SIMPLIFIED ADMISSIONS TASKFORCE

December 2022

UTAH
SYSTEM OF
HIGHER
EDUCATION

Why Simplified Admissions?

USHE Attainment Goal Dashboard

Enrollment Type

Total ▾
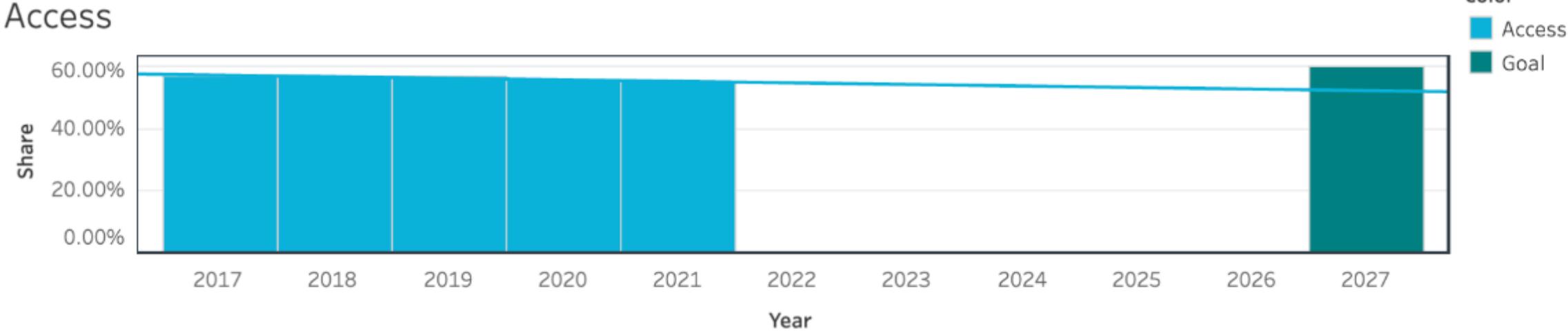
Access

Color
- ■ Access
- ■ Goal

Access: Students from the Utah State Board of Education graduation cohort that attended a USHE institution within three years after graduating high school

Underrepresented: Hispanic, American Indian/Alaska Native, Black African American, Pacific Islander, Multiracial, OR Low Income.

Year:	**2021**
Share:	**55.12%**
Enrollment:	**22,789**
Goal:	**29,121**

USHE Attainment Goal Dashboard

Enrollment Type

Underrepresented ▼

Access
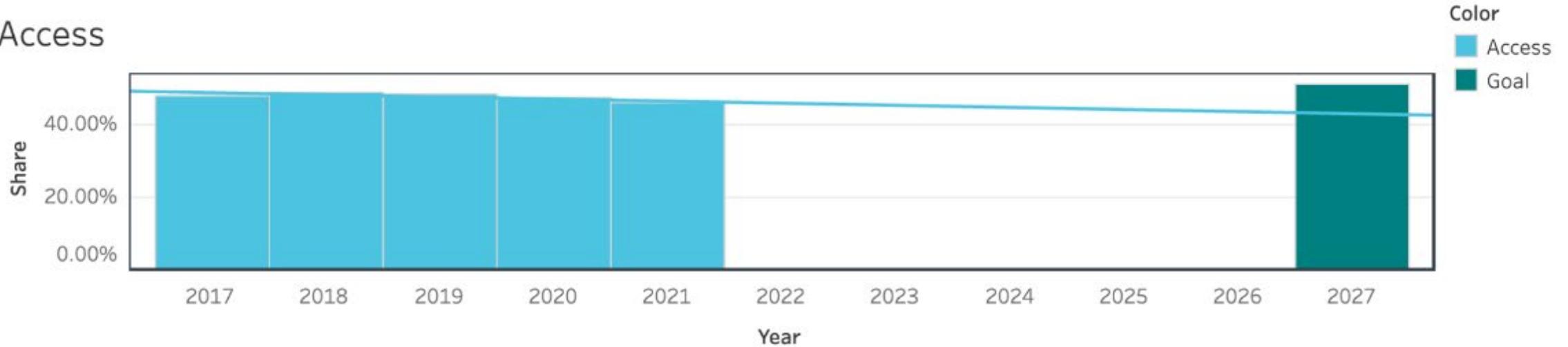
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Year:	**2021**
Share:	**45.81%**
Enrollment:	**6,727**
Goal:	**10,151**

Key Part of Board's Transformational, Systemwide Approach to Access

- Change in Access metric in performance funding to *systemwide* goal

- Fundamentally changing how Utah students access higher ed:
  - Utah College Advising Corps
  - Simplified admissions
  - Regional College Access Partners network
  - Utah College Application Week
  - FAFSA completion events
  - School counselor training

Simplifying Admissions is about Removing Application Barriers

Utah High School Students

- **Less than half** feel comfortable navigating the application process
- Students of color indicated applying to college was a barrier, at a rate **between 4-19% greater that the state average**
- Think simplifying the application and financial aid processes would have a **bigger impact on postsecondary access** than making college free.

Utah Adult Students

- The **top "pain-point"** for non-traditional students is navigating the application and financial aid processes
- Simplifying admissions is identified as a recommended **best practice** for supporting non-traditional students.

Simplifying Admissions is about Increasing Enrollment, Especially for Racial Minorities

- Texas, North Carolina, Idaho, and Montana saw increases in enrollment after implementing their respective state common applications.[1]

- When disaggregated by race and ethnicity, enrollment increases in Texas and North Carolina were substantially higher for the states' Latinx and Black populations.[1]

Apply Montana First-time Enrollments

Incoming Freshman classes, excluding transfer students. Totals do not include FVCC prior to Fall 2016. Student counts are from Census(3rd week of school) and only include paid and confirmed (those who have a commitment to pay) students.
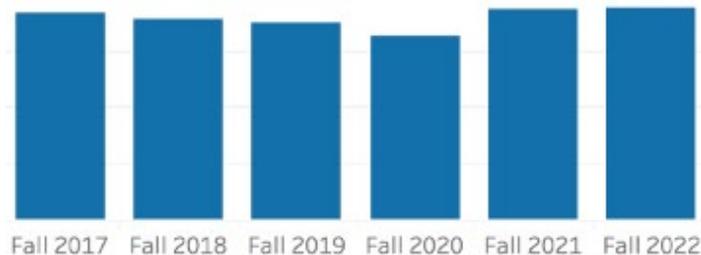
|	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
MUS Grand Total	7,306	7,131	6,982	6,481	7,472	7,488

Apply Idaho First-time Enrollments

Apply Idaho, combined with the Direct Admissions program show encouraging trends in enrollment increases

"Early indicators of direct admissions' impact are promising, including reported descriptive increases of 3.1% in overall enrollment and a 3-percentage-point decrease in the number of students leaving Idaho for college"

⬆ 2,272

[1]Initial 2016 feasibility study a common college application in Utah, commissioned by USHE and conducted by Education Direction.

Texas Hispanic and African-American Postsecondary Enrollment

64% Growth

103% Growth

201,256

330,617

670,462

1988 1989 1990 1991 1992 1993 1994 1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010

Texas Total Postsecondary Enrollment

17% Growth

52% Growth

847,192

990,587

1,506,128

1988 1989 1990 1991 1992 1993 1994 1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010
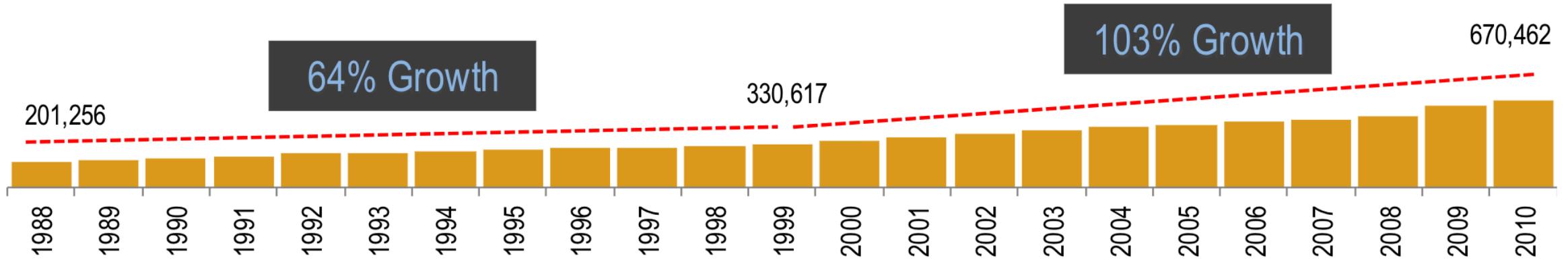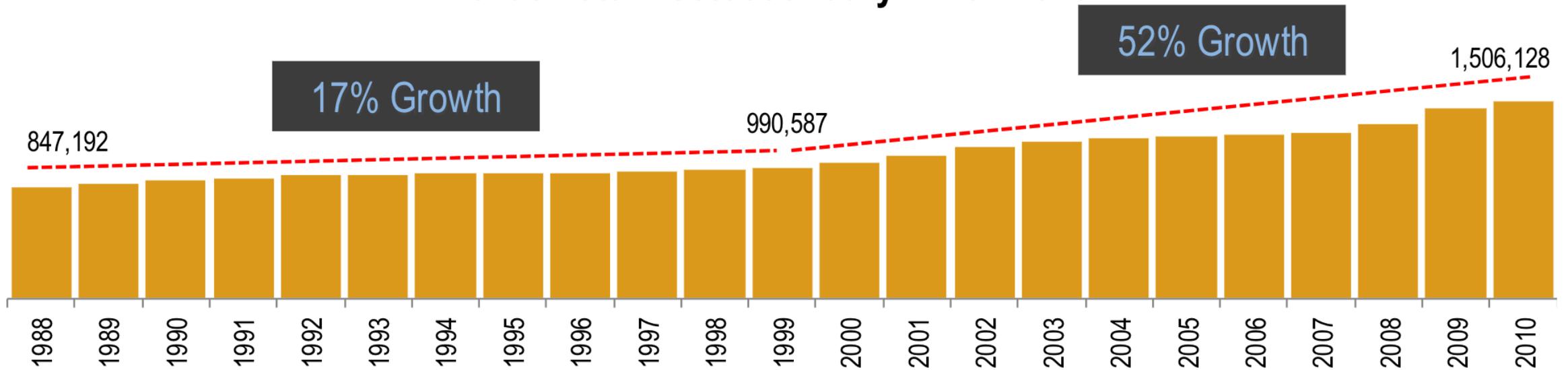
1999 = Full Implementation of Apply Texas

Initial 2016 feasibility study a common college application in Utah, commissioned by USHE and conducted by Education Direction.

North Carolina Hispanic and African-American Postsecondary Enrollment

38% Growth

71% Growth

75,085

103,256

176,353

1992 1993 1994 1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010
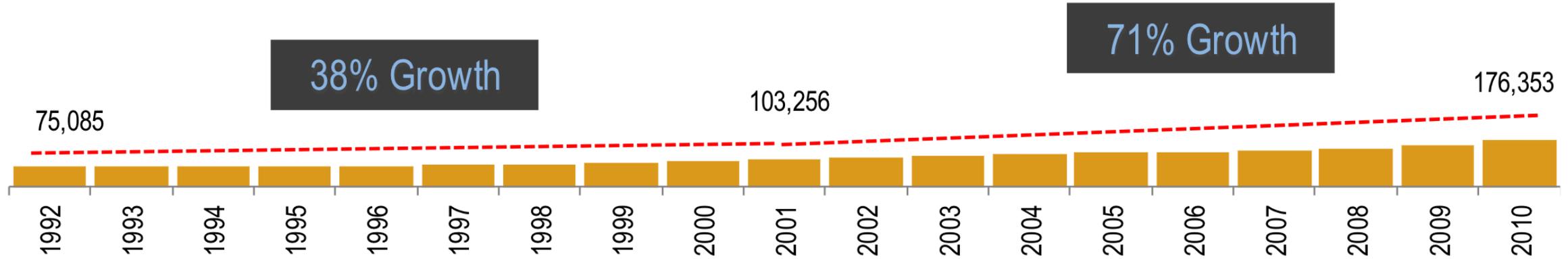
North Carolina Total Postsecondary Enrollment

12% Growth

37% Growth

383,453

427,784

586,042

1992 1993 1994 1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010
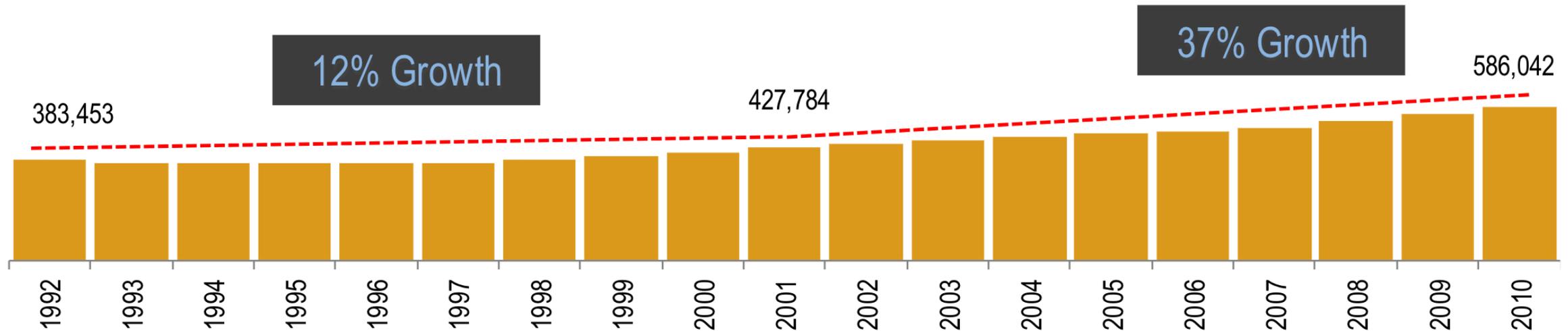
2001 = Full Implementation of CNFC

Simplifying Admissions is about Removing Barriers of Cost

- 24% of prospective Utah first-generation students who only **applied to one college during Utah College Application Week** activities stated they did so **because they could not afford to apply to more** (compared to 3% of others)

- 31% of those who did not finish an application during Utah College Application Week events **cited the application fee as the reason for not completing**

Simplified Admissions Taskforce

Simplified Admissions Taskforce formed April 2022

Common Application Subcommittee
(Led by Scott Teichert - WSU)

Chad Johnson - UVU
Kate Gildea-Brodrick - SLCC
Katie Jo North - USU
Brandon Wright - SUU
Moana Hansen - UofU
John Marfield - UofU
Darlene Dilley - UTU
Samantha Cusenza - Davis Tech
James Mullenaux - Southwest Tech
Teri Clawson - Snow
Kim Herrera - Tooele Tech
Carrie Mayne - USHE
Jeremias Solari - USHE

Access and Equity Subcommittee
(Led by Natalie Slater - OTech)

Renee Milne - BTech
Kelly Simerick - Davis Tech
Kirt Michaelis - MTECH
Ryan Farley - SLCC
Jessica Oyler - WSU
Ashley Beyeler - Snow
Michiel Bostick - UBTech
Tyce Peterson - Dixie Tech
Amie Tukuafu - SUU
Corey Mikkelson - USU
Richard Gonzalez - USHE
Lais Martinez - USHE
Trisha Dugovic - USHE
Juliette Tennert - USHE

Work of the Simplified Admissions Taskforce

1. Reviewed data outlining obstacles for students accessing higher education

2. Established task force objectives

3. Analyzed institutions' existing applications and common questions

4. Identified areas for collaboration and simplification within admissions process
   a. HB 144 affidavit, state scholarships, residency, concurrent enrollment, student information sharing

5. Formed subcommittees in August 2022

6. Identified potential structure and process for a common application

7. Utilized equity lens framework to ground discussion

Simplified Admissions Taskforce Concept Considerations

Concept #1

The Simplified Admissions Taskforce considered the philosophy behind **one common admissions application for all 16 USHE institutions** and its process.

- **Definition of "common application":** a comprehensive application system that serves as the primary data entry tool for individuals seeking admission into a USHE institution

- **Audiences:** a robust solution to incorporate multiple audiences, including at minimum CE students, secondary technical education students, and Utah high school graduates.

- **Residency:** should include the initial determination of residency and HB 144 affidavits.

- **Program of study/major:** should include the option for students to select program of study/major.

- **Direct admissions:** should *not* be developed in conjunction with the common application at this time.

Student

Profile
- Basic information (+)
- All info will populate in application

Focus Differentiation

Programs & Majors

or

Apply Now

Institution(s) listed by program and majors of interest

Application
- General set of information
- API call to USIS
- General pre-acceptance criteria
- HB 144 Affidavit included
- State scholarships included

Admitted

Conditional Admit

Institution

Institutional User Interface

Data Analytics

Applicant Info

Applicant Database

Comms

Push to SIS

Supplemental Essay
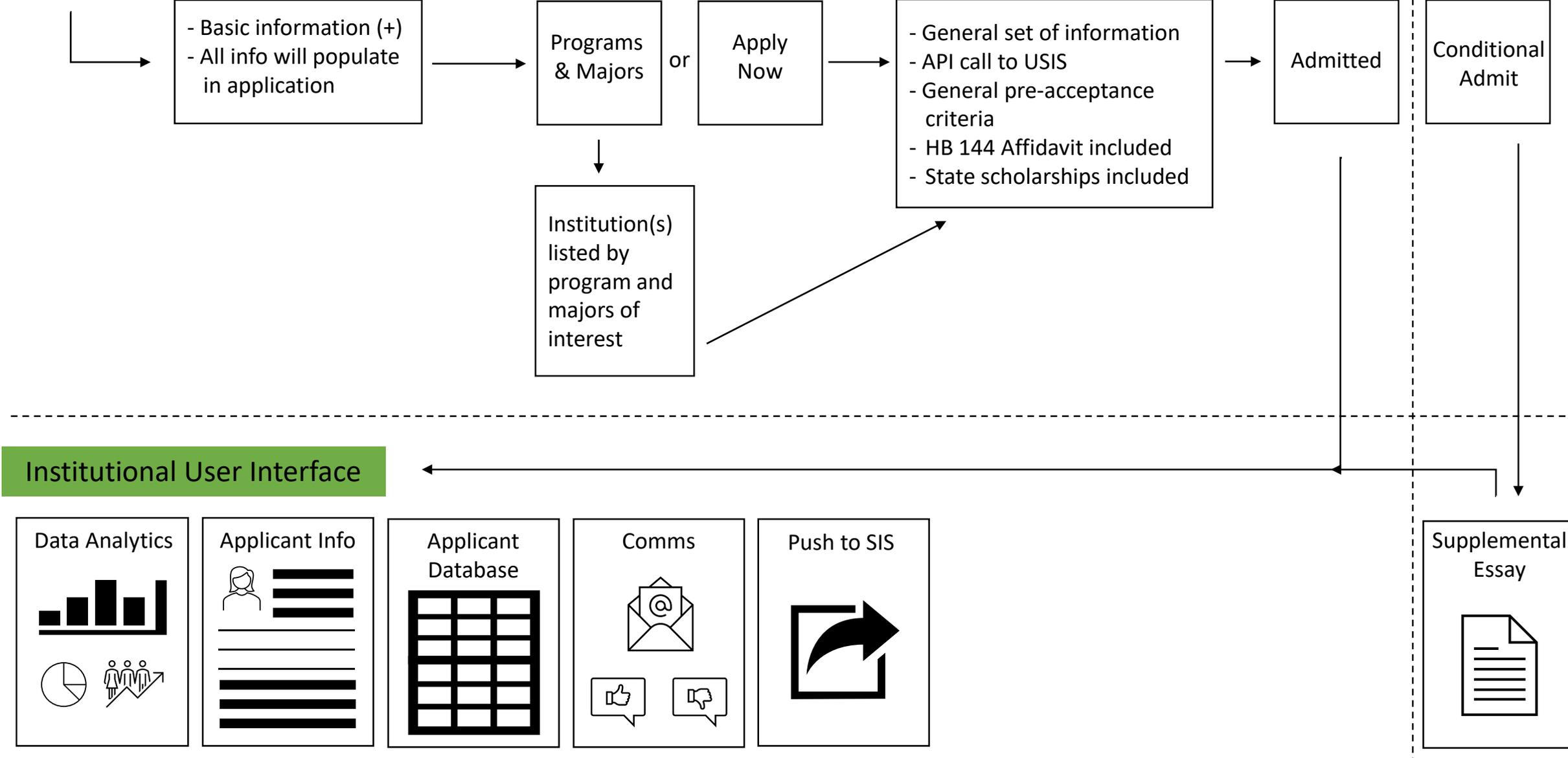
Concept #2

The Simplified Admissions Taskforce considered the **engagement of a strategic enrollment management consultant** to support in determining the scope of the common application and process.

Concept #3

The Simplified Admissions Taskforce considered the idea of making the common application **a free application** and exploring financial options of making this possible.

- Ideally, the common application should be **free for applicants.**
- More work needs to be done to understand the ramifications for institutions in the following areas:
  - Workload/yield impacts
  - Budget impact
  - Security/IT ramifications

Concept #4

The Simplified Admissions Taskforce considered how to **intentionally engaging key constituent groups and underrepresented populations** to inform the scoping and development of the common application.

- Incorporating student voices in specific committees moving forward
- Ensuring high school counselors, UCAC advisers, other access professionals are involved
- Building relationships and trust with underrepresented student populations and communities

Equity Lens Framework

Assess

Examine Data

Engage & Plan

Implement

Measure Success
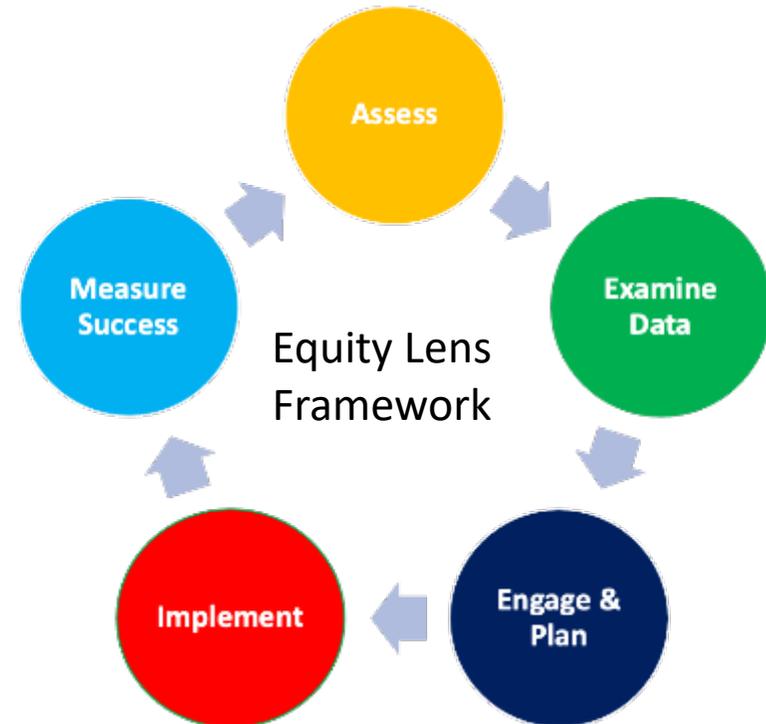
Concepts Summary

1. The Simplified Admissions Taskforce considered the philosophy behind **one common admissions application for all 16 USHE institutions** and its process.

2. The Simplified Admissions Taskforce considered the **engagement of a strategic enrollment management consultant** to support in determining the scope of the common application and process.

3. The Simplified Admissions Taskforce considered the idea of making the common application **a free application** and exploring financial options of making this possible.

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