

STATE BOARD OF REGENTS MEETING  
SOUTHERN UTAH UNIVERSITY, CEDAR CITY, UTAH  
R. HAZE HUNTER CONFERENCE CENTER  
FRIDAY, JULY 18, 2014

AGENDA

7:30 – 8:50 AM            **BREAKFAST MEETING – STATE BOARD OF REGENTS, SOUTHERN UTAH UNIVERSITY BOARD OF TRUSTEES, PRESIDENT WYATT, COMMISSIONER BUHLER**  
Location: Charles Hunter

9:00 – 9:50 AM            **INFORMAL DISCUSSION (Presidents & Regents)**  
Location: Charles Hunter

9:30 – 10:00 AM           **CONTINENTAL BREAKFAST**  
Location: Yankee Meadows

10:00 – 11:30 AM         **MEETINGS OF BOARD COMMITTEES**

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**  
**Regent Robert W. Prince, Chair**  
Location: Shooting Star

CONSENT:  
Please see the General Consent Calendar at Tab R.

INFORMATION:

- |   |       |
|---|-------|
| 1. USHE Completion Grants                                 | TAB A |
| 2. State Systems Transformation Co-creation Participation | TAB B |
| 3. Utah Data Alliance (UDA) – Update Report               | TAB C |

**FINANCE/FACILITIES COMMITTEE**  
**Regent Robert S. Marquardt, Chair**  
Location: Charles Hunter

ACTION:

- |  |       |
|--|-------|
| 1. Southern Utah University – Campus Master Plan Approval  | TAB D |
| 2. Southern Utah University – Ratification of Property Gifts for the Beverly Taylor Sorenson Center for the Arts | TAB E |
| 3. Adoption of Policy R611, Veterans Tuition Gap Program   | TAB F |
| 4. Utah State University – Brigham City Regional Campus Ground Lease for the New Academic Building               | TAB G |
| 5. Utah State University – Innovation Campus (Research Park) Lease-purchase Agreement                            | TAB H |
| 6. Weber State University – Approval of Station Park Property Lease in Farmington, Utah                          | TAB I |
| 7. University of Utah – Property Purchase  | TAB J |
| 8. University of Utah – Energy Efficiency Project Approval   | TAB K |
| 9. University of Utah – Approval to Remodel the Biomedical Polymers Research Building Remodel                    | TAB L |
| 10. University of Utah – Farmington Ambulatory Care Center Project Approval                                      | TAB M |
| 11. Salt Lake Community College – Westpointe Center Property Acquisition   | TAB N |
| 12. Salt Lake Community College – West Valley City Property Lease  | TAB O |
| 13. USHE Budget Framework for FY 16  | TAB P |

CONSENT:

Please see the General Consent Calendar at Tab R.

INFORMATION:

1. University of Utah – Series 2014A General Revenue and Refunding Bonds Sale TAB Q

**11:30 AM – 12:00 PM**      **STATE OF THE UNIVERSITY – PRESIDENT WYATT**  
Location: Great Hall

**12:00 – 12:45 PM**      **LUNCH**  
Location: Yankee Meadows, Vermillion Cliffs & Outdoor Patio

**12:45 – 4:30 PM**      **COMMITTEE OF THE WHOLE**  
Location: Great Hall

- |  |       |
|--|-------|
| 1. General Consent Calendar                            | TAB R |
| 2. Reports of Board Committees                         |       |
| 3. 2014-15 Mission Based Funding – Distinctive Mission | TAB S |
| 4. 2014-15 Mission Based Funding – Acute Equity        | TAB T |
| 5. 2013-14 USHE Performance Funding Allocations        | TAB U |
| 6. 2014-15 USHE Performance Funding Measures           | TAB V |
| 7. Completion Initiatives and Goals for 2015           | TAB W |
| 8. Resolution of Appreciation                          |       |

*2:15 – 2:30 PM*      *BREAK*

9. USHE – Institutional State-funded Capital Development Projects for 2015-16 TAB X

**4:30 – 5:30 PM**      **EXECUTIVE SESSION (If needed) (Closed Meeting – State Board of Regents)**  
Location: Charles Hunter

Projected times for the various meetings are estimates only. The Board Chair retains the right to take action at any time. In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify ADA Coordinator, 60 South 400 West, Salt Lake City, UT 84180 (801-321-7124), at least three working days prior to the meeting. TDD # 801-321-7130.

July 9, 2014

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: General Consent Calendar

The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:

A. Minutes

1. Minutes of the Board Meeting May 16, 2014, Weber State University, Ogden, Utah. (Attachment)

B. Grant Proposals

1. University of Utah – US Department of Education; “Teachers in Sensory Impairment”; \$1,245,494. Christine Clark Bischke, Principal Investigator.
2. University of Utah – DOE Nuclear Energy University Program; “UUTR Console-2014”; \$1,423,000. Tatjana Jevremovic, Principal Investigator.
3. University of Utah – DOD Defense Advanced Research Projects Agency; “IMS for Nuclear Forensics”; \$1,200,000. Luther W. McDonald IV, Principal Investigator.
4. University of Utah – National Science Foundation; “STORM”; \$1,157,973. Feifel Li, Principal Investigator.
5. University of Utah – DOE OFC Energy Efficiency & Renew Energy; “A Thermal Battery for EVS”; \$2,681,174. Zhigang Zak Fang, Principal Investigator.
6. University of Utah – DOE Sandia National Laboratories; “Tracing in Geothermal Systems”; \$1,024,760. Douglas Kip Solomon, Principal Investigator.
7. University of Utah – DHHS National Institutes of Health; “Heparanomics”; \$1,862,500. Kuberan Balagurunathan, Principal Investigator.

8. University of Utah – NIH Office of the Director; “Best Program”; \$1,862,500. Kristen A. Keefe, Principal Investigator.
9. University of Utah – DHHS National Institutes of Health; “Brain Initiative”; \$4,910,982. Baldomero M. Olivera, Principal Investigator.
10. University of Utah – National Science Foundation; “Maize Endosperm”; \$1,751,185. Gary N. Drews, Principal Investigator.
11. University of Utah – DHHS National Institutes of Health; “Engineering C. Elegans Genome”; \$1,303,750. Erik Jorgensen, Principal Investigator.
12. University of Utah – Arizona State University; “TNA Polymers”; \$1,242,172. Jennifer Heemstra, Principal Investigator.
13. University of Utah – NIH National Institute on Deafness and Other Communication Disorders; “Functional Motor Control”; \$1,042,315. Franz Goller, Principal Investigator.
14. University of Utah – DHHS National Institutes of Health; “Byington U54 Mentor Network”; \$11,125,000.
15. University of Utah – DHHS National Institutes of Health; “R01DK081842-06A1 (COMP.RENEW)”; \$2,571,065. Donald McClain, Principal Investigator.
16. University of Utah – DHHS National Institutes of Health; “Wang R01-Fatty Liver”; \$2,346,051. Li Wang, Principal Investigator.
17. University of Utah – DHHS National Institutes of Diabetes and Digestive and Kidney Disorders; “Clinical Impact”; \$2,219,857. Stephane Meystre, Principal Investigator.
18. University of Utah – NIH National Institutes of Diabetes and Digestive and Kidney Disorders; “CCM Biomarker”; \$1,489,304. A. Gordon Smith, Principal Investigator.
19. University of Utah – DHHS National Institutes of Health; “Heilbrun K01-Big Data”; \$1,161,172. Marta Elise Heilbrun, Principal Investigator.
20. University of Utah – NIH National Heart Lung & Blood Institute; “Layec K99R00”; \$1,024,554. Russell S. Richardson, Principal Investigator.
21. University of Utah- NIH National Institute of Biomedical Imaging & Bioengineering; “Minimal View CT”; \$1,005,750. Frederic Noo, Principal Investigator.
22. University of Utah – US Department of Energy; “Loosely Coupled Exascale”; \$1,500,000. Valerio Pascucci, Principal Investigator.

23. University of Utah – UT Department of Workforce of Services; “UEN CIB Daggett and San Juan”; \$1,088,000. Lisa B. Kuhn, Principal Investigator.
24. University of Utah – Galois Inc; “Darpa-Muse”; \$3,115,008. Matthew Brendon Might, Principal Investigator.
25. University of Utah – Army Medical Research Acquisition Activity; “Clark CDMRP: USEAS for Sci”; \$1,766,530. Gregory A. Clark, Principal Investigator.
26. University of Utah – Patient Centered Outcomes Research Institute; “ESBC Treatment Preferences”; \$2,324,850. Diana I. Brixner, Principal Investigator.
27. University of Utah – State of Idaho; “Idaho Waiver”; \$1,516,347. Matthew James Davis, Principal Investigator.
28. University of Utah – Patient Centered Outcomes Research Institute; “Colorectal Cancer Survivors”; \$2,738,242. Mia Hashibe, Principal Investigator.
29. University of Utah – DHHS National Institutes of Health; “His-Purkinje Pacing”; \$1,862,500. Derek James Dossall, Principal Investigator.
30. University of Utah – US Department of Energy; “Novel Subsurface Elec Resist”; \$1,348,204. Philip E. Wannamaker, Principal Investigator.
31. University of Utah – US Department of Energy; “Novel Tracers EGS”; \$1,062,250. Peter E. Rose, Principal Investigator.
32. University of Utah – NIH National Institute of Child Health & Human Development; “Dean U01 CPCCRN Renewal 2014”; \$12,460,000. J. Michael Dean, Principal Investigator.
33. University of Utah – DHHS National Institutes of Health; “LNCRNA R01”; \$2,347,241. Li Wang, Principal Investigator.
34. University of Utah – University of California San Diego; “A4”; \$1,240,519. Sandra Patricia Reyna-Merida, Principal Investigator.
35. University of Utah – US Department of Defense; “Fat Transplant DOD”; \$1,041,352. Jayant Agarwal, Principal Investigator.
36. University of Utah – NIH National Institute of Biomedical Imaging & Bioengineering; “Dengue Antigens”; \$2,980,000. Marc D. Porter, Principal Investigator.

37. University of Utah – National Science Foundation; “Net Zero Cities SRN”; \$11,987,657. Steven John Burian, Principal Investigator.
38. University of Utah – National Aeronautics & Space Admin; “NAI BAM-AIS”; \$7,494,816. Marjorie A. Chan, Principal Investigator.
39. University of Utah – Clemson University; “Federated Approach to ACI”; \$4,000,000. Steven Corbato, Principal Investigator.
40. Utah State University – US Department of Education; “Project IMPACT (Increasing the no. of Masters level Professionals in deaf/blindness through Associability”); \$1,249,973. Linda Alsop, Principal Investigator; Mark Innocenti, Co-Principal Investigator.
41. Utah State University – US Department of Education –Office of Special Ed & Rehab Services; “Personnel Preparation in Special Education, Early Intervention, and Related Services”; \$1,117,624. Kristina Blaiser, Principal Investigator; Karl White, Karen Munoz, Co-Principal Investigators.
42. Utah State University – US Department of Energy; “Spider Silk MaSp2 Proteins as Carbon Fiber Precursors”; \$1,998,042. Randolph V. Lewis, Principal Investigator; Jason Quinn, Co-Principal Investigator.
43. Utah State University – NASA-General; “Double Arm Linkage, Precision Linear Motion Optical Carriage (DALL Carriage)”); \$1,131,390. Deron Scott, Program Manager.
44. Utah State University – NASA-General; “Remotely Sensed Energy Fluxes (ROSES)”); \$1,510,385. Gail Bingham, Program Manager.
45. Utah State University – Missile Defense Agency; “Advanced Data Transfer Equipment (ADTE) Follow On”; \$1,544,301. Brent Carlsen, Program Manager.
46. Utah State University – US Department of Agriculture; “Compost carryover and cover crop effects on soil quality, profitability, and cultivar selection in”; \$1,555,051. Earl Creech, Principal Investigator; David Hole, Jennifer Reeve, Astrid Jacobson, Kynda Curtis, Co-Principal Investigators.
47. Utah State University – US Department of Ag-National Institute of Food & Ag (NIFA); “2014 Implementation of Western Region Sustainable Agriculture Research and Education”; \$5,089,189. Teryl Roper, Principal Investigator.
48. Utah State University – US National Science Foundation; “Towards and ultra-resolution in-situ hydrologic database for the Bonneville (Great Salt Lake) Basin”; \$1,083,222. Simon Wang, Principal Investigator; Yan Sun, Robert Gillies, Scott Jones, Co-Principal Investigators.

49. Utah State University – US Department of Health and Human Services-National Institutes of Health (NIH); “Lifetime Estimates of the Public Costs of Dementia Care”; \$3,849,136. Joann Tschanz, Principal Investigator; Elizabeth Fauth, Maria Norton, Christopher Corcoran, Co-Principal Investigators.
50. Utah State University – US Department of Health and Human Services-National Institutes of Health (NIH); “The role of HLA ligand #KIR protein interactions in autism”; \$1,155,643. Anthony Torres, Principal Investigator.
51. Utah State University – UT Department of Human Services; “Evaluation of the Implementation of Differential Response in Oregon”; \$1,999,915. Vonda Jump, Principal Investigator; Mark Innocenti, Co-Principal Investigator.
52. Utah State University – US Department of Health and Human Services-National Institutes of Health (NIH); “Utah Botanicals and Health Research Center (UBHRC)”; \$8,392,837. Guifang Fu, Bart Tarbet, Michael Lefevre, Principal Investigators; Aaron Olsen, Justin Julander, Brian Gowen, Abby Benninghoff, Catalin Buhusi, Korry Hintze, Robert Ward, Jeff Broadbent, Co-Principal Investigators.
53. Utah State University – Air Force Space and Missiles Command; “Overhead Persistent Infrared (OPIR) Test Manager Wide Field-of-View (WFOV) Support”; \$4,033,474. Deon Dixon, Program Manager.
54. Utah State University – Misc Federal Sponsors; “Data Dissemination Element (DDE) Phase 2”; \$3,811,552. David Marchant, Principal Investigator.

C. Awards

1. University of Utah – NIH National Heart Lung & Blood Institute; “Therapeutic Hypothermia after Pediatric Cardiac Arrest”; \$1,328,405.
2. University of Utah – UT Department of Workforce Services; “UEN CIB Daggett and San Juan”; \$1,088,000. Lisa B. Kuhn, Principal Investigator.
3. University of Utah – NIH National Cancer Institute; “Molecular and Clinical Approaches to Colon Cancer Precur”; \$1,899,861. Randall Walter Burt MD, Principal Investigator.
4. University of Utah – PRA International; “Medimmune Medi4736-1108”; \$1,639,096. Sunil Sharma, Principal Investigator.
5. University of Utah – George Washington University; “MFMU Study Protocols”; \$4,507,200. Michael W. Varner, Principal Investigator.
6. University of Utah – George Washington University; “MFMU Study Protocols”; \$2,191,990. Michael W. Varner, Principal Investigator.

7. Utah State University – Air Force Space and Missiles Command; “Wide Field of View (WFOV) Data Analysis Follow-On”; \$1,843,153. John Seamons, Program Manager.
8. Utah State University – Naval Research Lab; “Charge Coupled Device (CCD) Camera for Michelson Interferometer for Global High-resolution Thermospheric Imager (MIGHTI)”;
9. Utah State University – Naval Research Lab; “Naval Research Laboratory (NRL) Intelligence, Surveillance, and Reconnaissance Systems (ISRS) Task Order 0002- Marine Corps (MC) Distributed Common Ground System (DCGS) 2014”; \$1,723,119. Teresa Jensen, Principal Investigator.

D. Academic Items Received and Approved

1. New Programs

- a. Weber State University – Emphasis in Generalist in Bachelor of Arts in Theatre Arts
- b. Weber State University – Minor in User Experience Design
- c. Southern Utah University – Emphasis in Managerial Accounting in Master of Accounting
- d. Southern Utah University – Emphasis in Public Accounting in Master of Accounting
- e. Southern Utah University – Emphasis in Taxation in Master of Accounting
- f. Dixie State University – Art History Minor
- g. Dixie State University – Art Minor
- h. Dixie State University – Certificate of Proficiency in eMarketing
- i. Dixie State University – Criminology Minor
- j. Dixie State University – Digital Forensics Minor
- k. Dixie State University – Emphasis in Digital Design in Computer and Information Technology
- l. Dixie State University – Emphasis in Digital Design in Integrated Studies
- m. Dixie State University – Emphasis in Web Design & Development in Computer and Information Technology
- n. Dixie State University – Emphasis in Web Design & Development in Integrated Studies
- o. Dixie State University – Theatre Minor
- p. Utah Valley University – Graduate Certificate in Cyber Security

2. Program Consolidation

The University of Utah – Middle East Studies Major

3. Name Change

- a. Utah State University – Master of Science in English with Specialization in Technical Writing to Master of Technical Communication
- b. Weber State University – Business Education Composite Teaching Major to Business/Marketing Education Composite Teaching Major
- c. Southern Utah University – Foreign Languages & Philosophy to Department of Languages & Philosophy



- d. Dixie State University – Emphasis in Computer Science in Computer and Information Technology to Emphasis in Software Development in Computer and Information Technology
  - e. Dixie State University – Emphasis in Computer Science in Integrated Studies to Emphasis in Software Development in Integrated Studies
4. New Administrative Unit  
Utah State University – Department of Nursing and Health Professions
  5. Administrative Unit Review  
Dixie State University – Fine Arts Department
  6. New Center
    - a. The University of Utah – Second Language Teaching and Research Center
    - b. Dixie State University – Faculty Center for Teaching and Learning Excellence
  7. New Institute  
Dixie State University – Colorado Plateau Field Institute
  8. Three-Year Review
    - a. Weber State University – Electronics Engineering
    - b. Weber State University – Radiologic Sciences Department – Master of Radiologic Science
  9. Five-Year Review
    - a. Weber State University – Botany Department
    - b. Weber State University – Chemistry Department
    - c. Weber State University – Economics Department
    - d. Weber State University – Geoscience Department
    - e. Weber State University – Health Administration Department – Master of Health Administration
    - f. Weber State University – Mathematics Department
    - g. Weber State University – Master of Business Administration Department
    - h. Weber State University – Medical Laboratory Sciences Department
    - i. Weber State University – Microbiology Department
    - j. Weber State University – Parson Construction Management Technology Department
    - k. Weber State University – Physics Department
    - l. Weber State University – Radiologic Sciences Department
    - m. Weber State University – School of Accounting – Master of Accounting
    - n. Weber State University – School of Accounting – Master of Taxation
    - o. Weber State University – School of Accounting & Taxation – Undergraduate Accounting
    - p. Weber State University – Zoology Department
  10. Seven-Year Review
    - a. University of Utah – Department of Finance

b. University of Utah – Department of Operations & Information Systems

11. Discontinuance

- a. University of Utah – Communications Composite Teaching BA/BS
- b. University of Utah – Minor in Communication – Interpretation
- c. University of Utah – Minor in Communication – Speech Communication
- d. University of Utah – Teaching Speech Minor
- e. Utah State University – Plan C Master’s Degree in Mathematics
- f. Weber State University – Emphasis in Visual Technologies in Computer and Information Technology
- g. Dixie State University – Emphasis in Visual Technologies in Integrated Studies

E. Executive Committee Items Received and Approved

University of Utah – Donation of Wall Mansion Property (Attachment)

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David L. Buhler  
Commissioner of Higher Education

DLB/KLS  
Attachments

STATE BOARD OF REGENTS MEETING  
WEBER STATE UNIVERSITY, OGDEN, UTAH  
SHEPHERD UNION BUILDING  
FRIDAY, MAY 16, 2014

COMMITTEE OF THE WHOLE  
MINUTES

Regents Present

Bonnie Jean Beesley, Chair  
Daniel W. Campbell, Vice Chair  
Jessellie B. Anderson  
Nina R. Barnes  
Keith M. Buswell  
Leslie Brooks Castle  
Wilford W. Clyde  
France A. Davis  
Marlin K. Jensen  
Robert S. Marquardt  
Erik Mikkelsen  
Jed H. Pitcher  
Robert W. Prince  
Mark R. Stoddard  
Teresa L. Theurer  
Joyce P. Valdez  
John H. Zenger

Regents Excused

James T. Evans  
Jed H. Pitcher  
Harris H. Simmons

Office of the Commissioner

David L. Buhler, Commissioner of Higher Education  
Elizabeth Hitch, Associate Commissioner for Academic and Student Affairs  
Gregory L. Stauffer, Associate Commissioner for Finance and Facilities  
David A. Feitz, Associate Commissioner and Executive Director, UHEAA

Institutional Presidents

Ruth V. Watkins, Senior Vice President for Academic Affairs, University of Utah  
Stan L. Albrecht, Utah State University  
Charles A. Wight, Weber State University  
Scott L. Wyatt, Southern Utah University  
Gary L. Carlston, Snow College  
Stephen D. Nadauld, Dixie State University  
Matthew Holland, Utah Valley University  
Denece Huftalin, Salt Lake Community College

Other Commissioner's Office and institutional personnel were also present. The signed role is on file in the Commissioner's Office.

The Board of Regents began the day at 7:30 a.m. with a breakfast meeting; they were joined by the Weber State University Board of Trustees. The Regents then met in committees until 10:30 a.m.

**The Committee of the Whole was called to order at 10:35 a.m.**

Chair Beesley excused Regents Simmons, Pitcher, and Evans and turned the time to Governor Herbert.

Governor Gary Herbert

Governor Gary R. Herbert addressed the Board of Regents, Commissioner, and the Utah System of Higher Education Presidents. He thanked them all for their work for the State of Utah, and specifically thanked Regent Chair Bonnie Jean Beesley, Regent Erik Mikkelsen, and Dixie State University President Stephen Nadauld for their contributions to higher education, as each of them prepare to leave their current positions. He spoke to the Utah System of Higher Education report "Building Utah's Future through Higher Education" and pointed out the numerous economic benefits of a higher education. He also gave the accolade that Utah is the envy of other states because of the state support for education and the economy.

Chair Beesley and Commissioner Buhler thanked Governor Herbert for his support to the Utah System of Higher Education.

General Consent Calendar (TAB HH)

**On a motion by Regent Stoddard, and seconded by Regent Marquardt, the following items were approved on the Regents' General Consent Calendar:**

- A. Minutes – Minutes of the Board meeting March 28, 2014, Dixie State University, St. George, Utah.
- B. Grant Proposals
- C. Awards
- D. Academic Items Received and Approved
- E. Executive Committee Items Approved

Reports of Board Committees

Academic and Student Affairs Committee

Revision of Policy R165, Concurrent Enrollment (TAB A)

Regent Davis reported the revisions of Policy R165 are primarily related to legislative and language updates. **It was moved by Regent Davis and seconded by Regent Prince to approve the revision of Policy R165. The motion carried.**

Revision of Policy R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination (TAB B)

Regent Davis reported the changes of policy R470 are extensive; however, the changes allow the opportunity to strengthen the Board of Regents' relationship with K-12 partners. **It was moved by Regent Davis and seconded by Regent Zenger to approve the revisions to R470. The motion carried.**

Salt Lake Community College – Associate of Applied Science Degree in Collision, Maintenance, and Light Repair (TAB C)

Regent Davis reported on this new degree and moved its approval; it was seconded by Regent Valdez. The motion carried.

Salt Lake Community College – Associate of Applied Science in Health Information Technology (TAB D)

Regent Davis reported on this new degree and moved its approval; it was seconded by Regent Prince. The motion carried.

StepUP Ready Grants (TAB E)

Regent Davis reported the state legislature appropriated ongoing funds, replacing federal funds, that will sunset FY15 to support a number of college ready initiatives created under the College Access Challenge Grant Program. The goal of the StepUP Ready Grants is to increase the number of Utah's public high school students who graduate college-ready and enroll in a post-secondary institution. **It was moved by Regent Davis and seconded by Regent Mikkelsen to approve the use of \$600,000 for StepUp Ready Grants as described in Tab E. The motion carried.**

Report: The Multi-State Collaborative to Advance Learning Outcomes Assessment (TAB F)

Regent Davis reported on this information item; no action was taken.

College Access Challenge Grant Annual Report (TAB G)

Regent Davis reported on this information item; no action was taken.

StepUp College Open Houses (TAB H)

Regent Davis reported on this information item; no action was taken.

Utah Scholars Coaches Pilot (TAB I)

Regent Davis reported on this information item; no action was taken.

Finance/Facilities Committee

Regent Marquardt, Chair of Finance and Facilities Committee, began his report by thanking Governor Herbert for his support, adding that it is an honor to serve on the Board of Regents and to personally witness the change in lives that come from obtaining a higher education. He also complimented the Governor for his choice for Education Advisor, Tami Pyfer, who was also in attendance.

USHE – Guidelines for Performance Funding, 2014-15 (TAB J)

Regent Marquardt reported this is the second year the legislature funded performance funding and reported on the five core performance areas, which are nearly identical to those used in 2013. **(See motion below.)**

Capital Development Prioritization (CDP) Cycle – Adoption of Priority Guidelines (TAB K)

Regent Marquardt also reported on this item; the proposed guidelines are unchanged from those used last year. **It was moved by Regent Marquardt and seconded by Regent Clyde to approve the guidelines for Performance Funding as outlined in Tab J and the CDP Priority Guidelines as outlined in Tab K. The motion carried.**

Regent Policy R503, "Soft" to "Hard" Money and Report of Faculty on "Soft" Money (TAB L)

Regent Marquardt reported on each of the policy items before the Board and made one motion for all five. Regent Marquardt reported R503 will be deleted and the current practices and relevant updated language have been added to R501. (See motion below.)

Revision of Policy R510, Tuition and Fees (TAB M)

Regent Marquardt reported the R510 revisions clarify and provide guidance and consistency for institutional reporting. (See motion below.)

Revision of Policy R511, Tuition Disclosure and Consultation (TAB N)

Regent Marquardt reported R511 has been revised to clean up outdated references and to clarify language. (See motion below.)

Revision of Policy R512, Determination of Resident Status (TAB O)

Regent Marquardt reported R512 has been revised to be in compliance with Utah State Code and 2014 HB 45 (*In-state Tuition for Military Servicemembers and Veterans*). He also reported the committee had a lengthy review of the changes to R512 due to the complicated topic and the fact that it has a big impact on so many students. (See motion below.)

Revision of Policy R543, Commercial Banking Services (TAB P)

Regent Marquardt reported briefly on the R543 revisions. **It was moved by Regent Marquardt and seconded by Regent Barnes to approve the policy revisions for R503 (R501), R510, R511, R512 and R543 as outlined in Tab L, M, N, O and P. The motion carried.**

UHEAA – Authorizing Resolution, SBR Student Loan Revenue Bonds (TAB Q)

Regent Marquardt reported on this item and moved the approval of the Authorizing Resolution approving issuance of the Student Loan Backed Notes, Series 2014-1. The motion was seconded by Regent Anderson, and carried.

University of Utah Request for Exception to R555 – Competition with Private Sector (TAB R)

**It was moved by Regent Marquardt and seconded by Regent Clyde to approve the University of Utah's request for an exception to policy R555 allowing them to continue operating satellite retail outlets of the "Utah Red Zones" through December 31, 2017, as well as allowing for limited marketing and advertising efforts. The motion carried.**

University of Utah – Bonding Authorization for Construction of the Lassonde Living Learning Center, a Health Sciences Parking Structure, Replacement of Auxiliary Related Utilities Infrastructure, and for Refunding Outstanding Commercial Paper Notes and Revenue Bonds (TAB S)

**It was moved by Regent Marquardt and seconded by Regent Barnes to approve the Authorizing Resolution as well as approve authorization to extend issuance of bonds approved by the Board on July 19, 2013 until July 19, 2015. The motion carried.**

University of Utah – Outdoor Tennis Court Project Approval (TAB T)

Regent Marquardt reported on this item. (See motion below.)

Utah State University – Acquisition of Property in Moab, Utah (TAB U)  
Regent Marquardt reported on this item. (See motion below.)

Utah State University – Real Property Acquisition in Montezuma Creek, Utah (TAB V)  
Regent Marquardt reported on this item. (See motion below.)

Utah State University – Design Approval for Romney Stadium Renovation (TAB W)  
Regent Marquardt reported on this item and moved the approval of all four property approval requests above. **It was moved by Regent Marquardt and seconded by Regent Clyde to approve the property approval requests as outlined in Tabs T, U, V and W. The motion carried.**

UESP – Line of Credit (TAB X)  
Regent Marquardt reported UESP recently changed cash depository to U.S. Bank and as part of that new contract, UESP needs to have a line of credit authorized with U.S. Bank. **It was moved by Regent Marquardt and seconded by Regent Barnes to approve the credit line request as outlined in Tab X. The motion carried.**

USHE – Refining Degree Allocation Within the 2020 Goal (TAB Y)  
Regent Marquardt reported the Commissioner's Office, in consultation with the Georgetown Center on Education and the Workforce, conducted a study to determine the best mix of industry and education attainment to benefit Utah's economy and provide meaningful wages. **It was moved by Regent Marquardt and seconded by Regent Anderson to approve the modification in the degree distribution of the USHE 2020 educational attainment goal as outlined in Tab Y. The motion carried.**

USHE – Enrollment Forecasts (TAB Z)  
Regent Marquardt reported on this item adding the approval of the enrollment numbers is critical for the Capital Development Prioritization in the coming months. **It was moved by Regent Marquardt and seconded by Regent Barnes to approve the long-term enrollment projections for higher education in the State of Utah. The motion carried.**

Online Costs for Undergraduates (TAB AA)  
Regent Marquardt reported on this information item; no action was taken.

USHE – FY 2015 Capital Improvement Funding Update (TAB BB)  
Regent Marquardt reported on this information item, adding this was a significant improvement in funding over the tough budget years of the past, no action was taken.

USHE – Institutions' Health Plan Changes 2014-15 (TAB CC)  
Regent Marquardt reported on this information item, adding all the plans were held to under a 10 percent increase in cost, with two exceptions. No action was taken.

USHE – Building Utah's Future through Higher Education Report (TAB DD)  
Regent Marquardt reported on this information item, thanking the Governor for his earlier remarks on this report. No action was taken.

USHE – Budget Framework for FY16 (TAB EE)

Regent Marquardt reported on this information item; this item will come back at the July Board of Regents meeting for further discussion. No action was taken.

University of Utah – Health Sciences Center (HSC) Master Plan (TAB FF)

Regent Marquardt reported on this information item; he encouraged the Regents to read the transformational plan adding that it will make a enormous difference in quality and service of health care in the State of Utah. No action was taken.

Salt Lake Community College – Westpointe Center Property Acquisition (TAB GG)

Regent Marquardt reported on the property acquisition which will become the new site for the Career and Technical Education (CTE) and Learning Resource Building that is SLCC's Capital Development project request for FY 2016. No action was taken on this information item.

Chair Beesley highlighted Tabs DD and EE (*USHE – Building Utah's Future through Higher Education Report and USHE – Budget Framework for FY16*) to note their strategic importance for the State of Utah and the Utah System of Higher Education.

Resolution of Appreciation

Erik Mikkelsen

Regent Theurer spoke in support of a resolution of appreciation for Erik Mikkelsen, Student Regent 2012-2014. **It was moved by Regent Theurer and seconded by Regent Barnes to adopt the resolution of appreciation for Erik Mikkelsen.**

Board Elections

Regent Prince reported that Regent Pitcher, Chair of the Nominating Committee, sent his regrets he could not attend the meeting. Regent Prince congratulated Chair Beesley for her service as chair and vice chair. **On behalf of the Nominating Committee, Regent Prince moved the election of Regent Dan Campbell as Chair of the State Board of Regents for a two-year term beginning May 17, 2014, and further moved the nomination of Regent France Davis as the Vice Chair of the Board, for a two year term beginning May 17, 2014. The motion was seconded by Regent Zenger. The motion carried unanimously.**

Chair Beesley advocated the many benefits of higher education including the need for an educated populous to maintain our democratic form of government and society. She congratulated Chair Campbell and Vice Chair Davis on their new chairmanship.

**It was moved by Regent Stoddard and seconded by Regent Davis to meet in Executive Session following lunch. The motion carried.**

Chair Campbell was recognized. He thanked the Regents for their vote of confidence and said he looked forward to working with the Board and Governor. On behalf of the Board of Regents he presented Bonnie Jean Beesley with an engraved gavel and expressed their appreciation.



State of the University

President Wight gave a presentation on the state of Weber State University focusing on Weber's effort to remove the financial barrier to earning a college degree, community partnerships, energy reduction efforts and the imminent ground breaking for the Tracy Hall Science Center. President Wight introduced Abelardo Saucedo, recent Weber State University graduate, who spoke inspirationally about his dream to get an education.

**The Committee of the Whole adjourned at 12:00 p.m.** The Regents attended the Tracy Hall Science Center Celebration and Groundbreaking with Governor Herbert. Following a lunch hosted by Weber State University, the Board of Regents met in Executive Session from 1:39 until 2:56 p.m.

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Kirsten Schroeder, Executive Secretary

Date Approved:

### University of Utah – Donation of Wall Mansion Property

The Executive Committee of the Board met on June 3, 2014 and formally approved the University of Utah's acceptance of the Enos Wall Mansion Property, located at 411 East South Temple in Salt Lake City, Utah, from the Church of Jesus Christ of Latter-day Saints. Subsequently, a proposal to restore the mansion to its original condition using donated funds was approved by the State Building Board. The property will be financially self-sufficient with no request for state-appropriated funding anticipated for ongoing O&M expenses.

July 9, 2014

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: 2014-2015 Mission Based Funding – Distinctive Mission

Issue

Update Mission-Based Funding [Distinctive Mission] budget initiatives and allocations from \$10M to \$7M.

Background

The USHE consolidated 2014-15 operating budget request, as approved by the State Board of Regents this past fall, included \$10 million for the Distinctive Mission Initiative component of Mission Based Funding. These initiatives are designed to promote and support the Regents' Strategic Plan of increasing participation, completion, and economic development, while recognizing the distinct missions of each USHE institution.

During the 2014 Legislative Session, the [MBF Distinctive Mission] appropriation was decreased from \$10M to \$7M. Each campus has now submitted revised detailed initiative descriptions, including: rationale supporting the institutional need, targeted outcome, assessment criteria to measure success, and budget plan for implementation during fiscal year 2014-15.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Distinctive Mission Initiatives and allocations.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/BLS  
Attachment

## UTAH SYSTEM OF HIGHER EDUCATION 2014-2015 OPERATING BUDGET REQUEST

## Mission Based Funding: Distinctive Initiatives

Total Revised: \$7,000,000

To support the Regents' Strategic Goals of increasing participation, completion and economic development and to promote distinct institutional missions, the following initiatives have been identified by the campuses. For each institution, the initiatives are categorized by the objective and include the description, rationale, outcomes, assessment criteria, and the budgetary plan. The initiatives recommended for funding in fiscal year 2014-15 are detailed below.

**UNIVERSITY OF UTAH**

Original: \$3,029,900 Revised: \$2,120,900

**Online Education Infrastructure (Participation)**

- Original: \$1,529,900 Revised: \$950,000
- Reduced salaries, wages, & benefits by \$100,000, and operating expenses by \$479,900

**Student Success and Completion – Advisors and Teaching Assistants (TAs) (Completion)**

- Original: \$500,000 Revised: \$770,900
- Increased salaries, wages, & benefits by \$300,000, reduced operating expenses by \$29,100

**Student Success and Empowerment Initiative (Completion)**

- Original: \$500,000 Revised: \$300,000
- Reduced salaries, wages, & benefits by \$150,000, and operating expenses by \$50,000

**Undergraduate Research Opportunity Program (UROP) (Participation)**

- Original: \$500,000 Revised: \$100,000
- Reduced salaries, wages, & benefits by \$250,000, and operating expenses by \$150,000

**UTAH STATE UNIVERSITY**

Original: \$2,065,500 Revised: \$1,445,800

**Student Recruitment, Retention and Completion (Completion)**

- Original: \$545,000 Revised: \$67,600
- Reduced salaries, wages & benefits by \$475,000 and operating expenses by \$2,400

**Academic Advisors (Participation)**

- Original: \$250,000 Revised: \$250,000

**STEM Education (Participation)**

- Original: \$225,000 Revised: \$175,000
- Reduced salaries, wages & benefits by \$30,000, and operating expenses by \$20,000

**Faculty and Instructional Capacity (Participation)**

- Original: \$845,500 Revised: \$753,200
- Reduced salaries, wages & benefits by \$92,300

**Summer Semester Enrollment (Participation)**

- Original: \$200,000 Revised: \$200,000

**WEBER STATE UNIVERSITY****Original: \$1,037,600 Revised: \$726,300****Capacity Building (Participation)**

- Original: \$828,000 Revised: \$726,300
- Reduced salaries, wages & benefits by \$101,700

**Smart Classroom Support (Participation)**

- Original: \$100,000 Revised: \$0
- Eliminated initiative

**Assessment Analytics (Participation)**

- Original: \$109,600 Revised: \$0
- Eliminated initiative

**SOUTHERN UTAH UNIVERSITY****Original: \$459,800 Revised: \$321,900****Average Semesters Attended Before Completion (Completion)**

- Original: \$250,000 Revised: \$0
- Eliminated initiative

**Summer Initiative (Participation)**

- Original: \$109,800 Revised: \$0
- Eliminated initiative

**Retention Initiative (Completion)**

- Original: \$100,000 Revised: \$0
- Eliminated initiative

**Experiential Learning Initiative (Participation, Completion, Economic Development)**

- Original: \$0 Revised: \$215,000
- New initiative

**Smart Growth Initiative (Participation)**

- Original: \$0 Revised: \$106,900
- New initiative

**SNOW COLLEGE****Original: \$270,200 Revised: \$189,100****Design and Implement a New Integrative Model for General Education (Completion)**

- Original: \$135,000 Revised: \$94,500
- Reduced operating expenses of \$10,000, and quality initiatives by \$30,500

**Continue to Make Snow College an Affordable Choice (Completion)**

- Original: \$70,000 Revised: \$49,000
- Reduced salaries, wages & benefits by \$21,000

**Increases for Market Based Salary for Retention of Critical Faculty & Staff (Completion)**

- Original: \$65,200 Revised: \$45,600
- Reduced salaries, wages & benefits by \$19,600



**UNIVERSITY OF UTAH****\$2,120,900****Online Education Infrastructure (Participation) \$950,000**

**Description** – This initiative will help build the infrastructure to support course and degree development. As the demand for online courses has grown, it is clear that there are efficiencies that can be gained by providing centralized technology services as well as assistance for course development. Funds are needed to expedite this process. Ongoing support will be funded through successful online degree programs.

**Rationale** – The University of Utah has seen steady, robust growth in online offerings and enrollments over the past decade. However, demand from students has escalated the growth over the last 3 years. We anticipate this demand will continue to grow. In order to meet student needs as well as remain competitive, especially in graduate professional programs among our PAC12 peers, we need to strategically focus on the development, support and marketing of fully online courses and degrees.

**Outcomes** – The intended outcomes are to ensure that we do not lose our current student base and that we are able to meet the needs of an expanded student base that cannot be present on campus. Promoting graduation and student success, particularly in new degree programs that meet demands, aligns well with Prosperity 2020.

**Assessment** – This will include measuring success and persistence of students who enroll in online classes. For undergraduate students, this will provide an additional means of dealing with bottleneck classes and meeting student scheduling needs. For professional graduate students, this will help address a market need to increase trained professionals for strategic areas of the Utah business community.

<b>Budgetary Plan</b> -	Salaries, Wages & Benefits	\$ 600,000
	Operating Expense	<u>\$ 350,000</u>
	Total	\$ 950,000

**Student Success and Completion – Advisors and Teaching Assistants (TAs)**  
(Completion) \$770,900

**Description** – Expand the core of advisors to help guide students successfully through their undergraduate education. Increased student support resources, in the form of TA training and improved TA-student ratios will increase the learning and retention of students in majors across the campus. The lecture courses are often a barrier to success for many students pursuing degrees in STEM and other fields of study. At present, access to the type of problem-based help that TAs can provide is very limited. Additional TA resources will be dedicated to enhancing access and quality of a critical learning support resource for our undergraduates.

**Rationale** – Mentoring and personalized advising as well as TA support have been shown to have a positive impact on student retention and completion.

**Outcomes** – Advisors can help students at the beginning of their engagement at the University of Utah as well as helping to guide them to resources they may need to be successful. Increased access to TAs can help students be successful in completion of entry classes, especially in STEM fields.

**Assessment** – Data about retention and graduation rates will be reviewed. We will also use focus groups and student satisfaction surveys to identify student needs and address effectiveness of programs. We will monitor impact of TA program on learning, grades and retention.

<b>Budgetary Plan</b> -	Salaries, Wages & Benefits	\$ 750,000
	Operating Expense	<u>\$ 20,900</u>
	Total	\$ 770,900

### **Student Success and Empowerment Initiative (Completion) \$300,000**

**Description** – This initiative is to empower students to identify direction, engage in high impact activities/services and accomplish goals. This is a commitment to undergraduates to identify curricular and co-curricular experiences that are holistic and address the unique needs of the individual students. The goals are: 1) to promote student success and degree completion; 2) enhance planning tools, including degree maps; 3) to engage students in Plan to Finish which will create a holistic educational experience and help ensure completion. This includes enhancing a scholarship clearing house to help leverage scholarship funds more strategically to be able to aid more students.

**Rationale** – This initiative is targeted at increasing retention and completion of undergraduate students and is based on national research, best practices and data about student success. It aligns with the goals of Prosperity 2020 and our commitment to retain and graduate more of the students who enroll at the University of Utah.

**Outcomes** – This will help position students to graduate in four years and to enhance their undergraduate experience. The focus is on increasing completion and graduation while increasing the quality of the educational experience.

**Assessment** – Students will be tracked to determine utilization and progress and to measure the impact of these initiatives on retention and graduation.

<b>Budgetary Plan</b> -	Salaries, Wages & Benefits	\$ 250,000
	Operating Expense	<u>\$ 50,000</u>
	Total	\$ 300,000

### **Undergraduate Research Opportunity Program (UROP) (Participation) \$100,000**

**Description** – UROP provides undergraduate students the opportunity to assist with faculty members' research or to carry out a project of his/her own under the supervision of a faculty member. The chance to do real research as an undergraduate is a unique experience that a research intensive university can offer. This program pays students a stipend for up to two



semesters to work on their projects. The program is highly competitive and many worthy students are denied acceptance due to financial limitations. The funding requested would be used to increase the number of students accepted into the program.

**Rationale** – UROP is currently assisting over 380 students but that is less than 3% of our undergraduates. Compared to other members in the PAC12, this is a smaller number of students than we should be serving. There is high demand for this program by our students that is not currently being met.

**Outcomes** – Students have the opportunity to gain research experience that will help them to be academically successful as well as build valuable life skills. Students can present their research at conferences and be published in the Undergraduate Research Abstracts Journal.

**Assessment** – Success of UROP students is indicated by their ability to refine the areas of their research interests which translates into greater methodological sophistication, all of which can be measured by presentation of papers at conferences, publications, and admission to selective graduate schools. Completion and graduate rates of students participating in UROP will also serve as a measure of success in this program.

**Budgetary Plan** - Salaries, Wages & Benefits      \$100,000

**UTAH STATE UNIVERSITY** **\$1,445,800**

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**Student Recruitment, Retention and Completion (Completion) \$67,600**

**Description** – Utah State University requests funding to build a comprehensive Constituent Relationship Management system (CRM) that will deliver high-tech and high-tough information to existing and future students. Currently, USU uses two Ellucian™ products; Banner (student information system) and Degree Works (degree-audit system). This request is for additional CRM components such as *Enterprise Recruiter and Early Alert*.

**Rationale** - With over 27,000 students on USU's main and regional campuses, a CRM system that delivers student-preferred communication streams through text, email, and social media (beginning at admission and ending at graduation) is critical for efficient and appropriate student management. Not only do these systems provide analytics to assess their effectiveness with student communication, but they create economies of scale by replacing antiquated, hand-produced communication delivery systems. These tools will allow the university to enhance acceptance, retention, and graduation processes for students at Utah State University.

**Outcomes** – Utah State University will increase the first- to second-year retention rate of first-time, full-time freshman. Improvement of time to completion will be another measurable outcome.

**Assessment** – Retention rates, student completion, time to completion

**Budgetary Plan** - Salary, Wages & Benefits \$ 67,600

**Academic Advisors (Participation) \$250,000**

**Description** – The USU Office of University Advising has primary responsibility for students who are listed as “undeclared” and assists them in exploring and selecting a major. University Advising also serves undeclared business majors, students who are in an undeclared nursing/allied health track and students who are inquiring about and applying for an associate’s degree. A large portion of these students are admitted provisionally and require extra attention to help them navigate the educational system and succeed academically.

**Rationale** – NACADA (National Academic Advising Association) recommends no higher than a 300-to-1 student-to-advisor ratio for advisors working with an undeclared population. During Fall 2013, the Office of University Advising had a student-to-advisor ratio of 464-to-1. This advising office also coordinates information dissemination to the entire USU advising community, oversees a Major Fair and monthly advising meetings, and participates on state and regional committees. While all are necessary activities, these events reduce the time advisors can devote to student advisement.

**Outcomes** – An improved student-to-advisor ratio makes it possible for a greater number of students to meet with an advisor. This, in turn, will encourage undeclared students to declare a major earlier, leading to higher retention and success rates for students admitted provisionally and into the associate’s degree. Through enhanced advising, students will achieve an improved time to completion.

**Assessment** – Academic standing of provisionally admitted students, the number of undeclared students moving into a major, the number of applying for and receiving an associate’s degree, student completion rate, time to graduation.

<b>Budgetary Plan</b> - Salaries, Wages & Benefits	\$ 200,000
Operating Expense	\$ <u>50,000</u>
Total	\$ 250,000

**STEM Education (Participation) \$175,000**

**Description** – Several efforts at Utah State University have focused on STEM education, which supports interdisciplinary and collaborative teaching, research, and service activities. These activities involve partnerships across disciplines and education, including public and private schools, federal and state agencies, local business and industry, and philanthropic foundations.

**Rationale** – The newly created USU STEM (Science, Technology, Engineering, Education and Mathematics) Center brings together professionals from the Colleges of Science, Engineering, Education, Agriculture and Natural Resources who share expertise and knowledge in their fields. Collaborations among these professionals support efforts that provide and expand pathways into STEM careers (science, technology, engineering, and mathematics) and education (science and mathematics teaching K-16).

**Outcomes –**

- Increase the number and quality of STEM educators and professionals in the region and country.
- Conduct innovative research and development on computing and communication technologies in STEM areas.
- Increase the number of students entering and continuing through STEM career pathways, including education.
- Study and report on new knowledge in STEM education.
- Develop and implement institutional partnerships that support exemplary practices and policies in STEM education.

**Assessment** – Number of students entering STEM career pathways, number of graduating STEM educators and professionals.

<b>Budgetary Plan</b> - Salaries, Wages & Benefits	\$ 150,000
Operating Expense	<u>\$ 25,000</u>
Total	\$ 175,000

**Faculty and Instructional Capacity (Participation) \$753,200**

**Description** – The University has identified several programs that need investment of faculty positions. Some departments have instructional shortages because of increasing student enrollments; new faculty and instructors can be assigned courses and laboratory instruction that reduce bottlenecks. Other departments have expanded programs that enhance the land-grant mission of the institution; new faculty will bring additional visibility and vitality to these programs.

**Rationale** – Instruction remains one of the most significant elements of the university's mission. New faculty positions in high-need areas will enhance student access and pathways to completion. Student learning outcomes will be improved through increased contact with faculty.

The university continues to be recognized for excellence in the areas of research, teaching and outreach, in a large way due to interdisciplinary collaboration across departments and programs. Investment in these emerging areas of excellence will ensure the success of USU as Utah's land-grant institution. Students are eager to be engaged with faculty in projects, both in and outside the classroom.

**Outcomes** – Programs receiving new positions will gain faculty capacity, providing students with new or enhanced learning possibilities. Students will have improved pathways to graduation as well as greater opportunities for out-of-class experiences.

**Assessment** – Student credit hour reports, student completion rate, number of students involved in undergraduate research.

<b>Budgetary Plan</b> - Salaries, Wages & Benefits	\$753,200
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**Summer Semester Enrollment (Participation) \$200,000**

**Description** – The objective of this initiative is to optimize the use of summer resources (i.e., facilities, faculty, staff, etc.) through increased student enrollment during the Summer semester and development of targeted summer programs.

**Rationale** – Summer enrollments have dropped over the last decade. Explanations for the decline include: the structure of the summer schedule, economic pressures and summer employment, and course offerings. To offset this decline, the university has encouraged academic departments to identify the courses that will be most helpful to students and offer them during the summer semester. Students might be more likely to take summer classes if they understand that there is a clear advantage to doing so because it either helps them ‘catch up’, ‘get ahead’, or the class experience is perceived as ‘better’ because of the smaller class size or who is teaching the course.

**Outcomes** – Increased student satisfaction, improved time to student graduation, attraction of new student populations, and optimization of current fiscal resources.

**Assessment** – Summer credit hours.

**Budgetary Plan** - Salaries, Wages & Benefits      \$200,000

**WEBER STATE UNIVERSITY** **\$726,300**

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**Capacity Building (Participation) \$726,300**

**Description** - This initiative will expand capacity in four key areas: graduate programs, computer science, engineering/engineering technology and online classes.

The specific allocation of funds is as follows:

Graduate Programs	\$ 208,000
Computer Science	\$ 120,000
Engineering/Engineering Tech	\$ 200,000
Online	<u>\$ 198,300</u>
Total	<u>\$ 726,300</u>

**Rationale** - Each of the programs has high labor market demand and strong salaries. These programs provide graduates that enhance Utah's economy.

**Outcomes** – Additional degrees will be granted in the aforementioned areas. This will not only help to meet the labor force needs of the state but will also support the Governor's 66 percent goal.

**Assessment** – WSU carefully tracks the number of degrees awarded as well as the placement of graduates.

*Budgetary Plan* - Salaries, Wages & Benefits      \$726,300

**SOUTHERN UTAH UNIVERSITY** **\$321,900**

**Experiential Learning Initiative** (Participation, Completion, Economic Development)  
\$215,000

**Description** – The experiential education EDGE Program (Education Designed to Give Experience) is a student-centered process that is relevant, authentic, and potentially transformative. SUU has created deliberate learning opportunities facilitated through five engagement centers focusing on: community, creativity, outdoors, leadership, and globalization. The Experiential Learning Initiative is to begin funding the coordination and operation of SUU's EDGE Program.

**Rationale** – As stated in its mission, “SUU engages students in a personalized and rigorous experiential education, empowering them to be productive citizens, socially responsible leaders, high achievers and lifelong learners.” In keeping fidelity to SUU's mission and the Liberal Education and America's Promise (LEAP) as articulated by the Association of American Colleges and Universities, SUU has formalized experiential education as a degree requirement to ensure SUU bachelorette graduates have a personalized education that directly aligns with the mission of their alma mater and fulfills the vision of the Institution's founders.

**Outcomes** – Each SUU bachelorette graduate will have a personalized experiential learning opportunity as part of their academic completion. Through this effort, students should demonstrate personal and social responsibility, and gain integrative and applied learning.

**Assessment** – Increase graduates completing SUU's experiential education requirement, and the related essential learning outcomes. Increase in students participating in undergraduate research, internships, study abroad, and capstone projects.

<i>Budgetary Plan</i> - Salaries, Wages & Benefits	\$205,000
Operating Expenses	<u>\$ 10,000</u>
Total	\$215,000

**Smart Growth Initiative** (Participation) **\$106,900**

**Description** – Through a campus wide strategic planning process, SUU has developed a Smart Growth Initiative to balance both growth and quality in our educational experience provided at SUU. A small portion of this initiative is being augmented by this mission based appropriation to increase capacity in one of SUU's fastest growing academic programs, and ensure essential student services are being maintained.

**Rationale** – As SUU prepares to expand enrollment and provide appropriate student services, essential faculty and staff are needed to maintain the quality of our educational experience. In funding SUU's Smart Growth Initiative, two key positions (Assistant Professor of Graphic Arts & Admissions Processor) are being supported through mission based funding.

**Outcomes** – Increased sections and student participation in Graphic Arts and better processing in student admissions.

**Assessment** – Increase in Student Credit Hours (SCH) and students majoring in Graphic Arts. Increase in student satisfaction and better proficiency in admissions processing.

**Budgetary Plan** - Salaries, Wages & Benefits \$106,900

**SNOW COLLEGE** **\$189,100**

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**Design and Implement a New Integrative Model for General Education**  
(Completion) \$94,500

**Description** – Snow College seeks funding as part of its Strategic Plan commitment to design and implement a new and integrative model for providing general education. Snow College has long used the distribution model for general education (GE). Significant changes were implemented 20 years ago, after statewide focus meetings determined that all students should move through two English courses, a math course, a history course, and a minimum number of other GE courses as chosen by each state institution. This relatively standardized approach facilitated statewide articulation agreements, which were instituted in the 1990s. These agreements assured students, who earn an Associate of Science (AS) or Associate of Arts (AA) degree at any Utah college, that they had fulfilled all lower-division GE requirements at any transfer institution in the Utah System of Higher Education (USHE). This standardized approach however is in need of overhaul and Snow proposes to use Mission Based Funding to implement a new model.

**Rationale** – Since the distribution model was adopted, Snow College has experienced some problems with GE:

- Most students do not understand the value of a general education, frequently commenting, “I’m just getting my ‘generals’ out of the way.” Furthermore, some faculty members espouse the same belief and encourage students to “stay here long enough to get your ‘generals’ done.”
- More and more students are arriving at college with many kinds of credits and do not need as many GE courses from on-campus instructors.
- Division among the faculty has occurred when one academic division attempts to add a course to the approved list of GE courses. Adding courses has created some fairly serious “turf wars” because academic divisions feel the need to protect their disciplines and to assert their indispensability in GE.

**Outcomes** – Board of Regent policy R312 outlines transfer preparation as the core mission and role of Snow College. In recent years Snow has received recognition from several national organizations for its success in retention, graduation, and transfer rates. This proposed GE initiative allows Snow to update and enhance the GE experience in order continue to excel in delivering outstanding transfer preparation and meet our core mission and

role. A new GE model will bring challenges as new learning outcomes and forms of assessment will be required. The AAC&U has developed a set of rubrics, titled VALUE (Valid Assessment of Learning in Undergraduate Education), that assess the LEAP essential learning outcomes and essential skills. These rubrics could be used in their entirety or modified to fit the specific needs of Snow College's GE model.

**Assessment** – As the focus on assessment has become an important theme in higher education, efforts to demonstrate that students who have taken GE-listed courses have actually achieved corresponding learning outcomes has proven to be difficult. As one means of assessment, Snow College administers the College Assessment of Academic Proficiency (CAAP) exam every other year even though the state has elected not to use it. The exam measures whether the student has mastered the content of a course but not whether the student has acquired the skills that are necessary for major coursework, real-world experience, and career employment. A nationwide and statewide trend is to develop and use authentic forms of assessment in lieu of standardized testing. *Authentic assessment* determines whether the student has met the important skill-based SLOs. The electronic portfolio or ePortfolio is one tool of authentic assessment. Students place examples of their best work in an ePortfolio. The portfolio is a means for the student to demonstrate the achievement of a GE outcome and can be used as a “calling card” for the student as he or she transfers to a larger institution, applies to graduate programs, or seeks employment. Although the ePortfolio has its merits and is being adopted by other state institutions, it has not yet been integrated into our own assessment practices but could be.

**Budgetary Plan** - Snow College plans to hire a full-time GE Director/Assistant VP to implement and coordinate the entire General Education curriculum as revised to critical needs.

Salaries & Benefits (full-time administrative position)	\$ 85,000
Quality Initiatives (integrated classes, course development)	\$ 9,500
Total	\$ 94,500

**Continue to Make Snow College an Affordable Choice (Completion) \$49,000**

**Description** – Snow College must remain an affordable choice for students pursuing higher education. Continuing to provide a low-cost, high-quality education not only helps students and the College, but also helps lessen the impact on the national student loan deficit. Snow is proud of its record of student retention and graduation rates – for which it has received national recognition in recent years from several organizations. However, we also recognize there is still work to be accomplished in this area. Ensuring students have opportunities to work is becoming a more worrisome challenge and is anticipated to increase as the bubble of returning missionaries make their way back to campus.

It is also important to provide more employment opportunities for all students. Currently, there is a deficiency and/or lack of awareness in off-campus work opportunities and internships especially for the Ephraim campus. There is an expectation that opportunities will grow as the college and local communities partner to become a strategic economic channel in Central Utah. The expectation however is not evolving fast enough to meet the existing needs.

If Snow College is to thrive and endure a yet unstable economy, considerations in regard to affordability must include student retention, recruitment, low tuition, and student jobs. Snow College seeks funding to assist students in finding and/or providing more employment opportunities both off and on campus.

**Rationale** - Very few opportunities exist in Sanpete County for students to be gainfully employed while attending Snow College. This inability to find employment has a restricting effect on new students and prevents desired enrollment increases. During FY13, 4,600 student applications were processed through Human Resources for on-campus jobs (students can apply for more than one job); 550 students were actually hired. Only 13% of our students (based on total headcount for Fall semester 2013) have an on-campus job.

**Assessment** - Statistics are maintained on student employment. It is our intention to move the 13% on campus employment opportunities upwards to possibly 20% using Work to Learn funding as well as seeking a more equitable use of Work Study funding.

**Outcome** - More students will be able to secure employment thus lifting enrollment and retention rates. Over the years a trend has developed of students arriving in the fall seeking employment to help offset some of their college expense. For too many, when jobs cannot be secured they withdraw from college at the December break stating they cannot return because of an inability to cover living expenses and limited help from family.

**Budgetary Plan** – Increasing the college funded Work to Learn budget.

Salaries, Wages & Benefits	\$49,000
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**Increases for Market Based Salary for Retention of Critical Faculty & Staff**  
(Completion) \$45,600

**Description** - Snow College has a history of low wages for both faculty and staff. While this has been reinforced by the strong desire of many faculty members to live in a rural setting and teach at a two-year institution without complex researching and publishing requirements, Snow is beginning to see a trend toward increased mobility for faculty, particularly in the early years of a career at a two-year institution. Similar dynamics apply to staff as well. As colleges find themselves facing world-wide competition through means of internet based educational options and other technological enhancements, expertise and professional training from outside of the institution is increasingly sought to enhance Snow's operations while maintaining competitive relevance. A consistent goal to maintain low-cost/high value tuition combined with multiple years of budget reductions and minimal compensation adjustments through legislative appropriations have added to wage stagnation.

Previous research indicates that 43% of Snow's faculty would be paid a higher wage at the high school level based on the step and lane salary schedules used in the school districts within Snow's six county service region.

A history of maintaining a flat salary schedule across all disciplines is increasing out of step with the realities of recruiting faculty in STEM and the healthcare fields as well as information



technology staff positions. Differential salary schedules need to be considered at Snow but funding is necessary to address compression issues among current faculty and staff members in order to realistically increase the wage offers necessary to compete.

Part of the overall state and Board of Regents goal as outlined in the 66% x 20/20 initiative is to increase retention and graduation rates among STEM and health professions. In order to continue building on Snow's tradition of success in this area funding is needed to retain and attract the highest quality instructors and staff possible.

**Rationale** - With the nation beginning to emerge from the worst economic recession since the great depression, growing restlessness among faculty for increased compensation and to "make-up" for inflation during budget cut years must be addressed. Recent STEM and healthcare recruiting efforts have resulted in an inability to hire some of the top tier applicants because Snow's employment offers have been significantly below expectations. Salary offers necessary to secure the top candidates often require wages higher than most, if not all, of our current faculty members. This compression must be resolved in order to continually attract the best and brightest to Snow.

In the case of our nursing program, our wage scale has not regularly attracted master level instructors. As a result, the college has paid for several nursing instructors to earn a master degree while teaching at the college. Unfortunately, these individuals often leave for higher compensated positions once they've fulfilled their years of service requirement. On the staff side, information technology professionals are increasingly more difficult to attract due to a similar disparity in wages.

Snow's recently approved strategic plan calls for a market comparison for all college positions with an accompanying multi-year strategy to bring wages up to the median of each market range.

**Objectives** - Snow's objective with this funding is to adjust salaries in critical STEM, healthcare and information technology fields to prevent a loss of highly qualified faculty and staff members and to ensure the ability to attract new faculty in the future. Funding would also allow the college to initiate differential salaries by subject area as the market increasingly demands.

**Assessment** - Snow's assessment would include a measure of the successful retention of high qualified faculty currently working at the college; to decrease the number of faculty currently seeking other employment opportunities; and to successfully replace retiring faculty and staff members with high caliber candidates. Snow is experiencing an uptick in retirements as many baby boomers are reaching full retirement age.

**Budgetary Plan** - Mission Based Funding is sought for: address critical wage issues for faculty primarily in the STEM, healthcare, and information technology fields.

Salaries, Wages & Benefits	\$45,600
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**DIXIE STATE UNIVERSITY****\$278,900****Increased Academic Capacity (Participation) \$278,900**

**Description** - Expansion of academic programming and course availability across numerous disciplines. New faculty positions will be added to bolster growing programs in biology, criminal justice, and psychology.

**Rationale** - Enrollment at DSU has grown significantly since Fall 2008, and continued growth is expected over the next decade. Adding capacity in key academic areas will ensure that students are able to take full course loads and maintain steady progress toward timely degree completion.

**Outcomes** – Increased graduation rates in all degree programs.

**Assessment** – Year over year comparison of three-year graduation rates for associate's programs and six-year graduation rates for bachelor's programs.

**Budgetary Plan** - Salaries, Wages & Benefits      \$278,900

**UTAH VALLEY UNIVERSITY****\$856,400****Simplify and Improve Efficiency of Admissions & Registration Processes (Participation) \$100,077**

**Description** – UVU's admissions and enrollment processes are experiencing significant changes resulting from the implementation of Structured Enrollment and Deferred Admissions/Leave of Absence programs. While much of these new processes have been automated, additional staffing will improve applied-to-admitted and admitted-to-enrolled yield rates and assist in implementing best practices for students entering UVU after deferred admission.

**Rationale** – Implementation of Structured Enrollment has improved the success rate of newly admitted and enrolled students. However, a significant number of individuals who submit applications fail to either submit their transcripts or ACT scores; thus, these individuals have applied but have not yet been admitted. Others complete the admissions process but do not enroll or defer their admission. Automated processes facilitate much of the semester-based admissions/enrollment processes well. However, outreach programs (such as business/industry courses) must be handled manually. Newly implemented Deferred Admissions and Leave of Absence programs require more personalized and, often, off-cycle response.

**Outcomes** – A number of outcomes are anticipated including 1) timely processing of admissions applications (paper and online), 2) outreach to applicants in the admissions' process students to resolve any stopping points, 3) improved understanding of the deferred admission process, 4) identification and correction of "hot spots" in the enrollment process, and

5) better coordination in the awarding and deferment of institutional and privately-funded scholarships.

**Assessment** – 1) 10 percent decrease in the percent of incomplete admission applications will be decreased by 10%, 2) 5% decrease in number of admitted student who do not enroll or defer admissions, 3) wait time at One Stop will reduced to 20 minutes or less (even in peak demand periods), 4) improved utilization of institutional and privately-funded scholarships resulting in more students on scholarship.

**Budgetary Plan** - Salaries, Wages & Benefits \$100,077

**Prepare to Succeed in STEM (Participation) \$140,240**

**Description** – This initiative focuses on preparing future and current students to be successful in STEM fields of study. Through a multiple faceted approach, UVU seeks to encourage junior high and senior high school students to consider STEM fields and prepare prospective and current students to succeed in STEM courses with particular attention to math. Specifically, the initiative supports UVU PREP, UVU's math MOOC, and STEM student recruitment including underrepresented populations.

UVU PREP is a partnership with school districts to provide a three-year summer program for high-achieving, underrepresented students entering seventh grade. Courses are interdisciplinary including mathematics-based logic to promote abstract reasoning and critical thinking. Students learn to conjecture by utilizing universal quantifiers to build valid arguments. Students work in teams to achieve multidisciplinary results and develop problem-solving skills while completing research projects.

UVU's math MOOC helps prepare students to take the Accuplacer math placement test. The math MOOC is taught online and is free to anyone interested in reviewing fundamental math principles. An opportunity for entering students to refresh their math knowledge can make a big difference in their test scores. If students are better prepared to take the Accuplacer, they will perform better on the test, be placed in a higher math course saving time and money, and be more successful in their math courses. Reducing the required math sequence will allow students to enroll in science, engineering, and technology courses with math prerequisite requirements much sooner in their college program.

Targeted recruitment to junior and senior high school students for STEM programs and careers can increase both the number of entering students pursuing STEM degrees and the preparation of those entering students. Through a collaborative effort involving UVU's College of Technology and Computing and Student Affairs, students and parents will receive valuable information on program offerings, career pathways, and college preparation.

**Rationale** – Through STEM recruiting messages and UVU PREP, students in junior and senior high schools will be encouraged to take advanced math at earlier ages and progress along a path to college STEM program enrollment. UVU PREP students who experience success in summer STEM programs will be more likely to pursue STEM programs of studies. Current and

prospective students with an opportunity to review and prepare for math placement tests can place in a higher math course.

**Outcomes** – Increasing number of students (including underrepresented populations) in STEM degree programs, improved Accuplacer test scores for students completing the math MOOC.

**Assessment** – Students enrolling in the math MOOC will be given the Accuplacer as a pre-test and at the completion of the course to measure improved performance. UVU PREP tests first-year students on logic, second year students on physics, and third-year students on probability and statistics. These students' success in math and science courses in high school as well as enrollment in and completion of STEM college programs will be tracked annually.

<b>Budgetary Plan</b> -	Salaries, Wages & Benefits	\$ 109,240
	Operating Expense	<u>\$ 31,000</u>
	Total	\$ 140,240

#### **Student Success Programs and Services (Completion) \$149,500**

**Description** – UVU provides programs and services necessary to support student success. Key components include UVU's First-year Experience (FYE) programs and University College's Tutoring and Academic Skills Services. Implementation of existing programs and services has increased UVU's retention rates. Additional programs and expanded services will provide additional support to these retention efforts.

**Rationale** – As an open admission university, UVU serves a broad range of students at varying degrees of college readiness. A comprehensive first year program, with intentionally designed support services delivered at critical transition periods during a student's first year, strongly increases student persistence and success. Supplemental instruction and tutoring services improve academic achievement and retention.

**Outcomes** – Students who participate in FYE programs learn how to navigate college more effectively and access campus resources. They benefit from peer mentor programs and courses designed to strengthen their academic and social skills. Participants become more engaged in the campus community, increasing their affinity for the university, which increases commitment to completion. Students who participate in supplemental instruction and tutoring realize improved grades, pass rates, and retention.

**Assessment** – UVU's FYE program includes high-impact and best-practice initiatives proven effective through extensive national research. Additionally, multiple assessments are used to measure the effectiveness of FYE programming at UVU including student surveys, focus groups, and data analysis. Students who participate in supplemental instruction and tutoring are tracked and their performance is compared with students in the same courses who do not participate in these programs.

<b>Budgetary Plan</b> -	Salaries, Wages & Benefits	\$ 99,500
	Operating Expense	<u>\$ 50,000</u>
	Total	\$ 149,500

**Finish Line Initiative Pilot (Completion) \$165,173**

**Description** – Through degree audit processes, UVU will identify senior-level and recently stopped out students who are within 20 percent of degree completion. These students will receive personalized advising intervention with a focus on charting a path and reducing/eliminating barriers to completion. This initiative will be piloted in a large department or a college/school.

**Rationale** – While the UVU graduates an increasing number of students each year, the size of the senior class has continued to increase. Additionally, some students encounter barriers to completion including financial and job and family commitments. Much focus has been made on first-year experience with accompanying improvement in student retention. Similar focus on the senior-year experience should improve completion rates.

**Outcomes** – Several outcomes are anticipated including a) less attrition for students within 20 percent of degree completion resulting in increased completion, b) reduction in number of semesters to complete program, and c) improved course offering options to support degree completion.

**Assessment** – For the pilot, students within 20 percent of degree completion will be identified in pilot department programs and in similar sized non-participating programs. Attrition rates and the numbers of semesters to complete final 20 percent of coursework will be evaluated for both groups with improvement expected for the participating programs.

<b>Budgetary Plan</b> -	Salaries, Wages & Benefits	\$ 45,173
	Operating Expense	<u>\$ 120,000</u>
	Total	\$ 165,173

**Cyber Security and Information Management Programs  
(Economic Development) \$175,410**

**Description** – In 2012, UVU was awarded a \$3 million TAACCCT grant by the US Department of Labor to create the Cyber Security Career Pathways program to produce highly skilled workers in the field of cyber security. Through this grant, the Department of Information Systems and Technology is currently creating two programs: (1) a new Graduate Certificate in Cyber Security program and (2) a new emphasis Information Security Management for the existing BS in Information Systems. These programs will provide students with advanced technical and managerial knowledge of cyber security, preparing them for senior technical and leadership roles in the field. Funding is needed to sustain these programs and meet the student and industry demands.

**Rationale** – Cyber security and information security management are growing fields that are already critically in demand. Utah County is the home of, or a key venue for, some of the world leaders in IT Security Technology, including Symantec, Security Metrics, Solera Networks, Voonami/ThinkAtomic, NetIQ, and the National Security Agency's largest Cyber Security Data Center in the world. The facility expects to hire between 300 to 500 federal positions, with an additional 1,000 to 2,500 positions moving into the Utah Valley area to support the facility.

UVU's programs will prepare workers for these positions and other trained workforce deficits relevant to cyber security throughout the western United States.

**Outcomes** – The outcomes include the following:

- Hire experts to develop and teach courses in cyber security and information security management.
- Recruit and build regionally recognized programs in cyber security and information security management.
- Prepare highly qualified students to be hired into high-demand cyber security jobs.

**Assessment** – The cyber security and information security management programs will be assessed as follows:

- Student learning and satisfaction will be monitored. Evaluation criteria will be established to assure student learning, graduation levels, and post-graduation success.
- Employers will be surveyed to determine the program graduates readiness for cyber security management and senior technical roles.
- Enrollment, graduation, and placement trends will be monitored.

**Budgetary Plan** - Salaries, Wages & Benefits      \$175,410

**Innovate-to-Accelerate Initiative (Economic Development) \$126,000**

**Description** – Expand innovation, sales, and training endeavors to accelerate small business growth, job creating, and government accountability and efficacy. This initiative seeks to implement, in a holistic manner, new or upgraded services located at UVU's BRC that will enable established small to medium sized enterprises (SME's) located in the Mountainland region to innovate, grow, and sell more effectively. These services will be established and maintained using faculty and students from UVU, along with established private sector partners with a track record of delivering high quality results in an efficient and cost effective manner.

**Rationale** – Growth for SME's equates to increased revenues, which can also result in new jobs creation and the expansion of the tax base. This increase in revenue is driven by the introduction of innovation in the form of new products and services or entry into new marketplaces with existing (or slightly altered) products and services.

Although some of these resources exist today, they are, at best, point solutions and not encapsulated in a robust, efficient process resulting in fragmentation and mixed results. An initial attempt to resolve these issues occurred with the establishment of the BRC. However, according to feedback from local businesses, colocation of service providers is only the first step in this process. This initiative seeks to build on the solid foundation that has been established at the BRC and implement missing components to provide an overall solution.

**Assessment** –

- Institute for Innovation
  - Implementation of multiple class-based engaged learning projects.
  - Hosting of second annual campus-wide Innovation Contest.

<b>Budgetary Plan -</b>	Salaries, Wages & Benefits	\$ 111,000
	Operating Expense	<u>\$ 15,000</u>
	Total	\$ 126,000

**SALT LAKE COMMUNITY COLLEGE** **\$818,200**

**Student Advising Pathway (Completion) \$818,200**

**Description** – This project will enhance student completion across SLCC campuses by including more intentional advising opportunities for students throughout their SLCC experience beginning with the college transition through completion. The student experience will be enhanced through advising at entrance, throughout a student’s first year, at major declaration and program entry.

**Rationale** – Students who engage with advisors early and consistently throughout their college experience are more likely to persist and earn a college credential.

**Outcomes** –

- Year 1: SLCC will hire 11 new student advisors. These advisors will be trained in addressing specific milestones associated with the college student pathway including: college transition, first semester (0-15 credit hours), selecting a major, and program advising.
- Year 2: Career and major exploration modules and activities will be developed and implemented for undecided students who have completed between 16 and 24 credits.
- Year 3: Students who have completed 30 credits or more will be required to have a degree plan in DegreeWorks.

**Assessment** –

- Year 1: New advisors will develop core competencies as outlined in Academic & Career Advisor Training Objectives and obtain 85% proficiency on the Academic Advisor Assessment.
- Year 2: 50% of undecided students will participate in the career and major exploration modules. 75% of those who participate will declare a major before completing 30 credits.
- Year 3: 50% of students who have completed 30 credits or more will have a degree plan and will be on task to meet their plan.

<b>Budgetary Plan -</b>	Salaries, Wages & Benefits	\$ 780,825
	Operating Expense	<u>\$ 37,375</u>
	Total	\$ 818,200

**STATE BOARD OF REGENTS/COMMISSIONER INITIATIVES** **\$242,500**

The Office of Commissioner of Higher Education (OCHE) supports the State Board of Regents (SBR) governing board which advances the higher education goals of the state. To achieve collaborative outcomes, the Commissioner’s Office provides leadership to promote innovation,

planning, implementation, and assessment across all USHE institutions. The funds available to OCHE will be used to further the strategic goals of SBR through the following:

**Professional & Technical Services (Participation) \$100,400**

**Description** – Provide staffing and/or consulting services for additional USHE studies related to online tuition strategies, student fees, space utilization, economic impacts, and other studies supporting the 2020 financial forecast.

**Rationale** – These and other projects have been recommended by the Governor’s Office, Legislative leadership, Regents, and USHE institutions. Additional resources will provide timely and thorough industry research for decision-makers, as policy and procedures are developed and implemented.

**Outcomes** – Provide additional analytical resources for Higher Education decision-makers.

**Assessment** – The number of completed research projects related to leadership requests.

**Budgetary Plan** – Operating Expense      \$100,400

**Presidential Searches (Participation) \$25,000**

**Description** – Due to the higher than normal presidential replacements currently in process or pending, this request will supplement operating and associated costs.

**Rationale** – Presidential replacements would normally occur about once a year. In the calendar year 2013, there were two replaced (WSU, SUU), with the announcements of three more (SLCC, DSU, and Snow) to occur in calendar year 2014.

**Outcomes** – Successfully hire qualified candidates.

**Assessment** – The number of completed presidential searches.

**Budgetary Plan** – Operating Expense      \$25,000

**Institutional Research (Economic Development) \$117,100**

**Description** – The Institutional Research (IR) role within OCHE examines institutional functions (educational, administrative, and support) in their broadest definitions, and embraces data collection and analytical strategies in support of decision-making. IR also maintains a statewide longitudinal database of postsecondary education that provides tools and analyses.

**Rationale** – In order to maintain participation levels, OCHE requests the funding of one FTE to provide data management, data validation, and reporting requirements that utilize data within the USHE longitudinal database.



**Outcomes** – Improve communication and data sharing with USHE institutions and outside agencies by better leveraging technology, and facilitating access to USHE data resources.

**Assessment** – Measures may include the success of policies, programs, services, effectiveness, efficiency, quality of education, and career employment preparation.

<b>Budgetary Plan</b> – Compensation	\$100,000
Operating Expense	<u>\$17,100</u>
Total	\$117,100

July 9, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: 2014-2015 Mission Based Funding – Acute Equity

Issue

Update Mission-Based Funding [Acute Equity] budget initiatives and allocations from \$69.7M request to \$50M appropriated allocation.

Background

Acute Equity initiatives are intended to recognize institutions with the largest funding gaps between their regional peer institutions. For the FY15 request, a minimum floor of \$4,800 per resident undergraduate student was determined as necessary to bring institutions with the most acute equity needs to within 90% of their regional peer average. Five institutions (USU Regional, WSU, UVU, DSU, and SLCC) will participate in the allocation, according to their proportion of the funding gap.

During the 2014 Legislative Session, an [MBF Acute Equity] appropriation of \$50M received approval. This \$50M allocation requires adjustments (from the original \$69.7M request amount) on the part of those institutions receiving Acute Equity funding. Each campus has now submitted revised detailed initiative descriptions, including: description supporting the institutional need, performance indicators, and budget plan for implementation during fiscal year 2014-15.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Acute Equity initiatives and allocations.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/BLS  
Attachment

## UTAH SYSTEM OF HIGHER EDUCATION 2014-2015 OPERATING BUDGET REQUEST

### Mission Based Funding: Acute Equity Initiatives

Total Revised: \$50,000,000

To support funding equities and past institutional growth, the Commissioner and Presidents adopted a statement of principles and parameters to address funding within the system. These principles are as follows.

- Utah resident students in USHE should receive similar state support based on institutional mission and student type.
- To address inequities, it must all be new state tax funds—no reallocations.
- The legislative request should be realistic and achievable within one to three years.
- New equity funding should mitigate tuition increases.

The most acute funding equities have occurred mostly when institutions with open-access missions have grown more rapidly than state funding. This request is to address acute equity for USHE institutions at or below 90% of the regional average per resident undergraduate student FTE. The recommended funding request by institution, for fiscal year 2014-15 is detailed below.

### UTAH STATE UNIVERSITY

Original: \$7,830,600 Revised: \$5,617,000

#### Incentivizing Student Completion and Time-to-Graduation

- Original: \$7,830,600 Revised: \$0
- Initiative replaced

#### Instructional Support

- Original: \$0 Revised: \$2,200,000

#### Student Support

- Original: \$0 Revised: \$1,900,000

#### Instructional Technology

- Original: \$0 Revised: \$517,000

#### Regional Campus and Distance Education Operations

- Original: \$0 Revised: \$1,000,000

### WEBER STATE UNIVERSITY

Original: \$6,200,600 Revised: \$4,447,700

#### Dream Weber Expansion

- Original: \$400,000 Revised: \$400,000

#### Tuition Increase Mitigation of 3%

- Original: \$1,929,000 Revised: \$1,929,000

#### Unfunded Enrollment Growth

- Original: \$3,871,600 Revised: \$2,118,700

### DIXIE STATE UNIVERSITY

Original: \$4,529,500 Revised: \$3,249,000

#### Academic Enhancement

- Original: \$2,000,000 Revised: \$1,800,000
- Campus Infrastructure**
- Original: \$1,500,000 Revised: \$900,000
- Student Services**
- Original: \$1,029,500 Revised: \$549,000

**UTAH VALLEY UNIVERSITY Original: \$29,429,400 Revised: \$21,110,000**

- Support Students in Completing their Educational Goals and Professional Preparation**
- Original: \$8,929,400 Revised: \$6,650,000
- Provide Access and Opportunity for a Broad Range of Students in Meeting Regional Educational Needs**
- Original: \$8,050,000 Revised: \$5,700,000
- Foster a Culture of Academic Rigor and Professional Excellence**
- Original: \$4,700,000 Revised: \$3,200,000
- Operate Effectively and Efficiently Through Innovative Use of Technology and Professional Practices**
- Original: \$7,750,000 Revised: \$5,560,000

**SALT LAKE COMMUNITY COLLEGE Original: \$21,714,900 Revised: \$15,576,300**

- Instructional Support**
- Original: N/A Revised: \$5,656,139
- Student Support Services**
- Original: N/A Revised: \$1,344,830
- Institutional Infrastructure**
- Original: N/A Revised: \$8,575,331
- Equipment & Facilities**
- Original: N/A Revised: \$0
  - Combined with Institutional Infrastructure

**UTAH STATE UNIVERSITY REGIONAL CAMPUSES \$5,617,000**

**Instructional Support - \$2,200,000**

*Description* - Funding will be used to add new part-time and full-time faculty to address a range of instructional needs throughout the USU Regional Campuses, including high-demand classes such as English and math, and enhancements to existing programs such as accounting and nursing. Additional faculty lines will be deployed across the university in order to meet emerging demands for educational programs, particularly in rural Utah. Classes taught by these instructors will be offered through a combination of face-to-face, broadcast and on-line delivery methods, leveraging content expertise across the USU system, including the Logan campus. Also, personnel with assignments in instructional design and multi-media will

be added to the Center for Innovative Design and Instruction (CIDI) to help faculty with course development and evaluation.

**Performance** – Under the faculty positions initiative, performance will be measured by the instructional faculty who are teaching a standard course load. Assessment measures will include number of faculty hired, annual course loads and earned student credit hours. Under the CIDI initiative, performance will be measured by the personnel who have appropriate instructional design and multi-media expertise. Assessment measures will include number of staff hired, number of courses that were developed or modified with CIDI staff input, and evaluation metrics on adapted courses compared to traditional face-to-face courses.

<b>Budgetary Plan</b> - Faculty Positions	\$ 1,600,000
Center for Innovative Design and Instruction	<u>\$ 600,000</u>
Total	\$ 2,200,000

### **Student Support - \$1,900,000**

Funding will be used to enhance support services directed towards students at USU Regional Campuses, which will ensure that these students have services equal to those available to students on the Logan campus. Personnel will be added in the offices of Admissions, Academic Advisement, Career Services, Registrar's, Financial Aid, Counseling and Classroom Scheduling. Coordination of staffing across all USU campuses will increase efficiency and effectiveness of student services. Recruitment, retention and completion efforts will be targeted towards the Regional Campuses by adding personal in the offices of Recruitment, Retention and Analysis, Assessment and Accreditation (AAA). The purchase of student tracking software such as Learning Analytics and MyMathLab will allow analyses of student retention and progress towards completion. In addition, scholarships for first-time freshmen at the Regional Campuses will be established and used in recruitment efforts

**Performance** – Under the student services and recruitment/retention/completion initiatives, performance will be measured by the personnel who will enhance student support services. Assessment measures will include number of staff hired and students served. Under the scholarship initiative, performance will be measured by the number of students receiving scholarships and their incoming credentials compared to students not receiving scholarships.

<b>Budgetary Plan</b> - Student Services	\$ 700,000
Recruitment, retention and completion	\$ 800,000
Scholarships	<u>\$ 400,000</u>
Total	\$ 1,900,000

### **Instructional Technology - \$517,000**

**Description** - Funding will be used to expand software and hardware in the area of instructional technology. These investments will enhance learning in classes offered primarily

through broadcast and on-line formats. In addition, distance delivery and receiving systems will be added, upgraded and maintained in classrooms across the USU system, which will increase access to broadcast courses regardless of the students' and instructors' locations.

**Performance** – Performance will be measured by the instructional software programs that were reviewed and the number of programs purchased. Performance will also be measured by the number of classrooms that have been upgraded with distance delivery capability.

**Budgetary Plan** - Instructional Technology Equipment Software     \$ 517,000

### **Regional Campus and Distance Education Operations - \$1,000,000**

**Description** - Personnel will be assigned responsibility for coordination and oversight of Regional Campus and Distance Education operations in the areas of budget and finance, classroom technology and facilities maintenance. Centralizing these functions will create efficiencies across the Regional Campus system. In addition, funding will be used for operations and maintenance (O&M) of Regional Campuses and Distance Education buildings, such as the BEERC Building on the USU Uintah Basin Campus, that are not currently covered by state O&M.

**Performance** – Under the support personnel initiative, performance will be measured by the personnel assigned to Regional Campus support. Assessment measures will be number of personnel hired. Under the operations and maintenance initiative, performance will be measured by the establishment of O&M funding for buildings at the Regional Campuses.

<b>Budgetary Plan</b> - Regional Campus Support Personnel	\$ 500,000
Operations and Maintenance	<u>\$ 500,000</u>
Total	\$1,000,000

<b><u>WEBER STATE UNIVERSITY</u></b>	<b><u>\$4,447,700</u></b>
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### **Dream Weber Expansion - \$400,000**

**Description** - The Dream Weber program targets low income populations in Northern Utah and is central to WSU's open-access mission. Presently, Dream Weber allows Pell Grant eligible individuals with a household income of \$30,000 or less who are willing to attend college full time (12 hours or more) to have their full tuition and fees covered for up to 8 semesters. This is the Dream Weber promise. This Dream Weber Expansion will increase the household income cut-off to \$40,000.

**Performance** - This Funding will increase the number of students participating in Dream Weber from 363 in FY14 to 813 in FY15.

#### **Tuition Increase Mitigation of 3% - \$1,929,000**

**Description** – It is vital that WSU maintain low tuition so that residents in our service area (particularly first generation college-goers) can continue to afford college. WSU will use this amount to forgo a 3% Tier II tuition increase and appropriately rebalance the sources for our E&G Budget back to 50%-tax funds / 50%-tuition. This will enable WSU to maintain low tuition levels (compared to other USHE institutions) but continue to fund competitive compensation levels, unfunded mandated cost increases, and other budget urgencies.

**Performance** – Funding allowed WSU to have a 0% Tier II tuition increase for FY15 and should allow for allow for a minimal Tier II tuition increase in FY16.

#### **Unfunded Enrollment Growth - \$2,118,700**

**Description** – Enrollment growth has not been funded at WSU for several years. Presently, our FY14 budget-related enrollment level is expected to be at 14,488 FTE. This is 1677 FTE students above the level for which WSU has been funded (funded target). This category of funding will be used to accommodate some of that enrollment growth on a permanent basis. Specifically, this funding will be used for:

- Nursing Program expansion (\$227,000)
- Additional Financial Aid Staff (\$100,000)
- IT Support—Including WSU Online (\$400,000)
- Minority Student Outreach Support (\$70,000)
- Faculty Support (\$190,000)
- Unfunded Mandated Costs (\$130,000)
- Administrative Support (\$170,000)
- Capital Budget (\$831,700).

**Performance** – We will be able to permanently fund the support for 440 additional students and increase our funded target by this amount.

<b>Budgetary Plan</b> -	Salaries, Wages & Benefits	\$2,786,000
	Operating Expenses	<u>\$1,661,700</u>
	Total	\$4,447,700

**DIXIE STATE UNIVERSITY****\$3,249,000**

Enrollment at Dixie State University has grown significantly since Fall 2008. The University has strategically allocated resources to meet pressing needs during this period of growth, but many departments across campus have been stretched thin as workload requirements have dramatically outpaced funding availability. Acute Equity funding appropriated by the Legislature will greatly assist DSU in the effort to strengthen core instructional and support operations, positioning the institution to absorb further growth and develop new high-demand academic programs. Implementation of new positions and initiatives will be primarily focused in three key areas: academics, infrastructure, and student services.

**Academic Enhancement - \$1,800,000**

**Description** – Hire approximately 20 new full-time faculty positions in numerous disciplines, including education, music, medical laboratory science, nursing, library, criminal justice, Spanish, psychology, information technology, chemistry, geology, marketing, finance, and communication. New Center for Teaching and Learning Excellence to develop and implement improvements in teaching methods and instructional technology. Administrative support (approximately 5-7 full-time equivalent positions) for academic departments to enable continued efficiency in managing increased program enrollments. New Office of Sponsored Programs to oversee application, management, and compliance of grants and contracts.

**Performance** - Successfully hire faculty and staff for new positions outlined above. Implement additional four-year degree programs to meet student and market demand, particularly in natural, social, and health sciences. Increase overall academic capacity, including total student credit hours taught and number of degrees awarded. Increase campus-wide funding from grants and contracts.

**Campus Infrastructure - \$900,000**

**Description** – Hire approximately 10 new full-time campus support positions in facilities maintenance, grounds, network and systems operations, and business services. Additional funding for campus facilities and operations.

**Performance** - Successfully hire staff for new positions. Improve planning for annual maintenance and periodic replacement of campus facilities, network infrastructure, and equipment.

**Student Services - \$549,000**

**Description** – Hire approximately 7 new full-time positions to expand capacity and improve service quality in student recruiting and retention, academic advisement, financial aid, campus recreation, registration, and admissions. New Student Success Center to coordinate student assistance programs. Enhanced campus-wide emergency alert system.



**Performance** - Successfully hire staff for new positions. Increase freshman and overall student retention rates.

**UTAH VALLEY UNIVERSITY**

**\$21,110,000**

**Support Students in Completing Their Educational Goals and Professional Preparation Instructional Support - \$6,650,000**

**Description** – Allocations will support improved student retention and completion by

- Providing students greater mentoring opportunity and access to upper division and critical path courses by improving the percent of instruction delivered by salaried faculty to 55% and reducing the student-to-faculty ratio
- Enhancing student support services including reducing student-to-advisor ratio, expanding retention program support, and increasing tutoring services for math, writing, and critical path courses
- Expanding engaged learning and career exploration opportunities including internships and undergraduate research

Funding will be used to add 40-50 new full-time faculty to improve percent of instruction delivered by salaried faculty, support existing academic program offerings, improve access to upper division and critical path/bottleneck courses, and expand engaged learning opportunities. Additional new full-time staff (20-25), part-time staff, and operating funds will be added to provide support for instructional programs and services, advising, student retention, learning assistance/tutoring, and engaged learning opportunities.

**Performance** – Expand number of full-time faculty to increase percent of instruction delivered by salaried faculty and reduce the student-to-faculty ratio thus a) increasing student access to faculty in their program of study for retention and mentoring opportunities, b) increasing number of sections of bottleneck courses, and c) providing additional opportunities for engaged learning. Provide adequate staff resources to support programs and services that improve student retention, increase success rates in high failure courses, encourage earlier completion of English and math requirements, and expand opportunities for engaged learning.

**Provide Access and Opportunity for a Broad Range of Students in Meeting Regional Educational Needs - \$5,700,000**

**Description** – Provide program/course offerings to meet student demand and regional educational needs including

- Expanding capacity of STEM programs
- Identifying and implementing new academic programs and disciplines (non-credit through masters)

- Expanding capacity and breadth of program/course offerings (including upper division) through distance delivery, satellite locations, and evening/weekend

UVU anticipates hiring 20-30 full-time faculty/instructional staff, adjunct faculty, and hourly staff as well as providing operating funds to expand capacity of existing high demand STEM programs, implement new high demand STEM programs, and implement new academic programs and disciplines to meet student demand and regional needs. Funding will be used to both stabilize rapidly growing distance education offerings and implement new program/course offerings via technology and satellite locations.

A portion of the funds will be used to assist UVU in fulfilling its community college access mission by containing/reducing tuition and fees, particularly in career/technical education and lower division courses.

**Performance** – Increase in the number of and enrollment and graduation in existing and new STEM programs. Increase in the number of and enrollment and graduation in new academic programs and disciplines that meet student demand and regional needs. Increase in number of programs providing degree completion through distance education and/or satellite locations. Evidence of contained and/or reduced tuition and/or fees in lower division and/or career/technical education courses.

#### **Foster a Culture of Academic Rigor and Professional Excellence - \$3,200,000**

**Description** – Champion learning in an academically rigorous environment by maintaining an adequate and sustainable adjunct faculty pool, improving adjunct faculty support, and ensuring adequate instructional resources including library materials, software, labs, and equipment. UVU has historically relied on a significant number of well-qualified adjunct faculty to provide needed expertise and experience and respond to enrollment growth. Funding will be used to increase adjunct faculty pay rates to levels that are more competitive, reflect required education and expertise, and are more comparable with regional universities in Utah. Further, to ensure appropriate rigor and consistency in achievement of learning outcomes, the onboarding, communication, and support for adjunct faculty will be improved. Funds will be used to increase and stabilize funding for library materials, software, labs, equipment, and maintenance agreements that support instruction. A few additional full-time and part-time staff may be hired to provide support for the adjunct faculty, library, labs, and equipment.

**Performance** – Improved adjunct pay rates when compared with regional universities. Increased ability to attract and retain highly qualified adjunct faculty and greater satisfaction with adjunct faculty support services. Expansion of library resources and instructional

software, labs, and equipment supported by appropriate maintenance agreements and replacement life cycle funds.

**Operate Effectively and Efficiently Through Innovative Use of Technology and Professional Practices - \$5,560,000**

**Description** – Provide adequate human and technology resources for instruction, student support, and administrative services by

- Implementing and sustaining technology solutions, systems, and infrastructure
- Provided adequate and stable staffing solutions to support existing programs/services, to respond to increasing Federal, state, and accreditation compliance, and to meet the demands of a large, complex university

Funds will be used to meet increasing costs for software licensing, improve technology infrastructure life cycle replacement, respond to increasing IT security and auditing needs, provide staff support for administrative and instructional IT services by hiring 15-20 full-time staff, and implement technology solutions which increase efficiency and effectiveness of processes, programs, and services for students and faculty/staff.

To ensure greater stability in a number of existing programs and services and to implement new critical functions, some part-time staff will be replaced with full-time staff and some new full-time staff positions will be added (20-30). Some programs and services will also receive operating funds to ensure financial sustainability.

**Performance** – Reduction in life cycle of technology infrastructure. Implementation of technology solutions that improve student experience (registration through graduation), enhance information for decision-makers, and reduce reliance on repetitive, manual processes. Reduce load on production systems through improved data architecture and utilization of ODS/EDW. Reduce risk of security breaches and ensure PCI compliance. Improved consistency of staffing support for programs/services. Implementation and/or consolidation of services to support compliance and reduce risk.

**SALT LAKE COMMUNITY COLLEGE** **\$15,576,300**

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**Instructional Support - \$5,656,139**

**Description** – Funding will be used to address a wide range of instructional needs at the college. SLCC will hire 17 new full-time faculty for high-demand general education and CTE courses such as English, Math, Biology, Business, Aviation, Welding, Homeland Security, Health Information Technology, and Occupational Therapy Assistance. Additionally, funds will

be used to make enhancements to existing programs in workforce and economic development and visual arts and design. Funds will also be used to implement a new faculty rank structure that will increase SLCC's ability to recruit and retain full-time faculty members. SLCC will hire 12 new academic staff positions to further enhance student success initiatives including lab coordinators, tutoring coordinators, instructional designers, and a new university partnership coordinator. Finally, funds will be used to support institutional and program accreditation costs and for the implementation of two new strategic initiative projects directed at improving quality higher education and student success. The first initiative is to establish the infrastructure to transform traditional classroom spaces to 21<sup>st</sup> century learning environments for students. The second is to create a STEM resource center for students and provide space for learning communities focused on science, technology, engineering and mathematics.

**Performance** – (1) Successfully hire instructional faculty that teach a standard course load. Assessment measures may include actual number of faculty hired, annual course loads, and earned student credit hours. (2) Successfully implement a new faculty rank structure. Assessment measures may include the percentage improvement of faculty salaries as compared to peer institutions. (3) Successfully hire academic staff positions. Assessment measures will include actual number of staff hired. Maintain accredited status for the institution and select programs including business and health science related programs. Assessment measures will include successful completion of the NWCCU 7-year comprehensive accreditation cycle, and remaining in good standing with program specific accreditors. (4) Successfully transform 5 classrooms each year with the appropriate technology for 21<sup>st</sup> century learning environments. Assessment measures may include hiring the appropriate personnel to assist with the learning environments, establishing a sustainable plan for classroom transformation and maintenance, and actual number of classrooms transformed. (5) Successfully create the STEM resource center. Assessment measures may include hiring the appropriate personnel to assist with supporting the STEM center and actual completion of the space.

#### **Student Support Services - \$1,344,830**

**Description** – Funding will be used to enhance support services personnel in the offices of Financial Aid, Testing Services, Disability Resource Center, Health and Wellness, and the Thayne Center. New part-time and full-time staff will be used to increase access, efficiencies and coordination for each of the offices identified above. Funds will also be used to E&G fund two key student service personnel currently funded by student fees. Funds will be used to support three strategic initiatives of the college designed to improve student transitions into college, retention and completion.

**Performance** – (1) Successfully hire staff to enhance student support services. Assessment measures may include actual number of staff hired and additional numbers of students served.

(2) Convert 2 student fee funded employees to E&G resources. Assessment measures may include the change or distribution of student fees. (3) Successfully hire student employees across campus. Assessment may include the number of students employed, the retention rate of students that participate in student employment from semester to semester, and student learning outcomes. (4) Successfully hire the staff to support student transitions to college. Assessment measures may include actual number of staff hired, implementation of a new customer relations and admissions software, number of contacts with prospective students, number of students completing the admissions application and enrolling in the college. (5) Successfully hire the staff to support the First Year Experience – Bridge to Success program. Assessment measures may include the number of students that participate and successfully complete the Bridge to Success program, first semester participant performance and retention rates, and student learning outcomes.

#### **Institutional Infrastructure - \$8,575,331**

**Description** – Funding will be used to hire approximately 15-20 new full-time and part-time positions to support the following departments: Facilities, Human Resources, Information Technology, Marketing, Business Office, and Diversity & Inclusivity. New part-time and full-time staff will be used to increase access, efficiencies and coordination for each of the offices identified above. Additionally, funds will be used to make operational enhancements in Audit, Grants and Contracts support, Legal, Universal Access Interpreting Services support for employees, College Events, and Community Engagement, Facilities, Information Technology and Campus Safety and Emergency Management. Funds will also be used to support an ongoing equipment replacement schedule for instructional, facilities, and information technology equipment and annual cost escalations associated with IT software and hardware and leased space facilities. Additionally funds will be used to support the institutional talent management program designed to address salary equity issues, successful recruitment, and retention of staff positions.

**Performance** – (1) Successfully hire staff positions. Assessment may include actual number of positions hired. (2) Successfully update and replace outdated equipment. Assessment may include the actual purchase of equipment and the development of an ongoing equipment replacement cycle that is sustainable within available resources.

July 9, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: 2013-2014 USHE Performance Funding Allocations

Background

During the 2013 legislative session, \$1M in one-time funding was allocated for performance funding, to be focused on efforts to increase completions to reach the goal of 66% of adult population aged 25-34 having some form of post-secondary education credential by the year 2020. The Board of Regents has approved guidelines, time-lines, and group allocation amounts. This document meets the intent of the legislation as proposed by Senator Urquhart, and has the agreement of the USHE institutional Presidents.

Issue

According to the adopted time-line, each institution has submitted specific measures, metrics, current data, benchmarks, and results. Institutions that have completed or made significant progress toward achieving one or more of the specified measures have been awarded amounts based on the percentage of the goal achieved. Of the \$1M appropriated by the Legislature, all but \$143,100 has been allocated. This remaining amount will be carried forward into 2014-2015 and allocated proportionately towards institutional 2014-2015 goals.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the institutional allocations.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/BLS  
Attachment

**Utah System of Higher Education  
Performance Funding, 2013-2014  
June 2014 – Results & Institutional Allocations**

During the 2013 Legislative Session, Senator Steve Urquhart proposed and the Legislature funded an initial \$1 million in one-time performance funding as a pilot funding mechanism to address the most urgent needs in reaching the USHE’s 66% goal. During that same Session, the USHE institutional Presidents proposed the following core performance measures, which emphasize completions, be used for any performance funding dollars allocated:

- a. 1<sup>st</sup> year to 2<sup>nd</sup> year retention
- b. Increased completion rates (transfer counts towards completion)
- c. Acceleration in fulfilling the general education math requirement (such as requiring at least one math class during the first two semesters)
- d. Increase in graduate education (as applicable by institutional mission)
- e. Transition from developmental math to successful completion of college math course

Intent language with the legislative funding included (but did not limit selection to) the performance measures listed above. These were the core performance measures from which each institution selected goals appropriate for mission and student mix. In July of 2013, each institutional President submitted their final list of FY13-14 core performance measures, specific measures, current data, and benchmarks to the Commissioner’s Office. The Board of Regents reviewed and approved the lists in September of 2013.

The next step in this initial year process was for the institutions to provide the data on their performance to the Commissioner no later than June 1, 2014. The Board of Regents would then allocate performance funding to each institution, to be released by July 1, 2014, based on completion or significant progress toward achieving one or more of the specified measures. Money allocated would be based on the degree to which the measure(s) are met, e.g., if 100% achieved (or surpassed) 100% will be allocated; if 50% achieved, 50% will be allocated, etc. For institutions with more than one measure, the funding allocation will be divided accordingly.

Four allocation models were considered with input from each president as well as Senator Urquhart. Based on that input, the Commissioner ultimately recommended and the Board of Regents approved the following potential distribution amounts for FY14 (with the amounts representing 100% allocations):

Group I	Group II	Group III
UU \$200,000	WSU \$120,000	SUU \$80,000
USU \$200,000	UVU \$120,000	DSU \$80,000
	SLCC \$120,000	Snow \$80,000

- Time-Line:
- May 24, 2013: Regents adopt resolution or policy containing guidelines.
  - July 1, 2013: Specific measures, current data, and benchmarks submitted by the institutional President to the Commissioner’s Office.
  - September 1, 2013: Commissioner’s Office finalizes and approves proposed measures and benchmarks.
  - June 1, 2014: Institutions provide Commissioner’s Office with report on meeting approved benchmarks.
  - July 1, 2014: Commissioner’s Office allocates performance funding. Unallocated funds will be carried forward to next year for future allocation.

Institution	Core Performance Measures (as Prioritized by Each Institution)	Specific Measurements to be Used to Determine Success	Current Data on Specific Measures	Benchmark: One-year Goal (2014)
University of Utah	a. Retention	Initial focus is on retention of first to second year for first time, full time freshmen. Supporting programs: student learning outcomes, proactive intervention for students at risk, integrated general education	First time, full time freshmen cohorts: Fall 2007 83.4% Fall 2008 82.8% Fall 2009 85.0% Fall 2010 86.5% Fall 2011 87.6%	One-year Goal: 88.5% <b>Result: 88.4%</b> <b>Goal: 89% Achieved</b> <b>Awarded: \$44,500</b>
	b. Completion	Focus on increased 4 and 6 year graduation rates for first time, full time freshmen. Supporting programs: strategic enrollment management, Futures scholarships, mandatory advising	First time, full time freshmen cohorts 6 year graduation rates: 2010 56.9% 2011 55.3% 2012 58.9%	One-year Goal: 58.9% The median over the three year period is 56.9%. Our goal is to stabilize the completion rate and avoid reductions and then to increase over the next five years <b>Result: 60%</b> <b>Goal: 100% Achieved</b> <b>Awarded: \$50,000</b>
	c. Accelerate GE Math Requirement	Grade of C or higher in Math 1010 Supporting programs: pilot program involving flipped classrooms	FY2013 71% success rate FY2010 below 60%	One-year Goal: 75% <b>Result: 73%</b> <b>Goal: 50% Achieved</b> <b>Awarded: \$50,000</b>
	d. Increase graduate education	Long-term focus is on increasing 6-year doctoral completion rate. Supporting programs: Mentorship best practice resources for faculty and career counseling	Three-year running average: FY 2007 58.6% FY 2008 60.0% FY 2009 58.1% FY 2010 58.6% FY 2011 60.0% FY 2012 60.3%	One- year Goal: 60.3% Stabilize the completion rate and then increase over the next five years <b>Result: 61%</b> <b>Goal: 100% Achieved</b> <b>Awarded: \$50,000</b>



Institution	Core Performance Measures (as Prioritized by Each Institution)	Specific Measurements to be Used to Determine Success	Current Data on Specific Measures	Benchmark: One-year Goal (2014)
Utah State University	c. Accelerate GE Math Requirement	New merged math courses that teach necessary algebra and statistical instruction, which will replace costly and time consuming pre-requisite courses. Development of new math refresher courses, and online open entry/exit and condensed term courses. New director to develop and evaluate new systems	Pass rates for the following math courses: 2010-11 Math 0900: 48% 2012-13 Math 0990: 53% 2012-13 Math 1010: 55%	Improve pass rates for math courses using new merged model and/or open-entry/exit formats: 58% first year <b>Result: 69%</b> <b>Goal: 100% Achieved</b> <b>Awarded: \$200,000</b>
Weber State University	a. Retention	Retention rates compared to peers selected by Regents	WSU was in the upper half of peers in 2010 (the most recent year with complete peer data)	WSU will still be in the 50 <sup>TH</sup> percentile or higher of peer institutions in the most recent year with complete peer data <b>Result: 74%</b> <b>Goal: 100% Achieved</b> <b>Awarded: \$40,000</b>
	b. Completion	Three-year moving average of total degrees awarded	Three-year moving average was 3,998 degrees awarded in 11/12	Three-year moving average ending in 2012-13 degrees awarded will exceed 4,000 <b>Result: 4,177</b> <b>Goal: 100% Achieved</b> <b>Awarded: \$40,000</b>
	c. Accelerate GE Math Requirement	Three-year moving average of those successfully completing Math 0950, 0990 and 1010	Three-year moving average was 2,950 students passing developmental math in 11/12	Three-year moving average ending in 2012-13 the number of students passing developmental math will exceed 2,950 <b>Result: 3,127</b> <b>Goal: 100% Achieved</b> <b>Awarded: \$40,000</b>

Institution	Core Performance Measures (as Prioritized by Each Institution)	Specific Measurements to be Used to Determine Success	Current Data on Specific Measures	Benchmark: One-year Goal (2014)
Snow College	c. Accelerate GE Math Requirement	<p>Compare the average time to successful completion (passing grade of C- or higher) of Math 1050 by first-time freshman students (excluding high school students)</p> <p>The number of concurrent enrollment students successfully (passing with a grade C- or higher) taking Math 1050</p>	<p>4-year average of successful Math 1050 completion is 1.1 years (a little over two semesters).</p> <p>4-year growth average for concurrent enrollment students successfully taking Math 1050 is 0%</p>	<p>Reduce the time to successful completion to 1.0 (full year) or two full semesters</p> <p><b>Result: 1.0</b> <b>Goal: 100% Achieved</b> <b>Awarded: \$26,800</b></p> <p>A 5% increase in the number of concurrent enrollment students successfully taking Math 1050</p> <p><b>Result: 0% (In Process for Fall)</b> <b>Goal: 0% Achieved</b> <b>Awarded: \$0</b></p>
	e. Transition from developmental to successful completion of college-level math class	Average time to completion of college level math by developmental math students (first-time freshman, excluding high school students)	The 4-year average time to completion of college math by first-time freshman students taking developmental math is 2.0 years (4 semesters)	<p>Reduce the time to college math completion by first-time freshman students taking developmental math by 1 full semester (1.5 years)</p> <p><b>Result: 3 semesters</b> <b>Goal: 100% Achieved</b> <b>Awarded: \$26,800</b></p>
Southern Utah University	c. Accelerate GE Math Requirement	Percentage of freshman successfully completing Math GE Requirement during freshman year	55.5% (four-year average from 2009-10 through 2012-13)	<p>60%</p> <p><b>Result: 58.6%</b> <b>Goal: 69% Achieved</b> <b>Awarded: \$55,200</b></p>

Institution	Core Performance Measures (as Prioritized by Each Institution)	Specific Measurements to be Used to Determine Success	Current Data on Specific Measures	Benchmark: One-year Goal (2014)
Dixie State University	c. Accelerate GE Math Requirement	Compare between the average number of semesters that freshman students have traditionally taken to prepare for GE Math, and the average number of semesters under the new system. Student personal progress notebooks. Total hours spent in lab with tutors. Average time to complete based on ACT score ranges	Math 0920 1,165 students with 2.17 GPA. 39% D+,F, or dropped Math 0990 1,202 students with 1.96 GPA, 32% D+,F, or dropped	Average time shortened by at least one semester  Act Score 0-12 (3 semesters) Act Score 13-17 (2 semesters) Act Score 18-22 (1 semester) Act Score 23-28 (1 semester) <b>Result: In Process for Fall</b> <b>Goal: 0% Achieved</b> <b>Awarded: \$0</b>
	Accelerate GE English Requirement	Compare between the average number of semesters students have traditionally taken to prepare for GE English, and the average number of semesters under the new system. Two hour lab time each week, by the same instructor.	Out of 27 “traditional” students in these classes, 63% achieved a C or better grade. Out of 17 development students, 82% achieved a C or better grade.	Average time shortened by at least one semester  Act Score 0-15 (3 semesters) Act Score 16-18 (2 semesters) Act Score 19+ (2 semesters) <b>Result: Shortened by 1 Sem.</b> <b>Goal: 100% Achieved</b> <b>Awarded: \$26,800</b>
	First-year Advising Program	Target at-risk students by high school GPA, standardized test scores, adjusted gross income, first-generation status, parental education, race/ethnicity, and Fall 2014 intentions	First year retention rate of 28%	First year retention rate 5-8% above current rate (33%-36%). Compare HS GPA vs College Follow-up survey of intentions Spring 2014 enrollment <b>Result: 48% (20% Increase)</b> <b>Goal: 100% Achieved</b> <b>Awarded: \$26,800</b>

Institution	Core Performance Measures (as Prioritized by Each Institution)	Specific Measurements to be Used to Determine Success	Current Data on Specific Measures	Benchmark: One-year Goal (2014)
Utah Valley University	d. Accelerate GE Math Requirement	Percent of students who have completed the Quantitative Literacy requirement by the end of their Sophomore year (excludes high school concurrent enrollment students; class standing measured at beginning of Spring Term with completion measured at Spring Semester end of term)	Spring 2008: 39.8% Spring 2009: 39.0% Spring 2010: 41.2% Spring 2011: 41.4% Spring 2012: 41.0% Spring 2013: 44.1%	Spring 2014: 45.0% <b>Result: 45.5%</b> <b>Goal: 100% Achieved</b> <b>Awarded: \$120,000</b>
Salt Lake Community College	e. Transition from developmental to successful completion of college-level math class	Average time (of the cohort) to transition into and successfully complete Math 1010 or 1020 with a "C" or above  Percent of students in the cohort who successfully complete Math 1010 or 1020 with a "C" or above	June 2013 benchmark of two years  June 2013 benchmark of 23%	Less than or equal to 4 academic semesters <b>Result: 1.6 semesters</b> <b>Goal: 100% Achieved</b> <b>Awarded: \$60,000</b>  5% increase or 28% <b>Result: 20%</b> <b>Goal: 0% Achieved</b> <b>Awarded: \$0</b>

July 9, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: 2014-2015 USHE Performance Funding Measures

Background

During the 2014 legislative session, \$1.5M in one-time funding was allocated for performance funding, to be focused on efforts to increase completions to reach the goal of 66% of adult population aged 25-34 having some form of post-secondary education credential by the year 2020. The Board of Regents has approved guidelines, time-lines, and procedures for measures to be submitted to the Commissioner's office. This document meets the intent of the legislation as proposed by Senator Urquhart, and has the agreement of the USHE institutional Presidents.

Issue

According to the adopted time-line, each institution has submitted specific measures, metrics, current data, and benchmarks, which will be used to evaluate whether institutions have completed or made significant progress toward achieving one or more of the specified measures. Funds will then be allocated to institutions based on distribution group and the degree to which the measures are met during the 2014-15 fiscal year, with allocation to take place by July 1, 2015. Institutional amounts have been adjusted to include 2013-2014 funds carried forward.

Commissioner's Recommendation

The Commissioner recommends the Regents approve each institutions core performance measures, specific measurements, metrics, current data, allocations, and one-year goal for fiscal year 2015.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/BLS  
Attachment

**Utah System of Higher Education  
Guidelines for Performance Funding, 2014-2015  
June 30, 2014**

The Utah Legislature has provided a second year of performance funding (\$1.5 million in one-time for 2014-15) to address the most urgent needs in reaching the 66% goal. It is proposed that the core performance measures of 2013-14 be used for 2014-15 as follows:

- a. 1<sup>st</sup> year to 2<sup>nd</sup> year retention
- b. Increased completion rates (transfer counts towards completion)
- c. Acceleration in fulfilling the general education math requirement (such as requiring at least one math class during the first two semesters)
- d. Rapid transition of students from developmental math to successful completion of college math course
- e. Increase in graduate education (as applicable by institutional mission)

Intent language with the legislative funding in the first year included (but did not limit selection to) the performance measures listed above. It is expected similar measures will be used for the second year. These are the core performance measures from which each institution may select as appropriate for mission and student mix and as determined by the institution as having the greatest effect on moving the needle on performance measures. By June 15, 2014, each institutional President will submit the final list of 2014-15 core performance measures, specific measures, current data, and benchmarks to the Commissioner’s Office to be approved by the Board of Regents and finalized at the July 18, 2014 Board meeting.

**Proposed Funding Allocation:** Institutions will provide the data on performance to the Commissioner no later than June 1, 2015. The Board of Regents will allocate performance funding to each institution, to be released by July 1, 2015, based on completion or significant progress toward achieving one or more of the specified measures. Money will be allocated based on the degree to which the measure(s) are met, e.g., if 100% achieved (or surpassed) 100% will be allocated; if 50% achieved, 50% will be allocated, etc. For institutions with more than one measure, the funding allocation will be divided accordingly.

The Commissioner recommends to the Board of Regents the following distribution (with the amounts representing 100% allocations):

Group I	Group II	Group III
UU \$328,620	WSU \$197,170	SUU \$131,450
USU \$328,620	UVU \$197,170	DSU \$131,450
	SLCC \$197,170	Snow \$131,450
Includes 2013-14 allocation of \$143,100		

- Time-Line:
- May 16, 2014: Regents approve 2014-15 guidelines.
  - June 15, 2014: Specific measures, current data, and benchmarks submitted by the institutions to the Commissioner’s Office.
  - July 18, 2014: Board of Regents approves proposed measures and benchmarks.
  - June 1, 2015: Institutions provide Commissioner’s Office with report on meeting approved benchmarks.
  - July 1, 2015: Commissioner’s Office allocates performance funding. Unallocated funds will be carried forward to next year for future allocation.

**DRAFT – FOR DISCUSSION PURPOSES ONLY**

<b>Institution</b>	<b>Core Performance Measures (as Prioritized by Each Institution)</b>	<b>Specific Measurements to be Used to Determine Success</b>	<b>Current Data on Specific Measures</b>	<b>Benchmark: One-year Goal (2015)</b>
University of Utah	a. Retention	Initial focus is on retention of first to second year for first time, full time freshmen. Supporting programs: student learning outcomes, proactive intervention for students at risk, integrated general education	First time, full time freshmen cohorts: Fall 2007 83.4% Fall 2008 82.8% Fall 2009 85.0% Fall 2010 86.5% Fall 2011 87.6% Fall 2012 88.4%	One-year Goal: 88.5%
	b. Completion	Focus on increased 4 and 6 year graduation rates for first time, full time freshmen. Supporting programs: strategic enrollment management, Futures scholarships, mandatory advising	First time, full time freshmen cohorts 6 year graduation rates: 2010 56.9% 2011 55.3% 2012 58.9% 2013 60.0%	One-year Goal: 60.8%
	c. Successful completion of college math course	Grade of C or higher in Math 1050 Supporting programs: pilot program involving flipped classrooms	2011-2012 64.3% 2012-2013 65.5% 2013-2014 71.8% Three year running average: 67.2%	One-year Goal: 67.7%
	e. Increase graduate education	Long-term focus is on increasing 6-year doctoral completion rate. Supporting programs: Mentorship best practice resources for faculty and career counseling	Three-year running average of number of degrees: FY2009 2,196 FY2010 2,243 FY2011 2,277 FY2012 2,370 FY2013 2,518	One- year Goal: 2,550

**DRAFT – FOR DISCUSSION PURPOSES ONLY**

<b>Institution</b>	<b>Core Performance Measures (as Prioritized by Each Institution)</b>	<b>Specific Measurements to be Used to Determine Success</b>	<b>Current Data on Specific Measures</b>	<b>Benchmark: One-year Goal (2015)</b>
Utah State University	Recruitment and Enrollment	Management of communication with prospective domestic freshman students to increase applications, enrollment, and % of applicants who enroll (yield)	Yield percentages from AAA: Fall 2013: 33.10% Fall 2012: 38.60% Fall 2011: 38.50% Fall 2010: 40.60% Fall 2009: 41.90% Fall 2008: 43.90%	Increase applications by 5% and increase yield (applicants who enroll) by 1%
Weber State University	a. Retention	First-Year Retention rates as reported to IPEDS	WSU's First Year Retention rate for the Fall 2012 to Fall 2013 was 68%	WSU will increase the First Year Retention Rate by 1.0 percentage point, or more, so the retention rate for Fall 2013 to Fall 2014 will be 69 percent or higher
	b. Completion	Three-year moving average of total degrees awarded. A three-year average is used to control for random, year-to-year fluctuations	Three-year moving average was 4,177 degrees awarded in 2012-13	Three-year moving average ending in 2013-14 will increase by 5 percent, or more, so total degrees awarded will exceed 4,386
	c. Accelerate GE Math Requirement	Three-year moving average of those successfully completing Math 0950, 0990 and 1010	Three-year moving average was 3,127 students passing developmental math in 2012-13	The three-year moving average ending in 2013-14 will increase by 5 percent, or more, so the number of students passing developmental math will exceed 3,283
Southern Utah University	Transition from developmental math to successful completion of college math course	Percentage of first-time students who successfully complete remedial math in their first year and also successfully complete a Math GE course with their first two years	30.9% (five-year average for Fall 2008 to Fall 2012 cohorts)	35%



**DRAFT – FOR DISCUSSION PURPOSES ONLY**

<b>Institution</b>	<b>Core Performance Measures (as Prioritized by Each Institution)</b>	<b>Specific Measurements to be Used to Determine Success</b>	<b>Current Data on Specific Measures</b>	<b>Benchmark: One-year Goal (2015)</b>
Snow College	c. Accelerate GE Math Requirement	Compare the average time to successful completion (passing with a C- or higher grade) of Math 1050 by first-time freshman students (excluding high school)	4-year average of successful Math 1050 completion is .67 years (a little over one semester)	Decrease the average time for successful Math 1050 completion from .67 years to .6 years over the next three years by the following: A Math committee will consider Pedagogies for teaching 1050; the department will do a better job of placing students in appropriate levels of math. Some do not need 1050; Experiment with pedagogies being explored through the ILearn program for advanced placement to Math 1050
		The number of concurrent enrollment students successfully (passing with C- or higher grade) taking Math 1050	4-year growth average for concurrent enrollment students successfully taking Math 1050 is 0%	A 5% increase in the number of concurrent enrollment students successfully taking Math 1050. We will add 1050 sections to concurrent enrollment IVC
	Transition from developmental to successful completion of college-level math	Average time to completion of college level math by developmental math students (first-time freshman, excluding high school students)	The 4-year average time to completion of college math by first-time freshman students taking developmental math is 1.67 years (approximately 3 semesters)	Reduce the time it takes to complete developmental math to less than three sem. With the USHE completion grant, we will compile a database of 120 projects where students engage in everyday math. Professors will also be trained on best practices for project use in developmental math, which will allow students to reach a level of proficiency that will enable them to move into Math 1030 and 1040 in one semester

**DRAFT – FOR DISCUSSION PURPOSES ONLY**

<b>Institution</b>	<b>Core Performance Measures (as Prioritized by Each Institution)</b>	<b>Specific Measurements to be Used to Determine Success</b>	<b>Current Data on Specific Measures</b>	<b>Benchmark: One-year Goal (2015)</b>
Dixie State University	Expansion of First Year Peer Mentor Program	<p>Target at-risk students by HS GPA, ACT/SAT test scores, parental education, ethnicity, and AGI</p> <p>Assign peer mentors to each student with a strict communication plan</p> <p>Test retention rate against sample population not receiving treatment</p>	Fall 2012-2013 retention rate is 19.4% higher in targeted at-risk pool as compared to sample study of similarly indexed students	Increase fall-to-fall retention rate of targeted at-risk students by 3% as compared to a similarly indexed sample group
	Implementation of First & Second Year Advisement Model	<p>All students with &lt; 30 credits assigned a “first year advisor”</p> <p>All students with &gt; 30 credits and &lt; 60 credits assigned a “second year advisor”</p> <p>Test to see quantity of students with appointment</p>	<p>37% of students with &lt;= 30 credits received appointment during 2013-2014 year</p> <p>45% of students with &gt; 30 credits and &lt;= 60 credits received appointment during 2013-2014 year</p>	Increase participation rate in advisement appointments by 3% for both first (<= 30 credits) and second (> 30 credits and <= 60 credits) year students
	Shorten the Math Course Requirement pipeline and Implement Supplemental Instruction in Transitional Math	<p>Number of students going from Math 0900 directly into Math 1000 rather than from Math 0920 to Math 0990 to Math 1010</p> <p>Implement a supplemental instruction model in Transitional Math courses</p>	<p>639 students enrolled in Spring 2014 Math-1000 course</p> <p>New program - Preliminary pipeline data available Fall 2014</p>	<p>Increase pass rate by 5% over prior year</p> <p>Shorten the pipeline of target population taking 3 math courses to 2 math courses by 5%</p>

**DRAFT – FOR DISCUSSION PURPOSES ONLY**

<b>Institution</b>	<b>Core Performance Measures (as Prioritized by Each Institution)</b>	<b>Specific Measurements to be Used to Determine Success</b>	<b>Current Data on Specific Measures</b>	<b>Benchmark: One-year Goal (2015)</b>
Utah Valley University	b. Increased completion rates	Total number of certificates, diplomas, and degrees awarded	Three year rolling average: 2008-09 to 2010-11: 3,789 2009-10 to 2011-12: 4,162 2010-11 to 2012-13: 4,453	2011-12 to 2013-14: 4,700
	c. Acceleration in fulfilling the general education math requirement	Percent of students who have completed the Quantitative Literacy requirement by the end of the Spring Semester of their Sophomore year (excludes high school concurrent enrollment students; class standing measured at beginning of Spring Term)	Three year rolling average: 2008-2010: 46.8% 2009-2011: 47.5% 2010-2012: 48.1% 2011-2013: 49.4% 2012-2014: 50.7%	2013-2015: 51%
Salt Lake Community College	d. Rapid transition of students from developmental math to successful completion of college math course	Average GPA of the transitioning cohort in Math 1010  Percent of students in the transitioning cohort who successfully complete Math 1010 with a “C” or above	Current Average GPA of the transitioning cohort in Math 1010 is 2.12  Current Pass Rate of the transitioning cohort in Math 1010 is 52%	Increase the Average GPA for the cohort transitioning in Math 1010 to $\geq 2.5$  Increase the pass rate of the transitioning cohort in Math 1010 to $\geq 60\%$

July 9, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Completion Initiatives and Goals for 2015

Background

In July 2013, the Board passed a College Completion Resolution, identifying five initiatives proven to increase college success and graduation rates. The Presidents and their administrations and faculty have taken seriously the Board's charge and have been implementing these strategies. Over the past year, the eight Utah System of Higher Education (USHE) institutions have made significant progress on these initiatives.

1. *Establish 15 credit hours per semester as the normal full-time course load for students. Institutions are strongly encouraged to promote the recommended course load and ensure their own top scholarship requirements define 15 credit hours/semester as full time, no later than the 2014-2015 academic year.*

Institutions have embarked upon efforts to increase credit intensity (the number of credits students take per semester). USHE launched a "15 to Finish" marketing campaign, which now includes **two** videos, a website, posters, and other collateral material for institutions. USHE buys online ads just prior to and during institutional registration periods to encourage students to take more credits. Most institutions created their own "15 to Finish" landing pages and slogans, such as Utah Valley University's and Southern Utah University's "15 to Finish" marketing campaigns, and Dixie State University's "Finish in Four," which encourages students to take 30 credits each year.

Institutions have also required that the most prepared students--those receiving academic scholarships--complete 15 credits in order to renew their scholarships, while the Regents' and New Century Scholarships also require students to complete 15 credits to renew the scholarship.

2. *Set plateau tuition levels with a focus on 12 to 15 credit hours to help students maximize their tuition dollars and their time. Institutions are strongly encouraged to promote the advantages of taking more than 12 credit hours per semester as a way to complete a degree one year earlier.*

Seven of our eight institutions already have plateau tuition, which allows students to take more credits for the price of 12.

- 3. Create semester-by-semester degree program maps with specific recommended courses each semester and make them available to current and potential students, ensure they are updated regularly to help students stay on track to finish their degrees on time and better enable institutions to maximize course scheduling availability for students.*

Institutions have begun the complicated work of updating maps to each degree, with up-to-date recommended coursework, each semester suggesting at least 15 credits. They are in the process of posting these maps to their websites, where they will be easily accessible to current and potential students, families, and school personnel. In April 2014, the institutions developed a set of "best practices" for these degree maps, which are outlined in the attachment.

- 4. For students who have not already met general education math requirements in high school, (1) encouraging students to enroll in an appropriate mathematics course in their first year of college, (2) encouraging institutions to adopt a strategy to transition students from developmental to credit-bearing math within three semesters, (3) marketing Math 1050 as a preferred concurrent enrollment option for high school seniors.*

At the May 2014 meeting, the Board approved a set of math recommendations aimed to help students complete the correct sequence of math courses in high school to help them be successful in college.

The institutions, meanwhile, have been piloting innovative teaching methods to improve student success in math. These include Utah State University's math refresher courses for students whose last math class was more than a year previous; Weber State University's flipped math classes; Math Emporium, employed by Salt Lake Community College and Dixie State University. The "Emporium" model allows students to move through developmental math at their own rate, with an aim to decrease the total amount of time a student spends in developmental math. Snow College, meanwhile, has instituted "Project days," which help students see the practical applications of the math they are learning.

- 5. During the next year the Chief Academic Officers, Chief Student Services Officers and institutions are charged with exploring the feasibility of implementing reverse transfer/stackable credentials where students who complete the requirements for an associate degree are automatically awarded the degree, by institutions that award associate degrees, without an application (or fee). This may include the feasibility of a policy allowing for the "reverse transfer" of credits where academic credit for coursework completed at a four year university are transferred back to a transfer student's previous college to satisfy credentials such as a certificate or associate degree program requirements.*

USHE institutions have begun the complicated process of engaging in reverse transfer, which transfers credits "back" to a two-year institution after a student has successfully transferred to a four-year degree granting institution. Salt Lake Community College is exploring partnerships with the University of Utah and Utah State University. Those four-year institutions that also grant the associate degree have been removing barriers to the AA/AS degrees, such as graduation fees, and encouraging

students to request the posting of AA/AS degrees. Utah Valley University has seen a marked increase in AA/AS degrees as a result.

In June 2014, USHE awarded all eight institutions one-time Completion Grants of up to \$40,000 for efforts to further the five initiatives. All eight institutions received an award. These are outlined in a separate agenda item.

Given the progress of the state thus far, and the large number of efforts in progress at the institutions, we wish to build upon our success and deepen our engagement in the completion work, by asking each institution to set specific goals on each of the five initiatives. By setting three- and five-year goals, we believe we can significantly increase the completion work at our institutions, thus increasing the percentage of students graduating with a meaningful credential, and moving the state closer to the 66 percent by 2020 goal.

#### Commissioner's Recommendation

The Commissioner recommends that the Board commend the presidents and institutions of the Utah System of Higher Education for their first year progress in implementing completion strategies as outlined by resolution in July 2013. The Board further directs the institutions to develop goals for 2015, by January 1, 2015, as described in the attachment to this memorandum.

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David L. Buhler  
Commissioner of Higher Education

DLB/CF  
Attachment



## Next Steps on Completion Initiatives July 2014

**The Board of Regents direct that institutions create 3-year and 5-year goals no later than January 1, 2015 to be reported at the January 2015 Board of Regents meeting, for further implementation of the**

**Board's Completion Initiatives, adopted by resolution in July 2013, as follows:**

1. Establish 15 credit hours per semester as the normal full-time course load for students.

Institutions have made good progress on requiring 15 credit hours for scholarships.

**Each institution sets a target based on the % of students they have taking 15 credits/semester or 30 credits/year. Data has been provided by USHE.**

2. Maintain plateau tuition at seven institutions and work to inform students at all institutions so they understand the financial benefits of taking 15 instead of 12 hours per semester (or 30 hours per year including summers).

3. Create semester-by-semester degree program maps with specific recommended courses each semester and make them available to current and potential students.

The following best practices for graduation maps were developed by the institutional teams at the Complete College Utah meeting on April 30, 2014.

1. Prefix, number, title (no abbreviations), credits, semesters taught.
2. Full-time 15 credits per semester (or more) to finish in 4 years for BS/BA, 2 years for AS/AA/AAS, 1 year for certificates.
3. Part-time maps permissible as long as there is a full-time map.
4. Include milestones.
5. Maps are a companion piece to catalog and others tools (degree audit).
6. Add notes to encourage students to use available resources (advising, degree audits, etc.).
7. Students and parents must be able to access maps as stand-alone piece (not embedded in catalog).

**Institutions should indicate what % complete these degree maps are, and set a target date for 100% completion.**

4. Encourage students to enroll in an appropriate math course in their first year in college; transition students from developmental to credit-bearing math within three semesters; market Math 1030/1040/1050 as a preferred concurrent enrollment option for high school students.

USHE is collecting benchmark data for:

the number/percent of students who complete Math 1030/1040/1050 with a grade of C- or higher, or have earned credit for a QL through AP score (2008-2009 and 2009-2010 cohorts);



the number of semesters students are enrolled in Math 1010 and below until they successfully complete Math 1030 or above with a C- (2008-2009 and 2009-2010 cohorts).

**Once USHE provides these data, institutions should set goals to increase the number of students successfully completing QL and decrease the number of semesters students spend in Math 1010 or lower.**

5. Explore the feasibility of reverse transfer/stackable credentials.

Although the Board has approved more than 75 certificates, not all of these readily transfer credit to an associate degree, or "stack" to the next credential. At the May meeting, the Board approved two new certificates that do stack to an AAS degree, and these AAS degrees will then transfer to BS degrees at Weber State University.

**Institutions that grant certificates should set a goal to increase the number of certificates that stack to an AAS degree and then to a BS degree.**

The institutions have been exploring increasing the number of associate degrees awarded over the past year and have made significant progress.

**Associate degree granting institutions should set a target for associate degrees awarded to students and for increasing reverse transfer.**

One way to incentivize students to earn the associate degree is to intentionally explore prior learning assessments (PLAs). The PLA process permits students to apply for credit for what they have learned through military service, time spent in the workforce, or other meaningful experience. We encourage institutions to help address the 27% of Utahns with some college credit but no credential by intentionally increasing efforts to reach returning adult students, including the use of PLAs.



July 9, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Institutional State-funded Capital Development Projects for 2015-16

Background

As part of its statutory duty, the Board of Regents reviews capital development project requests each year for the purpose of assigning priorities based on the most pressing and critically needed requests. Once prioritized, this list is submitted to the Office of the Governor, the State Building Board, and the Legislature for funding consideration.

The projects included in the request for 2015-16 funding are as follows:

- University of Utah – Crocker Science Center (George Thomas Building Renovation, Addition, and Seismic Upgrade)
- Utah State University – Biological Sciences Building
- Utah State University – Clinical Services Building
- Weber State University – Social Sciences Building Renovation
- Southern Utah University – New Business Building
- Snow College – New Science Building
- Dixie State University – Physical Education/Student Wellness Center
- Utah Valley University – Performing Arts Building I
- Salt Lake Community College Westpointe Center Campus – Career and Technical Education (CTE) Classroom and Learning Resource Building

Summaries of the requested projects are attached for your information (Attachment 1). Following the institutional presentations of these projects to the Regents, the Capital Facilities Committee will meet to deliberate the merits of the projects, based on their site visits to each applicable campus and the project scoring done by OCHE in accordance with Board policy. They will then recommend assignment of “Priority Points” and rankings to the full board in accordance with the guidelines adopted by the Board in the May 16, 2014 meeting (Attachment 2).

In a conference call meeting of the Board scheduled for mid-August, the Capital Facilities Committee recommendations will be presented, and the Board will establish the final ranking of the projects for submission to the Governor, the State Building Board, and the Legislature for funding consideration.

Please note attached copies of two charts (Attachment 3) that show the *square footage per FTE student* at each of the USHE institutions. The data used for these charts are from the Fall 2013 USHE Space Inventories and the Fall 2013 End-of-Term Enrollments (Budget Related & Self Supporting FTE). The space inventory is a snap-shot that includes the buildings in use as of October 2013 when the space inventory files were submitted. These charts provide a generalized picture by category of space at each of the institutions. The "TOTAL" chart summarizes four space categories, including academic space, offices & conference rooms, research labs, and special/general use space. The "ACADEMIC" chart shows the detail of academic space, including classrooms, teaching and open labs, and library/study space.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents become knowledgeable about the attached projects to prepare to discuss them based on the merits of each in the context of the highest and most pressing needs in USHE, and to assure judicious decisions when acting on the recommendations subsequently presented by the Regents' Capital Facilities Committee.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH  
Attachment

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**USHE 2015-16 CAPITAL DEVELOPMENT PROJECTS**
**JULY 1, 2014**
**UNIVERSITY OF UTAH – CROCKER SCIENCE CENTER (GEORGE THOMAS BUILDING RENOVATION, ADDITION, AND SEISMIC UPGRADE)**

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$34.0 M	\$21.0 M	\$55.0 M	\$682,700

Project Space - Gross Square Footage		
New	Renovated	Demolished
52,500	71,000	13,200

This project will renovate and expand the George Thomas Building to house the new math and science teaching initiative, a new educational process designed to better integrate math and science within the undergraduate curriculum and merge teaching and research. It will require unique facilities including:

- Modern interdisciplinary teaching laboratories and classrooms for the Center for Science and Math Education.
- An incubator for science-based translational research, in which university faculty will collaborate with industry partners on pilot projects with direct benefits for the community.
- The Center for Cell and Genome Science, an innovative and interdisciplinary research center bringing together world-renowned physicists, biologists, and other scientists.

This project will revitalize a building located on Presidents Circle that is listed on the National Historic Register. The building most recently housed the Utah Museum of Natural History.

The project will eliminate serious seismic and structural deficiencies in the building through a seismic retrofit. The south portion of the building that was constructed as a library stacks area will be demolished. Several areas may require asbestos abatement. Plumbing, mechanical, and electrical systems will need to be replaced. The building shell will be made more energy efficient with historically-appropriate windows.

The University will provide \$21 million of funding from donations and other institutional funds as partial funding for this project.

**UTAH STATE UNIVERSITY – BIOLOGICAL SCIENCES BUILDING**

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$60.0 M	\$15.0	\$75.0 M	\$1,306,357

Project Space - Gross Square Footage		
New	Renovated	Demolished
142,000	139,379	0

This project includes a \$56 million new building on the site of the demolished old Ag Sciences Building; a \$4 million renovation of the Biology and Natural Resources (BNR) Building consisting of mechanical, structural, and energy upgrades throughout, and remodeling of space for the Biology Department wing; and a 12,000 sq. ft. addition to the Natural Resources wing of the BNR building that will be financed with a \$15 million private donation.

The new building will provide critical replacement, expansion, and consolidation space for the Biology Department, focusing on new state-of-the-art teaching and research laboratories. It will be attached to BNR with a bridge connection, where existing spaces will be remodeled to serve several specialized functions related to specific research and teaching resources. Remodeled space within BNR will house the Intermountain Herbarium, USU Entomological Collection, National Pollinator Laboratory (the “Bee Lab,” a federal facility), USU vertebrate teaching collections, Utah Plant Pest Diagnostic Laboratory (an Extension unit), departmental vivarium (animal care facility), arthropod vector laboratory, and human anatomy teaching laboratory (cadaver lab). Although all of these resources remain critically important to the mission of the Department of Biology, each requires substantial square footage for current holdings and future growth, and they can continue to serve their core functions with appropriate renovation of BNR. A few additional teaching labs will also be renovated in BNR, primarily for use with collection-based courses and for expansion of the rapidly-growing undergraduate research program.

Renovation of the Natural Resources wing and the connecting new west wing will include two new additions, which are a new entry and lobby space on the west side in front of the large auditorium, and a student commons and exhibit space along the east courtyard. These improvements will be financed through private donation, and will provide much needed student space in the building.

This project will provide new centrally-scheduled classroom space, available to all academic units on campus, including three new lecture halls, three standard mid-sized classrooms, and several seminar teaching rooms. A small science library, research display space, and student study space are also new programmatic elements to be provided by this project. The BNR does not currently have any study or collaboration space available for students. These functions may be housed in the new building or as remodeled space in the BNR, as determined in programming.

**UTAH STATE UNIVERSITY – CLINICAL SERVICES BUILDING**

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$15.0 M	\$18 M	\$33.0 M	\$662,056

Project Space - Gross Square Footage		
New	Renovated	Demolished
105,500		36,560

The new Clinical Services Building for USU’s Emma Eccles Jones College of Education and Human Services (CEHS) will provide 105,500 square feet of state-of-the-art clinical, research, and office space to enable the College to provide a variety of clinical services for adults, adolescents, and families, all within one building. This will include integrated service delivery, vocational and graduate student training activities, clinical research, and community outreach within six different clinics including:

- Autism and Other Developmental Disabilities
- Family and Human Development
- Aging and Memory
- Health and Exercise Science
- Speech, Language, and Hearing Sciences
- Center for Persons with Disabilities

Many of the clinical departments within the CEHS are spread out in different buildings across campus and need to be united in one facility. Bringing departments together under one roof will increase efficiency of operation and space usage, encourage connection and collaboration between units, and facilitate access by the public. The new facility will bring together diverse clinical programs in an interdisciplinary environment, creating an optimal setting for training graduate students and engaging faculty across human service professions. It will facilitate cutting-edge clinical research and optimize recruitment of faculty and students. It will create synergies of space utilization and efficiency. The new clinic will provide better and more diverse treatment and counseling services to individuals, couples, and families.

The proposed site is the existing Center for Persons with Disabilities (CPD) building that is an aging and inefficient one-story brick building that is not equipped to handle modern clinical and laboratory needs. It has many problems, including an inefficient layout, life safety deficiencies, poor energy efficiency, and a confusing floor plan. Temporary facilities will be required for the CPD Department while this new building is under construction.

Private donations of \$18 million have been committed to help fund this project. It will require \$662,056 of additional O&M funding for its ongoing operation.

**WEBER STATE UNIVERSITY – SOCIAL SCIENCES BUILDING RENOVATION**

Project Cost Estimates				
Current State Funds Request	Prior State Funding	Other Funds	Total Project Cost	O&M Funds
\$30.1M	\$0 M	\$0M	\$30.1 M	\$427,209

Project Space - Gross Square Footage		
New	Renovated	Demolished
13,000	106,322	0

The Social Sciences Building was designed in 1969, with construction finished in 1973. It currently houses the Departments of History, Anthropology, Criminal Justice, Geography, Political Science and Philosophy, Psychology, Social Work and Sociology, and continues to be one of the most heavily used academic instruction buildings on the campus.

The project will consist of essentially gutting the interior, including all interior partitions, electrical, heating and air conditioning systems and plumbing systems. Basic structural elements will be strengthened to meet current seismic code requirements; modifications will be made to make the building ADA compliant; outdated and inefficient HVAC, plumbing, and electrical systems will be replaced; and the interior will be reconfigured and rebuilt to accommodate the most effective and efficient use of space and systems to meet the current and projected academic requirements.

Multi-media classrooms of sufficient size and configuration will be provided. Faculty offices will be reconfigured and interior circulation and restrooms will be upgraded. Appropriate study rooms, faculty preparation rooms and work rooms will be incorporated. Interior finishes will be upgraded or improved, to include lighting, floor coverings, wall coverings, and ceilings. Exterior wall panels will be cleaned, and mounting systems for these panels will be upgraded to meet seismic requirements. Where appropriate and feasible, additional daylight will be incorporated into the design to make the facility less energy intensive and more user-friendly. Additionally, approximately 13,000 square feet of “porch” area around the perimeter of the first floor will be incorporated into office, classroom, study and lab spaces.

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State-appropriated O&M support is used for the existing building, which was constructed with state-appropriated capital funding. WSU is requesting \$427,209 of additional state funding for O&M needs to accommodate the ongoing costs for the increased space and updated HVAC and electrical needs of the facility.

**SOUTHERN UTAH UNIVERSITY – NEW BUSINESS BUILDING**

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$9.0 M	\$4.0 M	\$13.0 M	\$344,000

Project Space - Gross Square Footage		
New	Renovated	Demolished
42,000		50,819

The requested project is a new building designed to meet the space and pedagogical needs of the School of Business. Since 1980, when the current business building was constructed, the School of Business has doubled in students and faculty and has added Masters Degrees in Business Administration and in Accountancy. To compensate for this increased student enrollment, the building is heavily scheduled and utilized. Most graduate courses are taught in the afternoons and evenings.

The lack of seminar style classrooms, student breakout rooms, and service learning space in the existing building is not conducive to the curriculum of the undergraduate and graduate degree programs. The new building will provide classrooms, seminar rooms, advanced-business computing labs, graduate assistant work-study areas, break-out/study rooms, an academic advising suite, and additional faculty offices.

The existing Dixie Leavitt Business Building will be repurposed for use as academic and academic support space for programs and units that are currently spread across campus.

The Multipurpose Center building, constructed in 1965, has significant code compliance, mechanical, and HVAC system deficiencies. This building will be demolished to provide the site for the new building. Functions currently housed in the building will be relocated into other existing buildings.

SUU has secured \$4 million of non-state capital funding to help fund the project, and \$344,000 of new funding will be needed for ongoing O&M support.

**SNOW COLLEGE – NEW SCIENCE BUILDING**

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$18.4M	\$0	\$18.4M	\$153,234

Project Space - Gross Square Footage		
New	Renovated	Demolished
52,600	0	57,000

This project request is for construction of a new science building. The current building was constructed in 1972 and has many safety (including asbestos) and code compliance issues. There may be structural settlement issues, as suggested by a large crack on one corner that runs the full height of the building and appears to be expanding over time. The anatomy, biology, chemistry, and physics labs no longer meet the standards for science classrooms in a higher education setting. In addition, the lab benches and floor tiles

were manufactured with asbestos and cannot be modified to meet current needs. Glass lined chemical drain lines have broken and cannot be repaired due to their location within concrete walls. The single elevator in the building is too small to accommodate new larger wheelchairs and, therefore is not ADA code compliant. There are numerous other ADA code compliance and international building and trade code compliance issues that need to be addressed as well.

This building is vital to the College to enable it to provide critically needed STEM (Science, Technology, Engineering and Math) curriculum in order to assure continuation of the College's historically strong science and pre-engineering programs.

Recent requests for this project entailed remodeling and refurbishing the existing building and expanding it to provide modern and up-to-date science labs. DFCM estimates that the cost difference between remodeling the existing facility and building a new one is approximately \$1.5 to \$2 million more to construct new. As a result, DFCM is recommending demolishing the existing building and constructing a new and more efficient facility.

**DIXIE STATE UNIVERSITY – PHYSICAL EDUCATION/STUDENT WELLNESS CENTER**

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$19.0M	\$10.0M	\$29.0M	\$376,700

Project Space - Gross Square Footage		
New	Renovated	Demolished
100,000	0	0

This project is a multiple story, 100,000 sq. ft. facility that will provide needed classroom, office, gymnasium, and health and wellness space for the University's current enrollment (over 8,000 total headcount) and for future growth. The new facility will enable DSU to accommodate new baccalaureate degrees in Health Promotion and Human Performance fields. It will house:

- Bachelor of Arts/Sciences degree program in Health and Human Performance (Teacher Education, Kinesiology/Exercise Science, and Health Promotion and Wellness tracks)
- Integrated Studies Emphasis Areas
- Minors/Endorsements and Recreation (PRHR) and will offer tracks in Health and Wellness, Exercise, and Secondary Education. New programs will also include a PE emphasis (Exercise Science /Athletic Training) in integrated Studies, Secondary Education Teaching Endorsement, and Secondary Education Coaching Endorsement.

Although DSU previously has not offered a Physical Education degree, many of the existing classes will become part of the curriculum for these new programs. The current physical education facility consists of a gymnasium that was constructed in 1956 that houses the DSU Volleyball Team and is used for some intramural programs. With growing enrollments and other limitations, it does not meet the academic and wellness needs of the institution and its new role and mission.

DSU students have been committed to this program for many years as is evidenced by their backing of an existing student building fee to support a wellness facility. By the end of FY2015, \$2.2 million will be in hand from this fee, the continuation of which will support an \$8 million revenue bond for the student wellness portion of the facility. In addition, DSU is actively pursuing donations from organizations currently requesting physical education health and wellness programs. The ongoing O&M costs for the state-funded

## USHE 2015-16 Capital Development Projects

portion are \$376,700. O&M support for the student wellness space will be paid from non-state funding sources.

**UTAH VALLEY UNIVERSITY – PERFORMING ARTS BUILDING I**

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$36.0M	\$0	\$36.0M	\$840,000

Project Space - Gross Square Footage		
New	Renovated	Demolished
120,000	0	0

This new facility will provide for the dance and music programs that are now housed in the Faculty Annex, the Gunther Technology building, the Physical Education area, the Student Center, and some off-campus facilities. Existing facilities permit sound transfer throughout, which hampers effective teaching and learning. Individual students' practice rooms are severely limited, offices and studios do not meet faculty or student needs, and public performances or exhibits of any kind are difficult and often impossible to present.

The new building will include music and dance instruction studios and rehearsal halls, classrooms, technology-enhanced learning labs, student recital facilities, recording and media production technologies, and a 700-seat concert hall and a 700-seat dance theatre. A commons area/foyer with a box office and events marketing suite will serve the public performance facilities. Instrument storage and repair facilities, equipment lockers, dressing rooms, physical training and conditioning facilities, off-stage green rooms, and music practice rooms will also serve student needs. The outside of the building will mirror traditional campus design and connect with adjacent buildings through a covered walkway.

The estimated new O&M funding required for this building is \$840,000.

**SALT LAKE COMMUNITY COLLEGE WESTPOINTE CENTER CAMPUS – CAREER & TECHNICAL EDUCATION (CTE) CLASSROOM AND LEARNING RESOURCE BUILDING**

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$45.0 M	\$0	\$45.0 M	\$738,713

Project Space - Gross Square Footage		
New	Renovated	To be Sold
130,963	0	80,286

This CTE Classroom and Learning Resource Space project to be built on newly-acquired property at the Westpointe Center consists of a new 130,963 square foot facility that will contain additional classrooms, large-bay teaching labs, study space, and office and conference room space for faculty and staff support. In addition to providing needed space for current and future enrollments it will accomplish two important purposes:

- Consolidation of the Career and Technical Education programs into one location, which will enhance programmatic efficiency and broaden access to the programs; and
- Provide sufficient space to continue and expand business and industry partnerships in the areas of advanced manufacturing technology.



The existing Meadowbrook Campus consists of 3 permanent buildings and 2 portables. The intent is to sell these buildings and the proceeds to offset part of the cost of the new building. The programs that are now housed in the existing buildings and that will be moved to the new facility or other appropriate sites are:

- Composite Materials
- Plastics
- Heating Ventilation and Air Conditioning
- Diesel Systems
- Truck Driving
- Heavy Diesel Systems
- General Education

In addition, SLCC intends to move the Welding and Machining-Manufacturing Technology program to the new facility.

The existing facilities are marginal for delivery of many of the programs. They were originally constructed of concrete block, tilt up concrete panels and wood framing. This structure had minimal energy retrofitting done to the walls and roofing. The roofs were built in several phases using various structural systems, some of which are questionable and don't exist anymore. The mechanical units are exteriorly located with inefficient duct work and are prone to extensive leaking. Also, without major replacement, the mechanical and electrical systems that serve the buildings cannot be expanded or modified, and are failing.

The new facilities will accommodate current needs and provide for expansion into the future with state-of-the-art space that is designed for these increasingly complex programs. It will resolve existing cost inefficiencies and improve the sharing of space and equipment resources by faculty, staff and students.

SLCC is requesting \$738,713 of increased \$O&M support for the ongoing support of this facility.

**USHE CDP PROJECT EVALUATION GUIDELINES FOR FY 2016 FUNDING CONSIDERATION**  
**Application of Regents Priority Points**

**Step 3 - Analysis and Scoring of Needs** - The “Analysis and Scoring of Needs” component of the CDP process using space standards and driven primarily by growth in enrollment and staffing remains in force as do consideration for serious facility condition and functional obsolescence needs, donated and/or other non-state provided funds, and/or critical infrastructure defects.

**Step 4 – Prioritization of Projects for Funding Consideration** - After these issues have been dealt with in the scoring process, the Regents have a category of **Regents Priority Points** that they may use on a discretionary basis to address what are determined to be the most pressing and critical USHE needs. The proposed guidelines for prioritization of projects for FY 2016 funding consideration are as follows:

**Guideline Based Points** **0-10 Points**

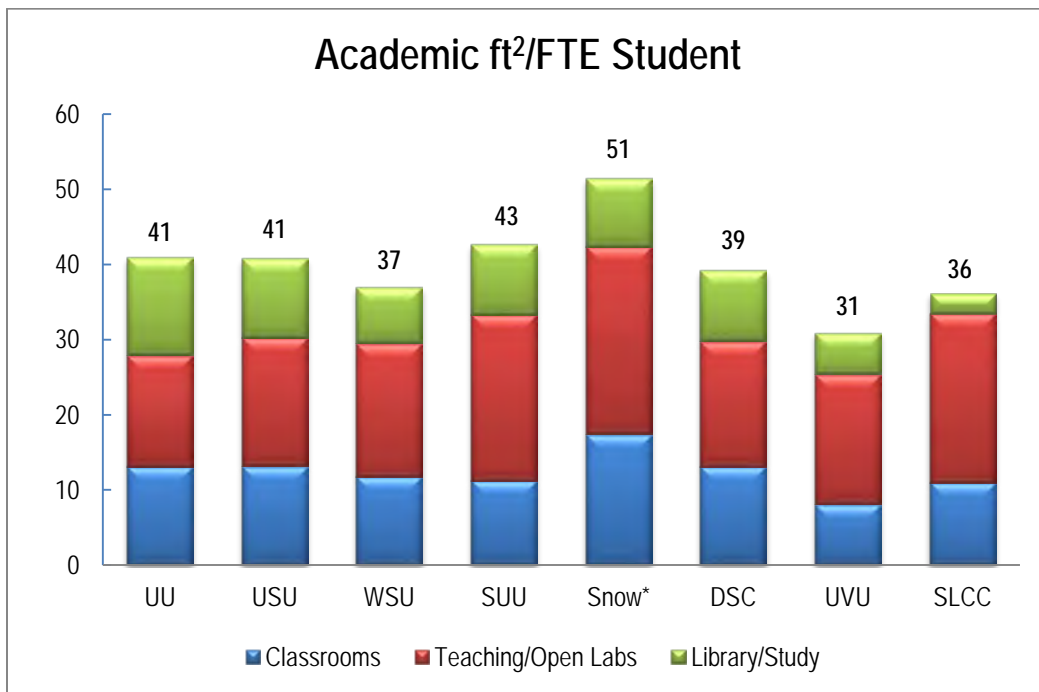
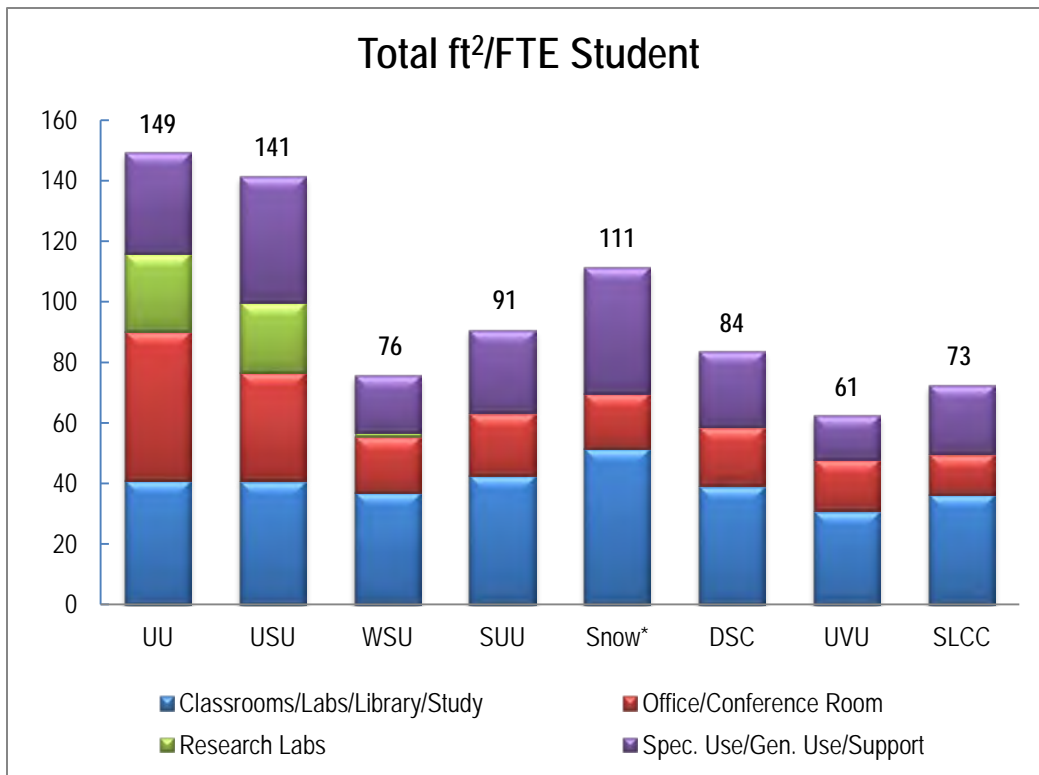
Critical Programmatic and Infrastructure Needs	10 Points
<ul style="list-style-type: none"> <li>• Imminent threats to daily operations and program delivery</li> <li>• Extraordinary economic development/competitive opportunities</li> <li>• Enhancement of critical programs (science, engineering, technology, etc.)</li> <li>• Facilities needs to achieve 2020 Plan goals</li> </ul>	
High Priority Issues	
<ul style="list-style-type: none"> <li>• Strategic Planning &amp; Time-sensitive Issues Branch and satellite campus development Significant changes in role and mission Mergers and Partnerships Emerging time-sensitive opportunities</li> <li>• Operational and Programmatic Efficiency Sustainability (energy conservation and efficiency) Operational Efficiency (optimization of O&amp;M costs) Innovative and cost effective delivery of academic programs Improved space utilization Eliminate functional obsolescence of equipment and space</li> </ul>	} 5-8 Points
Fulfills a Non-Critical Need	3 Points
<ul style="list-style-type: none"> <li>Core programmatic enhancement</li> <li>Strengthen program deficiencies</li> </ul>	
Project Does Not Qualify for Regents’ Priority Points	0 Points

**Discretionary Points** **0-15 Points**

These points are designed to position institutions to further develop and enhance their assigned missions and roles (see R741.3.4.1). It also is the intent of the Regents to give appropriate consideration to projects that respond straightforwardly in helping to achieve the goals and recommendations of the *HigherEdUtah 2020 Plan*. Appropriate consideration will also be given to projects with prior approved Legislative planning funding.

***Total Regents Discretionary Points*** **25 Points**

## 2013-14 USHE Space Inventories



Source: Fall 2013 USHE Space Inventories, Fall 2013 Budget Related and Self Support End-of-Term FTE Enrollment  
 \*Snow College Ephraim Campus Only