

# BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



## UTAH



Utah has addressed nine of the 10 Blueprint policies to improve college readiness in the state. It has addressed all four high school anchor policies. The state has aligned high school graduation course requirements with college admission course requirements and has included measurements of college and career readiness in its school accountability report cards.

Utah has systems in place to meet three of the four college benchmarks. It has statewide admission requirements for its four-year colleges and has put in place uniform transfer policies for course credits and associate degrees. The state has established a clear definition of what constitutes college and career readiness to drive its programs and policies and has put in place a P-20 data pipeline to help educators assess students.

POLICY REVIEW	UTAH	NATIONAL
<b>1. CCR STANDARDS</b> AP, IB and/or dual credit required	<b>YES</b> No	48 states + D.C. 25 states
<b>2. ASSESSMENTS</b>	<b>YES</b> , State-developed/ contracted	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
<b>3. GRADUATION REQUIREMENTS</b> H.S. course requirements match statewide college admissions	<b>YES</b> , except foreign language	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
<b>4. K-12 ACCOUNTABILITY</b> CCR is indicator in system	<b>YES</b>	24 states use CCR to determine performance
<b>5. ADMISSION STANDARDS</b> Statewide or systemwide	<b>YES</b> Systemwide (single system) GPA; Assessments; High school coursework; Index	28 – common admission standards 15 – systemwide 13 – statewide
<b>6. REMEDIAL AND PLACEMENT POLICIES</b> Statewide or systemwide remedial policies Statewide or systemwide placement policies	<b>NO</b> Statewide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
<b>7. TRANSFER (3 OUT OF 4 POLICIES)</b> Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	<b>YES</b> Yes Yes Yes Yes	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
<b>8. HIGHER-ED ACCOUNTABILITY (ALL 3)</b> Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	<b>YES</b> Yes Yes Yes, Retention; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
<b>9. STATEWIDE CCR DEFINITION</b>	<b>YES</b>	32 states + D.C. have CCR definition
<b>10. P-20 DATA</b> High school feedback report annually	<b>YES</b> Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
<b>TOTAL</b>	<b>9 out of 10</b>	

## STRENGTHS

Utah is a national leader in several of the Blueprint policies and systems it has put in place. It is one of 19 states that has comprehensive higher education accountability systems. The state has set goals on increasing college attainment that are in the education master plan. In addition, it has developed a higher education financing model that ties funding to colleges on how well they progress toward meeting the goals.

The state also is a leader in developing uniform requirements for admission to its public four-year colleges. It is one of 15 states with systemwide standards in place. The admission elements included in this policy include GPA, scores on assessment tests, high school coursework and an index combining multiple measures. The policy provides information about admission to different types of institutions and sets out expectations for students.

## CONSIDERATIONS

Utah should consider building upon its remedial education policy, the one benchmark it has not fully implemented. While the state has a general remedial policy, it does not have a common approach for placing students in remedial or credit-bearing courses. Further, a growing number of states and postsecondary systems are exploring the use of multiple measures such as placement scores, high school curriculum or GPA to determine a student's readiness for college-level classes.

## RESOURCES AND STATE EXAMPLES

*Developmental Strategies for College Readiness and Success*, Education Commission of the States, <http://www.ecs.org/docs/DevEdStrategies.pdf>.

### Ohio – Consistent Remedial and Placement Policies

An Ohio statute, revised by the 2012–13 operating budget, required the Board of Regents to establish uniform statewide standards in math, reading, science and writing that students must meet to be considered in remediation-free status. Previously, institutions selected their own placement assessments and set standards to determine readiness for credit-bearing courses.

A College Readiness Advisory Council report spelled out the academic standards for each subject required for college-level coursework. The report also established minimum cut-score thresholds on the ACT, SAT and Accuplacer exams to indicate that students are able to enroll in credit-bearing courses. If a student scores below the thresholds, institutions may use other measures to determine course placement, including high school GPA, writing assessment and review of previous college work.