 0920, Math 0990, Math 1010) will be replaced by two "transitional" math courses (Math 0900- *Mathematics Transition I* and Math 1000-*Mathematics Transition II*).

Starting Fall 2013, DSU is piloting an accelerated path to the gateway English course. Students with an ACT score from 16 to 18, who previously were required to take remedial English, now have the opportunity to enroll

directly into English 1010, but are required to attend an additional lab designed to help them complete the course in-step with non-remedial students.

Student Success Center

The DSU Student Success Center (SSC) was established Fall 2013 and can be accessed at: www.dixie.edu/studentssuccess. The SSC has seven programs dedicated to student retention. These include:

- DegreeWorks (degree tracking software)
- Finish in 4 (15 credit initiative)
- First Year Advising (serving 500+ "at-risk" students)
- First Year Experience (FYE)
- Partnership for Academic Recovery (PAR)
- Staff Mentors
- Starfish Early Alert System

In addition to programmatic retention efforts, DSU has identified 20 on-campus resources targeted to support student success (e.g., Writing Center, Tutoring Center, etc.).

Economic Innovation

Working with Business

DSU drives innovation and creates new business opportunities through USTAR Tech Outreach, SEED Dixie (Stimulating Expansion of Entrepreneurial Development), and public/private alliances with the local business community.

- The ITRE (Information Technology and Renewable Energy) Incubator and Outlier Labs (a private/public partnership), located within Dixie's Business Resource Center (BRC), offer mentoring and collaborative work space for startups.
- DSU created and operates an "accounting incubator" in which students provide accounting analysis and advisement to local businesses.



As a comprehensive regional university, Utah Valley University (UVU) offers a wide array of bachelor's degrees, a targeted number of master's degrees, and a broad set of associate's degrees and certificates. UVU excels in providing engaged learning opportunities and innovations in preserving a community college function within a quality state university. Committed to helping Utah achieve the 66% goal, UVU strives to increase participation, completion, and economic innovation.

Participation

Structured Enrollment

This recent initiative is designed to retain open admissions while implementing enrollment standards to promote student success.

Scheduling Options

UVU utilizes a variety of schedules, locations, and delivery methods that best meet students' needs. Recent efforts include: (a) 18 new live-interactive courses at UVU's extended sites, (b) increased use of technology with over 38% of students in fall 2013 enrolled in at least one technology-enhanced course, (c) strategic focus on summer offerings to include more upper-division courses, (d) more high-demand courses offered on the block schedule.

Short-term/Workforce Preparation Options

Beginning in fall 2013, an AAS degree and four certificates have been added. Fourteen more certificates are in the curriculum approval pipeline.

K-16 Alliance

UVU hosts an annual K-16 counselor conference to improve student transitions to higher education.

Completion

Identify and Support At-Risk Students

Campus-wide retention committees are charged to remove barriers, streamline processes, create meaningful resources for students, and strengthen student communication. Programs include *Early Alert* and *Stoplight* to identify at-risk students; retention mentors to assist students; and leave of absence program to facilitate re-entry.

Comprehensive First-Year Experience

This program creates a foundation for students' success and completion through the freshman reading program, freshman convocation, student success classes, learning communities, UVCommit, etc.

Complete College Utah

The focus is on *pathways* (program templates and student graduation plans), *connections* (e.g., learning communities, orientation, etc.), and *time-to-completion* (15-to-Finish, math preparation, etc.).

Economic Innovation

Business Advisory Council

The Council provides a consistent venue for the local business community to interface and engage with the University in defining and refining economic development strategies.

Business Resources

Provides a robust screening process and associated suite of services and programs to aid qualified entrepreneurs and small businesses in the region, grow revenues and gain access to additional capital.

Rapid Development Center

Entrepreneurs and small businesses in the region can use the Center as a means to rapidly prototype both software and product innovations enabling them to validate market acceptance at a manageable cost.

Technology Commercialization

This program surfaces and facilitates the commercialization of student, faculty, and staff innovations at the University.



Established 1948

As Utah's only comprehensive community college, Salt Lake Community College (SLCC) plays an increasingly important role. The institution provides open-access admissions, a comprehensive set of academic programs (associate degrees, certificates, career and technical education, transfer education and workforce development), community-based education programming, and student support services.

Participation

Public Education: K-12 Alignment

SLCC continues to provide Wasatch Front high school principals feeder reports about the college-readiness of recent graduates and their subsequent progress at SLCC. Focused recruitment efforts resulted in a 3% increase in combined enrollments and a 13% increase in ethnic students enrolling from our 25 feeder high schools in Fall 2012.

Partnerships for Accessing College Education (PACE)

PACE provides two years of free tuition to SLCC for underrepresented, first-generation students to complete the high school PACE program in high school. During the 2012-13 academic year, SLCC expanded the PACE partnership in the Salt Lake City School District to include West, East and Highland High Schools. The number of students involved in the program has grown from 21 students in 2011 to 176 students in 2013.

To accommodate students who must put their education on hold for military service, church missions or other obligations, SLCC has instituted a new admissions procedure that allows application for admission to be valid for three years.

Completion

For the 2012-13 academic year SLCC was again a top-ten producer of two-year degrees in the nation, conferring 4049 associate degrees and certificates.

Gen Ed Step Ahead (GESA) Program

Cohorts of students take block-scheduled courses to complete the General Education Letter of Completion in two semesters. The program has expanded to include cohorts at Highland and Westpointe centers, with evening and weekend blocks offered at Jordan campus and Library Square. Fall to spring persistence

rates for students participating in GESA are consistently higher than the college-wide rate.

Tech-Enhanced and Distance Education

For Fall 2013 there are 7650 students in distance courses (including SLCC concurrent enrollment courses), an increase of 13% over Fall 2012.

Developmental Education Reform

SLCC College Preparatory Math Emporium implemented modifications this summer including: individualized homework, required attendance, and project-based learning. Fall 2013 data shows 76% of the students are on or ahead of schedule to complete the Developmental Math sequence and transition into college-level courses in three semesters.

Near Completers and Reverse Transfer Initiatives

SLCC is reaching out to former students who left the College with 55 or more credits. Students who are "near completers" are provided graduation advisement services.

SLCC has entered into a partnership with USU for reverse transfer credentialing. SLCC is working with approximately 100 USU students who, through reverse transfer of USU credits, are working toward completion of SLCC degree requirements.

Economic Innovation

Goldman Sachs 10,000 Small Business Program

As the lead educational partner for this program, SLCC will receive \$5 million over 6 years to train 500 business owners throughout Utah. The first group of 34 business scholars, who graduated May 2013, report their businesses have generated 74 net new jobs and over \$142 million in combined revenue for the state.

Acknowledgements

Special thanks to the presidents and their teams in producing the institutional updates. Only the president and the team leads are listed here, but we recognize the efforts of many others in support.

University of Utah

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